CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Whenever there is a Session of the General Conference or of the Executive Board of UNESCO or a meeting of the Indian National Commission for co-operation with UNESCO, a reference is inevitably made to the work of UNESCO and India in the fields of education. This reference is made often in the nature of either a tribute to the success of UNESCO or a set of suggestions for making its work more effective.

What is more important, however, is a scientific study based on careful and systematic research. Indeed voluminous literature has been produced on various aspects of UNESCO’s work. Those who have written on the subject include not only high officials of UNESCO but also eminent scholars in the field of Intellectual Cooperation and Education. Thus, at least a part of the available literature on UNESCO is to be regarded as first rate, some doctoral dissertations prepared mostly in American Universities also exist, although very few of them have been published. One can not, therefore, complain that UNESCO has been a neglected area of research.

Sadly enough, only scanty research has been done on India and UNESCO and it has been noticed that no serious research work has been done so far that focuses on India’s Education System in the light of UNESCO’s policies and programmes.

The review of researches in higher education in some of the countries revealed the following (Sharma, 1997).

An inventory of research conducted by UNESCO, revealed that enquiry into the higher education system is rather recent and was started about 20 years back in the USA (UNESCO, 1986).

In the USA, in the recent past, “inquiries focused on students” deficiencies in basic-skills, student involvement in learning, performance
feedback, and curricular content and structure, all with the aim of reformative intervention. Researchers developed new technologies in test-making, new models of learning and development, and more complex theories that demand multi-method approaches accounting for not only quantitative test outcomes, but also qualitative classroom and institutional environments. In consequence of this greater complexity and richness, interpreting the results of assessment has become more problematic, and potentially leads to errors in high-stakes decisions, such as denial of funding. This is particularly true when assessments designed for one purpose are used for another. Researchers are beginning to call for attention to the need to consider the consequences of assessment interpretation and to re-invest assessment with its original purpose and values: the understanding and improvement of collegiate learning" (Ewell, 1991).

In Hungary, researchers attempted to address the issue of the shift from centrally planned to free market economies in Eastern European countries, as it meant education's contribution to the successful economic competitiveness of these countries. "Planners are attempting to address such issues as institutional freedom in decision-making and curricular control, expanding student opportunities for education, and the development of private universities" (Freeman, 1991).

In Vietnam : "Current research in higher education concentrates on problem-solving projects involving 'technical innovations and their application in the community or industries'. There is a critical need for systematic research on all issues related to higher education itself, with priority given to curriculum development and teacher training" (Hua, 1991).

In China the issues of research are : "mechanisms within the university that control S&T research and dissemination, the limitations that ought to be placed on direct involvement by university personnel in S&T exploitation, an analysis of the types of products on which S&T research ought to concentrate, the interaction of S&T research with other
academic spheres of the university, cooperation between domestic and international S&T enterprises, relations between the products of S&T research and the actual markets for these products” (Lianqing, 1991).

With regard to the general status of research in higher education in the world. Altbach remarked that “there is a contradictory situation in research on higher education in which knowledge about the condition of higher education varies widely around the globe. Beyond basic statistics about such aspects as numbers of institutions and student enrolments, there is little comparative research and analysis on a variety of important contemporary topics, compounded by the disequilibrium between industrialised nations and the Third World” (Altbach, 1991).

Though the focus of research in development and developing countries and among the erstwhile socialist countries varies, the issue of excellence and relevance remains a common one; though of course, with differences of degree. In the USA, it is the issue of curriculum transactions, whereas in the erstwhile socialist countries the issue is of relevant curriculum for the market economy. In other developing countries the issues relate to relevance and excellence as well as efficiency of the system.

Review of Researches in India

In India, researches are carried out by M.Phil and Ph.D. scholars as well as by the faculty members in the universities, colleges and other institutions of higher education. The review of M.Phil and Ph.D. research studies submitted to various universities in the country in the area of higher education during the period, 1988-92 revealed that as many as 48 M.Phil and Ph.D. research studies have been completed by the scholars. Likewise, another 12 research projects have been completed by the faculty members in the institutions of higher education during the same period. These studies could be classified into four major categories:

- **Growth and Equity of Higher Education**: Studies dealing with historical and contemporary developments of education in the State,
region, district and institutions, and the disparities in development, are classified under this category.

