A Descriptive Study on Factors Affecting the Quality of the Indian Higher Education

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Abstract: *In the ever-increasing overall growth curve of the innovation & industry, especially since last decade, Higher Education plays the most crucial role to meet and match the requirement of the former with enhanced quality & quantity of its output globally. In this paper, the problems and prospects of the Indian Higher Education have been highlighted and analysed. The study found that the Higher Education sector has witnessed an increase in its institutional capacity from the years since 2011-12 & onward. The study has observed the fact that in-spite of the enhanced overall GER moving towards achieving 30% GER objective by 2030, the GERs of women and backward castes is still on lower side comparing to national average. The study further observed the truth that the challenges of higher education have been caused due to the low pace of improvement in GER, lack of infrastructure, lopsided college density, under-utilisation of private colleges, continuous deterioration in the Pupil Teacher Ratio, under focused research, a smaller number of universities comparing even some major countries. Though the Indian higher education system continues to demonstrate many structural shortcomings which in turn create challenges in meeting future expectations, which can be met by reforming the system by changing policy with the consent of all stakeholders. Challenges have been created by structural shortcomings of the Indian higher education which can be met by changing policy and effective implementation thereof. Therefore, this paper is mainly focused on the overall scenario of higher education in India.*

Keywords: *Higher Education*

1. Introduction

Internationally, the Indian higher education sector is the third largest, with an extensive network of more than 900 universities and 50,000 higher education institutes and is expanding with higher pace in light of growing demand for quality education in the country and abroad. Further, India also has the world's largest population in the age bracket 18 to 23 years (eligible population for higher education) highlighting the large addressable market for this sector and harnessing potential for human capital.

Indian higher education sector is a mix of government-operated & privately operated educational institutions in India, highly influenced by various government schemes and policies launched primarily to improve the quality of education. According to

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various experts, a majority of the graduates from universities are not easily employable. In order to enhance the quality of Indian higher education, certain specific institutions have been levelled as the Institutes of National Importance (INI). Further, due to an increasing competition coupled with the increasing need to provide quality education and generate positive learning outcomes, the Indian higher education sector is slowly but steadily moving on the reforms track, which propelled & witnessed a paradigm shift from its market size from Rs. 2230 (billion) market size in 2016-17 to Rs. 3100 (billion) in 2019-20.

2. Problem Statement

Why the Indian higher education system seems clueless to match and meet the requirement of the industry & expectations of the job market and what are those factors which affect overall quality performance of this sector comparing to major countries?

3. Review of Literature

National Knowledge Commission Report (2006) pointed out that "the existing framework, rather than fostering accountability, constrains the supply of good-quality institutions whilst excessively regulating the existing institutions in the wrong places and is not conducive to innovation or creativity". These findings are backed up by another report which describes the Indian higher education sector as: 'Over-regulated and under-governed'. At the same time, quantity expansion has also been grossly inadequate, making the challenges daunting on dual fronts of quantity and quality.

NASSCOM McKinsey Report (2005) pointed out that those employers stating their dissatisfaction with the quality of graduates. There are jobs — in the IT sector, for instance — but not enough qualified engineers to fill them.

Inadequate number of universities have been damaging the quality of higher education in India. On the 29th of November 2006, the Chairman National Knowledge Commission wrote to the Prime Minister, recommending 1500 universities from India. Again, 2 years later, in 2008, Yasphal Committee recommended 1500 universities from India but just crossed 900 universities after 10 years of recommendation by bona-fide commission/ committee constituted by the GoI.

Chief Human Resources. ICICI prudential Life Insurance Company Ltd, Judhajit Das, opined that "The issue of employability is cantered on two challenges. The first one is lack of access to education and skills, and the second is rigour in education quality standards. Calculated investment and new technology can take care of the first issue. The second challenge is more about quality of students which results in aspiration mismatch between skills and job/salary expected".

International educator, Philip G. Altbach expressed during an interview by the Business Standard on December 25, 2012 that "India is a world-class country without world-class universities". He also opined that "The rise in the number of part-time teachers and the freeze on new full-time appointments in many places have contributed to a decline in the commitment and morale of the academic profession."

India is facing an emergency situation in the higher education segment, according to the **India Labour Report by TeamLease Services (2013)**, more than half of the young Indians suffer from some degree of skill-deprivation. The study also showed that non-availability of courses, inadequate infrastructure facilities, low college enrolment, employability crisis, inadequate financial resources, lack of flexibility of education sector and autonomy to the institutions among others have dented efforts in improving the quality and scale of education, employability and employment. The study also states that the challenges of higher education been caused due to of unskilled labour and lack of flexibility of the education sector.

(Business Standard, January-20, 2013)

Later, the authenticity of the problem has been reflected by Pavan Agrawal, then Secretary, Higher Education of India that "Indian higher education system is lack of competition and culture" (Agarwal P., 2015).

An article in the reputed newspaper published having contents as "India needs a world-class higher educational system. Between 1950 and 2014, the number of universities in India increased by 34 times. And, between 1950 and 2013, colleges increased by 74 times". **The Economic Times, Indo-Asia News Agency, Oct 11, 2018.**

4. Objectives of the Study

- To evaluate the Growth of higher education enrolment/teaching staff/university/colleges/ students
- To examine the college density and location of the major institutions
- To study inter-state & inter-national (comparison

with USA & China) Gross Enrolment Ratio
- To evaluate the Pupil-Teacher Ration
- To evaluate the foreign students enrolment
- To examine the world ranking of Indian universities & status of PhD enrolment

5. Methodology

The study is mainly based on secondary data, collected from All India Survey on Higher Education, Ministry of Higher Education- Government of India, University Grants Commission reports, Reports of various committee/commission, Opinions of experts and other published and unpublished reports which is relevant to the study. Simple statistical tools like percentages and averages have been used to interpret & analysed the secondary data along-with Tables, Charts & Graphs have been used to make the collected data detailed.

6. Interpretation, Analysis & Observation

1. Growth of Enrolment, Teaching staffs, Universities, Colleges & Stand-alone Institutions:

Growth of Higher Education is directly proportionate to the growth of student-enrolment, universities, colleges, stand-alone institution and teaching staffs.

This research has revealed the fact that the student-enrolment, teaching staffs, universities & colleges have registered growth of 26% (7.6 million), 3% (37302), 41% (261) & 12% (4142) respectively from 2011-12 to 2017-2018, on the other hand stand-alone institutions has shrank down by 12% (1345) as per TABLE-1 & Chart- 1A & 1B.

In-spite of 26 % growth in the enrolment from 2011-12 to 2017-18, India has registered merely 3% increase in the number of teaching staff from 2011-12 to 2017-18. In this seven years phase, male teachers strength gone down by 0.8% whereas female teachers strength has gone up, meagrely, by 9.8% as per TABLE-2 & Chart- 2A.

