

A Scenario of Indian Higher Education

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Abstract- Over the year higher education sector has witnessed an incredible increase in its institutional capacity. After China and United States India's higher education system is the third largest in the world, comprising of 760 universities and institutions of national importance, and 38998 colleges, 44211637 students and 1473255 teachers. The number universities/institutions have increased 18 times from an insufficient of 27 in 1950 to 677 in 2013 and now it's 760 in 2014-15. Role of Information and Communication Technology (ICT) has profound implications for the whole education process ranging from investment to use of technologies in dealing with issues of access, equity, management, efficiency, pedagogy, equality, research and innovation. According to UGC 11th five year plan the problem of higher education in India is of low enrolment rate and the regional imbalance. It reorganized that 11% enrolment rate too low of 23% world average or 36.5% for countries in transition or more than 55% for developed countries.

The present study analysis the scenario of Indian higher education across state wise at 8 levels degree , population on age group of 18-23, and comparison percentage ratio of male and female results to construct a Composite Development Index (Ratio Index) and also analysis of public expenditure on higher education. The population on age group is highest in Uttar Pradesh but the highest enrolment ratio is register in Chandigarh. The result of 8 level degree education have male result is more than female result in 2012-13 41.81% male pass out but the female result only 31.85% in 2014-15 the male result is 41.06 compare to female result 33.13 but in these two year of period the female results are growing 1.28% and the male results is declining of -0.75%.

Keywords- Higher Education, Enrolment Ratio, Result Ratio, Public Expenditure.

I. Introduction

Higher education important key role in creating human capital and it has been pragmatic that countries with comparable levels of economics expend unpredictable amounts on education sector. The extent of expenditure on education also changes within countries over the time. It is exceptional role of United Nation Development Programme (UNDP) considers education as one of the main components of Human Development Index (HDI) which measures the status of individual choices of countries in world and the second important role of Millennium Development Goal (MDG) is on achieving universal primary education it is goals education plays the central role. The education sectors of many countries were opened up in the private sector of a vast scale. It has brought up the issue of rising costs, cost of recovery and financing of education on the forefront of any conservation related to the education sector. The decline in public expenditure on higher education has emerged as a global crisis of higher education sectors which is the most noticeable trend. Public expenditure usually denotes 2 to 5 percentage of Gross and the education plays an important

key role in increasing human capital and also it has been observed that countries with similar levels of economic development spend unpredictable amount on education sector.

India has taken up major initiatives in terms of content delivery and furthering education through Information Communication and Technology (ICT) in the higher education. ICT has profound implications for the whole education process ranging from investment to use of technologies in dealing with issues of access, equity, management, efficiency, pedagogy, equality, research and innovation [3]. The ICT will help full to get knowledge for faculty member to teach quality of theme and the students will received a good teaching and one of the most importance is increase to quality of research to build up there creating innovation research and its helps to distance education and online education.

Four Importance role of ICT in higher education are:

- ICT in Teaching and Learning.
- ICT in Administrative.
- ICT in Research.
- ICT in Faculty Development.

The following some higher education committees are suggesting measures that the government must take to improve the education sector and some committees are plan to mänge funding for improve the higher education in India, are The Central Advisory Board of Education (CABE) is the highest advisory to advise the central and state governments in the education. Recent years have seen certain important committees and commissions determined on education. National knowledge commission (2006) report on higher education supports a strong reform agenda through public investment. Another important role of Rashtriya Uchchattar Shiksha Ahiyan (RUSA-2013) under the ministry of human resources is a holistic scheme of developing for higher education India and this scheme aims to providing strategic funding to higher education throughout country. Recently yashpal committee recommended protecting educational institutional and creation of a comprehensive national commission for higher education and research. The policy for development of higher education has been primarily governed by the national policy on education of 1986 (modified 1992) and 1986 policy and action plan of 1992 were based two land reports namely the university education commission report of 1948-49 is known as Radhakrishna Commission and 1964-66 Kothari Commission.

