

CHAPTER - II

RELATED LITERATURE

- 2.1 Section- I : Literature Related to Socio-Economic Background of Students
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CHAPTER - II

RELATED LITERATURE

In the present chapter an attempt has been made to present the available related literature in an organised fashion. The related literature have been broadly divided into three sections for the sake of convenience of presentation. The first section is about the socio-economic background of students. In this section, the studies which were conducted mainly to study the socio-economic background of university students have been included. The second section is about the academic achievement of students. The studies which were mainly intended to study the academic achievement of university students as dependent variables have been included in this section. The third section which is about the job-placement of students, includes the studies which were conducted with the purpose to study the job-placement of university students after their graduation or post-graduation. There are also some studies, related to more than one section and its theme will appear in the concerned sections. All the three sections have further been divided into sub-sections according to the variables involved in those sections. The sectionwise detailed presentations are given below and all the sections are followed by some observations and implications for the present study.

2.1 Section-I : Socio-Economic Background of Students

2.1.1 Regional Background

The study conducted by Rao (1961) on the graduates of Delhi University reveals that 62.90% students were from Delhi itself, 17.60% were from Punjab and 9.60% were from UP in 1950. The study further reveals that the corresponding percentages of students from Delhi, Punjab and UP

in 1954 at Delhi University were 69.50%, 16.00% and 4.50%, which indicates that the university became more regional. From the Annual Report of the Ministry of Education, 1984, it was noted that Jawaharlal Nehru University (JNU) had students from 28 states (including union territories) of India and from some foreign countries as well.

2.1.2 Sex

Chitra (1969) while studying the socio-economic background of undergraduate women students found that Brahmin female students had the highest representation in higher education than female students of other castes. The overall enrolment of women students in different faculties were estimated by UGC (Annual Report, 1984). The estimated percentages of women students in different faculties were; Arts 42.00%, Science 29.80%, Commerce 15.30%, Education 59.30%, Engineering & Technology 4.30%, Medicine 28.40%, Agriculture 4.10%, Vet. Science 3.30%, Law 7.70%, others 41.20% and the total being 29.10%. However, the report concluded that the percentages of female students in different faculties have increased substantially since independence.

2.1.3 Religion and Caste

About the representation of students from various religions and castes of the society, Rudolph and Rudolph (1972) about MSU students and Parvathamma (1984) about Mysore University students found that Hindu students specially of high castes were over represented in universities. Specifically about castes, Chitra (1969), Singh (1978), and Nair (1981) found that in the colleges and universities, Brahmins had higher representation in comparison to other castes. The enrolment of SC and ST students was much less than the reserved seats (Nair, 1981).

The SC and ST students were found mainly in Arts courses because it is less expensive and less time consuming (Lal and Nahar, 1978). It can be concluded that Hindu students were over-represented and the SC and ST students were found mainly in general courses rather than in professional courses.

2.1.4 Rural and Urban

About the representation of rural and urban students, ICMR (1972) and Parvathamma (1984) found that large majority of the students were from urban areas. But Lal (1979) and Haq (1983) although found that large majority (60% and 75% respectively) of the students were from rural areas yet their proportion in the student population were lower than their proportion in the society. Whatever be the region of studies, it is clear from the above that the proportions of rural students were less with reference to their proportions in respective societies.

2.1.5 Education of Parents

Dhar et al. (1976) found that 8% of the university students had illiterate fathers and 32.55% had illiterate mothers. It was concluded that although the percentage of illiterate people was very high in India, very low percentage of university students' parents were found illiterate. Hooda (1968) also found that 24.60% students had highly educated, 44.50% had moderately educated and 25.50% had illiterate parents in Bombay colleges. Similar results were noted by Haq (1983) in Bangladesh where 2% students had illiterate parents and Globerson (1978) in Israel where 27% students had illiterate parents. A study by Singh (1978) revealed opposite result that university students living in Digs had 70% illiterate parents. It was

because people living in Digs were mostly illiterate. And the study was not on all the university students rather only on those students living in Digs. However, from the reviewed studies it is clear that the wards of illiterate parents had less access to higher education than the wards of educated parents.

