CHAPTER III
REVIEW OF RELATED LITERATURE

3.0.0 INTRODUCTION

The review of related literature is an important aspect in any research. No research begins in a vacuum. Knowledge of what has already been done or being done in essential for doing research in any field. Researcher needs the knowledge which has accumulated in the past as a result of constant human endeavour. Review of related literature allows the researcher to acquaint himself/herself with the current knowledge in his/her field and it will be an effective search for specialized knowledge possible. A familiarity with the literature on any problem area helps the researcher to discover what is already known what others have attempted to find out, what methods to attack have been promising or disappointing and what problems remains to be solved. It provides a background for the research product and makes the reader aware of the status of the issue. It enables the researcher to know about the recommendations of previous researchers listed in their studies for further research.

In this chapter, the findings of research studies and other literature relevant to the present study were presented. An attempt was made to review the related literature highlighting the historical development of Higher Education conducted in the country and abroad. Then the findings of different researchers have been presented in the following pattern:

- Related studies on the Historical development of higher education
- Related studies on Infrastructure
- Related studies on Financial Management
- Related studies on Administration
- Related studies on Academic Organization
- Related studies on Problem of Teachers
- Related studies on problem of Students
- Related studies on problem of Higher Education
3.1.0 STUDIES RELATED TO HISTORICAL DEVELOPMENT OF HIGHER EDUCATION

Verma, G.C., 1968,\(^1\) reported the progress of education in Rajasthan largely depended on the view on education held by the ruler or his adviser or minister. There were three colleges functioning in Rajasthan in the beginning of the present century. These were: the Government College, Ajmer, the Maharaja’s College, Jaipur and the Jaswant College, Jodhpur. There was very limited demand for higher education in Rajasthan till the twenties of the present century and these colleges, located in three distant places, fully met that demand. But in reality, the demand for collegiate education in the province was so small that even these colleges did not have, for a long time, sufficient number of students in them.

Pimpalkhare, M., 1976,\(^2\) reported that there were 95 arts, science and commerce colleges in 1960 when the Maharashtra State came into being. The number of such colleges increased to 189 in 1965-66 and further to 329 in 1971-72. The figures of enrolment for 1966 – 67 and 1971 – 72 were 1,38,765 and 2,71,584 respectively. During the period of 1966 – 70 the maximums enrolment was in the arts faculty followed by science and commerce. In 1966 – 67 the average enrolment per college was 806 and it increased to 896 in 1971 – 72.

Sharma, G.D., 1977,\(^3\) reported that there have been declining rates of growth in enrolment in higher education during 1970-75. Negative rates of growth were observed in some faculties such as science, engineering and technology, arts, medicine and agriculture. However, there was a higher rate of growth of enrolment from 1960-1970. Among the factors considered, the expenditure on higher education was an important determining variable in the rate of growth in enrolment. Government policy, new developments in education such as correspondence courses, permitting non-collegiates to appear for degree examinations and the new 10+2+3 system of education diverted students from regular colleges and thus affected the enrolment to some extent. The declining trend in rate of growth affected the demand for educated people in the education industry. The faster rate of growth in the number of institutions of higher
education and enrolment during 1950-70 had resulted in deterioration in the quality of higher education, establishment of a large number of colleges with small enrolment termed under-populated colleges, and a larger supply of graduate degree holders than the economy could absorb.

Budhori, K.B., 1981, reported that the educational development in the Garhwal division was quantitative rather than qualitative in nature. Most of the intermediate colleges in the region started functioning on private initiative was revealed in the area of higher and technical education.

Ramachandran, 1981, 5 reported that 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 forethought and planning. More than 82 per cent arts and science colleges in the State were under private management. The average annual rate of growth of enrolment for general education courses was about 11.8 per cent during the period under study.

Jaganmohan, M., 1983, 6 reported that there were eighty-four affiliated degree colleges in Andhra University area. Out of them, fifty-seven were private colleges and twenty-seven were government colleges. A majority of the affiliated colleges were in urban area (67 colleges) and colleges with postgraduate courses were only nine in number.

Inderjit Kaur, 1985, 7 revealed that with the foundation of Punjab University in 1882, higher education in the state started spreading gradually. In 1882, the university had only three affiliated colleges. The university in its early phase was only an examining body. The University had little authority over the teaching institutions whose students it only examined. But after the Indian Universities Act of 1902, the university acquired the right and duty of inspecting its teaching institutions and maintained a certain measure of control over their teaching equipment. After the Calcutta University Commission, the Punjab University began to pursue postgraduate teaching in its departments. By 1921, there were 25 colleges affiliated to the university, including seventeen arts and science
colleges, and eight professional colleges. By 1943, the number of college affiliated to Punjab University went up to 61 out of which 43 were colleges of general education and 18 were of professional education. In 1947, the Punjabi University went to Lahore and a new Punjab University was started in India and all the colleges located in Indian East Punjab were affiliated to the new University in India. The East Punjab University was renamed Punjab University in 1950. In 1956 there were 116 colleges affiliated of Punjab University and the number of scholars swelled to 50,000, out of which 8200 were girls. In 1957, the Punjab University was shifted to Chandigarh along with its library and teaching departments, two post graduate regional centers and four evening colleges. In 1956 another university was started at Kurukshetra. By 1966 the Kurukshetra University had three constituent and two recognized colleges affiliated with it. With the bifurcation of Punjab in 1966, Chandigarh was declared Union territory. Consequently, Punjab University was no longer under the administrative control of the Punjab government. In 1961, the Punjab Agriculture University was established. It had four constituent colleges. The university was assigned a key role in extension work in agricultural education. The university was modelled on the pattern of the Land Grant Institutions of the USA. In 1962, Punjabi University was established with the objective of promoting the study of the Punjabi language. But later on it acquired all the characters of a modern university. The Guru Nanak Dev University was founded in 1969. This university had 19 teaching departments, and 75 affiliated colleges. The number of colleges for general education had been increasing since 1882. The average annual increase in number of scholars in general education was nine times by 1982.

Singh, L.I., 1986, reported that the Higher education in Manipur started in 1946 and was still at the stage of infancy. There was clear progress in respect of various aspects of higher education like the establishment of new institutions, enrollment of student in colleges and postgraduate classes, number of teachers, etc. Research had been badly neglected.

Bhattacharjee, D.S., 1986, revealed that the three factors that led to the introduction of modern education in Sikkim were the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighbouring district of Darjeeling, and exposure of some members of the ruling
family to liberal education in England leading to a positive attitude to modern education. Pressure for democratization built up and in 1975 Sikkim officially merged with Indian Union. Quantitatively, the post merger period saw a massive expansion of education.

Hluna, J.V., 1986,\(^{10}\) found out that the western education was introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India. Missionaries played an important role in educational progress. They were also pioneers in many fields, like female education, and vocational and practical subjects. Missionaries had rendered Herculean services to wards the education of the Mizos. Their efforts were crowned with remarkable success.

Joseph. T.M., 1987,\(^{11}\) revealed there had been a tremendous increase in student enrolment since independence. No university had initiated any exercise in long-term perspective planning. The main concern of the universities was to perform routine functions in which also efficiency was lacking due to absence of modern management techniques. There was little coordination among the universities, state and central governments and the UGC.

Benal, B.I. 1988,\(^{12}\) reported that there has been a considerable increase in the quantitative growth of institutions, viz, affiliated, constituent colleges and the university postgraduate departments, during the plan period (1950-1985).

Dutta, Prodip Chander, 1988,\(^{13}\) reported that the British administrators followed an educational policy in Assam which was formulated against the general policy followed in the rest of India. The first college in Assam was established by the British Government in 1901 and named as Cotton College. Up to 1980, there were only two colleges. These were affiliated to Calcutta University. There were neither of university nor any medical, engineering or agricultural colleges in Assam between 1901 and 1947. The first university was brought into existence from January 1948 to cover the then States of Assam, Manipur and Nagaland.

Henia, Ashiko, 1988,\(^{14}\) revealed that the modern education developed late in Manipur. During the monarchical days education was based on physical prowess: physical education was more valued and literary education was neglected. With the coming of the colonial rule a formal system of education was introduced in Manipur. The
earlier role and contributions of Christian missionaries in the rapid educational development of Manipur was noteworthy. A complex of political and insurgency activities then hampered the progress of education in the hill areas.

Deka, Birendra, 1989,\textsuperscript{15} reported that the Professional and technical institutions had increased slowly in Kamrup District due to the slow industrialization of the State. In the development of higher education in the area under study, local authority and the government played a minimal role. In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment.

Dash, Jagannath Prasad, 1990\textsuperscript{16} revealed that the Higher education in Orissa prior to 1868 was non-existent. Higher education in the state originated in 1868, when the British Government established the Ravenshaw College at Cuttack. In between 1868 and 1936, five colleges were established, including a training college in 1923. From 1936 to 1947, progress was noticed in the fields of general education and law, and the numbers of colleges were 13. From 1947 to 1985 made rapid strides in higher education with establishment of the Sambalpur University (1967), the Berhampur University (1967), the Orissa University of Agriculture and Technology (1962), and the Sadasiva Sanskrit Vishwavidyalaya (1981).

Ruby, Dkhar. 1991,\textsuperscript{17} found out that the first college in Meghalaya was established in 1924, and the university in 1973. The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya became a full-fledged state. The development was faster thereafter. The total number of students enrolled in College and university departments rose from 9,666 in 1974-75 to 14,614 in 1988-89. Humanities subjects accounted for the highest proportion of student enrolment at all stages. There were both government and private colleges in the state. The private colleges were managed by a governing body which had representatives of the State Government and in the university.

3.2.0 STUDIES RELATED TO INFRASTRUCTURE

Sinha, B.N. 1969,\textsuperscript{18} indicated that teachers had little contact with the students due to large size of the class and lack of permanent rooms.
Misra, M., 1969, reported that the institutions of boarding houses proved to be another important feature of this period. They extended the means of education even to those who had no such facility in their home towns.

Khanna, K., 1980, reported that the university provided residential quarters to a small number of teachers. Most of the teachers lived in rented houses.

Budhori, K.B., 1981, reported that the intermediate and the technical colleges had accommodation problems. The condition of libraries, hostel, laboratories, playground, reading-rooms, cultural halls, etc., was discouraging in all types of institutions. Dining-hall, medical and mess facilities were negligible.

Awasthi, J.N., 1981, reported that the rush of admission was difficult to control and it resulted in overcrowding in the classroom. Adequate finances were not available for the expansion of buildings and provision of adequate library and laboratory facilities.

Jaganmohan, M., 1983, reported that the rural colleges mentioned that they did not have permanent building, library, playground, etc. Financial problems could be considered from two angles, namely, the scarcity of funds even to pay salaries and scarcity of funds for development purpose including funds for the construction of buildings, and for meeting library and laboratory expenditure.

Thottam, George, 1983, highlighted that there was no infrastructure for mass communication educating in India. The departments did not have enough physical space for classrooms, offices, and libraries. Although many departments taught mass communication research as a required course of their programme, departments of mass communication were not involved in any research activity.