Quality and Relevance Studies: Studies dealing with the issues of: contents of curriculum, processes of curriculum transaction, students' and teachers' response to the processes and outcome are put under this category.

Efficiency Studies: Studies dealing with policy, planning, organisation, management, finance and other issues of efficiency of the system are classified in this category.

Innovations: Studies dealing with innovations in higher education are put in this category to highlight importance of this area.

The progress of higher education, in India, has been studied widely with the help of historical documents and by examining its development in the contemporary period. One of the common findings that has emerged from these studies is that the development of higher education has been much faster after Independence. Higher education has progressed after the decision making powers were vested with the people of the state/region. These studies also reveal that professional and technical education is still lacking.

2.2 REVIEW OF RELATED LITERATURE

Dhall (1985) has worked for a Ph.D. thesis on "Radhakrishnan and UNESCO" submitted to the Panjab University in 1985. He has studied the contribution made by an individual to international organisation. He has studied Radhakrishnan's role in the formative years of UNESCO. But UNESCO has deprived of further contribution when he was elected as the president of the Republic of India in 1962 and his death in 1974 was a great loss to UNESCO. In any case this work gives us an individual's image of what UNESCO should be.

Jain (1989) made "An appraisal of Indian History of Higher Education in Post-Independence Era", The main objective of the study was, to find out the implementation of recommendations of various
commissions and committees regarding various aspects of higher education in post-Independence era.

Fitzgerald's (1991) thesis examines whether a simplified formula might distribute funds more accurately than the current program. The data-base used contains a national sample of nearly 3,200 Pell Grant recipients from the 1982-83 academic year with both applicant-reported data and data verified through secondary sources (e.g., tax forms certified by the IRS). These verified data are used to create a distribution of awards that serves as a proxy for program intent, against which the current and alternative programs can be compared.

A comprehensive methodology was used, including bivariate analysis of award distributions, ranking the models on the basis of aggregate award differences, as well as bivariate and multivariate analysis of recipients who gain and lose under various programs.

These analyses indicate that a simplified formula using verified data more closely approximates the intended distribution of awards than the current program. This simplified program model not only produces fewer award differences but also indicates fewer large differences (e.g., greater than $1,200). Analyses of recipient characteristics indicate that lower-income families with higher assets benefit from this simplified program, while the higher-income families benefit from the current program. Thus, this simplified program distributes awards more effectively than the current program, and redistribution that occurs is less regressive than under the current program.

Joseph (1991) studied "The Progress and Problems of Higher Education in Maharashtra since Independence (1947-1982)". The objectives of the inquiry were: to study the progress of higher education in Maharashtra as evidenced by qualitative and quantitative measures; to study the innovative schemes launched by the universities; to identify the problems in higher education, to study the extent, causes, consequence and effects of these problems on higher education in Maharashtra; and to suggest alternatives and changes in the pattern of higher education. The
study employed historical method, using documentary analysis and library research, the method of purposive random sampling was used for selection of the sample. The study revealed: there had been a tremendous increase in student enrollment since independence, the enrollment of women had gone up and Maharashtra state had the largest number of students from scheduled castes as compared to other states.

**Bose (1991)** undertook a study of "Graduate Employment and Higher Education in West Bengal" The main objectives of the study were to identify the role played by the education system in general, and higher education system in particular in the overall social-economic development of the country and, conversely, the influence extended by social, cultural and economic factors in the development of the education system. The major findings of the study were: the state should expand its educational activities, participation of educated females in the labour force and their absorption in the work force should be increased, emphasis on enrolment in arts subjects in universities and colleges should be reduced, disparities in cost per student in different types of educational institutions should be reduced as far as possible, and expenditure on the creation and maintenance of physical facilities should be increased.

**Schaub (1992),** while studying Higher Education Facilities: Attributes that Enhance Building Comfort Level as Perceived by Educators and Students, developed a checklist to enable educators administrators and planners to predict the comfort level building occupants experience in existing facilities or to predict what would be experienced in planned facilities. More specifically, answers to the following questions were sought : (1) What level of knowledge existed on the effects of particular educational building attributes on building occupants? (2) To what extent could the impact of different building attributes be rank ordered as to their influence on building occupant comfort level? (3) To what extent would knowledge (of preferred characteristics of selected building attributes and their comfort-level
influence) enable the development of an evaluation checklist capable of predicting educational building occupant comfort levels.

