CHAPTER III

REVIEW OF RELATED LITERATURE

3.1 Introduction:

A review of related research is an essential aspect of a research study. It is very helpful for planning the study properly. Though such review is invariably time consuming, it is a wise investment. It is necessary to review the important literature related to the study in order to obtain pertinent information. A systematic review and analysis of the previous researches done and of writings of authorities in the area under study, provide a background for the development of the present study. It strengthens justification of the study, and gives direction to its progress. In the words of Walter, the literature in any field forms the foundation upon which all future works will be built. The author further observed that, if we fail by the review of literature, our work is likely to be shallow and vain, and will often duplicate work that has already been done better by someone else.

The review of the literature promotes a greater understanding. It also provides comparative data on the basis of which to evaluate and interpret the
significance of one's findings. It also helps the investigator to acquire better knowledge of the methodology and procedures followed and create confidence in carrying out his/her research. Best (1977) has said, "Man builds upon the accumulated and recorded knowledge of the past...a familiarity with the literature in any problems area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and problems remain to be solved."

Here, in this chapter, an attempt has been made to present a review of the relevant and representative studies and the observations on the different fields of higher education conducted for the last few decades. While reviewing the studies, focus has been given to the general higher education. Care has also been taken to maintain as far as possible the chronological order of the studies.

There are about 250 studies in higher education completed in universities and research institutes since the beginning of educational research in Indian universities. But hardly a few research studies have been conducted on higher education in Assam in general, and Southern Assam in particular. The present
study is the first of its kind in this region of Assam. The investigator feels that there is the dearth of related literature, especially with regard to this part of Assam and reports with reference to the problem of the present study. But in spite of such a condition, an effort has been made to avail at least some research reports relating to the present study.

Taking into consideration the stated objectives in mind, a careful review of some related literature was done by the investigator which consists of review of research journals, books, dissertations, thesis, periodicals, volumes of survey reports edited by M. B. Buch (1974, 1979, 1987 and 1992), Indian yearbooks of education, and Encyclopedia of educational research. Though the attempt and effort is very little, as the investigator feels, yet several writings and review works have much impact and implication to the present area of investigation. A review of the available research studies are given in the following few pages under the four sections.

(a) Studies Conducted in India.
(b) Studies Conducted in North-East India.
(c) Studies Conducted in Assam.
(d) Studies Conducted in Southern Assam.
3.1(a). Studies Conducted in India:

i. Studies Conducted in Higher Education in India prior to Independence:

Education was formerly in the state list. Now it is in the concurrent list. But the Central Govt. was responsible for running the Central Universities and other institutions of national importance and coordinate and determines the standard of higher education or research. The Government of India was also responsible for higher institutions of scientific and technical education. The Central Govt. is still involved in these activities directly.

Using these powers vested in the Central Govt. by the constitution of India, the Ministry of Human Resource development has been doing considerable work for the expansion of facilities as also the qualitative improvement of higher education. The Government of India has appointed a number of committees, held conferences and seminars to identify the urgent problems confronting the educational system.

Even before independence the govt. of India was engaged in the task of improving the quality of higher
education in the country. As early as 1902, Lord Curzon, the then viceroy of India, appointed a University Commission to enquire into the conditions and prospects of the Universities established in India to consider and to report upon the proposals for improving their constitution and working. The recommendations of the Commissions were later on incorporated in the form of Indian Universities Act of 1904. The Act of 1904 had widened the scope of the Universities. Universities were empowered to take various measures in regard to education, appointment, acceptance of educational grants etc besides conducting of examinations.

The Govt. of India resolution of 1913, suggested that "the Universities and high schools should be assigned distinct spheres of activities. University should deal with higher education and not with secondary education. And University could not discharge its functions properly if its attention had been diverted to secondary education. The resolution of 1913 also wanted to introduce subjects of industrial importance in the University Curriculum. The resolution also emphasized the importance of providing more facilities for the students desirous of prosecuting
research work so that Indian students may not have to go abroad."\(^1\)

This policy also recommended that a University should be established for each province, i.e., the teaching activities of Universities should be encouraged and the colleges located in the mofussil town should be developed into teaching Universities.

The Calcutta University Commission of 1917-19 also made many important suggestions for the improvement of University education, such as separation of the Intermediate classes from the University, increasing the duration of the degree course to 3 years, provision was also made for the institution of Honours Courses as distinct from pass course for the sake of abler students. According to A.N. Basu “The report of the commission contains the most comprehensive and authoritative study of the Indian education system from the secondary stage to the University. It is therefore quite natural that they have greatly influenced the subsequent course of secondary and higher education in the country”\(^2\)

Sergeant Report of 1944 made some change in the administration of the Universities. The committee recommended for restricted admission to raise the
standard of education and suggested financial aid for the poor and the meritorious students. The committee suggested for the establishment of University Grants Commission for equitable distribution of funds for different colleges.

ii. Studies on Higher Education in India after Independence:

One of the earliest decisions of the government of India, in the post Independence period was to set up a university education commission under the chairmanship of S. Radha Krishnan. The decision was due to the realization that a reconstruction of university education was essential for a national cultural resurgence as well as for meeting the requirement of scientific, technical and other manpower needed for the socio-economic development of the country. The commission was appointed to report on Indian university education and suggest improvements and extension that may be desirable to suit present and future requirements of the country. The terms and reference of the commission were wide and recommended in regard to "(1) Aims and objectives of university education and research (2) Changes in the constitution, control, functions and jurisdiction of universities. (3) Maintenance of higher standard of
teaching and examinations. (4) The courses of study (5) The standard of admission to university courses. (6) The medium of instruction. (7) The need of more universities. (8) The qualifications, conditions of service, salaries and functions of teachers. (9) The student discipline and the organization of tutorial work. To complete the work a comprehensive questionnaire was circulated to the members of the constituent Assembly, Chief Ministers and Ministers of Education in provinces and to vice chancellors of universities, Directors of Education, Heads of colleges and Heads of departments of universities.