2.1.6 Occupation of Parents

The occupation of university students' parents was investigated in India by Arora (1979), Lal (1979) ICMR (1972), Dhar et al. (1976) and Parvathamma (1984). They found that the percentage of students' parents engaged in agriculture was very low. Another study by Mehr (1976) conducted on the Tehran University Students also revealed similar results. But Dharamvir (1978) in his study, conducted on the graduate students of Nepal found that majority of the college students parents were agriculturists. However, with regard to the Indian studies it can be concluded that a meagre percentage of university students' parents were agriculturists.

2.1.7 Income of the Family

About the family income of university students, ICMR (1972) and Parvathamma (1984) found that two-third of the students were from families having low income. But Singh (1978) and Dharamvir (1978) found that most of the students were from lower middle class families of the society. Rao (1961) found that most of the students were from both middle and upper class of the society. Haq (1983) in Bangladesh found that 36% and 9% of the students were from families having high and low income respectively. The findings of the studies are diverse and contradictory and hence it is difficult to come out with certain conclusion.

2.1.8 Socio-Economic Status

Although so many studies have been conducted by taking the individual components of socio-economic status viz., education and occupation of parents, income of the family and caste etc., some of the researchers have also taken the socio-economic status (SES) as a composite variable and came out with certain findings. Aikara (1980) found that SC students were inferior in their SES than non-SC students of university. Lal (1979) found that only 12.7% of the university students were from low SES whereas 70% and 17.3% were from middle SES and high SES groups respectively. But Singh (1978) in his study found that 70% of the university students living in Digs were from low SES group. It is difficult to draw any conclusion from the above three studies because no where any comparison or reference has been made to the population i.e., the proportion of population living in a particular SES group. However, the meagre percentage of students from low SES group at universities as found by the researchers suggest that they are under-represented at universities.

2.1.9 Studies on MSU

There are two other studies conducted particularly on MSU. The study conducted by Desai and Pandit (1968) was on the growth and development of MSU from its inception. Another study conducted by Rudolph and Rudolph (1972) was on the parochialism and cosmopolitanism of MSU. Desai and Pandit (1968) reported that the student population has grown very fast i.e., from 2,962 in 1949-50 to 13,223 in 1966-67. The growth of women students is more spectacular i.e., from 350 in 1949-50 to 3,040 in 1966-67. The other study by Rudolph and Rudolph (1972) revealed that the faculties of Arts, Science, Education & Psychology, and

Fine Arts had students from Gujarat State as given in Table-1 below. They have concluded that MSU is becoming more cosmopolitan in its character and dominated by Hindu students and specially the upper castes of the society.

Table-1

Percentages of Gujarati Students Enrolled
at MSU During 1955, 1960 and 1965

Faculty	Percentage of Students from Gujarat State at MSU		
	1955	1960	1965
Arts	90.2	94.0	85.4
Science	70.0	90.2	89.0
Education & Psychology	94.2	92.0	88.1
Fine Arts	-	80.0	78.2

2.1.10 Some Observations and Implications for the Study

It can be observed that most of the researchers who studied socio-economic background of university students have adopted simple random sampling method in their studies. The samples were drawn from a number of universities or colleges of a specified state. But the studies by Rao (1961), Mehr (1976), and Nair (1981) were conducted by taking only one university as the sample in their studies. For the purpose of data collection, questionnaire survey method has been used by many researchers. But in addition to the questionnaire survey method, interview as a technique of data collection has been used by Chitra (1969), Rudolph and Rudolph (1972), Mehr (1976) and Singh (1978). For some other essential data viz., aptitude, interests, motivation, aspiration, IQ, attitude, study habits and academic achievement, psychological tests, observation

schedule and university records have been used. It is also notable that invariably in all the studies percentage analysis have been used for analyzing the data. In some of the cases, specifically to find out the representation of various sections of the society in higher educational institutions, comparisons have been made with the data taken from the Census Reports and with the data from other sources. Some studies have also pooled the opinion of respondents to find out the causes of low or over representation of the various sections of the society in universities and the problems faced by them.

