Chapter–III

REVIEW OF LITERATURE

Survey of related literature is the foundation stone of research. Hence, it is advantageous to survey the work which has already been done in a particular field. It also furnishes the investigator with a necessary sequence of knowledge in the concerned field. It also helps the investigator to have a clear comprehension of the research studies already conducted to have an idea of the subject of the study in all aspects and implications. Avoiding the work of duplication, it reveals the facts, which has remained untouched, unexpected and unexplored in the previous researches. The studies of related literature acts as a guide post not only in regard to the quantity of work done in the field but also enable the investigator to perceive the gaps and lacunas in the concerned field of research. Before finalizing a research proposal, may be in any field, it is the survey of related literature which proves of paramount assistance in the gamut of methodological steps.

The exercise of reviewing studies provides essential information on the related work already available in the field. The study of related literature is important as it acts as a lighthouse not only with regard to extent of work done but it also enables investigator to perceive the gaps. In simple terms, survey of related literature means to locate, to read and to evaluate the past as well as the current literature of research concerned with the project undertaken. Therefore, the study of related literature can never be ignored in any type of research. Goode and Hatt (1952) “without a critical study of the related literature the investigator will be grouping in the dark and perhaps uselessly repeat work already done”. So to one’s human and non-human resources, one should undertake a detailed and penetrating study of all the literature available. The main purpose of survey of related literature is not merely compilation by and analytical review of the various study
sources. The related studies stimulate and encourage the investigator to go deep into the intricacies of the problems and also enable to derive respective conclusions. These studies could provide us necessary backdrop for the study of university post-graduate students and as such are touched upon in the discussion briefly.

**Review of Literature:**

University is a social system and students play a very significant role in this system. Since the beginning of the twentieth century, surveys and research on higher education at different levels are in operation. Students can be studied from diverse viewpoints or perspectives like sociological, psychological, educational, economic and historical. The present review mainly focuses on the sociological approaches in the study of students at different levels. There are diverse areas of sociological interest and significance in the study of socio-economic background of students studying at different levels and as such sociology of education has become a fertile ground for sociologists to analyze and portray the structure and process of the modern educational system. However, an attempt is made to understand the classical works in the field of sociology of higher education on the one hand and students in it on the other, to develop requisite theoretical insights to comprehend and interpret the findings of the present study. With this purpose, the relevant literature is reviewed and discussed here. It may be clarified here that, this review is confined mainly to the sociological literature on higher education and issues related to them particularly in the context of academic structure. The review of literature on higher education is considered as relevant here due to its importance in understanding the activities of students in universities. Hence, the present chapter has reviewed a few studies on socio-economic background, attitudes, orientations, aspirations and problems of students at higher level of education. Thus, the present chapter, apart from the issues related to university, is
aimed at reviewing the sociological studies on different aspects of higher education, attributes of students in university education. These studies could provide us necessary backdrop for the study of university post-graduate students and as such are touched upon in the discussion briefly.

**Studies on Sociology of Higher Education:**

Throughout the world today, higher education is being given more importance by the societies and powerful forces which are impinging on the whole of modern life and radically changing its patterns as well as its urges. The agent of higher education, the university is a universal institution and belongs to the international community. This fact, coupled with the unprecedented need today for active international co-operation in all spheres, calls for an independent discipline and international approach to the study and confrontation of problems affecting higher education. Such an attempt represents a pioneering venture, but it embodies great challenges and promises valuable opportunities. It is hoped that sociology of higher education would provide a platform to study the different aspects of higher education. Thus, an increasing trend has been found to study higher education from the sociological perspectives all over the world. Hence, an attempt has been made in the present section to review some important sociological studies pertaining to different aspects of higher education in the recent past.

Gore and others (1970) in their neatly compiled work in the field of sociology of education, based on the field studies conducted in different parts of the country, have devoted a full-length literature to the issues pertaining to higher education. This study provides a rich and variety of data with regard to the students and teachers at higher level of education. This study enriches our knowledge on the students’ and teachers’ socio-economic and educational
background, economic conditions, work situation and satisfaction, involvement and so forth. Further, they have very competently analyzed the profile of higher education in India.