Various statistical information were obtained from the collages and institutions of universities." The work was completed within a reasonable period of time, and it remains the most comprehensive and authoritative document on higher education in recent years.

Following the recommendations of the university education commission report (1948-49), the university grants commission bill, aimed at the co-ordination of standards in the universities was enacted in March 1956.

In 1964, the ministry of education, government of India, appointed a commission "to advise the
government on the national pattern of education and on the general principles and policies for the development of educations at all stages and in all aspects. The commission interviewed about 9000 men and women distinguished in public life, educationists, scientists, industrialists and scholars in different fields and others interested in education. It examined the entire field of education in order to realize within the shortest possible period, a well-balanced, integrated and adequate system of national education capable of making a powerful contributions to all spheres of national life.* The commission recommended that expansion of educational facilities should broadly be based upon manpower needs and with an accent on equalization of educational opportunities.

On the question of enrolment—policy of the university, the commission recommended that expansion of facilities in higher education should be planned broadly on the basis of general trends regarding manpower needs and employment opportunities.

The Education commission report (1964-66) acknowledged the major weakness in the system in the institutions of affiliated colleges. These colleges
accommodate nearly 88.6 percent of the student population enrolled in higher educations. Many of these are substandard institutions and lack both physical and manpower facilities. There are many indications that while setting up these institutions, the resources of the community and capacity of society were not given adequate consideration.

Soon after the publications of the report of the Kothari commission of 1964-66, another study dealt with problems of higher education in general, originally presented in a symposium. "The problems of higher education." The study contained twenty papers dealing with various aspects of higher education in India Shah's (1967) paper dealt with the problems of expansion of higher education and cautioned about its consequences.

Prem kripal (1968) depicted the progress of education in the post Independence period as well as problems developed in the course of its growth. He observed that "the present model of University is out modeled to meet this factual challenge. Developing societies, often largely illiterate, extremely poor require intelligent, resourceful and bold leaderships"
Raj. K.N. (1970) also criticized the unprecedented growth of higher education because of its soaring enrolments and unbridled growth. His study contends that, what is above all wrong with higher education in India now, is that, a very large segment of it has ceased to higher education in any meaningful sense of the term. In order to solve the crisis of higher education, he advocated for vocationalisation of secondary education and linking higher education with national development.⁶

In the year 1971-72, a Ph.D. work was done by Pimpalkhare, M.A, to investigate the status of science, Arts and commerce colleges in Maharashtra. The study dealt with enrolment pattern, teaching subjects of each faculties, Physical facilities and financial position of the College. The main findings of the study were that there was rapid and gradual growth of colleges and so also enrolments. Maximum enrolment was in Arts faculty. The Physical facilities of some colleges were not up to the norms laid down by U.G.C. The expenditure incurred by state government to the non-government colleges increased gradually.

Gautam (1972) examined various problems facing the University and other institutions of higher
education in India. He concluded that besides other things, expansion of universities and increase in the number of persons enrolled in colleges and other institutions of higher education was a phenomenal feature of free India.  

Bose, P. K. Banerjee, P. R and Mukherjee S. P (1973) conducted a study on seven big colleges of Calcutta regarding their academic, administrative and financial matters. The study revealed that the colleges spent more than their income on maintenance of teaching and non-teaching staff alone. Little amount was spent for the maintenance of building, furniture, library and laboratories which are very important aspects of the colleges. Development expenses were usually incurred from government grants. The colleges were burdened with outstanding liabilities and unpaid loans. Running expenses of laboratory and library was very inadequate. Teaching day was also very small. They also felt that the basic pay of the non-teaching employees was inadequate.

Another study was done by the aforesaid investigators to know the working conditions of colleges affiliated to the University of Calcutta during 1962-63. It aimed at determining the extent of facilities available
in the constituent and affiliated colleges of Calcutta University. The study revealed that only 20 percent colleges imparted instruction in all the faculties. The annual total number of working days of the colleges were below 150. Fee structure of government colleges were less than the privately managed colleges. The financial positions of some colleges were not satisfactory. The largest number of total income was received from the student fees of privately managed colleges. The results of government colleges were not satisfactory.

Some research studies on higher education were undertaken during the period 1974-79, at the national level, state level, district level and even city level in its historical perspective. Some studies were conducted in the historical development of selected institutions of higher education and quite a number of studies were limited to area studies.

In (1974), "Doctor" Studied the growth of university education in Gujarat during the period 1947-1974. The IIE, pune, had selected the Marathwada region of Maharastha for intensive study. As a part of this study, various aspects of higher education in the region were studied.
Problems of college management were studied by Anantu (1978). He studied the private management of colleges in Bombay and Marathwada and analyzed the growth, government policy, and functioning of private managements in urban and rural regions.

