CHAPTER III

REVIEW OF RELATED LITERATURE.

3.1 Introduction

This chapter deals with the related studies conducted by different researchers in India and abroad. The investigator, to get the views of the past researchers, has traced the study, which has some relation with the present study. Different researchers have conducted studies in the area of higher education. Some of the studies relates to one particular aspects of higher education like enrolment, examinations, student services, student activities, management, administration and financing of higher education etc. whereas, there are some studies which deals with the development and problems of higher education.

As we know that, higher education holds an immense position and is truly an influential agent in community building, country and the world at large. Hence, the views of many authors and researchers are taken into consideration in order to see the true picture of higher education in method aspects and areas.

The present study deals with the development and problems of higher education in Barak Valley and Karbi Anglong areas of Assam. It was the several aspects of development viz origin of higher education, student enrolment, examinations results, courses of studies, physical facilities, student welfare services, management,
administration and financing of higher education and problems of higher education in that area.

In this chapter, an attempt is made to review the related literature highlighting the development of higher education and its problems in India as well as abroad. A brief review of related study involves evaluating reports of research works as well as opinions of different authors related to actual research project proposed to be undertaken.

In this connection, some educationist, historians and social researchers, who have thrown a sidelight on the proposed problem, are enumerated under different categories growth of educational institutions, enrolment, examinations, physical facilities, and student services, at administration and financing and problems of higher education.

**STUDIES CONDUCTED ABROAD**

3.2 Mehr. K.H. (1976)

In a study on 'Higher education in Iran and a socio-economy study of Tehran University students' collected from nine hundred Tehran university students through questionnaires interviews observations and relevant documents.

The objectives of the study were:

i. To study the role of higher education in providing skilled manpower.
ii. To sit down and present the quantitative and quantitative aspects of higher education in Iran.

iii. To know about the socio-economic status of the Tehran University.

The findings are as follows: --

i. Modern education has made a rapid progress during the last decade.

ii. Teaching was mostly done by lecture systems.

iii. There was no active participation and discussion from the student side.

iv. There was no teamwork among the professors of the University.

v. The sports and recreational facility provided was not adequate.

3.3 Berelson (1960)

Conducted a study on "graduate education in the United states". The major findings were as follows:

i. Since the establishment of graduates work at John Hopkins in 1876, the graduate's school has lived through a number of phases a responding to a variety of educational and social pressures.

ii. It has incorporated both foreign and domestic features.

iii. It has grown from a few institutions to many.

iv. It has exercised its own influence at a pivotal point in the system of higher education.
3.4 **Professor Stulyetor.V (1975)**

Conducted a study on the "Methodology of planning of the University systems in the USSR."

The major findings were as follows.

i. That up to 1917 in the vast majority of the students was concentrated Petrograd, Moscow, Keiv, Kharkov and other cities.

ii. The whole territory of Siberia had only two institutions of higher education in Tomak.

iii. The Kazakh, Uzbek, Turkmen, Toid zhak for and Kinghiz republics of today did not have a single Institute of higher education and there were none Transcaucasia.

iv. Today, in every union republic and in every large city of Siberia higher education exists.

3.5 **Chaube.S.P (1982)**

Gave a brief history of higher education in USA. The first higher education was started at Harvard College, in 1636 with 20 (twenty) students. By 1660, 60(sixty) students had joined the College. Thereafter the College underwent of great change. The other College was soon established in the beginning of the 18th century. They had four educational programmes. Higher education received greater incentives in its expansion in the middle of 19th-century, when the state education legislative committee made charted grants available.
3.6 Siddiqui.W.II and Hussein Wizarat (1983)

Conducted a study on “Higher education in Nepal at a glance”.

In this study they tried to cover all aspects of higher education in the country. The areas touched were the policy of higher education, University and its Institute’s, a scheme of ‘can while learn’ governance of the university, eligibility for admission, credit system, examination and evaluation system, extra-curricular activities, the media of instruction, library system, schedule of the university and other benefits like medical and hostel facilities. Here, the investigators tried to bring out to the present state of higher education in Nepal.

3.7 Shan Wang Yi

University News, Shan Wang Yi, article titled “China and television universities” talked about the role of radio and television in the development of universities. China being one of the first countries to use radio and television for higher education purposes, the number of has now been increased to 28 (twenty eight) provincial radio and television universities. The author feels the rapid expansion of these universities because of the modernization and the development of Telecommunication and space exploration.

The first radio television university was found in Beijing in 1979. It is not only the largest Institute of higher education in China, but also the greatest distance teaching university in the whole world. The China radio and television university is responsible
for planning the courses, which are being broadcasted to the whole country. It is also responsible for the production and transmission of major teaching programmes as well as the distribution of teaching materials, including textbooks, video and audiocassettes.

3.8 Lord Annan

In a study conducted on “higher education in Britain”, revealed that Britain before 1960 had a small and efficient system of university education. The drop out rate was lower than that of any other country because every department applied numerous clauses. The staff student ratio of less than 1:10 enabled students to be taught by the academic staff themselves in tutorials as well as in lecture. The older universities in the late 1960’s resembled a modern pigsty. The creation of thirty-two polytechnics and the upgrading of the old teacher training and technical institutes paralleled the expansion of universities he noted.

3.9 Rogers, Cyril, 1984,

In the extraction on the ‘Universities of Papua New Guinea’ tried to define the development of higher education in Papua New Guinea into three district phases. They are the Australian phase, the realignment phase, the manpower phase, Australian phase covers the period of ten years when Papua New Guinea University is similar to that of other young Australian Universities. Realignment phase views the changes in the university with the attainment of independence. The manpower phase talks about the Universities in setting up a step to respond to the felt needs of the society.
STUDIES CONDUCTED IN INDIA.²

3.10 Karnadikar. S.P.

Conducted a study on “Problems and conditions of students in Poona University area”. The major objective of the study was to identify the problems of degree course students in the Poona university area and suggest probable solutions.

