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Higher education: A fad or farce a study on selected colleges of Visakhapatnam city, Andhra Pradesh

Dr. Sireesha Rani Vasa
Associate Professor, Department of Management Studies Management, Pydah College of Eng. & Tech, Visakhapatnam, Andhra Pradesh, India

Abstract
The globe we subsist in now is incredibly altered to the world we colonized just a few decades ago. A swiftly changing workforce, globalisation, the mount of the acquaintance wealth and technological advances, jointly with the universal fiscal depression, pose an entire new set of challenges for 21st century leaders and managers. Higher Education in India all through these years increased to 24.5 percent. This is a optimistic move toward rising the rate of literacy in the country. The quantum jig in GER over the preceding decade was a sign of expansion in listing of students in higher educational institutes, where the whole enrolment in higher education as percentage of the population in 18-23 years age group. The hard work of supervision to progress the quality of higher education in India, by providing students scholarships in a variety of government schemes and are provided with subvention on student loans. The present paper in an outcome of an pragmatic study which was determined on few specialized courses like MBA and MCA in selected colleges to come across out and to ensure whether the higher education system is a fad or farce.

Keywords: sustainable growth, higher education, educational institutions

Introduction

Prelude

The current state of higher education system in India is compound and demanding. With the swell in population, there has been surge in the number of students in quest of admission in these universities and colleges for higher education. In the meadow of higher education in India, there was the moment when people of the country were much lesser and higher education was accessible to all and everyone. Higher education refers to the education in colleges and universities. India has a large higher education system. It has more than 600 universities and over 33,000 colleges with more than 20 million students. This includes higher education in the fields of technical, medical, law, forestry, etc. Education is the key factor in shaping the budding superpowers. India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC).

The education sector in India is poised to witness major growth in the years to come as India will have world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. The education market in India is currently valued at US$ 100 billion and is expected to nearly double to US$ 180 billion by 2020. Currently, the school segment is valued at US$ 52 billion and contributes 52 per cent to the education market in India, higher education contributes 15 per cent of the market size, text-book, e-learning and allied services contribute 28 per cent and vocational education in manufacturing and services contributes 5 per cent. Higher education system in India has undergone rapid expansion. Currently, India's higher education system is the largest in the world enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. It witnesses spending of over Rs 46,200 crore (US$ 6.93 billion).

Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs), International Institute of Information Technology (IIIT-H), University of Mumbai and Jawaharlal Nehru University have been globally acclaimed for their standard of education. The IITs enroll about 8,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India still lacks internationally prestigious universities such as Harvard, Cambridge, and Oxford.

Table 1: Growth of professional colleges in Andhra Pradesh (1996-97 to 2014-15)

Sl. No.	Year	Engineering		Pharmacy		MBA		MCA		M.E/M.Tech.		M.Pharm.		LLB		BPEd.	
		Colle.	Intake	No.	Intake	No.	Intake	No.	Intake	No.	Intake	No.	Intake	No.	Intake	No.	Intake
1	1996-97	37	10455	26	1390	57	2145	44	1320								
2	1997-98	57	14155	26	1390	81	3000	75	2270								
3	1998-99	89	19773	26	1390	92	3825	99	3020								
4	1999-2K	102	25064	26	1390	109	4660	152	4040								
5	2000-01	106	30716	-	-	110	4680	162	6395	-	-	-	-	-	-		
6	2001-02	178	46540	-	-	141	7204	234	11250	-	-	-	-	-	-		
7	2002-03	217	62290	-	-	159	8944	263	12795	-	-	-	-	-	-		
8	2003-04	225	65710	-	-	207	11370	271	13525	-	-	-	-	-	-		
9	2004-05	236	78720	-	-	207	11370	271	13525	-	-	-	-	-	-		
10	2005-06	261	92600	-	-	220	13755	296	16220	-	-	-	-	-	-		
11	2006-07	291	98928	103	6080	278	21415	381	17189	-	-	-	-	-	-		
12	2007-08	339	125587	232	13787	393	17674	538	22774	76	5843	19	323	-	-		
13	2008-09	540	175767	256	15320	498	34701	698	46618	120	7268	37	733	-	-		
14	2009-10	657	225905	270	16550	894	61150	707	47553	153	9696	64	1350	-	-	-	1176
15	2010-11	701	269175	290	25605	971	78340	713	40148	213	16639	105	4245	44	9904		
16	2011-12	710	306309	283	27240	958	93231	625	44530	365	23898	225	9207	50	7150		
17	2012-13	716	339106	292	24240	915	100680	471	35058	508	37922	266	16537	48	6740		
18	2013-14	718	340099	296	25150	813	96060	354	23946	551	53274	272	21002	48	6740		
19	2014-15-AP	368	173110	128	1940	396	46530	194	13750	257	20036	113	7864	28	5306	13	1100
20	2014-15-TS	354	184419	171	2510	431	55034	88	5846	275	32154	155	12766	17	2670	8	720

