CHAPTER - III
REVIEW OF RELATED LITERATURE

3.1. Introduction

Review of related literature in any research undertaking is an important part of the research work. It is in this section that the researcher is made aware of the previous works done in relation to the area of research with its various procedures and findings. It is in this part that the researcher is made aware of the various techniques and tools for carrying out the research in an appropriate and scientific manner. Most importantly, the review helps the researcher to develop proper foundational concept on the relevant aspect of the area of research and helps also to understand the gap of knowledge worth the research. As such, the present review serves two purposes. First, it help to determine what has been already established in the empirical literature about higher education. Higher education here will mean only traditional general higher education as the administrative geographical area selected for the present study do not have any professional college safe the lone private Law college which is also not functional anymore. It also serves to identify the theoretical framework that guided the design of the study. Second, it aims to identify any contradictions, silences and gaps in the research. It is these contradictions, suggestions, silences and gaps that provide pointers for this particular study. An inventory of research conducted by UNESCO revealed that the enquiry into the higher education system is rather recent. In the USA, in recent past, the enquiry focused on students' deficiencies in basic skills, student involvement in learning, performance feedback and curriculum content and structure all with the aim of reformative intervention. New technologies in test making, new models in learning and multi-method approaches accounting not only the quantitative outcomes but also qualitative classroom and institutional environments were developed by researchers. Researchers are beginning to call for attention to the need to consider the consequences of assessment with its original purpose and values: the understanding and improvement of collegiate learning. In Hungary, "Planners are attempting to address such issues as institutional freedom in decision making and curriculum control, expanding student opportunities for education and the development of private universities". 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." In China, the issues of researches 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 concentrates…". (A.K.Sharma, 1997, p. 327)[1]

In India, According to Sharma (1997, p. 326)[2] the education system, particularly the higher education system became a matter of enquiry and analysis in the early 1980s which also witnessed the need for improvement in the quality and relevance of higher education. Two commissions had been set-up on teachers in school and higher education in 1981-82. They attempted research studies to analyse the status of teachers and their role in improving quality. The commission on teachers in higher education attempted research studies to analyse various aspects of the teaching profession.

In the area of equity, the participation of Scheduled Castes and Scheduled Tribes and women students, development of higher education in the regions and the analysis of disparities have been the themes of studies. Academic freedom, autonomy and accountability, private management, state financing of institutions of higher education, unit cost analysis, wastages and stagnation, students and teachers participations in politics, innovations and changes, the role of institutions of higher education to cope with the changes in technological developments were some broad themes of research so far.

Although specifically not divided into sections, this chapter consists of the review of related literature which were sub-classified into three sections followed by further discussion or more like conclusion of the chapter:

i) Studies related to higher education in mainland states of India and abroad.
ii) Studies related to higher education in the North Eastern States of India
iii) And Studies related to higher education in Manipur

3.2. Studies related to higher education in mainland states of India and abroad.

Datta A. (1970)[3] had revealed that the quality of student input could closely determine the quality of student output in the colleges in West Bengal. There was also

no significant influence of any of the factors of the college environment on the student output. He also reported that costs declined with the increase in the size of the college.

Bose, Banerjee and Mukherjee (1973)[4] made, "A Case study of seven big colleges in Calcutta: Their academic, administrative and financial affairs" and revealed that the colleges spent more than their income on maintenance of teaching and non-teaching staff alone. The colleges were obliged to spend very little on maintenance of building, furniture, library and laboratories. The colleges had outstanding liabilities as well as unpaid loans. Average number of lectures delivered by a teacher in a particular subject per teaching day was quite small – in some cases less than one. The basic pay of the non-teaching employees in affiliated non-government colleges was inadequate.

Lahiri and Datta (1974)[5] reported that pupil from parents who had higher income appear to do better in academic life by observing the result as they were usually placed in first division. Students in rural areas mostly opted for teaching as their career. The rates of depreciation were more or less the same for different institutions. On the average, the rates were 5% on library 10% each on laboratory equipment and furniture and 2.5% on building.

Osmania University (1975)[6] in, "The report of the syndicate sub-committee on academic reforms - undergraduate studies" had found that an entrance test was a necessity for undergraduate studies. Library and reading room facilities were inadequate, remedial instruction were badly needed, home assignment was not regularly practised. Feedback mechanisms, greater administrative flexibility, more sympathetic approach to problems of students were suggested for the overall improvement of academic quality.

Shah R.S. (1975)[7] maintained that students who secured first class marks in the qualifying examination, student with highly educated parents, students belonging to middle and high socio-economic status joined the science courses. Besides, the teachers and principals observed that one final university examination should have less weightage and internal assessment should be adopted.

M.L. Sharma (1975)[8] had conducted a study on, "A Critical study of the role and contribution of private Enterprise in Education in Punjab from 1854 to 1966" and found that from 1854 to 1882, the Christian Missionaries were supreme in the field. Education for them was a means to win Punjab to Christianity. But to save the people of Punjab from the clutches of Christianity and encouraged by the Hunter Commission, many native enterprises like DAV college movement, the Dev Samaj, the Sanatan Dharam Sabhas etc enter the field during the period 1882 to 1947. The years 1947-1966 witnessed

the emergence of then state. In college education, Private enterprise commanded an enviable position and their latest stronghold was teacher education colleges. Despite heavy odds, the private enterprises excelled the state run institutions in quality education.

Pimpalkhare M. (1976)[9] observed that there were 95 arts, science and commerce colleges in 1960 when the Maharashtra state came into being. The number increased to 329 in 1971-72. Only about 4.23% of the teachers had Ph.D. degree to their credit. Compared to the norms of physical facilities laid down by the committee on improvement of standards of university education appointed by the UGC, a number of colleges fell below the expected norms.

Sreenivasan S. (1978)[10] observed that foreign influence on Indian education was not an exclusively modern phenomenon. The reasons for the offer of assistance were found embedded in the strategy of the developed countries to forge upon the underdeveloped countries a network of relations designed to perpetuate their economic order and political power. The declared objectives of the aid did not favour total development instead promote elitist nature of the existing education system.

Mathew, E.T. and Nair, P.R.G. (1979)[11] studied the phenomenon of the rising demand for higher education in Kerala by studying the evening colleges which were started in Kerala in the year 1965-66. The study reported that courses in languages and philosophy were not popular; enrolment for B.Com was also low, while Economics had the highest enrolment. The main reasons for enrolment in evening colleges were leisure time-diversion, prestige and indiscipline in day colleges.

