CHAPTER-II

REVIEW OF THE PREVIOUS RESEARCHES
You cannot build anything new unless you survey and find out all that went into building what went before. A good probe into the related 'old' will tell you many things including the mistakes that were committed, the elements and dimensions that skipped the vigilant or vagrant notice, the failures that were inherent and the gains that came naturally. The past has always a lesson for the present and even for the future. Our greatest advancement has come from the calm and unruffled review and evaluation of the past stock taking and planning have got to be done before you decide to have a further exercise in any human endeavour.

- D. M. Desai

(Some dimensions of our Educational Research)
CHAPTER-II

REVIEW OF PREVIOUS RESEARCHES

2.1 Introduction
2.2 Studies for Review
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References
2.1 INTRODUCTION

In the previous chapter an attempt was made to depict in meaningful perspectives the background of importance of Higher Education in India.

In this connection it should be fruitful to review some of the researches done on the subject under study. It was found that in all, in the field of Higher Education, about 165 studies have been made in 49 universities of India. Out of these as many as 26 are credited to the universities of Gujarat.\(^1\)

Among all the studies the studies that have some similarity with the present one are only a few. The investigator had to work hard to trace such studies. It was found that only a few researches were available that are relevant to the present study.
2.2 STUDIES FOR REVIEW

The following are the studies that will be useful in the review.

a) Growth and Development of Maharaja Sayajirao University of Baroda (1949-1967) by Dhanwant M. Desai & Saraswati Pandit.

b) Enrolment Trend and Behaviour in Higher Education in the Gujarat State by Dhanwant Desai.

c) College Campus Life in Perspective by Rasiklal Shah.


In the following paragraphs is given short resume of each of them.

(a) Growth and Development of Maharaja Sayajirao University of Baroda (1949-1967)

A published research study by D.M.Desai & Saraswati S. Pandit.

The study is concerned with the growth and development of the Maharaja Sayajirao University, Baroda over eighteen
years of its existence from 1949 to 1967.

The following are the important points relating to the same.

i) Specific Objectives of the Study

The study was undertaken with following objectives in view:

To build up a developmental picture of Maharaja Sayajirao University of Baroda.

To collect, present and analyse the statistics with regard to enrolment of students, number of teachers, their qualifications and experience, per student expenditure, the student-teacher ratio etc.

ii) Collection of Data and Methodology

The main sources of data used in the study are the annual reports of the University and the annual publication of the University Accounts. Every attempt was made to bring out from these apparently routine reports as much meaningful information as possible. The other source was the studies made on some phases of the university student population, programme and student scholastic performance in
some Departments of the University.

Statistics from the annual reports of the University and reports on Accounts were collected and fed into different statistical tables which were relevant to the study of a particular aspect of the University's growth or development. Other related documents were also consulted and either figures or excerpts from them were used as supporting data or as more elucidating devices.

iii) The Findings of the Study

The following were the findings of the study:

1) The student population in the University has increased over the last eighteen years by about four times in 1966-67. There was about one woman student per every three men students.

2) The ratio of post-graduate students to under-graduate students was 1:9 in 1966-67.

3) Out of every 100 students in the University about 20 are science students, 26 are students of technology and engineering and 30 are students of professional subjects.
4) Out of every 10 students in the University in 1962-63 about \( \frac{7}{10} \) were Gujarati speaking, 1 Marathi speaking and 2 speaking other Indian languages.

5) As regards the occupational status of the parents of university students it may be roughly said that in 1962-63 out of every 100 students 27 came from families of Government or Semi-government servants, 11 had their parents employed in private service, 21 from business communities, 15 from farming families and 3 from artisan classes.

6) As regards the age group composition of the university students it can roughly be said that almost three-quarters of the male students belonged to the age group 19-22 in 1962-63 and majority of women students belonged to the age group 18-21.

7) Between 1952-53 and 1966-67 the number of university teachers of all categories increased by 488 or around 205 percent. The sex ratio in regard to the university teachers in June, 1967 was 7 men against 1 woman.

8) The staff student ratio in 1966-67 was 1:15.4 which comes very close to the 1:15 ratio as the minimum norm suggested by the Education Commission. The ratio was best among the Universities of Gujarat State.
9) The University could fulfill many expectations of the Baroda University Commission. The University was one of the few and earliest centres of higher education in the country to introduce Bachelor's and Master's degree courses in untraditional subjects like Music, Painting, Sculpture, Dance etc. and adopt semester system, internal examination system in some of its institutions.