Jayaram (1993) discusses the language scenario and the problems associated with it in higher education. According to him, it is a complex and controversial issue in a multicultural and linguistically diverse country like India. Since language is the medium through which educational transactions take place, the vicissitudes of language and the language controversies have had a significant bearing on the structure, process, and outcome of educational endeavors. His study examines the various issues and trends in the language conundrum in higher education in India. Broadly, it is divided into four parts. The first part provides a brief sketch of the background and context in which the linguistic imbroglio in higher education becomes meaningful. The next two parts deal respectively with the twin aspects of the language problem in relation to education, namely, language instruction and language as a medium of instruction. The concluding part recapitulates the scenario and delineates the dilemmas of policy perspective.

Bruce and Gerber (1995) have sought to describe students’ conceptions of learning, and more recently, teachers’ conceptions of teaching. The study reported here contributes to our understanding of student learning, describing it from the viewpoint of lectures to range of disciplines. From the viewpoint of these, student learning was seen variously as: acquiring knowledge through the use of study skills; the absorption of new knowledge and being able to explain and apply it; the development of thinking skills and the ability to reason; developing the competencies of beginners as professionals; changing personal attitudes, beliefs or behaviors in responding to different phenomena; and a participative pedagogic experience.
Liljander (1998) revealed the fact that giving up studies in higher education may be considered a pivotal point where an educational career may change course either in an upward or a downward direction. Leaving an institution of higher learning without a degree is, in this connection, interpreted as downward mobility. The study revealed that it is the status-oriented inheritors of the societal elite who do best in the field of higher education and its external and internal transfer market, while those who start from weaker positions are distinctly less successful.

Nixon and his associates (2001) in their study stimulated a debate on the developments that take place within the system of higher education. It is concerned primarily with the hopeful plan for a new kind of academic life. It explores the extent to which and the ways in which the students studying within the context of higher education might be seen as students with a shared set of values and expectations.

Rowland, Fytton and Rubbert, Iris (2001) have analyzed the information needs and practices of part-time and distance learning students in higher education. In recent years, the government has stressed on the importance of individuals engaging in lifelong learning initiatives, in order to remain competitive in a globalized economy which draws increasingly on cumulative knowledge creation. In response, the higher education sector offers a growing number of its programmes on a part-time and/or distance-learning basis for students who can remain in full-or part-time employment while studying for their qualifications. They have traced the history of adult education with its corresponding study modes, and set the experience of students within the wider framework of educational change in the information society. The scholars have used a questionnaire and conducted telephone and face-to-face interviews with a substantial sample of part-time and distance learners. Their results show that university libraries considered in the sample often do not cater for the specialized
needs of part-time and distance a learner, which leads to an increasing use of the Internet and employer resources as a substitute for traditional information channels. Students have major problems coping with the complexity of the www. And, finally they made some recommendations on how to improve existing information services in higher education.

Liefner, (2003) analyzed the forms of resource allocation in university systems and their effects on performance in institutions of higher education. Internationally, higher education systems differ substantially with regard to research and education funding sources and to ways that resources are allocated. European universities receive the majority of their funding from public sources, but private funding plays a more important role in Anglo-American systems of higher education. Many governments use competitive elements in the process of allocating public funds to institutions of higher education. Examples include the implementation of performance measures through “formula -funding”, or resource allocation on the basis of evaluated project proposals. Corresponding forms of performance-based resource allocation are found within most higher education institutions. This article analyzes how various forms offending and resource allocation affect universities at the macro-level and individual behavioral at the micro-level. A theoretical approach to this problem suggests that performance-based funding tends to bring about positive changes but is also a factor in unintended side effects.

Tilak (2003) has maintained that higher education systems, in many developing as well as developed countries, including in Asia and the Pacific, are also characterized with a continuing crisis, overcrowding, inadequate staffing, deteriorating standards and quality, poor physical facilities, insufficient equipment and declining public budgets. More importantly, higher education is subject to neglect and even discrimination in public policy. The World Bank policies that
discouraged investment in higher education for a long period, because of improper use of estimates of rates of return, and excessive, rather exclusive, emphasis on Education For All (EFA) in the recent years, adverse economic conditions in many developing countries, following structural adjustment policies, etc. These are some of the reasons for the neglect of higher education. Besides, the view that higher education has no significant effect on economic growth, equity, poverty and social indicators of development reduction in developing countries has also contributed significantly to this neglect. Based on the evidence in Asia and the Pacific countries, the study reviews some of these widely held presumptions, the relationship between higher education and development. It pleads that no nation in the world that has not expanded reasonably well its higher education system could achieve high level of economic development. It underlines the need for increased public financing and warns against excessive reliance on cost recovery measures and privatization of higher education.