II. Literature Review

Mehta Pratap Bhanu (2004) Indian higher education reforms of the socialism and capitalism and examines the political economy and they also examine the role of the judiciary in shaping the regulatory landscape of higher education and argue that it an important actor shaping the regulatory landscape of higher education, but in a manner that has done as much to confuse as clarify. **Hamid Ullah et.all (2008)** study was designed to assess quality indicators of higher education institutions of Pakistan conducted in twenty universities of both public and private universities were equally taken total 100 administrators, 300 academicians and 1000 students participated in the study sample of the study consisted of administrators, academicians and students. They found that private universities lacking trained faculty members, equipped library, merit based admission policy, research and hostel facilities. **Saima Bashir (2012)** Investment in education to increase economic growth, as one form of human development strategy, has gained economists and policy makers interest. Some of them used human capital as an engine of economic growth to technological change. But for human accumulation, a country should invest more on education. Study is to analyse the relationship between higher education growth and economic growth in West Virginia. **Dodia M Bhavsinh (2006)** measures the Comparative Analysis of Cost Effectiveness on Productivity Saurashtra University and socio-economic condition of Gujarat University selected parameters. Universities

throughout the world are faced with increasing financial crisis. The problem is more severe in the developing and under developing countries.

III. Objectives

- To Understand the India Higher Education System.
- Analysis State-wise Population, Enrolment Ratio and Result Ratio.
- Analysis Public Expenditure in Education and GDP.

IV. Data and Methodology

The methodology is very essential to contrast any research work. The proposed study shall follow the methodology given below.

Area of the Study: The present study is carried out in higher education on across state wise in India and to analysis scenario of higher education across level of degree with male percentage and female percentage with result and to comparison of 2 year period with across state wise in India

Source of Data: To conduct research work information to be collected from two periods data from 2012-13 & 2014-15. The Secondary data will be collected from published and unpublished data from various sources include MHRD, UGC, RUSA, AISHE, Govt report, Journals and Articles.

Methodology: The methodology will be constructing a Composite Development Index (Ratio Index-) to understand the how it is relationship between one state to another state. In May 2013, the Government of India constituted a committee to evolve a composite development index of states.

$$\frac{X_{(max)} - X_i}{X_{(max)} - X_{min}} \dots \dots \dots (1)$$

$X_{(max)}$ = Maximum Value
 X_i = Present Value
 X_{min} = Minimum Value

The ratio between 0 to 1 values, here zero value is shows that highest values & 1 is the lowest values of the result.

V. Present Scenario of India Higher Education System

India has a very rich history dating back several millenniums. Knowledge was preserved and propagated through an oral tradition. Education is the most important single factor in achieving rapid economic development and technological progress and for creating a social order founded on the values of freedom, social justice and equal opportunities. In 2014-15, 760 universities in particularly (430 general, 90 technical, 61 agriculture and allied, 45

medical, 20 law, 11 Sanskrit, 7 language & 60 other universities) and 38,998 colleges and 12,276 stand alone institutes under that there are 261 universities privately managed and 293 universities are located in rural areas. In especially 11 universities is absolutely for women, 3 in Rajasthan, and 2 in Tamil Nadu and 1 each Andhra Pradesh, Karnataka, Maharashtra, Delhi, Haryana and West Bengal. The enrolment in higher education has been estimated by AISHE it was 34.2 million with 18.5 million boys and 15.7 million girls. And Gross Enrolment Ratio (GER) in higher education system in India is 24.3% which is calculate for 18-23 year of age group. GER for male population is 25.3% and for female is 23.3% and in scheduled castes 9.1% & scheduled tribes 13.7% as compared to the national GER of 24.3%. The estimated number of teacher is 14, 73,255 and of which more than half about 61.5% are male teacher and 38.6% are female teacher.

Present the student enrolment has been classified in 8 levels, Ph.D., M.Phil, Post-Graduate, Under-Graduate, P G Diploma, Diploma, Certificate, and Integrated. In India the higher education enrolled highest number of students under graduate level across India, it including male female and all social groups wise. In 2011-12 the total enrolment in all level at state wise 29184331, this ratio increasing to every year in 2012-13 all level wise enrolment is 30152417. In 2013-14 the all level enrolment is 32336234 and in 2014-15 is enrolled 34211637 which increasing from 5027306 (14.49%) between 2011-12 and 2014-15.

