

## Higher Education

G.D. SHARMA

Amudharani, R. 1990. **A comparative study of the B.Sc. and M.Sc. physics curricula of affiliated and autonomous colleges.** M.Phil., Edu. Madurai Kamaraj Univ.

*Problem:* The present study attempts to assess and compare the B.Sc. and M.Sc. physics curricula followed in affiliated and autonomous colleges.

*Objective:* To assess and compare the B.Sc. and M.Sc. physics curricula followed in affiliated and autonomous colleges in terms of a set of criteria.

*Methodology:* The original documents relating to the B.Sc. and M.Sc. physics curricula of affiliated and autonomous colleges were collected from the concerned authorities. The collected documents were analysed by following the criteria developed by Mesmin Jayanthi. Quantitative and qualitative ratings of courses were done. Content-analysis as a method of research was employed in the present study.

*Major Findings:* (1) The B.Sc. and M.Sc. physics curricula of affiliated as well as autonomous colleges were found to be highly satisfactory in terms of the organisation of subject-area, and satisfactory in terms of provision for horizontal as well as vertical transfers and continuity between the B.Sc. and M.Sc. courses. (2) The B.Sc. physics curricula of affiliated and autonomous colleges were found to be highly

satisfactory in terms of coverage of subject-areas, and moderately satisfactory in terms of depth-in-treatment of the subject-matter. (3) The B.Sc. physics curricula of affiliated colleges were found to be highly satisfactory in coverage of subject areas. (4) It was found that there was no provision for the applied aspects in the B.Sc. physics curriculum of affiliated colleges. (5) It was significant to find that the M.Sc. physics curriculum of affiliated colleges was moderately satisfactory in terms of matter. (6) The B.Sc. physics curriculum of Parasakthi College was found highly satisfactory in coverage of subject-areas; satisfactory in terms of load of physics in the course; number of papers and branches provided due weightage for internal evaluation, and updatedness of course; moderately satisfactory in terms of interdisciplinary treatment and depth-in-treatment of subject-matter. (7) The B.Sc. physics curriculum of Madura College was found to be highly satisfactory in coverage of subject areas, satisfactory in terms of load of physics in the course; and moderately satisfactory in terms of depth-in-treatment of subject matter. (8) The weightage for internal evaluation was found to be unsatisfactory in both the B.Sc. and M.Sc. curricula of Madura College. (9) The load of physics and the number of papers provided in the B.Sc. physics curricula of the autonomous colleges were higher as compared to those in the affiliated colleges. [GSP 0565]

Anantha Krishnan, Janaki. 1988. **Who go to colleges of education? — A comprehensive study of the socio-economic and educational background of students of selected B.Ed. courses in Pune, 1986-87**. M.Phil., Edu. Univ. of Poona.

*Problem:* This study attempts to assess the personal qualities, educational qualifications, and social and economic background of the B.Ed. students of Poona city. It examines various issues related to the teachers' training course.

*Objectives:* (i) To study the social, economic, academic and personal background of the B.Ed. students of Poona University, and (ii) to study the attitude of the B.Ed. students towards teaching, pupils and methods of teaching before and after the course.

*Methodology:* Three B.Ed. colleges of Poona University and one B.Ed. college of S.N.D.T. University were taken up for study. Based on random sampling, about 72% of the students of 1996-97 were selected for detailed study. The descriptive survey method was used to collect data from students and college offices. Structured questionnaires were used to collect the data. Frequency distribution, percentages and averages were calculated to analyse the data.

*Major Findings:* (1) In Poona city, a greater number of female students (59.13%) showed inclination for the B.Ed. course than the male students (40.87%). (2) Students opting for the B.Ed. courses were not so meritorious. (3) It was found that the female respondents came from better economic background as compared to the male respondents. (4) The majority of respondents had opted for the course due to their interest in teaching. [LHB 0068]

Badgajar, Arvind D. 1992. **The work-value of undergraduate students with reference to sex, socio-economic status and faculty**. Ph.D., Edu. Saurashtra Univ.

*Problem:* The study attempts to assess the

work-value of undergraduate students with reference to sex, socio-economic status and faculty.

*Objectives:* (i) To adapt Super D.E.'s Work Value Inventory in the Gujarati language, (ii) to study the work-value pattern of undergraduate students of different faculties of Saurashtra University, (iii) to study the influence of socio-economic status on work-values of undergraduate students of different faculties of Saurashtra University, and (iv) to study whether there is any difference between the work-value of undergraduate students of different faculties of Saurashtra University.

*Methodology:* A sample of 1,143 students (567 boys and 576 girls) in the final year of the degree course in the arts, science, commerce, engineering and medical faculties of Saurashtra University, Rajkot, were selected for the study. The data pertaining to this research was collected during the year 1989-90. 11.07% of the sample from the total population was selected for the study. The students were selected through the method of stratified random sampling. The tools used to collect data included the Socio-economic Status Scale of K.G. Desai and the Work-Value Inventory adopted from SWVI developed by Super D.E. The collected data were treated with mean, median, SD, 't' test and F-test.

*Major Findings:* (1) The first three work-values preferred by the students of different faculties were creativity, altruism, and achievement, and the least preferred work-values were management and security. (2) Out of 13 work-values, significant sex differences were found for creativity, achievement, altruism, security, prestige and management among the arts faculty students. (3) Among the students of arts and science faculties, no socio-economic difference for any one of the work-values was perceived; but among the students of the commerce, engineering and medical faculties, socio-economic differences were observed in preferring work-values. (4) Out of 13 work-values, significant sex differences were found for creativity,

economic return, achievement, altruism, aesthetics, associates, surroundings, supervisory relations, independence and prestige among the science faculty students. (5) Out of 13 work-values, significant sex differences were found for economic return, achievement, altruism and prestige among the commerce faculty students. (6) Out of 13 work-values, significant sex differences were found for surroundings, security and prestige among the medical faculty students. [DAU 0012]

Behera, S.K. 1991. **A study of the institutional costs of university education.** M.Phil., Edu. Utkal Univ.

*Problem:* The study centres around the estimation of institutional costs of university education.

*Objectives:* (i) To find out the institutional costs of university education, (ii) to make a time-period analysis of university education, (iii) to find out the capital cost structure of the period under study, (iv) to find out the unit cost per teaching department, (v) to find out the unit cost with respect to students' welfare activities, (vi) to find out the unit cost of management of examination, (vii) to study the economics of scale and minimisation of unit cost, (viii) to make suggestions to the university authorities regarding minimisation of unit cost, (ix) to study the increasing pattern of operating cost from year to year of the period under study, and (x) to study the increasing pattern of capital-formation cost from year to year of the period under study.

*Methodology:* Utkal University, Vani Vihar, Bhubaneswar (Orissa) was taken as the sample for the study. The data regarding the cost structure were collected for 10 academic years, i.e. from 1979-80 to 1988-89. A proforma was developed by the researcher to collect all sorts of data, and these were suitably treated.

