

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of related literature is one of the significant aspects of research. It enables the researcher to know the amount of work done in the concerned area and to have knowledge in unknown and unexplored areas. It is necessary that the researcher be aware of the knowledge generated and the ongoing process of knowledge generation for a better clarity of the problem and an insight into its methodological issues. For any researcher, review forms the basis for the problem under investigation and helps him/her to arrive at the proper perspective of the study.

In this chapter, review of related literature is presented in two sections. In the first section, the review of related researches conducted in India including different states excluding the state of Orissa and in the second section the review of related researches conducted in the state of Orissa are presented. Research conducted between 1976 and 2005 related to higher education including Higher Secondary Education i.e. +2 level are presented in this chapter as in the present study +2 is considered as a part of higher education in the state of Orissa. In both the sections, research studies have been presented with their objectives, methodology and major findings.

2.1 REVIEWS OF RESEARCHES CONDUCTED IN INDIA AND OTHER COUNTRIES EXCLUDING THE STATE OF ORISSA

An attempt has been made here to review the related researches conducted in India and other countries excluding the state of Orissa. These are presented as follow.

Mehta (1976) conducted a study “Industrial climate as a factor of staff morale and student control ideology in the affiliated colleges of Gujarat University”, with following major objectives.

- To inquire whether different colleges of the faculties of the Gujarat University manifest variations in their institutional climate.
- To identify these dimensions or components of institutional climate in which different faculties are stronger or weaker.
- To inquire into the possible effects of some institutional and some teacher related variables on Institutional climate.
- To examine the extent of inter-correlation among institutional climate, teacher moral and student control ideology.

Some of the findings of the study were as follow.

- The teachers of affiliated colleges were found to enjoy social need satisfaction to a greater extent in open climate colleges than in closed climate colleges.
- The negative dimensions of principal's behaviour viz. aloofness and production emphasis were also found to be determinates of climate variations in affiliated colleges of Gujarat University.
- The mean perceptions of principals and teachers on eleven of the total twelve dimensions of the college climate showed significant difference either at 0.01 or 0.05 level.
- Apart from the variations in respect of climate typology, the colleges of different faculties manifest note worthy differences in the case of each of the twelve dimensions of the college climate.

Shushaval (1977) conducted a study "Higher Education in Thailand, its development and problems" with following major objectives.

- To give a clear and complete picture of the History and working of the Higher Education in Thailand.
- To offer suggestions to the ministerial authorities who are concerned with Education so as to be progressive and effective.
- To show clearly the role of higher education in the development of the country.
- To survey the present position regarding to the organization administration, curriculum, staff, students and some environments in the higher education in Thailand.

- To find out some problems which exist in the circle of Higher Education and to make suggestions for solving them.
- To make improvement suggestions for further development in the institution of Higher Education in Thailand.

Some of the findings of the study were as follow.

- The curriculum for Higher Education does not offer courses that are adequately geared to the students' aptitudes, interests and abilities.
- It is not adequately flexible, some subjects are quite difficult to study within the prescribed time limit.
- The students do not have real practice in the field practical work.
- Shortage of the able teachers who will pay attention to the special subjects.
- Shortage of tools and materials in the special subjects.
- Lack of audio-visual materials and skilled teachers.

Joshi (1979) conducted a study "A study of an affiliated college in rural setting" with some of the following objectives.

- To give a clear and complete picture of the development of an affiliated college.
- To study the administration and management of an affiliated college.
- To study the basic problems of an affiliated college situated in rural area.
- To observe the availability of physical facilities like, laboratories, library, hostel, play ground, student services etc. in an affiliated college in rural setting.
- To study the grant-in-aid given by U.G.C. for an affiliated colleges in rural area.
- To make suggestions for improvement of further development of the college.

Some of the following finding of the study were as follow.

- Dabhoi is an important ancient town of Baroda District which was served by M.S. University of Baroda for Higher Education in the beginning.
- The local members and rich people contributed funds for the construction of the building of the college. The local resources were thus mobilized for the construction of the college.

- The college serves the local community by providing education to the boys and girls who could not afford to join M.S. University, Baroda.
- The college has a library which has received grants from the University Grants Commission, New Delhi but due to limited resources, it is not in a position to provide better facilities to the students in terms of trained librarian or open self system.
- The result of the colleges indicates that the pass percentage is not low but qualitatively the results are poor.
- There are proportionately more students passed with third division. This has its reflections on the teaching learning process.
- The college has a big play ground but due to limited finance it is not maintained properly.
- The affiliating university helps the college in academic and administrative matter.

