

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In the first chapter, an attempt was made to depict in meaningful perspective, the background setting of higher education. The dominant note in this exposition was one of the unprecedented expansion of college education and consequent emergence of manifold complex problems in the campuses. The present research is directed towards the study of these problems as perceived by the college principals, teachers, student community. The crucial objective, of course, is to suggest possible directions and dimensions of change, so that problems are largely met effectively.

In this connection, it should be fruitful to review some of the researches done on the problems of colleges. This field of research is not very well explored. Several studies on higher education in the USA, UK and some other western countries are periodically reported in their research journals. The findings of these studies are, no doubt, precious and are likely to be much useful to any researcher on higher education, they quite often have their determinants rooted in the respective socio-economic and administrative as well as political environment of these countries. These researches, therefore, tend to become quite often of merely of academic interest to students of Indian education. But one of the purposes of the review of the foreign researches is that it provides meaningful direction in designing the research design of the study.

At the same time, it is made clear that the review of Indian researches to be presented here, is not all exhaustive. Only some selected relevant studies are included in the review which deal with problems of higher education in India. Most of these problems of Indian Universities and Colleges are pertinent from the point of view of the present investigation.

INDIAN STUDIESExpansion of Higher Education in Gujarat

Desai (1967) studied enrolment trends and behaviour in higher education in Gujarat State. The collegiate education of modern type can be said to have commenced in Gujarat in 1861, when the first college was established at Ahmedabd. However, the college was soon to be closed down because sufficient number of students were not forthcoming and the expenses exceeded income. The college was reopened in 1879. The enrolment in college rose very slowly and reached 214 in 1900. With the establishment of a college at Baroda in 1879 and at Bhavnagar in 1885, the total enrolment in colleges of Gujarat rose to 563 in 1900. Between 1900 and 1920, the average annual increase in all the colleges of Gujarat was around 50 students. It was between 1940 and 1947 that a few more Arts and Science colleges came into existence in Gujarat. In 1947, there were 15 colleges with a total student intake of about 10,000.

The real trend in expansion seems to have been generated with the establishment of a University at Baroda and

at Ahmedabad in 1949. The third university in Gujarat was set up at Vallabh Vidyanagar in 1957. The enrolment trend that had begun to rise got a further impetus in 1957. In many colleges the increase was 84.6 percent. The total enrolment increased from 37,500 in 1957-58 to 67,863 in 1963-64. The annual increase ranged from 3.8 to 12.2 percent with average of 7.1 percent.

In Gujarat State, the enrolment in post-graduate classes shows an upward trend. However, the universities in Gujarat are differently placed in respect of post-graduate enrolment. It was the highest in Baroda and lowest in Sardar Patel University. The total enrolment of post-graduate students, almost half was found to be in Arts Faculty, only one in every five was in Science faculty, in Engineering the annual increase has been very slow, in commerce the trend was found constant.

It appears from the study that by 1965 the post-graduate education in Gujarat, in the disciplines of Fine Arts, Home Science, Social Work and Agriculture did not advance appreciably.

Gujarat Fiscal Policy Relating to Higher Education

In a study on Gujarat fiscal policy in education with special reference to Higher Education, Desai (1967) has reached the following conclusions.

1. The legacy of the former Bombay State in financing education has not been carried over by Gujarat to the extent Maharashtra has done it.
2. The major share of educational budget of Gujarat State goes to primary education then to secondary education and higher education receives substantially a low share. The allocation for higher education has ranged from 8.9 percent to education budget in 1961 to 8.9 percent in 1968.
3. Gujarat spends lower than many States on higher education. (Gujarat 8.9 p.c. against, J & K 18.8 percent; M.P. 10.8 percent, Punjab 12.9 percent; Rajasthan 9.4 percent; UP 9.4 percent; West Bengal 11.6 percent).

4. Government grant, as percentage of University expenditure in 1965, was 40.2 percent in Baroda University, 32.6 percent in Gujarat University and 50.6 percent in Sardar Patel University.
5. The State government seems to think that the administration of a University is run for the benefits of the students and normally it should be possible to see that students contribute suitably in the form of fees to cover the expenditure of administration.
6. The thinking of government on certain development items of University expenditure seems to be bureaucratic rather than educational and welfare oriented.
7. The fiscal policy of Gujarat government on higher education needs to be liberalised.

The investigator showed how the trend of increase in the number of affiliated colleges since 1960 brings down the standards of collegiate education in Gujarat. Though, the results of university examinations show a favourable picture for Gujarat but some doubts regarding the quality

of learning and teaching in colleges arise because of the striking fact that 6 or 7 out of every 10 students of higher education in Gujarat receive education in affiliated colleges, where staff, physical facilities and funds are very unsatisfactory.

In the area of Gujarat University, the number of small sized colleges having an enrolment ranging from 200 to 400 was high. These colleges being uneconomical could not be expected to provide qualitative education, as their main source of income was, income from fees and government grants.

Problems of University Entrants

The studies in this sphere pertain to students of the university first year class in Arts, Science and Commerce. They also show that the problems of fresh students in colleges arise from the fact that it is their first exposure to the college environment - an environment obviously different from the schools they have attended. For the fresh students a striking feature of college life is the impersonality of it. Another problem confronting them is the comparative lack of external control. Social relationships constitute another problem area for the freshers. Hetro-sexual relationship present own difficulties arising out of

the culturally built-in inhabitation about mixing with the opposite sex and the freshers inability to reconcile these inhabitations with their growing interest in the opposite sex. As the result of the influences in the colleges the fresher changes considerably in his dress, his taste and his values. The young student carries these changes back home with him and he finds that they are not acceptable to his family. This is beginning of a conflict between his peer groups and his family. The freshers find it difficult to accept the type of discipline noted out in the college because it differs from what he was accustomed at school. Overseas students among the freshers present problem of adjustment peculiar to themselves.