***Source*:** APSCHE

The above table illustrates the growth of professional college in Andhra Pradesh from 1996 to 2014 where a glance as been given on the intake among the colleges and the students admitted under various courses but with respect to MBA and MCA there is a lot phenomenon change in many years especially in 2012 it got increased and rapidly declined drastically.

Review of literature

Kiran (2010) [3] the purpose of this paper provides an evaluative perspective on the diverse and innovative responses to sustainability emerging in Indian higher education, in curriculum development and to address issues of practice on campus and in local communities. The opportunity to analyse the implementation of a national initiative is unusual, particularly in the distinctive context of India, which has considerable prior engagement with sustainable development at the level of policy and practice. Shetty *et al*, (2010) [7] analysed the higher education and research scenario in ten state universities of India during 2000 to 2006. Vandana *et al*., (2010) [10] their paper focused on the higher education and research scenario in India. It deals with the governmental planning and implementation of policies regarding higher education which has dealt with the nodal and apex governmental agencies that play a pivotal role in higher education and research in India. It outlines the key governmental organisations and institutions that have played a vital role in the development of research in the country and how the process of higher education and research can be augmented and boosted. A study done by Rajni (2012) [8] illustrated that after independence there is a remarkable growth in the higher education system of India. There is a continuous growth in the higher education instead of various challenges like globalization, financing, infrastructure facilities, quality management etc. In this paper the need of continuous quality improvement, components of TQM, and challenges in TQM in higher education, means and strategies adopted by different educational institutions are discussed. The study has been conducted by consulting existing literature through historical, analytical and empirical approaches. Vidya and Gauri (2012) [11] this paper survey the extent to which the higher education system in India has a bearing on the economy. The paper examines the concern by delving in to a chronological survey of the parallel evolution of higher education and economic growth in the country since independence from colonial rule. Ankita (2013) [1] the article presents the situation of higher education system in India is complex and challenging. With the increase in population, there has been surge in the number of students seeking admission in these universities and colleges for higher education. In the field of higher education in India, there was the time when population of the country was much lesser and higher education was accessible to all and everyone. The demand for higher education and the magnitude of planned

reforms over the next ten years in India will provide the largest opportunity in the world for international higher education institutions and education businesses. Through a contextual analysis and a series of in-depth interviews with higher education leaders, academics and policy makers in India, this report has been given by Lynne (2014) [4] which presents an insight into views on the future of higher education in India and areas of potential collaboration with the UK. Ramanan *et al*., (2013) [9] found out that to achieve this vision, having very high student potential, proper utilization of human resource is critical. The students' perception of education (learning process) is as vital as the teachers' ability to teach. A survey of 575 students is conducted to successfully reveal the students' perspective of the Indian higher education system. Problems faced by the students throughout the education process have been discussed. In the current study made by Goel and Suraj (2015) [5] an attempt is said to analyze the trend in growth and challenges of Indian higher education system in the present era. It is clear from the analysis that there has been considerable improvement in the higher education in India in both quantitative as well as qualitative terms. But issues like access, equity, inclusion, quality, privatization and financing concerning higher education, are very complex and interrelated with political, economical geographical and international dimensions. Parvinder (2015) [6] explored that India been third largest higher educational system in the world, next to China and to United States. It grows rapidly after independence. In terms of the number of educational institutes, India has an upper rank in the world. It is necessary to allow the private players to enter in the field of higher education under such provisions that the basic concept of the welfare state should be protected and it remains in the reach of every citizen. The size of increased demand and its projected growth, clearly indicate the need of new institutions imparting quality education in the subject areas of contemporary relevance and job opportunities. Kajal (2017) [2] opined that higher education system in India is facing the major challenges such as competition due to globalization, ranking at the international level, employability of the students, amongst others. The approval, affiliation and accreditation processes in this education system helps to identify the quality level to be achieved. But to achieve the required quality level and to sustain it in the long run, it is necessary to maximize the efficiency of the system. The traditional quality improvement approaches have limitations which prevents the achievement of both quality and efficiency simultaneously. Six sigma can solve the complex problems in the education system and the Lean approach can reduce the waste in the process flow.