Joseph, T.M., 1987 mentioned that there was an acute lack of hostels for women students belonging to these groups in almost all universities.

Ruby, Dkhar. 1991, found out that in several colleges, the facilities of libraries, laboratories and playgrounds were somewhat poor in-view of the increasing number of students, because of financial constraints.

Pillai, G.S.; Dhanasekaran, S. 1991, revealed that though sufficient hardware and software were available in the colleges of education, they were not utilised properly to the optimum level.
Tripathi, R.S. 1992, reported that the physical facilities were found inadequate, and those that were available were not properly put to use.

Chinnamma, P. 1992, reported that as regards the strength of the institutions, the missionary and private institutions were not able to cope up with the demand of accommodating more that the sanctioned strength. As regards infrastructure facilities, including physical facilities, library, playground, students’ lounge, staff room, etc. these were quite abundant in the missionary institutions, not adequate in the private colleges, while the government colleges were actually ill-equipped.

3.3.0 STUDIES RELATED TO FINANCE- STATUS AND PROBLEMS

Rizvi, F.H., 1960 reported that there had been a continuous rise in educational expenditure. Notable as this increase appeared to be; proportions of the outlays diverted to education and higher education of NDP (Net Domestic product) were 2 per cent for general education and 0.37 per cent for higher education. Expenditure on higher education incurred by private bodies were 65.9 per cent, whereas on government-maintained institutions was 33.6 per cent. The public sector had larger share in the institutions imparting professional and technical education. Income from public funds and fees continued to be the mainstay of the higher education finance. Higher education accounted for 11.4 per cent of the total public expenditure of education. The expenditure on higher education in Indian and its distribution between the different types of education was of a size and character that was well below the optimum level of investment.

Panchamukhi, P.R., 1965 revealed that the recurring expenditure in science and technical education was higher than that in arts and social sciences. The college education, per student cost of commerce education was found to be nearly double in the course of ten years, for law, arts and science education the increase was marginal, for training colleges it had remained that same and it was slightly higher in case of engineering education; the cost grow two to three times more in case of medical and dental education. The instructional expenditure as per percentage of total recurring expenditure was generally low (around thirty percent) for commerce, law, arts and science undergraduate education; for technical, medical and science subjects it was generally at forty percent.
Bose, P.K., Banerjee, P.K., And Mukherjee, S.P., 1966, found out that Government colleges charged less fees from their pupils than privately managed colleges. It was felt that the financial position of some colleges was not bright. The private colleges showed the largest percentage of total income received in the form of fees and the smallest figures applied to government colleges. In forty-two percent of the colleges more than half of the total income was derived in the form of fees.

Kamat, A.R., 1968 revealed that the higher costs in the science courses are, of course, due to the costs of laboratories and equipments. Somewhat lower costs in the commerce as compared to those in the arts courses are on account of the fact that commerce courses constitute a much more homogeneous group allowing fewer branches of specialization. Per pupil per annum cost of postgraduate instruction in the university departments is four or five times as high as that for undergraduate instruction in the colleges. The costs of technical education, such as, medicine and engineering at the undergraduate level are, again, four five times as high as those of general education in arts and science.

Chirackal G.S.J., 1970 stated that the financial aid helped a number of deserving students to complete their higher education, enrolled themselves in the college and the hostels just to get residential scholarships which were meant for poor Harijan students.

Kale, S.S., 1972 revealed that budget was a significant tool of planning controlling and co-coordinating in the institutions of higher learning. The main reasons for failure of budgetary system were – misunderstanding and mistake expressed in (a) expecting too much (b) inadequate supervision and administration (c) inadequate accounting and costing systems, (d) expecting results too immediately (e) failure to obtained procedures (f) absence of flexibility and failure to revise estimates and so on (g) absence of well defined routine procedure.

Debi, R., 1972 found out that the collegiate education was in poor state of development. Both public and private sources contributed towards the educational expenditure. Public funds contributed a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period.
Buch, M.B., Passi, B.K., And Padma, M.S., 1973 revealed that during this period the university spent 1.48 million on research projects; seventy five percent of the amount was utilized by faculty of technology and engineering; the university provided about 2.70 percent for research in its budgets estimates in 1956-57 and this percentage came down to 0.63 in 1972-73. There was thirty five different agencies which financed researches in the university and eight international, eighteen national, five state level and four private agencies from outside supported the researches in the university. The percentage of financial contribution from international state and private agencies was 69, 17.5, 12.7 and 0.8 respectively; and during the period under review, 267 projects were financed by the external agencies, and the faculties of Arts, Science and Home science claimed seventy one percent of these projects.

Bose P.K. Banerjee, P.K. and Mukherjee, S.P., 1973 revealed that the colleges spent more than their income on maintenance of teaching and non-teaching staff alone; the colleges were obliged to spend very little of maintenance of building, furniture, library and laboratories. Running expenses on science laboratory in some colleges were not adequate. Purchase of library books from the college fund was inadequate. Recurring expenses on stores, consumables and specimens in laboratories were also inadequate. Capital grants from government for development of buildings, library and laboratories were major sources from which development expenses were usually incurred.

Jha. D., 1974 found out in his study that the major sources of university finances were grants received from the state government and the UGC, and the fees and other charges realized from students. The development of new departments and modernization of courses of study also entailed increase in expenditure and the rise in prices since 1962 had a very important influence on the university finances. During 1952, to 1974, due to large increase in enrolment at undergraduate and postgraduate levels, the university remained under constant pressure of increasing seats in all classes; and 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, E.T., 1974 revealed that the university derived revenues from university departments, grants from the state government, the UGC, the government of
India and from other sources. The conducting of examination happened to be the single largest source and lately became a major concern for heavy outlay. There had been a rapid expansion of expenditure in the university, frequent pay revision and fast expansion of number of employees being the suggested reasons and more money was spent on examination than teaching and research. The expenditure in study and research in science departments was nearly the double of the funds spent in humanities. The overall expenditure of the university increased by seventeen percent per year and the expenditure on general administration increased from seven percent in 1947-48 to nineteen percent in 1970-71, the teaching and research department ranked somewhat low on expenditure pattern of the university. In terms of finances, the university was entering a period of stringency.

Mukherji, K.M., 1974\textsuperscript{41} reported that the undergraduate examination fees by themselves, or the total examination fees, constituted the largest single source of receipt for the university, the next in order were grants from the state government and individual small items like other fees, income from capital funds, etc.

Nigam, M.S. 1974\textsuperscript{42} revealed that the different sources of finances were the fees from students, the grants received from the state government and the UGC. Due to the 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 to be inadequate.

Singh, B.P., 1974\textsuperscript{43} revealed that the college level education in arts and sciences was dominated by private enterprise. Of the total direct and indirect expenditure on education, higher education had taken the largest share, of which seventy percent was taken up by universities and colleges of general education, technical and professional colleges absorbing less than thirty percent. Government responsibility in respect of expenditure on education had been far greater than that of the private bodies.

Patel, I.U.,1975\textsuperscript{44} mentioned that the financially the American institutes of higher learning and fairly well placed compared with the Indian counterparts. The load of tuition fee is rather quite high in India than most of the western countries. Russian students of higher learning are free from financial worries as most of them get scholarships.

the need to streamline the UGC, extending its jurisdiction to include all types of higher education, establish regional centers or state U.G.C.; A large majority supported the idea of fixing standard fees with option to private institution. Private contribution was not much encouraged by the institutions – instead the proposal of enactment that private enterprise requiring technically trained manpower should contribute a portion of their profits for educational development was supported and a combination of grant and loan to student to pursue studies for higher education was favoured by respondents.

Nanjundappa, D.M., 1975 found out that the state government financed up to fifty four percent, the income from fees shared thirty five percent, and the UGC shared four to five percent. The establishment of UGC and its introduction of four tier pattern of grants was a boon and lifesaver to the universities – the larger share of the UGC grants in approved schemes helped the university to reduce reliance on the state government.

Sharma, G.D., 1978 revealed that the in 1971, the proportion of GNP spent on education by India was 2.5 per cent, in the US 6.7 per cent, the USSR 7.3 per cent. During 1971-72, Manipur spent 10.71 per cent of its total SNDP, the highest among the states It was followed by HP and Kerala with 5.63 and 5.31 per cent respectively The smallest proportion (0.36 per cent) was spent by Jammu and Kashmir. The majority of states allocated 20-25 per cent of their total state budgets to education, but Bihar, Nagaland, Orissa, Haryana and J & K allocated less than 20 per cent. In 1971 – 72 Delhi was the only Union territory to allocate 34.5 per cent of total budget for education. During 1975-76 the allocation rate increased to 43.2 per cent. The average of all territories increased to 28.7 per cent from 24.3 in 1971-72. The share of higher education to total expenditure on education was around 10 to 14 per cent. This pattern changed slightly between 1971 and 1975. The states which were economically backward paid a little more attention to higher education compared to the economically developed states.

Ramanujam, M.S., Manocha, L., and Bala, M., 1978 revealed that the expenditure on training constituted a major portion of the total expenditure of all engineering colleges. This was followed by expenditure on supporting services and that on welfare services. Further, salaries and allowances of all categories of staff accounted for nearly 65 per cent of the total expenditure. Per student expenditure was observed to be varying widely among all colleges. These observed variations in the pattern of per student
expenditure among the responding colleges were found to be influenced by the management and location factors and also levels of quality.

Gogate, S.B., 1979 revealed that the Colleges, generally, received funds by way of fees, grants, donations, and receipts on miscellaneous items. The sources for grants were the State Government and the UGC. The items of expenditure, generally, were salaries to the teaching and non-teaching staff, rent on the building, furniture, equipment, library, laboratory, gymkhana, and general maintenance. Increase in the average cost per students from 1973 – 74 to 1977-78 had been about two times in all categories of colleges except single faculty commerce colleges where the increase had been one and a half times. Expenditure on staff emoluments and essential expenditure was 75 per cent of the total cost during the previous five years.

Bagale, S.K., 1979 reported that the 37 per cent of the total budget provision of the Government is utilized on education and 1/4th of which is allocated to Higher Education. Though Higher Education has adequate enrolment its standard is below the national level in spite of the percentage of passes being quite high. Consequently, the need of the society with regard to supply of skills and levels of education for future occupation is not wholly fulfilled. This state of affairs reveals the gap between investment on education and its returns and low income growth of the state in spite of hectic economics activities.