The state wise male & female total population on age group 18-23 was highest to lowest in order. The highest five states are Uttar Pradesh, Maharashtra, West Bengal, and Bihar & Madhya Pradesh and the lower population states are Sikkim, Dadra & haveli, Daman & Diu, Andaman & Nicobar and Lakshadweep in 2012-13 and also 2014-15 to see the below the table no 01.

Table No: 01

State wise Population on age group of 18-23					
Rank	State	Population	Rank	State	Population
1	Uttar Pradesh	47830256	1	Uttar Pradesh	143490502
2	Maharashtra	26880856	2	Maharashtra	80640270
3	West Bengal	21914312	3	West Bengal	65741384
4	Bihar	21235090	4	Bihar	63710910
5	Madhya Pradesh	17216994	5	Madhya Pradesh	51650252
6	Rajasthan	16752646	6	Rajasthan	50259270
7	Tamil Nadu	15296230	7	Tamil Nadu	45890808
8	Karnataka	14663486	8	Karnataka	43990404
9	Gujarat	14266882	9	Andhra Pradesh	42998708
10	Andhra Pradesh	11524816	10	Gujarat	42799452
11	Odisha	9400784	11	Odisha	28201522
12	Telangana	8346898	12	Assam	21880758
13	Assam	7293764	13	Jharkhand	21804570
14	Jharkhand	7268110	14	Punjab	20269072
15	Punjab	6756180	15	Haryana	19108102
16	Haryana	6369572	16	Kerala	18837386
17	Kerala	6279146	17	Chhatisgarh	18114478
18	Chhatisgarh	6038242	18	Telangana	17515788
19	Delhi	4296572	19	Delhi	12890112
20	Jammu & Kashmir	2813292	20	Jammu & Kashmir	8440312
21	Uttarakhand	2481260	21	Uttarakhand	7443626
22	Himachal Pradesh	1544128	22	Himachal Pradesh	4632466
23	Tripura	893968	23	Meghalaya	2105738

24	Meghalaya	701928	24	Tripura	1782350
25	Manipur	592656	25	Manipur	1777932
26	Nagaland	504676	26	Nagaland	1514000
27	Arunachal	330324	27	Arunachal	990954
28	Goa	318264	28	Goa	954596
29	Chandigarh	304336	29	Chandigarh	913394
30	Puducherry	270940	30	Puducherry	813142
31	Mizoram	266134	31	Mizoram	798386
32	Sikkim	160338	32	Sikkim	481004
33	Dadra & Nagar Haveli	107174	33	Dadra & Nagar Haveli	321516
34	Daman & Diu	95946	34	Daman & Diu	287832
35	Andaman & Nicobar Islands	87530	35	Andaman & Nicobar Islands	262758
36	Lakshadweep	13668	36	Lakshadweep	40834
Total Population		281117398	Total Population		843354588

Source: Author calculated & data collected from MHRD Govt. of India.