A population of twelve typical higher education academic buildings and seven building attributes, such as State of Repair, Space Plan and Accessibility, were rated by an occupant survey. This determined those buildings respondents felt most comfortable in and what influence occupants attributed to each attribute.

A Comfort Level Predictor Checklist (CLPC) was developed using descriptive statement for various characteristics of the attributes, and weights established by the occupant survey. Five people each evaluated eight buildings to determine whether the instrument was capable of ranking the three most comfortable buildings from the survey in the CLPC top four, by four of the five evaluators. The CLPC was successful for all five.

In summary it was concluded: (1) Significant levels of knowledge existed on the effects of particular educational building attributes on building occupants. (2) The impact of different building attributes could be rank ordered as to their influence on building occupant comfort level. The present knowledge (of preferred characteristics of selected building attributes and their comfort-level influence) enabled the development of an evaluation instrument capable of predicting educational building occupant comfort levels.

Wang (1992), in the study From Crisis to Expressive Order: Higher Education Policy and the State in South Korea (1945-1987), explored how the requirements of national security and political stability intrude on and restrict the South Korean state's strategic policy options of higher education in the face of political tensions and crises, through an investigation of the historical development of two higher education policy sectors such as admissions policy and academic policy in student participation. Specifically, four major goals were set in this study. These were: (1) to describe a chronology of political crisis in South Korean context, (2) to analyze and classify major patterns of state's higher
education policy responses to the political crisis, (3) to explain the structural mechanism and its connection to higher education policy outcomes in South Korean context, and (4) to explore a distinctive pattern of South Korean higher education policy change.

The major conclusion is that a distinctive pattern of South Korean higher education policy change is its expressive order orientation which emphasizes consistently a unified mode of control and ideological integration in state's strategic policy efforts, and this orientation is mainly due to the structural limitations of South Korean society.

Howard (1994) conducted an exploratory study to Investigate the Productive Case Statements for Higher Education Capital Campaigns in U.S.A. The case statement was identified repeatedly, and was the foundation upon which the successful fund-raising program at institutions of higher education must be built. Considering the general belief among fundraisers in the significance of the case statement, it was ironic that a systematic review of the scholarly literature revealed that there is no theoretical or empirical body of knowledge that undergirds contemporaneously espoused tenets about the case statement. Similarly, there had been no reported systematic attempts to articulate distinctive characteristics of case statements employed in successful capital campaigns by public institutions of higher education.

This problem was addressed through qualitative methodology employing content analysis of 20 case statements utilized in successful capital campaigns at public institutions of higher education and a survey (to obtain supplemental information). The purpose of this study was to explore this problem by employing the following research hypothesis: Content analysis will reveal distinguishing characteristics of case statements employed in successful capital campaigns at public institutions of higher education.

Data analysis revealed that case statements tended to have the look and feel of annual reports of Fortune 500 companies. Case statements varied considerably in length, but all evidenced professional quality
writing and editing and require a college-level reading ability for comprehension. Language used in the case statements also was generally upbeat, positive, and optimistic.

Parsons (1995), in the study of Power and Politics: A Study of Power in the Higher Education Policy Areas, selected to frame and guide the Callon and Latour's (1981) sociology of translation. This implies that the meaning of power emerges from an interpretation of social setting being studied. The development of the social and ethical context of federal higher education policy making relies on analysis, interviews with key policy actors and historical. Within this context, the meaning of power is interpreted.

The findings reveal a higher education policy arena that as a communication community. Conventional measures of power can not apply. Instead, power is defined in terms of the ability of actors to successfully address problems within the policy. Instead, power rests on three broad foundations. These foundations interact to give form, shape and meaning to. The concept of foundations of power goes beyond earlier community action theories to capture the dynamic interactive nature of solving. Finally, the concept establishes the relationship and change in a communication community.

Linda (1996) examined the influence of the minicomputer industry in the 1980s in setting precedents for higher education planning in Massachusetts. It focused on the training 'matches' forged in the 1990s by the biotechnology industry, regarded as a potential successor to minicomputers. It examined the special claims to economic relevancy made by and for the community colleges: exploring how these institutions have joined forces with employers and government to meet the skill requirements of Massachusetts' New Economy.