Singh (1981) conducted a study “A study of administrative problems of affiliated colleges” with the following major objectives.

- To study the college plant and physical facilities provided in the colleges under study and problems arising out from them.
- To study the administrative problems with respect to (a) management board of college (b) affiliating university (c) state government (d) teachers (e) students and (f) non teaching staff.
- To determine leadership behaviour pattern of the principals of the colleges.

Some of the finding of the study were as follow.

- The growth, in numbers of affiliated colleges were found more during sixties. During this period in Gujarat 45% colleges were set up, where as, in U.P. 60% colleges came into existence during that period.
- Majority of the colleges from Gujarat and U.P. are managed by trust boards.
- All the colleges under study from U.P. are government ‘Aided’. A few percent colleges in Gujarat do not need any financial help from government.

- The 40 percent colleges' executive committee presidents from Gujarat and 20 percent colleges' executive committee presidents from U.P. had qualification below SSC qualifications.
- In 90 percent colleges of Gujarat, Building is adequate. In U.P. 50 percent colleges have adequate building and accommodations.
- Fifty percent rural and 30 percent urban colleges of Gujarat have adequate furniture. In U.P. 20 percent rural colleges and 45 percent urban colleges have adequate furniture.
- In 90 percent colleges of Gujarat and in 80 percent colleges of U.P. residential facilities are not given to staff members.
- The colleges teachers are appointed on the basis of their affiliation to management body or the principal in both the states.
- Majority of the new colleges in Gujarat are run with temporary affiliation every year. Permanent affiliation is not given easily.
- University office makes delay in appointment of experts, approval of lecturers and other communications creating problems for the colleges.
- It is reported that in the colleges of Gujarat salary grants are not released by state government within time. In U.P. also, teachers do not get salaries in time because of the delay in bureaucratic administrative procedures framed by state government.
- The state government's policy of grant in-aid, it tied up with account and audit rules.

Joseph (1982) conducted a study "Progress and problems of Higher Education in Maharashtra since Independence (1947-1982) with following major objectives.

- To study the progress of Higher Education in Maharashtra as evidenced by qualitative and quantitative measures.
- To identify the problems in Higher Education in Maharashtra.
- To study the extent, causes, consequence and effects of these problems on Higher Education in Maharashtra.
- To suggest alternatives and changes in the pattern of Higher Education.

Some of the findings of the study were as follow.

- There had been a tremendous increase in student enrolment in the higher education in Maharashtra since Independence.
- There was little co-ordination among the universities, state, central, Government and the U.G.C. in the management of higher education in Maharastra.

Suthar (1982) conducted a study “Instructional strategies in an affiliated college” with following major objectives.

- To study the Educational problems of the students of the undergraduate classes of an affiliated college of Gujarat University.
- To study the different instructional strategies adopted by the lecturers of the college.
- To study the opinions of the students pertaining to the instructional strategies of the college teachers.

Some of the findings of the study were as follow.

- The college has a rural setup as 69.85% students are from villages and rest of them are from urban area.
- More than 41.46% students are from lower state of society in terms of income. Most of the families are residing in their own houses.
- Students have very low achievements in S.S.C and H.S.C. level and their achievement have lowered further at college level.
- Most of them wish to achieve post graduate degree and wise to join teaching as a profession. Their aspiration was found to be very low.
- Very few aspire to be popular in society, their actual subjects of interest were Arts, Science and Commerce.
- Due to lake of proper physical facilities, their teaching was found handicapped. College environment was not good for teaching/learning. Teachers do not come well prepared for class teaching which causes uninterested.
- Students do not plan their study time properly. There is lack of interest for reading extra books.
- Students are unable to understand certain topics taught in the classroom.

- The college does not have good library. The number of books are less, journals, magazines and books are not available in time although student felt that the library is not useful in many ways.

Talesra (1983) conducted a study “Higher Education among Women” with following major objectives.

- The study plans to find out the influence of Higher Education on the women who have had existential experience of living in a feudal society such as, that of the southern part of Rajasthan.
- The study plans to find out the facilities provided by the Government and the voluntary agencies to promote higher education among women.
- The study aims to find out the stratification aspects of the female students who go to college.
- The study endeavours to find out as to what extent the educated women carry on their adherence to the primo dial institutions and the extent to which they have tilted in favour of democratic-secular – socialistic structures of society.
- To study aims to identify problems pertaining to higher education among women.