The studies related to socio-economic background of university students revealed that students from rural areas, low income, low educational and occupational level of parents, and girls were under-represented in universities. The universities are also becoming more parochial in nature. But no study was found disciplinewise in any university to give insight into whether various disciplines draw students equally and proportionately from all sections of the society. As the universities are becoming more parochial with the increment in the number of universities, it is interesting to know whether a university today justify the concept of university. The concept of university signifies that a university should have students from different regions of the country and even from foreign countries. These questions can not be answered validly from the available literature. So, further investigation is required to answer them validly in detail.

2.2.0 Section-II : Academic Performance of Students

Although many studies have been carried out in this area, most of them are on the school students. An attempt has been made here in this section to review the studies

conducted on college and university students only. The studies are presented below sub-sectionwise according to the related variables.

2.2.1 Sex and Academic Performance

The studies conducted on sex and academic performance of university students are by Rowell (1973), Black (1974), Izadi (1977), and Nair (1982). The later two studies by Izadi (1977) and Nair (1982) revealed that female students were high achievers. Of course, Rowell (1973) similarly found that academic achievement was positively related with sex i.e., female as high achievers. Black (1974) and Nair (1982) reported that significant interaction exists between sex and academic achievement of university students. So it can be said here that academic achievement is decided by sex. But, from the available studies it can not be concluded as to in which faculties male or female students^{are} having better academic achievement.

2.2.2 Rural-Urban Background and Academic Performance

About the academic performance of rural and urban students of the universities, Singh (1965) found that university students with rural background were high achievers and students with urban background were low achievers. But Sinha in his two consecutive studies (1965 and 1970) found that most of the low achievers were having rural background and students having urban background were high achievers. The findings of both the researchers are contradicting and therefore it is difficult to deduce something from these studies. The contradicting results might be due to the fact that the academic performance of students from rural areas might be better than urban students in some faculties and the vice-versa in some other faculties. Since the related studies have been conducted on the students of different faculties together, further investigation should be conducted on the students of various faculties separately.

2.2.3 Religion, Caste and Academic Performance

The study conducted by Sinha (1970) on the academic performance of students belong to various religions revealed that no statistically significant difference exists in the academic achievement of university students of different religions. But regarding caste, Aikara (1980) found that SC and the non-SC university students differ significantly in their academic performance. Just the reverse result was reported by Sinha (1970) that low caste and high caste university students did not differ in their academic performance. The result of the study by Nair (1982) is similar to that of Aikara (1980). He found that the pass percentage of forward community students was more than the backward community students. However, it can be remarked that the results of the available studies on the academic performance of students of different castes are contradictory and thus inconclusive. But it can be concluded about the academic performance of students of different religions that they do not differ from one-another.

2.2.4 Residence and Academic Performance

The studies of Sinha (1965 and 1970) and Lojka (1977), conducted on the academic performance of students reside at hostel, home, or else-where revealed similar results that students reside at home were high achievers than students reside at hostel or elsewhere.

2.2.5 Parents' Level of Education and Academic Performance

In this regard Arora (1979) found that parents' level of education had significant positive correlation with the academic performance of students. But taking the education of parents separately, Singh (1965) found that mothers' level of education had no correlation with the academic performance of students, whereas fathers' level of education had significant positive correlation with the academic performance of

students. Wig and Nagpal (1970) and Nagpal and Wig (1975) also found that most of the high achiever students' fathers had professional education. Rajaguru (1975) on the basis of his investigation concluded that students' success depends upon the number of educated members in the family. Sinha (1965) has also reported that low achievers had poorly educated parents. It was also found by him in 1970 that most of the high achievers came from educated families. Putting it to further analysis, Sinha (1970) found that high achievers and low achievers did not differ in the educational level of their parents. However, it can be said that whether statistically significant or not, level of parents' education is positively related with students' academic achievement.