*Major Findings:* (1) The total wage cost for the teaching staff in 10 years was Rs 10,71,10,667, and the average wage per

year was Rs 1,07,11,066.70. The expenditure under in this head kept increasing from year to year. (2) The total expenditure incurred on students' welfare in 10 years was Rs 1,13,29,374, while only on students' amenities, it was Rs 73,56,825. (3) Expenditure on every item of supporting services was changing, especially increasing from year to year. (4) Expenditure on examination was the highest among all the heads of operational costs. (5) Every year, the university was spending some amount of money for the purpose of campus development works. From year to year, expenditure in this direction was increasing rapidly. [KCP 0496]

Benal, B.I. 1988. **A critical study of the development of higher education in the State of Karnataka during six Five Year Plans (1950-1985), with special reference to Karnatak University.** Ph.D., Edu. Karnatak Univ.

*Problem:* The study centres around the development of higher education in Karnataka during six Five Year Plans.

*Objectives:* (i) To study the development of higher education in Karnatak University, with respect to the quantitative growth, way of investment, sources of finance, library facilities, laboratories, hostel facilities, scholarships, administrative set-up and establishment of postgraduate centres, (ii) to understand the curriculum and its reconstruction (with regard to the needs of students and the society, and to know the purposes and outcomes of the curriculum), (iii) to study the improvement of the quality of teachers, (iv) to study the problems of examinations and evaluation, (v) to critically evaluate the nature and extent of development with respect to the trends in the developed states in the country, and (vi) to suggest steps for the improvement of higher education.

*Methodology:* The sample of the study comprised annual reports of the Karnatak University from 1950 to 1985, which covered six Five Year Plans. In order to collect the data, a

questionnaire was developed by the researcher. To treat the data, analysis of variance and F-ratio were used.

*Major Findings:* (1) There has been a considerable increase in the quantitative growth of institutions, viz. affiliated, constituent colleges and the university postgraduate departments, during the Plan period (1950-1985). (2) The receipts and expenditures also significantly increased due to the development programmes initiated and implemented. (3) The sources of income were increased to the best advantage of the educational institutions. (4) The library at the Karnatak University level had expanded considerably and it was supposed to be the second biggest in Asia. (5) With regard to the modernisation of science laboratories, it is worth mentioning that the departments of physics, chemistry and geology had been greatly expanded, and were offering leadership courses in their disciplines in the country. (6) As far as student facilities were concerned, financial efforts had not been made to the extent expected, by helping needy students at large, and SC and ST in particular. (7) The qualitative improvement in the affiliated colleges and also at the university was not very significant. (8) Hardly any efforts had been made for re-orienting in-service training with up-to-date knowledge for the teachers recruited at the affiliated colleges and at the university level. It was also disappointing to note that the university authorities had not made any attempt to look into the academic problems of the teachers. (8) The university authorities made no consistent efforts to evolve new techniques and devices for evaluating the students' progress through the examinations. [KR 0585]

Buam, Berylda Hedi-Pati. 1989. **A study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya.** M.Phil., Edu. North-Eastern Hill Univ.

*Problem:* This is an attempt to study the

changes that have taken place against the background of adoption of the 10+2+3 pattern of education and the reactions of students, teachers and administrators to such changes.

*Objectives:* (i) To review the main features of education at the collegiate level prior to and subsequent to the implementation of the 10+2+3 system of education, and (ii) to study the reactions of students, teachers and administrators to the changes made at the collegiate level.

*Methodology:* The sample for the study included 200 respondents, comprising 150 students in the final-year degree class, 40 college teachers with long teaching experience under the new and the old systems of education, 10 administrators from the State Education Department, university officials and college principals drawn according to the purposive sampling technique. An interview schedule and an opinionnaire prepared by the investigator were used to collect the data. Percentages were used to analyse the data.

*Major Findings:* (1) The majority of the respondents felt that the introduction of the 10+2+3 pattern of education was a timely step as it brought about uniformity, promoted national integration and helped enhance educational standards. (2) Regarding reducing pressure on admissions at the college level, opinions were divided among students and teachers. (3) The majority of the students and teachers felt that the problems faced by migrant students would disappear with the introduction of the new pattern of education accompanied by the adoption of a common core curriculum. (4) The majority of the students felt that the existing college curriculum was unrelated to the present-day needs and aspirations. (5) Regarding the introduction of a common foundation course at the degree level, the opinions of students and teachers were different, with the former finding it useful and the latter finding it a burden. (6) The majority of the respondents found the annual college examination not conducive to the

total personality development of the students. The adoption of the grading system was favoured by most students. (7) The introduction of the new academic calendar with January to December as the session was supported by the university officials. However, the teachers were equally divided in favour of and against it. Similar was the trend with regard to the holding of the examination, i.e. whether in November or in March every year. (8) Among the problems faced by the students were those connected with textbooks, laboratory equipment, teaching aids, the type of questions set in examinations, and the increasing unemployment among educated youth. (9) The teachers reported problems like shortage of laboratory equipment and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses. [PPG 0165]

- J Celine, Rani A. 1988. **A study on the political awareness of postgraduate students and their attitude towards democracy.** M.Phil., Edu. Madurai Kamaraj Univ.

*Problem:* This is an attempt to study whether the postgraduate students are high or low on political awareness, whether they have a favourable or unfavourable attitude towards democracy, and whether the political awareness of postgraduate students influences their attitude towards democracy.

*Objectives:* (i) To assess the level of political awareness of postgraduate students, (ii) to measure their attitude towards democracy, and (iii) to find out whether the political awareness of postgraduate students influences their attitude towards democracy.

*Methodology:* The sample of the study comprised 250 postgraduate students from four arts colleges and the Gandhigram Rural University in Anna District.

The tools used to collect data included the Political Awareness Test (PAT) and the Political Attitude Scale (PAS) constructed by the

investigator. Chi-square test, Pearson's product-moment correlation and 't' test were used for statistical analysis.

*Major Findings:* (1) Postgraduate students—both male and female—had low political awareness. (2) Their attitude towards democracy was unfavourable. (3) Postgraduate students from rural areas were low in their political awareness as compared to their urban counterparts. (4) The political awareness of postgraduate students was not related to their attitude towards democracy. [MKU 1056].

Chakravorty, Nina. 1991. **A study of differences in attitudes of college students towards national integration in Meghalaya: Factors affecting attitudes.** Ph.D., Edu. North-Eastern Hill Univ.

*Problem:* The main focus of the study is to find out the attitudes of college students towards national integration and to look for the possible influence of the mass media in forming such attitudes.

*Objectives:* (i) To construct an attitude scale to measure the attitudes of college students towards national integration, (ii) to measure the attitudes of different groups of college students and compare them, (iii) to study the influence of the mass media in forming positive attitudes towards national integration, and (iv) to examine the status given to national integration in curricular and co-curricular activities and the role played by teachers in inculcating a positive attitude towards national integration.

*Methodology:* The random sampling technique was used to select colleges from various parts of Meghalaya, and the cluster sampling technique was used to select the actual sample of students to be included in the study. The final sample consisted of 680 boys and 520 girls. The tools used to collect data included an unstructured interview schedule, a questionnaire and a Likert-type attitude scale. Descriptive statistical measures of various types, test of significant

difference between means of groups and the chi-square test were used while treating the data.

*Major Findings:* (1) There was no significant difference between boys and girls in their attitude towards national integration. (2) The attitude scores of non-tribals was found higher than that of tribals. (3) There was no significant difference between the high-SES students and the low-SES students in their attitude towards national integration. (4) A teacher of history, geography and languages could better inculcate ideas of national integration through correlational teaching. (5) Both indoor and outdoor co-curricular activities could be used to promote social and emotional integration, especially among the youth. (6) The mass media were powerful instruments which could promote emotional integration among Indians. [PPG 0188]

Chettiar, Gopalan R. 1987. **A study of the organisation and conduct of a few typical institutions engaged in rural higher education in terms of their objectives.** Ph.D., Edu. Univ. of Kerala.