Some of the findings of the study were as follow.

- The high cast Hindus who get higher education are found distributed over all the faculties. It is further found that the faculties which have employment or prestige oriented courses are usually taken up by the high cast females. The lower casts who have some share in professional courses like, medicine and engineering is largely due to the reservation given to them by the constitution and government on the basis of their being declared as scheduled groups.
- In terms of annual income it has been found that the people belonging to middle income brackets are taking the maximum advantages of the facilities of higher education. Both the lower and the higher economic strata show indifference to the availability of higher education.

Chowdhury (1986) conducted a study “Entry to Higher Education in Bangladesh an investigation into students characteristics” with following major objectives.

- To study the socio-economic back-ground, home environment, academic performance, co-curricular interests and other characteristics of (a) those who pass the H.S.C. examination and enter higher education. (b) those who pass the H.S.C. examination but do not enter higher education.
- To ascertain if entry into higher education is associated with the characteristics of students.
- To have an in-depth study of the students (a) who have entered higher education (b) who have not entered higher education with respect to their perception regarding higher education, motivational and inspirational aspect and reasons for not entering higher education etc.

Some of the finding of the study were as follow.

- About 46 percent of the respondents passed the H.S.C. examination, while 54 percent failed. Seventy six percent of the successful students entered higher education, while 24 percent did not enter.
- Forty nine percent of the entered students had good home environment while only about two percent had poor home environment.
- Eighty five percent of the students had high educational aspirations.
- Seventy three percent of the entrants had high occupational aspirations and the entrants preferred professional jobs the most.
- Forty Seven percent of entrants were found highly adjusted to their higher secondary institutions.
- Fifty three percent of the non entrants were highly adjusted to the institutions where they had studied while 45 percent had average adjustments.
- Entry into higher education was related to fathers' education of the students as children of highly educated fathers entered higher education in greater proportion than the children of poorly educated or illiterate fathers.
- Entry into Higher Education was associated with sex. Boys entered higher education in greater proportion than girls.

Chettiar (1987) conducted a study "A study of the organisation and conduct of a few typical institutions engaged in rural higher education in terms of their objectives" with following major objectives.

- To evaluate the rural institutes in the light of the principles of rural Higher Education.
- To compare Indian rural institution with similar institutions abroad especially with the Beres and the Antioch colleges of America.
- To examine the organisation and conduct of the courses of rural institutes.
- To suggest steps for improving rural Higher Education in India.

Some of the findings of the study were as follow.

- The majority of rural institute students were boys drawn from the lower socio-economic levels and were children of farmers.
- Financial aid was available to a large number of students.

Benal (1988) conducted a study “A critical study of the Development of Higher Education in the state of Karnataka during six Five Year Plans (1950-85) with special reference to Karnataka University” with following major objectives.

- To study the development of higher education in Karnataka university, with respect to the quantitative growth, way of investment, sources of finance, library facilities, administrative set up and establishment of post-graduate centres.
- To suggest steps for the improvement of Higher Education.

Some of the major findings of the study were as follow.

- There has been considerable increase in the quantitative growth of institutions viz. affiliated constituent colleges and the university postgraduate departments during the plan period.
- The receipts and expenditures also significantly increased due to the development programmes initiated and implemented.
- The sources of income were increased to the best advantages of the educational institutions.
- The qualitative improvement in the affiliated colleges and also at the university was not very significant.

Mathew (1988) conducted a study on the Financing of college education in the Private sector in Kerala with following major objectives.

- To identify and evaluate various sources— institutional and non-institutional public and private finance and the trend and pattern of financing of colleges in the private sectors in Kerala.

Some of the findings of the study were as follow.

- The state government was the most prominent source of financing of colleges in Kerala, meeting 90% of the total expenditure. The University Grants Commission and the college management ranked next in supplying the necessary funds to the colleges in Kerala.
- Salaries both of teaching and non-teaching staff were the most dominant component of college expenditure. The average salary grant from the state increased more than 10 times.
- The University Grants Commission, though having a small share in financing the expenditures of colleges was increasing in importance.

Deka (1989) conducted a study “Growth and Development of Higher Education in Kamrup District and its impact on the society” with following major objective.

- To trace the Growth and Development of Higher Education in Kamrup District since Independence.

Some of the findings of the study were as follow.