It has been observed that the 41% growth in the number of total universities comprises the maximum growth 71% in the Medical followed by 66% in General (Management etc) Universities, 42% in Technical (Engineering & allied), 40% in Agriculture and 20% in Law as per TABLE-3 & Chart-3A.

On interpreting the data related to 26% enrolment growth, as enumerated above, it has been established, vide TABLE-4 & Chart- 4A, that though the enrolment in the general category has declined by 9.92 % from 2011-12 to 2017-18, other categories like Scheduled Cast, Scheduled Tribe, OBC & Minorities have registered growth of 2.20%, 0.70%, 4.90% & 2.12% respectively during the same time period of seven years.

TABLE- 1:Enrolment, Universities, Colleges & Stand-Alone Institutions

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Total Enrolment ('00000)	292	302	323	342	346	357	368	26
Total Universities (Unit)	642	667	723	760	799	864	903	41
Total Colleges ('00)	349	355	366	385	391	400	391	12
Total Stand Alone ('00)	114	116	117	123	119	117	100	(-)12

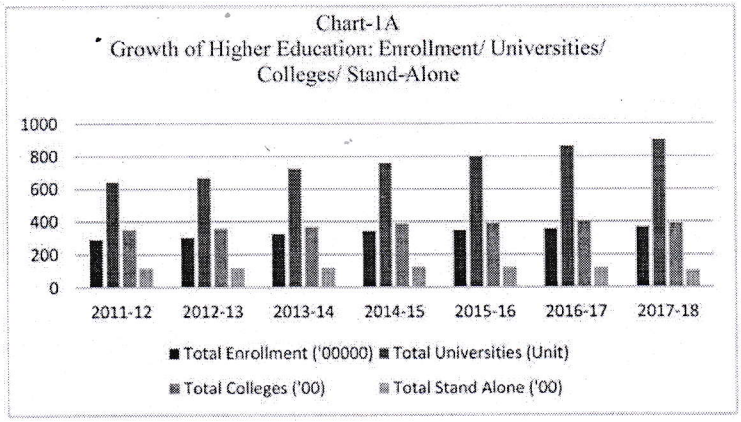


Chart-1B
Growth of Higher Education: Enrollment/ Universitie/ Colleges/ Stand Alone

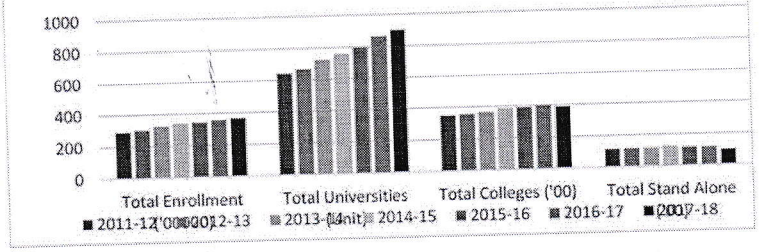


Table:2 Teaching Staffs

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Teaching Staffs ('000)	1,247	1,309	1,368	1,473	1,519	1,366	1,285	3
Male ('000)	761	798	834	899	926	833	745	(-)0.8
Female ('000)	487	510	533	575	592	533	540	9.8

Source: All India Survey on Higher Education (AISHE)

Chart- 2A
Teaching Staffs: A Comparison from 2011-12 To 2017-18

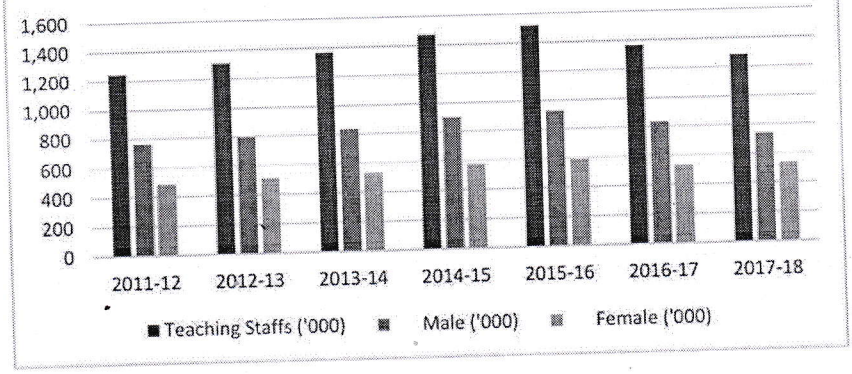


Table:3 Total Universities with Programme-wise Break-up

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
Total Universities	642	667	723	760	799	864	903	41
General	301	375	398	430	459	488	500	66
Technical	88	90	90	90	101	114	126	42
Agriculture & Allied	50	61	61	61	64	67	70	40

Medical	34	38	43	45	50	52	58	71
Law	18	18	20	20	20	19	22	22
Others	78	78	74	78	78	85	106	36

Source: All India Survey on Higher Education (AISHE)

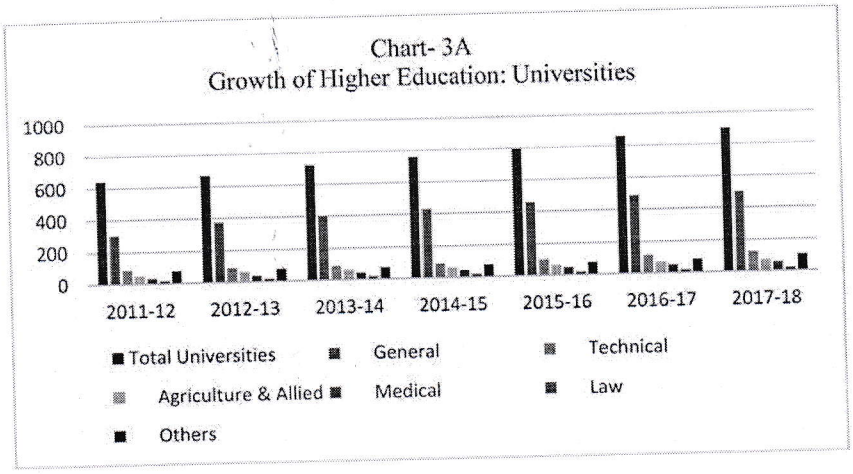
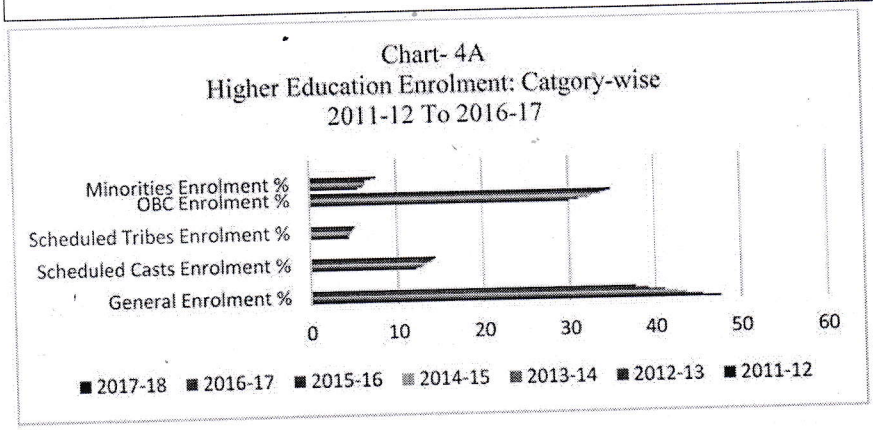


