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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	COMPREHENDING AND IMPLEMENTING BEST PRACTICES OF QUALITY MANAGEMENT ACROSS INDUSTRIES <i>BALAJI GOPALAN & DR. REVATHI IYER</i>	1
2.	INVENTIVE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE OPEN AND DISTANCE LEARNING SYSTEM: AN EMPIRICAL STUDY <i>B. RUPINI</i>	6
3.	A STUDY ON PROBLEM FACED BY VEGETABLE PRODUCING FARMERS IN NILIGIRI - DISTRICT <i>DR. S. NAMASIVAYAM & K. ARTHI</i>	12
4.	STUDY ON CONSUMER BEHAVIOUR TOWARDS FROZEN FOOD IN JAMMU CITY OF J & K STATE <i>TAVLEEN KAUR, JYOTI KACHROO & NAVEED HAMID</i>	16
5.	OPINION DIFFERENCE OF TEACHERS ON EXISTING PERFORMANCE APPRAISAL PRACTICES IN PRIVATE ENGINEERING INSTITUTIONS <i>CHANDRA MOHAN SINGH, DR. ASHOK CHANDRA & DR. SANJAY SHARMA</i>	22
6.	COOPERATIVE INDUSTRIAL ESTATES: THE GOLDEN PLATFORM FOR SMALL SCALE INDUSTRIES <i>DR. ARVIND CHAUDHARI</i>	35
7.	ECONOMIC GROWTH, EDUCATION EXPENDITURE AND INCOME INEQUALITY IN INDIA <i>ANIRUDDHA KAYET & DEBASISH MONDAL</i>	38
8.	LEADER MEMBER EXCHANGE QUALITY INFLUENCING COMMITMENT AND TRUST AMONG EMPLOYEES <i>OWAIS AHMED & DR. MUSHTAQ AHMED SIDDIQI</i>	44
9.	EFFECTIVENESS OF TECHNOLOGY ENABLED LEARNING (TEL) IN LEARNING SCIENCE AT D.T.Ed. LEVEL <i>P. JAYANTHI NIRMALA & DR. K. S. PREMILA</i>	47
10.	ROLE OF FIXED ASSETS MANAGEMENT <i>RAMESH VANKADOTH</i>	50
11.	A REVIEW OF LITERATURE ON THE INTER-LINKAGES OF STOCK MARKET DEVELOPMENT WITH ECONOMIC GROWTH <i>TANUJ NANDAN & NIVEDITA SRIVASTAVA</i>	52
12.	A STUDY ON EMPLOYEE ATTRITION AND RETENTION IN BPO SECTOR <i>DR. SHAMSHER SINGH & RAVEENA RANA</i>	60
13.	A STUDY ON THE INFLUENCE OF ATTITUDINAL AND ENVIRONMENTAL FACTORS ON ENTREPRENEURIAL INTENTION <i>DR. JOHNEY JOHNSON & DR. SONIA KATHERIN MATHEW</i>	64
14.	E-GOVERNANCE: A BOON OR BLISS TO SOCIETY: A RESEARCH <i>DR. SHALINI SRIVASTAV, DR. SUMIT AGARWAL & DR. GARIMA BHARDWAJ</i>	68
15.	BREXIT-AN END IN ITSELF OR THE BEGINNING OF A NEW ERA <i>DEEPA SHARMA</i>	71
16.	ROLE OF BUYER CHARACTERISTICS IN ONLINE SHOPPING <i>DR. ADIL RASOOL</i>	79
17.	FOREIGN INSTITUTIONAL INVESTORS (FIIs) FLOWS AND VOLATILITY IN STOCK MARKETS OF INDIA DURING SUB-PRIME CRISIS AND POST FPI ACT <i>RAJNISH KLER</i>	87
18.	ASSESSMENT OF KNOWLEDGE LEVEL, NEED AND IMPACT OF ICTS AMONG FARMERS IN DIFFERENT ASPECTS OF AGRICULTURE AT TALERA BLOCK OF BUNDI DISTRICT IN RAJASTHAN <i>DR. SUSMIT JAIN & NEERAJ KUMAR PRAJAPATI</i>	92
19.	ESSENTIAL FACTORS FOR TRAINING TRANSFER: A STUDY OF PHARMACEUTICAL REPRESENTATIVES IN LUCKNOW AREA <i>ANA RIZVI & DR. SURENDRA KUMAR</i>	104
20.	EXPLORING PSYCHOLOGICAL CAPITAL IN INDIAN CONTEXT AMONG MSME ENTREPRENEURS <i>MARIA TRESITA PAUL V. & DR. N. UMA DEVI</i>	108
21.	FRUIT PROCESSING INDUSTRY IN MURSHIDABAD DISTRICT OF WEST BENGAL - PRESENT STATUS AND FUTURE PROSPECTS <i>MADHAB KUMAR BISWAS & DR. SUDIPTA SARKAR</i>	113
22.	A COMPARATIVE STUDY ON REPORTING OF MERGERS AND ACQUISITIONS ACTIVITIES UNDER IGAAP AND IND AS <i>NARAYAN KAFLE</i>	117
23.	CULTURAL INTELLIGENCE: AN INTEGRAL PART OF CROSS CULTURAL ORGANISATIONS <i>JASLEEN KAUR ANEJA, VAISHALI JOSHI & PRIYANKA MARWA</i>	120
24.	BILATERAL RELATION BETWEEN INDIA AND THAILAND <i>DR. SHEETAL ARUN KHANDRE</i>	122
25.	AN EVALUATION OF THE STATUS OF HIGHER EDUCATION IN INDIA <i>DR. YOGESH H S & DR. KIRAN S P</i>	127
26.	STOCK PERFORMANCE OF AMERICA'S LARGEST BANKS AFTER MERGERS & ACQUISITIONS <i>SAL VILLEGAS</i>	131
27.	CORPORATE SOCIAL RESPONSIBILITY (CSR) AND CUSTOMER'S PERSPECTIVE OF INDIAN BANKS <i>PUNEET KAUR</i>	139
28.	WIRELESS ROUTING PROTOCOLS AND ITS SECURITY ISSUES IN AD HOC NETWORK <i>NEHA CHUGH</i>	147
29.	POLICY SUPPORT TO AUGMENT THE AGRIBUSINESS POTENTIAL OF KARNATAKA <i>NAGARAJA K.</i>	150
30.	WORK-LIFE BALANCE: ITS CORRELATION WITH JOB SATISFACTION, LIFE SATISFACTION AND STRESS LEVEL AMONGST EXECUTIVES OF PUBLIC SECTOR BANKS IN PUNJAB <i>JASPREET KAUR</i>	154
	REQUEST FOR FEEDBACK & DISCLAIMER	160