Need for the Study

The study is useful to both the educational institutions as well to upcoming industries to get the quality and competent personnel. The scope of the study could also be viewed as constricted, for it covers only few educational institutions in Visakhapatnam city. The study of "Higher Education: A Fad or Farce" (In selected colleges of Visakhapatnam city, Andhra Pradesh) will help to identify the future needs and problems and to suggest important measures to improve the quality of human resources as well as excellence in higher education.

Objectives of the study

- To examine the students opinion towards higher education in Visakhapatnam city, Andhra Pradesh.
- To analyse student point of view of government role in the effective planning of higher education in India.

Hypotheses of the study

Ho1: There is no significant association between respondents' satisfaction on present higher education system and gender of the respondent

Ho2: There is no significant association between respondents' satisfaction on higher education system and P.G. Qualification.

Ho3: There is no significant association between respondents' opinion on present higher education system and gender of the respondent.

Ho4: There is no significant association between respondents' opinion on present higher education system and P.G. Qualification.

Methodology

The relevance of suitable methods and implementation of systematic procedures will have its impact on the collection of reliable and accurate details of the study. The case study method was adopted to make in depth analysis of the study. Data was collected both from Primary and secondary sources. The primary source of data collection involved the researcher administering the questionnaire to the sample respondents and eliciting their opinions. Secondary source of data collection include reports of successive educational commissions, committees, University Grants Commission reports, verification of official records, files, annual reports of the concerned colleges and other published and unpublished material of Higher education, books and articles etc., pertaining to the topic under study.

In the present study 10 selected P.G. colleges are been taken into consideration in Visakhapatnam city. A sample of 300 students are been taken as respondents for the analysis of the study, which consists of both MBA and MCA students, from each college 30 respondents were taken by using convince random sampling technique.

The primary data have been interpreted with the help of simple percentages, means, standard deviation, and t-test was administered to know the association between the variables by using SPSS software.

Analysis and interpretation

In any research personnel characteristics of respondents have very significant role to play in expressing and giving the responses about the problem, keeping this in mind, in this study a set of personal characteristics namely, age, gender education, occupation, income etc., of the 300 respondents have been examined.

Table 2: Socio-economic profile of the respondent

Variable	Particulars	No. of respondents	Per cent
Gender	Male	191	63.7
	Female	109	36.3
	Total	300	100.0
Age	21	227	75.7
	22	61	20.3
	23	12	4.0
	Total	300	100.0
Degree qualification	B.Com	12	4.0
	BA	151	50.3
	B.sc	107	35.7
	Engineering	30	10.0
	Total	300	100.0
Post-Graduation	MBA	231	77.0
	MCA	69	23.0
	Total	300	100.0
Parent's occupation	Agriculture	103	34.3
	Labour	61	20.3
	Govt Employee	39	13.0
	Pvt employee	69	23.0
	Business	28	9.3
	Total	300	100.0
Parent's income	Less than Rs. 10,000	98	32.7
	Rs 10001 to 20,000	72	24.0
	Rs 20001 to 30,000	57	19.0
	Rs 30001 to 40,000	43	14.3
	Rs 40001 & Above	30	10.0
	Total	300	100.0
Native/ Migrant	Local	118	39.3
	Non-local	182	60.7
	Total	300	100.0
Medium of instruction	English	114	38.0
	Telugu	186	62.0
	Total	300	100.0
Mother tongue	Telugu	226	75.3
	Hindi	51	17.0
	others	23	7.7
	Total	300	100.0
Highest Education qualification in the family	Below SSC	72	24.0
	SSC or equivalent	127	42.3
	Under graduate	42	14.0
	Graduate	31	10.3
	Post Graduate & above	28	9.3
	Total	300	100.0

- In every research gender has a huge impact on the study conducted as such here majority of the respondents i.e., 63.7% are male & 36.3% are female respondents.
- Age is an important aspect to be considered for an in-depth analysis for any research work. With the composition of the respondents. Out of the total sample respondents 75.5 % are under the age group of 21 years, 20.3% belong to 22 years and the remaining 4% who are the age group of 23 years.
- To assess the level of education among the students the survey results shows that 50.3% are having B.Com background followed by 37.5% are from B.Sc. stream, 10% from engineering and 4% at least percentage are from B.A qualifications.
- Regarding the respondents present P.G. qualification a highest majority of 77% of them are from MBA and the remaining 33% of them are from MCA.
- Respondents parent's occupation, out of the total sample respondents 34.3% of them are doing agriculture, followed by 23% of the are private employees, 20.3% of them are doing labour work and the remaining 13% and 9.3% of them are government employees and business respectively.
- The sample size of the parent's income has been taken as one of the important area. The study revealed that 32.7% earn below Rs.10,000 per month, 24% of them earning 10,001 to Rs.20,000, 19% make earnings from 20,001/- to Rs.30,000 per month, 14.3% make above Rs.30,001 to Rs.40,000 and the left over 10% earn above to Rs.40,000 per month.
- Out of the total 300 respondents most of the respondent's i.e. 60.7% are non-local and 39.3% are local respondents.