The study was conducted on a stratified random sample of 2276 (about 10% of the population). Arts, Science and Commerce students of forty colleges in the area of Poona University. The distribution of students was 894 in arts, 68 in science and 694 in commerce. (The data was collected through a questionnaire administered to the sample), only 1545 were available for use, 56 teachers were also interviewed to supplement the data. (The various aspects covered in the study were the students socio-economic background living conditions, facilities for studies, study habits, participation in co-curricular activities, leisure time activities, health habits, friendship, relationship with parents and teachers, social problems of women students and insight of teachers into problems of students.

The study revealed that:-

i. The students came from varied socio-economic background and large proportion from rural areas.

ii. The rural area students showed clear preference to teaching rather than any other profession.

iii. Students expected efficiency and affection from college teachers.
iv. Generation gaps were not prominent between teachers and students.

v. Deficient economic conditions were responsible for many of the problems.

vi. The teachers educated in the pre-independence era were not aware of the problems of students and seemed to be complacent of the present conditions of the colleges.

3.11 Pimpalkare M.H. (1976)

Conducted "A study of arts, science and commerce colleges in Maharashtra" (1971-72). PhD Education. Poona University. 1976. The purpose of investigation was to conduct a status of the study of the non-government arts, science and commerce colleges in Maharashtra in 1971-72, with the view of finding out the growth of these colleges, the pattern of enrolment, the teaching and non-teaching staff, the physical facilities and the financial positions of the colleges, the teaching subjects under the faculties of arts, science and commerce.

He found out that there were 95 arts, science and commerce colleges in 1960. The number of which increased to 189 in 1965-66 and further to 329 in 1971-72. The figures of enrolment for 1966-67 and 1971-72 were 138,765 and 271,584 respectively.

During the period 1966-7-, the maximum enrolment was in the arts faculty followed by science and commerce. 1966-67 the average enrolment per college was eight hundred and six and it increased to eight hundred and ninety six in 1971-72. In
the same year out of the total enrolment of girls varied from university to university, the maximum being 36.67%. About 4.3% teachers of the affiliated colleges had to themselves the credit of a PhD degree. Nearly 44.30% of the students availed themselves the facility of concession available to the economically backward classes.

3.12 Bose. P. K. (1973)-4

Conducted a study on "Calcutta University: Some problems and their remedies".

The study was done with regard to Calcutta University. The problems of the University were identified in terms of under graduation and postgraduate education as well as the academic administration of the University. Case studies were made on under graduate students in Calcutta as how they lived and worked on seven big colleges in Calcutta pertaining to their academic, administrative and financial affairs. The main sources of information were interviews, statements, reports, comments made by different individuals and institutions.

The major findings were as follows:-

i. The problems detected were the increase in number of the institutions, students and examinees. Shortcomings in the administrative arrangements, over consciousness of students, their rights, funds etc.

ii. The undergraduate education produced very less percentage of passes. The main defects were inadequate number of working days, poor libraries, ill-equipped laboratories etc.
iii. Almost all the colleges had financial difficulties and every college had a common problem of library, laboratory, building and furniture.

The enrolment however, did not differ. The enrolment in commerce stream was found to be higher. Student explosion and extreme paucity of funds were the two main factors, which hindered the functioning of the university efficiently.

3.13 Shah. A. B, Karandikar. S, Kulkarni.V.M, Palsane. M. N and Patankar. S. A (1981). Conducted a study on problems of students of higher education in Maharashtra state. The various aspects studied were the problems of Junior college students, Post Graduate. Students, handicapped students, women students, students in hostels, external students, problems related to extra-curricular activities, emotional adjustment, students welfare programmes etc.

Respondents from the above investigation were students, teachers, principals and other administrators and social workers. The report revealed, a large number of students problems in their specific contexts. The study to light a highly and significant fact that students and teachers in general lacked awareness of the problems and their detailed analysis as well as enthusiasm, to seriously undertake their study.
3.14 Solanki.S (1976).\textsuperscript{6}

Conducted a study on the problems of Tribal students going for higher education. A detailed questionnaire was prepared covering various aspects of the life of tribal students.

The study revealed that out of twenty-eight tribes in Gujarat state, children from only 15 tribes had gone in for higher education and most of them preferred arts to science subjects (i.e. medical, engineering and agriculture), 46\%(forty six percent) of the students came from the families with educated parents and many faced financial problems difficulties etc. Scholarship mount was not adequate, but one plus point was that they did not face adjustment problems.

3.15 Joseph.T.M, (1987).\textsuperscript{7}

Conducted a study on the progress and problems of higher education in Maharashtra since independence (1947-1982).

In this study, the descriptive survey method was employed, where documentary and library research was use, along with visits to campuses. After a thorough study it was revealed that student and women enrolment had increased. The university and colleges had the courses and curriculum, which were based on traditional lines, and very little attempt was made to adapt to the local needs and resources. There was a
marked decline in the attitude of teachers in their work and most of them took up tuitions or additional jobs.

The existence of Junior and Senior College created discontentment. Acute lack of hostels for women students and the 10+2+3 pattern caused the decline in enrolment at the +3 stage. There was also very little co-ordination among the university, state and central governments and the UGC.

3.16 Benal. B. I. (1987)§

In his research "A critical study of development of higher education in the state of development of higher education in the state of Karnataka during the sixth 5(five) year plans (1950-1985), with special reference to Karnataka university", found out that there was a considerable quantitative growth of the number of institutions, expenditure had increased in various levels, library had expanded with the modernization of the science departments.

For the students too, financial efforts and facilities had not been extended, neither was there any qualitative improvement in the colleges and university and lastly the university authorities did not make any effort to evolve new techniques and devices in evaluating the students progress at the examinations.
3.17 Sharma, G. D. (1977)

Conducted a study on the "enrolment in higher education, A trend analysis".

AIU, 1997.