Some more studies on the problems of college management were conducted by Kaushik (1979), Srivastava (1980) and Singh, N in (1981).

Awasthi, J.N. in (1981) conducted one study on the administrative problems of principals of affiliated colleges of Avadh University. The Study aimed at highlighting the problems faced by the principals in dealing with the management, office, the state government, teachers, office staff, students and their guardians. The questionnaire was prepared on the basis of administrative problems of different types and was applied to twenty-four degree colleges. The findings of the study were that the principals were in general satisfied with the role of the state and were not happy with the functioning of the managing committees and teachers. Adequate finances are not available for library and laboratories. Classes were overcrowded, as rush of admission could not be controlled. Adequate finances were not available for the expansion of
building, library and laboratories. Lack of closer contact with students led to indiscipline among students.

Haredia, R.C. in (1981), conducted a study on organizational analysis of arts and Science colleges in Bombay, Social Science centre. The sample was drawn from the selected colleges of arts and Science, affiliated to the Bombay University. The study was confined to professionalism, institutional innovations and external examination system. He found that the source of recurring expenditure was not adequate and all colleges were affected by severe financial stress. The student faculty ratio of science and arts colleges were not same. Senior teachers had smaller teaching load than the junior. Administrative, academic and institutional finance were controlled by the principal and management.

Jagan Mohan (1983) studied the problems of colleges affiliated to Andhra University. The objectives of the investigation were to examine the background information, staff qualifications, physical structure and facilities available in some of the affiliated colleges in rural and urban areas, managed by private and government authorities under the Andhra University.
He also studied about the type of problems related to the financial, administrative and academic matters in the affiliated colleges. The major findings of the study was that majority of the affiliated colleges were located in the urban areas. The problems faced by affiliated Colleges were relating to teaching staff and staff appointment. The rural private colleges suffered from lack of teaching aids and the teachers of these colleges had neither facility nor opportunity to improve their qualifications. The colleges especially in the rural areas suffered from acute paucity of funds for physical and academic improvement.

Umadevi in 1983 studied the organizational goals and organizational climate of Andhra university and also its faculty performance assessment. One of the findings was that the age of the respondent and not the global university climate determine the performance of faculty members. The climate factors of the university had less to do with faculty performance and more to do with faculty satisfaction.

Library is the heart of an educational institution: It is very essential to know the conditions and facilities available in the college library. Without proper functioning of the library, the academic excellence can
not be achieved. So, a critical study of the organization and Utilization of libraries in higher educational institutions in Kerala conducted by Bavakutty. M in 1984 was also reviewed.

The main objectives of the study were to assess the existing state of libraries in the colleges with respect to their administrative set up, organizational efficiency, mode of financing, method of book selection and acquisition, technical processing, servicing and physical facilities, and to assess the library facilities and resources in terms of their ability to cater to the varied requirements of modern higher education. The study also attempted to work out solutions for some of their crucial problems so far as to ensure a more efficient organization and operation.

The tools and techniques used in the study were three questionnaire administered to librarians, teachers, and students respectively. The study revealed that majority of the colleges has no advisory committee and trained librarian for proper functioning. The main sources of finance for a college library being special fees from students, governments and UGC grants. The ratio between book collection and student strength was
not adequate. Physical facilities of college libraries were very poor.

The early 1980's witnessed development in science, technology and economic reforms throughout the World. India felt the early 1980's witnessed the need for improvement in the quality and relevance of higher education. In fact, in the mid-eighties, when policy formulation was attempted, a critical analysis of all the levels of education was carried out. In the area of higher education, the issues of equity and quality have figured simultaneously. The issues of academic freedom, autonomy, accountability, resources and efficiency of the system became very crucial. In the area of efficiency and quality issues of accountability of teachers, planning and management of institutions became central. Research projects and research papers focused on these issues. A series of studies were conducted as an input into the formulation of the National policy on Education 1986.

The National policy on Education 1986 studied the problems of higher education in India and recommended that education should be dynamic as never before. The main features of the programme and
strategies to impart necessary dynamism of higher education system will consist of the following:

(i) Consolidation and Expansion of institution.
(ii) Development of autonomous colleges and departments
(iii) Redesigning of courses
(iv) Training of teachers
(v) Strengthening research
(vi) Improvement in efficiency
(vii) Creation of structures for co-ordination at the state and national levels
(viii) Mobility

Benial, B. I. (1987) conducted a study of the development of higher education in the state of Karnataka during the plan period (1950-1985). The major objectives of the study were to know the development of higher education in Karnataka in terms of quality of institutional materials and quality of teachers. The study also dealt with the problem of examination and evaluation and tried to evaluate the nature and extent of development with other states of the country. The major findings of the study were quantitative growth of the numbers of the institutions and receipts and expenditures had also increased
significantly. Financial efforts for students' facilities were not up to the expectation. Qualitative improvement at the affiliated colleges and also at the university was not significant. Marginal effort was made for the re-orientation of in-service training for the teachers of affiliated colleges and at the university level. No effort was made by the authorities of the university to look into the academic problems of the teachers and so also for the students' progress at the examination.