However, the case studies reviewed here provide sufficient evidence of outright mismatches surfacing amongst these exchanges to warrant an attempt to identity the key variables that offer promise for reframing the
issue of school-and-work 'integration' to enhance the collaborative potential to generate appropriate policy solutions.

Hamric (1997), in the study of An Institutional Case Study of Higher Education and Public Trust, developed three analytic generalizations from the case. First, a conceptual convergence of higher education and the business sector is occurring. This convergence is evident through the increased similarities in respective priorities and practices and the increased participation of higher education in business sector efforts to realize economic advancement. Second, "the public" is more usefully conceptualized not as an aggregate of individuals and groups but as an arena or forum for continual negotiation of social priorities and institutional responsibilities. Access to this arena is not granted but rather is assumed by prospective participants including representatives of higher education institutions. Third, while contractual elements are present in a public trust relationship, the contractual metaphor inadequately encompasses the relationship and its dynamics. Habermas's (1992) notion of communicative reason provides a more appropriate metaphor for denoting the ongoing deliberative process that approximates society's prevailing needs, negotiates institutional responsibilities, and presumes continual public engagement.

Odiara (1997) examined how reforms in higher education during the 1960s contributed to Japan's present-day economic prosperity. These educational reforms were undertaken in support of the National Income Doubling Plan of 1960, in which the government promised to double citizens' income within ten years.

With regard to education, the government faced two major challenges. The first was the need to train a large number of skilled scientists and engineers at the college level to meet the needs of industry. The second was to strengthen national unity by developing students' characters. This last challenge involved altering the postwar educational system established by the U.S. Occupation, which emphasized the
development of the individual, in order to make it more appropriate for a

group-centered society like Japan.

In adjusting the postwar educational system to suit Japanese
culture and social conditions, the government adopted the prewar
educational principle "Wakon to Yosai", which encouraged combining the
Japanese spirit with Western knowledge. In other words, in addition to
promoting a high level of Western science and technology, the government
encouraged students to conduct themselves according to traditional
Japanese values. Students were strictly trained in cooperation, loyalty,
diligence, and responsibility through moral education and extra-
curricular activities. This harmonious training of a student's character
and intelligence succeeded in developing the high quality manpower that
was needed. In addition to doubling income ahead of the schedule
proposed in the National Income Doubling Plan, the educational reforms
of the 1960s also helped to strengthen Japan's competitive export power,
achieve full employment, and raise the general standard of living.

This research shows that the effective use of human resources has
enabled Japan to develop substantial economic prosperity, despite its lack
of natural resources, and to become one of the seven world economic
powers in a relatively short time after its defeat in World War II. The
Japanese experience strongly suggests that an investment in education is
an essential springboard for national economic development.

Chettiar (1997) undertook a research entitled: A study of the
organization and conduct of a few typical institutions engaged in rural
higher education in terms of their objectives, has given emphasis for
achieving efficiency and effectiveness in the functioning of an institution.
Its organisation, management and financial analysis are very important,
which deal with the aspects of organization and management.

Behera (1997) studied the institutional cost of university
education. The research work deals with the impact of management on
performance from the point of aspirations of students as well as of
parents.
Chinnamma's (1997) is a comparative study of the performance of degree colleges under different management in coastal A.P. The research work dealt with the impact of management on performance from the point of aspirations of students and parents.

Rao (1997) undertook the research work: Management of autonomy in institutions of higher learning: undertook case studies of autonomous and non-autonomous colleges. This work studied dealing with the governance and co-ordination aspects of higher learning institutes in which the case study was done of colleges run through the doctrine of autonomous and non-autonomous institutes.

Amudharani (1997) undertook a cooperative study of B.Sc. and M.Sc. physics curriculum in affiliated and autonomous colleges. There are the two studies related to curriculum and methodology of research. These studies tend to reveal the general weaknesses of the curriculum in affiliated colleges and lack of understanding in the use of tools of mathematics by the researchers. Though, there is a general feeling that the curriculum lacks relevance in the societal context, it seems that this aspect has not attracted the attention of researchers and research guides adequately.