- The expansion of Higher Education in Kamrup district had been phenomenal.
- Professional and technical institutions had increased slowly in Kamrup District due to the slow industrialization of the state.
- In the development of Higher Education in the area under study, local authority and the Government played dominant role.
- In the rural areas, Higher Education was not practicable. The haphazard growth of new colleges in rural areas created different problem in society.

Dkhar (1991) conducted a study “A Study of Development of Higher Education in Meghalaya” with following major objectives.

- To trace the origin and development of higher education in Meghalaya in the Historical perspective.
- To analyze the pattern of enrolment, staffing, provision of facilities and the type of courses offered in Higher Education.
- To study the system of administration and financing of Higher Education.

Some of the major findings of the study were as follow.

- The first colleges in Meghalaya was established in 1924, and the university in 1973.
- The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya became a full pledged state.

Anantu (1992) conducted a study “A study of private managements in Higher Education : Bombay and Marathwada” with following objectives.

- To study the pattern of establishment and growth of private managements.
- To study private managements with specific regard to their membership, governance, goals and finances.
- To study the government policy towards the encouragement of private involvement in higher education.
- To analysis the growth, membership, government policy and functioning of private managements.

Some of the major findings of the study were as follow.

- The growth and development of private initiative led to rapid expansion of higher education. In Bombay, the expansion had a basis of real demand, in Marathwada, it was the created demand.
- The involvement of private managements extended into the academic and administrative areas.
- The legal character and accountability of private managements needed clarifications.

Palamattam (1992) conducted a study “A study of the management of Autonomous colleges with special focus on innovation and change” with following major objectives.

- To study from a Historical perspective the evaluation of the concept of autonomy to college in India, to be surveyed (a) in the background of affiliating colleges to the universities (b) about need for autonomy (c) the institutional and other attempts and process involved in bringing about autonomy to colleges.
- To study the management of autonomous colleges from the point of view of the achievement of the aims and objectives of autonomy through the process of (a) planning (b) decision making (c) communicating (d) administrative actions and academic programs.

Some of the major findings of the study were as follow.

- In the initial managerial process and actions of deciding for autonomous and planning for the same, less than 50 percent of the senior teachers only were involved.
- More than 52.85 percent of the teachers feel that they are directly involved in most of the decisions in the colleges only less than 8 percent feel that decisions are individualistic and autocratic.
- The satisfaction of the teachers in the decision making process in the college is more than average i.e. 62.88 percent of the teachers are satisfied.

Tripathi (1992) conducted a study “A critical study of Development of Higher Education in Uttar Pradesh since Independence” with following major objectives.

- To study the facts and events which have influenced the Development of Higher Education in Uttar Pradesh.
- To study the problems of Higher Education related to aims and objectives of Higher Education and Administration of Higher Education.

Some of the major findings of the study were as follow.

- The aims of Higher Education are not relevant to the present day needs.

- The current concept of discipline was not fully realised by the administration.
- Physical facilities were found in-adequate and those that were available were not properly put to use.
- The administration of Higher Education has been gradually subjected to persistent government interference, which has eroded the academic accent in Higher Education.

Bhatti (1995) conducted a study “Perception of Beneficiaries of free Higher Education Policy for Girls in Gujarat” with the following objectives.

- To study the economic background and education of parents of girl students studying in M.S. University of Baroda.
- To inquire into the aims and objectives with which these girls have enrolled in higher education.
- To examine their views regarding the policy of free higher education for girls.
- To find out the extent of concern the parents show towards their daughter’s education.
- To examine the parents views regarding the policy of free higher education for girls.
- To find out the views of university male students regarding fee examination for girls.

Some of the major findings of the study were as follow.

- Most of girls had graduate parents and good number of girls had post graduate mothers and fathers and nearly 80% of parents earn a monthly income above Rs.5000 and some even more than Rs.15,000 per month. Few girls had parents’ income in the range of Rs. 2500 – Rs. 5000.
- Aims and objectives of girls with which they have taken higher education, it was found that girls take up higher education mainly with a view to earn or acquire a good status in the society, while parents send their daughters for higher education, so that they may get a proper match for their daughters or when needed the girls can earn and will not be a burden on any body.