The objectives of the study:

i. To examine the problem particularly in its locational or regional aspects.

ii. To trace the factors responsible for the declining trend.

iii. To examine such a trend.

iv. To suggest a possible measure to arrest the declining trend.

The findings of the study were that there had been declining rate of growth in enrolment in higher education during 1970-75. Regarding the growth of enrolment inter-state variations were marked; where expenditure was an important variable. The enrolment was affected in certain ways like the government policy, new development in education such as correspondence courses, non-collegiate appearing for degree examinations and the new 10+2+3 pattern.

With the decline of enrolment in the rural areas the economic functioning of these colleges made affected. The faster rate of growth in the number of institutions of higher education has resulted in the deterioration in the quality of higher education and lastly, the establishment of a large number of colleges with small enrolment, which resulted with the larger supply of graduate degree holders, than the economy could absorb.
3.18 Kale. S. S, (1972)\textsuperscript{10}

Studied "Budgeting in the financial administration of Private aided colleges and the institutions of higher education in Maharashtra state". The main findings were, budget was a significant tool of planning, controlling and coordinating in the institution of higher education. The system of budgeting was mostly mechanical, yearly management dominated and centralized. Budget procedure of a college was influenced by factors like philosophies and policies, approach and the size of the college, as well as the type of Budget.

3.19 Jindal. S. K, (1977)\textsuperscript{11}

Conducted a study on student perceptions on the college environment, as related to their satisfaction in the colleges of Haryana. The major findings were as follows:-

There were large discrepancies between the way the student saw themselves and the various aspects of college environment. The sources of strain was in functioning of the college, the student versus college interaction suggested that the students were dissatisfied with the other members of the college like the faculty and the administration of the college. The largest variability was however found on student and administration concept.
3.20  Sinha, N. (1975)\(^\ddagger\)

Conducted a study on the “University administration in Bihar”. The study revealed that the evils such as castesism, petty politics, low level of morality resulting from mass illiteracy, were reflected in the universities. Channels of communication between the different components of the junior teachers and students were prevented from taking active expansion and qualitative improvement in higher education. It was found out that higher education was expanded and many new colleges had opened up, this was going on at such an increasing rate that the quality of education was not given importance, this resulted in the availability of teachers who were incompetent and inexperienced. Thus, to bring in qualitative improvement in education, the expansion of the college should be delimited and the teacher should be kept in touch with the ever increasing body of knowledge and the major lives of development. Also he has to contribute to the advancement of knowledge through his own research.

3.21  Shanaz Mushtar, (1975)\(^\ddagger\)

Carried out a critical study of American influences on Post Independence higher education in India. Aligarh Muslim University. 1975.

The study revealed that India needed assistance from America, when the nation possessed insufficient schools, too few textbooks and an outmoded system of education. The total financial assistance from the U.S. government to India was about Rs.719.85 crores excluding Rs.261.70 crores coming from Rockefeller and Ford foundation.
Besides this, thousands of books, apparatus, and equipments were given as gifts and donations from the American government and various private publishers and organizations.

The total number of Indian specialists who visited USA was 2449 under Fulbright scheme and 5778 under USAID scheme. Moreover, till 1969, about 68,000 Indians studied in USA. In the year 1969 above, 8000 Indian students, 3000 Indian Medical doctors, 400 Indian university faculty members were in USA, studying for various degrees or engaged in research work.

3.22 Singh .D.B. (1971)$^{14}$

Conducted a pilot study of "scholarship awarded at university stage".

The main findings were as follows- scholarships were given only to the deserving candidates, and the amount received by the college student was adequate enough to meet his educational expenditure. There was overlapping specially between scholarships and fee concession. The giving of scholarships proved to be satisfactory as it was found out that fifty ex-students came out successful. It was also found out that the payment of scholarship was prompt and regular and the amount paid as scholarship was utilized properly except in few cases.
Thus, it was seen that administration along with proper planning and finance could play an important part in the development and problems of education in the Indian society.

Chairman: Dr. V. S. Jha.¹⁵

The Committee suggested that the UGC should maintain a particular standard of higher education, and be more effective in discharging its responsibilities. The other topics are related to grants, research, planning and evaluation, organization and structure and constitutional and legal aspects.

The UGC (1978) also brought out a policy frame “The development of Higher Education in India”. The areas covered in the policy frame. Grants Commission (1978) has brought out a policy frame for “The development of higher education in India”. The areas covered in this policy frame are the role of the university system, access to higher education, the undergraduate stage, post graduate education and research, diversification, decentralization, autonomous colleges, extension in services to schools and colleges as well as the community standards, medium of instruction, the role of the UGC and the conditions essential for success.
3.24 Ram Chandra (1981)

Conducted a study of same problems of higher education in Kerala, with special reference to financing of education during the period 1957-1975. The study revealed that there was a phenomenal growth of institutions of higher education in Kerala, during the period 1957-1975. The number of universities also rose from one to four, and that of colleges from 46 to 128 between 1956 and 1975-1976.

3.25 Singh D.B. 16

Conducted 'A pilot of scholarships awarded at university stage, Madurai U, 1971(ICSSR financed).

The objectives of the study were:

i. To assess the economic and social costs of scholarships.

ii. To examine the extend to which the award of scholarships has secured its purpose.

iii. To ascertain the real cost of scholarships.

Out of 1115 scholarship holders, 103 were randomly selected and 50 scholarship holders. For the collection of data three schedules were adopted:

i. To interview the scholarship holders.

ii. To interview the Principal and lectures concerned.

iii. To study the family budgets of a few selected scholarships holders and to elicit information from there academic records in the college.
The main findings were: -

i. The scholarships were given on the whole to deserving candidates.

ii. The scholarships were given on the whole to deserving candidates.

iii. There were some cases of overlapping specially between scholarships and fee concessions.

iv. The amount received on the average scholarships by a college student was adequate or perhaps more than adequate to meet his educational expenditure.

v. Academic performance of scholarship holders was satisfactory.

vi. It was reported that the payment of scholarships was prompt and regular.

vii. Excepting in a few cases, the amount paid as scholarship was utilized properly.