- Regarding respondents medium of instruction majority of 62% of them have studied in Telugu medium and the remaining 38% of them have studied in English medium. Because most of the respondents are from rural background. The present study also proved the same thing in the above tables i.e., about 61% of them are non-locals and 34.3% are doing agricultural and 20.3% of them are doing labour work.
- The majority of the respondents' mother tongue is Telugu (i.e., 75%), 17% is Hindi and the remaining 7.7% respondents' mother tongue is Urdu.
- Out of the total sample respondents majority of the respondents (i.e. 42.3%) have SSC or equivalent as the highest education qualification in the family 24% below SSC qualification, 19.6% have studied graduation and P.G levels and the remaining 14% are under graduates.

Table 3: The t-test results for respondents' satisfaction on present higher education system and gender of the respondent

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Opinion on the present higher education polices	Male	191	1.84	.862	.062	24.245	.000*
	Female	109	4.19	.700	.067		
Opinion on the schemes provided by the govt. for higher education	Male	191	2.91	1.094	.079	18.440	.000*
	Female	109	4.89	.314	.030		
Opinion on role played by the educational institutions towards higher education	Male	191	2.59	.913	.066	18.252	.000*
	Female	109	4.29	.458	.044		
Opinion on the present teaching curriculum for higher education	Male	191	2.79	.939	.068	17.946	.000*
	Female	109	4.53	.501	.048		

* Significant @ 1% level

Table no. **3** described the t-test results of the respondents' satisfaction on present higher education system and gender of the respondent. Regarding opinion on the present higher education polices the mean scores for male is 1.84, and female is 4.19 and the standard deviation values are .862 and .700 respectively. The t-value is 24.245. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. For opinion on the schemes provided by the govt. for higher education the mean scores for male is 2.91, and female is 4.89 and the standard deviation values are 1.094 and .314 respectively. The t-value is 18.440. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. Regarding opinion on role played by the educational institutions towards higher education the mean scores for male is 2.59, and female is 4.29 and the standard deviation values are .913 and .458 respectively. The t-value is 18.252. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. and for opinion on the present teaching curriculum for higher education the mean scores for male is 2.79, and female is 4.53 and the standard deviation values are .939 and .501 respectively. The t-value is 17.946. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01.

It infers from the above table, opinion on the present higher education polices, opinion on the schemes provided by the govt. for higher education, opinion on role played by the educational institutions towards higher education and opinion on the present teaching curriculum for higher education are found significant at 1% level of significance. Hence, the null hypotheses are rejected. Therefore, there is a significant association between the above said variables and gender of the respondent.

Table 4: The t-test results for respondents' satisfaction on present higher education system and P.G qualification

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Opinion on the present higher education polices	MBA	231	2.23	1.081	.071	13.507	.000*
	MCA	69	4.26	1.146	.138		
Opinion on the schemes provided by the govt. for higher education	MBA	231	3.31	1.246	.082	8.767	.000*
	MCA	69	4.71	.842	.101		
Opinion on role played by the educational institutions towards higher education	MBA	231	2.90	.995	.065	10.041	.000*
	MCA	69	4.25	.930	.112		
Opinion on the present teaching curriculum for higher education	MBA	231	3.05	.968	.064	12.441	.000*
	MCA	69	4.67	.869	.105		

* Significant @ 1% level

Table no. 4 explained the t-test results of the respondents' satisfaction on present higher education system and P.G. qualification Regarding opinion on the present higher education polices the mean scores for MBA is 2.23, and MCA is 4.26 and the standard deviation values are 1.081 and 1.146 respectively. The t-value is 13.507. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. For opinion on the schemes provided by the govt. for higher education the mean scores for MBA is 3.31, and MCA is 4.71 and the standard deviation values are 1.246 and .842 respectively. The t-value is 8.767. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. Regarding opinion on role played by the educational institutions towards higher education the mean scores for MBA is 2.90, and MCA is 4.25 and the standard deviation values are .995 and .930 respectively. The t-value is 10.041. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. and for opinion on the present teaching curriculum for higher education the mean scores for MBA is 3.05, and MCA is 4.67 and the

standard deviation values are .968 and .869 respectively. The t-value is 12.441. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01.
It infers from the above table, opinion on the present higher education polices, opinion on the schemes provided by the govt. for higher education, opinion on role played by the educational institutions towards higher education and opinion on the present teaching curriculum for higher education are found significant at 1% level of significance. Hence, the null hypotheses are rejected. Therefore, there is a significant association between the above said variables and PG qualification.