Ramanujam, M.S., Raghavan, K., Bolar, M., J.S., Srivastava, M.B. and Bhatt, P.R. 1979 reported that the pattern of distribution of expenditure among various components at both arts and science courses was found to be more or less the same. When compared to undergraduate courses, the postgraduate courses in arts and science were found to be very expensive. The average per student cost for postgraduate courses in arts was found to be Rs. 2,624, while for science courses it was Rs. 5,314. At the degree level in engineering per student cost was Rs. 4,716. The expenditures on library and other operating cost and on scholarships were not very significant. Per student expenditure for the degree course in agriculture was Rs. 3,018 of which 88.5 percent was accounted for by salaries and allowances alone.
Sinha, D.P., 1980\textsuperscript{52} reported that nearly Rs 200 lakh were sanctioned by the UGC to Lucknow University in the Fifth Five Year Plan for development. However, the actual implementation for this plan got considerably delayed and the university lost the benefit of the grant. There were many complaints against the works department, such as inordinate delay in execution of construction work, use of sub-standard quality construction material, lack of proper maintenance of university property, expenditure far exceeding the budget allocations, etc. The salary bills were prepared on separate sheets and then the same details were also recorded in a register which was most time-consuming. The salary cheques prepared after passing of the bills and other formalities were not handed over to the concerned party unless the party personally collected the same from central accounts office. The bills for payment were received by the central accounts office and then entered in various registers which delayed in reaching the bill to the dealing hand within specified time. There was no machinery in the university which could do the compliance of the audit objection and ensure that the irregularities were not repeated.

Garg, V.P., 1981\textsuperscript{53} reported that the level and composition of the university expenditure during these years showed an upward trend with recurrent expenditure increasing by 10.04 per cent and the capital expenditure by 1.77 per cent per year. Unit costs of laboratory-based departments were more than those of class-lecture-based departments. The cost component of salaries was predominant in all departments. The levels of capital costs was higher in the majority of the science departments and also in the departments of commerce and management, physical education, law, journalism and geography where investment in equipment and books was proportionately more as compared to the enrolment. The levels of hostel expenses and of fee rates and other charges were higher in private colleges charging more than the prescribed limit.

Ramachandran, 1981\textsuperscript{54} reported that the public expenditure on education has been growing very rapidly in the State of Kerala. The expenditure on higher education was 6 per cent of the overall expenditure on education in 1957-58 but it constituted 11.9 per cent 1975-76. The bulk of the public expenditure on higher education was spent for the development and maintenance of arts and science colleges in Kerala. The total direct expenditure on these colleges in 1957-58 was only Rs. 22.22 lakhs and formed about 41.9
per cent of the overall expenditure on higher education. An amount of Rs. 1,22.93 lakhs was the direct expenditure on arts and science colleges in 1975 – 76 and constituted 80.5 per cent of the total expenditure on higher education during that year. Thus expenditure on higher education showed tremendous growth both as a percentage of the total expenditure on higher education as well as in absolute terms.

Heredia, R.C., 1981\textsuperscript{55} reported that the recurring expenditure per student was Rs. 680 to Rs. 638, of which 54.63 per cent from the students, 40.82 per cent from the management. All colleges were affected by severe financial stress.

Loganathan, V., 1981\textsuperscript{56} reported that the very few poor people used higher education facilities provided in aided colleges.

Parashar, G.S., 1981\textsuperscript{57} found out that the main items of expenditure were the teaching departments, including the salaries and allowances of teachers, establishment expenses, expenditure on conducting examinations and miscellaneous expenses. This expenditure was mainly on building construction, equipment and furniture. The major financial problem observed were the deficit financial position in most of the universities, no encouragement to gifts and donations, availability of UGC grant for developmental schemes only and not for maintenance, inability of the state government to share the financial burden, uneconomic expenditures in the universities, advance increments to teachers and clerks, no uniformity in respect of salary revisions in different universities, special relaxation's in the age of retirement to some employees, payments for invigilation work, losses due to non-observance of proper rulers, unnecessary interference of state government in financial matters, conventional budgeting, no uniformity and updating of accounts, and non-availability of reserve funds or endowments in the universities.

Kumaran, D., 1982\textsuperscript{58} reported that the Academic fees (51.8 per cent) and income from other sources (endowments and grants – 36.6 per cent) formed the major sources of revenue. The administration cost and miscellaneous cost had fallen and academic cost had increased during the period. The salary of the teachers formed 38.3 per cent of the cost and the salary of the non-teaching staff 19.5 per cent.

George, P.P., 1982\textsuperscript{59} reported that there was no correlation between the cost per pupil and the enrolment at university general education stages. There had been an increase in Government's share of total expenditure on education. 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 per cent and 49 per cent respectively.

Sharma, G.D. and Mridula, 1982 reported that the main component costs were: salaries of teaching and non-teaching staff, cost of library services, cost of students services, laboratory expenses and cost of maintenance and repairs.

Debi, S., 1983 reported that the cost of higher education in Orissa was relatively low in comparison with that in other states of the country, excepting the professional graduate courses.

Jena, S.L., 1983 reported that the average share of state grants, students' fees and receipts from the university’s activities constituted around 58.32 and 10 per cent respectively of the university's income. There seemed to be a lack of correspondence between costs and fees in all the faculties and institutions. Contrary to the expectation that activities such as halls of residence, examinations and auxiliary services would be self-financed, their operational inefficiency, largely due to the university, had made them dependant on public subsidy. Though the expenditure on students’ welfare increased, the expenditure on the university library did not receive any priority attention. The factors contributing to the recurrent incidence of deficits were found to be, (i) inadequacy of state grants, (ii) the mechanics of fixation of grants, (iii) inordinate delay in the fixation and release of grants, (iv) conflicting perceptions of the state government and the university on usual expenditures, and (v) the high income elasticity of expenditure.

Bavakutty, M., A, 1984 stated that the percentage proportion of annual expenditure to the total college expenditure varied between six and nine. The average percentage was far below the proportion recommended by the Education Commission (1964).

Sindhi, H. C., 1984 mentioned that the budget was prepared by the accounts branch of each college and was forwarded to the managing body of the college for sanction. Audit of college accounts was done regularly. All the accounts were prepared and maintained by the account branch of the college. Principal were mostly dependent on the ability, sincerity, and acumen of the accountant of the college.
Singh, L.I., 1986\textsuperscript{65} reported that the expenditure on education had been increasing continuously during the past 33 years. There was a 7.27 times increase in expenditure on higher education from 1949-50 to 1979-80. The state’s expenditure on government and private colleges (arts and science) had increased. The UGC’s grant to the colleges during 1960-61 to 1974-75 covered only 9 per cent of their expenses. The income as well as expenditure from 1971-72 to 1984-85 increased considerably. Administrative expenditure accounted for the bulk of university expenditure. The increase was minimum on libraries. There appear to be a good deal of variations in expenditure on scholarships.

Aher, H., 1986\textsuperscript{66} reported that the major financial problems faced by the universities in Maharashtra were, (a) stringency of funds, (b) wasteful expenditure, (c) the state government’s policies and (d) problem of financial administration.

Joseph, T.M., 1987\textsuperscript{67} showed that many university posts had not been filled because funds were not forthcoming. Practically all the universities had deficit budgets that were carried forward from year to year.

Mathew, E.T. 1988\textsuperscript{68} reported that the State Government was the most prominent source of financing of colleges in Kerala, meeting 90\% of the total expenditure. The University Grants Commission and the college management ranked next in supplying the necessary funds. The University of the Region contributed a very small percentage of the expenditures of colleges. Salaries both of teaching and non-teaching staff were the most dominant component of college expenditure. In the course of about a decade, the average salary grant from the state increased more than 10 times. Scholarship and stipends were the next important items. The state government grant for this head had been declining over a period of time. The library, laboratory and maintenance grant from the State 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. Similarly, the recurring expenditure had also increased quite significantly thought not at the same pace as the capital expenditure.

Thresiamma, N.M. 1989\textsuperscript{69} found that the Maharashtra Universities Bill 1984, has reduced the strength of the senate from 200 members to 90; the students council from 140 members to 45; and the executive council from 21 members to 15/16, only to curtail expenditure.
Mathew, Raju M. 1990\textsuperscript{70} indicated that the percentage of total expenditure for books and journals varied from year to year but was seen to be decreasing in Calicut University and increasing in Kamaraj University in recent years. There was no common or fixed pattern of allocation of resources for books and journals in the two universities. Resource allocations were done at a sub-optimal level and user-resource interactions were very low.

Jurup, M.R. and Thatte, L.R. 1991\textsuperscript{71} revealed that the low levels of capital expenditure, inadequate funds from the government, etc., had damaging effects on the quality of education provided in institutions of higher education. The resources shortage had affected science colleges more than commerce colleges. The students – teacher ratio and per student expenditure on the on hand and standard of output and academic achievement of students on the other were positively associated. On the whole, the study concluded that institutions of higher education in Maharashtra were suffering from a serve financial crunch which has implications for the quality of higher education.

Behera, S.K. 1991\textsuperscript{72} reported that the total wage cost for the teaching staff in 10 years was Rs. 10,71,10,667, and the average wage per year was Rs. 1,07,11,066,70. The expenditure under in this head kept increasing from year to year. The total expenditure incurred on students’ welfare in 10 years was Rs. 1,13,29,374 while only on students’ amenities, it was Rs. 73,56,825. Expenditure on every item of supporting services was changing, especially increasing from year to year. Expenditure on examination was the highest among all the heads of operational costs. Every year, the university was spending some amount of money for the purpose of campus development works. From year to year, expenditure in this direction was increasing rapidly.

3.4.0 STUDIES RELATED TO ADMINISTRATION OF HIGHER EDUCATION

Bose, P.K., Banerjee, P.K., And Mukherjee, S.P., 1966,\textsuperscript{73} revealed that during the session 1962 – 63 only twenty (out of 100) colleges imparted instructions in all the three branches, Viz., arts, science and commerce. Teaching in science a subject was provided by sixty-five colleges, of which twenty-nine were located within Calcutta. The over all percentage of colleges where the annual total number of working days went below 150
was as high as 41.4. The average number of working days was 163 in government colleges, 157 in sponsored and 154 in private colleges.

Buch, M.B., Passi, B.K., And Padma, M.S., 1973, reported during the period under review 976 research scholars were registered, of which 369 completed their work, 339 discontinued and the remaining were continuing. In faculty wise analysis, the faculty of science (fifty percent) claimed approximately ninety – five percent of the Ph.D.s produced by the university as a whole. There was high incidence of wastage which comes to nearly thirty – five percent.

Kale, S.S., 1972 provided a serious discrepancies also existed between the quantitative and qualitative growth in higher education, and scarcity and abundance of educated man power between the sectors. The existing higher education system failed to adapt to the changing need of the community. The factors responsible for the present situation were absence of objectives and planned growth of higher education, deficiency of the competent staff, absence of adequate understanding of the social expectations before the system, dearth of effective leadership, absence of integrative planning of social, economics and (higher) educational sectors, organizational deficiencies, scarcity of resources and underdeveloped information system. The future trends in term of rising social demand for education, explosion of knowledge, resources scarcity, rising cost, further discrepancy between higher education and life needs and social aspirations, growing graduate unemployment and youth discontent indicated the probable deepening of the crisis in higher education. State level planned action strategies seemed imminent in order to overcome this crisis.

Chitnis, S. 1973 mentioned that the aims and objectives of the college influence the pattern of teaching. Management influenced the recruitment policies; hence the age, sex, qualifications were determined accordingly. Student population influenced the self-image of the teachers, interaction between teachers and students and style or character of teaching. College culture influenced the choice of medium of instruction, academic climate, and teacher morale.