Table No: 02

State wise ratio of enrolment ratio Male - Female					State wise Ratio of all level degrees ¹ Male - Female				
Rank	State 2012-13	Ratio	State 2014-15	Ratio	Rank	State 2012-13	Ratio	State 2014-15	Ratio
1	Chandigarh	0.00	Chandigarh	0.000	1	Uttar Pradesh	0.000	U.P	0.000
2	Puducherry	0.215	Puducherry	0.209	2	Tamil Nadu	0.312	Maharashtra	0.384
3	Tamil Nadu	0.257	Tamil Nadu	0.223	3	Maharashtra	0.341	Tamil Nadu	0.447
4	Delhi	0.304	Delhi	0.253	4	Karnataka	0.602	West Bengal	0.687
5	Uttarakhand	0.432	Telangana	0.395	5	West Bengal	0.645	Karnataka	0.687
6	Telangana	0.436	Manipur	0.398	6	M.P	0.646	A.P	0.709
7	Manipur	0.499	Uttarakhand	0.437	7	A. P	0.663	Rajasthan	0.716
8	Haryana	0.544	A.P	0.487	8	Rajasthan	0.673	M.P	0.718
9	A.P	0.551	Himac Pradsh	0.487	9	Bihar	0.703	Bihar	0.748
10	Himac-pradsh	0.582	Sikkim	0.503	10	Telangana	0.704	Telangana	0.756
11	J & K	0.585	Kerala	0.535	11	Gujarat	0.720	Gujarat	0.763
12	Karnataka	0.591	Arunachal	0.543	12	Haryana	0.811	Delhi	0.842
13	Goa	0.592	Goa	0.551	13	Delhi	0.818	Punjab	0.853
14	Sikkim	0.611	Maharashtra	0.551	14	Punjab	0.827	Kerala	0.854
15	Punjab	0.617	Haryana	0.556	15	Orissa	0.836	Haryana	0.855
16	Maharashtra	0.641	Punjab	0.564	16	Kerala	0.851	Orissa	0.864
17	Mizoram	0.653	Karnataka	0.579	17	Assam	0.892	Jharkhand	0.906
18	Kerala	0.655	U.P	0.605	18	Jharkhand	0.906	Assam	0.910
19	Anda & Nico	0.693	J & K	0.609	19	Uttarakhand	0.912	Chhatisgarh	0.926
20	Uttar Pradesh	0.706	Mizoram	0.638	20	Chhatisgarh	0.920	Uttarakhand	0.932
21	Meghalaya	0.714	Andm & Nico	0.638	21	J & K	0.923	J&K	0.944

¹ All level degrees are: *Ph.D., M.Phil, P.G, U.G, PG Diploma, Diploma, Certificate, Integrated*

22	Arunachal	0.717	Meghalaya	0.690	22	Himac Prade	0.958	Himc Prad	0.961
23	M.P	0.717	Rajasthan	0.700	23	Manipur	0.981	Manipur	0.983
24	Gujarat	0.733	Gujarat	0.701	24	Chandigarh	0.982	Chandigarh	0.985
25	Rajasthan	0.734	M.P	0.709	25	Meghalaya	0.986	Tripura	0.988
26	Orissa	0.770	Orissa	0.742	26	Tripura	0.987	Meghalaya	0.988
27	West Bengal	0.794	West Bengal	0.748	27	Puducherry	0.987	Puducherry	0.989
28	Nagaland	0.803	Tripura	0.759	28	Goa	0.992	Goa	0.992
29	Tripura	0.814	Nagaland	0.782	29	Nagaland	0.992	Arunachal	0.992
30	Assam	0.820	Jharkhand	0.786	30	Arunachal	0.993	Nagaland	0.994
31	Bihar	0.837	Assam	0.797	31	Mizoram	0.994	Mizoram	0.995
32	Chhatisgarh	0.848	Chhatisgarh	0.801	32	Sikkim	0.996	Sikkim	0.996
33	Jharkhand	0.855	Bihar	0.816	33	Anda& Nico	0.998	Andm & Nic	0.998
34	Lakshadweep	0.859	Dadra & Haveli	0.916	34	Dadra & Haveli	0.999	Dadra &Haveli	0.999
35	Dadra &Haveli	0.970	Daman & Diu	0.953	35	Daman & Diu	1.000	Daman & Diu	1.000
36	Daman & Diu	1.000	Lakshadweep	1.000	36	Lakshadweep	1.000	Lakshadweep	1.000

Source: Author calculated & data collected from MHRD Govt. of India.

Above the table no 02, shows that the state wise enrolment ration is calculated by author for using formula of

$$Y_i = \frac{X_{(max)} - X_i}{X_{(max)} - X_{min}} \quad \text{----- (1)}$$

$X_{(max)}$ = Maximum Value
 X_i = Present Value
 X_{min} = Minimum Value

Above the table state wise enrolment ratio in male and female at 2013-14 the highest five state ratio are Chandigarh (0.00), Puducherry (0.215), Tamil Nadu (0.215) Delhi (0.304) and Uttarakhand (0.432) in 2014-15 highest five states ratio are Chandigarh is the continuously in the first plate at (0.00), second is Puducherry (0.209), third Tamil Nadu and Telangana is (0.395) and lowest five states in 2013-14 are Chhatisgarh (0.848), Lakshadweep (0.859) Dadra & Haveli (0.970) and least Daman & Diu (1.00) in 2014-15 Chhatisgarh (0.801) Bihar (0.816), Dadra & Haveli 90.916), Daman & Diu (0.953) and least Lakshadweep (1.00) in this ratio the highest ratio is known as who state ratio are 0.00 and who states was nearest to 1 that is least (last) ratio.