*Problem:* Using the case study method, the attempt is to assess the working of institutions of rural higher education.

*Objectives:* (i) To evaluate the rural institutes in the light of the principles of rural higher education, (ii) to compare Indian rural institutes with similar institutions abroad, especially with the Beres and the Antioch colleges of America, (iii) to examine the syllabi, first in the light of the principles of curriculum construction and, secondly, to compare the DRS (science) syllabi with similar B.Sc. syllabi of the Madurai Kamaraj University and the University of Kerala, (iv) to examine the organisation and conduct of the courses of rural institutes, (v) to examine their one-year programme, and (vi) to suggest steps for improving rural higher education in India.

*Methodology:* Three hundred and thirty students, 54 teachers and 320 old students formed the sample for the study. They were drawn

from Gandhigram Rural Institute, the Sree Ramakrishna Mission Vidyalaya Rural Institute and the Tavanur Rural Institute. The tools used to collect data included a questionnaire and check-lists. The collected data were treated with qualitative methods.

*Major Findings:* (1) The majority of rural institute students were boys drawn from the lower socio-economic levels and were children of farmers. (2) The aim of the students in joining the institute was mainly to get government employment. (3) Financial aid was available to a large number of students. (4) The main suggestions of students for improvement of the courses were to include (a) more practical training, (b) discussions and seminars, and (c) to change the diploma into a degree. (5) Teachers had stated that the courses were mainly beneficial for getting government jobs. (6) The main suggestions of the teachers were (a) to give the students preference for employment, (b) to work as autonomous institutions, (c) to convert the diploma courses into degree courses, and (d) to train students for self-employment. (7) There was agreement among the teachers and students of the three institutions in the suggestions for organisational modification, academic change and practical training. [VR 1662]

Chinnamma, P. 1992. **A comparative study of the performance of degree colleges under different managements in coastal Andhra Pradesh.** Ph.D., Edu. Osmania Univ.

*Problem:* This study attempts to assess the performance of degree colleges under different managements in coastal Andhra Pradesh.

*Objectives:* (i) To compare the academic performance of students in colleges under three different types of management, namely, missionary, private and government, and (ii) to evaluate the organisational climate of the institutions.

*Methodology:* The sample consisted of 502

students of the final-year of all degree courses, viz. B.A., B.Sc. and B.Com, and 205 staff members of six degree colleges in the coastal area of Andhra Pradesh. The 205 staff members of the sample represented at least two teachers from each faculty of the six colleges. The data were collected with the help of a questionnaire, and were treated using percentages.

*Major Findings:* (1) The self-aspirations of students in two Christian colleges and two private colleges were high. (2) The parents' aspirations for the students, as indicated by the students, suggested that a majority of the parents wished that their children should take up a job immediately after their degree. (3) The staff of the government colleges were highly interested in preparing students for the university examinations, besides helping them grow in personality and character. (4) Students of all the six colleges pointed to the same institutional goals, like development of personality and character, providing inspiration and inculcating desirable values among students. (5) As regards the strength of the institutions, the missionary and private institutions were not able to cope up with the demand of accommodating more than the sanctioned strength. (6) As regards infrastructure facilities, including physical facilities, library, playground, students' lounge, staff room, etc. these were quite abundant in the missionary institutions, not adequate in the private colleges, while the government colleges were actually ill-equipped. (7) As regards discipline and orderliness, punctuality and regularity, neatness and cleanliness, supervision and leadership qualities of the principals, these were the most desired aspects of education which were dominant in the missionary institutions, and declined in private and government colleges. (8) As regards the academic achievements of the students of different colleges, the performance was satisfactorily consistent in the Christian colleges, inconsistent in the private colleges, and poor in the government colleges. [SSS 1031]

Chowhan, Sarita. 1992. **Values, self-concept, creativity and anxiety among professional college students.** Ph.D., Edu. Univ. of Ajmer.

*Problem:* This study centres around the values, self-concept, creativity and anxiety among professional college students.

*Objectives:* (i) To find out the values of the students of the colleges of engineering, medicine and teaching, (ii) to find out the self-concept of the students of the colleges of engineering, medicine and teaching, (iii) to find out the creativity of the students of the colleges of engineering, medicine and teaching, (iv) to find out the anxiety of the students of the colleges of engineering, medicine and teaching, and (v) to compare the values, self-concept, creativity and anxiety among students of engineering, medicine and teaching.

*Methodology:* The sample of the study consisted of 405 students (135 students from each of the three colleges). The tools used to collect data included *Mulya Abisthapan Man*, i.e. Value Orientation Scale of Nagendra Singh Chauhan, Self-Concept Scale of Mukta Rastogi and Sinha's Comprehensive Anxiety Test. The collected data were treated using inferential-statistics.

*Major Findings:* (1) There was a little difference in the values of engineering and medical students. (2) There was a little difference in the values of engineering and teacher-training students. (3) There was no difference in self-concept between students of engineering colleges and medical colleges. (4) There was no difference in creativity between students of medical colleges and engineering colleges. (5) A significant difference existed in the anxiety of engineering and medical college students in comparison to students of teacher-training colleges. (6) There was a difference in creativity between students of medical colleges and of teacher-training colleges. [JKS 0712]

Dash, Jagannath Prasad. 1990. **Development of higher education in Orissa (1936-85)**, Ph.D., Edu. Utkal Univ.

*Problem:* The present study attempts to assess the development of higher education in Orissa from 1936 to 1985.

*Objectives:* (i) To analyse the different aspects of higher education in general, and professional education in different branches, and to make some recommendations for their improvement keeping in view national and rural reconstruction, and (ii) to trace how far the vital aspects of education have been properly implemented and experimented within the province of Orissa.

*Methodology:* The data were collected from libraries, record rooms, museums, archives, government departments and universities by personal visits.

*Major Findings:* (1) Higher education in Orissa prior to 1868 was non-existent. (2) Higher education in the state originated in 1868, when the British Government established the Ravenshaw College at Cuttack. A law department was attached to Ravenshaw College in 1881. In between 1868 and 1936, five colleges were established, including a training college in 1923. (3) From 1936 to 1947, progress was noticed in the fields of general education and law, and the number of colleges were 13. (4) From 1947 to 1985, Orissa made rapid strides in higher education with the establishment of the Sambalpur University (1967), the Berhampur University (1967), the Orissa University of Agriculture and Technology (1962), and the Sadasiva Sanskrit Viswavidyalaya (1981). During the above period, three medical colleges, engineering colleges, research institutes in physics and life sciences, and an arts college, a music college, teacher-training colleges and law colleges were established. In 1966, there were 76 colleges. By 1979, there were 138 colleges — both government (38) and non-government (100) — with 92,000 students on the rolls (75,000 boys and 17,000 girls) and 4,027 college teachers.