- Girls said that their parents would motivate and encourage them even if fees were to be paid and they did not differentiate amongst their sons and daughters.
- Most of girls spend freely on zerox, books and stationary. Parents also had the similar view and said that if the girl is interested in studies, they would readily spend on her education.
- Mostly all the girls and their parents were of the opinion that they would continue education themselves or their daughters even if fees were to be paid and girls further were confident that parents would shoulder their educational bills, if not, then the girls themselves will earn and pay.
- Girls, their parents and most of boys believed that this policy will enable girls to become economically independent, self-reliant and efficient.
- Girls and their parents believed that through this policy girls get opportunity to study free of cost and hence they can save money for future. While some felt that uninterested girls will join college due to the policy and it will be a loss of seat to a deserving boys.
- Girls, their parents and boys felt that this policy is more beneficial to girls from poor or low income group families. Some boys felt that this policy be extended to poor boys too. Most of the girls and parents felt that it will enable girls to take higher education and thus becoming economically independent, self-reliant, good and efficient worker etc.
- Most of the boys wished to get some sort of support or assurance from government like, not more reservations but better job prospects, more job oriented courses, merit scholarships and books at subsidized rates and also better hostel and mess facilities.

Maheria (1998) conducted a study on the Study Habits of Higher Secondary Students in relation to their Socio Economic Status and Intelligence. The study was undertaken with the following objectives.

- To study the pattern of study habits of higher secondary students.
- To study the relationship between study habits and socio economic status of students.
- To compare the study habits of boys and girls.

- To study the differences in the study habits of English and Gujarati medium students.
- To study the relationship between study the study habits and socio-economic status of students.
- To compare the study habits of general stream and science stream students.

Some of the major findings of the study were as follow.

- Among all the five categories of study habit, personal habit found to be having effective influence on study habits.
- Home has contributed more than the school to the study habits.
- Other than school and home has least influence than all other categories to the study habits.
- Perception for examination has more influence than the other than school and home on study habits.
- There is very little correlation between the study habits and socio economic status.
- Study habits and intelligence are showing low correlation but they are positively related.
- Medium of instruction have no impact on the study habits of boys and girls.
- The mean achievement score of girls on study habits has been found significantly higher than that of boys.
- General stream and science stream has no impact on study habits.
- Sex (boys and girls) has no impact on study habits of higher secondary students.
- There is no significant difference between the study habits of boys and girls in different schools having same medium of instruction.
- The mean achievement score of Gujarati medium students on study habits has been found significantly higher than that of the English medium students.

Sengupta (1998) conducted a study on “A study of problems faced by the higher secondary teachers (General stream) of Baroda city”. The major objective of the study were as follow.

- To study the problem faced by the teachers of higher secondary schools with reference to (a) Physical facilities (b) test book (c) Examination systems (d)

Teaching Methods (e) classroom management (f) other information like salary, workload, time management etc.

- To study the factors related with the problems faced by the teachers.

Some of the major findings of the study were as follow.

- Most of the teachers opined that they need adequate number of books.
- Most of the teachers opined that schools are having library situated in position where disturbances are less.
- Majority of teachers opined that the school library does not subscribe magazines, journals, periodicals.
- Majority of teachers opined that they refer magazines, periodicals, reference books and newspapers. Very few students opined that they refer journals and periodicals.
- Most of the teachers opined that staff room is well ventilated and lighting facilities are excellent.
- Most of the teachers opined that they are not satisfied with the physical facilities for teaching commence.
- Majority of teachers opined that the classroom are well ventilated.
- Most of the teachers opined that the contents taught in the +2 stage is useful for higher education.
- Most of the teachers opined that they use written examination, oral examination, assignment method and very few use term paper or project method for examination purposes.
- Most of the teachers agreed that the students raise doubts during teaching learning process.
- Majority of teachers opined that the students are attentive in their class.
- Most of the teachers are satisfied with their salary they get. Quite a large numbers of teachers are not satisfied in their pay structure.

2.2 STUDIES CONDUCTED IN ORISSA

Few studies were found conducted on the higher education in the state of Orissa. Some of the related literature are given here related to the present study.



Ekka (1989) conducted a study on “Development of Tribal Education in Orissa After Independence”. The study was undertaken with the following objectives.

- To investigate into the progress in literacy and education of the scheduled Tribes since Independence.
- To study the regional or district wise disparities as well as inter scheduled tribe differences in the rate of progress in Education.
- To study the quality of Environment in tribal villagers those are educated.

Some of the major findings of the study were as follow.

- For all the tribal dominated districts of Orissa, specially, the Koraput district, all the dimensions of the views of planning commission are applicable.
- The tribal people do not feel that the percent educational system can substantially help them to earn their living or to have economic development.