3.26 Singh.II.K.M and Singh.B.P,

Conducted a study on 'Unit cost of higher education, Department of Economic, Punjab University, 1972 (A Project Sponsored by planning Commission, Government of India)-

The study arrived at estimating the unit cost of higher education separately for science and non-science-students as well as combined, in one university namely Punjabi University.

The data on cost education was collected from 23 science and non-science teaching departments offering master's degrees, undergraduate and post graduate diplomas and
certificates. For the purpose of this study cost of 43 affiliated colleges and research departments were excluded. Costs were calculated in terms of current costs including salaries, dearness allowance, house rent, provident fund, contingencies etc and capital cost.

It was found that:-

i. Students of teaching departments formed 3.45%, 4.34% and 4.24% of the total student population of the university for the years 1969-70, 1970-71, and 1971-72 respectively.

ii. The total current cost per science student were Rs.3,162=58, Rs.3,330=54, and Rs.4,144=55 for the years 1969-70, 1970-71 and 1971-72 respectively.

iii. Capital cost per science student came to Rs.813=23 (1969-70), Rs.1124=14 (1970-71) and Rs.1,201=14 (1971-72).

iv. The current cost per non-science student were estimated at Rs.1,165=65 (1969-70), Rs.1,357=36 (1970-71) and Rs.1745=73(1971-72).

v. The capital costs per non-science student were Rs.188=40 (1969-70), Rs.204=18 (1970-71) and Rs.224=61(1971-72).

vi. The unit cost per science student were worked out to be Rs.3975=81(1969-70), Rs.4454=68 (1970-1971) and Rs.5345=70(1971-72).

viii. Unit costs per student (science and non-science combined) were worked out to be Rs.2119=36, Rs.2325=66 and Rs.2904=60 for the years 1969-70, 1970-71 and 1971-72 respectively.

3.27 Sinha, N.  

Conducted a study on ‘University Administration in Bihar, PhD., Doc, Pat.U; 1975. 
The main purpose of the analyses the present administrative structure of universities in Bihar and suggest some sort of planning in University administered manner.

This survey type study was confirmed to the University in Bihar. The sources of information utilized were-books, journals, periodicals, reports of various committees and commissions on University education and administration, both at the national and state levels. Besides, some eminent administrators and teachers of Patna University were interviewed in a structured manner.

The major findings of the study were as follows:-

i. The evils such as casteism petty politics, low level of morality resulting from mass illiteracy were reflected in the university.

ii. The authoritarian traits of the society too were reflected in the university, eg-rigid hierarchy, emphasis on compliance, and resistance towards innovation and experimentation. The power of decision making concentrated in the hands of a few.
iii. Principles of democracy, election etc failed due to lack of social work, lack of training and half hearted efforts. Democracy was prevalent in the form of 'casteocracy'.

iv. Channels of communication between different components of university, were restricted and the junior teachers and students were prevented from taking active part in the affairs of the university. The sheer frustration and sense of belongingness of the university resulted in problems of discipline and lower level of academic output.

v. The university on the whole were not performing their role as the main producer of knowledge and intellect or trained personnel.

3.28 An grade, K.D.\textsuperscript{19}

Conducted a study on 'Educational problems of the schedule castes in Harayana college students; Delhi school of social work, Delhi university, 1974 (ICSSR financed).

The study was undertaken to investigate the socio economic background of the S.C.college students of Harayana and to understand the educational problems of the S.C.students. The study also aimed at investigating the changes resulting out of the constitutional provision for more facilities and economic assistance provided to them and seeing what they felt about these facilities.
The researcher selected a sample of 215 SC College students and 45 college teachers from 16 colleges of Rohtak, Ambala of three fold sampling at the levels of,

i. Districts.

ii. Institutions.

iii. Students.

Questionnaires and interview were adopted as tools of investigation.

The major findings of the study were as follows:-

i. The SC students due to certain problems had not been able to take full advantage of the facilities provided by the constitution.

ii. The home environment of SC students were not found to be congenial for their development, as majority of the parents were illiterate.

iii. Only $\frac{1}{10}$th of students had high level of participation in extra curricular activities, $\frac{2}{3}$rd had low level of participation.

iv. Some showed interest in political activities, whereas some complained of ill treatment in society.

v. Majority of the SC students were older for their classes.

vi. Very few were found in science and commerce faculties.

vii. Many teachers expressed that SC students were of a lower caliber than the non-SC students.

viii. Their educational and occupational aspirations were low.

ix. A substantial number of them felt that the scholarship provided to them was inadequate.
Conducted a study of the problems of the Andhra University students, Department of Sociology, Andhra University, 1967.

The main objective of the study was to examine the attitude and behaviour patterns of students, their interaction with the education system, and then relate these, wherever possible, to the issues of indiscipline and unrest. The investigation was an exploratory survey. Postgraduate students were selected for this study on the bases of stratified random sampling method. The sample consisted of 86 students selected randomly from the departments of Andhra University after these departments were initially categorized into three groups, namely natural and physical services, social sciences and humanities.

Interview and questionnaire were the main tools of collecting data. About \(\frac{1}{4}\) of the sample students were interviewed to gather data of the participants in activities of indiscipline. Besides, a select group of students who had been playing major role in campus activities were interviewed.

The major finding of the study were as follows:

i. Teacher student communication has a vital bearing on the student morale.

ii. Students were not fully satisfied with the class lectures.

iii. Nearly half of the student joined the Postgraduate and they had no sense of commitment to the educational process.
iv. It was found that the employment opportunities were the lowest in social sciences.

v. A large majority often felt that their grievances got better hearing from the authorities, when represented by groups.

vi. A majority of the students did not have any serious commitment to educational process.

3.30 Azad.J.L

Conducted a study on Government Grants for higher education.