Patel, I.U., 1975 (abroad) reported that the university administration in UK is a self governing business, the relation with the government being maintained through the UGC. The British universities have various courses of studies and the evaluation system
in the field of higher education mainly includes written test, internal work and viva voice. Open University is an innovative experiment there. The Indian UGC is modelled after the corresponding British organization, and India is also trying to implement the idea of Open University. As regards the federal, residential and teaching universities, it seems that India has adopted more of the European models. The American universities are graded to achieving the goal of highest academic standard of research, teaching and service. The universities in USA are mostly of unitary and teaching type, whereas the bulk of Indian universities are affiliating and teaching type. Constitutionally education is a state responsibility both in USA and India, but the American universities enjoy greater autonomy than the Indian universities. Otherwise, the administrative structure of the universities in both the countries is of comparable similar patterns. Education in USSR is a central responsibility and is thoroughly controlled by the central government, while in case of India it is a matter of partnership between the state and the central authorities in the field of higher education. In USSR there are no fees from students.

Anantu, J., 1978⁷⁸ found out that the principal had dual accountability, to the management and the university. How he conducted himself at both the levels – of the college and the university – was influenced by whether he was a member, a promoter, an employee or an adviser in relationship to the management.

Hommadi. A.H., 1978⁷⁹ yielded the following findings that University administrative performance evaluation should be for the purpose of determining the extent to which actual performance fulfilled specified performance requirements. For optimum gratifications in university administration, the activities should demand the use of human skills, should be meaningful, should provide clear functions, should provide responsibility, should provide opportunity for natural self-satisfactions and should be compatible with cultural and social value of the society value of the society and nation.

Sinha, D.P., 1979⁸⁰ found out that the University of Poona derived its corporate authority from the Poona University Act, 1974, of the Maharashtra legislative. The University had listed various authorities in the university, their composition, together with their powers and duties. The university received every year a large amount of grant from the UGC for various development programmes. Because of the day-to-day increase in size and operation of teaching departments, their demand for administrative support
had increased. There was close linkage between the academic community and the university administration with regard to a large number of matters like maintenance of leave account, personal files, preparation of salary bills, etc. The administration work relating to grant of affiliation to colleges and institutions making arrangement for conduct of examinations, collection of examination fees, etc. were some of the important areas where the affiliated colleges and institutions were connected with university administration. The university administration was directly concerned with a large number of matters pertaining to students such as payment of scholarships, maintenance of student services like library, reading room, community centre and sports, conduct of examination, issuing if various certificates, etc.

Portia, D.R., 1979, reported the heads of department expressed the view that they had difficulty in reconciling administrative duties with academic interests and that invariably it was academic work which suffered. The respondents agreed that there was overlapping in the functions of deans of faculties and the principals of colleges. A majority of heads of department felt that the existing practice of getting all academic issues pertaining to individual discipline ratified in the academic council after they were approved in the board of studies was not necessary. There was no interdepartmental collaboration in using resources, both physical and human. The major constraints identifies were fear of loosing departmental autonomy fear of others cutting into the resources of the department, and fear of being criticized by other departments.

Budhori, K.B., 1981 reported that none of the institutions either used admission tests or had programmes of guidance and counseling. The majority of the heads of the institutions laid emphasis on the vocational and technical education. The majority of the teachers were in favour of restricting admission in the absence to selective admission procedure and faculty admission policy.

Bose, P.K., et al., 1982 suggested that the state should expand its educational activities. Emphasis on enrolment in arts subjects in universities and colleges should be reduced. It was essential; however, that placement bureau and similar organizations attached to educational institutions provided adequate information about job prospects for different courses of study to students. To promote self-employment, steps should be
taken to impart the necessary training to educated youths and to provide them with the necessary capital to the extent possible.

Sr. Stella Anne Lobo, 1983, 84 reported that the principals whose values system manifested coreness achieved a relatively higher degree of institutional efficiency. To educate his pupils and provide leadership to his staff, the principal must act more humanely rather than as an administrator. When the principal’s values manifested a coreness, the pupils’ observations showed a greater congruency with the principal’s self-assessment. Values needed a nurturing atmosphere. Effective principals established priorities, classified values and communicated them successfully. The spiritual dimension seemed to be a common factor in all schools that emerged as efficient.

Khader, M. A., 1983, 85 suggested that rethinking on the existing selection procedure in colleges is highly warranted since the existing admission policy breeds in equality. Admission to higher education need to be selective through a central testing system.

Sindhi, H. C., 1984 86 revealed that the number of members of managing bodies varied from 14 to 36. Principals of colleges were taken as members of the managing bodies. There was no teacher representation in the central managing bodies. There was no participation of students in the meetings of the managing bodies. The main functions of managing bodies were framing of plans and policies for college administration, recruitment, or dismissal of employees, regularization of services of the staff, checking and supervising working of the college, hearing grievances of employees, etc. There was groupism in managements which affected the functioning of the managing bodies. There was dissatisfaction among the teachers about the attitude of the managing bodies towards their employees. 35% of the principals were selected on a merit basis while 65% did not frankly answer how they were selected for the post of principal. 70% of the principals reported that they sought the teachers’ assistance and their cooperation for effective college functioning. Principals selected teachers for various administrative, academic and co-curricular activities on the basis of seniority but they gave considerable weight age to factors of responsibility, suitability and ability for particular functions. 96% of the principals claimed that they supervised teaching. Most of the principals rarely visited hostels and canteens and never visited laboratories and libraries.
Kulkarni, D.S., 1985\textsuperscript{87} suggested that with regular monitoring was needed in respect of new institution to see to it that they fulfilled necessary conditions of staff and equipment. Admission procedure, therefore, needed improvement. The decisions to allow private institutions to start technical institute needed a cautious approach. It was necessary for the government and university to check that education imparted in these institutes was not substandard. Admission to newly started institute should be based on a common entrance examination to avoid wastage.

Bhattacharjee, D.S., 1986,\textsuperscript{88} revealed that the systematization of administrative machinery in the Sikkim state began in the early part of the century but gained momentum in the early fifties and consequently the Directorate of Education was created in 1954. The process of planned educational development in Sikkim was initiated in 1954.

Buam, Beryida Hedi-pati, 1989,\textsuperscript{89} reported that the majority of the respondents felt that the introduction of the 10+2+3 pattern of education was a timely step as it brought about uniformity, promoted national integration and helped enhance educational standards. The majority of the students and teachers felt that the problems faced by migrant students would disappear with the introduction of the new pattern of education accompanied by the adoption of a common core curriculum.

Babu M.A. 1990,\textsuperscript{90} revealed that the Government of Kerala exercised administrative and academic control over teacher education institutions. There was a tendency to start teacher education institutions in the private sector, and the communal influence of the ownership of a teacher education institution was seen.

Emmanuel, Raj A. 1990,\textsuperscript{91} indicated that all the autonomous colleges were found to be functionally strong in terms of one dimension, viz., materials resource management and five sub-dimensions, viz. thrust of courses offered to full-time students, weightage to (CIA), provision of character formation, college material management and interpersonal management, but were weak in terms of one dimension, viz, faculty qualification and faculty production.

Malhotra, M.M.; Tulsi. P.K. and Kaur, Satwant. 1990,\textsuperscript{92} reported that the factors contributing to the quality of a technical institute identified included: (a) the institute attracting a large number of students with scholastic achievement higher than that
prescribed for admission; (b) students' interest in studies as well as co-curricular activities; (c) setting up committees/councils involving students and staff; (d) Separate cell for organising in-plant training; (e) conducting an entrance test; (f) selecting staff with adequate industrial experience; (g) staff development, participation of industry in training and management, securing funds from industry, high demand ratio for courses, presence of healthy instructional climate, high graduate ratio, high employability rate, self-employability of institute graduates, linkages with industry, etc.

Subudhi, Bhagaban. 1990,\textsuperscript{93} indicated that the trained college principals were found significantly better than the untrained principals: (1) In planning the colleges, e.g. changing the organising structure of the college, planning resources and curricular activities, and possessing a favourable attitude towards institutional planning; (2) In college administration (accountability to work, interpersonal relations, communication, motivation skills, decision-making resolving conflicts and monitoring supervision and evaluation); (3) In financial management (e.g. in budgeting, costing and accounting); (4) In the teaching-learning processes.

Verma, Yoginder and Rana, Surekha. 1992,\textsuperscript{94} found that the differences of mean scores in case of both highly qualified and low qualified managers on the adaptability and flexibility, communication, decentralisation and accountability elements of effectiveness and total effectiveness were found to be significant. The mean differences of leadership and performance factors were found to be significant mean differences were satisfaction and morale control.

McDade, Sharon A. 2003 \textsuperscript{95} (abroad) reported that since many senior academic administrators of colleges and universities first trained for academic careers in research and teaching, they have had minimal management training. Both academic and nonacademic officers with administrative experience find they must quickly develop the different knowledge and skills needed to manage an institution when they move into senior administrative positions. In surveys, organization and planning skills are seen by administrators as the most important, human skills are placed second, and financial management and control are ranked third. Effective professional development
experiences must be part of an integrated, comprehensive organizational plan that links development activities with the actual tasks and responsibilities of the job.

3.5.0 STUDIES RELATED TO ACADEMIC STATUS AND PROBLEMS

The studies related to academic status and problems are organized into different categories such as (i) Course (ii) Curriculum (iii) Classroom climate (iv) Method of Teaching (v) Medium of instruction (vi) Teaching aids (vii) Library (viii) Teachers training (ix) Published work (x) Research Work (xi) Co curricular activities (xii) Examination and evaluation (xiii) Result.

3.5.1 Course

Kulkarni, D.S., 1985, 96 revealed that courses recommended for introduction at PG and UG levels where architecture electrical engineering, civil engineering, town planning, electronics, mechanical engineering soil mechanic water management at post graduate level; architecture, automobile engineering, bio engineering, chemical engineering, ceramic, computer science, electronic, instrumentation, industrial engineering, metallurgy, motion picture engineering, ocean technology, production engineering, plastic technology, pharmacy, paper technology, sugar technology, space technology, textile engineering and water management at the undergraduate level; refresher courses to be introduced for civil mistries, gobur gas plant mechanic, irrigation management, masons; plumbers, binders, carpenters, motor winders, pump operators, radio /TV service.

Joseph, T.M., 1987 97 highlighted that the introduction of the 10+2+3 system had resulted in declining enrolments at the +3 stage in all universities. No university had any special scheme for remedial courses for first generation learners.

Ruby, Dkhar. 1991 98 found out that all the colleges, except one, offered arts subjects, while science and commerce subjects were offered in 52% and 19.1% of the colleges, respectively. At the university level, the faculties of social sciences, languages, physical sciences, life sciences, languages, physical sciences, life sciences and environmental sciences offering postgraduate and research programmes were located in the Shillong campus.
Khurana, G.S. and Singh, R. 1992\textsuperscript{99} reported that there existed diversity in the number of courses in each area of extension education among agricultural universities and research institutions.