Desai (1967) studied the problems of preparatory students on the campus of M.S.University of Baroda. The problems revealed by the students in the study are as following :

The first set of difficulties pertained to speech and language of lecturers. Students alleged that lecturers speak quite fast, use too many technical words without caring to explain them and use very small examples and illustrations. The second set of difficulties pertained to the use of blackboard by lecturers. About 70 percent of the lecturers used blackboards, when they use it their

writing is so haphazard and flying that students find it very difficult to make much sense out of it. The third area of difficulty is related to either indifference or inability on the part of college teachers to establish rapport with the class during the actual teaching process. The fourth area of the difficulties of the students pertained to the sitting arrangements. There appeared to be hardly any scheme for sitting the students in different classrooms. In the words of students themselves, "Those who go to the class early get a seat, but for those who go leisurely there is no accommodation unless the girl students get into the class well in time, they find that there is no room for them in the class." Students, when they do not find seats in the classroom either walk out or sometimes indulge in pranks outside the classroom to make their presence noticed. Because of such conditions students tend to take class lectures lightly. A tendency then soon develops among students to look for dictated class notes, guides or annotations available in the market.

Student Personnel Services

Gajjar (1974) in a doctoral research made a critical study of perceptions of the M.S. University community towards

student personnel services. Some major findings of the study are as follows :

1. All university students are not fully aware of the student services provided at the university. Students of the higher economic groups as well as those coming from urban areas are more aware of the services than the students coming from rural areas and belonging to the lower economic groups.
2. All the new entrants experienced some initial difficulties varied with age, sex, class of instruction and urban, rural origin of students. Difficulties were academic, administrative and financial.
3. There are not enough evidences available to establish connections with inadequate provision of students welfare and personnel services in a university and student unrest and indiscipline.
4. The students desired the addition of some new student services such as "Earn while you Learn" Centre, Students Book Bank, Students Counselling Centre, Services for improving study habits and students co-operative store.

5. Fifty-six percent of the student respondents indicated a positive relationship between present student unrest and inadequate student welfare services, 34 percent were undecided on the point, while the remaining 10 percent indicated that there was no such relationship.

6. The following student problems were ranked as under :

<u>Problems</u>	<u>Rank</u>
Physical Facilities	I
Examination	II
Guidance and Counselling	III
Health Services	IV
Economic	V
Career Choice Employment	VI
Corruption	VII
Social Life	VIII
Recreation and Leisure	IX

7. Younger teachers were found to be favourable to the addition of more student personnel services. Teachers belonging to the age group of 40+ were skiptical about the utility of spending more on

student services, when universities do not have adequate finances to support the expanding academic programmes.

8. Non teacher administrators - senate and syndicate members - did not understand much about the potentiality of student services in universities.

Desai (1970) studied the prevailing situations in respect of student health services in Indian universities shows that the university administration has either neglected the vital student welfare services or has been prevented to do much in that respect because of the lack of funds. The study revealed that by 1967, 45 percent of total universities had provided health centres. Desai's additional conclusion is that the inadequate student personnel services in Indian universities are largely responsible for student indiscipline and rioting.

The researches indicate that among items concerning facilities that students desire most at university and college, library and reading room facilities figure first. Next in rank comes the facilities figure first for financial support. Adequate provision for laboratory work comes third and hostel

facilities and health services come at fourth rank. Among the most important student problems are mentioned below in order of importance;

- (i) Problems of unemployment and under-employment
- (ii) Inadequate teaching standards
- (iii) Favouritism
- (iv) Marriage.

Some Problems of College Students

Pasricha et al (1962) identified the following as the problems of the students of Baroda University.

1. Lack of student counselling and guidance facilities
2. Unsatisfactory student/faculty relationship
3. Insufficient appreciation by authorities of student welfare.
4. Immaturity of students
5. Problems related to co-education.
6. Harmful influence of politics on student life.
7. Need for examination reform.
8. Unemployment of graduates.

BHattacharya (1967) studied student unrest as a psychological problem at the college and the university level. The following are the findings :

1. Both parents and teachers are not vigilant to the needs, problems and reactions of the students.
2. The curriculum encourages cramming and mechanical learning.
3. Teachers fail to inspire the students and to create a sense of discipline and higher values of life.
4. The examination system encourages cramming and also gives scope for dishonesty.
5. The total education system is not conducive to the development of the personality.

Student Participation in Decision Making

Mathur (1967) in a study on the relationship of student participation in extra-class activities with their scholastic achievement of found that the correlation was positive. He found 0.61 correlation between participation and

and intelligence. His general conclusion is "in no way the participation in extra-class activity interferes with achievement level of the students. The teachers and heads of the institutions must organise more activities in the institutions and encourage all the students to participate."

In other studies also conclusion is that in some areas such as extra-curricular activities, management of hostels, running of youth welfare boards and other cultural activities students can be left to manage their own affairs. In some other areas also student views may be ascertained and taken into account by decision making authorities. As a step to improve student identification with matters that relate to them the trend in recommendations in studies in India seems to be that all colleges or university departments should set up councils of students affairs or student advisory councils consisting of students and teachers.

In some studies concern has been expressed at the fact that hardly in very few universities in India any machinery has been set up to consult students on curricular and co-curricular matters. The pre-dominant note in the recommendations of these studies is that, unless there is more active participation of students in business of decision making on programmes in which they are involved,

they are bound to feel that they are not full members of the college or university community.

Some studies emphasise the fact that student presence would be inappropriate on bodies that are concerned with appointments, promotions and other matters affecting the personal positions of the staff, the admission of individuals and their academic assessments. It is further maintained in these studies that without any interference with academic freedom of individual teachers, it should be possible to provide good opportunities to students to enter into discussions about the content and structure of courses, about teaching methods in general.

Student Unrest and Rioting

There are some other Indian researches reported on unrest and rioting by university students. Two studies - one by Reshi (1956) and another by Agni (1963) were focused on investigating the causes of student indiscipline on the campus of the Aligarh Muslim University. Verma (1961) surveyed types of student indiscipline on the campus of Allahabad university.

Bahal (1968) surveyed the literature on students unrest in Indian universities and concluded that, "In genesis of student unrest lies the fact that the students have grievances in every institution - some are genuine and others fabricated. The student leaders taking advantage of the favourable circumstances ferment the trouble and ultimately succeed in bringing forward the charter of demands. These demands ranged from the removal of the principal or a lecturer to provision of more glasses of drinking water".