The objectives of the present study were:

i. To analyse the patterns, the procedure and the policies of financing of the institutions of higher education in India.

ii. To assess the adequacy or otherwise of the system of financial administration with a view to identifying its bottlenecks.

iii. To study certain basic issues of financial policy like purposes of central and state grants, fee policy mechanism of student aid programmes, respective responsibilities of the central and the state grants etc.

The study was conducted in two stages. In the 1st stage, information about the patterns and procedures of grant in aid to institutions of higher education were collected from the state governments. In the 2nd stage, two questionnaires one on pattern and procedure and second on some policy issues on financing of institutions of higher education in India were developed.
The study revealed that:

i. There were large variations in the type and quantum of state grants.

ii. The system of deficit grant and concept of approved expenditure were disfavoured by the respondents.

iii. A majority of the respondents felt the need to streamline the UGC.

iv. The formation of an informal committee of vice chancellors to advise the government in formation of grant in aid rules.

v. The affiliation should be the concern of the university.

vi. The respondents felt that there was lack of coordination between the university and the state governments in affiliating institutions and releasing grants.

vii. The main objectives of central and state government were to equalize the level of facilities for higher education, regulate the spread of education facilities.

viii. Half of the respondents thought it is desirable to raise fees, but only \( \frac{1}{3} \) supported it.

ix. Private contribution was not much encouraged by the institutions.

x. Respondents favoured a combination of grant and loan to students to prosecute studies for higher education.

3.31 MUKERJI, K.M.\textsuperscript{22}

Conducted a study of Calcutta University Finances, Department of Commerce, Calcutta University, 1974 (ICSSR financed).

The investigator aimed at: -
i. Studying the sources of finance of Calcutta University with relative importance on each source.

ii. Examining the relationships between the state and the Central authorities and the University regarding University finances and

iii. Ascertaining if the university had been under financial stresses and strains with consequences thereof.

Methodologically, it was a descriptive and analytical survey. While the detailed study was restricted only to the year 1970-71, the total period of study was from 1947-48 to 1971-72. The data were collected from the budget and audit records, annual reports, minutes of the finance committee meetings and various notifications.

The study revealed that:

i. The total examination fees, constituted the largest single source of receipt for the university, the next in order were the grants from the state governments.

ii. The administrative expenditure remained stable but the salary of teachers gradually declined.

iii. The financial arrangements under which, the university operated did not for any procedure by which a physical programme was considered.


This project was undertaken to study the status of arts, science and commerce colleges in Marathwada University and also their projected plan of development during
the decade 1980-1990. The project covers all the five districts viz, Aurangabad, Beed, Nanded, Osmanabad and Parbhain. The tool used was an exhaustive questionnaire sent to all the 67 colleges of the region.

The major findings of the project were:

i. There were 67(sixty seven) colleges of which 2(two) government managed and 65 privately managed, only 1(one) was Womens college and 66 (sixty six) were mixed colleges.

ii. 32(thirty two) colleges had arts, science and commerce faculties, 32(thirty two) had arts and science, 6(six) had only science, 2(two) only commerce and 2(only) arts faculties.

iii. The media of instruction were English and Marathi.

iv. 46(forty six) colleges paid rent to their management.

v. 41(forty one) colleges had common room for men, 53 (fifty three) had common room for women, 36(thirty six) had auditorium, 12(twelve) had gymkhana and 15(fifteen) had co-operative stores. Out of the 67(sixty seven) colleges, 51(fifty one) had hostel facilities.

vi. 132(One hundred thirty two) teachers had PhD degree. 61(sixty one) colleges had trained librarians.

vii. The colleges, on the whole suffered due to low student strength and the position was not likely, to improve during the next 5 years.

The study was primarily concerned with sorting out the problems of university education in U.P since independence and finding out remedial measures that were taken by the administration for the improvement of worsening conditions. The reports of various commissions set up by the central and state government was studied for having a general view of the main problem areas. The data regarding the number of colleges and universities in U.P, enrolment of students, funds provided to the institutions established before and after 1947 were taken from the government agencies and the universities. The phenomenal rise in the enrolment of students in the institutes of higher education after independence, the increment in the no of institutions in the context of population growth, and fund granted to the institutions were analysed statistically.

The study revealed that every aspect of tertiary education in U.P was problem ridden. Difficulty in the formulation of aims, choosing the medium of instruction, inadequate research and accommodation facilities, lack of adequate funds and difficulty in following the rules for the affiliation of colleges emerged as the main problems. The remedial measures taken proved to be inadequate.
Carried out a study on Administrative problems of principals of affiliated Colleges of Avadh University, Faizabad, 1981.

The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad, and aimed at highlighting the problems faced by the principals in dealing with the management, university office, the state government teachers, office staff, students and the guardians. A questionnaire concerning different types of administrative problems was prepared and data was collected from 24-degree colleges affiliated to the Avadh University.

The findings of the study were:

i. More than half of the principals had only masters degrees whereas, quite a few teachers working under them possessed doctorate degrees whereas, quite a few teachers working under them possessed doctorate degrees.

ii. It was reported by the principals that the executive council of the university and the examination committee met regularly but the decision given by the latter was very often not implemented.

iii. The Principals were in general satisfied with the role of state government.

iv. Most of the Principals were not happy with the role of the managing committee and the functioning of teachers. They felt that the teachers did not take their invigilation work seriously.

v. In general, the principals were satisfied with the workings of their office staff.
vi. It was felt that the rush of admissions was difficult to control.

vii. Adequate finances were not available for the expansion of buildings and provision of libraries and laboratory facilities.

viii. The Principals were critical of the attitude of parents also.

3.35 BOSE.P.K, BANERJEE.P.K, MUKHERJEE.S.P, 26

Conducted a study on the working conditions of colleges affiliated to the university of Calcutta during 1962-63, Calcutta University(1966).

The study aimed at determining the extend of facilities currently available in the constituent and affiliated colleges of the university of Calcutta during 1962-63. The sample consisted of 98 affiliated colleges and two constituent ones as existing in the year 1964. Questionnaire was used for collecting data. Attempts were also made to obtain desired information by interviewing the principals/vice-principal, teaching staff and looking into the college records.