Sharma S.L. (1979)[12] claimed that the level of higher education was inversely related to the students' modernity. The level of education held a significant negative association with modernity in the faculties of professional courses, natural sciences and the humanities. In social sciences, the trend showed positive, though not significant. There was the lowest percentage of moderns in the humanities.

Pande, R.C. (1980)[13] contended that the low achievers showed a significantly better image of their college environment than the categories of achievers. The geographical location of a college was also not a distinguishing feature of the environment. He also claimed that the University-managed colleges were able to provide a better educational environment than the government and privately managed.

Shejwal B.R. (1980)[14] asserted that boys were found to have better study habits than the girls. The students had problems in planning their time for study, developing good reading habits and taking examinations.

Gogate, S.B. (1980)[15] conducted "A Critical Study of the Conditions of Second Year of Junior Colleges in Maharashtra, 1976-77" The study revealed that i) rural colleges had better accommodation than rural schools, urban colleges had better had better accommodations than rural colleges and urban schools had better accommodation than rural schools ii) Library facilities were better in colleges than in schools and were better in urban areas than in rural areas iii) laboratory facilities in urban and rural colleges were better than in rural schools iv) the percentage of teachers having master's degree with or without a professional qualification was more in urban schools, colleges and rural colleges than in rural schools v)the percentage of teachers receiving the prescribed salary scale was lowest in rural schools vi) more teachers in colleges had written books than those from schools vii)more students approached teachers for guidance in schools than in colleges and in urban institutions than in rural institutions viii) Collegiate and urban institutions had better facilities for co-curricular activities than schools and rural institutions ix)a large number of students from colleges participated in sports as compared to students in schools x)institutions managed by voluntary agencies amounted to 85.67%, government managed 1.79% and Zilla parishad managed 4.60%. Urban schools had better management than urban colleges xi)Urban schools and rural colleges had more problems of discipline than rural schools and urban colleges xii) College students selected their own subject whereas students in schools were required to select which the schools offered xiii)a very high percentage of student from all the streams would have joined the vocational courses if they were provided in schools and colleges xiv) Marathwada had minimum number of students registered for class XII whereas western Maharashtra had the maximum xv)the academic performance of the students directly depend upon the conditions prevailing in the institutions xvi)regional imbalances were also seen not only from the point of view of distribution of facilities for education but also from that qualitative performance of students.

Gogate, S.B. (1980)[16] conducted a study, "Development programme of Arts, Science and Commerce Colleges Affiliated to the Marathwada University, 1980-1990, which revealed that there was an problem of inadequate student strength due to the introduction of 10+2+3 pattern of education in Maharashtra in July 1975 in the arts, science and commerce colleges. The major findings of the study were: i) Out of the 66 colleges, three colleges had a student strength below 50 in all the classes leading to the first degree, 27 colleges had students between 51 and 100, 31 colleges between 101 and 300 and five colleges between 301 and 500, ii) All the 66 colleges together had 5,235

students (781 women and 4454 men) iii) Enrolment in commerce faculty was maximum, iv)The colleges in Marathwada suffered in student strength mainly due to poor results at SSC(X) and HSC(XII), v) A large number of students around 40% did not pursue academic courses beyond SSC(X) vi) Fifty-one colleges has hostel facilities, vii) Out of sixty-six colleges, only twenty colleges had separate staff room for women teachers, thirty colleges had toilet facilities for women teachers, fifty colleges had toilet facilities for girls. Thirty-one colleges had a college canteen, viii) Out of around 2800 staff members 192 teachers belonging to junior colleges and 124 teachers belonging to senior colleges did not have adequate qualifications as per university/government rules, ix)unit of cost of education in Marathwada was Rs.1300 out of which was Rs.979 as expenditure on salary to teachers, x) The normal rise of student strength expected during 1980 and 1990 was 5% per year, xi)The colleges of Marathwada needed a development fund on the basis of which they could undertake additional activities during the next ten years, xii)Teachers both in junior and senior colleges needed orientation in content and methodology, xiii) better and effective college-school complexes were necessary to improve results at SSC(X).

Awasthi J.N. (1981)[17] stated that more than half of the principals of colleges had only masters' degree in the affiliated colleges of Avadh University. Managing committees interfered with the day to day functioning of the colleges. Inadequate finances, library, laboratory facilities, overcrowding classrooms were some problems facing the principals. It was reported that the parents of the students instead of cooperating, most of them interfered with the working of the colleges and were at times rude to the principals and teachers.

Nair, R.J. (1981)[18] claimed that there were significant sex differences in enrolment up to 1977-78 but were insignificant for 1978-79. Gradual expansion of higher educational institutions was evident. The increase in the number of students saw a phenomenal increase during the period under study with the percentage enrolled in the postgraduate courses also increasing.

Goyal, J.C. and Ajit Singh, (1981)[19] conducted a study on "Non-enforcement of Conditions of Affiliation in Colleges of Education – A Study of reason". The main findings of the study were: i) the conditions of affiliation laid down by most universities were not comprehensive and specific. It appeared to be one of the reasons for their non-enforcement, ii) Most of the universities did not have adequate machinery for proper enforcement of conditions. Only some universities had provision for the posts of

inspectors of colleges, who, however, were not very effective because of involvement in other activities, iii) Some universities had the practice of granting temporary affiliation to newly started colleges on the condition that the colleges would comply with the requirements of affiliation but there was no strict enforcement of conditions later on, iv)Autonomy granted to some types institutions also came in the way of enforcing the conditions of affiliation, v)Having B.Ed. courses as part of the art/science college also contributed to non-enforcement, vi) Inadequate and ineffective inspection, lack of interest on the part of management, social and political pressures were the additional factors responsible for the non-enforcement of conditions.

Loganathan V. (1981)[20] had given the average cost for each stream of study in the undergraduate level in the colleges of the state of Tamil Nadu. He also reported that very few poor people availed higher education facilities provided in aided colleges.

Singh N. (1981)[21] claimed that all colleges under study have adequate facilities for outdoor games and indoor games, but lack of interest among the students when organising co-curricular activities and financial stringency were the major problems of the colleges.