Table: 4 Category-wise Break-up of Enrolment

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	% Change
General Enrolment %	47.62	45.5	43.6	42.56	41.05	39.2	37.7	(-)9.92
Scheduled Casts Enrolment %	12.2	12.8	13.1	13.44	13.9	14.2	14.4	2.20
Scheduled Tribes Enrolment %	4.5	4.4	4.6	4.8	4.9	5.1	5.2	0.70
OBC Enrolment %	30.1	31.2	32.4	32.8	33.75	34.4	35	4.90
Minorities Enrolment %	5.58	6.1	6.3	6.4	6.4	7.1	7.7	2.12

Source: All India Survey on Higher Education (AISHE)

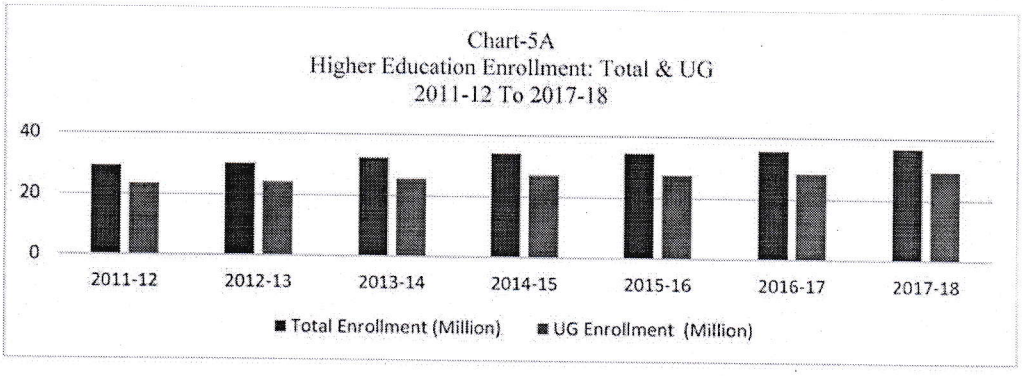


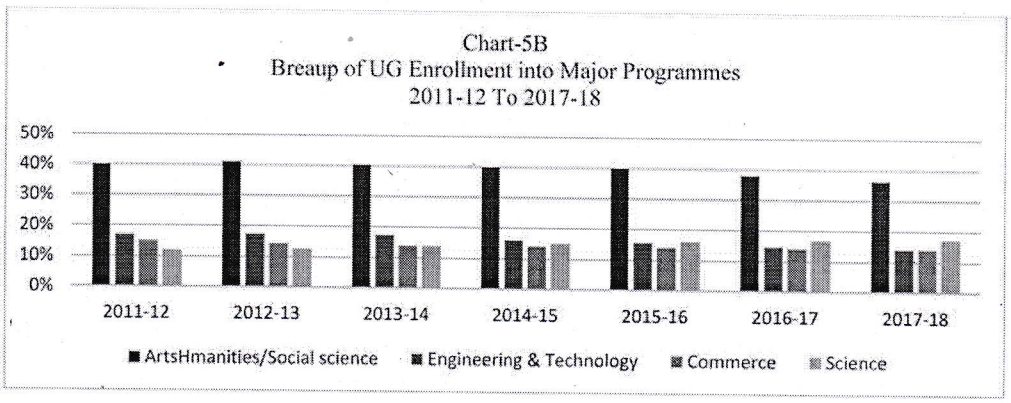
Analysing the data mentioned in the TABLE-5 & depicted in the Chart- 5A/5B/5C, it has been interpreted that growth in the UG enrolment is not tuning the pace of growth pertaining to overall enrolment. UG enrolment has registered negative growth after 2011-12 & 2012-13 so far percentage of the total enrolment is concerned but numbers of enrolment have gone up every year comparing to its preceding year from 2012-13 up to 2017-18. Further it is revealed that enrolment percentages in the major programmes like Arts/ Humanity/Social science, Engineering & Technology and Commerce have registered negative growth but Science has kept its pace of increasing numbers and percentage of enrolment both continuously from 2011-12.

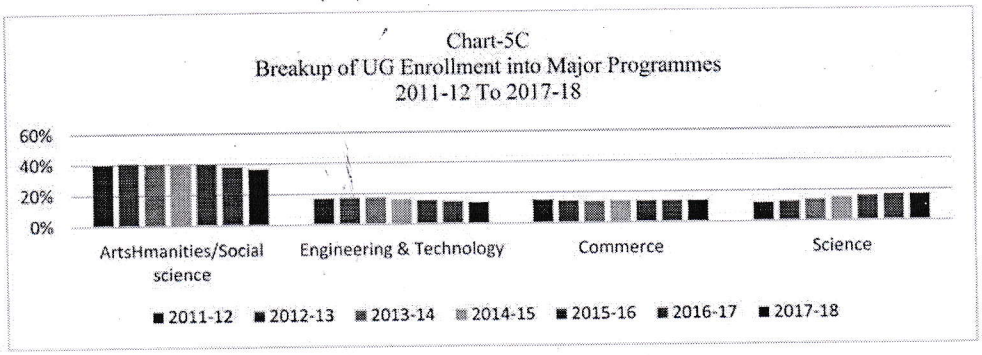
Table:5 Total Enrolment vs UG Enrolment

Total Enrolment (Million)	29.2	30.2	32.3	34.2	34.6	35.7	36.8
UG Enrolment (Million)	23.36	24.16	25.52	27.15	27.44	28.35	29.15
UG Enrolment %	80.00	80.00	79.00	79.40	79.30	79.40	79.20
Arts/Humanity/Social science %	40.00	41.00	40.40	40.00	40.00	38.00	36.40
Engineering & Technology %	17.00	17.30	17.40	16.00	15.60	14.70	14.10
Commerce %	15.00	14.40	13.90	14.00	14.10	14.10	14.10
Science %	12.00	12.60	13.80	15.00	16.00	16.70	17.10