Bigalke, and Neubauer (2009) have revealed in their edited work that the past two decades have witnessed a vast expansion of higher education in the Asia Pacific with education universally accepted as necessary condition of economic growth. Countries throughout the region have rapidly expanded access to higher education, often by loosening restrictions on the private sector to stimulate its provision. In the process, the status of higher education has shifted from a widely accepted public good to a commodity provided and purchased through market mechanisms. Expansion and privatization have created new concerns over the quality of education throughout the region. They argued that the educational system underscores the fundamental interrelationships between quality, educational expansion, and the pervasive challenges of privatization.

Brown and Cloke (2009) have explored the ongoing debates about corporate involvement in UK universities and the broader marketization of the
higher education sector of which it is but part. Following this, it has been considered whether higher education institutions might also be conceptualized as corporations their own right and whether the current preoccupation with ideas of corporate social responsibility might have any progressive potential for those interested in addressing the operating principles and practices of the institutions.

Lam (2010) focused on the impact of globalization in the domain of higher education, particularly, design education. It reviews how globalization may affect educational policy and planning in Hong Kong by drawing on an empirical study involving senior management, a course leader and a design facilitator. This study not only illustrates the challenges of globalization to education sectors worldwide, but also brings the merits of globalization in education to the fore and considers the challenges that it presents to multidimensional phenomena. The diversity of curricula; professional mobility; accountability and quality remain as parts of a continuing dialogue in the context of the global community. Research into these issues could trigger and influence thinking on how local design education might be restructured to satisfy educators’ hopes and desires for an ideal future. The data were analyzed with reference to current literature on globalization, education reform and course planning strategy. The investigator was inspired by the fact that globalization drives changes in education towards global perspectives. However, institutions, society, stakeholders and the public, as well as governments in this global world, should be sharing the goal of ever-increasing excellence in teaching combined with concern for local and global contexts. The impact of globalization on education is a subject of debate and discourse within the whole global community.
Studies on Students in Higher Education:

Further, an attempt is made to review the studies on students in higher education. Terenzini and associates (1996) have sought answers to three questions: (1) Do the pre college characteristics of first-generation students differ from those of traditional students? (2) Do first-generation students' college experiences differ from those of other students? (3) What are the educational consequences of any differences on first-year gains in students' reading and critical thinking abilities? Answers have been sought from 2,685 students who entered 23 diverse institutions nationwide and who completed one year of study. First-generation students differ from their traditional peers in both entering characteristics and college experiences. Although traditional students make greater right gains in reading during their first year, the two groups gain to about the same degree in critical thinking skills. Those gains, however, appear to result from somewhat different experiences.

Campbell and Campbell (1997) have analyzed that a university faculty/student mentor program was evaluated for its effects on academic performance and retention. A matched pairs design was used in which 339 undergraduates assigned to mentors were paired with non mentored students based on gender, ethnicity and entering enrollment status. The results showed a higher rate for mentored students, more units completed per semester and lower dropout rate. Amount of mentor protégé contact was positively correlated. Academic achievement and retention were unrelated to gender and ethnicity of the mentor, the protégé, or the gender and ethnic match between the two.

Williams (2006) has examined the potential threat that a conservative sociopolitical culture poses to academic freedom in state colleges and universities. Already a number of states are considering legislation that would restrict
professors’ rights to discuss political issues within their classes, especially political issues having religious or moral implications. The study addresses the possibility of discussing controversial sociopolitical issues in college and university classes without alienating an institution’s external support base.

Zhang and associates (2008) have found that students are direct receivers and participants for the higher education service, and their academic activities would influence their perceptions and satisfactions to the educational quality. Through studying on the effects of students’ activities to their satisfactions, in this study, they have established the college student satisfaction model according to the theoretical frames and the empirical research shows that the model possesses strong applicability.

Brennan, (2008) in his attempt analyzes that the UK undergraduates spend less time on higher education and feel less well-prepared for work immediately after graduation than those in most other European countries. UK employers provide more training and give more attention to the assessment and supervision of their graduate employees than in most other countries especially European counterparts and accept that the transition to work is not a straightforward process. In his findings higher education give rise to numerous, perhaps contentious, questions concerning the value of higher education in its societal context and of higher education’s links to labor markets.

Hu Shouping and his associates (2011) have examined the relationships between three approaches to measuring student learning outcomes and student persistence from the first to second year. Results from a series of logistic regressions indicated that students’ grade-point averages had the largest explanatory power in student persistence, followed by self-reported gains. Direct-assessment learning gains had the least power in explaining persistence. The
findings have implications for the national conversation on student success in college.