Heredia, R.C. (1981)[22] conducted a study on, "Structure and Performance of College Education – An Organisational Analysis of Arts and Science Colleges in Bombay". The major findings includes: i)The recurring expenditure per student was Rs. 680 to Rs.638, of which 54.63% came from the student, 40.82% from government grants and scholarships and 4.55% from the management. All colleges were affected by severe financial stress ii)The average score for entering an arts college was 49.512% and that for entering a science college 57.47% iii) The average faculty strength for arts and science colleges was 32.5 and 18.5 respectively iv) The student-faculty ratio for arts college was 45.317 whereas the same for science college was 54.317. The average class size for the first and second years was 132.818 and the same for the third and the fourth years was 72.636, v) about 52% of the time of a college teacher was used up in preparation, teaching, correction etc. and only 19% of the time was left for the study and research. Senior teachers had fewer courses to teach, a smaller teaching load and more time for study and research, vi) The profile of a college teacher as seen from the study did not categorize the teacher as a professional but rather placed him in pedagogic burden, vii) The principal's influence was seen clearly as dominant in all areas of college organisation but only a few enjoyed freedom from the management and support of colleagues to exercise a strong and creative leadership. The departmental head had a great say in

appointments in his department but the faculty's share in institutional authority was small. Administrative and academic policy and institutional finance were controlled by the principal and the management, viii) The colleges had a high degree of paternalism and bureaucratization and low professionalization. Paternalism was positively affected by a high student-faculty proportion but negatively by institutional complexity. Bureaucratization was positively affected by institutional complexity and negatively by institutional age. Professionalization was positively affected by a well-qualified faculty and institutional specialization.

Phadke, J.K. and Shukla, R.C. (1981)[23] had made a study on, "Impact of Higher education on the tribal students of Vyara college of Arts and Commerce", and had reported that learning particularly at the higher level had linkage with jobs. The study had revealed that instead of jobs hunting the tribal youth, the tribal youth were hunting jobs. Due to interaction with the non-tribal students the thought process had started among the tribal students and developed a sense of responsibility and sense of consciousness of justice and propriety among the tribal students. It also further stated that higher education had affected the self-interest of the tribal students. The selection of subjects, adding more qualifications and appearing at various competitive examinations were some of the instances not only of realizing self-interest but also of developing self-confidence. The study found that out of 155 respondents only 36 had joined service and others were involved in their family business.

George P.P. (1982)[24] examined the economic factors influencing higher education in Tamil Nadu and found that there was no correlation between the cost per pupil and the enrolment at primary and university general education stages. Females, Scheduled Caste and Scheduled Tribes were still lagging behind at every stage of education. The urban-based families benefited most from higher education.

Pandey, B., (1982)[25] revealed that every aspect of tertiary education in Uttar Pradesh was problem-ridden. Difficulty in the formulation of aims, choosing the medium of instruction, inadequate research and accommodation facilities, lack of adequate funds and difficulty in following the rules for the affiliation of colleges emerged as the main problems. The remedial measures taken by the government and universities proved to be inadequate.

Jaganmohan M. (1983)[26] claimed that major problems of affiliated colleges were related to teaching staff and staff appointments. Rural colleges claimed they did not have permanent building, library, playground etc. Scarcity of funds for salaries and

developmental purposes were another major problem. The report also found that the student-teacher ratio was 12:1.

Patted G.M (1984)[27] revealed that college teachers showed a reference for restricted and factual types of information processing, questioning and responding to student queries, routine type of reacting to students' ideas or answer and giving directions to students. College teachers mostly used lecture method with very less scope for student participation and exhibited direct teaching behaviour.

Banerji, A., Pylee, M.V. (1984)[28] "Teachers in Higher education- Grievances and Their Redressal, NIEPA." The study was sponsored by the National Commission on Teachers in Higher education, India. The major findings were: 1. Unfair appointments and promotions got the first rank among the grievances of university teachers. Non-payment of emoluments according to the letter of appointment was a serious grievance in case of college teachers. 2. The college teachers ranked poor working conditions as their number one grievance. The college teachers gave second rank to unfair appointments and promotions. 3. The university teachers choose poor working conditions as the second major grievance. 4. The other grievances of university and college teachers were discrimination in the allotment of work and funds, discrimination in providing facilities and callous behaviour of administrators. 5. The other grievances were unfair distribution of remunerative assignments, denial of democratic rights, denial of privileges and disciplinary action without proper procedures. 6. The acuteness of various grievances differed among universities and states. For example, in Assam and Rajasthan about 5% teachers said that the first grievance in order of seriousness was disciplinary action without procedures whereas in Haryana, Gujarat and Punjab, the first rank went to discrimination in allotment of work and funds. 7. The seriousness of the grievances also differed with categories of teachers and also the experience of teachers. Teachers with teaching experience of 21 to 30 years gave the first rank to the grievances of unfair appointments and promotions against poor working conditions felt by a majority of teachers. 8. About 30 % of university teacher said that there were a few or many cases of arbitrary disciplinary action. There were variations in this among states and universities. 9. Disciplinary actions were regulated by proper rules according to 60 % of university teachers. About 24% said that there was provision for arbitration procedure for redressal of grievances. Quite a considerable number of teachers felt that they should take the help of their unions and go to courts of law when other procedures failed. In colleges, 36% of teachers said that there were cases of arbitrary disciplinary action. About 63% said that

disciplinary actions were regulated by proper rules; 30% said that there was provision for arbitration procedure. About 62% of college teachers would prefer to approach their unions for redressal of grievances and 88% felt that teachers should go to court when other measures failed.

Singh, A. (1984)[29] Conducted a study on, "Teachers in Higher education: Recruitment base and Procedures". The major findings were: 1. Till about the early seventies, the annual rate of expansion of members of teachers of higher education was 13 to 14 %. After that it came down to four%. As UGC regulations regarding recruitment of teachers got enforced, difficulties in respect of availability of candidates with the M.Phil. and Ph.D. were experienced. 2. Regional variations were quite marked in respect of availability of qualified candidates. Some kind of imbalance prevailed in respect of the urban/rural divide.3.The number of qualified candidates from scheduled caste and scheduled tribe was small. The same was the case with woman candidates.4.Mobility of teachers from one state to another was affected because of universities switching over to local languages.5. College and university teachers were dissatisfied with all aspects of the process of recruitment. 6. In respect of college teachers, more than two-thirds were of the definite view that it was the academic record of candidates which should be given maximum importance. About 34% of university teachers were in favour of 21-40% weightage and about 29% were in favour of 41-60% weight-age to academic record of candidates.7 very few college and university teachers were in favour of weight-age being given to innovations in teaching methods. 8. In colleges, about 23% of the teachers were not in favour of any weightage being given to research. 9. Both in colleges and universities, the caste factor rather than communal prejudice was pronounced. 10. Nepotism and external pools were the concerns of university teachers more than college teachers. Similarly prejudice against particular schools of thought was more felt by university teachers as compared to college teachers. The same was the case with political and ideological bias. 11. A large majority of teachers of colleges and universities did not feel the pinch of communal prejudice, caste prejudice, nepotism, external pools, monetary considerations, political bias etc.