Joseph, T.M (1987) studied on the progress and problems of higher education in Maharastra since Independence. The objectives of the inquiry were to study the progress of higher education as evidenced by qualitative and quantitative measures. He also studied the innovative schemes launched by the university, identified the problems of higher education and the causes, consequences, and effects of these problems on higher education in Maharastra. The study employed descriptive survey method. Questionnaire and interview schedule was used for the data collection. The study revealed that there had been tremendous increase in student enrolment, specially women. The curriculum and syllabi for the various courses had been along
traditional lines with little attempt to adopt to local needs and no scope for innovation in the universities and colleges. All the universities had deficit budgets carried out forward from year to year. There was little planning, co-ordination among the universities, state, central govt and the UGC.

Gogate, S.B conducted one study on the development programme of Arts, Science, and commerce colleges affiliated to Maharastha University during 1980-1990. Questionnaire was prepared to know the general information regarding the type of colleges, facilities available, staff pattern, available teaching aid, library and laboratory facilities, finance, management and the manner in which the colleges proposed to raise the resources. The study found that the student strength in some colleges were very poor. Poor results in higher secondary (XII) was responsible for poor strength of students in some districts. Available facilities in the colleges in some cases were not adequate. Unit cost of education was lower as compared to Maharastha and the colleges needed a development fund to undertake additional activities.

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 studies dealing with growth and equity of higher education, studies dealing with historical and contemporary developments of education in the state, region, district and institutions. The thrust in these studies is to review the progress with the help of historical documents and examine the development in the contemporary period. One of the common findings that emerge from these studies is that the progress of development of higher education has been much faster after independence."8

For achieving efficiency and effectiveness in the functioning of an institution, organization, management and financial analysis are very important. There are about 17 studies including M.Phil, Ph.D and research projects dealing with this aspect of higher education.

"Another two studies dealing with the governance and co-ordination aspects. These are by Rao, K. S (1991)" management of autonomy in instructions of higher learning, case studies of autonomous and non-autonomous colleges, and Indirasan, J 1991) "Role of college development councils in the development of colleges". On indepth study of ten selected college development councils" one study, Sharma, G. D and Rehman, M. N (1992) 'Development and efficient functioning of colleges an action research project deals with the planning and development aspects. Another study by NIEPA (1989) deals with 'evaluation of institutions of higher education planning and management dimensions".

SEED (1993) viewed that the number of colleges has increased without a proportionate increase in
physical and academic facilities. The collegiate education receives only one third financial allotment for its quality improvement. More than 83% of the total students in higher education get enrolled in colleges. It is, therefore hoped that collegiate education would improve both qualities of higher education as well as quality of life, provided, its standard is maintained.

Ghosh (1994) studied the higher education system and assessed the changing needs so as to keep pace with time. According to the author, the system should develop an appropriate management technology through sharply spelt out tasks of different groups of professional managers and faculty as a team, in order to achieve the objective of forecasting in higher education.

Verma (1995) studied some aspects of higher education in India and gave important recommendations:

1) The efficient and effective education system needs allocation of resources and interrelated measures, revenue generation, cost reduction and rationalization of the pattern of government funding.
(2) Maximum utilization of infrastructural facilities encouraged to generating additional resources along with govt. support.

Ramnarayan (1995) analyzed the problems of higher education in India, which resulted from unplanned growth and expansion. This growth without proper control has led to a decline in the standard of education. The evidence of unevenness and disparity has been projected along with frustration among teachers and students.

Gopalan (1995) studied the prospects and perspectives of higher education in India. It was concluded that higher education is dynamic and is entering uncharted areas. It is fast becoming an international enterprise, which must match with the national developmental goals and established standards.

NIEPA organized a two-day National Seminar on the Funding of higher education in India, on January 23-24, (1995) to discuss the problems relating to the financing of higher education in the context of –

(i) UGC report on funding of institutions of higher education and (ii) AICTE report on mobilization of
Additional Resources for technical education.

Some of the significant policy suggestions stressed upon the role of state in regard to funding and financing of higher education in India

(iii) Urgent need for improving the mechanism for the allocation and flow of UGC govt grant to universities and institutions of higher education

(iv) Non-government source can made effort to rise resources to supplement governmental resources.

(v) Gradual increase in fees can be done to cover 20-25% of the recurring cost of higher education.

(vi) Resource can be generated through voluntary donations and other contributions from corporate sectors.

(vii) There should be a transparent policy in all aspects of higher education grants, cost fees, cost recovery, scholarship etc.

A two-day workshop on “planning of higher education for 21st century: Role of Management” sponsored by the UGC was organized by NIEPA on March 1995 to discuss the planning and Management implication of the opening of economy to the world market and also of technological advancement for higher education in 21st century. It focused on the
policy to bridge gaps among the disciplines of education and between society and education, administration and finances. As higher education is facing resource crunch today, it stressed upon the need of initiation

i. Resource allocation/ Management at the apex level

ii. Resource mobilization and

iii. Cost reduction.

It also dealt with recruitment, professional development, accountability, curriculum, models of governance and Management.