To remedy the deteriorating situation in the campuses of Indian colleges and universities some measures, such as appointment of right type of teachers, selective admissions, introduction of modern methods of teaching and examination, maintenance of personal records^{of} students, strengthening student welfare services and provision of adequate funds, should be taken.

Asthana and Chitnis (1967) observed that most agitations arise during the initial part of the academic sessions. These agitations are often related to the activities of student leaders seeking office in student union. Student leaders utilise agitations to acquire popularity and unipower not only in terms of leadership

among students but also as a leverage in relation to the authorities of the institutions. Kale (1972) studied student unrest in terms causes, results and remedies on the campuses of some Indian universities.

In a study by Mehta (1977) on student unrest 45 percent of the respondents indicated that the present student unrest in many universities is primarily due to the intactless handling of student problems by authorities, 19 percent of the whole group thought that general frustration in youth was the reason for present student unrest.

Desai (1969) also reviewed broadly the problems, probable causes of student unrest on the campuses of the universities in Gujarat. However, he holds that it is not just a transitional or passing phenomenon, it has rooted itself deep enough to stay for long, if not for ever. The bureaucratic, rigid and rough administrative machinery of our universities sparkle incidence which feed these movements. The students revolt against university or college administration is not really at the root of its causation.

The question of mass acts of indiscipline on the part of students in Indian universities have been studied.

The major factors responsible for student unrest are classified into eight categories which are as under :

1. Increase in fees
2. Reduction in number of freeships, scholarships
3. and other facilities
3. Examination
4. Transfer of teachers
5. Inadequate facilities in the matter of staff, equipments, hostel accommodation.
6. University or college elections
7. Rivalry between two or more groups of students in the college campus or in the hostel, and
8. Admission policies for professional and technical colleges.

Sharma (1961) in a study conducted at Raipur, covering eleven colleges, there found that as regards the role of university authorities in relation to students, 87 percent of the respondents accused the authorities of being indifferent to students urges and complaints. Students alleged that the authorities normally did not care to understand even the genuine grievances of the students. At the same time, the respondents indicated that the authorities

understood only language of protest and demonstration and often yielded only to strikes. The researcher observed: whatever be the attitude and approach of university authorities towards students welfare, the perception of their authoritarian role among the student leaders should be an important factor in turning the latter into rebels.

Douggall (1968) studied the problems of students unrest in relation to student participation in institutional management and student control ideology of teaching staff. The study rejected two hypotheses, viz., student unrest is related to student's participation in institutional management and student unrest is related to dogmatism of teachers. However, the hypothesis the student unrest is related to pupil control ideology of teachers was accepted. The study concluded:

1. Unrest is a response to the psychological rather than the material environment.
2. Student participation in institutional management creates new aspirations and new frustration.

3. Student councils are poor channels of student participation in institutional life.
4. Level of student participation is low for all the institutions.
5. Student faculty and student administration communication seem to be better in certain educational institutions after unrest.

The studies done at Allahabad University by Wahal (1951), Mishra (1960) and Shukla (1965) point out how in the promotion of morale and spiritual values in university students lies a vital solution of many of the heart breaking problems of university students.

University and College Teachers

A research was carried on by Sinha (1969) to investigate the problems and attitudes of the university teachers in Bihar as well as to examine how their problems and attitudes were related to some specified factors. The study revealed that 48.5 percent of the teachers had selected the profession of their own choice, but another half came to it without liking. Those who had joined the profession on their own had expected to receive opportunities for further studies and research (70.4 percent) and had thought the teaching profession to be independent, ideal,

honest and peaceful (65.8 percent). One hundred and twenty seven teachers out of two hundred were disillusioned in this expectation for the reason of

- (a) absence of comfort and dignity because of the lack of academic and other facilities available in colleges;
- (b) the lack of recognition of merit due to favouritism and casteism, The sources of dissatisfaction among the teachers, identified through the survey were, (a) lack of interest and encouragement on the part of authorities (34 percent), (b) favouritism in the universities (27 percent), and (c) lack of respect for teachers by the society (66 percent).

Seventy four percent teachers had not done any research, 47 percent lack of time as an obstacle of research. Teachers had little contact with the students due to the large size of the class. This was found to be a great factor responsible for student indiscipline.

Teachers were in favour of the mother tongue or the regional language to be adopted as medium of instruction at the undergraduate level (88 percent) and English at the postgraduate level (75 percent). The survey did not reveal any significant difference between the conditions, problems and attitudes of teachers of

residential and non-residential universities. Significant association was, however, found between two variables, namely age and urban origin with attitudes. Younger teachers had more modern attitudes than the older teachers.

The College Administration

Shah (1974) studied collegiate education and he gave a picture of higher education in his concluding remarks:

"It is a fact that every situation is not well with higher education in Gujarat. The colleges are literally flooded - they appear like swollen streams that one find in monsoon. College campuses have become noisy, classrooms are hardly quite centres of learning with commitment to intellectual pursuit. Tidy and decent behaviours among students are disappearing. Students on the campuses appear to have grown unruly, manifesting unsocial behaviours, divested of all respect for learning reverence for teachers and respect for college and its properties."

Analysis of data yielded the following findings:

1. Student welfare services are quite inadequate.
The outlook appears to be traditional and conservative. The services to the student communities that are offered usually in colleges are: Hostels, Student Union, Scholarships, Sports and Games. These services are not enough. This aspect of college life needs improvement on priority basis.
2. The students differ significantly among themselves regarding their perceptions about college discipline.
3. Around 85 percent of the college principals feel that their staff and students should have an easy access to them for consultation and assistance.
4. Dissatisfaction is also found among teachers as well as college principals regarding the examination system of university. They are in favour of reducing the weightage of the single final examinations.