Inderjit Kaur (1985)[30] had conducted a study on, " Higher education in Punjab from 1882 to 1982" and showed how the development of higher education in Punjab was influenced by the country's independence, territorial reorganisation, national policy and review the problems of higher education in Punjab as they varied from time to time. The

chronological development of Punjab universities and their affiliated colleges had been clearly brought out.

Joseph T.M. (1987)[31] has studied "The Progress and Problems of higher education in Maharashtra since Independence (1947-1982). The study has revealed that: 1.There had been a tremendous increase in student enrolment since independence. 2. The enrolment of women had gone up and Maharashtra State had the largest number of students from scheduled castes as compared to other states. 3. There has been a noticeable increase in women's enrolment in the Marathwada University area. 4. The curriculum and syllabi for the various courses had been carried along traditional lines with little attempt to adapt to local needs and resources. 5. Shivaji University had a "Work and Earn" scheme for needy student with facilities for the students to engage in farming and conducting a canteen on corporative basis. 6. Poona University had started a programme of distance education with the preparation of audio-visual material in the university's television studio. 7. Every university performed its academic role in the traditional pattern with very little change. Syllabi framed by the Board of studies in the universities and colleges allowed no scope experimentation and innovation. 8. Many university posts had not been filled because funds were not forthcoming. Practically all the universities had deficit budgets that were carried forward from year to year. 9. There was a marked decline in the attitude of teachers to their work as a vocation etc.

B.I. Benal (1987)[32] had conducted a "Critical study of development of higher education in the state of Karnataka during Six Five Year Plans (1950-1980) with special reference to Karnatak University. The study reported the following findings: 1) There was a considerable quantitative growth of colleges and university departments during the plan period. 2) The expenditure of the university increased due to developmental programmes taken up and the sources of income also increased to the best advantage of the university. 3) The authorities of the university had not made any attempt to look into the academic problems of the teachers. Qualitative improvement was not emphasised. 4) There had not been any consistent effort made by the university authorities to evolve new techniques and devices in evaluating the students' progress at the examination. 5) No financial help were extended to the needy students at large and Scheduled Caste and Tribe students in particular.

Yasmin Malik (1988)[33] had taken up a research work entitled, "A study of certain correlates of dropouts in the field of higher education in Delhi University", and reported that on an average there were 115.10 probable dropouts in one college, viz. 18.4% of the

total enrolment were probable dropouts and about 22% were withdrawal or attrition cases and about 60% of the total enrolled appeared in the final year examination.

EUROMONITOR (1989)[34] in the "Third World Economic Handbook", had proposed that increased investment in education and training would yield substantial economic benefits in terms of increased labour productivity, economic growth and reduced fertility rates. The study reported that decline in enrolment also reflect the current economic situation. The study further reported that although the number of university enrolment has increased more than twenty fold since the early 1960s, higher education's contribution to African development is being threatened by three interrelated weaknesses. First, the quality of graduates in many countries has deteriorated: over-enrolment in less rigorous fields of study is one reason. The virtual disappearance of equipment, laboratory supplies, textbooks and other learning materials – all due to the enforced cutback in spending because of the economic crisis is another. Secondly, the cost per student in African university is exorbitant about 40 times that of primary education by comparison, in Asia and Latin America, the per student cost of elementary student. Third, higher education including student living cost is entirely financed out of the public budget. Resources are inefficiently allocated and income unequally is exacerbated since higher income families are more likely to send their children to college.

Visawa Jyoti Tripathi (1996)[35] in the work, "Dimensions of financing of general higher education in Uttar Pradesh," had vividly discussed the role of public sources in higher education of Uttar Pradesh since the fourth plan and the plan as well as non-plan expenditure as the means of financing higher education in Uttar Pradesh. Besides the policy, the current problems of financing of general higher education in Uttar Pradesh had been discussed. The study revealed that the financing picture of general higher education in Uttar Pradesh has got the similar pattern of resources crunch and state-dependence as the other Indian universities since the fourth plan.

David Karen (2002)[36] in his, "Changes in Access to Higher education in the United States: 1980-1992" traced the factors that determine how high school graduates become linked to colleges at particular levels of selectivity. First, he discussed the theories of change in educational attainment by comparing patterns of access to higher education institutions. Secondly he replicated the work of James C. Hearn's variable of 1980 high school graduates with additional variables drawn primarily from the work of Pierre Bourdieu in an analysis of 1992 high school graduates. The study lead to the conclusion that lack of central coordination in the United States post-secondary education

provides many points of access to post-secondary education program. Above this, it is even possible to enter post-secondary program without a high school diploma, clearly depicting the openness of the United States educational system.

D. Arthur Jeyakumar (2004)[37] in his work titled, "History of Christianity in India" has, while, vividly tracing the origin and development of Christianity in India also argued that modern education in India is the legacy of the Christian missionaries. He mentioned that the Portuguese in 1540s had opened St. Paul's College in Goa which was for training of Indians, may be for lesser jobs in the government. Whether catholic or protestant, Christian missionaries started school system, college system in India, although the primary aim was to enable them to read the Bible by themselves.

G.C. Pradhan (2008)[38] in his article on "Expansion of higher education in Goa" had found that higher education was very slow during the first two decades in the post-liberation period in Goa. But the establishment of Goa University in 1985 and the statehood of Goa in 1987 contributed for the rapid expansion of general higher education in the state of Goa. In regards to courses, Arts, Science and Commerce were the courses offered by increasing number of colleges. New courses like BBA, BCA, DCA, Fire Technology, Biotechnology, Management, Journalism etc were also subsequently introduced. Goa University offers MA courses in 11 subjects. Unlike many other states, there are no exclusively private unaided or self-financing general colleges. There is a continuous increase in the enrolment in higher education in Goa. In regards to Gender gap, girls' enrolment outnumber boys at both Bachelor's and master's degree in all professional courses in the state. There has been substantial increase in appointment of teachers in higher education in the state with a male-female ratio at Goa University being 75:25 in favour of male teachers. Not only the enrolment of girls is higher than the boys but also the woman teachers have outnumbered the male teachers in non-professional higher education courses in Goa.

David Reimer and Reinhard Pollak (2009)[39] in their "Educational Expansions and its consequences for vertical and horizontal inequalities in access to higher education in West Germany", stated that one of the question regarding educational expansion is whether it diminishes or magnifies the existing inequalities in educational attainment. Result showed that unequal opportunities to access post-secondary and tertiary institutions remained constant at a high level, likewise, social background effects have not changed over time for the choice of field of study. Thus, students from different social

backgrounds did not change their educational strategies irrespective of ongoing expansion of higher education.