3.5.2 Curriculum

Bose, P.K., Roy, A. and Mukherjee, S.P., 1967,\textsuperscript{100} indicated that the college teachers and the principals branded the existing syllabi as too heavy. Most principals and some college and university teachers wanted a change in the distribution of the total learning material between Part I and Part II.

Budhori, K.B., 1981,\textsuperscript{101} highlighted that all categories of respondents agreed that the participation of teachers and guardians in curriculum-building was desirable.

Bose, P.K., et al., 1982,\textsuperscript{102} reported that the content of higher education should be made more responsive to the world of work. The content and curriculum of higher education should be so revamped that recipients of education might find their educational background relevant and adequate for their job requirements. Emphasis on agriculture and rural extension programmes should be increased in universities and colleges.

Joseph, T.M., 1987,\textsuperscript{103} revealed that the curriculum and syllabi for the various courses had been along traditional lines with little attempt to adapt to local meets and resources. Shivaji University had a work and earn scheme for needy students with facility for students to engage in farming and conducting a canteen on cooperative basis. Poona University has started a programme of distance education with the preparation of audio-visual material in the universities television studio.

Buam, Beryida Hedi-pati, 1989,\textsuperscript{104} indicated that the majority of the students felt that the existing college curriculum was unrelated to the present-day needs and aspirations. Regarding the introduction of a common foundation course at the degree level, the opinions of students and teachers were different, with the former findings it useful and the latter findings it a burden.

Bhosale, Vatsala. 1992,\textsuperscript{105} found out that the majority of the topics were common to the teachers education curriculum of all the universities in the State of Maharashtra. There was a variation in topics with respect to some of the papers. Some of the optional papers and the nature of practical work were also different with respect to the curricula,
according to student-teachers, and teacher-educators. All the optional papers taught were quite essential to the teaching profession. The majority of principals, teacher-educators, student-teachers and teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student-teachers.

3.5.3 Classroom climate

Joshi, D.C., Joshi, S.D., Joshi, S.MS., and Patankar, S.D., 1984,\textsuperscript{106} reported there was a satisfactory democratic climate in the classroom in the colleges and faculties under study. Most of the students had cohesive feelings, a master image of their teachers and a sense of achievement. Most of them accepted the positive authority of their teachers. There was a good amount of mutual trust between the students and the teachers. However, in the case of science faculty, a significant number of students expressed a less impressive image of classroom.

3.5.4 Method of Teaching

Sinha, B.N. 1969,\textsuperscript{107} indicated that though only nine per cent of the teachers wanted to teach by dictation method, they believed that a large percentage of their students (fifty-five per cent) preferred it. Only three per cent of the students wanted to be taught by lecture method.

Chitnis, S. 1973,\textsuperscript{108} revealed that in the classroom, lecture method was followed and the interaction in the form of questions and answers or discussion was negligible. Teaching was mostly examination centered at Ruia, while it was not so in Elphinstone.

Joshi, D.C., Joshi, S.D., Joshi, S.MS., and Patankar, S.D., 1984,\textsuperscript{109} revealed that the majority of the teachers used both teacher-center and student-center techniques in their teaching. They were aware of various communication patterns and favored their practices. The teachers favored periodic reinforcement through periodic evaluations. They showed their concern for the academic and professional growth of students.

Patankar, S.D., 1984,\textsuperscript{110} revealed that about 95% of the students and 100% of the teachers accepted the knowledge objectives of the lectures technique, whereas 74.62% of the students and 93.33% of the teachers accepted that lectures could promote critical thinking. Only 65.80% of the students and 72% of the teachers felt that lectures could
promote attitudinal change. About 91.50% of the students and 93.30% of the teachers agreed that seminars could promote critical thinking. About 89.80% of the students and 93.3% of the teachers could develop higher ability to pose arguments. Seminars could develop higher order cognitive skills and certain communication skills according to 82.12% of the students and 81.33% of the teachers. About 84.7% of the students considered tutorials as helping students to overcome certain communication inhibitions; 77.92% of the students felt that tutorials developed critical and independent thinking. 71.90% of the students found tutorials a suitable means of developing rapport with teachers. Regarding practical, students (87.91%) opined that their value lay in their ability to develop certain mechanical skills of handling apparatus and equipment, whereas about 89% of the teachers considered the main purpose of practical was to develop the ability to test and validate theories. About 75% of the teachers and students felt that the main purpose of field trips to stimulate interest in the subject and build up group morale. With regard to the assignment method, students considered that the most important outcome was enrichment in participation in group discussions followed by developing good study habits and critical thinking. Teachers stated that assignments were most apt for developing study habits, secondly for developing critical thinking and lastly for enriching participation in group discussions. Students tended to be more pragmatic in their view than teachers who tended to become more idealistic with regard to all teaching techniques. A large majority of students were satisfied with lecturers. Supplying handouts was not a regular practice but providing a bibliography seemed to be done more regularly. In the faculties of Home Science and Social Work, lecturers were more often accompanied by written assignments. Seventy-six per cent of the teachers used the group discussion technique through the use of relevant bibliography. Teachers felt that students’ participation in group discussion was confined to clarifying the issues. Fifty-two per cent of teachers seemed to be satisfied with facilities to arrange practical. A majority of students and teachers agreed that lectures could be made more effective if they were linked with discussion and question-answer sessions.

Patted, G.M., 1984, reported that out of the lecturing period of one hour’s duration college teachers used 56 minutes and 3 seconds in information processing, 30 seconds in soliciting, 25 seconds in responding to student queries, nine seconds in
reacting to students answers or ideas, 51 seconds in giving directions to students, one minute and eleven seconds in the use of pause and 51 seconds for giving scope to student participation. College teachers showed a preference for restricted and factual types of information processing, questioning and responding to student queries, routine ways of reacting to student ideas/answers and giving directions to students. They used ‘pausing’ with and without a purpose and provided very little scope for student participation. They predominantly exhibited direct teaching behaviour. The study showed that college teachers need orientation and training in respect of the lecturing skills of (i) expanded and evaluative information processing, (ii) expanded and evaluative questioning (iii) reacting to student ideas at the rationalize level. (iv) giving extended directions, and (v) encouraging student participation.

Pattansiletti, M.M., 1985,\textsuperscript{112} revealed the Self Instructional Microteaching Course was effective in improving lecturing competence of college teachers in terms of the four lecturing skills taken together and each skill independently. College teachers sustained lecturing competence in terms of the four lecturing skills taken together and each independently, strengthened by the SIMC even two months after the training. The participant lecturers had a favorable attitude towards SIMC.

Sachdev, P., A., 1986,\textsuperscript{113} reported that the students from all the years perceived the small group methods as being effective for theory work and only second to practical work.

Pallai, J.K., and Mohan, S., 1986,\textsuperscript{114} indicated that more than eight per cent of the teachers agreed that the courses were effectively planned, schedules notified and followed closely. The teachers used lecturers, discussions, assignments, and seminars as major instructional strategies. They used continuous assessment and assignments to help the students learn systematically.

Shah, J.H. and Patel, Yashomati. 1989,\textsuperscript{115} indicated that the percentages of benefit gained in developing skills by micro-teaching were: to a great extent 44.60%, ordinary 47.30%, and very little 8.10%. Difficulties put forth by student-teachers were genuine and indicated lack of adequate planning: (a) the micro lessons were conducted in simulated situations (no pupils from schools were available because it was vacation time) and thus there was some artificiality, (b) lack of demonstration lessons, specific
information and guidance, consistency among teacher-educators coming from different colleges, adequate response from peer group etc.

Vijayakumar, B. 1990, reported that the inquiry training model was optimally effective in terms of the overall criteria of effectiveness. The advance organiser model was the least effective. The use of all the seven models had a favourable effect on students' learning and performance.

Sinha, Saroj Bala, 1990, found out that the students taught through instructional objectives performed better as compared to the students taught through the traditional method. Jaiswal, K. 1992, reported that Lecture with demonstration and illustrated talk were found quite effective.

3.5.5 Medium of Instruction

Sinha, B.N. 1969, indicated that teachers were in favour of Hindi at undergraduate level (eighty-eight per cent) and English at the post-graduate level (seventy-five per cent), as the medium of introduction.

Indian Institution of Education, 1980, found that the media of instruction were English and Marathi at the undergraduate level for arts and commerce and English for science.

3.5.6 Teaching aids

Pillai, G.S.; Dhanasekaran, S. 1991, revealed that under the B.Ed. programme, the objectives of introducing the elements of audio-visual education were not totally achieved. These were achieved only among 32% of subjects. All the universities in Tamil Nadu did not give equal emphasis to audio-visual education in the B.Ed. programme. Out of 52 audio-visual aids identified the preparation and use of ‘Improved Aids’ has been recommended in all the universities and in one autonomous colleges of education. The students did receive sufficient practice in the preparation, production, operation, and use of educational technology hardware and software.

3.5.7 Library

Bavakutty, M., A, 1984, found out that there was no library advisory committee was functioning in the majority of colleges. In a majority of the colleges, the
traditional practice of placing a teacher in charge of the library, as a control over the librarian, was in evidence. The status of the librarian, in this situation, was reduced to that of a clerk or an attendant. Nearly 75% of the colleges covered by the study maintained departmental libraries beside a central library. The main sources of finance for a college library being special fees from students, government, and UGC grant, there were variations in finance. The colleges under study did not follow any scientific principles for selection of books.

Benal, B.I. 1988,\(^{123}\) reported that the library at the Karnataka university level had expanded considerably and it was supposed to be the second biggest in Asia. With regard to the modernization of science laboratories, it is worth mentioning that the departments of physics, chemistry and geology had been greatly expanded, and were offering leadership courses in their disciplines in the country.

Patankar, S.D., 1984,\(^{124}\) revealed that both students and teachers felt the absence of departmental libraries as the biggest constraint of effective learning. The teachers felt that university library was not up to date whereas students felt that Xeroxing facilities were lacking.

Mathew, Raju M. 1990,\(^{125}\) indicated that the majority of the students, research scholars and teachers were of the view that (a) the library resources were not adequate, (b) they are not relevant, (c) and no up-to-date. User-resource interactions and their contributions could be termed as almost non-existent; only 15% of users showed any impact of library resources. An alternative strategy for improvement was suggested.

3.5.8 Teachers Training

Chirackal G.S.J., 1970,\(^{126}\) reported that the orientation programme had a positive effect on the academic performances, interpersonal relations, discipline and personality development of students.

ICMR, 1972,\(^{127}\) reported that there were certain types of deficiencies and irregularities in the training programme, which were responsible for failing to make it functionally significant from the point of view of the interns. This trend further revealed that the interns lacked clarity on their functional role in the system of this type of training.
Thottam, George, 1983,\textsuperscript{128} highlighted that there was no in-service education to improved expertise and skills of the staff. A majority of the teachers and heads of departments did not have the necessary academic qualifications of professionals experience to teach mass communication effectively.