5. Students, teachers and principals differ widely in their perceptions about the causes of student unrest and its remedies. These gaps have made the real understanding difficult and weak, the root causes of student unrest.
6. Educational status and age of the members of the college management board do not appear to bear any significant relationship with the qualitative status of the colleges.
7. The factor of organizational climate of the college is significantly related to perceptions of the students, teachers and principals on some of the dimensions of the problems of student unrest.

Franklin (1975) studied the organizational climate and teacher morale in colleges of education in Gujarat. She reported that,

- (1) To provide adequate facilities was difficult because the financial resources of small colleges are very small. In present study,

73 percent teacher educators have indicated dissatisfaction with regard to these facilities.

- (2) The teacher rapport with the principals, the rapport among teacher educators, the teachers job satisfaction, teacher's salary, and community support and pressure have a significant and contributing effect making the teacher education programme less effective.
- (3) There is significant difference in morale of teacher educators with an urban background and those with rural background.
- (4) In 41 percent of the colleges the leadership behaviour of the principal is high both on initiating structure and consideration, while in 34 percent of colleges this is low on both dimensions. This shows that the principals in colleges of education are showing both effective and ineffective leadership behaviour.

Mehta (1977) studied the institutional climate as a factor of staff morale and student control ideology in

the affiliated colleges of Gujarat University. She reported :

1. Almost 50 percent of the colleges are found to be manifesting closed climate as against a little less than 25 percent of them showing open climate.
2. The teachers of affiliated colleges seem to enjoy social need satisfaction to a greater extent in open climate colleges than in closed climate colleges.
3. Keeping in mind the size of the colleges a greater proportion i.e. 47.6 percent of large sized colleges possess intermediate climate, 23.8 percent are of open climate type colleges and 28.6 percent fall in the closed climate. In closed climate, 18.6 percent of small colleges fall, whereas 32.2 percent of the small colleges possess open climate.
4. The climate of the college varies according to their city-town location. A greater proportion 44.4 percent of the colleges located in the cities fall in the intermediate climate.

5. As to the percentages of the colleges in towns 50 percent of them fall in the intermediate climate types. The other 50 percent colleges are divided between open climate (22.2 percent) and closed type (27.8 percent). The percentage of the colleges falling in the open climate in town areas were less than those in the city areas. Whereas the percentages of the colleges falling in closed climate in town areas are greater than those in the city areas.

It is assumed that climate of a college is influenced by institutional factors like organizational structure, communication, human relations and democratic decentralisation of freedom. The initiative will come from the college management board and college principals.

Role of Private Agencies in Higher Education

Adhyapak (1975) studied the role of private agencies in development of education in Gujarat. She reported that education especially at higher level has degenerated into business and more black money operators are attracted to it. In fact there are some college trusts which started with

an initial investment of Rs.200 and grew into vast educational complex. A common practice indulged in by most private college trusts is that they charge rent for the buildings they own. These buildings were raised through bank loan by the trust but college accounts are so manipulated that losses are shown while trusts get richer.

Unscrupulous managements have recourse to another evil too. They obtain teachers' signature on salary bills for certain sum while the actual payment is less. This malpractice is common and university is a helpless witness to all such malpractices.

When a teacher is appointed he is under probation for the entire academic year. Along with his appointment letter he is also made to sign a resignation letter with no date. Thus, he can be removed easily the moment he is found to be undesirable by the trustees or by the principal. When college authorities find it difficult to remove a permanent teacher, they close down that particular department of teaching.

Very often the principal works as a pure administrator and so he relies heavily on the non-teaching staff for support in running the college. In such cases the office superintendent

and the clerical staff acquire a higher status within the organisation than the academic staff.

During freedom movement the politicians mobilised support in schools and colleges on a big scale and after independence these very politicians came to power and two things came to be almost merged into one. ~~■~~ They are ~~■~~ trying to set up schools and colleges which they can control and use for their own purposes. The corruption, the lavish use of money and the intense hostile campaigning that characterise the student union ~~elections~~ in the colleges and universities.

Kaushik (1973) reported that;

1. several managements are with publishers also and they use B.Ed. colleges as market for their sale of books. Even UGC grants are used which are for purchasing library books, to sell off its own publications.

2. In some colleges of education the staff gets less pay than what is shown on pay roll and they are required to pay off a portion of their pay as donation to the management.

3. In some colleges of education, the management is dominated by ambitious politician, who opens colleges to strengthen his position in university senate and syndicate.

4. Where businessmen or industrialists are responsible for the major part of the finances of the colleges of education, they make attempt to dictate in matters of college admissions, recruitment of staff, and often decision makings.

5. The 85 percent of total number of colleges of education are private aided. The dominant groups on management bodies are educationists and businessmen. The colleges are not run by college principals in consultation with college staff but by these non-educationists who have vain ideas about their educational expertise.

6. In 85 percent colleges principals are provided with residential facilities. Only 29.60 percent of colleges provide residential quarters for some of their staff members. Hostel facilities are available only for 30 to 35 percent of students.

The position of colleges of education in Gujarat, as regarding organisation, management and college plant, is not very encouraging but it is much better than average position in India.

FOREIGN STUDIES

Admission Problems

Arthur III (1978) studied this problem. The report outlines the admission process at a typical college and formulates a model which would help to resolve the dilemma. The model consists of two parts. The first part is a scoring system designed to generate a preference index for each applicant. The system considers both quantitative and qualitative attributes, the uncertainty associated with the estimate of performance and the risk attitude of the top decision makers with regard to accepting and rejecting applicants.

The second part is a system designed to forecast

total freshman enrolment. The forecast is compared to policy parameters established at the beginning of the process with regard to enrolment goals and desired probability of being in various enrolment intervals at the end of the process.

Part two of the paper deals with translating of the admission model into a set of procedures for implementing the models and a field test to see - the procedures are valid or not. The procedure is in two parts - scoring and enrolment-forecasting - which interface at the appropriate point in the model.

The scoring system evaluates each applicant. The score indicates for each attributes the probability distribution on academic performance give the value of that attribute. In 120 test cases the new and old systems differed in only six. In validity test comparing the predicted academic performance of last years entering class with their actual performance, the model showed significantly better results than the present system.