From 1980 to 1982, the number of colleges increased to 223, with 1,12,386 students and 5,922 teachers. In 1983, there were 306 general colleges and were 91 professional colleges, under the three universities, raising the number of colleges to 397, with postgraduate and M.Phil. facilities in 53 and 42 colleges, respectively. In 1985, the junior college level classes were bifurcated and the intermediate level two-year programme became affiliated to the Council of Higher Secondary Education. The number of colleges after upgradation to degree classes was 405 in 1985 in Orissa. (5) The administration of higher education was being done by the Directorate of Education and the Department of Education, Government of Orissa. The universities were autonomous and were partly financed by the State Government. The privately arised institutions were controlled by a different division in the Directorate. The State Institute of Education was established to promote teacher education, and the Council of Higher Secondary Education to look after +2 studies. (6) Basic education was introduced as a landmark in the professional preparation of teachers in the Basic Training College, Angul. (7) The lack of speedy progress was attributed to British domination, the role of the princely states, poverty and absence of organised efforts during 1936-47. But from 1947, a steady progress took place in higher education. [KCP 0506]

Deka, Birendra. 1989. **Growth and development of higher education in Kamrup district since Independence, and its impact on society**. Ph.D., Edu. Gauhati Univ.

*Problem:* The present study attempts to trace the growth and development of higher education in Kamrup District and its impact on the society.

*Objective:* To trace the growth and development of higher education in Kamrup District since Independence.

*Methodology:* Relevant information for the study was collected from different libraries,



primary sources, records, education reports, journals, newspapers, histories of education, research reports, UGC reports and university reports (examinations), etc.

*Major Findings:* (1) The expansion of higher education in India had been phenomenal. (2) Professional and technical institutions had increased slowly in Kamrup District due to the slow industrialisation of the State. (3) As regards female education, it appeared that a large percentage of females were still attending co-educational institutions. From the examination results it appeared that the pass percentage of female candidates at college level was higher than that of males. (4) In the development of higher education in the area under study, local authority and the government played a minimal role. (5) In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment. (6) A comparative study of the results of some selected colleges revealed that the pass percentage in the case of the majority of colleges was below the university percentage. The college-wise performance in some cases varied widely. (7) The analysis revealed that the appalling standards of the colleges were mainly due to two factors, viz. poor quality of students admitted and the high student-teacher ratio. [RD 0138]

Desai, H.D. 1989. **A study of student unrest and student welfare activities in universities of Gujarat state.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

*Problem:* The study attempts to find out types and origin of student unrest and the remedies for the same in the universities of Gujarat State.

*Objectives:* (i) To study the causes of student unrest, (ii) to study the welfare activities in universities and their relationship with students' unrest, and (iii) to find out remedies for the problem.

*Methodology:* The study was conducted on five universities from Gujarat State. From these five universities, a total of 500 students were selected randomly and the Deans of Students were selected by the passive sampling technique. The tools used to collect data included a questionnaire and unstructured interview schedules. The data were analysed university-wise through percentage analysis and qualitative analysis.

*Major Findings:* (1) Student unrest prevailing in the universities was in the form of action-oriented activities, viz. processions, shouting slogans, demonstrations against authorities, strikes and hunger strikes. Generally, the students tried to solve their problems through representations and peaceful negotiations. (2) The major reasons for student unrest were: lack of interest in studies, problems connected with admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favouritism, improper teaching and lack of library facilities. (3) Most of the Deans of Students opined that students had a major role to play in combating student unrest and improving the institutional climate. For this, it was also necessary to have more recreational facilities and students' welfare activities. [MSY 0915]

Devi, Santhi R.R. 1992. **A study of the concept of university as reflected by the Buddhist monasteries of India.** M.Phil., Edu. *Univ. of Delhi.*

*Problem:* The study tries to analyse philosophically the concept of university as embodied in the Buddhist monasteries functioning as centres of higher learning, with a generic approach without any emphasis on their special contribution to any aspect of higher education in India.

*Objectives:* (i) To trace the development of universities during Buddhist India, and (ii) to present a conceptual analysis of a university.

*Methodology:* The relevant information for the study was collected from a philosophical analysis of the ideas of John Henry Newman and Karl Jaspers, document analysis, and analysis of Buddhist monasteries.

*Major Findings:* (1) Ancient Hindu India had developed a systematic higher education (the university-type of education) which stood parallel to the European medieval universities of the 11th and the 12th centuries. (2) The Buddhist monasteries were found to embody the characteristic features of a university as they comprised a body of learned monks assembled for the pursuit of truth and service to the society and humanity. (3) There was the emergence of *Viharas* in ancient Hindu India, which functioned as centres of higher learning, attracting students from all over the country and also from neighbouring countries like China. (4) The salient features of a university, as revealed by the 15th century and as reflected in the study of Buddhist monasteries, were: (a) it should function as a centre of higher learning; (b) it should have a universal nature; (c) it should have a community of scholars with internal autonomy vested in the community; (d) it should offer both scholarship and professional training to its students; (e) it should attack the frontiers of knowledge; (f) it should allow and be allowed academic freedom; and (g) it should have certain privileges in order to carry out its mission. (5) Buddhist education and learning centred around monasteries, and education was in the hands of the monks. Two fundamental principles, viz. celibacy and poverty, marked the monastic life from the ordinary layman's worldly life. (6) That a university should offer scholarship and professional training to its students was aptly exhibited by the Buddhist monasteries. (7) The main purpose of Buddhist education was to produce monks for the monasteries, in order to propagate the teachings of the Lord Buddha. Besides instruction in Buddhist scriptures, the monks were educated in the study of the Vedas, and in other humanities. (8) The Buddhist monasteries functioned not only as centres for imparting

religious education but they also imparted secular education for the sake of scholarship. (9) There was a gradual shifting from faith to knowledge, and encouragement to intellectual pursuits in the universities. (10) There were suitable gradations amongst the monks, starting from 'Srumanara' (the lowest), Dahara Bhikshu, Sthavira, Bahusruta. This reflected their status (knowledge and position) and privileges. (11) The monasteries followed the practice of conferring titles and honours for intellectual achievements. (12) The monasteries allowed freedom of choice of studies and allowed people of all castes/classes, except the Chandalas. (13) There was a lot of academic freedom and opportunities for intellectual interaction in the system. (14) The monasteries enjoyed a unique position in the then society. [RDM 1328]

Dharam Vir. 1992. **Politicisation of teachers in higher education in Uttar Pradesh: Sources and implications — A pilot study.** Independent study. Meerut: Centre for Studies of National Development.

*Problem:* The study addresses the problem of politicisation of teachers and the manner in which this has influenced the academic atmosphere of the universities.

*Objectives:* (i) To determine the extent of politicisation among teachers in higher education, (ii) to identify and explain their sources, and (iii) to infer the implications of the politicisation of teachers for the profession, the polity and the society as a whole.

*Methodology:* The sample of the study consisted of 100 teachers from six affiliated colleges of Meerut University selected through the random sampling technique. A schedule was administered to the selected sample, which included items on exposure to mass media, politicisation, sense of citizen's duty, political satisfaction and political socialisation; observations and interviews were also done. Analysis of data was done by simple scoring of the tool followed by coding and processing of data

through a statistical package programme for social sciences.