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AN EVALUATION OF THE STATUS OF HIGHER EDUCATION IN INDIA**DR. YOGESH H S****POST DOCTORAL FELLOW****DEPARTMENT OF STUDIES IN ECONOMICS & CO-OPERATION****UNIVERSITY OF MYSORE****MANASAGANGOTHRI****DR. KIRAN S P****POST DOCTORAL FELLOW****DEPARTMENT OF STUDIES IN ECONOMICS & CO-OPERATION****UNIVERSITY OF MYSORE****MANASAGANGOTHRI****ABSTRACT**

Higher education system of India is the world's third largest in terms of students, next to China and the United States. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Further, the main intension of the paper is to analyze the status of higher education in India and to capture the shortcomings of higher education system in India. The study has been prepared purely on the basis of secondary data and also used simple averages, analytical tables to assess the current issue. Finally, the paper concluded that, the overall scenario of higher education in India does not match with the global quality standards. Hence, there is enough justification for an increased assessment of the quality of the country's educational institutions.

KEYWORDS

higher education, universities, student's enrolment.

INTRODUCTION

Higher education system of India is the world's third largest in terms of students, next to China and the United States. Unlike China, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught.

Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard and Cambridge. According to the London Times Higher Education (2009)-Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. Hong Kong has three, ranked at 24, 35 and 46; Singapore two ranked at 30 and 73; South Korea two ranked at 47 and 69 and Taiwan one in the 95th position. Notably, China's Tsinghua University and Peking University are ranked at 49 and 52 respectively. There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the next 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291. A recent evaluation of universities and research institutes all over the world, conducted by a Shanghai university, has not a single Indian university in the world's top 300 while China has 6. The Indian Institute of Science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that. Yet this decisive edge also has its shortcomings. Besides top rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money.

UGC and other Regulatory authorities have been trying very hard to extirpate the hazard of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall victim to these institutes and colleges. Today, Knowledge is power. The more knowledge one has, the more empowered one is. According to the University Grants Commission (UGC), India needs 1500 more universities with adequate research facilities in order to compete in the global market. The country lacks the critical mass in higher education. Its gross enrolment ratio (GER) is a mere 11 per cent compared to China's 20 per cent, the USA's 83 per cent and South Korea's 91 per cent. This means that in comparison to India, China has double the number of students pursuing higher education. The Eleventh Five Year Plan envisages increase in the Gross Enrolment Ratio (GER) in higher education to 15 per cent of the population in the age cohort group of 18-24 years by 2011-12 but it has achieved only 12 per cent. During the 12th Five Year Plan the government has a target of achieving 30 per cent GER. In consonance with the target of the 12th FYP, the University Grants Commission has launched a national level mission called Rastriya Uchchar Shiksha Abhiyan (RUSA) to achieve quality higher education with access and equity. The major objectives of RUSA include: to achieve 32 per cent GER by 2022 (at the end of the 13th FYP). This requires a substantial increase in the number of institutions and consequently would require an adequate number of teachers for imparting education. Failure to redress the faculty shortage would hamper the achievement of the targets for increase in GER set out by Government. However, the overall scenario of higher education in India does not match with the global quality standards. Hence, there is enough justification for an increased assessment of the quality of the country's educational institutions.