The enrolment forecast is made by combining the four casts for four separate categories. The mean and variance of the total forecast is used to compute the

probabilities of the total freshman enrolment falling in pre-specified intervals. The system was tested with current year data and showed both consistency and accuracy.

Mardock (1977) studied the student opinions concerning college recruiting practices. The data were obtained from five private church related liberal Arts colleges. These colleges ranging in approximate undergraduate enrolment from 400 to 1170, co-operated in the administration of questionnaire. The Spearman Rank Order Correlation Coefficient was applied to the data to test the significance of the relationship.

The following recommendations were made :

1. Present and former students be systematically and actively involved in the recruiting process.
2. All perspective students be encouraged to visit the college campus.
3. After students indication to attend a college, they^{may} be contacted frequently by letters, so that they feel that college admission personnel are interested in them.

4. College professors be encouraged to recruit students whose academic interests lie in their disciplines.
5. Films and slides as recruiting tools be used, only if they are of high quality.

General Administration

Aatish Swaran (1977) studied the role of Deans and Chairpersons in graduate education in selected colleges at Michigan State University. The study was designed to examine, (1) The roles of Deans and Chairpersons, in graduate education in selected colleges of Michigan. (2) Their perception of graduate education in the areas like - (a) Curriculum content and change, (b) Research and instruction, (c) Faculty and personnel services, (d) Resources and budgets, (e) Graduate education and students, and (f) Administrative organization and practices.

Two questionnaires were constructed for the purpose of the study. Four Deans and thirty one Chairpersons responded.

The data were analysed and arranged in the order and sequence of the questionnaire. The findings were reported that the roles of the Deans and Chairpersons seemed to suggest a multifaceted contribution to research development knowledge and scholarship. The principal assets of the role are academic leadership, experience and knowledge. The limits of the role are lack of time for Scholarship and co-operative planning.

Shelton (1978) studied the characteristics and body of knowledge and skills, which practising administrators in positions of leadership in private higher education institutions view as essential to their success in their positions.

A seven point Likert type scale was used to rate 25 personal characteristics, 9 demographic characteristics and fifty areas of knowledge. Nine personal characteristics achieved an overall rating of essential. These characteristics were Fairness, Honesty, Ability to take initiative, High energy level, Decisiveness, Flexibility, Cooperativeness, Coolness under stress and Straight forwardness. None of the nine demographic characteristics achieved this overall rating. Seven areas of knowledge also reached this level of

importance. They were, selecting other administrators, delegation of responsibility, the chief administrators role, selection of staff, delegation of authorities, establishment of institutional philosophy and motivation of subordinates. Many characteristics and areas of knowledge were found to be of significant importance to particular administrators dependent upon the characteristics of their institutions and themselves.

Dennis (1977) studied the problem of Non-Faculty, Non-Classified University Employee. The growth of ins institutions of higher education has greatly increased the number of administrative and professional personnel on college and university campuses who are not directly engaged in instructions. This growing number of non-teaching employees poses problems of personnel administration. These include problems related to compensation, tenure and other aspects of personnel relations.

The purpose of the study was to determine the extent of the problems of non-faculty, non-classified group by an evaluation of the status and working conditions at selected state universities in order to develop recommendations that may be utilised to establish or

improve personnel administration, applicable to the groups as described in this study.

The collected data concerned six common provisions of personnel administration -

1. Major categories of personnels.
2. Bases for compensation upon initial appointments and after appointments.
3. Job protection.
4. Annual leave benefits.
5. Sick leave benefits.
6. Retirement benefits.

The data lead to following conclusions:

1. With the exception of job security, there is no significant difference between the faculty and non-faculty, non-classified employee categories regarding the provisions of personnel administration investigated.

2. There exists a greater degree of flexibility for determination of faculty salaries than for non-faculty, non-classified employee.

3. Annual leave benefits for faculty on twelve months contracts and for non-faculty, non-classified employees were comparable.

4. Sick leave benefits were found to be comparable for faculty and for non-faculty non-classified employee.

5. A retirement plan for each category of personnel was reported by each institution, with 99 percent indicating that the employee and the institution share the cost of programme.

Decision Making Process

Alfred (1977) studied the decision making and community college board of trustees. The basic problem being studied was : What are the decision making strategies utilised by selected community college boards of trustees and what factors have a relationship to decision strategies level and type of board involvement in the decision making process?

A synopsis of major findings indicates that -

1. boards concentrate their decision making activity in the areas of business and finance and personnel, while spending little time deliberating about matters relating to students affairs.
2. board most frequently rubber stamped or approved and confirmed recommendations forwarded to them.
3. board most often concerned themselves with the board policy making and institutional goal aspects of issues being deliberated.
4. board view the president and his staff as the most important internal source of information and pressure.
5. board recognise State and federal government as the most important source of pressure, but are spending little time being productive in coping with that reality.

Gulley (1978) studied the perception of students regarding their participation as members of boards of

trustees. The purpose of study was to describe the institutions at which and the board on which student trustees displayed varying degrees of sense of participation. The institution and boards were described in terms of several preselected characteristics and a student trustee's sense of participation was defined as a perception that his or her freedom to participate in the managerial and behavioural processes of a task oriented board was consistent with his or her expectation of what that participation should be.

The major source of data ~~were~~ the responses to a questionnaire developed for the purpose of the study and sent to the known population of student trustees. The major findings were -

1. Student trustee's sense of participation was quite high and appeared to feel quite free to speak their minds.
2. Student trustees indicated that they were supported by, listen to, and trusted by their non-student colleagues.

3. Student trustees perceived a marked lack of awareness on the part of non-student trustees regarding the university problems and regarding the problems student trustees feel in their new role on the board.
4. Student trustees having been included in decision making pertaining to the area of student affairs.
5. Institutional characteristics generally seemed to have little bearing on a student trustees sense of participation.

Observation of the data suggests that on the whole, student trustees perceived their freedom to participate in the managerial and behavioural processes of their boards to be consistent with their expectations of what that participation should be. In majority of cases definite patterns emerged to indicate that certain institutional variables as well as board structures and procedures do contribute to increased percentages of student trustees with a high sense of participation.