*Major Findings:* (1) Nine out of every ten teachers had a high level of politicisation and sense of political efficacy. When compared with others, there was a bigger proportion of teachers at a high level of politicisation, with a sense of political efficacy and personal orientation towards politics and political participation. The majority of the teachers (93%) were not members of any political party. (2) Age had an impact on the level of politicisation. Teachers in the age-group of 45 to 54 years exhibited high politicisation as compared to the age-groups lower than that. Material status and educational level had no role in determining teachers' level of politicisation. (3) Teachers from nuclear families had a high level of politicisation. There was no association between fathers' education and teachers' level of politicisation; family income and level of politicisation; caste and level of politicisation; ethnicity and religion and level of politicisation; mass media exposure and low level of politicisation. (4) There was a significant relationship between outsiders living in India and politicisation; those coming from business families and politicisation; sense of citizen's duty and politicisation. (5) The majority of male teachers were at a high level of politicisation whereas the majority of female teachers showed a medium level of politicisation. [NR 1242].

Dimbla, Pratibha. 1990. **A comparative study of competitiveness and cooperativeness in higher secondary, graduate and postgraduate students regard to their territoriality, SES and academic differences.** Ph.D., Psy. Agra Univ.

*Problem:* It attempts to compare the students at different educational levels with respect to territoriality, Socio-economic status (SES) and academic level.

*Objectives:* (i) To study the difference in territoriality among the students at different levels of education, and (ii) to study the difference

in territoriality among the students at different socio-economic status.

*Methodology:* The sample of the study comprised 300 girls (100 each from the high school (HS), graduate (G) and postgraduate (PG) stages). The tool used to collect the data was Territorial Measures Test based on Robert Sommer's Test. Mean, SD and 't' test were used to analyse the collected data.

*Major Findings:* (1) No difference was found among different groups formed on the basis of SES under cooperating and competing conditions at the high school (HS) stage. (2) No difference in lower income group (LIG) and middle income group (MIG) and middle income group and higher income group (HIG) in cooperating and competing conditions was found at the G stage, while LIG and HIG groups differed in this regard. (3) No difference was found among different groups formed on the basis of SES under cooperating and competing conditions at the PG stage. (4) The HS and G stage students under cooperative and competitive conditions differed significantly regarding their territorial urge. (5) The HS and PG stage students under cooperative and competitive conditions did not differ significantly regarding their territorial urge. (6) In the G and PG stage students, the competitive and cooperative urges were common to all groups. [SS 0753]

Dutta, Prodip Chander. 1988. **Development of higher education in Assam during the first half of the twentieth century.** M.Phil., Edu. Univ. of Delhi.

*Problem:* The attempt is to study the development of higher education in Assam between 1901 and 1947.

*Objectives:* (i) To study the process of development of higher education in Assam between 1901 and 1947, (ii) to study the pattern and structure of higher education in Assam, (iii) to study the changes in the administrative set-up and finance of higher education in Assam,

and (iv) to study the changes in the administrative set-up and finance of higher education in Assam.

*Methodology:* The relevant information was collected from the primary and secondary sources like descriptions, analyses, and interpretations of historical facts, the annual reports of the education departments, the quinquennial reviews of the progress of education in India and Assam Government Resolutions, etc.

*Major Findings:* (1) The British administrators followed an educational policy in Assam which was formulated against the general policy followed in the rest of India. (2) The aims and objectives of the educational policy were dictated by political and imperialistic considerations of consolidating the British rule in India, including Assam. (3) The first college in Assam was established by the British Government in 1901 and named as Cotton College. Up to 1980, there were only two colleges. These were affiliated to Calcutta University. (4) Physical facilities including hostels, etc. were very inadequate but the academic results were quite satisfactory and high in comparison to Bengal. (5) The enrolment of female students was very poor because of indifferent attitudes, customs, lack of interest, etc. (6) 'Satras' and 'tols' were the main Oriental centres of learning in Assam. (7) There was neither a university nor any medical, engineering or agricultural college in Assam between 1901 and 1947. (8) The first university was brought into existence from January 1948 to cover the then States of Assam, Manipur and Nagaland. [RDM 0353]

Gupta, S.K. 1990. **Teaching-learning process in higher education.** *Indian Educational Review*, Vol. 25 (1): 124-28.

*Problem:* The study is aimed at defining the concept of teaching-learning process, its main components and developing the methodology for effective teaching.

*Objectives:* (i) To define the term teaching-

learning process, (ii) to determine the main components of TLP, and (iii) to develop the methodology of above components, i.e. objectives of teaching, organisation of learning experiences and the process of evaluation and their use for effective teaching.

*Methodology:* The author has suggested a model for the teaching-learning process (TLP Model) and tried to explain different aspects of the model.

*Major Findings:* (1) Objectives of teaching-learning experience and evaluation are interlinked with each other. (2) Learning experiences could be brought about through a number of ways such as classroom interactions, library, laboratory work, radio, TV, films, field trips, museums, seminars, tutorials, assignments and other similar situations. The teacher should make a decision about it. Evaluation, the third important component of this model is closely related to teachers' goals. It included measuring the extent of achievement, objectives, and suggesting remedial instructions to the learners for enrichment of learning experiences and to reach the goals. [MPR 1493]

Hans, G. 1988. **National Service Scheme in Western India: 1986-87.** Independent study. *Bombay: Tata Institute of Social Sciences.* [Department of Youth Affairs, GOI, Funded]

*Problem:* This is an attempt to study the impact of the National Service Scheme (NSS) introduced in the western part of the country in 1986-87.

*Objectives:* (i) To collect and interpret factual data on coverage and infrastructure, (ii) to study the student and community perception of the scheme, (iii) to study the operational details of the scheme at the college level, and (iv) to study the Mass Programme of Function Literacy (MPFL) as implemented through the NSS.

*Methodology:* Five per cent of the NSS students from 25% of the colleges were randomly

selected for interview. From the projects at the same 25% colleges, four community/agency representatives were interviewed. The tools used to collect data included questionnaires and interview schedules. Frequency and percentage distribution strategies were used to analyse the collected data.

*Major Findings:* (1) The students perceived the programme as being meaningful to the development of their personality. The community/agency representatives, too, desired that NSS placement in their settings should continue. The NSS activities had diversified to a large extent. Some innovative projects undertaken in the region were legal aid, dissemination of innovations, imparting of skills, helping people to avail of loans, completing documents relating to land ownership, etc. (2) The MPFL had been able to draw only 11% of the NSS volunteers as against the expected 35%. However, only 93% of the learners enrolled under the programme could be made literate. (3) Many young teachers who had been NSS student-volunteers themselves were now NSS programme officers in the region (except Goa). A majority of the NSS volunteers came from families in the relatively low-income group of Rs 400 per month. (4) The NSS volunteers were being placed in activities without adequate preparation and training. The study stressed the need for training the students. Observing that institutional support for the programme had not reached the desired extent, it made a case for a fresh look at the adequacy of the present infrastructure, particularly at the college level. (5) On the basis of the implementation and impact of the scheme at the +2 stage, the MPFL favoured further expansion of the scheme at the +2 stage but strongly recommended that it should be monitored by the concerned Board of Secondary Education or equivalent body. [RJ 0222]

Hans, G. and Vadhyar, R. 1988. **National Service Scheme volunteers as educators**. Independent study. *Bombay: Tata Institute of Social Sciences*. [Department of Youth Affairs, GOI Funded]

*Problem:* This study attempts to assess the effectiveness of NSS student-volunteers in their role as educators.