Table 5: The t-test results for respondents' opinion on higher education and gender of the respondent

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Colleges are maintaining qualified teaching staff	Male	191	2.26	.720	.052	26.627	.000*
	Female	109	4.29	.458	.044		
Opinion on higher education in India is in the right direction	Male	191	1.12	.342	.025	40.707	.000*
	Female	109	3.84	.807	.077		
Opinion on present syllabus structure is helpful for your career	Male	191	2.47	1.009	.073	19.072	.000*
	Female	109	4.44	.499	.048		

* Significant @ 1% level

Table no. 5 illustrated the t-test results for respondents' opinion on higher education and gender of the respondent. Regarding colleges are maintaining qualified teaching staff the mean scores for male is 2.26, and female is 4.29 and the standard deviation values are .720 and .458 respectively. The t-value is 26.627. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. For opinion on higher education in India is in the right direction the mean scores for male is 1.12, and female is 3.84 and the standard deviation values are .342 and .807 respectively. The t-value is 40.707. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. Regarding opinion on present syllabus structure is helpful for your career the mean scores for male is 2.47, and female is 4.44 and the standard deviation values are 1.009 and .499 respectively. The t-value is 19.072. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01.
It infers from the above table, colleges are maintaining qualified teaching staff, opinion on higher education in India is in the right direction and opinion on present syllabus structure is helpful for your career are found significant at 1% level of significance. Hence the null hypotheses are rejected. Therefore, there is a significant association between the above said variables and gender of the respondent.

Table 6: The t-test results for respondents' opinion on higher education and P.G qualification

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Colleges are maintaining qualified teaching staff	MBA	231	2.63	.960	.063	12.233	.000*
	MCA	69	4.23	.942	.113		
Opinion on higher education in India is in the right direction	MBA	231	1.56	.939	.062	17.097	.000*
	MCA	69	3.94	1.235	.149		
Opinion on present syllabus structure is helpful for your career	MBA	231	2.80	1.085	.071	11.446	.000*
	MCA	69	4.48	1.009	.121		

* Significant @ 1% level

Table no**.** 6 depicts the t-test results for respondents' opinion on higher education and P.G. qualification. Regarding colleges are maintaining qualified teaching staff the mean scores for MBA is 2.63, and MCA is 4.23 and the standard deviation values are .960 and .942 respectively. The t-value is 12.223. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. For opinion on higher education in India is in the right direction the mean scores for MBA is 1.56, and MCA is 3.94 and the standard deviation values are .939 and 1.235 respectively. The t-value is 17.097. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01. Regarding opinion on present syllabus structure is helpful for your career the mean scores for MBA is 2.80 and MCA is 4.48 and the standard deviation values are 1.085 and 1.009 respectively. The t-value is 11.446. It is found significant at 1% level of significance, because the P-value (0.000) is less than 0.01.
It infers from the above table, colleges are maintaining qualified teaching staff, opinion on higher education in India is in the right direction and opinion on present syllabus structure is helpful for your career are found significant at 1% level of significance. Hence the null hypotheses are rejected. Therefore, there is a significant association between the above said variables and PG qualification.

Suggestions

- India may commit to all modes of trade in higher education.
- Adopt transformative and innovative approaches in Higher education.
- Emerge as a single largest provider of global talent, with one in four graduates in the world being a product of the Indian higher education system
- Infrastructure up gradation of our premier and import competing institutions must be done on a priority basis so that they can effectively compete with foreign institutions based in India.
- Universities and the educational institutions course

schedules must be available through Internet.
- Automated course registration for every term must be available to students.
- Payment of fee reimbursement should be done on merit bases.
- The higher education must arrive at to such a stage that it should preserve the system of higher education with a paramount worth of students.

Conclusion

Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. While it is important to address the existing shortcomings in the higher education system, it is more important to move towards a bold and inspiring vision. The system must have a stratified three tiered structure that enables seamless vertical and horizontal mobility of students would be able to create the desired intellectual, economic and social value. A framework for governance has been detailed in the addendum document which proposes a mechanism based on outcomes and strong institutional accountability, clearly delineating the role and responsibilities of the government as well as public and private higher education institutions.

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