CHAPTER - 3
REVIEW OF LITERATURE

3.1 INTRODUCTION

This chapter mainly discusses the views and findings of different researchers with regard to demand for higher education, quality higher education, efficiency of students and the factors which influence the demand for higher education and student’s efficiency.

This gives an idea to the researcher to form the analysis in such a manner that the person who does the research may not repeat what has been done in the past. Review of literature gives a clear picture of what has to be done and what has to be avoided in the future. The forms and methods used by different persons divert the researcher to form a new way for the analysis. Hence this chapter tries to review the relevant work of different authors concerned. Many studies have been made regarding the demand for higher education and efficiency of students in different parts of country at the macro and micro level. It has been picturised as below.

3.2 CLASSIFICATION OF REVIEWS

In the present context, the reviews are classified into three aspects viz.,

- Studies related to Demand for Higher Education and its Determinants
- Educational Quality related studies and
- Other related studies.

3.2.1 Studies Related to Demand for Higher Education and its Determinants

Sewell and Shah (1968) examined whether the educational level of adults made any impact on the participation of higher education themselves. The higher the level of educational achievement previously attained, the more likely is that a person will participate further in higher education.
Jackson (1978) assessed the dependence of high school graduate’s decisions whether to attend college on financial aid awards. This study focused on necessarily surrounded by analysis of several other influences on student’s decisions process. A general model of students’ post secondary decision processes was framed. It described that the decision of enrollment was the function of student’s home location, socio-economic distribution of the student’s area, labour demand, family income, parental education, current school quality and related attributes, student’s academic background, peer-group influence, and the character of previous school studied. Taken together, these factors encompassed most of what moves students into particular post secondary options. This study finally concluded that whether a student will attend in largely determined before applications are filed or accepted. The only factor apparently able to modify these inclinations was the award of financial aid, but although the effect of aid was noticeable, it was not large.

Elmore Alexander and Donald Frey (1984) in their study estimated a demand equation for MBA enrollment to test the theory of human capital as an explanation of enrollment decisions in higher education. Three of four variables associated with a human capital interpretation were found to be significant. The functional form of the demand equation (log-reciprocal) was of importance in establishing these results. Although the failure of the interest rate to be significant might suggest imperfections in access to capital for potential students, they could not find support for the alternative view that students relied on subsidization by family. Several elasticities proved to be large enough to imply that feasible changes in the rates of change of underlying economic variables could produce noticeable changes in MBA enrollment.

Ernest Pascarella (1984) paid attention to identify the factors influencing the educational aspirations of the college students during college. The study offered a casual model to explain various influences on educational aspirations. It portrayed that the educational aspirations depend upon the background characteristics, say, aptitude, parents’ education, school achievement, and institutional environment. The result showed that college environment, say, impersonalism and inaccessible faculty scale would have a direct negative effect on outcome aspiration level and an indirect negative effect through its negative influence on academic achievement.
Kathy Stafford, Sven Lundstedt and Arthur Lynn Jr (1984) studied the participation rate of a state's citizens in higher education in different aspects, say demographic, economic, and social factors. The first was the potential for enrollment in higher education. This aspect focused on the demographic characteristics of a given population and used these characteristics to predict some levels of participation. The second aspect of participation in higher education focused on the likelihood of enrollment from an economic point of view by considering life choices available to an individual and their potential costs and benefits and the social investment of resources in higher education based on the perception of social returns on the investment. The third aspect of participation was individual choice.

Finally, the analysis of data in this study showed that there were social and economic factors related to participation in higher education and that these factors were significant predictors of participation. Three of the seven independent variables included in the study (educational level of the population, personal income, and state tax revenues per capita) were found to be significantly related to participation of the three related variables. It is quite clear that the educational level of the population is the variable that has the most predictive effect on participation in higher education. It reflects that parental educational achievement is a significant factor in an individual's decision to attend college.