Chen, Rong (2011) has found that, in the past two decades, although access to higher education for American students has improved, student persistence in institutions of higher learning is far from assured. There have been a number of research studies on student persistence/dropout in higher education, but most have focused on the characteristics and behavior of students as illustrated by the “‘student-centered research tradition’”. This study focuses on what institutional characteristics contribute to conditions that reduce student dropout risks. By analyzing longitudinal and hierarchical data, this research proposes and tests a multilevel event history model which identifies the major institutional attributes related to student dropout risk in a longitudinal process. Findings indicate that institutional expenditure on student services is negatively associated with student dropout behavior. Implications of the results for institutional practices and future research are also discussed.

**Studies on Social Profile:**

Coming to India Chitnis (1964) in her ‘Trend Report on the Sociology of Education in India’ states that sociologists’ involvement in educational research in India is fairly recent. She points out that research into the social background, attitudes, values, achievements, aspirations and behavior patterns of students and of teachers seem to have been the most popular theme. But the field of sociology lacks a full length a study of post-graduate students. Very little research has been done in India on post-graduate students. Especially in the study of education, the traditional focuses have been on the High School students, College students, Scheduled Caste students, modern educated youth and so forth rather than post-graduate students who are on the verge of entering a new phase in life. The
literature available on post-graduate students is very sparse. This review is also confined to a few areas and works which are of some relevance to the present study.

At the earliest Mallick (1962) of Calcutta University carried out an investigation to inquire into the socio-economic conditions of refugees under-graduate students of a college in a sub-urban of Calcutta, where a large number of refugee colonies have developed since the partition of India. In his study, monthly income, various sources of meeting educational expenses and vacation, choice of the various courses of study of the students are elaborated.

Bennur and Abraham (1973) conducted a study to see if there is any relationship between the socio-economic status and academic achievement of high school students in an urban area. It was found that pupils of different social-economic status differ significantly from one another in their academic achievements. An attempt is therefore made in this study to see if there is any relationship between the socio-economic status and academic achievement of pupils’ studies in rural areas. His study concluded that pupils of different socio-economic status differ significantly from one another in their academic achievements and pupils belonging to a socio-economic status level studying in rural high school will not differ significantly from pupils of a similar socio-economic status level in urban high schools in their academic achievement.

Jain and Shah (1974) examined the educational aspirations of parents for their sons and/ or daughters. In this study they indicated the relationship between socio-cultural factors and the educational aspirations. According to them levels of aspirations reveal that aspirations are higher in the case of respondents with high socio-cultural background. Basu and associates (1974) studied socio-economic background and career intentions of the students of the Mofussil Colleges and
Calcutta Colleges. To know the socio-economic background, he considered the variables like family income per month, father’s occupation and father’s education as significant. In this investigation majority of students had a preference for teaching and research as their career plans.

Uplaonkar (1975) in his study “Higher Education and Occupational Values of College Girls” focused on the relationship between higher education and occupations. He concluded that educated girls tend to seek employment and by and large make independent decisions, although parents and teachers still play a vital role in influencing their decisions. Pandey (1975) studied the social background of the educated youth, illustrating the general characteristics of the two groups (rural youth group and urban youth group) relating to their age, marital status, religion, caste and so forth (1975:53 .68). He also studied on the type and size of the family, the education, and occupation, socio-economic status of their parents and their political interests and residence. His study focuses on leisure-time activities, sports and games, new paper reading, religious interest, and educational aspirations of the educated youth. Thus, the present investigation covers major aspects related to academic field.

Dhar and associates (1976) in their research work entitled “Education and Employment in India” have stated the general characteristics of Indian University students of Arts, Science, Commerce, Law, Education, Medical, and Engineering faculties. An attempt was made in studying their age structure and marital status, socio-economic status (occupational status of father, parental educational attainment of fathers and family income) of their families and previous educational performance (high school, intermediate and graduation performance) as such. Educational choice of the university students are also discussed in this study.
Lakshmanna and Inniah (1977) in their study about scheduled caste students focused on pattern of life and study habits, career of students, educational and occupational aspirations of the students, social life and outlook of the students, politicization of students, outlook on marriage and authority of parents. Jayaram (1977) conducted a large study of the reciprocal relationship between education and social stratification. His sample included research scholars, students of science, technology and medicine. His study sought to examine the role of higher education in stabilizing the structure of inequalities and of status in a metropolis. He approached the problem first by analyzing the various socio-economic factors of the students such as sex, religion, caste, the educational, occupational and income background of their family; whether their origin is rural or urban, the medium of instruction and the type of schooling they have had. Jayaram (1984) also studied about the social determinants of academic achievement of students in higher education. He stated that there is a close relation between merit and socio-economic factors. If any casual connection can be thought of between the two, socio-economic factors have to be treated as the cause, as they are temporally prior to merit (1976:153). He found that both initial merit and latter academic performance are influenced in various degrees by certain socio-economic factors. In the light of these he argued that meritocracy instead of cutting across the ascriptive variables and social stratification tends to superimpose itself and reinforce them.