Das (1990) conducted a study “The Development of Higher Education in Orissa from 1936 and 1985” with the following objectives.

- To analyze the different aspects of higher education in general, professional education in different branches, and to make some recommendations.
- To trace how far the vital aspects of education have been properly implemented and experimented within the province of Orissa.

The data collection from libraries, record rooms, museums, archives, Government Department and universities by personal visits. The findings of the study were as follow.

- Higher Education in Orissa prior to 1868 was non existent.
- Higher Education in the state originated in 1868, when 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.

- From 1936 to 1947, progress was noticed in the field of general education and law. Orissa made rapid strides in higher education with the establishment of the Sambalpur university in 1967, the Berahampur university in 1967, the Orissa University of Agriculture and Technology in 1962, and the Sadasiva Sanskrit Vishwavidyalaya in 1981. During this period, 3 medical colleges, engineering colleges, research institutes in physics and sciences and an Arts college, a music college, a teacher training college and a law college were established in 1966. During that time 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 4,026 college teachers. From 1980 to 1982, the number of colleges increased to 223. In 1983, there were 306 general colleges and 91 professional colleges under the three universities. There were post graduate and M.Phil. facilities in 53 and 42 colleges respectively. In 1985, the Junior colleges level classes were bifurcated and intermediate level two year programme became affiliated to council of higher secondary education. The number of colleges after upgradation to degree class were 405 in 1985.
- The administration of higher education was 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 raised institutions were controlled by a different division in the directorate. The State Institution of Education was established to promote Teacher education and Council of Higher Secondary Education to look after +2 education.
- Basic education was introduced as a landmark in the professional preparation of teachers in the Basic Training College, Angul.
- The lack of speedy progress was attributed to British domination, the role of princely states, poverty and the absence of organized efforts during 1936-47. But from 1947, a steady progress took place in the Higher Education of Orissa.

Biswal (1991) conducted a study “Needs and problems of a tribal community in Orissa with regard to Education : An in depth study” with following major objectives.

- To study the present position of formal educational institutions and non-formal educational programmes for children and adults in terms of the following aspects

- (a) physical facilities (b) students enrolments and dropouts (c) students back ground (d) staff pattern and staff back-ground (e) supporting facilities being provided to the students in both the formal and non-formal settings.
- To explore the needs and problems relating to the functioning of formal educational institution and non-formal educational programmes as felt and perceived by (a) Teachers and student participating in the formal and non formal educational programmes (b) Tribal parents (c) Non-participant adult in adult literacy centres (d) Non-participant children.
 - To study the indigenous educational/training practices available in the tribal community with respect to their nature, scope, objectives and usefulness in the present context.
 - To study the development programmes undertaken for the tribal community such as, agricultural extension programme, family planning programmes, Nutrition and Educational programmes, health and educational programmes etc.
 - To study the impact of formal, non formal and indigenous educational programmes and practices as felt and expressed by the tribal people on the following aspects of their life (a) socio-economic condition (b) cultural practices (c) political consciousness.

Some of the findings of the study were as follow.

- The dropout rate in the non-formal schools were as found increasing from lower to upper classes. The enrollment of girls students was less in comparison to the boy students but the dropout of girls was more in comparison to the boys.
- It was found from the U.G.M.E. schools that the dropout rate followed a downward trend after 1986-87. It was because of the opening the low cost hostels. Another reason of slow dropout rate was initiative taken by the experienced and qualified teachers in the schools. The reason for lower enrolment in ALCS was partly due to lack of motivation of youth towards learning and another reason was transfer of teachers.
- It was found that difficulty in seating arrangements at the school, understanding the subject matter like, English, Science, Mathematics and the language used by the teachers, lack of learning materials and adjustment with the teachers were the

problems perceived by the students. They were in need of love and affection of parents and teachers.

- It was found that the non-participating adults were feeling tired after the day's long work. Moreover, they thought that they were average, therefore, not getting interested in learning.

Panigrahi (1992) conducted a study "A Study of Educational Development of Tribals in Kalahandi District of Orissa" with the following major objectives.