And above the table no 02, another one important ratio is calculated by author as using the same formula of to

calculated by enrolment ratio, is there calculated state wise male and female enrolment ratio at all level degree like Ph.D. M.Phil, PG, UG, PG Diploma, Diploma, Certificate, and integrated courses. In 2012-13 the highest ratio was in Uttar Pradesh (0.000), Tamil Nadu (0.312), Maharashtra (0.341) Karnataka (0.602) and West Bengal (0.645) and in 2014-15 Uttar Pradesh is same rank by ratio (0.00), Maharashtra (0.384), Tamil Nadu (0.447), West Bengal (0.687) and Karnataka (0.687). In lowest ratio was Sikkim, Andaman & Nicobar, Dadra & haveli, Daman & Diu and Lakshadweep by both period of 2012-13 and 2014-15.

Below the Tale no 03, shows that level wise degree enrolment ratio in male & female calculated simple method for estimating ratio by male enrolment - female enrolment divided by total enrolment and multiple by 100 and in 2012-13 & 2014-15 in two period the changing male ratio compare to female ratio at all level degrees is in Ph.D is 1.997, M.Phil -2.745, P.G -5.704, UG -1.666, PG Diploma is reducing high ratio is -34.388, Diploma 0.250 certificate - 3.787, integrated -2.139 and total -2.139 is lower the male ratio compare to female ratio. The changes ratio by Ph.D is - 4.223, M.Phil -7.388, P.G -2.738, UG -0.640, PG Diploma is reducing high ratio is -12.362, Diploma 3.364 certificate 15.680, integrated 2.639 and total ratio is -0.399 is male result as compare to female result.

Table No: 03

Level wise Enrolment & Result Gender Ration of between male & female in higher education 2012-13 and 2014-15						
Ratio of Level wise Enrolment male female				Ratio of Gender Result at all level male female		
Level	2012-13	2014-15	Changing Ratio	2012-13	2014-15	Changing Ratio
Ph.D.	16.644	18.642	1.997	25.634	21.411	-4.223
M.Phil	-12.708	-15.454	-2.745	-9.170	-16.558	-7.388
P.G	2.612	-3.092	-5.704	0.427	-2.311	-2.738
U.G	8.151	6.485	-1.666	-1.302	-1.942	-0.640
PG Diploma	47.042	12.654	-34.388	15.786	3.425	-12.362
Diploma	42.360	42.610	0.250	22.567	25.932	3.364
Certificate	-9.002	-12.789	-3.787	-11.972	3.708	15.680
Integrated	25.011	22.508	-2.503	11.491	13.860	2.369
Total	10.222	8.083	-2.139	1.002	0.602	-0.399

Source: Author calculated & data collected from MHRD Govt. of India.

Below the table no 04, shows that the ratio of pass out male and female in higher education to calculated by using simple method (male enrolment-male result/total enrolment multiple by 100) and to compare result of male and female in 2012-13 & 2014-15 period. The percentage of changes male in all 8 levels wise is and female Ph.D is 4.89, M.Phil 0.85, P.G -3.71, UG 0.06, PG Diploma is reducing high ratio is -38.07, Diploma -1.98 certificate -10.97, integrated 1.17 and total ratio is -0.75 and changing percentage of female is Ph.D is 0.68, M.Phil -1.61, P.G -0.99, UG 1.59, PG Diploma -3.41, Diploma -0.64 certificate -1.71, integrated 3.83 and total ratio is 1.28