Jocob Aikara (1980) conducted a study on scheduled caste college students. He studied educational aspirations, occupational ambition and encouragement for the education of the scheduled caste students. He also studied the extra-curricular activities and social adjustment of the students. Prakash Pimpley (1980) in his study entitled “A Profile of Scheduled Castes Students” has included social characteristics, academic life, occupational aspirations, and politicization of the
students. Singh (1980) who collected data from the students of Punjab University has indicated the continuance of the relationship between economic disparity and educational attainment.

Mohanty and Satapathy (1983) in their study sought to assess the academic climate of Orissa University of Agriculture and Technology in general and the socio-economic conditions of the students and their relation with academic achievement in particular. The socio-economic variables like age, caste, place of residence, place of post-academic career, religion, family size, parent’s occupation and sources of financial help were studied in detail. The significant findings of this study are (i) caste structure of the students influences their academic performances; (ii) academic achievement of the students is not related to the place of their permanent residence or environment and (iii) family type and family size is not related to academic achievement of the students.

Hearn (1984), using a multiple regression analysis of a large sample of college freshmen suggests that educationally relevant factors have greater power in explaining the nature of college destinations than ascriptive, socio-economic background factor but the latter still plays a significant role. It appeared that both the academically and socio-economically “rich” becomes “richer” while the academically and socio-economically ‘poor’ becomes “poorer”. The net influence of the ascriptive factors of race, ethnicity and gender are more mixed.

Laxminarayana (1985) in his study entitled “College Youth: Challenge and Response” has made a modest attempt to understand the nature of response of the college youth to various challenges they encounter in their daily life. The study also tries to show how a social background of the college students is influential in value orientations and future plan. Chakraborty (1985) in her investigation entitled “The University Student: background, profile and Stance.” has tried to present the
feelings and experiences of the students who are supposed to be the prime beneficiaries of the University of Calcutta, a service organization. Her study will be useful since there is hardly any scientifically and systematically collected information regarding the background, stance and aspirations of the students hitherto available at the post-graduate level.

The present field, however, is full of speculations as well as empirical studies. A considerable amount of research by sociologists has been directed toward these aspects. In this present study, the main focus of which is the students of the Bangalore University, is not mere repetition for at least two reasons. First as Chitnis (1974) has shown interest and work in the Sociology of Education is centered in some regions and Universities (1974: 181) and Southern part of India is virtually not represented excepting one or two studies. The present work, therefore, seeks to make a modest effort in filling the research gap with regard to a social profile of South India students of higher education. Further, some latest studies conducted on socio-economic background of students in higher education have been reviewed.

Mcmillan and Western (2000) have pointed out that under representation of persons from socio-economically disadvantaged backgrounds in higher education in countries such as Australia is of policy concern. In order to be able to identify such individuals for targeted interventions and to monitor their participation rates, it is necessary to have an accurate, simple to administer, and relatively inexpensive method of measuring students' socio-economic characteristics. Their findings suggest that individual-based measures relating to the occupation and education of parents at the time when the student was in high school are appropriate for the classification of both recent school leavers and mature aged students.
Brewer and Douglas Grbic (2010) found that socioeconomic status (SES) is associated with medical school attrition. According to them, understanding the relationship of socioeconomic status to medical school completion can help schools tailor support mechanisms for students who may struggle early in their medical education and reduce the incidence of leaving medical school with debt, but without a degree. Because recent analyses have shown that medical students are increasingly skewed toward higher socioeconomic status backgrounds, minimizing such attrition can help maintain diversity among students and the educational benefits of diversity that accrue to all. This study examines the relationship of SES to the likelihood of leaving medical school within the first two years of enrollment when accounting for a common proxy for academic achievement and medical college admission.