Pal, Rajendra, 1989,\textsuperscript{129} revealed that the only 36\% of the participants felt that there was a need for an orientation programme for college/University teachers. An overwhelming majority (85\%) of the participants felt that such orientation programmes should be arranged immediately after appointment. Most participants felt that these programme should be full-time and compulsory. The participants felt that orientation programme should have greater emphasis on methods of teaching, maxims and techniques of teaching, teaching aids and models of teaching. Curricula for foreign universities, use of available resources for teaching futurology teaching for fostering secularism and democracy an eradication of drug addiction should also be added as topical dimensions to the orientation programmes.

3.5.9 Published works

Umadevi, S., 1983,\textsuperscript{130} showed that the performance profile of the university faculty revealed that there were significant differences between readers and lecturers with respects to journal-article publication, but these differences were not significant between arts and science groups. Further, the engineering group had the lowest performance with respect to journal-article publication. The climate factor of the university had less to do with faculty performance and more to do with faculty satisfaction.

3.5.10 Research

Desai, H.G., 1973,\textsuperscript{131} revealed that the number of studies and investigations in various universities were: Gujarat University – 232, M.S. University of Baroda- 244, Sardar Patel University – 105, Saurashtra University – 78, and South Gujarat – 26. The number of studies and investigations in various areas were: 115, educational administration – 76, teacher education – 60, child development and adolescence 0- 51, curriculum – 50 test, construction and measurement – 50, methods of teaching – 34, guidance – 29, philosophy of education – 28, basic education – 17, social education – 5,
process of learning – 4, and economics of education – 3. The almost unexplored areas, were economics of education, law and education, psychology of learning, medical education, technical education, moral education, etc. The studies submitted for the same degree differed greatly in precision of sampling, coverage, depth, procedures of analysis, conclusion, etc. Investigations had been repeated in the same university (duplicated). Most studies were based on questionnaires; the use of other tools was very scant. One seldom came across interdisciplinary approach in studies.

Patel. V.B., and Shah., 1982, revealed that in all, 1459 dissertations were submitted to the universities under study. The most preferred areas for research were administration of education, teacher training, teacher behaviour, the teaching learning process, reading skills, personality adjustment, and pupils’ behaviour. Research designs most popular amongst researchers were survey and experimental. Tools widely used by the researchers were questionnaires and psychological tests. Major limitations of dissertations were neglect of case studies and action researchers, defective questionnaires and loose style of writing, references and bibliography. Some of the dissertations were found so good that they could have been submitted as Ph.D. theses.

3.5.11 Co-curricular activities

Sindhi, H. C., 1984, showed that the National Service Scheme operated in 98% of the colleges.

Hans, G. and Vadhyar, R. 1988, reported that the NSS students-volunteers also showed a significant gain in knowledge on the subject after the training. They reported that the project, besides adding to their knowledge, helping them to develop a healthy attitude towards the addict, develop organisational status, function as group members, develop leadership, acquire the confidence to face an audience, and control and conduct a class. The key inputs that a project like this required were focused, project-related training, activities matching with talents of students; on-going guidance to volunteers; and small group works as a strategy of implementation.

Malhotra, M.M.; Tulsi. P.K. and Kaur, Satwant. 1990, reported that one of the important factor contributing to the quality of a technical institute identified is staff interest and enthusiasm in organising curricular and co-curricular activities.
3.5.12 Examination and evaluation

Bose, P.K., Roy, A. and Mukherjee, S.P., 1967,\(^{136}\) suggested that a question paper should provide for double the number of questions to be answered and the questions should be distributed uniformly throughout the syllabus. The course material should be divided into groups and the question paper should be so set as to require the examiners to answer some questions from each group. Question papers should be moderate by the paper setter along with some other persons. The university should undertake all the examinations in respect of collegiate education. Colleges should hold two or three periodical examinations in a year. Collegiate and external students should sit for the same examination. External candidates should be required to pass a test in some college in order to be eligible for appearing at the university examination. Action should be taken against a college if the percentage of successful students sent by the college was poor for two or three consecutive years. An examination research unit should be permanently attached to the office of the Controller of Examinations.

Chauhan, D.S. 1967,\(^{137}\) drawn out the conclusions that the students who failed, large proportion failed not because of not knowing the subject matter, but because of some external factors like defective question papers, carelessness of examiners in evaluating answer books, evaluation by incapable examiners, etc; Hardly 60 per cent of the total content presented by candidates was relevant and effective; expression of the candidates was generally poor; candidates generally made a wasteful use of paper; and a gap between the medium of instruction – the medium of study and of expression, and the language in which the question paper was set for examination created many problems and contributed significantly of the failure in examination.

Patel, I.U., 1975,\(^ {138}\) (abroad) reported that the Soviet examination system is predominantly based on a year round regular internal assessment.

Sinha, D.P., 1979,\(^{139}\) reported that the examination centers were fixed by seeking permission of the principal on a prescribed pro-forma every year. The internal assessment marks were sent separately by the college and the format used was not uniform. The marks were recorded first in ledger for declaration of results. Degrees were conferred twice a year.
Koul, L. 1979,\textsuperscript{140} reported that certain innovations like introducing the grade system of ranking, supplementing essay-type examination with objective-type examination, semester system and supplementing external examinations with periodic internal assessment, were in the top regions of the scales of the teachers and the students. The teachers gave high importance to this innovation whereas the students gave low importance to oral tests. The university teachers were in agreement with the recommendation of the Education Commission (1964-66) but not the students. Both the teachers and the students gave equal average importance to innovations such as orientation of paper-setters and evaluators and making evaluation instructions precise and clear. The innovations like open book examinations, use of computer and mechanical devices in preparing award rolls, scope for re-evaluation of answer books and spot evaluation answer book, did not get importance from the teachers and the students.

Gunasekaran, K. and Jayanthi, P. 1980,\textsuperscript{141} reported that the minimum, maximum and the average marks awarded by the college in the internal assessment differed considerably in all the subjects. Discrimination between good and poor students was low in the internal assessment but the university examinations showed a good amount of dispersion with regard to the same set of students. Barring a few cases, the relationship between the marks of the internal assessment and the university examinations was good. The percentage of those passing and those getting higher classes had improved under the semester system. More students secured first and second divisions under the semester system.

Somaiah, M., 1980,\textsuperscript{142} reported the semester system was favoured by both teachers and students on certain positive aspects. The system was found to be useful by them on account of the fact that it helped to divide the curricular into smaller units, that the short duration made learning and teaching more regular and that it kept the students busy throughout the year. It was not favoured by them because the students were not oriented to studying under this system, they found it difficult to adjust themselves; it needed a lot of planning and there was delay in admission and the starting of class. Both the teachers (96 per cent) tended to agree that the system could be successfully implemented with a smaller teacher-pupil ratio of 1:3. The teachers and the students suggested that the orientation programmes should be conducted for teachers to work
under the system. Both teachers and the students (80 and 85 per cent, respectively) favoured the system since reduced the stress and strain on the mind of the students. But the students felt that the system reduced to the opportunities for co-curricular activities to which about 45 per cent teachers agreed.

Akhtar, P.R. 1980,\textsuperscript{143} revealed that the university authorities took initiative in introducing the semester system with the help of experts. Teachers also were involved in such decision-making. The semester system was implemented to assess the day-to-day performance of students, to provide flexibility and freedom in teaching and evaluation and to provide freedom in framing the courses and to give opportunity to brighter and weaker students to make progress. Teachers opinion was that they enjoyed flexibility and freedom in the formulation of courses. In most of the teachers’ and students’ opinion, students preferred courses under the semester system because it divided the workload and made provision to improve the grades through continuous assessment. A large number of teachers felt that the semester system gave them freedom to use alternative method of teaching, but still the lecture method dominated the scene. A large number of students (60 to 35 per cent) from the undergraduate and postgraduate classes felt that the present method was satisfactory, as lecture, discussion, team teaching programme learning, quizzes and field work, etc./ were used by the teachers. Internal assessment increased the cordial relationship with the students and encouragement innovation in teaching method. Teachers felt that the semester system helped in the academic improvement of the students as it made them study systematically all through the year. A section of teachers faced difficulty due to a few reasons. Inadequate teaching time, increased clerical work, pressure of increased evaluation of home assignments and more of holidays brought difficulty to the teachers.

Nath B. 1980,\textsuperscript{144} revealed that the quality of students admitted and the teacher-pupil ratio had a bearing on examination results. In a majority of the subjects, the scores were higher in internal assessment. The assessments, both in internal and external examinations, were evenly distributed. Internal marks possessed some predictive values for external marks. There was a tendency towards over marking in internal assessment. Internal assessment provided some incentives of students to do better in the external examination. The system of internal assessment should be introduced, after fulfillment of
certain conditions, for making the examination more valid and for doing justice to students. The major causes of wastage and stagnation were poor economics condition of parents, admission of poor quality students, absence of proper system of internal assessment and continuous evaluation, and general apathy of students towards their courses of studies. The performance of students in M.A. previous and final examinations in all the subjects was closely related.

Rasool, G., Sarup R. and Sharma, N.R. 1981, reported that internal assessment proved to be a booster of the final result of almost all the students. The marks awarded under the internal assessment helped the students raising their aggregate percentage of marks. Though the internal assessment suffered from various drawbacks like the halo effect and error due to central tendency, etc., it appeared to be a blessing in disguise to students.

Budhori, K.B., 1981, reported that the majority of the respondents felt the educational system was only fulfilling the objective of passing the examination and was not concerned with social welfare. The majority demanded a change in the existing examination system.

Pillai, J.K., 1984, reported that dominance of the examination made the students concentrate on a narrow range of lower objectives (recall). The students resorted to memory because of language difficulty. Project work helped the students in fostering an enquiry approach. University teachers realized that, at postgraduate level, students need to be helped to be verbally articulate, to write coherently, to think critically, to think independently, and work confidently on their own. Teachers realized the need to improve the process of teaching – learning evaluation. The teachers showed readiness to try out new techniques and methods in spite of various constraints. Teachers opened out their classes to their colleagues and researchers for observation, assessments, and feedback. Teachers, students, and observers agreed upon teaching behaviours which needed improvement. Teachers were convinced about securing students' involvement and participation in the learning process. Teachers introduced improvements in their lecturing questioning and evaluation techniques. They found that student-centered, small group
discussions were desirable exercises and students learnt more through interaction with peers.

Patankar, S.D., 1984, stated that teachers preferred freedom to arrange tests for internal examinations. Twenty-seven per cent of the teachers found the traditional pattern of evaluation a constraint on their adopting student-centered teaching. Thirty-seven per cent of the teachers felt that students should not be evaluated by those who taught them.

Pallai, J.K., and Mohan. S., 1986, reported that seventy per cent of the men teachers and 81 per cent of the women teachers were of the opinion that the semester system had geared the students to a tight schedule. About 75 per cent of the teachers said that 90 working days were ensured per semester. They felt that the ratio of 75.25 for external and internal assessment was adequate. They opined in favour of a non-detention policy. A majority of the teachers were keen to ensure uniformity in awarding internal marks among the colleges and various subjects by converting raw scores into standard scores. 40 per cent of students doubted the reliability of external assessment and suspected subjectivity in internal assessment. On the whole, 90 percent of students felt that the semester system was a good system.