Source: All India Survey on Higher Education (AISHE)







2. College density:

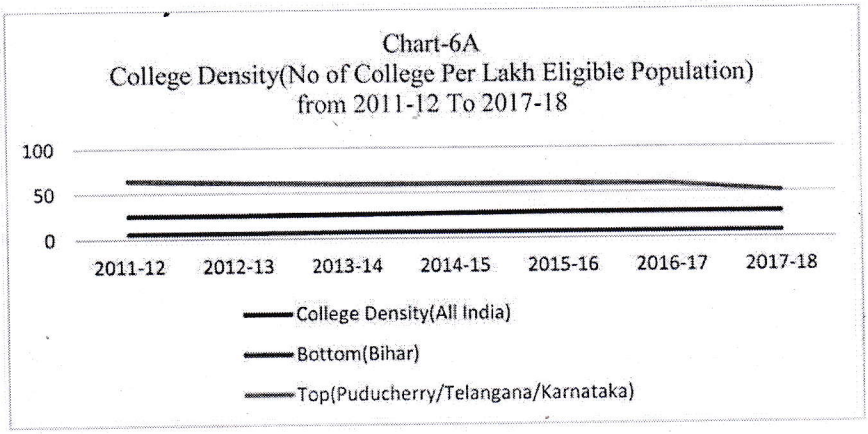
It is the number of colleges per lakh eligible population. Southern states of India have higher college density, almost double of the national average since 2011-12 to 2017-18. On the other hand Bihar & Jharkhand have registered the lowest college density, which has been almost one-fourth of the national average during same period of seven years. On comparing data, it has revealed that the college density curves at all India level and also in the states like Bihar & Jharkhand are moving up but the same in the south Indian states is moving down as per the TABLE- 6 & Chart- 6A.

It indicates that the country is heading towards evenly-poised college density since 2011-12 but at very slow pace.

Table: 06: COLLEGE DENSITY

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
College Density(All India)	25	25	26	27	28	28	28
Bottom(Bihar/ Jharkhand)	6	6	7	7	7	7	7
Top(Puducherry/ Telangana/Karnataka)	64	62	60	60	60	59	51

Source: All India Survey on Higher Education (AISHE)



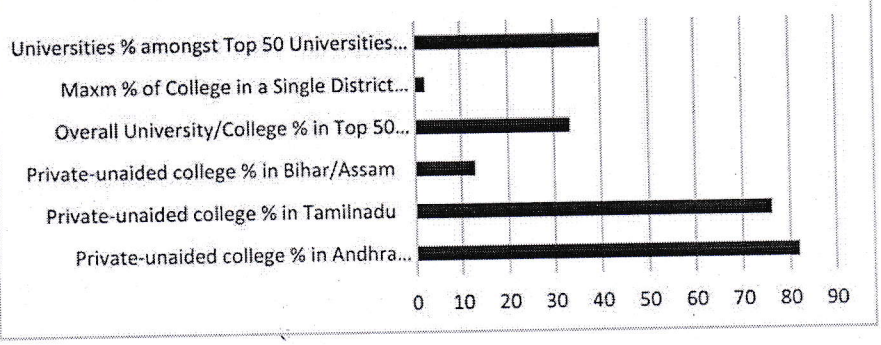
3. Location of University/College/Institution:

Most of the private-unaided colleges, maximum percentage of college in a single district and top 50 nationally ranked universities are situated in southern states. Private-unaided college constitutes 82% & 76.2% of total colleges in Andhra Pradesh/Telangana and Tamil Nadu respectively. Only 13% (appx) of total colleges in Bihar/Assam is Private-unaided college. Moreover, top 50 districts, mostly from south India, have been provided with 33.5% of overall university/colleges in the country as per the TABLE- 7 & Chart- 7A.

TABLE- 7

	2017-18
Private-unaided college % in Andhra Pradesh/Telangana	82
Private-unaided college % in Tamil Nadu	76.2
Private-unaided college % in Bihar/Assam	13
Overall University/College % in Top 50 Districts out of 723 Districts	33.5
Maxm % of College in a Single District Urban Bangalore	2.29
Universities % amongst Top 50 Universities fall in 4 States of South India	40
Source: All India Survey on Higher Education (AISHE)	

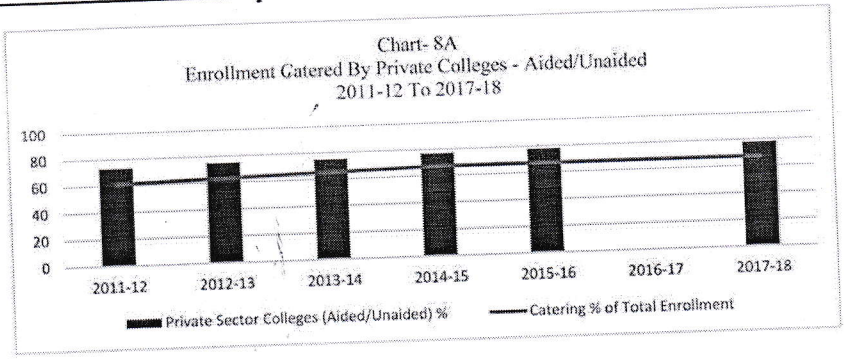
Chart- 7A
Georaphical Distribution University/Colleges in 2017-18



4. Private Colleges (Aided/Unaided):

Study has established, as per the TABLE- 8 & Chart- 8A, that Private colleges (aided/un-aided) are not catering the students in proportion to their size in the higher education industry. One way of interpretation may be that these colleges remained un-utilised around 18% (on & average) every year from 2011-12 to 2017-18.

Table: 8 Private Colleges vs Enrolment							
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Private Sector Colleges (Aided/ Unaided) %	73	75	75	77	78	78	78
Catering % of Total Enrolment	61	63	65	67	67	67	67
Source: All India Survey on Higher Education (AISHE)							



5. Gross Enrolment Ratio (GER):

GER in higher education is a statistical measure for determining number of eligible (18 years to 23 years) students enrolled in undergraduate, postgraduate and research-level studies and expressed as a percentage of population. India, with 25.8% GER in 2017-18, is aiming to attain GER of 30% by 2020, but is still far behind the target. Moreover, the existing GER of 25.8% of India and even its target of achieving 30% by 2020 does stand far behind the same of the countries like China and US with their national average GER of 85.5% and 43.9% respectively as per TABLE-9 & Chart- 9A.

However, within the country, GERs of the different categories have been found moving towards upward direction along-with the growth of GER at national level since 2011-12 to 2017-18 continuously. GER of Schedule Cast in 2017-18 jumped 6.9% up from its base in 2011-12 in comparison to Female, Schedule Tribe & Male, which increased by 6%, 4.9% & 4% respectively as per the TABLE- 10 & Chart- 10A.