Kapur, (1996) projected certain flaws in the prevailing higher education system in India. According to him, there is lack of the right motivations and high ambitions, a lack of proper target, lack of disciplines, lack of accountability and mutual trust, lack of fairness in the social, economic and political systems, lack of openness and transparency in the system, lack of accreditation of departments, institutions and programmes, lack of confidence and low morals, lack of concern for the health of the educational systems. Higher education should aim at improving the quality of life in the competitive world rather than earning degrees.
Ghosh, D. K (1997) expressed his views on the management of finance and generation of resources for Indian universities. He devoted to explain the causes of resource crunch and explained the various modes of generating resources and alternatives available to our higher education institutions to improve their financial position, and thereby the status of higher education in general.\textsuperscript{10}

Power, K.B (1997) stated that higher education in India has undergone many important changes and transformation but unable to make any change in organization, structure and uniform standard. I.e. higher education was bloated in size and generally resistant to change, thus becoming irrelevant in the near future. So attention should be given for the improvement of infrastructure and facilities in the less privileged institution. It is necessary to grant a considerable degree of autonomy to the university and explore avenues for resource generation.\textsuperscript{11}

Deshmukh, (1998) studied the nature and functions of the university as an institutions and a system. There has been a paradigm shift from an instruction centered college/ university model to a learner-centered model based on student initiative and
access to learning resources. The cooperation and balance between a formal and non-formal mode of education has been advocated which will require bold, visionary and innovative leadership in the higher education system if the goals of new policies are to be achieved.

Dhesi, (1998), analysed the institutional structure, resource allocation and policy response at the higher education level. He revealed that the inappropriate policies may bring repetition, dropout and wastage along with reasoning power, skills and aptitudes and care should be taken to predict the ability to learn. Emphasis was laid on the unequal access of higher education, which was attributed to deficiencies at a lower level of education.

Panchamukhi, (1998), comprehensively analyzed the compressed higher education budget. The higher education sector has to safeguard itself from budget compression by mobilization of funds, pragmatic fee policy, introduction of new courses, efficient utilization of infrastructure like buildings, laboratories, libraries etc. The govt. should should some responsibility towards funding higher education because of its impact on the socio-economic development of the country.
Faruqui M. N and Qureshi Ishrat Ali, (1999) highlighted some issues on quality in higher education in India. They opined that present scenario of higher education reflects very serious weakness because of haphazard and thoughtless planning. As the colleges and universities lack essential infrastructure facilities, so there is marked incompatibility between education and employment. Some quality improvement measures, like the issue of selective admission, autonomous colleges, curriculum development, faculty development, upgrading of infrastructure facilities, promotion of research and development, linkages with other sectors was analyzed comprehensively. \(^\text{12}\)

Srivastava, Anand P. (1999) pointed out the scope of academic track and gave some suggestions for the improvement of higher education. He highlighted that, the present situation in our country demands innovation in teaching departments, and stressed upon dynamic leadership between teachers and librarians. Mere teaching has to be converted into 'resource' based learning. \(^\text{13}\)

Pylee. M. V (1999), in the article “reforming higher education” pointed out some sources of disturbing features in the campuses of higher
education. Poor quality of management at all levels of the higher education institution is responsible for the factors affecting quality. Considering the deep-rooted crisis of our higher education system and to lift it from degradation he suggested some measures of restructuring of higher education and indicated the direction to which it should proceed.¹⁴

Soundararaj, Francis, 1999 in his article "Affiliated colleges and Academic Excellence" pointed out some drawbacks surmounted by affiliated colleges and identified some areas of removable ills and adopted some strategies to make the products current and quality sound, by curricular reform and pedagogic reform, and suggested for self-financing courses.¹⁵

Tilak (1999) reviewed the trends in the growth of higher education and the attempts made to reform the system of higher education. It was stated that some reforms were necessary for an improvement in the quality, quantity and equity in higher education system. Emphasis on financial efficiency and resource generation instead of academic excellence is not warranted. There has to be a balanced growth between the conventional and the emerging systems for higher education.
Srivastava S.P, (1999) discussed the most pressing problems of university education in India and pleads for its radical restructuring in face of the changing educational requirements. The thrust of the discussion is that our higher education system requires fundamental changes in its content, character and outlook, so that it can fulfill the requirements of current development of science and technology.\textsuperscript{16}

Bawa. M.S, (2000) pointed out that govt. has started to reduce financial support though the demand for higher education has been rising, and is bound to increase due to liberalization and globalization. This has led to a resource crisis in higher education. He focused on the causes led to withdrawal of support to higher education by the govt. and critically examines the possible alternative modes of raising financial resources for financing higher education, such as, fees, student loans etc.\textsuperscript{17}

Association of Indian universities, (2000) organized a conference on “higher education for Human Development”. Some of the papers presented at the conference have included in a volume. These relate to the status of higher education at the start of the new millennium, the impact of information technology on
higher education the role of distance and flexible learning, quality assurance, the relevance of higher education in socio-economic development, the relationship between the world of knowledge and the world of work, human resource development and the cultural aspects of higher education.\(^\text{18}\)

Gautam, (2001) pointed out that little attention was paid to quality aspects of higher education by concentrating on the quantitative expansion of higher education. In spite of the phenomenal growth in the field of higher education, there is now a general feeling that the standard of higher education is declining.\(^\text{19}\)

Aruchami, M. (2002) viewed that until the affiliating universities adopt a progressive mindset, and constantly update programmes and courses in a manner relevant to the needs of the society, there will be chances of degree courses in liberal Arts and Science colleges being perceived as second class degrees, and if our affiliating university system has refused to shed its rigidity and non-flexibility, the affiliated colleges remain outmoded courses and are forced to teach them even when they are not preferred by the student community, particularly the conventional government funded (aided) courses taught in the Arts colleges. The
affiliating universities on the matter of curriculum review and updation is far from satisfactory. He stressed upon quality assurance, wider accessibility and relevance of higher education, because until higher education under the liberal Arts and Science segments is made meaningful and attractive, it will expand only in appearance and not in content and quality.²⁰