Gupta (1998) studied: Cost of higher education: A study of Jammu university in comparison to central universities and the recommendations of the Punnaya Committee. In this study purpose was to calculate the cost per student in the university of Jammu and to compare the same with various norms suggested in the Punnaya Committee Report. An attempt has also been made to identify the problems faced by the state university in implementing the recommendations of Punnaya Committee and to make suggestions about the measures to improve the financial inputs of higher education in the university of Jammu. Findings of the study were that in Jammu university the administrative expenditure as percent of total maintenance expenditure is much higher than the recommended norms while its academic expenditure is much below the norms. Again, the unit cost per
student in the faculties of Humanities, Social Sciences and Commerce is much more than the norms suggested, which indicate underutilization of the capacity in the university of Jammu.

Anil (1998) undertook the study: Characteristics of Open University Distance Learners Some Policy Implications. The specific objectives of the study were: to assess the background characteristics of the first degree level distance learners of Delhi and adjoining areas; and to draw some policy implications for distance education institutions on the basis of the findings. The analysis of the background characteristics shows that majority (67.7%) of the learners covered by this study were enrolled for the Bachelor's Degree programme, in the year 1991. About 70 percent learners were males, of more than 25 years of age. The percentage of married and unmarried learners was almost equal. About 80 percent of the learners hailed from urban areas and belonged mostly to non SC/ST classes. Most of them had joined Arts stream.

Phillips (1998), in the study of The Transformation of Public Research Universities in Response to Declining State Support: A Case Study of One Institution in the 1990s, revealed that the University of Virginia has utilised multiple strategies to enhance revenue and restructure operations. Key strategies have been: raising tuition; launching a $750 million capital campaign; negotiating greater autonomy from state government; conducting a strategic self-study; re-engineering and simplifying processes; financing self-sufficiency in two professional schools; and allying with business for more state support. These responses have been influenced by: reconceiving the University's heritage into a vision; talking advantage of environmental opportunities; and becoming more accountable to external influences. Efforts have been made to involve constituencies, especially alumni and faculty, in planning and decision-making and to define and measure quality.

Institutional leaders concluded that the University has undergone fundamental, positive changes – including a growing sense of self-reliance-catalyzed by waning state support. The study suggests the
importance of vision-based strategic planning and effective communication with constituencies. National leaders in higher education who were questioned identified important implications of the increase of private revenue and the decrease of state control. A hybrid model, the privately-supported public university, is evolving at the University of Virginia and elsewhere. It is anticipated that the model will engender broader stakeholder participation in institutional governance.

Doyle (1999), in A Study of the Importance of Information Technology in Higher Education, found that overall IT was in a transitional role at the study institutions. Both academic administrators and technical personnel ratings arrived at the same conclusion, but with slightly different perspectives on the indicators of importance. Ratings on the core activities were mixed, with administrative activities rating higher than either instruction or research. Ratings on the resource mix indicators were generally low, and ratings on the reputational indicators were also mixed. In general, the technical personnel rated IT slightly more central than did the academic administrators.

There was little support for the hypothesis that the technical personnel would rate the importance of IT much higher than either the academic administrators or other evidence of IT importance.

Moss (1999), in the study of Distance Education Policy Formation in State Higher Education Systems: A Case Study, employed a single case study research design using qualitative data. Drawing on theory from organizational behaviour, the policy sciences, and higher education, the study used data from participant observation, document analysis, and semi-structured interviews with key participants.

Four themes emerged from the data, with another overarching theme that formed a common thread to the four. The overarching theme was a sense of impermanence, uncertainty, and confusion. The remaining four themes were a movement to distance education, a movement to open market competition, a movement to institutional independence, and a movement to new collaborative relationships.
The findings suggest that the values held by those involved in the policymaking process influence both the process and the product. The study further indicates that participants are additionally influenced by their own experiences with distance education or instructional technology and their institutional perspectives. Although the policy framework for distance education in some respects was deemed inadequate, the findings also suggest that key participants recognize and accept that the inadequacy that results from the rapid pace of the technological change that has outpaced policy solutions.