On analysing the data further from the TABLE-9 & Chart- 9A, it has been observed that GER at Secondary School level is 130% more than that at Higher Education level. In 2017-18 nineteen states/UTs have registered GER higher than national average of 25.8% and thirteen states/UTs have achieved GER higher than the Taget-2020 of 30% assuring, up to great extends, that the meeting target by 2020 is possible. However, seventeen states/UTs have registered GER ratio far less than the national average. Bihar, amongst states, has lowest GER with just 13% of its eligible population pursuing higher education. Reference of TABLE -11 & Chart- 11A & 11B.

TABLE- 9: Gross Enrolment Ratio	
GER in Higher Education (India)	25.2
GER in Higher Education (USA)	85.8
GER in Higher Education (China)	43.39

Source: All India Survey on Higher Education (AISHE)

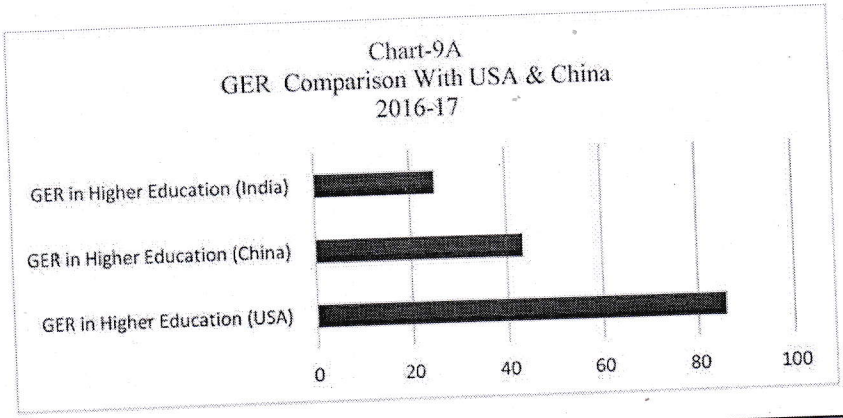


Table: 10: Gross Enrolment Ratio

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
GER in Senior Secondary (17-18) %	45.9	40.8	52.2	54.2	56.2	58	60
GER in Higher Education (18-23) %	20	21.5	23	24.3	24.5	25.2	25.8
Male	22.1	22.7	23.9	25.3	25.4	26	26.3
Female	19.4	20.1	22	23.2	23.5	24.5	25.4
Scheduled Cast	14.9	16	17.1	19.1	19.9	21.1	21.8
Scheduled Tribe	11	11.1	11.3	13.7	14.2	15.4	15.9

Source: All India Survey on Higher Education (AISHE)

Chart- 10A
Category-wise HE-GERs Comparing With SS-GER
From 2011-12 To 2017-18

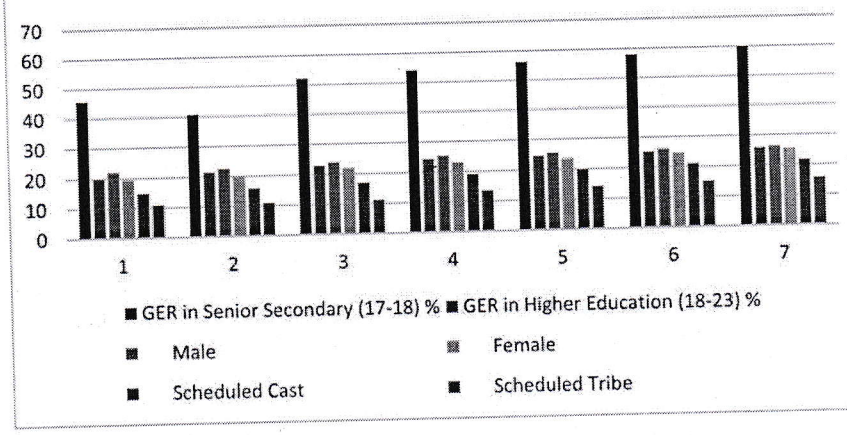


Table:11 GROSS ENROLLMENT RATION IN HIGHER EDUCATION (18-23 YEARS)

SN	State/UT	State GER in ascending order </= target-2020	SN	State/UT	State GER in ascending order =/> target-2020
1	Daman and Diu	5.2		TARGET - 2020	30
2	Lakshadweep	7.6	25	Punjab	30.3
3	Dadar & Nagar N	9.1	26	AP	30.9
4	Bihar	13	27	Maharashtra	31.1
5	Nagaland	17.8	28	Manipur	31.8
6	Jharkhand	18	29	Telangana	35.7
7	Assam	18.2	30	Kerala	36.2
8	Chhattisgarh	18.4	31	Uttarakhand	36.3
9	West Bengal	18.7	32	Sikkim	37.4
10	Gujarat	20.1	33	HP	37.9

11	Tripura	21.2	34	Pondicherry	45.4
12	MP	21.2	35	Delhi	46.3
13	Rajasthan	21.7	36	Tamil Nadu	48.6
14	Andaman & Nicobar	21.8	37	Chandigarh	56.4
15	Odisha	22			
16	Mizoram	22.9			
17	Meghalaya	24.7			
18	ALL INDIA	25.8			
19	UP	25.9			
20	J & K	27.7			
21	Karnataka	27.8			
22	Goa	28			
23	Haryana	28.7			
24	Arunachal Pradesh	29.7			
	TARGET – 2020	30			

Source: All India Survey on Higher Education (AISHE)

Chart-11A
State-wise GERs Less Than The Target-2020
2017-18

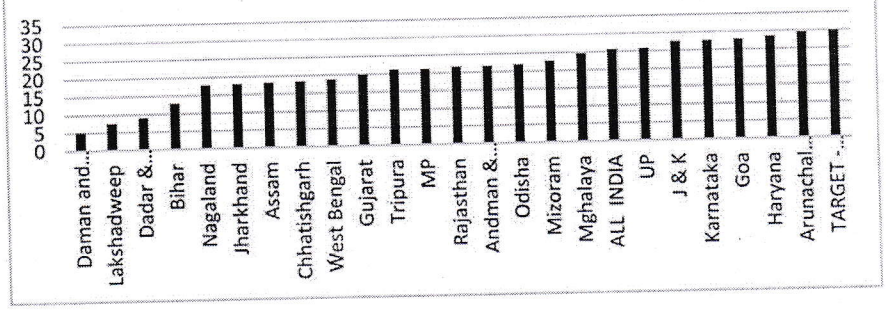
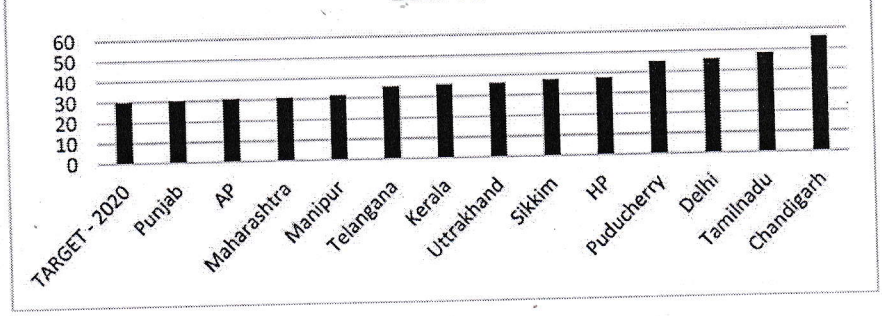