Akhtar (2011) aimed to compare the students learning styles, socioeconomic status and learning achievement of developed and under-developed districts of Pakistan. Learning style questionnaire, socio-economic status scale questionnaire and the student’s score in SSC examination was used to collect data. The major findings were the high achievers of developed districts don’t prefer collaborative and participant learning style, in lieu of it, they prefer independent learning style. The upper class of developed districts prefers avoidant and upper class of under-developed districts prefer dependent learning style. The middle class students of developed and under-developed districts prefer independent learning style. After the review of the latest studies on social profile of the students in higher education an attempt is made here to portray the studies on aspirations in the field of education.
Studies on Aspirations:

Singh and associates (1976) in their study of scheduled caste students in 27 districts of eastern Uttar Pradesh focused on educational aspirations of Scheduled caste students. Levels of education aspired, strata and educational aspirations, source of encouragement and educational aspirations, time devoted to studies and educational aspirations father’s education and educational aspirations, politicization and educational aspirations are discussed in this study.

Bajema and associates (2002) were intended to determine the aspirations of rural youth and to identify perceived support for and barriers to achieving their goals. The population included all seniors enrolled in public and private high schools in a five country area of northwest Iowa. The students were asked to indicate their educational and occupational aspirations. Likert-type scales were used to measure perceptions regarding support for and barriers to achieving their goals. Tenets of achievement motivation theory were observed in the rural students. Towns and farm students alike had diverse educational and occupational aspirations. A high level of congruence was observed between the student’s occupational aspirations and their educational goals, revealing that many students were following career paths. Students perceived that the environment provided by their schools was supportive of their aspirations. Barriers to achieving their goals were perceived as minimal.

Balasuriya and Hughes (2003) in their study reviewed the transition from school to work in Sri Lanka, examines the issue of youth unemployment and underemployment, and looks at four current and potential interventions: 1) Curbing educational demand, 2) Making training more relevant to the needs of the labour market, 3) Increasing employment opportunities, and, 4) Developing a special focus on career guidance and counseling support. The investment in career
guidance is considered in some detail. In the past few years a special interest in career guidance has unfolded. It is learnt from the study that career guidance can only complement efforts to impact the supply and nature of graduates and the quality and quantity of jobs. Sri Lanka’s high level of literacy, strong family unit, and commitment to the dignity and quality of life may enhance the transformative potential of career guidance.

Ozturk and Singh (2006) have explored the direct and indirect effects of socio-economic status and previous achievement on educational aspirations. The two variables were placed in a model together with the mediating variables of parental involvement, educational aspirations of peers, student’s educational aspirations and mathematics self-concept. A non-significant direct effect of SES on course taking suggests the lack of an ‘automatic’ privilege of high-SES students in terms of course placements. The significant indirect effect of previous mathematics self-concept to eventually lead to advanced course taking. Peers’ educational aspirations may also play a role in the indirect effect of SES on advanced course taking. Previous research suggests that parents want and encourage their children to have friends with similar educational aspirations, since peers’ aspirations will be influential on the student’s own aspirations (Cooper and Cooper, 1992). Davies and Kandel (1981), in a study of adolescents, found a significant relationship between parents’ educational aspirations for their children’s best friends. Another finding by Lantz and Smith (1981) was that perceived peer attitudes were significantly related to election of non-required mathematics courses, even when it was entered in the regression analysis together with parents’ education, parents’ occupation, parental encouragement and some other variables.

O’Higgins and Ivanov (2006) have found the relationship between education and employment opportunities in Roma. This study takes a look at
unemployment and employment among the Roma on the basis of two surveys completed in 2002 and 2004. It is shown that lack of formal education cannot provide a full explanation of the relatively high unemployment rates faced by Roma and that at least part of the problem arises from discrimination in employment. Students are also disproportionately employed in low-quality jobs in the informal sector. The study argues that programmes aimed at combatting labour market and income disadvantages of the Roma must be based on the development of opportunities for autonomous income generation rather than the public works and temporary employment programmes currently prevalent.

Riggert and associates (2006) have analyzed that college student employment has been increasing steadily for at least four decades. At present, approximately 80% of all college students are employed while completing their undergraduate education. Even among students under the age of 24 at 4-year colleges, more than 50% are employed during the school year. Although some general trends are suggested by empirical research completed to date, studies that evaluate student employment and higher education are at times inconsistent and even contradictory. Despite the high prevalence of student employment, no theoretical models have been developed to explain the relationship between employment and student outcomes. This study briefly reviews the student employment-higher education empirical literature. Possible reasons for inconsistencies are suggested, including challenges posed by methodological issues and the absence of theoretical conceptualization. Some concluding suggestions are offered for addressing these empirical challenges.