Zubair K. (2010)[40] in his work. "Religious higher education in Kerala and Jova Province of Indonesia: A comparative study" had stated that every Muslim society in the world had founded formal and informal systems of education. The study make the point that similarities and common scholastic legacy between Kerala and Java are more evident in two traditional religious higher education system developed in both the places and in transformation that are happening in these systems.

Dale Kirby (2010)[41] in his work, "Higher education in Canada: New Millennium, New Students, New Directions," had argued that in many respects, the Canadian system of higher education is not well suited to meeting the learning needs of many of the country's citizens. He suggested that Canada must devote attention to increasing the educational attainment levels of those who have been disadvantaged and underrepresented in order to remain competitive and explores possibilities for development of higher education system that is more democratic, open and accessible.

Anand Kumar N.V. (2011)[42] had concluded that universities must concern themselves with the development of human capital through the supply of new professionals that have universalistic skills which provide a better identification of social and economic responsibilities. The result revealed that the creation of knowledge portals will make the universities play a strategic role in the economic and social development of the country and of the regions where they located.

Parbin R. Akhtar and Dulal Hazarika (2012)[43] had reported that higher education in Rural Areas in India has lots of challenges in respect of inadequate funding, poor academic environment and the mind set of medieval thought. There are still little number of higher education Institutions established in rural areas where except the traditional courses, no professional courses are introduced. Seventy percent of quality institutions are situated in urban areas where sixty to seventy percent of our population resides in villages.

N. Pradhan (2012)[44] in his article "Quality of Indian higher education: Policy Perspectives", has stated that the UGC has prescribed minimum infrastructure and physical facilities for all types of institutions. However, it is seen that in most of the institutions baring governmental institutions, the situation is worst. Students are not having access to adequate library and laboratory facilities. Internet facilities are not there in many university departments and colleges. Therefore, e-learning and online learning

is not feasible. The students are devoid of the world of knowledge. It is seen that colleges are run on houses, residential complexes. Students have no playground, canteen and assembly. But still degrees are awarded. The minimum prescribed facilities shall be ensured by regulatory bodies.

N. Sivakumar (2013)[45] in article entitled, "Integration of Human Values in Higher education Pedagogy through experiential learning" has stated that there is an urgent need for the cultivation of human values. Social tensions, unrest prejudices and complexes transmitted through the social environment vitiates the quality of life. Narrow caste, regional, linguistic and communal platforms divide the people as never before. The article highlighted the use of experiential learning methods in integrating human values into higher education pedagogies. Effective integration of human values will ensure that higher education would become more purposeful and useful in creating a better world for all.

3.3. Studies related to higher education in the North-Eastern states of India

Rongengi (1983)[46] conducted "A study on the development of higher education in Mizoram" and reported that: i) A sharp decline in the pass percentage was witnessed in higher education in Mizoram and the reason was mainly due to lack of infrastructure ii) Colleges in Mizoram are privately managed while there is one government college, one deficit college and one university college iii) there are presently eleven colleges in Mizoram which started from just one college in 1958.

Hluna, J.V.,(1986)[47] had worked on, "Education in Mizoram 1894-1947, A Historical Study with special reference to the Role of Christian Missions." The main aim of the study was to provide a comprehensive history of the history of the progress of education in the erstwhile Lushai Hills in the context of the British rule in India. The study reported that Missionaries played an important role in educational progress. Under the initiative of missions and the encouragement of the government there had been good response from the common people to education. Christianity and education brought a great change in Mizo society.

Prodip Chander Dutta (1988)[48] conducted a study on, "Development of higher education in Assam During the First Half of the Twentieth Century" and reported that- i) The British administrator followed an educational policy in Assam which was formulated against the general policy followed in the rest of India ii)The aims and objectives of the educational policy were dictated by political and imperialistic considerations of

consolidating the British rule in India, including Assam iii)The first college in Assam was established by the British government in 1901and named it Cotton College. Up till 1980, there were only two colleges affiliated to the Calcutta University iv) The first university came into existence from January 1948 to cover the states of Assam, Manipur and Nagaland.

Ruby Dkhar (1991)[49] had conducted, "A study on the Development of Higher education in Meghalaya", with the following objectives: i)To trace the origin and development of higher education in Meghalaya ii)To assess the pace of progress of higher education iii)to analyse the student enrolment, staff position, academic performance and physical facilities of various higher educational institutions iv) to find out the courses offered in the higher education; and v)to identify the problems of higher education. The study reported that: i) The collegiate education in Meghalaya originated during the early part of the present century, which started with the establishment of St. Edmund's College in1924 ii)The pace of development of higher education was slow especially before the attainment of statehood. Between 1924 and 1972, 14 colleges were established. Between 1972 and 1987, 12 colleges were established iii) It was also found that the students' enrolment had increased with the proportion of male students slightly higher than female students iv) Most of the colleges offered arts courses but the percentage of pass is slightly higher in science courses v)Students welfare schemes like book grants and free-studentship are provided in almost all colleges vi) the most acute problem was the problem of finance, followed by lack of infrastructure and inadequate accommodation due to increasing number of students.

S.K.Barpujari (1994)[50] in his, 'Growth and development of higher education in North East India (1826-1947)' has indeed projected the birth of collegiate education in the erstwhile province of Assam before the independence of India in 1947, through the growing public pressure at the time. He discussed how Christian Missionaries took efforts to established schools in Assam and the reconstitution of Assam in 1874 as a chief commissionership with a separate Directorate of education, which brought new hopes in the field of higher education in Assam. He described in vivid details of how schools were established in the then Naga hills (which now is the state of Nagaland), Lushai hills (which now is the present state of Mizoram) and the Khasi hills (which now is the present state of Meghalaya). He also described on the development of the cotton college of Gauhati, beside the Murarichand College, which were the foremost and the only colleges

imparting higher education in the north eastern states of India until the establishment of the Gauhati University in 1948.

J.B. Bhattarcharjee (1994)[51] in his, 'A Lacuna in the university system in North East India', has laid out the university network in the north east India and the viability of new ones for the region. He also showed the need for non-traditional universities, which will fill in the vacuum in the university system and bring the system closer to the community at large. He also brought out that there were suggestions for the establishment of a medical university which will affiliate all the medical colleges in the region.