*Objectives:* (i) To assess the role of student-volunteers as educators in a specific project, i.e. anti-addiction education, (ii) to identify the training inputs required to help them perform this role, and (iii) to evaluate the benefit of the project as perceived by the volunteers themselves.

*Methodology:* The study is based on a field action project initiated by the researchers. The project was implemented by a college NSS unit in a school setting, especially aimed at the children of Standards VIII and IX. There were 31 NSS volunteers and the number of school children they reached out to was 358. The NSS volunteers went through a week-long training programme on the subject of drug addiction so as to be able to develop and implement preventive education programme for the school children. The school children were scored on their knowledge before and after the campaign to assess the effectiveness of the programme. The statistical test used was the chi-square test.

*Major Findings:* (1) The main finding with regard to the impact of the campaign on the children was that the chi-square test showed significant differences in knowledge scores for the total population before and after the campaign. Chi-square, when applied to scores at the class level, also showed similar results for each class, thus helping the researchers to conclude that the increase in the level of knowledge of the school students could be attributed to the performance of NSS student-volunteers as educators. (2) The NSS student-volunteers also showed a significant gain in knowledge on the subject after the training. They reported that the project, besides adding to their knowledge, helped them to develop a healthy attitude towards the addict, develop organisational status, function as group members, develop leadership, acquire the confidence to face an audience, and control and conduct a class. (3) The key inputs that a project like this required were focussed, project-related

training; activities matching with talents of students; on-going guidance to volunteers; and small group works as a strategy of implementation. [RJ 0221]

**Kaur, Manjeet. 1990. A study of the adjustment of university research scholars in relation to their personality, intelligence, values and socio-economic status. Ph.D., Psy. Panjab Univ.**

*Problem:* This is an attempt to study the adjustment of university research scholars in relation to their personality, intelligence, values and socio-economic status.

*Objectives:* (i) To study the adjustment of research scholars in relation to their personality, intelligence, values and socio-economic status, (ii) to see the differences in research scholars according to the faculties (science, arts, professional and languages) and sex, and (iii) to study the differences in research scholars according to their research positions (scholarship-holders, researchers with no fellowships, and researchers working under schemes).

*Methodology:* The sample of the study consisted of 200 research scholars, both male and female, drawn at random from the science, arts, professional and language faculties of the Panjab University. The tools used to collect data included Bell's Adjustment Inventory, Eysenck Personality Questionnaire, Group Test of General Mental Ability by Jalota and Tandon, Study of Values by Allport-Vernon and Lindzey, and the Socio-economic Status Scale by Singh. The statistical techniques used were mean, SD, correlation, F-ratio and 't' ratio.

*Major Findings:* (1) Science researchers were found to score the highest on theoretical and economic values. Arts researchers scored highest on social, emotional and total adjustment, extraversion, intelligence and SES. (2) Professional researchers scored highest on home and health adjustment, psychoticism and political values. (3) Language researchers scored highest on neuroticism, and aesthetic, social and religious

values. (4) Females scored high on extraversion, neuroticism, intelligence, aesthetic, social and religious values, and SES. (5) Males were high on home, health, social, emotional and total adjustment, psychoticism, lie-scale, and theoretical, economic and political values. (6) Scholarship-holders were found to be highest on home, health, social, emotional, total adjustment, intelligence, theoretical and economic values. (7) Researchers with no fellowship scored highest on extraversion, neuroticism, psychoticism, aesthetic and social values, and SES. (8) Researchers working under schemes were found to be high on political and religious values. (9) Arts researchers scored higher on intelligence than science researchers. (10) Professional researchers scored highest on home and health adjustment, and arts researchers scored the highest on social, emotional and total adjustment. [JNJ 0273]

**Krishnaji, Gaurav Hiroji. 1989. A study of wastage and stagnation of students at college level with special reference to Shivaji University area. Ph.D., Edu. Shivaji Univ.**

*Problem:* The study focuses on the extent and causes of wastage and stagnation of the students at college level with reference to Shivaji University area.

*Objectives:* (i) To find out the extent of wastage and stagnation of students in arts, science and commerce faculties in Shivaji University, (ii) to identify the causes of wastage and stagnation in rural students, and (iii) to suggest some constructive measures for the prevention of wastage and stagnation in higher education.

*Methodology:* Using the stratified sampling procedure, 28 colleges affiliated to Shivaji University, representing the four districts—Kolhapur, Sangli, Satara and Solapur—in its area and also Parts I, II and III of the three faculties (arts, science and commerce), formed the sample. 16 colleges were from the urban area, and 12 colleges from the rural area. Out of 28 principals

and 948 teachers, the data-producing sample were 21 principals and 404 teachers. The tools used to collect data included college documents to identify clear cases of wastage and stagnation, questionnaires for students, parents, principals and teachers to find out the causes of wastage and stagnation. The questionnaires were developed by the researcher and the apparent coherent method was adopted, and formulas were prepared for calculating the percentage of overall apparent wastage, clear wastage, and stagnation. Students who did not complete the graduate course within the prescribed period of three years due to failure, etc. lead to wastage termed as 'apparent wastage'. Students who for some reason left their studies before completing graduation within the prescribed period of three years was termed as 'clear wastage'.

*Major Findings:* (1) The overall apparent wastage was calculated as 60.07%. The highest percentage of apparent wastage was found in the commerce faculty, and the highest clear wastage was found in the science faculty. The highest percentage of apparent wastage was found in Part I of the graduate course and in the colleges of Solapur District. The percentage of apparent and clear wastage was found greater in rural colleges. (2) The overall percentage of stagnation was calculated at 48.07. It was the highest in the commerce faculty and in the colleges of Solapur District, and also in Parts I and II of the graduation course, and was the highest in rural colleges. (3) Some of the causes of clear wastage and stagnation were: poor economic conditions, educational causes, social causes, physical causes, large families, household work and increasing unemployment. (4) The most important cause of clear wastage was poor economic conditions. It was higher in students from large families and from rural areas. Girls left college due to social causes. (5) The most important cause of stagnation was found to be poor economic conditions, other causes being heavy curriculum, improper guidance, defective examination system and insufficient time for study. (6) The researcher has suggested that

universities should pay special attention to study and resolve problems of wastage and stagnation by establishing a separate cell. College teachers should be made aware of this problem. Parent-teacher associations should help to change parental attitudes. Educational programmes such as written assignments, supervised study and frequent periodical tests should be provided. [CMY 0889]

Lidhoo, M.L. and Sapru, A.K. 1989. **Level of frustration among college students in relation to their intelligence and social class.** *Indian Educational Review*. Vol. 24 (4): 133-40.

*Problem:* The present study is confined to levels of frustration among college students in relation to their intelligence and social class.

*Objectives:* (i) To find out if subjects with a better social class and higher level of intelligence behave differentially as compared to those with an average social class and average intelligence, and (ii) to study the reaction towards frustration of groups with a better social class and higher intelligence and those with moderate middle class and average intelligence.

*Methodology:* A randomly selected sample of 150 boys who were selected from G.M. College, Srinagar, within the age-range of 18 to 20 years who were enrolled in the first year TDC Class served as subjects. The sample represented moderate middle class families from two communities, i.e. Hindu and Muslim. The data were collected using Rosenzweig's Picture Frustration Test, Raven's Progressive Matrices and Kuppusswamy's Socio-economic Status Scale (urban). The collected data were treated with analysis of variance.