10) Some Departments could put forth a good number of researches during these 18 years. The number of Ph.D. degrees awarded in different fields during the last 14 years comes to only 154, an average of only 11 per year, which though fairly satisfactory, needs to be raised, in comparison to other Indian Universities.

In the course of past 18 years the University's income from all sources have increased from ₹.22.23 lacs in 1949 to ₹.92.61 lacs in 1966-67 registering an increase of ₹.70.0 lacs or about 317 percent. The expenditure of the University increased from ₹.22.23 lacs in 1949 to ₹.100.88 lacs in 1966-67 showing an increase of 354 percent. Per student cost increased from ₹.682.80 in 1949 to ₹.717.10 in 1967.
Desai (1967) studied enrolment trends and behaviour in Higher Education in Gujarat State. The collegiate education of modern type can be said to have started in 1861 when the first college was established in Ahmedabad. The college was closed down immediately because of less number of students and more expenditure than the income. The college reopened in 1879. With the establishment of two colleges at Baroda and Bhavnagar in 1879 and 1885 respectively the enrolment rose to 563 in 1900. Between 1900 and 1920, the average annual increase in all the colleges in Gujarat was 50 students approximately. In 1947 there were 15 colleges in Gujarat and the total number of students was just 10,000. All these colleges were affiliated to the University of Bombay. There was no university in Gujarat.

In 1949 there were two universities established, one the Gujarat University at Ahmedabad and the second, the Maharaja Sayajirao University at Baroda. A third University, Sardar Patel University at Vallabhbh Vidyanagar came into existence in 1957. The number of colleges increased by 84.6 percent in 1957. The enrolment increased from 37,500 in
1957-58 to 67,865 in 1963-64. The percentage annual increase ranged from 3.8 to 12.2 with a mean of 7.1.

Compared to the whole of India, Gujarat had less concentration as regards the average percentages in Arts, (India 52.0 percent; Gujarat 36.1 percent), Agriculture (India 1.3 percent; Gujarat 1.0 percent), and Education (India 1.3 percent; Gujarat 1.5 percent), but had more concentration in other faculties e.g. Science (India 27.6 percent; Gujarat 30.0 percent), Commerce (India 8.8 percent; Gujarat 14.8 percent), Engineering (India 2.8 percent; Gujarat 7.5 percent), Medicine (India 3.1 percent; Gujarat 4.8 percent) and Law (India 2.7 percent; Gujarat 4.3 percent).

In Gujarat State the enrolment in post-graduate classes shows an upward trend. However the universities in Gujarat are all differently placed in respect of post-graduate enrolment. It was the highest in Baroda and the lowest in Sardar Patel University. For the state, almost 50 percent of the total post-graduate enrolment was found to be in Arts; about 20 percent were enrolled in the Science Faculty; in Engineering the annual increase was very slow — only 0.2 percent; in Medicine it was just higher than 2.8 percent and in Commerce the trend was found to be constant.
It appeared from the study that by 1965 the postgraduate education in Gujarat in the disciplines of Fine Arts, Home Science, Social Work and Agriculture had not been able to advance appreciably.

(c) College Campus Life in Perspective
Baroda: M.S.University, Ph.D. Thesis (1974) by Rasiklal Shah

i) Introduction
The research deals with college campus life in two typical districts of Gujarat viz. Kheda, an advanced district and Panchmahals, a backward and developing district.

ii) Specific Objectives of the Study
The study was undertaken with the following objectives:

- To study a profile of colleges in Central Gujarat (with respect to Arts, Science and Commerce Colleges).
- To determine the quantitative aspects of the colleges.
- To study some aspects of the sociology of the student and teacher communities of the colleges in Central Gujarat.
- To survey the college plant and conjure a consolidated picture of the physical facilities in the colleges.
- To study some major trends and issues in higher education in this part of the state.
- To study perceptions of the college communities about the academic dimensions of the life on the college campus.
- To study the possible causes of student unrest and identify possible remedies thereof.

iii) Sample

For the investigation, a random sample of 1,112 students (5.34 percent of the total 20,183 college student population of the two districts of Kheda and Panchmahal) was selected. The study covers 28 of the total 34 Arts, Science and Commerce colleges in the districts of Kheda and Panchmahal. The teacher community of these colleges included in the study is of the size of 100 or 12.3 percent of the total 809 college teachers in position in the districts. Twenty six out of the total 34 college principals (i.e. 70 percent) were included in the sample.
iv) Data Collection and the Tools of Research

The data for the study were collected by appropriate questionnaire and supplemented by institutional records, reports, newspaper reporting, discussion, research papers, etc.

v) Findings of the Study

The following were the findings of the study undertaken.