James Hearn (1988) described that, socioeconomic and ascriptive factors clearly influence academic performance of high school students, which in turn influences students' eventual college choices. A critical policy issue involved whether or not socioeconomic and ascriptive factors had also influenced on college choices that were independent of their influences on academic performance. The present analysis addressed this issue, focusing upon the costliness of the colleges attended by a recent national sample of high school graduates. The structural equation results suggested that the socio-economic status and ascriptive factors did have independent effects, but they were relatively minor and more "social" than "economic" in nature.

King Jonathan (1993) estimated the enrollment models for three Puerto Rico university systems. The opportunity cost and benefit to education were both measured as expected wage rates, a formulation which appears appropriate given the island's
historically high unemployment rates. From the consumption function, the literature support was found for short-term, rather than a future oriented, decision framework to underlie the models. The models also included variables to test a market segmentation hypothesis. The empirical study estimated mostly all the statistical properties, and the hypothesis that the universities were not substitutes for one another is accepted. The study also replicated findings that explained student decisions to undertake higher education in terms of reward motivated behavior. The higher education demand function could be identified, since the universities in Puerto Rico generally finance their expansion by long-term loans and bond issues, rather than through tuition hikes.

Glenn Bryan and Thomas Whipple (1995) investigated and developed a tuition pricing model based on students' willingness to pay. Establishing tuition rates at institutions of higher learning is always of fundamental strategic importance to the college administrators who are suffering adverse financial effects from reduced allocations from external sources and increased educational and facility costs. A tuition elasticity model was investigated to provide adequate information to decision makers at Mount Vernon Nazarene College (MVNC). It is a small, private liberal-arts college located in Ohio. In this study, the researchers answered for the questions - How many students can MVNC expect to retain at different tuition rates? What optimal tuition rate should MVNC charge to cover its educational and general expenses? , What impact will the optimal tuition rate have on current enrollment? They concluded that the students were willing-to-pay more. In the competitive environment of today, the students are placing high levels of importance on quality education and they receive large amounts of information.

William Zumeta (1996) sought to present and illuminate empirically a model of policy making in an area of emerging importance, namely, state policies affecting private (non-profit) higher education. Further, this study showed the interesting implications of this model and the associated empirical results for policy in this area now as many states enter an era of sharply increased demand for higher education but limited resources to pay for new capacity. The basic idea of this study was that state policy postured toward private higher education could tend toward one of three nodes, say laissez - faire, in which state policies largely ignored the private sector, central
planning, in which state policies involve the private sector, market competitive in which state policies also sought to take account of and utilised the private collegiate sector, but in which the state played much less of a planning, allocative, and regulatory role than under central planning and instead employed market forces and signals (e.g., “portable” student aid grants, lower subsidies built into public institution tuitions, information policies) to guide allocation of programs, students and resources. He explored that, although state policies that affect private higher education were desperate, there were reasons to believe that within individual states such policies might be related to each other in a more or less coherent fashion.

Duchesne and Nonneman (1998) investigated the determinants behind the spectacular growth in higher education enrollments in Belgium since 1953. The Belgian education system offered an interesting case as enrollments were solely demand driven and had so far not been subject to any supply constraints. They used a higher education demand model that integrates consumption and investment aspects and empirically tested the specification based on time-series data between 1953 and 1992. They investigated whether differences existed between the demand for university and non-university higher education. Overall, income and foregone earnings seemed to be driving enrollments, thus suggesting the importance of consumption aspects or imperfect access to capital. They found that income, opportunity costs and the wage differential mattered more for participation at non-university higher education institutes than for enrolling in universities.