Benal, B.I. 1988, reported that the university authorities made no consistent efforts to evolve new techniques and devices for evaluating the students’ progress through the examinations.

Buam, Beryida Hedi-pati, 1989, reported that the majority of the respondents found the annual college examinations not conducive to the Total personality development of the students. The adoption of the grading system was favoured by most students.

Malhotra, M.M.; Menon, P.N.; Bedi, S.P. and Tulsi, P.K. 1989, reported that the students were informed about the criterion of assessment of their course work in the beginning of the semester. However, no guidelines were available to the teachers for the course work assessment. No uniform pattern with regard to the elements of course work assessment existed for the same category of subject taught by the teachers. However, the most commonly used elements for assessment were class tests, homework and class work in the case of theory subjects and laboratory/workshops, field exercises, practical
notebook, oral tests and attendance in the case of practical work in laboratories/workshops.

Natarajan, V. and Arora, Asha. 1989,\textsuperscript{153} suggested that better control may be exercised by keeping the number of students (taking examination) at a centre low, restructuring the questions paper, bringing in incentive and motivation in the job of invigilation, reducing the overriding importance of external end-of-the-year examination, strictly adhering to the state laws governing such unfair means and malpractices, etc.

Tripathi, R.S. 1992,\textsuperscript{154} mentioned that the system of evaluation was the worst feature of higher education. Public examinations take up most of the time, leaving little scope for effective teaching. The system of grading and the semester system, which have been the main planks of examination reform have not been successful and have not proved their practical utility.

3.5.13 Results

Bose, P.K., Banerjee, P.K., and Mukherjee, S.P., 1966,\textsuperscript{155} showed that results were somewhat less satisfactory in government sponsored colleges, where the percentage of passes was less than fifty in twenty percent of the institutions. Performance of students from privately managed colleges was worse. More than sixty percent of examinees appearing from 13.5 percent of such institutions failed in the university examinations.

Bose, P.K., 1973,\textsuperscript{156} stated that as regards the undergraduate education, the percentages of passes were less than forty in the university examinations in a large number of private colleges, the main causes being inadequate number of working days, poor college libraries, ill-equipped laboratories, disproportionate teacher – student ratio and lack of motivation on the part of teacher students.

Ruby, Dkhar. 1991,\textsuperscript{157} showed that the percentage of pass at the undergraduate level varied widely among the colleges, with the percentages being higher in the science courses. The pass percentage was higher at the honours and post graduate levels.
3.6.0 STUDIES RELATED TO PROBLEMS OF TEACHERS OF HIGHER EDUCATION

Sinha, B.N. 1969,\textsuperscript{158} indicated that a little less than half (48.5 per cent) of the teachers had selected the profession of their own choice. Almost half of the m came to it without liking. Those who had joined the profession on their own had expected to receive opportunities for further studies and research (70.4 per cent) and had thought the teaching profession to be independents ideal, honest and peaceful (65.8 per cent). One hundred and twenty-seven teachers out of 200 were disillusioned in their expectation for the reasons of (a) absences of comfort and dignity because of lack of academic and other facilities (67 out of 127) and (b) absence of recognition of merit due to favouritism and cateism (54 out of 127). The sources of dissatisfaction among the teachers. Identified through the survey, were: (a) lack of interest and encourage on the part of the authorities (thirty-four per cent), (b) Favouritism in the universities (twenty-seven per cent) and , (c) lack of respect for university teachers by the society (sixty-six per cent). Seventy-four per cent of the teachers had not done any research. This was found to a great factor responsible for the student indiscipline.

Chitnis, S. 1973,\textsuperscript{159} revealed that most of the teachers had a workload of twelve to twenty one hour a week. Variation due to programme differentiated the college teachers with respect to their qualifications, academic activities, and general outlook on education.

Chhabra. N., A, 1975,\textsuperscript{160} revealed that lack of cooperation among teachers, interdepartmental in intradepartmental conflicts, contacts with students, salary policies regularity of payment, feeling of economic security, prestige and status given were some of the factors affecting teachers’ morale.

Franklin, I., 1975,\textsuperscript{161} revealed that the teacher’s rapport with the principal and the teacher educators, the teacher’s job satisfaction, the teacher’s salary, the teacher educator’s satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujarat.

Singhal, S., 1977 \textsuperscript{162} reported that the 56% of teachers did not spend adequate time on preparation for teaching.
Portia, D.R., 1979, revealed that the younger faculty members particularly those from science faculties, felt that they were not involved in decision making in the university. The heads of department felt that all faculty members should be consulted in academic matters but not in administrative matters. The heads of department felt that they were subjected to strict accountability within the rigid framework of rules which permitted little individual discretion. The majority of faculty members expressed the views that heads of departments spent most of their time in administrative work and neglected academic work.

Goyal, J.C., 1980, reported that the large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The attitude and job satisfaction of different groups did not differ significantly. A majority of the teachers-educators had low interest in the profession. Emotional stability among the teacher-educators increased with age. Professional interest among teacher-educators increased with teaching experience in a school and attitude, job satisfaction and occupational adjustment among teacher educators were associated with one another. Job satisfactions could be predicted by attitude and occupational adjustment but not by other variables.

Khanna, K., 1980, reported that only a little more than one-fifth of the teachers, most of them from higher ranks, had visited foreign countries. A little less than a half of the teachers possessed a doctoral or post-doctoral degree. A little less than a half of the respondents decided to become teachers after completing their education. A majority of the teachers of the faculties of science and engineering thought of choosing teaching career after completing education. A vast majority of the respondents attributed their recruitment to their competence. However, some of the teachers felt that other factors such as political pressure and personal influence also played a role in the recruitment. The teachers took little interest in active participation in academic activities.

Heredia, R.C., 1981, reported that about 52 per cent of the time of a college teacher was used up in preparation, teaching, correction etc., and only 19 per cent of the time was left for study and research. Senior teachers had fewer courses to teach, a smaller teaching load and more time for study and research. The profile of a college teacher as
seen from the study did not categorized the teachers a professional but rather placed him in the category of a salaried employee constrained by his pedagogic burden.

Jaganmohan, M., 1983,\textsuperscript{167} reported that the lack of teaching aids and of opportunities to improve their qualifications were the problems of the teachers.

Sindhi, H. C., 1984,\textsuperscript{168} revealed that there was dissatisfaction among the teachers about the attitude of the managing bodies towards their employees. Promotional avenues in the colleges were almost nil as only 8% of the teachers could be promoted either as heads of department or as principals. There was no regular system of providing incentive to the teachers for their professional growth. All the teachers were of the opinion that their salaries were not keeping pace with the rising cost of living. Teacher of some private colleges had to surrender a part of their salary of the management as donation/charity to the educational institution. 30% of the teacher showed dissatisfaction with the system of allocation of the teaching load and other responsibilities. 23% of the teachers shared responsibilities of college administration as registrar, programme officer, hostel warden, convener of college committee, etc. Teachers' participation in the college administration was mostly limited to a consultancy or advisory role.

Patankar, S.D., 1984,\textsuperscript{169} revealed that the teachers seemed to be using few teaching aids during lecturers. The main reason for the non-use of teaching aids was the non-availability of suitable aids. Teachers felt the need for some sort of pedagogic orientation for university teaching. Teachers did not favour any programme that encroached upon their vacation time.

Joseph, T.M., 1987,\textsuperscript{170} revealed there was a marked decline in the attitude of teachers to their work as a vocation. A fairly significant number of college teachers gave tuitions and took up additional jobs. The existence of junior and senior college sections in the same college with teachers having different salary scales, workload and service conditions created discontent.

Benal, B.I. 1988,\textsuperscript{171} reported that hardly any efforts had been made for re-orienting in-service training with up-to-date knowledge for the teachers recruited at the affiliated colleges and at the university level. It was also disappointing to note that the university authority had not made any attempt to look into the academic problems of the teachers.
Buam, Beryida Hedi-pati, 1989,\textsuperscript{172} reported that the teachers problems like shortage of laboratory equipments and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses.

Ramakrishnaiah, D. 1989,\textsuperscript{173} found out that the teachers, in general, were satisfied with their job. Considering overall Job satisfaction, teachers working in junior colleges were less satisfied than those working in degree colleges. The type of management and sex of the teachers did not have any significant influence on the Job satisfaction of the teachers. Those who had more favourable attitude were more satisfied with their job. College teachers, in general, had a favourable attitude.

Joshi, Rajni. 1991,\textsuperscript{174} reported that the professional responsibility of a teacher educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/method should be used for appraisal; rather, students' rating, self-rating, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used.

Pande, Manisha and Chandra, Arvind. 1992,\textsuperscript{175} reported that the lack of command over English on the part of the students, heavy workload, difficulties in preparing appropriate teaching aids, lack of office support presented major role constraints in the role-enactment of teachers.

3.7.0 STUDIES RELATED TO PROBLEMS OF STUDENTS OF HIGHER EDUCATION

Chattopadhyay. K.P., Bose. P.K., And Chatterji. A., 1956,\textsuperscript{176} revealed the ninety per cent of the students live with parents or relatives. Five per cent lived in hostels and five per cent in unrecognized messes where the monthly expenses were of the order of Rs. 50/-. A few only could afford to meet the cost of living away from the homes of relations. In all 13,000 students came from families where the per capital income was less than Rs.30/- per month, and 14,000 from families where the income lay between Rs.30/- and Rs.50/- per month. The former class lived below subsistence level and the latter on the margin. The poverty of students was reflected in food habits, incidents of illness and
malnutrition from which about 43% of the students populations suffered. The principal problem was that of poverty.

Raghavulu, C.V., Reddy, V.E. and Rao, R.M. 1967,\textsuperscript{177} reported Students were not fully satisfied with the class lectures. Nearly half of the students joined the post-graduate class unwillingly in want of a suitable job, and they had no sense of commitment to the educational process. The students did not have faith in the existing cultural frame of the society since the normative values governing the behaviour of members of the society were not followed by the leaders. A large majority of the students felt that the standards of public conduct had been deteriorating, more so, in case of political leadership at various levels. A majority of the students did not have any serious commitment to the educational process. The examination system, the standards of teaching and the extent of teacher-student communication were decisive factors that shaped the students' attitude towards the pattern of utilization of time.

Chirackal, G.S.J., 1970,\textsuperscript{178} reported that in all colleges students union were functioning. In all colleges, except two, the relationship between the principals and the union were harmonious.

ICMR, 1972,\textsuperscript{179} obtained from this study that thirteen percent of the guardians were reported to have incurred debts for supporting their wards. A little less than half of the students had expressed dissatisfaction with regard to the present curriculum. Regarding the methods of assessment, majority of the preclinical students appeared to be satisfied with the methods but more than half of the clinical students were dissatisfied. Majority of the students had expressed a need for more opportunities for practical work during internship training.