R.P. Shukla (1994)[52] 'Nature and Growth of Higher education in Nagaland,' has detailed the growth of university and colleges, tabling its strength of institutions, students enrolled and teachers. The analysis on the results of examination and expenditure on higher education by the state government is also brought out by the writer. On the basis of the status then, the writer made some conclusion for the future dimensions of higher education and the society. It is cleared that until 1990, there was only one university campus and 16 colleges in all of the state of Nagaland.

R.S. Wangu (1994)[53] Higher education in Mizoram, described the land and the people and how education in the pre-independent period in Mizoram was left to the missionaries. However, the missionaries made no efforts toward the development of higher education in Mizoram, which was why no college existed before independence in Mizoram. The first college in Mizoram was established on 15th August 1958 as a purely private enterprise at Aizawl. This mark the first important landmark in the history of higher education in Mizoram. Another important milestone was the opening of post graduate centre of north eastern hill university, shilling in 1979, with teaching for Master's courses in Economics, Education and English.

N.B. Biswas (1999)[54] in his book 'Education in North-East India' has described the detailed development of higher education in Arunachal Pradesh. He has detailed the trend of development from its genesis and organisation, Access, Curriculum, Syllabi Structure and Evaluation in higher education including technical education. He has traced the development of higher education chronologically, analysing the strength and growth of institutions, courses and students enrolment through the decades till 1991. He has also made a befitting discussions on Adult education, Non-Formal Education, Technical Education, Women Education, Educational Management and planning with reference to the state of Arunachal Pradesh.

Bani Burman Roy (2004)[55] conducted a research work on the topic "A Critical Study of higher education in Southern Assam". The study found that -

1. There was quantitative growth of colleges over the past six and half decades.
2. These colleges have not successfully introduced job-oriented courses or have not been successful in realizing the need of value added courses.
3. Most of the old grants in aid colleges though have been successful in constructing building of their own, were constructed without systematic and planned projection of institution's path of growth. They lack learning resources.
4. Irrespective of type of management and location, all the colleges have not been successful in building up strong foundation of financial self-sufficiency by introducing strategic planning in financial management and innovative resources generation.
5. In organizational matters the colleges have not been successful in building an internal coordination and monitoring mechanism for effective running of academic and administrative affairs.
6. The research shows that teaching-learning activities in most of the grant in aid colleges though heading towards achieving quality but those need to be more innovatively designed.

R. Biakkluna (2008)[56] has traced the development of colleges in a year-wise breakup of the number of colleges, post graduate education in Mizoram, describing the minute details of the progress in terms of academic results, infrastructural developments, learning resources etc.

Meenakshi Mate (2010)[57] conducted a research work on, "Inequalities in Access to higher education: A Study of Barak Valley in South Assam". The major objective of the study is to examine the nature and extent of inequality in access to higher education. The study is also intended to find out as to who goes to college and to draw a socio-economic profile of the students on the rolls of the institutions of higher education. Data was gathered through socio-economic survey Schedule. The thesis consists of vast number of reviewed literature conducted abroad and in India.

Major finding of the study are:

1. Higher education in Barak Valley is predominantly accessible to urban residents and the rural residents continue to suffer from disadvantage in this respect.
2. There is predominance of male over females in college attendance in general. In urban areas, there seem to be equal access for both the sexes.

3. Courses of professional degrees are dominated by urban males, both males and females in rural areas have limited access to such courses.

4. Hindus have several times greater access to higher education as compared to the Muslims despite the fact that the latter constitute about 46% of the population of the region.

5. General category families have greater access to higher education as compared to other categories viz. OBC, SC, ST etc which have little access to liberal arts courses only.

6. The scene of higher education is dominated by the persons whose parents are highly educated. Education of parents brightens the chances of daughters' higher education even more than those of the sons.

7. Facilities of higher education are almost completely accessible to the children of parents in non-manual occupations and families with high per capita income.

8. A vast majority of the college going students has had their secondary schooling in private schools and very few of them came from the poorly managed government run schools.

9. The presumption that higher education is accessible only to the meritorious secondary school graduates is also belied by the fact that majority of the students in the colleges in Barak Valley had obtained lower than 60% marks in higher secondary school examination.

10. Majority of the college student aspired to obtain postgraduate degree in their subjects of study.

Dulumoni Goswami (2011)[58] conducted a study on, "Status of Collegiate Education in Assam" with the following objectives: i) to give a picture of the existing status of college education in Assam. ii) To give a critical observation of college teachers, college education and employment and campus life in the colleges. The Study revealed that at present there are 6 university, 2 institute of national importance, 317 colleges of general education, 2 institute of Agriculture and Forestry, 3 Engineering colleges, 20 Law colleges 2 Veterinary colleges, 7 Medical colleges and 43 colleges of Teacher Education in Assam. The study also revealed that there is a college with a grade of A, 11 colleges with B++, 30 colleges with B+, 51 colleges with B, 55 colleges with C++,20 colleges with C+, 22 colleges with grade C according to NAAC Assessment. The study also found that the service condition of college teachers in Assam is not satisfactory as there are numbers of teachers in deficit colleges who are deprived of various facilities. The study

also revealed that a tendency of replacing the formal teaching by informal guidance or private tution is growing in the state.

Md. Afzalur Rahman and Tarali Pathak (2013)[59] in their article entitled, "Quality, Quantity and Equity in higher education with special reference to North Eastern Region" has shown the comparative figures of higher education institutions in North Eastern states as compared to that of India as a whole. The percentage shared contribution of NE region and different courses of study in the region. The male-female gap and NAAC accreditation as measurement for assessing quality is discussed in detail. The study was based on secondary data only. The study revealed that there is an urgent need of special programmes and policies in practice to accelerate the access, equity and relevance of higher education. It also exposed the poor enrolment of students in professional education in North Eastern Region, the need of more relevant career oriented vocational programmes to produce more skilled manpower on a large scale. The analysis also stresses the importance of institutionalisation of quality improvement process.

3.4. Studies related to higher education in Manipur

Th. Mangoljao (1946)[60] in his three volume book entitled, 'Western Education in Manipur' has recorded the development of modern education in the state Manipur. He had made a great contribution in the field of history of education in the state in that many valuable information and statistics of education and its development would have been lost in the oblivion. His first two volumes were devoted mostly to the primary and secondary section, the development of the foremost colleges in the state were also recorded in very detail. His third volume recorded the initial development of separate colleges for women in the state too beside many other details of educational development.

Rochunga Pudaite (1963)[61] in his book, "The Education of the People" studied and explored the education of the Hmar people, which is a constituent tribe of the Kuki-Chin-Mizo groups of the Hills of Manipur. It discussed how education began among the Hmar people it also reflected about the diffusion of the education to this particular tribe. It also furnished some account of social and cultural life of this tribe.