Financial Aids

Elizabeth (1978) studied the effect of State financial aid on the private colleges and universities in State of Georgia. The public money which was previously an untapped resource for those in the non-public sector of education have now become a significant part in support for private higher education in every State. Within Georgia, the State has recently begun aiding private institutions financially through three programmes designed to assist students. These three programmes are, the guaranteed student loan programme, the incentive scholarship programme and the tuition equalisation grant programme. To study the effects a survey was conducted through the use of questionnaires.

The result of the survey indicated that State aid has been effective. It has benefited the students who attend the private colleges and universities as well as the institutions themselves. More Georgia students now attend private colleges than before State aid.

Both advantages and disadvantages are numerous but basically the administrators within private institutions feel the advantages. Overall there have been no problems

with public money for the private sector in Georgia and many administrators would like to see an increase in this public interest for private higher education.

Leadership Role of Principals

Lozeán (1977) studied the perceived leadership role of principals in the north central association region. This exploratory study examined the perceptions of principals. The questionnaire was specifically designed to pose a series of questions to principals which related to the role of the principal and which dealt with some of the major problems and issues challenging the principals.

The conclusions drawn were :

1. Principals feel that as administrators they are performing a leadership function.
2. Principals enjoy generally a high level of satisfaction with their present position.
3. Principals are concerned about maintaining effective human relations as they provide institutional leadership.

4. Principals conceived of effective educational leadership as a process which emphasises goal realisation.
5. Principals realize that there is a limited number of areas with which they can deal effectively.
6. Principals would like to see their role as one involved at the highest level of decision making.
7. Principals feel helpless as building administrators, in their ability to significantly change collective bargaining diminishing fiscal researches and busing through personal leadership.

Student Personnel Services

Sheldon (1978) studied the problem of student personnel services at Iowa State University. The study was designed to examine students, faculty administrators perceptions of existing student personnel services and perception dimensions were, 'Importance', 'Quality' and 'Provision'. The conclusion were,

1. All groups agreed that the existing student personnel services were important to Iowa State University.
2. The faculty and administrators perceived that the quality of students personnel services were higher than the students perceptions.
3. All groups agreed that the services of admission and records, student activities, disciplinary services, financial aids services and placement services were provided.
4. An analysis of data indicated that generally students are satisfied with some student personnel services and dissatisfied with others.

Carmen (1977) studied the problem of student personnel services for day and evening students in California community college. The purpose of the study was to determine the types of student personnel services available to day and evening students in California community colleges, funding resources, staffing needs, factors limiting their development and recommended policies for State wide implementation.

The findings are summarized as -

1. There are twenty two different types of student personnel services available for students.
2. The expressed need for additional full time staffing was greater for the day than for the evening.
3. Inadequate, funding, inadequate facilities and lack of student interest were identified.
4. Over 70 percent of the colleges expressed a desire to receive state financial support for student personnel services. Only 11 percent desired to see fees for services rendered.
5. The student personnel services were not offered uniformly throughout the community colleges.
6. The most common services to both day and evening students were the admission and records, counselling and veteran affairs.

As a result of the findings, following conclusions were drawn :

1. There is a need to offer more services to day students and even greater to evening students. 2. There is concern that small colleges are spending more per student than medium or large colleges. 3. Lack of funding and lack of education code requirements seriously handicap the development of student personal services in community colleges.

ARTICLES AND BOOKS

Some Problems of Colleges

Azad (1976) wrote an article on problems of affiliated colleges. He observed that four thousand and odd affiliated colleges, which dot the educational expanse of this country are responsible for 90% of the enrolment at the undergraduate stage and about 62 percent in the post-graduate and research courses. A very large majority of these institutions (about 78 percent) are under private managements with varying capacity to provide financial inputs and management competencies. As a consequence the quality of education imparted by these institutions is far from uniformity.

The colleges not fulfilling certain minimum requirements are given temporary recognition. This temporary recognition affects the colleges adversely. The Spectre of withdrawal of recognition always looms large over the heads of the staff and the students, the college is also ineligible for any assistance from UGC unless it is permanently affiliated to a university. An institution with temporary affiliation can not attract better faculty and students. Thus, both from the point of view of financial resources and the quality of students and staff, such institutions are at a disadvantages.

There are a large number of colleges which according to UGC criterion are sub-viable i.e. their enrolment is less than 400. This underlines the need for having a proper survey of catchment areas, so that the colleges could become viable in a reasonable time-span. In case some of existing colleges are in no position to become viable, they should either be closed down or merged with the other colleges.

The problem of finance is very acute at least in the initial stages, when these institutions are not eligible for any assistance either from State Government

or the U.G.C. It is necessary to insist upon buildings and some reserve fund from the management before the college is even considered for affiliation.

Role of Management

Chandi (1976) has defined various roles of Management Committee in building up the college as an academic community. The management must provide the conditions, in which the people, who make up the community of learning can function properly. This means that library, laboratory and classroom facilities, playgrounds, residential accommodation and the campus generally must be so developed and maintained that they provide healthy inviting and stimulating environment for community relationship and for all the learning and teaching process involved. There is very little encouragement for the teacher to improve his vision and competence strengthen ~~his~~ his motivation and enrich his contribution as a member of an academic community. Government grants are totally inadequate to meet the real needs in such areas as faculty development.

The violent up heaval, in university life in various parts of the world, the rise of student power

and the political exploitation of class conflicts among different sections of the university community have promoted new attitudes towards the role of students in university and college governance. The joint statement of the Vice Chancellors and National Union of Students in Great Britain refers to three areas demanding three differing degree of students participation in governance.

- (a) The whole field of student welfare and student government.
- (b) Relating to curriculum and courses, teaching methods, issues concerning the planning and development of university.
- (c) Decisions of appointments, promotions of members of the staff, admission and academic assessment.

In earlier days higher education was the special privilege of the few but it is now the divine right of every one. Governmental pressures, political pressures, the liberal provision of scholarships for backward groups and the like have made access to university education easier for larger numbers. Many colleges in our country have under

pressures of various kinds, mainly finances gone on increasing enrolments to unmanageable levels. Many institutions have become factories of mass production in the knowledge industry.