Muskopf (1999), in the study of Women in Higher Education Administration: An analysis for 1983-1998, found that this study indicated that women have made statistically significant increases in institutions of higher education from in relation to an educational delivery format. Findings indicated that both the RN-BSN graduate held similar attitudes of professionalism and similar perceptions of the professional nursing role. The lack of significant findings on the Nurses Professional Orientation Scale indicated that both on-campus graduates and distance learning graduates were similar in their conformity to the faculty’s professional standards. Based on the results of the research questions, residencies are the predominant factor in facilitating the socialization process for RN-BSN graduates. Distance learning students were able to identify with faculty as role models and described networking with peers as influential in facilitating their professional growth. RN-BSN graduates also noted that classroom activities such as group discussions and group projects facilitated changes in their professional growth. Based on study results, it is recommended that distance-learning students have face-to-face interaction with faculty and peers to achieve positive professional socialisation outcomes. Further studies should be undertaken to determine professional socialization outcomes in a variety of distance learning settings.

Krishnaji (2000) undertook the study: Wastage and stagnation of students at college level with special reference to Shivaji University area.
The objectives of the study were: to find out the extent of wastage and stagnation of students in arts, science and commerce faculties in Shivaji University, to identify the causes of wastage and stagnation in rural students, and to suggest some constructive measures for the prevention of wastage and stagnation in higher education. The major findings of the study were: the overall apparent wastage was calculated as 60.07 percent, the higher percentage of apparent wastage was found in the commerce faculty, and the higher percentage of clear wastage was found in the science faculty. The higher percentage of apparent wastage was found in part I of the graduate courses and in the colleges of Sholapur district, the percentage of apparent and clear wastage was found greater in rural colleges.

Dash (2000), undertook the study "Development of Higher Education in Orissa (1935-85). The specific objectives of the study were: to analyze the different aspects of higher education in general, and professional education in different branches, and to make some recommendations for their improvement keeping in view national and rural reconstruction, and to trace how far the vital aspects of education have been properly implemented and experimented within the province of Orissa. The major findings of the study were: Higher education in the state originated in 1868, when the British government established the Ravenshaw college at Cuttack. By 1978, there were 138 colleges – both government (38) and non-government (100) with 92,000 students on the rolls (75,000 boys and 17,000 girls) and 4,027 college teachers. From 1980 to 1982, the number of colleges increased to 223, with 1,12,386 students and 5,922 teachers. In 1983, there were 306 general Arts and Science colleges and 91 professional colleges, under three universities, raising the number of colleges to 397, with post graduate and M.Phil facilities in 53 and 42 colleges, respectively. The lack of speedy progress was attributed to British domination, role of the princely states, poverty and absence of organized efforts during 1936-47. But from 1947, a steady progress has been taking place in higher education development.
Berman (2000) examined the internal and external factors, or antecedents, that helped to successfully implement service-learning programs in American colleges and universities. The study also examines decision-making and problem-solving strategies that have been applied to effectively integrate service learning with the undergraduate experience at campuses throughout the United States. In addition, the study compares the application of the Ten Principles of Good Practice for Combining Service and Learning, presented in the 1989, Wingspread Special Report, to the level of successful implementation at each institution.

Benal (2000) undertook "A Critical Study of Development of Higher Education in the State of Karnataka During Six Five Year Plans (1950-1985) with special reference to Karnataka University". The major objectives of the study were: to study the development of higher education in Karnataka University, to study qualitative development through institutional materials, to study the improvement of quality of teachers, to study the problems of examination and evaluation, to critically evaluate the nature and extent of development with respect to the trends in developed states in the country, and to suggest steps for improvement of higher education. The major findings of the study were: there was considerable quantitative growth in the number of institutions, namely, the affiliated and constituent colleges and university post-graduate departments during the plan periods but the qualitative improvement at the affiliated colleges and also at the university was not very significant. Hardly any effort had been made for re-orientation in the service training providing up to date knowledge to the teachers recruited at the affiliated colleges and at the university level. The authorities of the university had not made any attempt to look into the academic problems of the teachers. There had not been any consistent effort made by the university authorities to evolve new techniques and devices for evaluating the students' progress in examinations.