R.S. Nagar (1975)[62] had made a study entitled, "Development of Education in Manipur from 1891 to 1970" where the sources of data were the records of the government, the books written by local authorities and information collected by the statistical department by employing historical and library methods. The major findings were that some of the major problems facing the educational development in Manipur

were underdeveloped economy, unemployment among the educated, the lack of qualified teachers, the introduction of tribal languages in schools and lack of continuity of school syllabus from primary to the high school stages. The affiliation of educational institutions to Gauhati University also presented problems; the high schools were affiliated to Gauhati University whereas the higher secondary schools were affiliated to the central Board of Secondary Education. Again, the colleges were under the Gauhati University and Post Graduate education under the Jawaharlal Nehru University. The courses of study at the school stages were inadequate and ill-planned. The teacher education institutions were inadequate in number and pre-service and in-service education needed revamping.

L.I. Singh (1986)[63] had conducted, "A study of the Development and Some Problems of higher education in Manipur with special reference to Financing of Education since 1949," with the objectives of tracing the development of higher education in Manipur since 1949 and the vital problem areas. The study was historical. The study reported that higher education in Manipur started in 1946 and was still at the stage of infancy. There was clear progress in respect of various aspects of higher education like the establishment of new institutions, enrolment of students in colleges and postgraduate classes, number of teachers etc. Research was badly neglected. The expenditure on education was increasing continuously during the 33 years under study. Administrative expenditure accounted for the bulk of university expenditure. The increase was minimum on libraries. There were innumerable problems of higher education like unplanned growth of institutions, growth of educated unemployment, lack of infrastructure, imbalances arising in the course of expansion, improper budgeting systems, and inadequate supply of teachers and non-availability of textbooks.

Ashikho Henia (1987)[64] in her work, "A study of the growth and development of education in Manipur 1947-68" had stated that the major difficulty of higher educational Institutions in Manipur was that they were affiliated to the University of Gauhati, Assam. The work had vividly discuss various issues in different stages and levels of education from primary to higher education in the state of Manipur from 1947 to 1968. She has also described the progress of education among the tribals in the hill areas of Manipur till 1968.

Jamini Devi (1989)[65] in her book, "Education in Manipur", deliberately put forth the traditional education before the coming of modern education in Manipur as the back ground of her study. She then, went further to discuss the various stages of education

from pre- primary to higher education in a concise manner, including women education, adult education technical and vocational education and education of the tribals and backward classes in Manipur.

Khundrakpam Aruna Devi (1990)[66] conducted a research on, "An Attitudinal Study of College Teachers (in Manipur) toward English: An Empirical Study" and had found that a vast majority of the teachers have positive attitudes towards bilingualism and learning of additional language. That is why they preferred bilingual official language proficiency (Manipuri and English) to a Monolingual one.

K.P. Guite (1991)[67] in his "Development of Education in the Hill Areas of Manipur*"*, had given excellent account of the development of education in the hill areas of Manipur. It provided the decade-wise analysis of education in Manipur. It discussed the foundations and backgrounds of modern system of Education in Manipur. It also makes proper mention on the various traditional systems of education prevailing in the state at the time of introduction of modern system of education. It also went further to discuss the different position of education during different decades.

Salam Irene (1991)[68] in her work, "Catholic Mission Education in Manipur" studied on the land and people, Christian Missions in India, Catholic missionaries in Manipur, and system of education prevalent at the advent of missionaries in Manipur with its introduction part. It studied in detail the Catholic settlement, growth and development and contributions of Catholic education in Manipur.

Vanrammawi (1992)[69] in her research work, "Education and occupational Mobility among the Hmars of Manipur", seek to examine the growth and expansion of education among the Hmars, inequality of educational opportunity among the Hmars and to see the influence of education on occupational mobility among the Hmars. The study revealed the presence of a certain level of educational inequality among the various sections of the Hmars society. The study further revealed a positive relation between socio-economic status and education too. Educational inequality has also been observed between men and women too.

Khayi Philawon (2000)[70] has studied, "Education of Tribals in Manipur: A study of Development practices and problems with special reference to Ukhrul District". It was historical and analytical work. The research work covered the development of education in Manipur especially focusing on Ukhrul district, the various problems faced by tribal students of Ukhrul district and the study of responsible factors for the development of

education in Ukhrul district. The study throw light into the various malpractices and various responsibilities of the concern authorities and local people toward education.

M. Shanti (2001)[71] in her book, "Development of Education in Manipur" has discussed the development of education in the state of Manipur along with some of its problems and impacts on social development in a chronological manner starting from 1872. She has particularly managed to describe the beginning of higher education in Manipur which began in 1946 after the Second World War. She has made a study of the growth of higher education also till 1997 and made a very good beginning for further research. However comprehensive the study was, it was not able to give special attention to the hills but deals more on the valley, where the growth of higher education was witnessed more. Only the conversion of the privately run colleges to governmental management in the hills was mentioned so far in her study. Even so, it has paved a way to understand the initial stages of college development in the hill areas.

John H Pulamte (2002)[72] "Development of Education in Churachandpur District (with special reference to the Hmars)" had made a vivid description of Churachandpur, one of the hill districts of Manipur and the Hmars, one the tribal communities belonging to the Kuki-Chin Group in Manipur. He described the development of education among the Hmars from the pre-independent era till the present day scenario. He also minutely laid out the various contemporary problems of education in the hill areas of Manipur. Finally, he assessed the impact of Christianity among the Hmars community in particular which can further be generalised to most tribal communities in Manipur.

Manilei Serto (2004)[73] conducted research on the topic, "Education and Social Change of the Kom Tribe of Manipur". The study made vivid descriptions of the Kom tribe in Manipur, their social, political, economic life and conditions. It also brings out the educational status of the Kom tribe, giving detail number of the Koms in higher education. It also discusses how far Christianity and education had helped the Koms to come up the present status and maintain the same.

Kh. Kesho Singh (2006)[74] conducted a study on, "The Growth of higher education in Manipur (1980 to 2001)" and has observed on the basis of his study that most of the colleges in Manipur are up to the expected standard. The situation has improved with the sincere effort made by the government of Manipur for eradication of illiteracy and successfully implementing higher education Commission Report in the state through the Director of higher education (U). It is also found that most of the colleges' buildings under jurisdiction of the state are in Pucca, partly Pucca, kuchcha but average view the

condition of building are good at present. The hope and inspiration of the people of this region after including affiliation under section 2 (f) and 12 (b) of UGC and making a separate own university in the state, the condition of building construction has gone up to the expected.