Maheshwari, A. N, (2002) stated that higher education in India has reached its dead end, as the nature of work occupation has been constantly changing with rapid developments in science and technology, but curricula have practically remained unchanged. In such a scenario, there is urgent need to re-engineer the road of higher education from its dead end have to introduce such changes as will restore confidence in the ability of the colleges for providing education relevant to the present context. He pointed out that student has declined interest in general education courses, as it has failed to keep pace with the changes, and the courses offered by general education colleges are determined by traditional mindset and have continued to remain inflexible and do not cater to their aptitudes and needs, and in acquiring skills and abilities. Student satisfaction, new courses
and course combinations and commitment of teachers is the driving force for raising quality of higher education.\textsuperscript{21}

Bhattacharya Santanu, and Banerjee Ratnabali, 2002 focused on the necessity of structural adjustment of academic courses and propose a credit based course structure in order to make Indian higher education global and acceptable, teaching methods have to be modernized by replacing traditional chalk and talk method of instructions. For internationalization of higher education all the academic aspects should come under one umbrella and national policy of restructuring academic courses is very urgent.\textsuperscript{22}

Chalam K.S, (2003) highlighted that higher education is provided with new opportunity due to innovations in technology and development of knowledge and information. But though there is rapid expansion of enrolment of students, yet a wide gap can be noticed between regions and social groups. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce the gap. Higher education institutions should educate students to become well informed and deeply motivated citizens, look for solutions to the problems of society,
apply them and accept social responsibilities. To achieve these goals and to facilitate the acquisition of skills, competencies and abilities for communication, curricular and methods of teaching should be redesigned. The relevance of knowledge taught in the institution and future requirement of the society should be kept in mind. While designing curriculum, he opined that, in order to attain and sustain national, regional, and international quality, certain components like careful selection of staff development including teaching learning methodology, and mobility between countries, between higher education institution and the world of work, as well as student mobility within and between countries are very necessary. New information technologies are an important tool in this process.²³

Alphonse Xavier, (2003) analyzed that college autonomy is a corrective step to the affiliated colleges, as there are many ills affecting the affiliating system. He pointed out that as education is at cross roads, so we should be more alert about our responsibility to change and modify our approaches to meet the situation. Education should inculcate positive human values.²⁴
Rajasekharan V. N, (2003) stressed upon the quality assurance of higher educational institutions, which will strive for continued improvement. Everyone in the system has a responsibility of enhancing quality.

3.1(b). Studies conducted on higher education in N.E India:

Higher education in North East India is a late comer. It had a rapid growth in post Independence era. So there is a dearth of related research, specially with regard to the North East India. But in spite of such a condition, an effort has been made to avail some research reports relating to the present study. The following research reports, papers have been studied.

Goswami D.H, (1980) conducted a study on university Administration in North East India. The main purpose of the research was to study the development of higher education and important aspects relating to university administration in North East India.

Necessary data were collected from various sources. The opinions and conclusions stemmed directly from the needs and demand of the authorities of the university, their students, teachers and other employees.
The study revealed that, till the turn of the first half of the 20th century the extent and quality of education in the North East region of India was woeful to say the least. But after prolonged endeavours three universities came into existence. From the later half of the century, education in this region had made quantitative progress but unfortunately qualitatively it was weak.

With increasing enrolment and the expanding scope of educational activities coupled with decreasing resource availability for the educational sector, the problem of finance has become increasingly formidable in all sectors. The studies for financing for higher education during 1970's were largely case studies. A study of higher education finances in the newly created states of Manipur since 1949 clearly shows that the problems of educational finance, which have been observed since 1949 in other parts of the country, are also observed in the case of Manipur. There is an unplanned growth of institutional imbalances in the course of expansion improper building system, non-availability of the physical resources necessary for institution of higher education etc, while the expenditure of higher education in Manipur increased.
The UGC’s contribution to the development of colleges was only marginal. By and large, the picture of higher education finances in Manipur presents a good idea of the crisis that the higher educational sector as a whole is facing in India.

Ruby D.S (1991) conducted one study on “development of higher education in Meghalaya”. The thrust of the study is to review the progress with the help of historical documents and examine the development in the contemporary period. One of the common findings that emerge from these studies is that the progress of development of higher education has been much faster after independence and organizations of the state. Higher education has progressed after the decision-making powers were vested with the people of the state.

Kumar B B, (1994) highlighted the causes of slow growth of higher education in pre-independence period. He pointed out the growth and developments after independence. Though it has some positive and negative aspects, most of the universities have failed to achieve the objectives of higher education; it failed to strengthen new social order based on new value and
new personality. Some aspects of academic culture of North East India were highlighted in the topic.\textsuperscript{26}

Barpujari S. K, (1994) in his article "Growth and development of higher education in North East India" discussed the gradual development of higher education in North East India and the role played by the missionaries and private agencies in the development of education in the hills and plains of North East India.\textsuperscript{27}

Bhattacherjee J.B, (1994) in his article "A Lacunna in the university system in North East India" stressed upon the need of establishment of a nontraditional university in North East India and discussed the proposed nature and functions of this type of university, so that it can cater to the requirements and aspirations of the people of the North East, which is a resource-rich but land-locked backward region.\textsuperscript{28}

He suggested some area of studies, which can be incorporated in the curriculum of the universities. A center or institute of urban growth and urban planning can be an important component of the university as the process of urbanization is very fast and haphazard in this region.
Shishak Tuisem A, (1994) in his article "curriculum and Academic standards in higher education in North-East India" attempted to initiate some ideas of the comprehensive nature and scope of curriculum, which is essential for the economic, social, political, cultural and religious development of the people of the region. He also opined that quality of academic standard depends upon the selection of its faculty and students', selective admission is necessary in our higher education institutions. Internal assessment should supplement the external examination in our universities and affiliated colleges. Academic subjects should be supplemented with a number of short courses, tutorials, seminars and independent studies. Higher education must be built upon the foundations laid by the primary and secondary schools.