Savita (2001) studied : Globalization of Higher Education. The major objectives of the study were: to get the knowledge and expertise
necessary issues for the process of modernization and globalization. To employ this knowledge for the rapid socio-economic development of the participating countries. The major findings of the study were: One of the major driving forces of the process of globalization and liberalization is the evaluation for communication networks at local, notional and international levels. New trends in the area of multinational education are leading to such benefits as large profits to institutions involved and satisfaction to students in the form of obtaining a foreign degree. Since foreign education is already popular among Indian students and such popularity is increasing, the need of the hour is to make Indian higher education popular and desired among students of foreign origin. The best approach for this is provided by total quality management of higher education system.

Jeewan (2001) studied: Academic Staff Colleges : An Impact Study. The objective of the study was: to find out the extent of effectiveness of the orientation programmes conducted by the Academic Staff Colleges in the Northern Region. The findings of the study were: All the directors of Academic Staff Colleges gave strong viewpoint in favour of the role of ASCs in the professional development of teachers.

Callanhan (2001), in the study of Ethno-violence in Higher Education : Student Perpetrators' Perspectives on Self, Relationships, and Morality, survey was based on an Ethno-violence Severity Scale Model and administered to a class size sample of 340 students of which 306 responded. Survey findings indicated a surprisingly high percentage of students (27.2 percent) admitted to committing ethno-violent behaviors across the severity model. A significant number of students also admitted to both verbally (36.3 percent) and physically threatening (18.0 percent) others on the basis of race or ethnicity. In addition, 15.0 percent were physically involved in an actual hate fight and 6.0 percent injured someone over an issue of race or ethnicity. The survey also yielded several statistically significant relationships based on gender as well as Greek
membership and the perpetration of both multiple and individual acts of ethno-violence.

Funk (2001) studied The Impact of International Education. The motivation for the study grew out of identification of an emerging paradigm of international competition for international students within global higher education previously identified in "Internationalizing the University of the 21st Century: A Paradigm shift from the Individual Internationalist to Institutional and National Responsiveness" (Funk and Bowles, 1998). This geo-educational competitive environment illustrates the importance of understanding international education's impact, and an introductory chapter examines the changing dynamics of higher education impact, and an introductory chapter examines the changing dynamics of higher education institutions and systems worldwide responses to international education.

International education's non-economic impacts are identified within twenty-five variables organized by levels of analysis that include cross-national, geo-political, inter-nation and state, sponsoring institutional, and individual international student and scholar levels of focus.

Metros (2001), in study of Strategies for Recruiting Females to Apply for Higher Education Administration Positions: An Exploratory Study, found that both formal and informal networks are the primary method used at each institution to recruit female administrators. Some of the key ingredients that help to facilitate increasing the number of female administrators are: top-level leaders encouraging the increase, human resource policies and procedures that are appealing to women, educating those who do the hiring about the importance of diversity and strategies to use to diversify the pool of candidates, creating and supporting a climate that is women friendly, and mentoring of female administrators to improve retention and succession planning.

Bernardino (2001), the intent of this research inquiry is to explore tertiary teachers' understandings of the theory and practice of education
for sustainable development. The literature on sustainable development presents its ambiguities and contradictions. Through conversations with thirteen research participants from two higher education institutions in Southern Philippines. The question, “What is education for sustainable development?” was interpreted hermeneutically in the light of teachers' lived realities and experiences. A qualitative research approach and principles from Gadamer's philosophical hermeneutics guided the inquiry.

Deanna (2001) studied the students affairs professionals belief that all students matters provided a strong, philosophical basis for engaging in advocacy efforts and serving as a voice for students. The study's participants confirmed the importance of the advocacy role in relation to student satisfaction and retention.

Yoo (2001), in the study of Higher Education Accreditation in Korea: An Adaptation of University Students' Perceptions of Institutional Quality, suggested that government regulation should be decreased, and the consumers (e.g. students and parents) and other stakeholders' roles should be increased. However, when a gap between student evaluations and the evaluation of accreditation agency exists, the government should audit the university to address discrepancies. Finally, the weights of accreditation variable should be differently applied to each sub-group, resulting in a new type of specialized accreditations (e.g. by gender, location, type, and reputation level).

Bollman (2002), in the study of Conversations on Quality : Perspectives on Teaching and Learning in Higher Education, raised the research questions as : (1) What are the elements of a quality improvement framework that are determined by teaching and learning? (2) How does a quality improvement focus inform a theoretical framework and criteria for analyzing collegiate curriculum and instructional quality? (3) How does a quality improvement focus inform a new understanding of the role and responsibilities of faculty members?