2.2.6 Occupation of Parents and Academic Performance

Wig and Nagpal (1970) and Nagpal and Wig (1975) found that most of the high achievers' parents were professional and in executive occupations, whereas the low achievers had fathers in business and agriculture. Singh (1965) and Arora (1979) have also found that parental occupation had significant positive correlation with academic achievement. Another study by Forsyth (1970) revealed that female students' academic performance is being positively influenced by parental occupation. All the studies indicate that parents' level of occupation had positive effect on the academic performance of university students.

2.2.7 Income of Family and Academic Performance

The study conducted by Sinha (1970) about the financial difficulties of high achievers and low achievers, revealed that no significant difference exists in their financial difficulties. But Singh (1965), Black (1974) and

Arora (1979) found uniformly that income had significant positive influence on the academic performance of university students.

2.2.8 Socio-Economic Status and Academic Performance

Although the variables education, occupation and income of parents constitute the socio-economic status and many researches have been conducted by taking each component, yet socio-economic status as an independent composite variable has been taken by many researchers to study academic performance as a dependent variable. Among those researchers, Rajaguru (1975) and Forsyth (1970) have studied the academic performance of university students as dependent variable. Both of them have found that socio-economic status is positively related with and the determinant of academic performance. However Simmons (1975) specifically concluded from his study that Grade Point Average (GPA) of male graduates is more affected by SES than that of female graduates.

2.2.9 Past Academic Record and Academic Performance

Though studies on university students' academic performance and their past academic records have been investigated in several ways by Sinha (1965 and 1970), Rowell (1973), Portig (1974) and Nagpal and Wig (1975), they have commonly found that students with good academic performance at university level were having good past academic records.

2.2.10 Academic Life and Academic Performance

Friedlander (1980) found that the quality of students' effort determines the attainment of students even more than their background factors. The quality of

efforts to some extent depends upon the academic environment of the institution. But Shah (1975) and Goyal (1981) have reported that most of the students perceived the academic environment of their university as not challenging and very poor. They were also not satisfied with the examination, instruction, and inter-personal relationship. The academic environment of all the institutions also differed in some ways or the other (Shukla, 1980). Sinha (1965) found that low achievers spent their leisure by roaming or gossiping but high achievers pass their leisure in a systematic manner. Wig and Nagpal (1970) found that low achievers spent less time in extra-curricular activities and failed students were either too social or too isolate. Similar findings were also reported by Singh (1965) that positive correlation exists between academic achievement and extra-curricular activities of university students. Whereas Lojka (1977) found no difference in the Grade Point Average (GPA) of university students who did participate and did not participate in recreational activities.

2.2.11 Some Observations and Implications

The studies related to academic performance of university students, both in India and foreign countries are broadly of four types. The four types of studies are correlational, predictive, differential and effect studies. Among the studies in India, the studies by Singh (1965), and Kumariah (1976) are correlational in nature. Among the foreign researchers Forsyth (1970), Izadi (1977), and Lojka (1977) have also conducted studies which are correlational. The predictive type studies are by Rowell (1973), Portig (1974), Simmons (1975) and Friedlander (1980) in foreign countries but no Indian study was found in this category. Some of the Indian studies where academic performance has been studied as dependent variable in a

differential manner i.e., how socio-economic background or psychological factors are differentiating academic performance of university students are by Sinha (1965), Wig and Nagpal (1970), Rajaguru (1975), Kumariah (1976), and Shukla (1980). There is also one foreign study by Izadi (1977) of this category. The academic performance of students as affected by certain independent factors were studied by Narayana (1979), and Nair (1982) in India and Black (1974) in foreign country. There are also some studies which cannot be included in the above four categories. Those studies are by Goyal (1981), Shah (1975) and Colon (1963). Goyal (1981) has studied the academic environment and satisfaction of students, Shah (1975) investigated into the college campus life in Gujarat and Colon (1963) studied the causes of failure of students of Ahmedabad city qualitatively. From the above analysis, it can be concluded that most of the indian studies are differential studies whereas most of the foreign studies are predictive in nature.