Hence, the present study tries to analyze the status of higher education in terms of growth of no of universities and colleges, enrolment, state level details of higher education and some of the shortcomings and reforms of higher education in India.

OBJECTIVES OF THE STUDY

1. To analyze the status of higher education in India
2. To capture the shortcomings of higher education system in India

METHODOLOGY

The present study has been used secondary data collected from Ministry of Human Resource Development and All India Survey on Higher Education 2014-15. Further it has been used averages, analytical tables to present the work more scientifically and systematically.

GROWTH OF HIGHER EDUCATION IN INDIA

This is the time of growth of higher educational institutions and increase in the number of students' enrolment in regional and national levels. It has seen that every country gave due importance to higher education and considers it as the basic for human resource and economic development. However, the number of higher educational institutions and students' enrolment vary from states to state. So an attempt is made to find out the status of Indian higher educational system in the Indian scenario.

TABLE 1: DECADAL GROWTH OF HIGHER EDUCATION IN INDIA

Year	No of Universities	No of Colleges	Total
1950-51	30	695	725
1960-61	55	1542	1597
1970-71	103	3604	3707
1980-81	133	4722	4855
1990-91	190	7346	7536
2000-01	256	12806	13062
2010-11	634	31324	31958

Source: Selected educational statistics, Various Issue FICCI Higher Education Summit 2012 Website: www.ugc.ac.in

The table 1 shows the decadal growth of higher education in India since 1950-51 to 2010-11. According to the table, during the period 1950-51 there were only 30 universities existed and 695 colleges were working and total of 725 higher education institutions were existed in India. After six decades i.e., in the year 2010-11, there was enormous increase in the growth of higher education in India it means that there were around 634 universities, 31324 colleges and total of 31958 higher education institutions were existed in India during the year 2010-11.

TABLE 2: DECADAL GROWTH OF ENROLMENT OF HIGHER EDUCATION IN INDIA

year	No of students in Million
1950-51	0.4
1960-61	1.1
1970-71	2
1980-81	2.8
1990-91	4.9
2000-01	9.8
2010-11	17

Source: FICCI higher education Summit 2012

The table 2 illustrates the decadal growth of enrolment of higher education in India since 1950-51 to 2010-11. As per the given table, the total enrolment of higher education was only 0.4 million in the year 1950-51. But it was slowly increased in subsequent decades, after six decades the total enrolment of higher education in India was increased to 17 million in the year 2010-11. But the growth of enrolment was very slow in India when compared to other neighbor countries.

TABLE 3: TYPES OF HIGHER EDUCATION INSTITUTIONS IN INDIA

Type of Institution	2012-13	Percent
State Universities	306	43.4
Central Universities	44	6.24
Deemed Universities	130	18.49
Private Universities	154	21.84
Institute of National Recognition	39	5.59
National institute of technology	32	4.54
Total	705	100

Source: UGC, MHRD Annual Report 2011-12

The table 3 clearly represents the type of higher education institutions existed in India during the period 2012-13. According to the table, there was 43.4 percent of state universities, 6.24 percent of central universities, 18.49 percent of deemed universities and 21.84 private universities existed in India during the year 2012-13. Further, only 5.59 percent of institutes were national recognized and only 4.54 percent of national institute of technology were working in India during the same period. As per the given table, the percentage of private and deemed universities was very high in India.