Khundrakpam Horendro Singh (2006)[75] studied the unit Costs of Education and Cost-efficiency: A case study in four Government Colleges in Imphal. (An unpublished thesis submitted to the Department of Education, Manipur University 2006). He found that the unit cost per student on the total salary cost and student cost was found to be different from one college to another. The least unit cost of Rs.8456 per student per annum was in the case of DM College of Arts and the highest Rs. 27697 per student in DM College of Science; in GP Women's College it was 18,633 and in Imphal College Rs.13878 per student. The basic reason for high unit cost per student in terms of enrolment was due to failure to utilize the enrolment capacity created. He found that in most of the colleges, as a whole except for DM College of Arts, underutilisation level of the enrolment capacity was more or less high, as a result, the unit cost per student become high. Science education was more expensive than Arts education in terms of student cost, infrastructure, manpower etc. All the colleges were operating at an optimum level so far as the student-teacher ratio was concerned. The average ratio for the four colleges was 15:1. There was a wide gap between the workload planned and the UGC norms. All the colleges failed to adhere to the UGC norms of 16 teaching hours per 6 day week per teacher. On an average, every teacher worked for one hour 41 minutes per day instead of the norms of 2 hour 40 minutes per day. The wastage rate resulting from drop-out and stagnation was very high in the colleges.

Ngangom Jayshree Devi (2009)[76] History of women's education in Manipur up to 1947, has dealt with women's education in the pre-colonial Manipur Valley, prior to and after the advent of Hinduism. The thesis described the kind of education prevailing during the colonial period with special reference to the women's education. Although, all the different tribes could not be referred to, the thesis also described the women's education and conditions of women during pre-colonial and colonial period among the various tribal communities. The study is an extensive picture of women's education and status in the pre as well as colonial period in Manipur.

Ningthem Sijagurumayum (2010)[77] conducted research on the topic, "Cost Effectiveness Analysis of Manipur University, 2000-2007". The study revealed that i) the Government of Manipur was the main funding agency up to 2004-05 and the state's

share dropped significantly as the UGC began to assume the main funding role. ii) Manipur University spent 43.68% of the total fund on the developmental programmes during the period 2000-20007, which was followed by maintenance expenditure. iii) all departments suffered from drop-out or stagnation or both in one particular year or another. iv)there was a gap between the unit cost as per cohort and the effective unit cost of producing a postgraduate in all the departments under the school of Science, Humanities and Social Sciences) The study found that the department of Chemistry, Journalism and Mass Communication and Manipuri Dance could utilized all created enrolment capacity every year during the period under study.vi) The teacher-student ratio in both the laboratory-based and the classroom-based Departments and the average overall Ratio for the whole university was found to be optimum.

Jangkholun Mate (2013)[78] conducted "A Study on higher education in Manipur." The study reported that there were 57 general colleges affiliated to Manipur University and 16 professional Colleges and a university. Beside the various detailed findings, the report stated that professional colleges lack teachers while some general colleges lack students. The study unearthed some significant factors which had been hampering the higher education system in the state. Some of these factors are i) Dying colleges ii) Open practices of unfair means iii) Shortage of teachers iv) Poor infrastructure v) Poor academic activities and irregularities vi) Lack of proper policy and planning vii)lack of opportunities in professional education etc.

3.5 Enrolment in higher education

Colleges in India were started during the British rule in India. Although the intention of the colonialists might have been different then, the introduction of formal college system was indeed a blessing to the Indians. Some critics were of the view that Indians are still suffering from cultural and knowledge colonialism because of the system of education which is borrowed from the western world. Colleges continues to grow even after Indian independence. The growth and development of higher education Institutions (HEIs) is not only in terms of number of colleges but also in terms of enrolment. Sharma (1977)[79] had reported that there was growth of enrolment in higher education from 1960 to 1970. However, this growth rate declined during 1970-75. He was of the view that expenditure on higher education was an important determining variable in the rate of growth of enrolment. The faster rate of growth in the number of institutions of higher education had resulted in deterioration in the quality of higher education bringing about

what he termed as under-populated colleges and larger supply or product of graduates than the economy could absorb.

In the same manner UGC Annual Report for 1982-83 (1984)[80], Tripathi (1996)[81] Malhotra (1991)[82] Nurul Hasan (February 1974, p. 261)[83] have reported similar findings of increasing enrolment in higher education. The increase in enrolment in higher education also can be viewed at two angles, positively and negatively. As the largest democracy in the world, democratization in education especially higher education is a big challenge as large section of the population live in rural areas under extreme poverty, where higher education is just a dream. Increase in enrolment will mean we are heading toward democratization of higher education. Development and economy can be raised to higher level when everyone is conscious of the need and are well-informed with the skill and mental preparedness to stand their own ground to achieve something worthwhile. Negatively, rapid growth of enrolment and number of institutions of higher education and increase in enrolment compromises the quality of higher education in many cases. Many scholars have argued that lowering the standard of higher education to accommodate everybody and allowing maximum enrolment is not going to solved the problem, rather, it will ushered in new problems questioning the quality of graduate degree education.

In India, the history of education has mostly been concern with the descriptive accounts of the system of education as it has developed over the years, based on the Government Policy Resolutions, Education Commission Reports, Acts and Charters. (Buch, March 1987, p. 56)[84] An aspect of educational history that has been studied to some extent is government policy. It is increasingly realized that educational policy was not formulated in isolation from the political, administrative, economic and social policies of the British Raj or the Government. While government policy was only part of the story, Private initiative in education was considerable. Several theses have been written on the role of Christian missions in the field of education including Josephine (1952) on Catholic Education in Bombay, Joseph (1971) Gumashta (1969) and Coelho (1958). More research need to be carried out on non-government educational activities (Buch, March 1987, p. 58)[85]. Buch has maintained that, “the move away from the government policy to private enterprises in the trend of research is a happy sign”. Till 1921, education was a central subject but even during these years, there were provincial variations both as regards policy and practice. The rate of growth of educational institutions was not uniform through-out the country. It is obvious that certain regions,

linguistic groups, castes and communities were more advanced than others. In such a state, many scholars have moved in the direction of histories of education in a state, district or a city. Such micro studies are useful for they seek to collect new data at the grass-root level and test generalized hypothesis. Most studies so far, however, do not ask new questions or come out with new facts or interpretations but confirm what was known at the national level. Therefore the studies on the development of education is not merely concern with institutions but with the social forces which have affected the quality of life and with the ideas which have been put forward by theorists and practitioners of education in the past. Education thus, has become one of the chief factors conditioning the outlook and aspirations of human beings.