The studies on academic performance have been mostly conducted on college students except a few conducted on university students. By taking more than one university as the sample of study, Sinha (1965), Wig and Nagpal (1970), Nagpal and Wig (1975), Friedlander (1980), Goyal (1981), and Nair (1982) have investigated into academic performance of students. But some other studies have also been conducted by taking one university as the sample. They are by Forsyth (1970), Sinha (1970) and Portig (1974).

The review of related literature further revealed that drawing sample on the basis of pass and fail or high and low academic achievement was the most popular criterion. The researchers who adopted this procedure were Sinha (1965 and 1970), Colon (1963), Wig and Nagpal (1970), Nagpal and Wig (1975), and Kumariah (1976). A few other studies have been

conducted by drawing sample on random basis. Such studies were by Forsyth (1970), Portig (1974), Rajaguru (1975) and Izadi (1977). There are also studies where all the students of the institutions have been taken for the study. Shah (1975) conducted a study where the nature of sample is quite different from the above because it was to reveal the major trends and issues of higher education. He took the principals, teachers and students of some colleges for the study. Hence although a few studies are conducted by taking one institution, as the sample of study, taking more than one institution and application of random sampling method are most popular among the researchers.

Questionnaire as a tool of research has been invariably used by many researchers to study the academic performance of students. In addition to questionnaire, interview as a technique has been used to collect data by Colon (1963), Wig and Nagpal (1970), Rajaguru (1975) and Izadi (1977). So many other researchers have also used psychological tools to reveal the needed psychological data viz., data regarding personality, intelligence, aptitude, adjustment, and aspiration etc. Those researchers who have used psychological tools are Singh (1965), Sinha (1970), Wig and Nagpal (1970), Rowell (1973), Nagpal and Wig (1975) and Kumariah (1976). Of course these researchers have used psychological tools in addition to certain other tools related to socio-economic background data. To collect certain basic data, Simmons (1975) have surveyed the application forms of students. Official records have also been used by Simmons (1975), Izadi (1977) and Nair (1982) to collect relevant data to study academic performance of students.

The administration of questionnaires and psychological tools on the sample was the main procedure for data collection. Of course in some of the studies personal interviews have been conducted by the researchers and for obtaining some

other data, official records have been surveyed. So taking into consideration the independent variables and academic performance of students, different procedures have been followed in selecting the sample, instrumentation, collection of data and its analysis.

The findings of those studies related to academic performance of university students revealed some facts and raised certain questions. It reveals that parental education, occupation and income were having significant positive correlations with the academic performance of students. But some of the studies reveal that academic performance of students with educated and uneducated parents, white collard and blue collard occupations, and high income and low income groups did not differ significantly. The overall indication of these variables viz., SES has positive and significant correlation with academic performance and affect significantly to it. Students having different religions do not differ significantly in their academic performance. But students of high castes and low castes differ significantly in their academic performance and high castes students were the high achievers. Most of the studies revealed that female students where high achievers and significant interaction was found between sex and class or division obtained by students. About the rural and urban students, no clear cut conclusion can be derived from the diverse findings. The students having good past academic records perform better than students having poor past academic records. From the studies on academic life and academic performance, it can be concluded that students' attainment depends on their academic environment but most of the students were not satisfied in their academic environment. Generally the low achievers spent their time in gossiping and roaming aimlessly, whereas high achievers were very systematic. in their study. The extra-curricular activities do not influence the academic performance of students.

Most of the studies related to the academic performance of students are in general rather than on students of particular faculties. Hence it is difficult to say in particular about the academic performance of students in any discipline. Therefore, it is essential to investigate into academic performance by taking the different faculties separately. Although studies were conducted on academic performance of university students by taking socio-economic background and academic life, no study was found where combined effect of socio-economic background and academic life was studied. There was actually no study on academic life, rather the studies were on certain aspects of it. Because the academic life as has been taken by researchers are students' effort or academic environment of the institution or the utilization of leisure by students. But these components alone are not academic life, rather they are part of academic life. Hence academic life has to be operationalized and tools should be constructed accordingly to study its effect on the academic performance of students in different disciplines of university.