A key finding is that faculty response to quality improvement can be traced to the institutional framework. A model for quality improvement as
it applies to teaching and learning is proposed. At the center of this model is the learner, with information about student needs and differences as essential starting point.

**De Siqueira (2002),** the study of The New Economic Global Order and Its Effects on Higher Education Policies, while using a historical approach argued that in the new economic global order, based on extreme individualism, competition, concentration of money and a supposedly scientific-based model of production, knowledge became a privileged instrument for capital accumulation. As a consequence, knowledge and its traditional centers of production, universities, turned out to be objects of desire by rich groups.

**Irlbeck (2002),** this study looked at distance education and characteristics of transformational leadership in public four-year colleges and universities. Visionary leadership is needed to lead the way in distance education, and transformational leadership. Transformational leaders inspire us to do more than we originally thought we were capable of doing. The study analyzed differences in demographics between viable and nonviable distance education programs and compared transformational leadership characteristics of leaders in viable and nonviable programs. Viability was defined in terms of increased growth and visibility of a distance education program. This was operationalized in the study as programs that existed for at least, three years, had increased course offering, participants, and types of distance education opportunities.

**Lam (2002),** in this study of The Perceived Circumstances and Life Experiences that Enabled Six Asian-Pacific Americans to Become the President of a California College or University: A Multi-Case Study, produced several recommendations for Asian Pacific Americans to pursue. These included the recommendation that APAs need to capitalize on the recent nationalization of the Asian Pacific Americans in Higher Education (APAHE) organization by creating local chapters on as many college and university campuses, especially in California, to provide mentoring and
coaching of APA students towards a career in higher education. Next, APAs need to initiate a collaborative movement by organizations as APAHE and Leadership Education for Asian Pacifics (LEAP), with other like-ethnic minority organizations in higher education, to assist colleges and universities in identifying and developing new procedures and different policies regarding, hiring of senior administrative officials. Further, current and former APA presidents need to create a more robust and visible state-wide caucus to establish a clear leadership focus for both academic and non-academic organizations such as LEAP and APAHE to connect to on a year round basis that will maximize on the synergistic effect of their collective leadership and organizational talents.

Owens (2002), in the study of Black Women in Higher Education: Negotiating the Cultural Workplace, indicated that the participants see the world of higher education slowly shifting to accommodate the increasing diversity of our society. Not only are Black women present in senior-level positions, but institutions themselves are recognizing opportunities to develop communities which reflect the diversity of our society and are learning to value the perspectives of women and people of color.

Oertel (2002), in the study of Identifying the Essential Characteristics of Curricular Learning Communities in Higher Education: A Delphi Study, found five essential elements of curricular learning communicates in this study. According to this study, a curricular learning community includes the following features: (1) The curriculum is connected and integrated, cutting across departmental lines and divisions. (2) There is a high level of faculty collaboration and participation in all facets of the learning community program. (3) Learning is collaborative and active – students are actively engaged in the learning process. (4) There is on-going assessment and communication about student learning outcomes and program results. (5) The learning community program fits within its institution’s mission, structures, processes, culture and climate.
Udobong (2002), in the research of A Study of Student’s Perceptions of Computer Technology Competencies in Selected Programs in Higher Education, suggested that (1) students in baccalaureate programs should be required to own a laptop computer; and (2) all colleges and universities should develop and maintain departmental-based, computer-aligned core courses that target workforce computer technology competencies.

Hunter (2002), the study of The Cost Impact of Federal Legislation on Higher Education, focused on developing a conceptual framework for cost collection at colleges and universities and on assessing the cost impact of federal legislation on a representative mid-sized private, four-year institution in the Midwest. Additionally, a complete list of federal legislation affecting higher education had to be compiled before costs could be collected.

The outcomes of this cost impact study included the development of a complete legislative typology for federal legislation affecting higher education, including more than 200 laws, a cost model framework and worksheet for data collection; and actual cost data of federal legislation implementation at an institution of higher education. Specific cost data at the institution under study demonstrated that the cost impact of federal legislation to the institution was 6.5% of the institution’s operating budget for the 2000-2001 fiscal year.