Chart- 11B
State-wise GERs More Than The Target-2020
2017-18



6. Pupil Teacher Ratio (PTR):

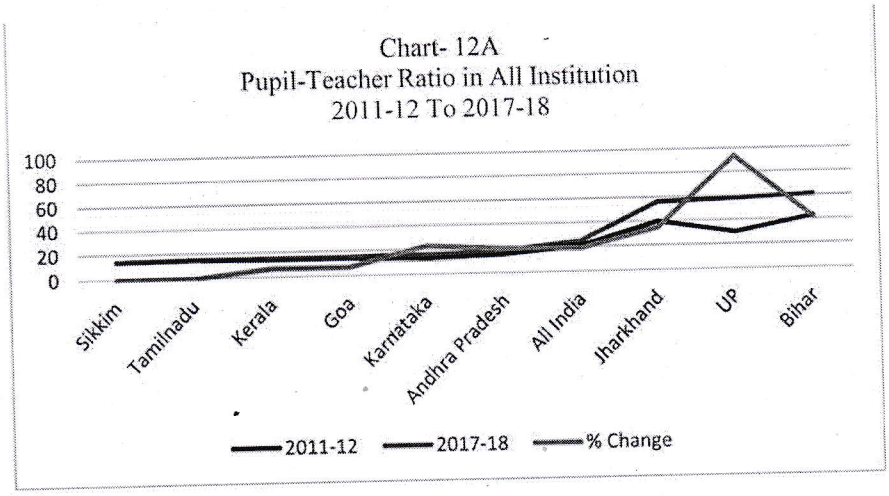
PTR is a statistical ratio to measure the availability of teaching staffs for apportioning the number of students intake. Higher the percentage, lower the availability of teachers for students.

Study has revealed that the situation is alarming due to declining national average from 21% in 2011-12 to 25% in 2017-18. Baring Sikkim & Tamil Nadu, all states and national average have registered continuous deterioration, varying from 7.14% (Kerala & Goa) to 93.33% (UP) as detailed out in the TABLE- 12 & Chart-12A.

Table:12 Pupil Teacher Ratio (PTR)

States / All India	2011-12	2017-18	% Change
Sikkim	14	14	0
Tamil Nadu	15	15	0
Kerala	14	15	7.14
Goa	14	15	7.14
Karnataka	13	16	23.08
Andhra Pradesh	15	18	20
All India	21	25	19.05
Jharkhand	40	56	34.78
UP	30	58	93.33
Bihar	43	61	41.86

Source: All India Survey on Higher Education (AISHE)



7. Number of Foreign Students:

There is an improvement in number of foreign students enrolled —46144 in 2017-18 from 33151 in 2011-12, reflecting a surge of around 40% but it is still falling far short of number of foreign students studying in China, where 2,10,000 enrolled for the higher education in 2016.

Number of countries from where these students come to India for higher studies have also increased from 155 in 2011-12 to 166 in 2017-18.

In-spite of the quantitative improvement in the intake of foreign students, the qualitative improvement has yet to be attained as maximum source of enrolment, around 64% in 2017-18, is from neighbouring countries, African and Middle East countries of which only Nepal constitutes 25% followed by Afghanistan (9.5%),

Bhutan (4.3%), Sudan (4.8%), Nigeria (4%), Bangladesh/Iran (3.4%), Yemen (3.2%), US (3.1%), Sri Lanka(2.7%) etc. Detailed have been worked out in TABLE- 13/14 and Chart- 13A/14A.

Table:13 Foreign Students

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Foreign Students Enrolment ('00)	332	348	395	423	454	476	462
No of Countries Foreign Students from	155	160	158	164	165	162	166
% of Students from Top 10 countries, mostly neighbours	64	64	65	64	62	62	63.4
Highest Share of a Single Country (Nepal) %	19	21	21	21	21	24	25

Source: All India Survey on Higher Education (AISHE)

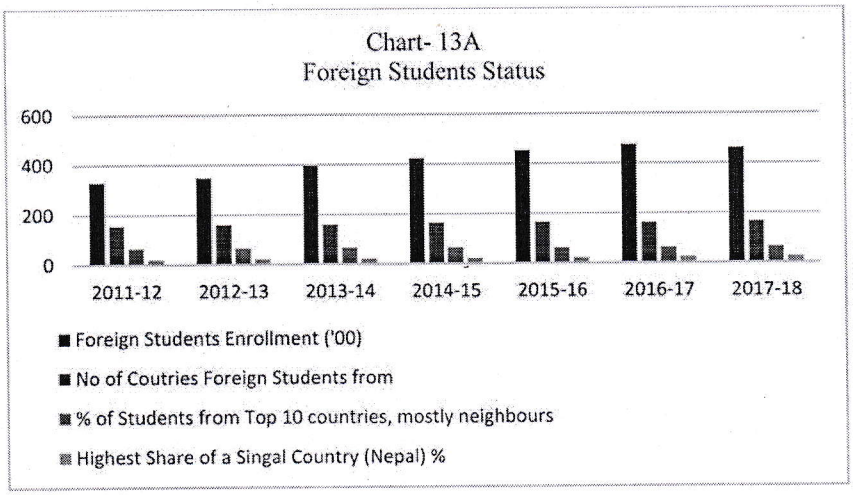
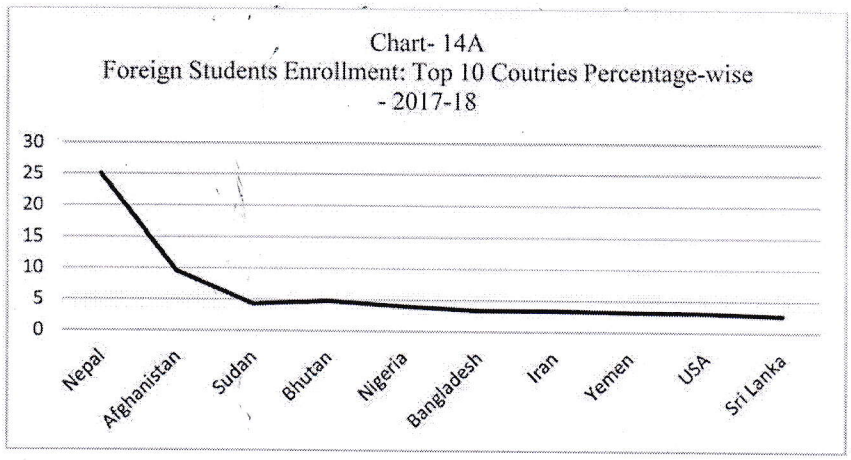