2.3 Section-III : Job-Placement of Students

The Indian economy has been growing more rapidly than ever before. But educated unemployment has not been dismissed. On the contrary there is evidence that it has remained a more or less constant proportion of the rapidly growing stock of educated human resource. Realizing the importance of educated human resource for national development, number of researches have been conducted in India. The studies which have been conducted on the job-placement of university students have been reviewed and presented in what follows.

2.3.1 Vocational Choice

The type of vocational choice was studied by some researchers. Among them Bhattacharya (1965) studied the vocational plan of unemployed students of three universities of Madhya Pradesh. He found that out of the unemployed graduates, 32.73% sought clerical jobs and 28.18% sought technical jobs. Similarly Tirtha (1966) studied the pattern of occupational choice of B.A., B.Sc. and B.Com. students of Osmania University. He found that there was a steady decline in the occupations of industry, business and agriculture and most of the urban students want white collar jobs. Dhar et al. (1976) while studying the employment of graduates found that only 16% students had the plan to be self-employed while 84% had the plan for some jobs in government or private concern.

Harmon (1981) conducted a follow-up study of 391 women students after six years of their admission to college. He found that the vocational choices were predominantly traditional. The occupations preferred by these students were nurse, social worker, and teacher.

The studies conducted to study the influence of factors on vocational choice of students were mainly on graduate students. Tirtha (1966) found that occupational choice was affected by schooling, caste, and occupational and educational level of parents. Similarly Dhar et al. (1976) found that economic returns, social prestige, type of education and training influence the occupational choice of students. Goltz (1977) took only the women students in his study and found that their occupational choice was being influenced by certain other factors than the factors found by Dhar et al. (1976) and Tirtha (1966). He found that occupational choice was affected by perception of sex

roles, advice from others, age of the subjects' children, parental influence, and originality of occupational choice. Sayed (1967) took four groups of professionals to study the factors that affect their occupational choice. He found that interests, ability, suitability, and teachers influence the occupational choice of students. Maharashtra State Board of Secondary Education (1966) also found that students selected their jobs mainly because of their special aptitude for the jobs.

2.3.2 Choice, Specialization and Employment

The choice and specialization of students with their job-placement have been studied by More (1976). Globerson (1978) and Harmon (1981). They have found that large number of alumni could not get employment according to their choice and specialization. Many of these students were underemployed. About the underemployment Karlson (1977) found that mostly the underachievers reported themselves as underemployed. So it can be deduced from the above mentioned studies that choice and specialization do not play any major role in getting employment.

2.3.3 Sources of Information and Job-Placement

Among the sources of information, personal contact was the main way to get job (Rao, 1961, and Dholakia, 1977). It is followed by advertisement, employment exchange, and teachers of the department. Mathew (1978) also similarly found that college placement service accounted for 30% of the students' employment.

2.3.4 Courses Studied, Future Plan and Job-Placement

Employment of students and the course studied was investigated by Globerson (1978) on the Israeli university students. He found that 68% of humanity and 72% of science

graduates pursue jobs related to their courses. Employment and students' future plan were similarly studied by Harmon (1981). He took only female students and found that 71% of the students were employed in their planned jobs i.e., in social and medical services and clerical jobs. About the self-employment, actually 13% pursued it. Regarding the students studying further, Bhattacharya (1965) found that among the alumni of universities in Madhya Pradesh, 6.2% were studying further. Parvathamma (1975) also found that, out of the total university students in her study i.e., of Karnataka State, 90% of the students, mostly girls had the plan to continue their study further. And most of the female students go for higher studies while waiting for marriage.

2.3.5 Time Span to Get Employment

The time taken by alumni to get job has also been investigated by few researchers. Blaug (1969) in his study estimated that the average period to get a job is six months for the university students. Similarly Rao (1961) found that 65.9% of the 1954 batch and 69.6% of the 1950 batch graduates of Delhi University got employment within six months after the completion of their studies.

2.3.6 Factors Help to Get Employment

Karlson (1977) found that specialised job skills, work experience, personality characteristics and personal contact as the factors which help students to be selected in some jobs. But Boyce (1974) found that early decision of students, on the basis of their interests helps them to get job in time. Besides all these factors Gordon (1983) in his study found that it is the job market which is a dominant factor that decides the job for alumni. It also decides the type of education to be imparted to the students at a particular point of time.