Table No: 04

Ratio of Pass out Result Male female in Higher Education						
Level	2012-13 (A)		2014-15 (B)		% of change between A & B	
	Male	Female	Male	Female	Male	Female
Ph.D.	43.14	32.69	48.02	33.37	4.89	0.68
M.Phil	12.42	18.83	13.27	17.22	0.85	-1.61
Post Graduate	34.17	31.70	30.45	32.69	-3.71	0.99
Under Graduate	41.83	33.35	41.88	34.95	0.06	1.59
PG Diploma	40.97	2.81	2.90	-6.22	-38.07	-3.41
Diploma	54.51	18.29	52.53	17.65	-1.98	-0.64
Certificate	31.44	36.62	20.47	34.91	-10.97	-1.71
Integrated	50.74	28.16	52.32	31.98	1.57	3.83
Total	41.81	31.85	41.06	33.13	-0.75	1.28

Source: Author calculated & data collected from MHRD Govt. of India.

Table No: 05

Public expenditure on education and Gross Domestic Product (GDP) Before and After New Economic Policy			
Year	GDP at Current price (Rs. crore)	Total Expenditure on Education by (Rs. crore)	Expenditure on Education by Education & other Departments as % of GDP
1951-52	10080	64.46	0.64
1960-61	16220	239.56	1.48
1970-71	42222	892.36	2.11

1980-81	130178	3884.2	2.98
1990-91	510964	19615.85	3.84
Before NEP	141932.8	4939.29	2.21
2000-01	1991982	82486.48	4.14
2005-06	3390503	113228.71	3.34
2006-07	3953276	137383.99	3.48
2007-08	4582086	155797.27	3.40
2008-09	5303567	189068.84	3.56
After NEP	3844283	135593.1	3.59
2009-10	6108903	241256.02	3.95
2010-11	7248860	293478.23	4.05
2011-12*	8736039	333930.38	3.82
2012-13(RE)*	9951344	408421.71	4.10
2013-14(BE)*	11272764	465142.80	4.13
Total	8663582	348445.8	4.01
RE: Revised Estimate, BE: Budget Estimate, *Base year revised 2004-05 to 2011-12			
Source: Ministry of Human Resource Development, Government of India.			

Above the table no 05, shows that the before and after New Economic Policy (NEP) of public expenditure and Gross Domestic Product (GDP) in education. Before NEP 1951 to 1990-91 the total expenditure of education by education and other department is Rs. 4939.29 Crore and contribution of education and other department by GDP is 2.21 but after the NEP is the large amount will be contribute public expenditure by education and other departments are given in 2013-14 the GDP at current price total Rs.8663582 Crores, total expenditure of education by education and other department is Rs. 348445.8 Crore and GDP was 4.01 percentage in education and other department. Totally the public expenditure was increase in year by year and the GDP has also increases in India.

VII. Conclusion:

Higher education important key role in creating human capital and it has been pragmatic that countries with comparable levels of economics expend unpredictable amounts on education sector. According to UGC 11th five year plan the problem of higher education in India is of low enrolment rate and the regional imbalance. It reorganized that 11% enrolment rate too low of 23% world average or 36.5% for countries in transition or more than 55% for developed countries. GER is predictable to increase from 15% to 2011 to 21% by 2016-16 and 30% by 2020. GER for male population is 25.3% and for female is 23.3% and in scheduled castes 9.1% & scheduled tribes 13.7% as compared to the national GER of 24.3%.

The estimated number of teacher is 14, 73,255 and of which more than half about 61.5% are male teacher and 38.6% are female teacher. In this study the population on age group is highest in Uttar Pradesh but the highest enrolment ratio is register in Chandigarh. The result of 8 level degree education have male result is more than female result in 2012-13 41.81% male pass out but the female result only 31.85% in 2014-15 the male result is 41.06 compare to female result 33.13 but in these two year of period the female results are growing 1.28% and the male results is declining of -0.75%.

The Indian higher education is the largest system in world. In higher education male enrolment to comparing to female enrolment in all level degree was little less than female enrolment and also the male result ratio is the manner of greater the female result ratio. The public expenditure is one of the most importance resources of implementing by education sector so the government and other departments are contributing lot of expenditure by education department. And the education department has given every year GDP to our nation.

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