*Major Findings:* (1) Between the high group conformity rating (GCR) and low GCR subjects, there were no significant differences on intelligence. (2) No significant differences in E-A, M-A and types of reaction were found. (3) There were significant differences between high and low GCR groups in the area of direction of aggression.

(4) Differences were significant as far as super-ego patterns were concerned based on direction of aggression and types of reaction. [SPr 1458]

Mani, Jacob. 1987. **A study of educational innovations in the affiliated colleges of India.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

*Problem:* This study seeks to identify and examine the objectives, life cycle and consequences of some selected innovations adopted in the arts and science colleges in various parts of the country, with special reference to the recommendation in the Education Commission Report (1964-66). The study emphasises how innovations were accepted, implemented and institutionalised in colleges.

*Objectives:* (i) To examine the conceptual basis and objectives of selected innovations in colleges, (ii) to find out by whom and how they were developed and diffused, (iii) to find out how they were adopted and implemented, (iv) to identify the factors which facilitated or constrained them, and (v) to study the related aspects such as the valuation, personnel, cost, consequences, change agents and dissemination of innovations.

*Methodology:* The sample consisted of 205 colleges with common ideas and objectives, a similar managerial pattern and a shared historical background. The sample was drawn by the purposive sampling technique. The tools used to collect data included, Institutional Data Sheet, Check-list of Collegiate Innovations, Interview Schedule, and Questionnaires. The data were analysed through qualitative techniques which were supported by calculation of percentages, rank, and rating of choices made by the respondents.

*Major Findings:* (1) With regard to examination of the conceptual basis and objectives of the innovations, it was found that innovative colleges re-emphasised, revised or reframed their objectives in the light of the Education Commission's (1964-66) vision of education as

an instrument of national and human development. (2) With regard to the second objective, it was noted that the success of the innovations was affected by the change-oriented skills, knowledge, values and attitudes of the personnel involved in the change efforts. Effective human relations and personnel management also were found to be enhancing the productivity of the innovations. (3) New educational concepts experienced a time lag between the proposal and implementation as a result of delay in obtaining sanction from the concerned authorities, resistance to the proposal from critics, slow diffusion and the period of planning and preparation. (4) The study had identified 41 factors such as clarity and relevance of instructional goals, staff motivation, human and material resources, etc. that facilitated innovations. Similarly, it located 21 factors such as lack of freedom for colleges to experiment, financial shortages, heavy work-load of the staff, etc. that were found to inhibit such programmes. (5) If formative and summative evaluation were built into the process of implementation, they were found to be facilitating the in-process function. Evaluation of a programme by external teams enhanced the objectivity and rigour of self-examination. Trained analysts and evaluators made the process more reliable and amenable to follow-up actions. [MSY 0926]

Ramakrishnaiah, D. 1989. **Job satisfaction of college teachers.** Ph.D., Edu. *Sri Venkateswara Univ.*

*Problem:* The investigation is designed to make an in-depth study of the job satisfaction of college teachers in relation to variables like attitude towards teaching, management, sex, personality, etc.

*Objectives:* (i) To estimate the general level of job satisfaction (JS) among college teachers, (ii) to identify factors with which the teachers were satisfied/dissatisfied, (iii) to find the relation between JS and personal and demographic variables like (a) qualification, (b) marital status,



(c) experience, (d) age, (e) size of the family, (iv) to find the relation between attitude (ATT) and JS, (v) to identify personality factors which influence the level of JS, (vi) to make a comparative study of personality profiles of satisfied and dissatisfied teachers, (vii) to find out whether college teachers have a favourable ATT, (viii) to find the relation between the personal and demographic variables (a) to (e) cited in objective (iii), and ATT, (ix) to identify personality characteristics that affect ATT, (x) to make a comparative analysis of the personality profiles of teachers who have a favourable and those who have an unfavourable ATT, and (xi) to develop multiple regression equations to predict JS and ATT.

*Methodology:* Four hundred and eighty college teachers, equally distributed between the two sexes, two types of management (government and private) and two levels of teaching (junior college lecturers and degree college lecturers), served as the subjects for the study. The sample was selected by a multi-stage stratified random sampling procedure from three districts of Andhra Pradesh. The study was of a 23-factorial design. A Job Satisfaction Scale, an Attitude Inventory, Cattell's 16 Personality Factors Questionnaire (form C) and a personal data sheet were used to collect the data. ANOVA test, profile similarity coefficient and multiple regression were used to analyse the data.

*Major Findings:* (1) The teachers, in general, were satisfied with their job. (2) Three factors which contributed to dissatisfaction and six factors which contributed to satisfaction were identified. (3) Considering overall JS, teachers working in junior colleges were less satisfied than those working in degree colleges. (4) The type of management and sex of the teachers did not have any significant influence on the JS of the teachers. (5) A similar analysis was carried out for each of the nine job factors and results presented. (6) Those who had more favourable ATT were more satisfied with their job. (7) The different variables like qualification, marital status, experience, age, size of family or

personality factors did not have any significant influence on the overall JS of the teachers. Similar analysis was carried out for the different job factors also. (8) The personality profiles of satisfied and dissatisfied teachers were similar. (9) College teachers, in general, had a favourable ATT. (10) The type of the management, sex or level of teaching had no significant effect on the ATT of the SS. (11) Young teachers had a more favourable ATT than middle-aged teachers. (12) Other variables, like qualification, marital status, experience and size of the family, did not have any influence on ATT. (13) Among the 16 personality factors, factors A, B, C, G, L, N, O, Q1 and Q3 had a significant influence on ATT. (14) The personality profiles of teachers who had a more favourable and those who had a less favourable ATT were similar. (15) 7.35% of variance in JS and 19.27% of variance in ATT was predicted by the different variables included in the study. [AVRR 1310]

Ruby, Dkhar. 1991. **A study of the development of higher education in Meghalaya.** M.Phil., Edu. North-Eastern Hill Univ.

*Problem:* The study focuses on the development of higher education in Meghalaya between 1924 and 1989, and includes a detailed study of its quantitative expansion, qualitative aspects as well as expenditure on higher education.

*Objectives:* (i) To trace the origin and development of higher education in Meghalaya in the historical perspective, (ii) to analyse the pattern of enrolment, staffing, provision of facilities and the type of courses offered in higher education, and (iii) to study the system of administration and financing of higher education.

*Methodology:* The sample of the study comprised all the 26 colleges in the State of Meghalaya. The relevant data were collected using a questionnaire developed by the investigator. Mostly, qualitative techniques were used to analyse the data, including percentages.

*Major Findings:* (1) The first college in Meghalaya was established in 1924, and the university in 1973. (2) The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya became a full-fledged state. The development was faster thereafter. (3) The total number of students enrolled in colleges and university departments rose from 9,666 in 1974-75 to 14,614 in 1988-89. Humanities subjects accounted for the highest proportion of student enrolment at all stages. The proportion of male students was slightly higher than female enrolment. (4) Scheduled Tribes students formed from 40 to 70% of enrolment in the various streams of study; Scheduled Castes students formed only between about 1 to 10% in the different streams of study. (5) All the colleges, except one, offered arts subjects, while science and commerce subjects were offered in 52% and 19.1% of the colleges, respectively. At the university level, the faculties of social sciences, languages, physical sciences, life sciences and environmental sciences offering postgraduate and research programmes were located in the Shillong campus. (6) The percentage of pass at the undergraduate level varied widely among the colleges, with the percentages being higher in the science courses. The pass percentage was higher at the honours and postgraduate levels. (7) There were both government and private colleges in the state. The private colleges were managed by a governing body which had representatives of the State Government and in the university. (8) In several colleges, the facilities of libraries, laboratories and playgrounds were somewhat poor in view of the increasing number of students, because of financial constraints. [PPG 0164]

Sharma, S.G. 1988. **A study of factors related to the feedback receptivity of student-teachers in the colleges of education in Vidarbha.** Ph.D., Edu. Nagpur Univ.