Biswas N.B (1994) "Higher Education in Arunachal Pradesh- An Analytical study” pointed out that higher education system has important role in the development of traditional society like Arunachal Pradesh. The higher education model, which is practiced in other universities, cannot be transplanted directly in the North-Eastern states. The resources and
environment demand a new approach of higher education. The curriculum for higher education should be redesigned in accordance with the modern development as well as the needs and aspiration of the people of the state. The evaluation system is to be examined to bring about the qualitative improvement in higher education.

Rao. V.V (1994) "Qualitative progress of higher education in North-East India-some observations analysed that there was rapid progress of higher education in North-East India in quantitative term but qualitatively progress was not satisfactory. He opined that certain institutional arrangements are necessary to improve the quality of higher education. He stressed upon the improvement in the quality of teachers.

Patton Anthony, (1992) conducted a study on "Financing of higher education in North-East region, a study in grants-in-aid. An attempt was made to study the growth and development of higher education and non-plan and plan expenditure of UGC and the pattern of grants in aid by the UGC to universities and the pattern of expenditure and per-pupil expenditure in general."
Saha, Subhas Chandra, (2002) stressed upon the efficient functioning of the institutions operating in North-East India and to identify their objectives. Majority of the students of North-East miss the exposure of modern educational opportunities at the primary and secondary levels. So these weaknesses should be identified and rectified. Higher education institutions in North-East India face so many problems like poor communication facilities, inter-state air links and electronic communication channels. He argued that Total Quality Management in higher education planning and Administration could be evolved after identifying the phenomena of weakness and inadequacies that have grown over the years in the institutions of higher education in the North-East. The institutional planning and management in the North-East has to be so designed that it should incorporate a serious consideration of the shortcomings, which have to be overcome. Admission procedure and curriculum should be redesigned accordingly. The management system of higher education of North-East should be transformed and re-oriented according to the needs of the people of North-East India.
3.1(c). Studies conducted on higher education in Assam:

Like other North-Eastern states there is dearth of available literature in regard to higher education specially related to the present study in Assam. But the investigator attempted to highlight some research studies and articles published in some journals and newspapers.

Dutta P.C (1988) studied about the "Development of higher education in Assam during the first half of the 20\textsuperscript{th} century.

Deka. B (1989) conducted one study in Kamrup District about the Growth and development of higher education since independence and its impact on society.

Dr Sarma, Prabin Chandra, pointed out that prevalent system of education has little relevance as the major thrust is on the syllabi and examination and rarely on quality of life. In spite of the mass support for education the colleges of Assam in general is deplorable and are faced with multifarious problems and failed to obtain the desired objectives due to lack of commitment and attitude. The dichotomy of education in Assam has not taken place according to the percepts of the education policies. Majority of the students get enrolled
in the colleges without having any choices. The management is conditioned by the imposition of particular syllabi. The aided colleges of Assam are governed by the governing bodies, which can hardly do any improvement of the educational facilities of a college, and much less introducing any specialized courses designed to train skilled personalities. The universities has no control over the colleges in matters of excellence but are busy with permission, affiliation, recognition, prescription of rules and regulations, framing of syllabi and holding of examinations.30

Dr. Bhattacherjee. D (1991) highlighted the dark scenario of planning in the higher education in the state of Assam. The marked defects in the planning process of higher education in Assam was attributed as lack of priorities in respect of qualitative improvement in education at all levels, lack of clear cut objectives of education, disproportionate emphasis on educational facilities, lack of perspective planning and mushroom expansion of colleges, poor finance, irrational financial allocation to colleges etc. He also pointed out other problems faced by the colleges like the continuance of the +2 stage of education at the colleges, lack of awareness of the govt of the need of additional teachers
in the colleges, anomaly in sanctioning teaching and non-teaching staff for the colleges, narrow library facilities and accommodation problem. On the other hand, some administration and management scenario was also highlighted by the author. Authoritarian administration prevailing in the state make so many problems and anomalies, lack of administrative coordination in colleges among various departments also creates problems in some cases. He suggested for decentralization of planning and administration in higher education.31

Prof. Sarma, Umesh Chandra (1991), urged for the need for redesigning of courses, introduction of modern technology and vocationalisation of courses to reduce the substantial number of students from collegiate education. He also pointed out some problems of higher education faced by the state of Assam like ___

(a) The urgent need for a prospective planning in higher education

(b) Absence of clear-cut objectives

(c) Lack of manpower planning among youths.

(d) Disproportionate expansion of higher education

(e) Inadequate and irrational financial allocation to the institutions
(f) Dearth of qualitative teaching

(g) Heavy burden of student population and inadequate financial and infrastructural facilities.