The study revealed the following: -

i. 52 of 100 colleges investigated were situated in Calcutta. 38 being managed by private bodies. 6 were managed and 8 sponsored by State government.

ii. During the session of 1962-63 only 20 colleges imparted instructions in arts, science and commerce.

iii. The overall % of colleges where the annual total number of working days went below 150 was as high as 41.4%

iv. Private colleges charged more fees whereas government colleges charge less.
v. Financial positions of some colleges was not bright.

vi. Performance of students of privately managed students was low and most of them failed in the University examinations.

3.36 Jaganmohan, M.27

Conducted a study on 'An investigation into the existing conditions and development problems of affiliated colleges in Andhra University area,(1983).

The objectives of the investigations were:

i. To examine the background information, staff qualifications, physical structure and facilities available in some of the affiliated colleges in rural and urban areas managed by private and government authorities under the Andhra University.

ii. To compare the enrolment at the intermediate and degree level over a period of 10 years in all types of colleges.

iii. To compare the total expenditure of colleges.

iv. To study there future plans.

v. To compare the scholarships granted to all types of colleges, over a period of 10 years.

The findings of the study were:

i. There were 84 affiliated degree colleges in Andhra University area. Out of them 57 were private colleges and 27 were government colleges.

ii. The enrolment of commerce graduates were more than the B.Sc, B.A or Post Graduate students.
iii. The enrolment of boys were more than that of girls.

iv. The student teacher ratio was 12:1.

v. The major problems of affiliated colleges were related to teaching staff and staff appointments.

vi. Financial problems was acute.

vii. Infrastructure in rural colleges was disheartening.

viii. College students were getting involved in politics of the college.

3.37 RAMACHANDRAN

Conducted a study of some problems of higher education in Kerala with special reference to financing of education during the period 1957-75, (Calicut University 1981).

The major objectives of the study were:

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

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

iii. To compare the costs of different aspects of higher education like salaries, laboratories, libraries, students, amenities and

iv. To compare investment of different agencies in higher education like the state government UGC etc.
This was a normative historical study. Necessary data were collected from primary sources like documents and reports of the state government, university, the UGC, planning commission. The secondary sources of data were mainly published books, research papers, reports of conferences and seminars on higher education.

The major findings of the study were:

i. There was a phenomenal growth of institutions of higher education in Kerala during the period under review. There was only one university in 1956 and the number of arts science colleges increased from 46 to 128 by 1975-76. The establishment of colleges was done without much fore thought and planning.

ii. More than 82% arts and science colleges in the state were under private management.

iii. The average annual expenditure for enrolment increased.

iv. Public expenditure on education has been growing rapidly.

v. The expenditure on education has been growing rapidly.

vi. The bulk of the public expenditure was spent for the maintenance of arts and science colleges in Kerala.

An amount of Rs.1262.93 lakhs was the direct expenditure on arts and science colleges in 1975-76 and constituted 80.5% of the total expenditure on higher education during that year. Thus, the expenditure on higher education showed tremendous growth both as a percentage and on absolute terms.
Conducted ‘A study of the problems of tribal students going for higher education, Tribal Research and Training center, Vidyapith, Ahmedabad, 1976-

The main objectives of the study were: -

i. To find out the particular tribes from which students came for higher education and also the particular branches they joined.

ii. To find out the socio-economic and educational background of the parents of the tribal students who come for Higher Education.

iii. To find out the various difficulties face by them.

iv. To find out their difficulties in acquiring scholarships.

v. To assess their attitude towards hostel life; studies and social adjustment.

A detailed questionnaire was prepared covering various aspects of life of the tribal students.

The major findings were: -

i. Out of 28 tribes in Gujarat state, children from only 15 tribes had gone for higher education.

ii. Most of the student joined arts, while very few joined medical/engineering agriculture.

iii. 45% of the students came from families with educated parents.

iv. For more than half of the drop outs at the college level, the annual income of the parents were less than Rs.1200/-

v. \( \frac{1}{4}\)th of the students had to earn while learning.
vi. Many of them faced financial problems.

vii. More than $\frac{2}{3}$rd of the students faced difficulty in getting admissions.

viii. A large no of students did not get scholarships on time.

ix. All the students agree that they could not have gone for higher education, if special facilities were not provided.

x. Most of them expressed their liking for hostel life.

xi. They had friends from non-tribal and schedule caste group but did not find any problem of social adjustment.

3.39 AKHTAR,P.R.30

Carried out a research on 'A critical study of the semester systems in selected universities in India.' (Maharaja Sayajirao University of Baroda 1980). The objective of the study was to investigate the semester system, in selected universities in India with particular reference to:

i. Purposes of introducing the semester system.

ii. Flexibility and freedom in formulation of courses.

iii. The method of teaching adopted by teachers on account of the academic freedom provided to them.

iv. Evaluation.

v. The opinion of teachers and students with regards to academic improvement and study habits.

vi. The difficulties faced by teachers and students.
The attitudes of teachers and students towards semester systems.

The sample was drawn randomly from 10 selected universities of India.

The major findings of the study were:

i. The university authority took initiative in introducing the semester system with the help of experts.

ii. The semester system was implemented to assess the day to day performance of students.

iii. Teachers opinion was that they enjoyed flexibility and freedom in formulation of courses.

iv. Students mostly preferred courses under the semester system.

v. The semester system kept the student busy through the year.

vi. About 30% of the teachers and 50% of the students did not prefer the semester system.

vii. A large no of students felt that the present method was satisfactory as lecture, discussion, team teaching, programme learning, quizzes and field work etc. were used by the teachers.

viii. Out of the 10 Universities, 9 assessed the students through continual internal assessment.

ix. Internal assessment increased the cordial encouraged innovations in teaching methods.

x. Teachers felt that the semester system helped in academic improvement of students.
3.40 SHAH, A.B., KARANDIKAR, S. KULKARNI, V. M., PALSANE, M. N. and PATANKAR, S.A. 31

Carried out a research on ‘Problems of students of higher education in Maharashtra state.’ (PUNE 1981).