TABLE 4: STATE-WISE TOTAL NO OF HIGHER EDUCATION INSTITUTIONS AND ENROLMENT IN INDIA 2012-13

Name of the States/Union Territories	Total No of Higher Education Institutions	Percent	No. of Students	Percent
Andhra Pradesh	4597	12.74	217542	11.96
Arunachal Pradesh	21	0.06	20154	0.11
Assam	522	1.45	279243	1.54
Bihar	728	2.02	390144	2.13
Chattisgarh	700	1.94	334317	1.84
Delhi	268	0.73	293081	1.61
Goa	62	0.17	27791	0.15
Gujarat	1892	5.24	923914	5.08
Haryana	1003	2.78	452690	2.49
Himachal Pradesh	371	1.08	144503	0.79
Jammu and Kashmir	325	0.9	206129	1.13
Jharkhand	245	0.68	29198	0.16
Karnataka	3414	9.27	1005572	5.53
Kerala	1062	2.84	504139	2.77
Madhya Pradesh	2351	6.62	1165173	6.39
Maharashtra	4881	13.52	2415711	13.28
Manipur	83	0.23	36968	0.2
Meghalaya	79	0.22	44006	0.24
Mizoram	31	0.09	15843	0.09
Nagaland	62	0.17	24207	0.13
Odisha	1136	3.15	513479	2.82
Puducherry	90	0.25	49287	0.27
Punjab	1001	2.77	479136	2.63
Rajasthan	2812	7.79	790114	4.34
Sikkim	20	0.05	12788	0.07
Tamil Nadu	2469	6.84	1492740	8.21
Tripura	43	0.12	33104	0.18
Uttar Pradesh	4501	12.39	3021326	16.61
Uttaranchal	436	1.21	291104	1.6
West Bengal	969	2.68	945077	5.19
Chandigarh	30	0.08	67205	0.37
Andaman and Nicobar Islands	6	0.02	3658	0.02
Lakshadweep	3	0.01	429	0.003
Daman and Diu	4	0.01	947	0.005
D and N Haveli	4	0.01	2170	0.01
Total	36095	100	18190689	100

Source: UGC Report and Higher Education in India at a glance 2013

The table 4 clearly exhibits total no of higher education institutions existed and total enrolment in the states and union territories during the period 2012-13. It is very important to note that more than 60 percent of the education institutions and the enrolment were found in six states namely; Maharashtra (13.52%), Andhra Pradesh (12.74%), Uttar Pradesh (12.47%), Karnataka (9.36%), Rajasthan (7.79%), Tamil Nadu (6.84%) and Madhya Pradesh (6.73%) rest of the table have less no of educational institutions. Further, in total enrolment also, around 50% of the total enrolment was found in four states namely; Uttar Pradesh (16.61%), Maharashtra (13.28%), Andhra Pradesh (11.96%) and Tamil Nadu (8.21%) rest of the table have less no of enrolment during the period 2012-13. However, it is observed that higher education has been given due importance in most of the states in the country.

SHORTCOMINGS IN HIGHER EDUCATION IN INDIA

India has been witnessing a healthy growth of higher education institutions as well as students' enrolment 1950-51. The students' enrolment from 1950-51 to 2012-13. Though there is a positive trend in the growth of higher education, several studies are also found some of the important shortcomings which have to be considered seriously. They are as follows,

- However, higher education system in India continues to be afflicted with the three major problems of access, equity and quality.
- Extensive disparities have been existed in enrolment percentages among the States and between urban as well as rural areas.
- Disadvantaged sections of society and women have significantly lower enrolments than the national average.
- The higher education sector is plagued by a shortage of well-trained faculty, poor infrastructure, outdated and irrelevant curricula activities.
- The use of technology remains inadequate and standards of research and teaching at Indian universities are far below compared to international standard.
- Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice-based credit system, and examination reforms are yet to take place in higher educational institutions across the country.
- Exceptions apart, majority of Indian higher education institutions perform poorly in the area of quality on a relative global scale.
- In recent years, the massive expansion in enrolment in higher education in the country has resulted in unbearable burden being put on the physical and pedagogic infrastructure of colleges and universities. This is reflected in overcrowded classrooms and distortion of desirable student-teacher ratios, overall shortage of teaching and tutorial space, overloading of laboratory and library facilities, and often a lowering of quality of teaching. All these issues require urgent correctives.

REFORMS NEEDED IN HIGHER EDUCATION SECTOR

- Curricular and academic reforms are required to improve student choices, with a fine balance between the market oriented professional and liberal higher education.
- Higher education must be aligned to the country's economy and also to the needs of the global market. Innovative and relevant curricula should be designed to serve different segments of the job market or provide avenues for self-employment. And emphasis must be given to the expansion of skill-based programmes in order to make our youth employable in the job market.
- Fact remains that today, around 60% of total enrolments in higher education are in private institutions. Some of them excel in their chosen areas. There also exist legitimate concerns about many of these institutions being substandard, exploitative and suffering from the general shortcomings mentioned earlier. Governance reforms are required to enable these institutions to have their autonomy to develop distinctive strengths, while being held accountable for ensuring quality and fulfilling their responsibility to society.

CONCLUSION

Higher education has been playing a vital role in improving the status of human development in the country. The status of higher education institution and the overall enrollment in India has been growing steadily but only a few states have been performing well in terms of no of intuitions and enrolment but much attention is required towards the remaining states which are less performed. Though there was a steady growth in higher education sector, there are also some shortcomings which should be taken into consideration and reforms of the sector is also much needed to overcome from such shortcomings. However, the overall scenario of higher education in India does not match with the global quality standards. Hence, there is enough justification for an increased assessment of the quality of the country's educational institutions.

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