Shah, R.S., 1975,\textsuperscript{180} reported that the students showed their maximum dissatisfaction towards students' welfare services, curriculum, examination, discipline, and interpersonal relationship; strict admissions, compulsory attendance, small size of classes were supported by postgraduate students; Students' satisfaction was higher when the management was commited to serve the cause of higher education, constructed best possible college buildings, etc;

Karandikar, S.P., 1975,\textsuperscript{181} revealed that the popular notions that the students cram guides, do not respect teachers, are indifferent to studies, are interested in agitation and
are not ready to move out for job, were proved unfounded; students expected efficiency and affection from college teachers; deficient economic conditions was responsible for many of the problems.

Singhal, S., 1977, \textsuperscript{182} mentioned that a large percentage of students (56.9\%) listed economic insecurity as one of the important sources of student frustrations and the relationship was significant at 1\% level. The attitudes of the authorities had a significant bearing on student unrest. The relationship between their attitudes and student unrest was significant at the .05 level. The academic leadership capitalized on the bureaucratic attitude of the authorities: the hierarchical structure of organizations, unemployment, and its links with political parties had a significant bearing on student unrest. The academic programmes failed to gratify students' psychological needs at three levels, cognitive, conative, and affective and helped in fomenting student unrest.

Bose P.K. and Mukherjee, S.P. 1977, \textsuperscript{183} reported that the wastage and stagnation in collegiate education was rather high. The main reasons for this evil were: (a) Lack of physical felicities (b) Dearth of competent teachers, and (c) Inadequate attention to higher education in national plan and policies. The problem was more acute in the case of big affiliating and federal universities.

Shejwal, B.R. 1980, \textsuperscript{184} revealed that the students had problems in planning their time for study, developing good reading habits and taking examinations.

Goyal, M., 1981, \textsuperscript{185} reported that the students viewed their university environment not very positively although they viewed their university environment slightly above average with respect the academic interest and enthusiasm, teacher scholarship and academic attitudes and work facilities and students discipline. There more than 20 per cent university students who perceived the university environment as a ‘little’ or ‘not at all’ as ‘highly developed ’ or does not give opportunity for co-curricular activities’ as not ‘flexible’ or ‘paying’ and as ‘men-making’ or ‘challenging’. Most of the students felt out of place while in the university, felt uncomfortable with other students of the university, had the feeling that their values were not similar to those of the faculty and were in disagreement with the administrative rules and regulations. They were dissatisfied with respect to breadth of interest, student scholarship, academic achievement and clarity of instruction.
Shah, A.B., Karandikar, S., Kulkarni, V.M., Palsane, M.N. and Patankar S.A. 1981, reported that students and teachers, in general, lacked awareness of the problems and their detailed analysis as well as enthusiasm to seriously undertake their study.

Tripathi, S.L., 1981, reported that in all 40 per cent of the boys faced college environmental problems, 50 per cent faced economic problems, and 40 per cent could not develop amicable relation with their classmates. The problems of 53 per cent of girls concerned spending leisure time; 47 per cent were about lack of educational environment in the college. About 53 per cent of the urban and 42 per cent of the rural students faced difficulties in their adjustment with the educational environment. Girls were comparatively more adjusted to the home area. Highly adjusted students secured better points on the intelligence test. Urban boys and girls were superior, in this respect, to residents of rural areas. Adjusted students had comparatively better socio-economic background.

Sharma, P., 1983, highlighted that the non-participation rate in college-sponsored activities was as high as 75 to 85 per cent. Among the institutional variables a course of study exerted a minor influence in the leisure choices of college students. The year of study significantly influenced students' participation reaching its peak among the second year students as compared to the first and third year students.

Sindhi, H. C., 1984, revealed that 37.70% of the students wanted changes in the existing syllabi as these did not help them to gain self-confidence, and any practical knowledge. Students' associations existed in 85% of the college, other type of societies or associations or clubs also existed in 87% of the colleges. Financial aid to selected students was given by all the colleges. Students had no say in the academic and financial matters of college administration.

Agrawal, M., 1985, reported that stresses emanating from interaction with family and study environment were also important contributors to strains. The occurrence of day-to-day problems had higher pathogenic significance than even major life events. Stress scores were higher in the case of students living in hostels, hired rooms or lodges compared to those staying in their own homes.
Gogate. S.B. 1985, yielded the following findings that due to vacations, examinations, elections, sports and such others activities, college students found it difficult to participate in social activities around the college regularly.

Kulkarni, D.S., 1985, revealed that the respondents were of the opinion that the government should pay tuitions fees of economical backward students should establish a central laboratory for practical training to student admitted to institutes running on a no-grant basis and encourage postgraduate teaching in the region by providing grants for postgraduate education.

Manaral, J.B.S., 1985, found out that there was a negative correlation between the level of intelligence and the tendency to create indiscipline. The various measures of creativity, i.e. fluency, flexibility and originality, correlated negatively with the tendency to create indiscipline. In general, the tendency for creating indiscipline and a positive relationship with extroversion for the sample as a whole. In the library situation introversion had a positive relationship with the tendency to create indiscipline. In the Kumaun University hostels introversion had a positive relationship with the tendency to create indiscipline.

Buam, Beryida Hedi-pati, 1989, reported that the among the problems faced by the students were those connected with textbook, laboratory equipment, teaching aids, the type of questions set in examinations, and the increasing unemployment among educated youth.

Desai, H.D. 1989, found out that the major reasons for student unrest were: lack of interest in studies, problems connected with admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favoritism, improper teaching and lack of library facilities. Most of the Deans of Students opined that students had major role to play in combating student unrest and improving the institutional climate. For this it was also necessary to have more recreational facilities and students’ welfare activities.

Malhotra, M.M.; Menon, P.N.; Bedi, S.P. and Tulsi, P.K. 1989, reported that the students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity, copying in homework, assignments and class tests and no opportunity for improvement. Report-back of students’ performance was
limited only to students. It was neither timely nor it provided information about their weaknesses and suggestions for improvement.

Pillai, S.S. and Srinivasan, R. 1990,\textsuperscript{197} reported that nearly 52% of the students found it difficult to complete all the laboratory workshop exercise in time. Student felt that they were not so fluent either in oral written communication.

A-Habshneh, Zakaria Ayed. 1991,\textsuperscript{198} reported that the majority of the Jordanian students had adjusted in the Indian social milieu. English as the medium of instruction, lack of books, politicised university campuses resulting in less number of classes being held, unsatisfactory condition of hostels, libraries and laboratories, and lack of proper machinery for redressal of student grievances caused problems.

Upadyaya, Rajeshwar. 1992,\textsuperscript{199} showed that the students were of the view that they may be made co-partners in all the decisions of the universities, whether they were administrative, academic or financial. The teacher community expressed the view that there should be students' representation in different bodies of the university but they did not desire a drastic change in university administration. The teachers did not want students to be active members of various academic bodies. The administrative staffs were of the firm opinion that matters relating to decisions on appointments, promotions and other issues affecting the positions of members of the staff should not be the concern of students, though they may be given the opportunity to discuss general principles. In fact, students' participation could be considered in the field of student welfare, such as health services, cooperative messes, canteen and hostel accommodation, etc.

Gardiner, Lion F, 1994 (abroad),\textsuperscript{200} stated that in many cases, however, research reveals little student involvement with the faculty, staff, or other students, a climate of limited intellectual stimulation, and one that tolerates widespread cheating and alcohol abuse. Studies frequently reveal campus environments where women and minority group members are regularly devalued and overtly discriminated against.

\textbf{3.8.0 STUDIES RELATED TO PROBLEMS OF HIGHER EDUCATION}

Bose, P.K., 1973,\textsuperscript{201} found out that the problems of the university as detected were the increase in number of this institution, students and examines irrespective of the constant remaining resources at the disposal of the university, shortcomings in the
administrative arrangement, over consciousness among students and employees about their rights and privileges, paucity of funds, paucity of space, recurring deficits, problems related to opening of new departments and starting a new course, developing university press, maintenance and repair of buildings, starting hostels, providing students with satisfactory welfare services, holding examinations, maintaining adequate and able staff (teachers and administrative officers) financial position of some affiliated colleges, the demand for more teachers, and improvements in the library and laboratory facilities. Conclusively, student explosion and the extreme paucity of funds were the two main factors, which hindered the functioning of the university efficiently.

Nagar, R.S., 1975, reported that the affiliation of educational institutions to the Gauhati University also presented problems. Again, the colleges were under the Jawaharlal Nehru University. The teacher education institutions were inadequate in number and pre-service and in-service education needed revamping.

Sinha, D.P., 1979 reported that there was unnecessary paper work, delay of decisions, and a feeling of overwork in staff, and the vice-chancellor being overloaded with files. There was no specific delegation of authority to different lower levels. The attendance register of non-teaching staff working in administration was maintained centrally. The officers of the administration were not taking the terminal responsibility for disposing of cases concerning routine matters. The policy with regard to fresh recruitment and promotion from within had not been formulated, together with requisite educational qualification, the nature of years of experience, etc. There was no effort on the part of university to motivate the employee to work for the desired goal and to create a feeling of participation among them.

Singh, L.I., 1986 reported that the overall problems, of higher education were not much different from those in other parts of the country. The general tendencies, like mushrooming of institutions, ballooning of student enrollment and ever increasing expenditure were seen. There were innumerable problems of higher education like unplanned growth of institutions, growth of educated unemployment, lack of infrastructure, imbalances arising in the course of expansion, improper budgeting system, inadequate supply of teachers and non availability of textbooks.
Subudhi, Bhagaban. 1990 stated that some of the factors that could affect the decline of a good institute included: (a) increasing number of students with low scholastic achievement taking admission; (b) declining interest and seriousness of students and staff; (c) increasing reservation of specific categories for admission; (d) political interference; (e) emergence of groups for and against management, (f) decreasing fund and decreasing generation of institution resources, etc.

Khanna, S.K., 1999 indicated that the Sikkimese students do come to other states for obtaining professional degrees because the facility in Sikkim is limited. The problem of Sikkim is very much an economic one. Supporting Sikkim economically will go a long way in balancing the Sikkimese psyche.

3.9.0 CONCLUSION

From the review of related literature highlighting the development of higher education, it could be concluded that there has been an increase in the number of institutions of higher education along with the enrolment of students and faculty members. Studies by Sinha, B.N. 1969, Awasthi, J.N., 1981, Jaganmohan, M., 1983, Thottam, George, 1983, Ruby, Dkhar. 199, Pillai, G.S.; Dhanasekaran, S. 1991, Tripathi, R.S. 1992, and Chinnamma, P. 1992 have revealed that there was no proper development of infrastructure. There was acute accommodation problem for both students and teachers as shown in studies by Misra, M., 1969, Khanna, K., 1980, Budhori, K.B., 1981 and Joseph, T.M., 1987. Most of the studies had mentioned lack of funds in higher education. The studies had also revealed several problems of higher education and also the problem of teachers and students in particular that retarted the progress of higher education.

A closer analysis of the studies under review seemed to lack of (a) value education, (b) guidance and counseling, (c) varied specialized course, (d) orientation of teachers of higher education on skills and methods of teaching, (e) good leadership for administration (f) funds for development and maintenance of higher education.
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