Little (2008) in his study elaborated that UK graduates may well have prepared themselves for work by other means. And, of course, work-related does not stop after graduates’ initial experience in work; majority of UK graduates had undertaken some work-related training within the previous 12 months. The single
most important reason cited by graduates for undertaking such training was to update their knowledge for their current work, but UK graduates were slightly less to give this reason. The other important reason cited by a quartet of European graduates was to enhance their own career, but UK graduates were much more likely to cite this reason for work-related training. This greater emphasis on ‘enhancing career’ may reflect, yet again, this looser linkage between higher education and employment such that some five years after graduation many UK graduates are more likely to be still developing their own career pathways.

Castel and others (2010) have analyzed the relationship between education and employment in Malawi. For both men and women, education is the passport to formal employment and leads to higher hourly earnings. Within regular wage employment, secondary education is associated with a 123 percent wage premium, and university education with a 234 percent wage premium (relative to illiteracy). In both rural and urban areas, income is positively correlated with specialization in regular wage employment. For example, in urban areas 60 percent of the households who derive at least 75 percent of their income from regular wage employment belong to the highest quartile of the income distribution. The analysis of school enrolment highlights that teenage women experience high dropout rates, which prevent greater female enrollment in higher education, and therefore constrain future participation in the best forms of employment.

**Studies on Problems:**

The problems in this area of sociology of education studied range through dropouts and wastage, alienation and breakdown of social adaptability. Some studies have also focused on mobility and education. Mathur et al. (1982) and Gangopadhyay (1985) focus their attention on dropouts. Mathur’s study views the problem in the context of the social background of dropouts and identifies the
factors responsible for their withdrawal from school. Inconvenient time-tables and the need for help in the family occupation were the most important factors. This study was under-taken in four States and the sample consisted of 1900 respondents from each State. Gangopadhyay (1985) identified the extent of wastage and stagnation at the secondary school level among boys and girls in Udaipur, Rajasthan, and in Liberia. The main causes for wastage and stagnation were apathy to English and a dislike for mathematics, lack of educational guidance, and poor study habits. Dutt and others (1982) undertook a study of dropouts in Haryana. The main causes for girls dropping out were: teachers’ behaviour, caste discrimination, poverty, needs to help parents in their work or to look after siblings, apathy of parents towards girls’ education, early marriage, inadequate facilities, irrelevant syllabus, ill-health, illiteracy of parents and nonexistence of separate high schools for girls in many villages. Jacobs (1996) reviews a diverse literature on gender and higher education. Gender inequality is more pronounced in some aspects of the educational systems than in others. The analysis distinguishes 1) access to higher education; 2) college experiences; and 3) post-collegiate outcomes. Women fare relatively well in the area of access, less well in terms of the college experience, and are particularly disadvantaged with respect to the outcomes of schooling. Explanations of gender inequality in higher education should distinguish between these different aspects of education and should explain those contexts in which women have attained parity as well as those in which they continue to lag behind men.

**Studies on Attitudes:**

Shankar and associates (2005) have studied the student attitude by noting their degree of agreement with 15 statements using a modified five-point Likert-type scale. The statements were grouped into those dealing with student attitude towards the subject and those concerned with improvements in pharmacology
teaching and learning. One hundred and thirty-one students participated in the study and successfully completed the questionnaire; 83 were male. The overall student attitude towards pharmacology was positive. Differences in the mean scores were seen among the different subgroups. Differences were also noted in the mean scores of individual statements among different subgroups of respondents. Deficiencies were noted in the system of assessment, which was felt to mainly test factual knowledge. System based assessment using clinical problems, greater number of hospital visits and more problem-stimulated learning sessions were suggested. Oliver (2005) reports research findings from two projects exploring students’ use of and attitude towards mobile learning technologies in courses delivered by an Australian university, and compares those findings with recent research findings from the Netherlands (Wentzel, Van Lammeren et al. 2005) and the United States (Caruso 2004). The first Australian project reports on a survey of Business students in on- and off-shore (South-East Asian locations) courses: these students were asked about their use of portable technologies (laptops and handheld computers) in their studies. Older and postgraduate students in offshore locations were more likely to use laptops and handhelds, and were more likely to want to see them used more extensively in their courses. In the second project, both staff and student feedback at the Australian campus suggests that both groups see the potential of students, even if they have previously not used them, but they are also acutely aware of the technical issues which may accompany their use.