- To study the Educational Development of tribals in Thuamul Rampur Block of Kalahandi District since 1962 in terms of (a) Number and Types of formal and non-formal Educational Institutions, (b) Enrolment figures in different stages in the different institutions, (c) Number of dropouts both in formal and non-formal Educational Institutions, (d) Number of person who have completed the courses in formal and non formal Educational Institutions, (e) Number of teachers both in formal and non formal Educational Institutions and (f) Nature of inputs both in formal and non formal educational institutions.
- To study the Development programmes for the tribal in Thuamul Rampur Block of Kalahandi District since 1962 in terms of (a) Nature and number of development programmes launched, (b) Educational inputs in "arouse development programmes in terms of (i) Nature of Educational inputs, (ii) Media used for the inputs, (iii) Time and duration to introduce the inputs.
- Reaction of functionaries regarding to Educational programmes with regard to : (a) problems of implementation of the Educational programmes, (b) perceived responsiveness of beneficiaries regarding the Educational programmes, (c) needed improvements regarding the Educational programmes with regards to (i) Benefits accrued by the tribal people, (ii) problem faced by the people in adopting the benefits, (iii) perceived long range usefulness of the programmes, and (iv) needed improvements into the programme.

Some of the major findings of the study were as follow.

- It was observed that the teacher school ratio had increased from 1:1.7 in 1962 – 63 to 1:1.9 in 1987-88 both at the primary and Middle school level. A similar trend

was also observed in case of teacher student ratio. At the high school stages between 1977 (1:7) and 1988 (1:13) a gradual increase in teacher school ratio was observed but the same trend was not found in case of teacher student ratio though it had also increased from 1:3.7 in 1977-78 to 1:10.7 in 1987-88 on the whole the staff size at the primary and middle school level was found inadequate and at the high school level it was adequate.

- At increase in the level of performance of tribal students was observed at the LP stage between 1967-68 and 1987-88, but at the U.P., M.E. and High School stage the performance level had decreased.
- The enrolment of tribal students in PLS showed a gradual increase between 1981-82 and 1987-88, but decreased from 1987-88 onwards.

Dash (1999) conducted a study on “An Investigation into the higher Education Among the Scheduled Tribes in Orissa”. The study was undertaken with the following objectives.

- To analyse the development of Education among the scheduled tribes.
- To ascertain the percentage of tribal secondary school level who are deprived of Higher Education.

Some of the major findings of the study were as follow.

- Not only the percentage of literacy in scheduled tribe population was lower but also the growth rate over the last decades was lower than the general population.
- The scheduled tribes constituted the main bulk of illiterates in most of districts of Orissa.
- Districts of Cuttack which had a high percentage of general literacy had a low percentage of tribal literacy.

Kuanr (2002) conducted a study on “Socio Economic and Cultural factors related to the Women Education in Orissa – Constraints, Development and Attitude”. The study was undertaken with the following objectives.

- To examine the social, economic and cultural problems related to women education.
- To find out other allied problems with their adverse effect to the family as well as to the community.
- To study the allied problems like traditional values, lack of definite aim, preference shown to boys than girls etc. for inadequate growth of woman education and their premature withdrawal.

Some of the major findings of the study were as follow.

- The findings of the study may be utilised from deciding and designing educational measures to be taken and programmes to be implemented by educational administrators, policy planners, for improving effectiveness of women education in the state.
- Rural under development in general and the lag in provision of educational facilities, need to be removed within rural areas, disparities among larger villages / habitations and scattered, isolated population in difficult regions and remote areas should be particularly focused upon.
- The first and foremost suggestion of the parents was to open up schools in each and every village. This will no doubt help the girl children avoid the physical barriers they are facing in going to distant schools.
- This problem is actually marked in Kalahandi, Koraput, Mayurbhanj & Keonjhar districts.
- Non only the school timing but also the holiday patterns do not suit to the needs of the tribal people. So they thought that the holiday patterns should be linked with their festivals.

Khatua (2004) conducted a study on “ A study of the post literacy programme in the tribal areas of the Mayurbhanj District in the State of Orissa.” The study was undertaken with the following objectives.

- To identify the tribal areas of the Mayurbhanj District where Adult Education programmes or Total literacy campaigns have been lunched.

- To enumerate the different post literacy works taken up in the identified tribal areas.
- To identify and list out the problems faced by the neo-literates in the identified tribal areas with respect to post-literacy programmes.
- To examine the usefulness of post literacy programmes for the tribal neo-literates.
- To study the expectation of the tribal neo-literates from post-literacy programmes.

Some of the major findings of the study were as follow.