2.3.7 Types of Jobs Taken up by Students

The types of jobs taken up by alumni students have been studied by many researchers both in India and abroad. In India, Rao (1961) found that more than half of the graduates of Delhi University were working as professionals and technical workers, one-third in clerical jobs, one-tenth in administrative, executive, and managerial posts. The rest of the students were in other jobs. The Maharashtra State Board of Secondary Education (1966) conducted a follow-up study of 70 students and found that out of 42 students who were employed, 23 were engineers.

Shah (1978) studied the employment of women students and found that 53% of the industrial establishment had the scope for the employment of women students of Arts and Home Science. It was also found that large percentage of women students were seeking part-time jobs. Studying the job-placement of university students, Bhattacharya (1965) found that 73.10% of the graduates were employed, 10.06% were unemployed, 9.30% did not seek employment, 1.06% were part-time employee and 6.20% continued further study. Most of the unemployed students sought clerical and technical jobs and 12.73% sought executive jobs.

The follow-up studies by Rao (1961), Bhattacharya (1965) and Dholakia (1977) revealed that the rate of employment is in decreasing order and unemployment rate is in increasing order. The rate of increment in the alumni not seeking job has also decreased and the percentages of self-employed alumni ranges from 10.2% to 14.7%.

2.3.8 Manpower Estimation and Employment

Bhatnagar (1970) found that due to the steady out turn of technical labour force in some specific fields and not equal increase in the employment opportunities, the unemployment problem persists. He found that there was shortage of

manpower in Medical, Teachers in Secondary Schools, Managerial, Tele-Communication, Aeronautical Engineering, Accountancy and Agricultural Scientists in 1968. But there was over supply of manpower in production process and Teachers at Primary schools in the same year. So to avoid unemployment problem, he suggests that there should be balance in the demand and supply of manpower in the job market.

2.3.9 Problems of Unemployment

The problems of unemployment has been studied by Dholakia (1977) and Parvathamma (1975 and 1984). While studying the employment policy in India, Dholakia (1977) found that unemployment problem in India is due to the following reasons. Firstly, the students in India are getting the wrong kind of education. Secondly, the system of education is too much theoretical rather than of any practical content. Thirdly, the educated people prefer the white collar jobs than any manual and industrial jobs. There is also no proper planning of education as a whole by keeping in view the manpower requirements. Similarly Parvathamma in two of her consecutive studies (1975 and 1984) conducted on the graduate and post-graduate students of Karnataka State found that most of the students were aware of unemployment problem and in spite of that they intended to go for higher studies, even if they were not assured of employment. The causes of unemployment are over-population, lack of job-oriented courses, lack of adequate industrialization, expansion of education and improper educational planning. To overcome the unemployment problem, More (1976) in his study suggested the changes in curriculum and that more attention should be given by the teachers and advisors to this problem.

2.3.10 Some Observations and Implications

The methodologies of studies related to job-placement of university students revealed that some of the researchers viz., Rao (1961), Bhattacharya (1965), Tirtha (1966), Boyce (1974), Parvathamma (1975 and 1984), More (1976), Karlson (1977) Dhar et al. (1976), Mathew (1978), Shah (1978), and Kurt (1984) have taken large number of students from one or more than one institution in their studies. But the nature of sample taken by Sayed (1967) and Goltz (1977) were different. They have taken respondents from various occupational groups for their studies. The nature of samples taken by Shah (1978) and Harmon (1981) are also different from the above because the samples in their studies consist of women respondents only. Another study conducted by Maharashtra State Board of Secondary Education (1966) was confined only to 70 brilliant SSC students and follow-up them for long period. From the point of view of data collection most of the studies are follow-up type. There are also studies by Sayed (1967), Parvathamma (1975 and 1984), Dhar et al (1976), Shah (1978), and Kurt (1984), where data have been collected by administering the questionnaire on the samples and in addition to this, interview as a technique has been employed by Tirtha (1966) in his study. Another technique used by Gordon (1983) was survey of occupations. The data analysis procedure is mostly percentage analysis in all the studies.