James Wetzel, Dennis Toole and Steven Peterson (1998) analyzed the sensitivity of white and black enrollment yields to changes in real net cost at a large (21,000), urban, public university over a six year time period (1988-1993). Estimation was by GLS random effects and controls for a number of financial, academic, and qualitative variables. The major conclusion was that while enrollment yields were generally insensitive to changes in net cost, the sensitivity for blacks was roughly two-thirds higher than that for whites. This would suggest that since minority students had been responding positively to financial aid, cuts in grant funding by state legislators or Congress might restrict minority access to higher education in the future.
Rachel Connelly and Zhenzhen Zheng (2003) provided an analysis of school enrollment and graduation rates in China using the 1990 Chinese Census. Five education milestones: they were entering primary school, graduating from primary school, entering middle school, graduating from middle school and entering high school, were analysed. Location of residence and sex were shown to be highly correlated with enrollment and graduation, with rural girls being especially disadvantaged in terms of both enrollment and graduation rates. Parental education, the presence of siblings, county level income, and village level in-school rates also had consistent effects on enrollment and graduation milestones.

Christian Buss, Jeffrey Parker and Jon Rivenburg (2004) examined the effects of cost, quality and macroeconomic factors on the demand for higher education (represented by the share of admitted freshmen choosing to enroll) at a group of selective liberal arts colleges over the period from 1988 to 1998. The students are segregated by their financial aid status with different demand equations estimated for each. The students who have no financial need or did not apply for aid were found to have a tuition elasticity close to unity, implying that a 1 per cent increase in tuition will lead to about a 1 per cent decrease in enrollment yield. The analysis of aid recipients suggested that both relative tuition and financial aid levels played a significant role in determining the enrollment yield of a college. Tuition and room and board levels negatively affected the enrollment yield of this group of students, while grants and loans increased the likelihood of enrollment of admitted students. The evidence on the effects of school quality variables and macro economic factors was weak. There was some evidence that a higher ranking in the US News and World Report college guide increased yield, but specific quality measures such as SAT scores had little statistical significance.

Leslie Stratton, Dennis Toole, and James Wetzel (2004) developed a model derived from human capital theory that explicitly recognized the role of opportunity costs, particularly employment opportunities, in determining full time / part time enrollment patterns for college students. Using National data from the year 1990/1994, beginning post-secondary survey, they tested this model by comparing those initially enrolled part-time with those initially enrolled full-time. Empirical results were consistent with the conceptual model, indicating that, contingent upon the
decision to attend college, individuals who were elder or live in states with lower unemployment rates were significantly more likely to enroll part-time.

Richard Mueller and Duane Rockerbie (2005) specified and estimated a demand equation for university education in Canada that was a function of tuition fees, real disposable income per capita and other variables that captured a students' opportunity cost. This model had a number of novel features. They utilized application data, rather than enrollment data, due to the disequilibrium nature of Canada's university system. They also disaggregated demand into demographic components: male and female, secondary school applicants and "other" applicants, and type of university. A last novel feature was the use of the Maclean's university rankings as a determinant of demand. Their results suggested that the demand functions differed across the demographic characteristics in sensible ways. Broadly speaking, male applicants tended to be more price sensitive than females and tended to exhibit stronger income effects. Students applying from high school do not object to paying for a quality education, whereas "other" students tend to be more discriminating on price. In most cases, an improvement in a university's ranking exerted a positive influence on the number of applications received.

Craig Gallet (2007) performed a meta-analysis of the literature to uncover the extent to which the study characteristics influence elasticities. In addition to being more inelastic in the short-run, the results revealed that the demand was less responsive to tuition and income in the United States. Also the measure of quantity and price, coupled with the method of estimation had important effects on the tuition elasticity. Nonetheless, there were many study characteristics that had little impact on elasticity estimates.

Wenh Li (2007) conducted a survey and used the data from the 2004 China College Student Survey. This paper found that long-term factors such as scholastic ability and parental education are significantly correlated with higher education attendance. By contrast, short-term financial constraints were also significantly associated with higher education access, but to a lesser degree. Furthermore, in recent years China's higher education expansion provided broader access to students from lower income families. However, the tuition fees and "net prices" of elite universities were lower than those of medium quality universities, while the tuition fees and "net
prices" of medium quality universities were lower than those of relatively low quality universities and colleges. This led to a reverse relationship between family income and attendance costs, such that lower income families now shoulder a much higher burden for their childrens' university education than higher income families.