- The majority neo-literates said that the Jana Sikshya Nilayams were far away from their villages.
- The majority men neo-literates said that working hour of the Jana Sikshya Nilayam was appropriate for them.
- The majority neo-literates said that there were no provision of Radio-listening programmes & television watching facilities in the Jana Sikshya Nilayams.
- The majority of neo-literates stated that there were very less books in the Jana Sikshya Nilayams. Similarly there were no books either written in tribal scripts or written in Oriya scripts and tribal language.
- The majority neo-literates said that teachers were occasionally discussing with them to increase their knowledge and solve different post literacy problems.

2.3 IMPLICATION FOR THE PRESENT STUDY

A total of 26 studies were reviewed by the researcher including seven studies related to education scenario in Orissa and 19 studies related to the educational scenario of Indian states and related to other countries. Out of the 19 studies related to the educational scenario of Indian states and related to other countries, studies conducted by Shushavan (1977), and Chowdhury (1986) were related to the development of higher education in Thailand and Bangladesh respectively. Both the studies were related to survey type of research. Studies conducted by Mehta (1976), Singh (1981), Suthar (1982), and Bhatti (1995) related to the climate of higher education, administrative problems of higher education, instructional strategies in affiliated colleges, free higher education policy for girls respectively in the state of Gujarat. These studies are related to one or other aspects of higher education and quite

important for understanding the dynamics of higher education in Gujarat. Studies conducted by Joshi (1979), and Chettiar (1987) are quite typical and related to affiliated colleges, and the organization of Higher Education respectively in rural setting. Both the studies threw light on some of the aspects of the management of higher education in rural India.

Studies conducted by Joseph (1982), Benal (1988), Deka (1989), Dkhar (1991), and Tripathi (1992) are related to the progress, growth and development of Higher education in Maharashtra since independence, in Karnataka during Five Year Plans, in Kamrup district of Assam, in Meghalaya, and in Uttar Pradesh respectively. All the studies were related to literature survey related to the growth of higher education. These studies threw light on the development of higher education in different state of India including different types of states from different sides of India.

Talesra's (1983) study was related to higher education among women in Rajasthan. Rest of the studies were different in nature highlighting different dimensions of higher education in India. Study by Mathew (1988) related to the Financing of Higher Education in Kerala. Anantu's study (1992) dealt with the private managed colleges in Bombay and Marathwada. Study done by Palamattam (1992) was related to the management of autonomous colleges in terms of innovation and change. These are the studies related to different dimensions of higher education management in India and contributed a lot for the understanding of different components of higher education in India.

Two studies were reviewed related to the higher secondary education (+2 education) as this stage is considered in the present study as a part and parcel of higher education in Orissa. Studies conducted by Maheria (1998) and Sengupta (1998) dealt with the +2 education and problems of higher secondary teachers respectively.

Out of the seven studies reviewed related to the education in Orissa, study conducted by Das (1990) was related to the growth and development of higher education in Orissa. This study threw light on the total development of higher education in India in a historical perspective. One of the study by Khatua (2004), though was not related to higher education, the study has lots of significance as it is

related to the adult education in the Mayurbhanj district of Orissa and the present study is also related to the same Mayurbhanj district of Orissa. The study conducted by Kuanr (2002) to the development of women education in Orissa. This study had no much direct relevance to the present study. Rest four studies were related to the tribal education in Orissa and thus have significant meaning in the light of the present study as the present study is also related to the development of education in a tribal district of Orissa. Study conducted by Ekka (1989) was related to the development of tribal education in Orissa after Independence and quite relevant to the present study. The study conducted by Biswal (1991) was related to the educational needs and problems of the tribal people of Orissa. Panigrahi's (1992) study through light on the educational development of tribal people of the Kalahandi district of Orissa. The present was also conducted in the same line of the research conducted by Panigrahi. The study conducted by Dash (1999) is quite significant in the light of the present study as the study is related to the higher education of scheduled tribes of the Orissa.

All the studies reviewed were found quite significance in the light of the present study. The present study will follow the survey method of research including literature survey and the questionnaire survey as it was found followed by most of the researches related to the development of higher education in different states. Though some of the studies were conducted in Orissa related to higher education, no comprehensive study was found considering different dimensions of higher education like, management, structure, finance, community participation. Most of the studies are only related to the component of growth and development of higher education. No study was found related to in depth study of higher education system in any of the tribal district of Orissa taking almost all the structural components of the higher education system. Hence the present study is an attempt in this direction to study the system of higher education in the Mayurbhanj district of Orissa with special reference to its growth, structure, management, finance and community participation.