So far as teachers are concerned, the situation is no better. Poverty is an educational hazard for the teaching profession and in our world, money is the yard stick to measure the worth and prestige of any profession. There is little of any kind of professional pride or any loyalty to the institutions which would promote a sense of community. The ties that bound the teaching staff to the college and its management are being gradually weakened and destroyed. For many a teacher the primary loyalty is now to a trade union group such as a teachers association, organised to protect and indicate the rights of teachers. Unfortunately such associations show little concern for academic interests of the colleges or academic growth of the teachers themselves.

The function of the management is, in the words of Carnegie Commission, "not to run the college but to ensure that it is well run". It does not try to by itself to carry out the purposes and the objectives of the

colleges. Its function is to create, maintain and promote conditions and climate for the fulfilment of the aims and objectives of the college.

Teachers' Unrest

Jain (1979) studied the teachers unrest and observed that the teachers have started playing politics with the centres of learning as their field. Formation of many teacher associations in the major cities of India is intended for the well being of the teaching community. But they have forgotten peaceful methods and taken recourse for violent methods. She observed following factors for teachers' unrest :

Social Causes

Teachers position in present society has become strange because of the social change, the respect given to the teachers by the students has not remained the same the teacher attitude has also changed towards his job. In industrialised society, values have changed with a leaning towards materialism and from this point, teachers are the worst sufferers. The bureaucracy has taken strong roots in

our society. An officer who has never been associated with teaching or education is put in a position to decide the fate of teachers.

Economic Causes

Many times teachers have been appointed temporarily for years before their services are regularised. The Delhi university teacher association and Banaras Hindu University teachers association have from time to time demanded the regularisation of temporary teachers through duly constituted selection committee. It is an irony of fate that for a long time the fate of such teachers remain undecided resulting in mental uneasiness which greatly affects teaching. Other improvements in the service conditions regarding gratuity, pension, retiring age have been demanded.

Political Causes

The different teacher associations are divided into different groups. Divisions based on caste, religion, community etc. are also there. This greatly affects the functioning of the educational institutions. The groupism in educational institutional has its effects on the administration. Intense rivalry and open play of politics have polluted the educational environment.

All these reveal a gloomy picture of teachers affairs. A teacher today fails to project himself as a real seeker of knowledge. Disciplined manners and sound character are often lacking. Most of the strikes and problems in educational institutions have been found to be not without the involvement and provocation of some teachers and this very section of the teachers have spoiled the fair image of the teaching community.

The College Libraries

Kawatra (1976) observed the problems of college libraries. He says that in most of the colleges library working hours are almost identical with teaching hours. This results in non-utilisation of the library. The students do not get sufficient time to use library facilities. In most of the libraries, books are kept locked and are inaccessible to the students. The only way a student can get a book is through a counter. Normally, the book required by a student is not found on the shelf. This makes him disinterested in the library and adds to the non-utilisation of library facilities. Moreover, only two books are issued for 15 days. The restriction in the

number of books issued is one of the main problems in every college.

It is a general complaint in all colleges that teachers take advantage of their position and corner such books as are generally needed by the students or sublend them to the students for whole session. This again creates a crisis in the library. Other students feel that the library is not meant for them but only for the selected few who can get recommendation.

Wasi (1976) also observed the problems of college libraries. A college library exists to promote learning and learning experiences through reading and through discussion. The function of a librarian is to ensure and to promote the quick circulation of books. Books must be used and we must take chance of loss with all precaution to keep loss, destruction to a minimum.

The number of books is only one component of a good library and by itself it is not a particularly important component. A college library is not a museum. It never was intended for collection of first editions.

The librarians in most college libraries are badly informed. In the second place most college librarians do not as a matter of course invest in multiple copies of the same important books. Between college librarians and students there appears to be a state of unpeaceful co-existence in which each regards the other as his natural enemy. The librarians resents the truculence of the students, the persistent unhelpfulness of the librarian and valuable time that should be spent in cooperation to promote learning is wasted in fruitless, recreation and unnecessary suspicion, accusation and hostility - Just the climate in which learning withers and decays.

Restructuring the University

The Colleges

Murthy (1979) observed that most of the colleges had no sound financial background and they depend to a large extent on the fees collected from the students. Some colleges had been founded to help the founders to make money and enhance their prestige in political circles. Boys who were marking time for a job and girls who wanted to

improve their prospects of marriage joined these colleges~~and~~ universities and swelled their numbers. They got admission whether they had any aptitude for the subject or not. All this still goes on unchecked by the government because of an incoherent administration.

In other countries the governments have taken active interest~~s~~ in guiding, controlling and promoting the quality of education, whereas in our country everything has been left to the universities, which have become citadels of warring factions and vested interests.

It is the system which is frustating humiliating and deracinating to a very large mass of teachers, survival of the spirit is a problem for them inspite of many apparent comforts noticed on the campus. Unfortunately, the men in the power who can do something to remedy the situation seem to be paralysed in thoughts and actions inspite of the anguished cries appearing in the news papers and daily agitations.

Recruitment of Teachers

He further observed that the experts on the selection committee exercise their own personal criteria

which are various, indefinite and elusive. The candidate's performance in classroom is not taken into account at the interview. His experience, qualifications and publications are set aside. What matters, however, is the candidate's own personal relationship with the men who matter. If he is not known to them, he will be wasting his time and money in attending the interview.

Most of the selections are made in some one's drawing rooms. They are based not on any rational principle but on accommodation of power interests. Such selections are rationalised on one pretext or the other. If the candidate comes through the good offices of a minister he is sure to get the selection.

Some times the posts are created and qualifications are laid down in such a manner that they suit some one they have in mind and want to appoint. Some times a whole department is set-up with a view to accommodate some body. Every body knows these facts but the entrenched bureaucracy pretends not to know.