Table: 14 Foreign Students

	2017
Nepal	25
Afghanistan	9.5
Sudan	4.3
Bhutan	4.8
Nigeria	4
Bangladesh	3.4
Iran	3.4
Yemen	3.2
USA	3.1
Sri Lanka	2.7

Source: All India Survey on Higher Education (AISHE)



8. Gender Parity Index (GPI):

GPI is calculated as quotient of number of females by number of males enrolled. GPI equal to 1 indicates balanced, value less than 1 indicated disparity in favour of males.

India has registered its best performance on the GPI in last seven years, 0.97 in 2017-18 from 0.88 in 2011-12. GPI in Scheduled Cast & Scheduled Tribe categories have also improved almost in the same pace. In thirteen states — Chandigarh, Delhi, Goa, Haryana, Punjab, Himachal Pradesh, UP, Karnataka, Meghalaya, J&K, Sikkim and Kerala — women in higher education have outnumbered men as per the TABLE- 15/16 & Chart- 15A/16A.

Table:15 Gender Parity Index

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Gender Parity Index - All India	0.88	0.89	0.92	0.92	0.92	0.94	0.97
Scheduled Cast	0.88	0.89	0.92	0.91	0.91	0.93	0.96
Scheduled Tribe	0.78	0.79	0.81	0.81	0.83	0.85	0.87

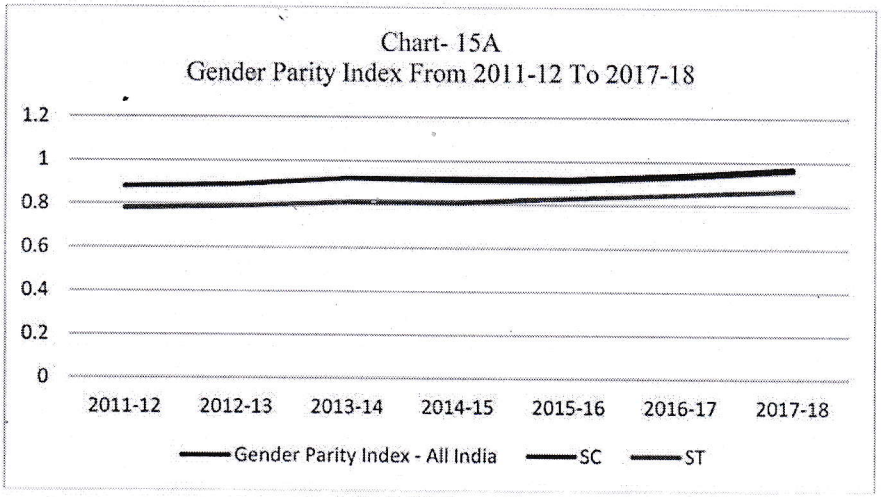
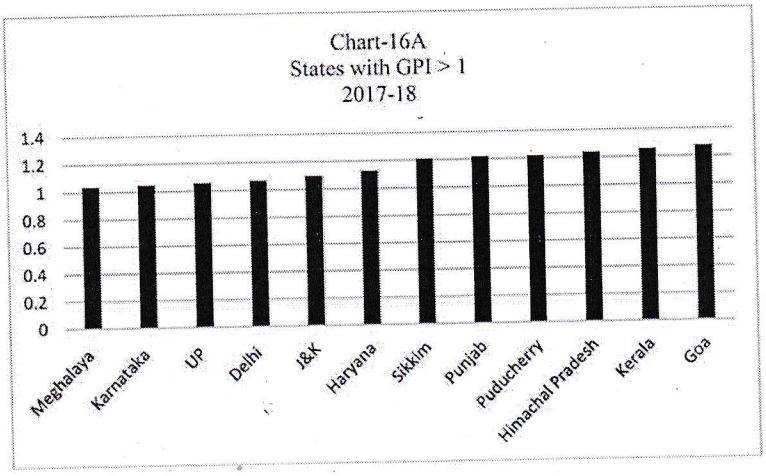


Table:16 States with Gender Parity Ratio>1	
	2017-18
Meghalaya	1.04
Karnataka	1.05
UP	1.06
Delhi	1.07
J&K	1.1
Haryana	1.13
Sikkim	1.21
Punjab	1.22
Puducherry	1.22
Himachal Pradesh	1.24
Kerala	1.26
Goa	1.28
Source: All India Survey on Higher Education (AISHE)	



9. Quality Indicators of Higher Education:

World ranking of universities reflect the quality of education in concerned universities.

Only three of our universities could get place in world ranking of the top 200 universities. Countries like USA, UK, Germany, Australia, Japan, Canada, China & France are far ahead in the world universities ranking since last many years, though data of four years have been obtained from QS Ranking for analysing & interpreting as per the TABLE- 17/18/19 & Chart- 17A/18A/19A.

Table: 17 World Ranking of Indian Universities in Top 200

	USA	UK	Germany	Australia	Japan	Canada	China	France	India
2016	49	30	11	8	8	8	7	5	2
2017	48	30	11	9	8	9	7	5	2
2018	47	28	12	9	9	7	7	5	3
2019	47	29	12	9	9	7	7	5	3
									Source: QS Ranking