Schou (2007) has analyzed the attitudes of students in distance education courses. This study provides evidence that learning outcomes for online students and traditionally taught students are not different for an introductory business statistics course. In addition, students in the online environment showed improvement in their attitudes toward statistics after instruction.
Mahmud and Zainol (2008) have examined postgraduate students’ competency in statistical data analysis and their attitudes toward statistics. Students’ attitudes toward statistics were measured across four dimensions, namely Affect, Cognitive Competence, Value and Difficulty and their competency in data analysis were assessed. The findings revealed two facets of students’ attitudes toward statistics, i.e., positive or negative. Students’ attitudes toward statistics varied between the four dimensions with Difficulty items been highly mentioned as the factors that influence their attitudes toward statistics. In examining students’ perceived competency in statistical data analysis, it was found that those with little background in statistics had difficulty in identifying the relevant and appropriate statistical tools for their study. The significant results of the study were used to benchmark the quality of research output of postgraduate students. This includes, among others, students’ ability to match analytical tools with research objectives which will later be matched with core knowledge objectives required for data analysis.

Siragusa (2008) focused upon describing and understanding the responses of a small case of undergraduate teacher education students in a Western Australian University towards a planned information communication technology (ICT) interaction. The research was undertaken as part of an ongoing investigation into students' planned use of ICT and required the sample to engage in an interaction with a purpose-built animation. Prior to the interaction the students were asked to participate in the completion of a questionnaire in order to elicit their intentions to use ICT, their attitudes towards such an interaction, their perceived social pressure to interact with ICT, their perceived control over their capacity to interact with ICT and their beliefs and expectations about the various factors that potentially assist or hinder their use of ICTs. During the activity the students were observed and at the completion of the interaction each participant
was interviewed. The questionnaire gathered data relating to the Theory of Planned Behaviour in order to determine the students' planned use of ICTs. While the quantitative data revealed the students believed that interacting with ICTs was pleasant, helpful and easy, the qualitative findings indicated that a number experienced feelings of anxiety and intimidation while working through the interaction.

Ahmad and associates (2011) were intended to determine the social attitude and socio economic status between physical education students of Punjab and Jammu Kashmir states. To obtain data for this study, the investigator had selected two hundred (N = 200) subjects, out of which one hundred (N = 100) from Punjab state and one hundred (n = 100) from Jammu Kashmir state who were studying in SKR college of Physical Education, Bhagoo Majra Kharar, Mohali, Department of Physical Education Punjabi University, Patiala (Punjab) Government College of Physical Education Ganderbal, Department of Physical Education and Sports, University of Kashmir (J&K). The age of all subjects ranged from 21 to 28 years. The scoring was done for the respective questionnaires according to their manuals. “T” test was applied to determine the significance of difference and direction of difference in mean scores of variables between Punjab and Jammu Kashmir states. The level of significance was set at 0.05. The results revealed no significant difference between physical education students of Punjab and Jammu Kashmir states on the variable of social attitude. However, the results with regard to the variable socio economic status were found statistically insignificant between physical education students of Punjab and Jammu Kashmir states.

An attempt is made in the foregoing pages to provide an intellectual prelude in view of which the findings of the present study could be meaningfully interpreted. It is also aimed at providing intellectual and theoretical insights into a rich and fascinating field of sociological inquiry, which can be taken as a spring-
board for future empirical attempts in this field to takeoff. In the process of reviewing the pertinent literature this section could as well have given rise to issues that could be taken as potential areas for future research and as such, serves as an important reference material focusing on current trends in sociology of higher education. Thus, the present review not only leads to a more relevant and effective treatment of the data of the present study but also might provide leads to the future research in this area.

The review has intentionally been planned to be as exhaustive as possible in view of the diverse aspects of higher education and its student community that have been touched upon in the present study. The review of literature on various concepts and themes relating to sociology of higher education in general and its students in the making in particular is hoped to provide the requisite backdrop for the analysis of the data of the present study in commensuration with the objectives outlined in the statement of the problem. With this section on the review of literature as a theoretical support, attempt is made in the next chapter to focus on the social profile of the post-graduate students. Thus, the exhaustive review of sociological studies in the foregoing pages provides us a backdrop for the analysis of social profile of post-graduate students in the next chapter.