He suggested for proper manpower planning and full autonomy in the field of college management and control.\(^{32}\)

Barthakur, Hemendra Nath (1991), conducted a study on “the Administration of general colleges in Assam”. He pointed out some broad views of college problems and their solution.

Saikia, Siddhartha (1992) studied on “Growth of higher education in Assam and its impact on the socio-economic life of the Assamese people” reveal that there was an enormous expansion of collegiate education in Assam. Colleges have sprung up even in the remotest corner of the rural areas. Sudden growth in enrolment is due to the conversion of high school into higher secondary course is taught both in the colleges and in the H.S schools. Students prefer to study in the college. There are so many degree holders, who do not find any job and start a venture college without proper infrastructure. The unplanned growth of collegiate education created social, political and educational
problems in the state. The quality of education imparted in these colleges is far from satisfactory.

Baroowa. Dinesh Chandra (1999) stated that the extensive expansion of education in India without any social relevance created many anomalies and irrelevance in the system of education. Unplanned growth of colleges in Assam along with coverage of large number of teachers has led to a corresponding increase in state expenditure on higher education, which has created resource crunch for the higher education institutions. Some other problems of higher education in Assam like acute scarcity of standard text-looks in regional language, low number of teaching days in a year was also highlighted. With a view to ensuring quality of teaching and planned development of higher education a well thought out norms and procedure for permission and affiliation by the govt and universities, to enhance the teacher student contact. Some drastic measures were suggested like reducing the number of holidays and shortening the duration of examination. Importance was given to the improvement of the quality of teachers.33

Roy Niranjan (2003), opined that a grim picture is noticed in higher education, particularly college level
education in the state. The retaining of the plus two stage along with the degree courses in the college of Assam created a number of problems in the teaching and learning process at undergraduate level. The system placed the affiliated colleges of the state under the dual control of the higher secondary council and university for the academic purposes. Added extra burden of +2 stage failed to get the desired attention of the colleges. The significant fact in the colleges of Assam is that, the number of students in the +2 stage outnumbered the +3 stage, which put extra strain upon the teachers, to the prevailing infrastructure facilities both physical and mental of the affiliated colleges. Two higher secondary examinations besides the degree examination causing reduction in the number of instructional days for the degree classes. Lack of co-ordination between higher secondary council and the affiliating university intensified the problem. He suggested delinking of plus two stages from the colleges and quality improvement of undergraduate studies. Govt of Assam should take up urgent measures to improve the teaching-learning process of degree colleges of Assam.34
3.1(d). Studies Conducted in higher Education in Southern Assam:

The present study is the first of its kind in this region. So there is the dearth of related research, specially with regard to the Southern part of Assam. But in spite of this, an effort has been made to avail at least some writings published in some journals relating to the present study. A review of available studies are given in the following few lines. Ahmed. Dr Kamaluddin (2000) "An overview of the higher education in India" highlighted the conditions of affiliated and permitted colleges of Southern Assam. He pointed out that permitted colleges surpasses the number of affiliated colleges which can not provide with minimum infrastructure facilities like buildings, teaching staff and library etc for a large number of students. Besides this, except a few colleges most of the affiliated grants-in-aid colleges also cannot provide with basic infrastructure facilities for imparting education to the crowd of students they admit. As a result, the mandatory workload for the teachers lay down by the UGC; along with the salary hike cannot be effective.35

Siddharthan J. (2003), made a detailed study in the article "Higher Education in Barak Valley"
published by AIU highlighted about the development of affiliated colleges in Barak Valley and pointed out some problems like transport, communication etc. These are the two articles found Published in two Journals about Higher education in Southern Assam.\textsuperscript{36}

3.2 Overall observation on the Survey:

It is necessary to bring to limelight the gaps and inadequacies of the studies made earlier in the field. The researchers and studies under review seem to be concerned with descriptive or co relational surveys. In majority of the cases tools are self-made and in a few cases these are standardized. The problems of quality, infrastructure administration, management resource and planning have been studied at national level, state level and a few at regional level.

The thrust in these studies is to review the progress with the help of historical documents and examine the development in the contemporary period. One of the common findings that emerges from these studies is that the progress of development of higher education has been much faster after Independence and the reorganization of the state.
Some studies tend to reveal the general weakness of the curriculum in affiliated colleges; some examined the relationship of the higher education system with the rest of the society.

The issue of over expansion of higher education is often mentioned but a scientific and comparative analysis of the size of the system, its regional distribution and its relationship with societal needs have not attracted many. A few studies has been undertaken on the issue of relationship of higher education with national development.

Some studies dealing with finance, management, resource generation etc. but a few studies dealt with alternative structures of governance, planning at the state and regional levels, institutional management, the changed role of institutions in the light of liberalization and opening of economy in the world market.

The future development process depends on knowledge. In the process of development of mankind, knowledge and information have become crucial as never before. The role of higher education in the technological advancement and openness of economy becomes very critical.
Keeping this in view, it may be necessary to address what the thrust areas of development are and how the Indian higher education system in general and Southern Assam in particular is responding. Coupled with this is the issue of the changed demand of the quality of human resources to cope up with this challenge. Less importance is given on these broader issues.

On scrutiny it is found that no study is conducted in Southern Assam in the above-mentioned areas.

Therefore, it is safe to state that to the best of knowledge of the researcher no one seems to have done research on the problem under study and that the study is indeed has relevance from the academic point of view. The study has real relevance to the urgent need of improvement of collegiate education of Assam in general and Southern Assam in particular.
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