It can be observed that the unemployment problem has persisted in spite of the rapid economic development of India (Bhatnagar, 1970). There are numerous causes of the unemployment problem, and basically it is due to improper educational planning. For the proper planning of education according to the required manpower, it is essential to know what are the disciplines in which we have surplus of manpower and in which we have shortage of manpower. So it demands research to identify the disciplines where we have surplus or deficit of manpower.

It can be observed that about 10.2% to 14.7% of the university students were found to be self-employed (studies by Rao-1961, Bhattacharya-1965 and Dholakia-1977). There were also students studying further and many were unemployed which require further investigation to know the further plans and purpose of these students, such investigation will help in proper planning and action with regard to higher education.

It can be observed from the studies related to future plan, choice, specialization and job-placement of university students that large percentage of students could not get employment according to their choice and specialization and were underemployed. Further, most of the underemployed students were having low-academic achievement. Though the above phenomena were found among the university alumni in general, it may not be similar in case of the alumni of all the disciplines. Therefore to provide specific answers, the plan, specialization and job-placement of university students of all the disciplines should be investigated separately.

The average period to get a job is six months for the university students (Blaug 1969). Similarly Rao (1961) found that two-third of the students got employment within six months. It implies that six months time gap may be a suitable period to follow-up the alumni to study their job-placement.

2.4 Implications of the Related Literature for the Present Study

From the review of the related literature it was revealed that universities are becoming more regional. They draw students from various sections of the local community than what they were in past. But it does not reveal the above facts particularly about various faculties of university. Therefore, the questions that arise are whether all the faculties are regional or some of the faculties attract

students from various parts of the country and abroad whereas some others do not. Then whether students from weaker sections are enrolled proportionately in all the faculties according to the social structure. Subsequently, whether university today justify the concept of university? The answer to these questions could not be provided from the available literature. Further if the universities are having students from various sections of the society, whether the students are at par in their academic performance. From the related literature it was found that female and high caste students were high achievers. But about the academic performance of students with different parental education, occupation and income background, available literature reveals contradictory results and hence are inconclusive. It further reveals that low achievers pass their time in non-academic activities whereas high achievers were very systematic in their study. The participation in extra-curricular activities also does not influence the academic performance of students. But whether the findings of available studies are similar or contradictory, the questions that remain unsolved are whether the socio-economic disparities among students affect their academic performance in any discipline. If it does, which are those disciplines and what is the nature and degree of its effect. Is it that the past academic records of students get reflected in their academic performance at university level, specifically in various disciplines irrespective of their socio-economic disparity and academic life. No study was found which considered the academic life of university students as an independent variable. So, whether the academic life and socio-economic background together affect the academic performance of students of different disciplines similarly or differently are not known.

It is true that students with different socio-economic background, academic performance and future plans are enrolled in all the faculties of university. Probably these factors play some important role for the job-placement of students. The related literature reveals many factors like interests, attitude^{and} decisions^{of students} and demand in the job-market as some of the factors that decide the students' placement. It also reveals the importance of required manpower estimation for proper educational planning and thereby to avoid unemployment problem. But as the related literature does not provide any answer about the role of socio-economic background, academic performance and future plans for the placement of university students it is essential to investigate into these variables as independent factors. Some of the questions for which specific answers are required but could not be given from related literature have been given below. They are, students with what socio-economic background, academic performance and future plans are suitably placed or remain unemployed and underemployed, which are the faculties where the unemployment problem is acute? Is it that the students who study further or self-employed do so to avoid unemployment problem? And what are the further plans of these unemployed, underemployed and students studying further? Valid answers to the questions identified above could not be provided from the available literature and therefore the present study has been designed to answer some of the questions scientifically. Those questions are: what sort of cosmopolitan character does our university and its various faculties have today? How the socio-economic backgrounds and academic life affect the academic performance of students? What is the employment positions of alumni students in different faculties? And what is the role of socio-economic background, academic performance and future plans in the job-placement of the alumni.

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