Twenty-five different investigators studied different aspects of the student’s problems in the colleges and universities in the state of Maharashtra. The various aspects studied was the problems of junior college students, women students, hostel problems of students, student teacher relations, and so on. The common objective of the investigators was to identify the various problems to study how they affected the student life and how they could be prevented and remedied.

Respondents for the above investigation were students, teachers, principals and other administrators and social workers. Factual information on the above aspects was collected through personal interviews, group discussions and questionnaires. The report revealed a large no of student’s problems in their specific contexts. The study brought to light a highly significant fact that students and teachers in general lacked awareness of the problems and their detailed analysis as well as enthusiasm to seriously undertake their study.
3.41 SINGH, D.B

Conducted a research entitled 'A Pilot study of scholarships awarded at University stage.' (Madurai University, 1971).

The aims of the study were:

i. To assess the economic and social cost of scholarships.

ii. To examine the extent to which the award of scholarships has secured its purpose.

iii. To ascertain the real cost of scholarships.

For collection of data, three schedules were adopted:

i. To interview the scholarship holder.

ii. To interview the principal and the lecturers.

iii. To study the budget of a few selected scholarship holders and elicit information from their academic records in the college.

The main findings were:

i. Eleven types of scholarships were available.

ii. The scholarships were given on the whole to deserving candidates.

iii. There were some cases of overlapping spatially between scholarships and fee concessions.

iv. The amount received was more than adequate to meet the educational expenditure.

v. Academic performance of scholarship holders was satisfactory as out of 50 ex-students, 45 came out successful.

vi. It was reported that the payment of scholarships was prompt and regular.

vii. Excepting in a few cases, the amount paid as scholarship was utilized properly.
3.42 CHITNIS, S. 

Conducted a study on "The teacher role in the college system".

The objectives of the study were

i. To identify the influences that the university or the college as a system, within which the teacher functions.

ii. To develop a profile of college teachers in terms of their attributes, attitudes.

iii. Performances and outlook on education to develop a college profile in terms of its sponsorship, aims, programmes, management, administration and the composition of student population.

The data was collected through intensive interviews based on interview schedule and information schedule. The sample of the study was 171 teachers out of 195 full time teachers, belonging to three non-professional colleges.

Some of the major finding were: -

i. Majority of the college teachers were male and majority of them were below 40 years.

ii. There were teachers from various communities.

iii. The interaction between teachers and students was extremely limited. In the classroom lecture method was followed and the interaction in the terms of question and answer or discussion was negligible.

iv. Teaching was mostly examination center.

v. Most of the teachers had a workload of 12 to 21 hours a week.

vi. The aims and objectives of the college influenced the recruitment policies.
vii. College culture influenced the choice of medium of instruction, academic climate and teacher morale.

3.43 PATTED.G.M, 34

Conducted a research on ‘Lecture Pattern of College teaching’ – Karnataka University, (1984).

The objectives of the study were: -

i. To find out the average duration of time out of one hour of lecturing period, used by college teachers for 7 major components of lecturing process.

ii. To identify specific behaviours under each major components of lecturing process.

iii. To compute certain indices with a view to understanding the nature and quality of college teaching in general.

348 college teachers teaching humanities and social sciences in forty colleges situated in the jurisdiction of the Karnataka University. Each teacher was observed twice for 30 minutes duration.

The findings of the study were: -

i. Out of a lecturing period of one hours duration, college teachers used 56 minutes and 3 seconds for various proceedings.

ii. College teacher showed a preference for restricted and factual types of information processing, questioning and responding to student queries etc.

iii. They predominantly exhibited direct teaching behaviours.
College teachers need orientation and training in respect of the lecturing skills of:

1. Expanded and evaluative information process.
2. Expanded and evaluative questioning.
3. Reaction to student ideas.
5. Encouraging student's participation.

3.44 DOCTOR.T.H, 35

Conducted a research on the 'Progress of university education, in Gujarat state after independence, (Gujarat University 1979).

This study starts with the position of university education in Gujarat from the year 1950-51 and stretches it up to the year 1974-75. There were only 2 universities in 1950-51 while in 1974-75, there were 5 academic and 2 professional universities. The study was done in blocks of 4 years and traced the growth of all 5 universities in the matter of enrolment, faculty-wise member of colleges, strength of faculty members, post graduate students, amount of research work done, addition of books in the library, number of readers of the library books, external examinations, income and expenditure of the university, students welfare activities and such other aspects. The growth study of each university was done separately for each block of four years and for the whole period under study.
At the end of the thesis the progress of university education for the whole of Gujarat was also studied. The trends of development were crystallized and suggestions were made for improvement.

3.45 KALE.S.S, 36

Conducted a research entitled 'A diagnostic study of incoming crisis in higher educational system in Maharashtra.' A System analysis of higher educational system in the state, 1960-1970 (Poona 1972).

The major objectives of the investigation were:

i. To study the growth of higher education in Maharashtra during 1960-1970.

ii. To study the various aspects of the existing system of higher education in the state in order to provide a sound basis of educational planning for the state in future.

The study was conducted on all the then existing 6 universities in Maharashtra. The data was collected mainly through interview, discussion, record analysis, interviews and discussions were held with the Education Minister, the Under Secretary, the Director of Higher Education, the Director of State institute of education, Vice-chancellor and Registrar of the University in Maharashtra. The data was quantified and analyzed.

The study provided a broader framework of higher education. The study revealed that during the period under study the higher education grew phenomenally in the state in terms of enrolment, number of institutions and expenditure. The need for
higher education was well recognized and a clearly defined policy on higher education was formulated.

Nevertheless, serious discrepancies also existed between the quantitative and qualitative growth in higher education, and scarcity and abundance of educated manpower between the sectors. The existing higher education system failed to adapt to the changing needs of the community.