*Problem:* The study is an attempt to find out the relationship between receptivity and intelligence, and self-concept and SES of the

learners (student-teachers) to see its effects on their achievement.

*Objectives:* (i) To study the effect of socio-economic status, intelligence, teaching, and self-concept, and their interactions, on the total feedback receptivity, (ii) to study the effect of the same on their interactions on the different components of feedback, viz. (a) awareness, (b) willingness to receive, (c) selective attention, and (iii) to study the effect of sex, qualifications and their interactions on total feedback receptivity and the components mentioned above.

*Methodology:* The sample of the study comprised 800 student-teachers of nine colleges of education in Vidarbha. Out of the 800 student-teachers, 415 were male and 385 were female. The sample was of a purposive nature as it included all the students admitted. The tools used to collect data included the Socio-economic Status Scale of S.D. Kapoor, the Intelligence Test of P.S.M. Verma, and the Teaching Self-concept Scale of Mathew George. To analyse the collected data, quartile deviation techniques and factorial (3 x 3 x 3) and (2 x 2) analysis of variance of equal cell-size were used.

*Major Findings:* (1) The socio-economic status, intelligence and teaching self-concept were found to significantly influence feedback receptivity, and the student-teachers belonging to high as well as average socio-economic status, intelligence and teaching self-concept were found to be highly receptive to feedback as compared with the low socio-economic status, low-intelligence and low-teaching self-concept students. (2) The interaction between socio-economic status and teaching self-concept, and their influence on feedback receptivity showed that socio-economic status exerted a remarkable influence on feedback receptivity. (3) It was found that highly intelligent student-teachers belonging to high socio-economic status with high teaching self-concept, average teaching self-concept and low teaching self-concept were more receptive to feedback except in the case of high intelligence student-

teachers with high teaching self-concept belonging to high and low socio-economic status. (4) It was found that teaching self-concept significantly influenced student-teachers' awareness to feedback. (5) The willingness to receive feedback was found to be the highest among students having high socio-economic status. (6) It was observed that interaction between intelligence and teaching self-concept did not influence student-teachers' unwillingness to receive the feedback. (7) Sex was found to influence feedback receptivity significantly, females being more receptive than males. (8) Interaction between sex and qualification was not found to produce differential effects on selective attention whereas qualification was found to produce differential effects on the selective attention to feedback. (9) The selected attention to feedback was found to be equal in male and female student-teachers. [GPK 1695]

**Tripathi, R.S. 1992. A critical study of development of higher education in Uttar Pradesh since Independence.** Ph.D., Edu. Kanpur Univ.

*Problem:* The study examines the developments that have come up in higher education in Uttar Pradesh since Independence.

*Objectives:* (i) To study the facts and events which have influenced the development of higher education in Uttar Pradesh, and (ii) to study the problems of higher education related to aims and objectives of higher education, curriculum of higher education, methods of teaching, evaluation, discipline, physical facilities, administration of higher education, and employment and higher education.

*Methodology:* This being a historical study, historical methods have been followed.

*Major Findings:* (1) The aims of higher education are not relevant to the present-day needs. (2) The courses of higher education have a lot of irrelevance. (3) Normally, the only method of teaching that is used is the lecture method.

Teachers are not even aware of the full implications of such methods as seminars, small-group discussions, assignments, self-study methods, etc. (4) The system of evaluation was the worst feature of higher education. Public examinations take up most of the time, leaving little scope for effective teaching. The system of grading and the semester system, which have been the main planks of examination reform, have not been successful and have not proved their practical utility. (5) The current concept of discipline was not fully realised by the administration, the teaching community and the students. It is necessary to develop a correct philosophy of discipline based on internal qualities rather than on external imposition. (6) Physical facilities were found inadequate, and those that were available were not properly put to use. (7) The administration of higher education has been gradually subjected to persistent government interference, which has eroded the academic accent in higher education. (8) The study showed that there was no relevance between higher education and the employment of its products. This has created great imbalance between education and its utility. [KD 1132]

**Vijayalakshmi. 1988. An evaluation of the logical application of mathematics to educational research, with special reference to the doctoral level.** Ph.D., Edu. Osmania Univ.

*Problem:* This study is an attempt at evaluating the logical application of mathematics to educational research, with special reference to the doctoral level.

*Objectives:* (i) To determine the extent to which mathematics has come to be applied to educational researches in the universities of Andhra Pradesh, (ii) to draw attention to the neglected areas of statistics and mathematics which could be availed of in educational research, (iii) to identify the problems that research scholars face in employing mathematical/statistical techniques in their research work, (iv) to identify the frequently committed faults in applying

mathematical principles to educational research, and (v) to prepare a model for the valuation of educational research.

*Methodology:* The sample of the study comprised 71 research scholars in the Faculty of Education in the universities of Andhra Pradesh; all the theses submitted between 1970-84 available with the Faculty of Education, and 57 experts in different fields of education such as statistics, mathematics, education and statistics, education and mathematics, statistics and mathematics. The tools used in collecting the data included Statistical Appropriateness Assessment Schedule, a key to the evaluation of the application of statistical techniques, a checklist, an interview schedule and a model for the evaluation of educational research. In analysing the data, non-probability and selective sampling techniques were followed. The collected data were treated with ANCOVA, multiple regression and chi-square.

*Major Findings:* (1) Though the number of theses submitted to the Sri Venkateswara University was the least in Andhra Pradesh, advanced and sophisticated statistical techniques were used mostly. (2) Many of the advanced and sophisticated statistical techniques like ANCOVA, multiple regression analysis techniques, etc. were not made use of. (3) Graphical representations

were not employed. (4) While computing the chi-square test, Yate's correction and Fisher's test were not made use of in the theses. In some theses, though more than 20% of the cells had an expected frequency of less than five, and several cells had zero, the columns were not combined. (5) There were many mathematical techniques which were ignored—techniques like linear equation in multivariate analysis, differential equations for optimisation, orthogonal and non-orthogonal polynomials in factor analysis and in experimental designs, matrices and vectors in multiple regression, etc. (6) In more than 60 % of the Ph.D. theses, the samples were not drawn properly. The sampling designs were not explained and the sample size was not given adequate attention. The problem of non-response was ignored. (7) In experimental designs, no care was taken to control the extraneous variables. A good number of researchers followed similar designs, considering similar variables like socio-economic status, type of school, sex, etc. (8) There was too much of dependence on the single method of inquiry. In many theses, the reliability and the validity of the tools were not established statistically. (9) There were lapses in the choosing of the appropriate statistical techniques; in some theses, the statistical terminology was not correctly used. [SSS 1631]

## Also See

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