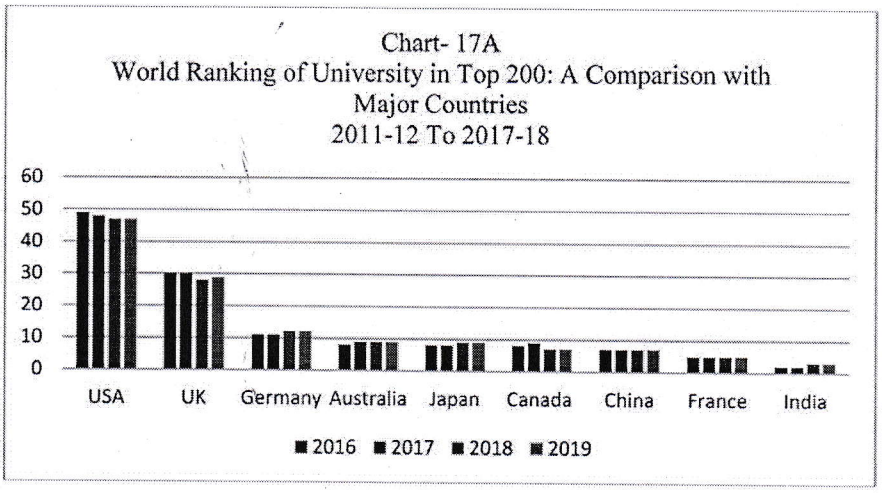


Table:18 Ph.D

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
PhD Enrolment % of Total Enrolment	0.50%	0.40%	0.40%	0.34%	0.40%	0.40%	0.50%
PhD Degree awarded	21,544	23,650	23861	21,830	24,171	28779	34400
Male	13748	14855	14,223	13,252	14,887	16,274	20179
Female	7796	8775	9638	8,578	9,284	12,505	14221

Source: All India Survey on Higher Education (AISHE)/ MHRD/ UGC

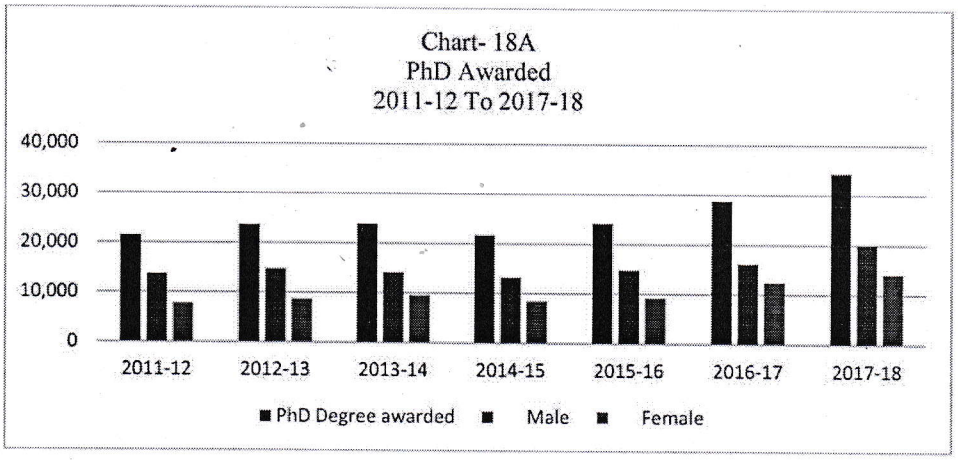
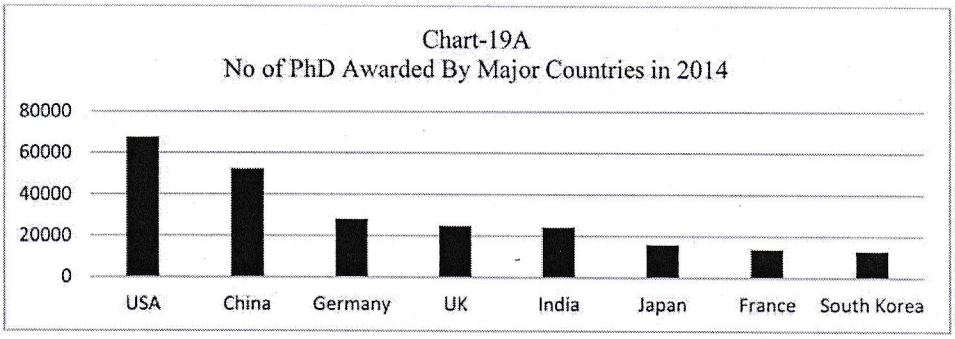


TABLE- 19 PhD Awarded By Major Countries		
		2014
	USA	67449
	China	52290
	Germany	28,147
	UK	25020
	India	24,300
	Japan	16039
	France	13729
	South Korea	12931
		Source: World Economic Forum & Ministry of Education- China



7. Conclusion:

- Albeit the growth in the number of enrolment, universities and colleges have been found but the number of stand-alone institution has gone down possibly because the conversion of many of them into the deemed universities.
- In UG enrolment, Science has attracted much more than other stream and posted a positive growth in enrolment. In-spite of the growth in the number of technical universities, the growth in the enrolment engineering & technical students has declined. It indicates that students are very verifying the teaching quality of the concerned university before admission and prefer to take admission in science. So, another factor affecting the quality of higher education is the low quality of newly opened technical universities since last seven years. Quality of the technical universities is not improving along-with their increased quantity from 2011-12 to 2017-18.
- Teacher is the frontier point for ensuring and enhancing the quality of education but there is a huge shortfall of the same which, ultimately, is established as the most crucial factor to affect the quality of higher education adversely.
- Though the overall college density of the country has improved to 28 in 2017-18 from 25 in 2011-12 but the benefit is yet to be availed by the states like Bihar, Jharkhand etc having 25% density of the country and 14% of southern UT/states like Puducherry/Telangana/Karnataka, which deprives a huge population to be offered quality higher education. So, less college density is one of the important factor affecting quality higher education.
- GER analysis establishes that female is catching up Male and, on the other hand, Schedule Cast & Schedule Tribes are also pushing themselves up towards the mainstream of the society so far education is concerned.
- Huge gap in the GER at Higher Secondary level and Higher Education level there is very high-entry barrier, because of structural shortcomings at the end of higher education department/

policy-makers which make it very difficult for the students, in mass from school level, to be enrolled in the college.

- Though GER of 13 UT/States are much better than GER at country level, 25.8 but is still far away from the target to achieve 30 by 2020. Moreover, in global context, USA & China are 72% & 242% ahead over our national GER which reflects that a huge number of potential students have not been included to educate and improve quality.
- Overall deterioration in Pupil-Teacher Ratio at national level and state level, barring Sikkim & Tamil Nadu indication sever crisis of the higher education system causing the most important reason to dent the quality education.
- There has not been much improvement in the internationalisation of education in the country. No improvement in making the India destination of the foreign students. Students from USA, China and other major/western/developed countries are not opting Indian universities/ colleges/institutions. Steps are required to be taken up to make the academics of international level to attract quality international students.
- Only three of the Indian universities have place in the top 200 universities. It affects the policy to make the India education centre and destination of quality hardly academics to meet to reduce the gap between academia & industry globally.
- A meagre percentage (0.50) of total students enrolled, since last seven years, have registered for PhD in India.. At international front, India stands only after USA, China, Germany & UK. Moreover, the gap between the students enrolled in USA/China and India is huge. It is a clear indication of lacking research environment in the Indian universities

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