1) There exists a significant relationship between students' previous examination records and their admission to various courses in Arts, Science and Commerce.

2) There also exists clear relationship between the parental education and students' preference for Arts, Science and Commerce courses.

3) The socio-economic factors have also been found to be playing their part in students' selection of courses.

4) No generalization seems to be possible about the relation between residence of students and their selection of college courses.

5) More of the students from the large size families select Arts courses and Commerce courses and more students from small size families select Science courses.
6) There is a significant difference in the perceptions of students, teachers and principals of colleges on various facets and dimensions of college campus life like adequacy and/or effectiveness of college plant, admission practices, teaching, curriculum, discipline, inter-personal relationship, examination, students welfare services etc.

7) Students, teachers and principals have different views on what causes student unrest and rioting.

8) There is a significant relation between the organisational climate of colleges and the college community’s perceptions of the causes and remedies of student unrest.

9) College management has significant impact on the effectiveness of colleges as centres of learning.

(d) Educational Development in the State of Gujarat during 1951-1961 with special reference to the Economic Growth of the State
Ahmedabad: Gujarat University, Ph.D. Thesis (1967) by M.B. Karnik

i) Introduction
The study aimed at investigating into educational development in Gujarat State during 1951-1961 in the light of
economic growth of the State.

ii) Variables and Sources of Reference:

The variables of economic growth selected for the study were (i) population, (ii) density, (iii) urban area, (iv) backward population, (v) literacy, (vi) percentage of population in primary sector, (vii) percentage of population in secondary sector, (viii) electricity, (ix) factories, (x) total district income, (xi) per capita income. The sources of reference were annual and periodical reports, magazines, journals and year-books published by the Central and the State Governments.

iii) Findings of the study

Some of the important findings of the study are noted here.

1) The growth of primary schools was 93 percent in Gujarat State during 1951-1961.

2) The number of villages without schools decreased from 12,000 to 1,200.

3) The area of the compulsory primary education expanded and the distance between schools and homes lessened.
4) In 1950-51 about 7 percent of population of Gujarat State was in primary schools. It increased to eleven percent at the end of 1960-61.

5) The enrolment in primary schools increased by 85 percent during 1950-1960.

6) The population per school was reduced from 1,956 to 1,114.

7) The number of secondary schools increased by 96 percent during the period.

8) There was a secondary school population of 29,092 which was reduced to 18,755 in 1960. The expenditure on secondary education was increased by 98 percent during the period.

In 1950-51 there were only two universities in the State while by the end of 1960-61 one more university came up. Increase in the number of institutions of Higher Education was 158 percent.

With the increase in the number of colleges the faculties also increased.

The expenditure in the field of Higher Education increased by 385 percent.
2.3 CONCLUSION

The review of research studies previously done help a good deal in preparing a background for the present study.

The first study is related to varied aspects of a particular university namely the M.S. University of Baroda. This study was extremely useful in deciding the plan and procedure for the study of other universities.

The second study namely the 'Enrolment Trend and Behaviour in Higher Education in Gujarat State' helped the study by supplying a useful summary of the trends of Higher Education in the past and present.

The third study of the 'College Campus Life in Perspective' was also useful in deciding the aspects of the study.

The study 'Educational Development in the State of Gujarat during 1951-1961 with special reference to the Economic Growth of the State' deals with some aspects of all the three stages of education namely primary, secondary and university education. The discussion on university education was useful for the present study to some extent.
If one looks through these studies, one sees that Desai's studies dealt with a good number of aspects but only for one university. The study of Shah also covers a specific aspect and that too for a very small area or region. The study of Karnik relates to the whole of Gujarat covering all levels of education but the progress is measured as a function of economic growth.
# REFERENCES


5. Ibid, p. 82.