The factors responsible for the failure were absence of objectives and planned growth of higher education, deficiency of competent staff, absence of adequate understanding, dearth of effective leadership, absence of integrative planning of social, economic and higher educational sectors, organizational deficiencies, scarcity of resources and underdeveloped information system. The future trends in terms of rising social demand for education, explosion of knowledge, resource scarcity, 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.
STUDIES CONDUCTED IN NORTH EAST

3.46  Mrs. Hatibaruah Kalita (1984)\textsuperscript{17}

Emphasized in the educational profile of North East India in her seminar paper on “Assessment of the student at college level in the North Eastern region was trace with enrolment, teacher-pupil ratio, per capita expenditure on education, the examination and assessment system and some remedial measures. The findings were that the north-eastern region had an average enrolment of six hundred and two students per college. Assam and Meghalaya with an average of twenty three students and twenty two students per teacher respectively, when compared with the national average of twenty one students per teacher. The analysis shows that the northeastern region, is picking up in the process of making rapid studies in the region, is picking up in the process of making rapid studies in the growth and development of education.

3.47  UGC, (1982)\textsuperscript{18}

Produced a report on the performance of seven universities, and the appointment of a committee. This was an inquiry into the working of the seven central universities. Aligarh Muslim University, Benaras Hindu University, Vshma-Bharati, Jawaharlal Nehru University, Hyderabad, Delhi University and North Eastern Hill University. The courses and certain programmes have a very weak relation with the employment opportunity, environment and society. It was also found that some educational changes should be provided so as to divert the attention of young men and women to a more creative outlook.
3.48 Chakravarty (1971)\textsuperscript{39}

Conducted a study on the “history of education in Assam from 1825-1919”. He found out that the colleges in Assam faced a lot of problems, starting with infrastructure, administration, management and the most important of all finance. Thus, the condition of college education was far from satisfactory. The professional and technical education too was extremely inadequate.

3.49 Ruby Dkhar, (1989-90)\textsuperscript{40}

Conducted a study on “The development of higher education in Meghalaya.” Her main objective were:-

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

ii. To assess the pace of progress of higher education.

iii. To analyse student enrolment, staff position, academic performance and physical facilities of various higher educational institution.

iv. To find out the courses offered in higher education.

v. To identify the problems of higher education.

Her main findings were as follows:-

i. The collegiate education in Meghalaya originated during the early part of the present century i.e.1924. In that year the first college viz. St. Edmund’s College was set up in Shillong.
ii. The pace of development of higher education was slow specially before statehood. Between 1924 and 1972 i.e. within a period of 48 years or almost five decades 14(fourteen) colleges were set up. But, between 1972 and 1987 i.e. within a period of 15 years 12 new colleges were set up.

iii. It was also found out that the student enrolment in colleges have increased. The proportion of male students was slightly higher than the female students.

iv. Most of the colleges offered arts courses. Faculty wise, the percentage of pass is slightly higher in science course.

v. Student's welfare services like book grants, free studentship are provided in almost all the colleges.

vi. The most prominent problem faced by all the colleges was finance. The other problems are lack of physical facilities such as inadequate accommodation due to increasing number of students, inadequate library facilities and inadequate playground.

vii. Academic problems like lack of teachers due to lack of sanction from the government, frequent change of syllabus and other problems of the students are also prevalent. Thus, we see that higher education has gone through a lot of ups and downs and as the time flows it should be seen that higher education should be given more importance for the upliftment of the society as a whole.
Conducted "a study on the development of higher education in Mizoram." She found out that there has been a sharp decline in the pass percentage and the main cause was infrastructure. Except for Panchunga University, all the colleges in Mizoram lacked physical facilities and are housed in small rented buildings. As a result, neither proper classrooms, nor proper libraries are available.

It was also found that eight colleges in Mizoram are privately managed one is managed by the government, one is a deficit college and one is University College. It was also found that in 1958 there was only 1(one) college in Mizoram, but now it increased to more than 11(eleven). The pace of progress of teacher education during the last 2(two) decades was remarkable.

Conducted "a study of the result of some selected colleges of Guwahati University". The study revealed that the subjects like economics, English and Geography contributed significantly in pulling down the college level to below average.

Has given a report on higher education in Assam from 1866-1979 where he stated the growth and development of higher education in Assam, here he pointed out the first establishment of higher education in 1866 and the further expansion of colleges
and universities in the states till 1979. The introduction of professional colleges and various other diploma and training courses rather than the academic courses were properly investigated and stated in the report. The degrees offered in the universities are also mentioned. With the agriculture university of Barpeta, Jorhat. There were altogether three universities and one hundred and seventy colleges affiliated to them up to 1979.

Endnotes and References

1 Buch, B.M: 2nd Survey of Educational Research, p523
2 2nd Survey of Research, p521
3 op.cit p525
4 op.cit p513
5 3rd Survey of Research, p199
6 Ibid p199
8 NCERT: 4th Survey Research Education. Volume-II, also see '4th Survey of Research in education'-1983-88, Vol-II
10 Buch, B.M: 2nd Survey of Educational Research, p520
11 Ibid p520
12 Raza Moonis, Malhotra, Nirmal: Higher education in India 'A Comprehensive Bibliography', p122
13 op cit p527
14 Ibid p528
15 Raza Moonis, Malhotra, Nirmal: Higher education in India 'A Comprehensive Bibliography', p446
16 op cit p446
17 Ibid p529
18 Raza Moonis, Mulhida Nirmal: Higher Education in India, 'A Comprehensive Bibliography' p122
19 Buch, B.M: 2nd Survey of Educational Research, p98
20 op cit p119
22 2nd Survey, p155
23 Raza Moonis, Malhotra Nirmal - Higher Education in India, 'A Comprehensive Bibliography' p81
24 Ibid p91
25 Ibid p126
26 Ibid p127
27 Ibid p129
28 Ibid No 11, p302

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