Student-Teacher Problems

He again says that one of the causes cited for

student indiscipline is the failure of the older generation. The second cause is the corruption at levels of departmental and university administration. The third is the encouragement and cooperation given by teachers to rowdy elements on the campus. The fourth is the partiality exhibited by professors and seniors for their relatives. What ever may be the reason one thing is clearly certain and that is that teachers has forfeited the respect of the students. The Indian student is, however, reserved about his teacher, but American student~~h~~ has gone to the extent hurling abusive language at his teachers and even spitting at them some times.

In classrooms teachers pass facts from their note books to the note books of the students without passing through the minds of either. If the teacher has an internal paper he can make every student dance to his tunes. Teachers resort to unfair practices while accusing their students of the same. Favouritism, nepotism and discrimination are rampant among teachers.

The students avoid every thing that is not strictly within the purview of their examinations. They enter the examination halls with chits on their person

and if any invigilator looks at them with disapproval, they flick their knives and try to frighten him. They get examinations postponed or held twice or more for their special benefit. The students fight not for academic justice but for cinema tickets, postponement of examinations or for grace marks.

Role of Private Colleges

Shah (1978) observed the role of private colleges. These colleges play an important role in higher education in India. They cater to the needs of an overwhelming majority, nearly 85% of university students. In many respects, government colleges are worse than private colleges. However, for two reasons hardly any criticism is directed to them. They are few in numbers to merit serious attention except on some specially important issues such as the unconstitutional restriction that government imposes on its teachers as regard their freedom of expression and association. Secondly, criticism would have little value since government in India generally takes note of it only when it is expressed in the language of violence or at least of street demonstrations. And this language is not easy to come by for teachers particularly those in government colleges.

However, it is not enough to have an enlightend principal for right education: much will depend on the college management. There are certainly, a few managements of first rate but their number has been steadily declining in the post independence period. Most private college management thwart the principal at every turn unless he is willing to be a rubber stamp and fuctions as the instrument of their own petty egoes and minimum ambitions. They are dominated by politicians, businessmen for whom the college provides a convenient channel or persons - government or private service who have retired and have nothing to ~~a~~ keep themselves busy and satisfy their impulse to power. In most cases the principal would find it difficult to establish rapport with the management, unless he is prepared to take recourse to dubious means - which even if tolerated in business or politics should have no place in the educational fields.

College Management and Its Problems

Management's Problems

Toupe (1978) studied the problems of management. He observed that education in India through the years has been

a concern of private sector. But during post independence period, private managements started getting less interested in education for more than one reason. But again among them institutions that have no love for standards but wish to wield power and gain profit are on increase. They are in the hands of self centred individuals, run of commercial lines. They have unfortunately earned a bad name and have tarnished the image of private managements in education as such. Certain privately managed affluent institutions have also towed line with them because they have been dominated by the president or the secretary, who ever is powerful. These rulers of several people destinies under the cover of democracy and discipline reduce the teachers, working under them, into serfs and full time intellectual labourers. They extract maximum possible clerical and other manual labour and still seen to be dissatisfied with them because they have a feeling that these teachers lack a sense of involvement as far as their work is concerned.

In addition to these managements, there are managements with ill equipped, under staffed and sub-standard institutions to their credit and they have all ~~come to mean~~ managements today. They threaten to shake

the very foundations of education if not immediately at least in the near future.

Management-Staff Relationship

There was a time when the management of educational institutions consider teachers as co-workers for a common cause, so those managements were proud of the teachers whom they encouraged to grow academically. The teachers who worked under such managements were naturally indebted to them because they were makers of their destinies.

In these days when world is thinking of extending student representation in management and university bodies. There are several colleges where teachers representatives are not taken in board. The boards have such staff representatives who can be puppet of them. Representatives are nominated and not elected by secret ballot. Instead of representing teachers cause to the management, so called teacher representatives champion the management's point of view and try to spoon feed the teachers in their own personal interest. They only make a show of representation in consonance with democratic spirit of the day.

Teachers Movement

Tonpe further observes that it is unfortunate that some managements are allergic to teachers movement. Their traditional mind always thinks in terms of master-servant relationship. It is that feeling that makes them go mad when they are given to understand that teachers working under them have ventured to form an organisation. They immediately jump to an unhealthy conclusion that confrontation, non co-operation, agitation and lock-ups are their aims and objects.

If the present day education with its defects and deficiencies is to be of some benefit, the management have an important part to play. They have to step out of their selfish, money minded attitude and once again prove that education in our country still continues to be the concern of private sector. Whether to retain it with themselves or hand it over to the government, lies with the managements themselves and their attitude alone will decide it.

Conclusions

The present chapter is devoted to the review of

the researches conducted in India and abroad on different aspects of administration of higher education. Interesting and to a fair extent some important facts have emerged about financial problems, student welfare services, student unrest and rioting, students' participation in decision making, contribution of private management, and university-college teachers.

The affiliated colleges are a peculiar feature of higher education in India. Such types of colleges are also found in other countries like Bangladesh and Pakistan. The studies conducted in western countries are not directly related to present study because the very nature of colleges differs but, some how, the findings are very useful to locate the trends of researches and for further suggestions.

The different articles and papers published in various journals emphasise the problems like teachers' unrest, teachers' recruitment policy, teacher-student relationship, role of private colleges, private management and their problems, these problems require more in depth studies by the researchers.

Some studies have been undertaken on affiliated colleges. Franklin (1975), Shah (1975), Mehta (1977) and Mehare (1977) studied the organizational climate, leadership behaviour of the principals and some other aspects of college life pertaining to Teachers' Training Colleges. No one has made any attempt to visualise the problems which generate due to the relationship of affiliated colleges with affiliating universities and State Government. The researcher could not find any study on the problems which are emerging on account of management boards of the colleges.

Moreover, the investigator could not find any study which is conducted on Leadership Behaviour and Organizational Climate in affiliated colleges of Uttar Pradesh. The studies conducted in other parts of country do not show any relationship with administrative problems of the colleges.

Hence, the present study has been undertaken. The researches and available literature pertaining to the different aspects of the affiliated colleges have helped the investigator to prepare the design, in analysis and interpretation of data.