3.2.2 Educational Quality Related Studies

Janet Donald and Brian Denison (2001) emphasised that to be useful, the assessment must meet the needs of the people whom it was intended to benefit and aid the evaluated institution to make improvements. Quality assessment was frequently undertaken in response to external authorities who expected clear, ratified criteria to be used in the accountability process. If the assessment was to be beneficial, however, change must be effected within the institution. This meant that administrators, faculty members and students also needed an understanding of the criteria that could guide and facilitate improvements in the way they function. The purpose of this study was to examine students’ perceptions of quality criteria. Previously identified by a broad range of stakeholders in a national study of criteria and indicators of quality in post secondary education, it was found that student perceptions of the criteria were consistent with previous research results on input and output measures. In addition, students viewed quality in more comprehensive terms than do faculty.

Ramaraj (2002) in his study enunciated that the need for External Quality Assessment (EQA) was being widely accepted by the academia with the acceptability of NAAC improving day-by-day and more number of institutions submitting voluntarily for NAAC’s assessment. He explained that most of the institutions were aware of the establishment of NAAC. They were also aware of the need for improving the quality of education and the criteria and key aspects that contribute to the quality of education. They had internal mechanism for assessment and suggesting techniques for improvement. But the institutions hesitate to submit voluntarily for external assessment.

John Schacter and Yeow Meng Thum (2004) demonstrated that teaching performance as defined by the standards and rubrics was highly predictive of student academic progress across the elementary grades. The extensive research on teacher quality had led to two conclusions. First there were large and significant differences
among teachers in terms of their capacity to improve student achievement; second, these differences were not captured by common measures of teacher qualification. They presented the argument that in order to improve college quality, one must focus on teacher performance.

**Flower Little (2005)** stated that education gives a learning experience to face life situations. The changing scenario under globalization put a lot of expectations on students. Therefore, enhancement of quality in higher education is the need of the hour. This study mainly focused on the areas that are to be strengthened to meet the global needs and insisted on the importance of usage of information technology in teaching and learning.

**Santanu Kumar Swain and Pradhan Niladiri (2005)** said that quality is a degree of excellence. The quality assurance is the development mechanism that is designed to maintain and enhance the institutional effectiveness as a whole. The improvement of quality is essential to enrich the dimensions like curricular aspects, teaching-learning process, research consultancy and evaluation, health practice, student’s support service, extension publication and co-curricular activities of the institution. In this study, dimensions of instructional input, dimensions of instructional process, and teacher competencies for quality assurance in education were discussed.

**Saraswati Raju Iyer (2005)** believed that a teacher plays an important role in the teaching-learning process and that the teaching quality largely depends on the type of instructional inputs. He presented various alternative inputs from which the teacher can select the best set of inputs. Further, factors that affect the selection of instructional inputs (to make teaching-learning process effective) were also presented. Group controlled learning experiences and how a teacher incorporates these techniques were also included.

**Shah (2005)** discussed in detail the fact that the standards of higher education and research in universities in India had declined during the last few decades. The fear was that there were no signs of improvement or growth. Solutions had been sought mainly at higher levels of funding particularly for hardware, and in minor administrative changes. Hardly any attempt was made to address the problems arising out of the long established basic structure of the university system and to deal
with the changing ground realities. Further, attempt was made in this paper to draw attention to these and few suggestions were put forth.

He pointed out that in recent days the demand for quality higher education was high. All over the country the younger generation, especially in the higher secondary levels, was being trained to demand high quality education in colleges and universities. It was due to the reason that education was linked with the employment situation. The demand for quality education was increasing not only among the higher castes and classes but also among the lower ones, including scheduled castes and scheduled tribes.

Ananth (2008) argued that one of the primary deficiencies in the education system was the lack of accountability on the part of the faculty members. He attempted to analyze some of the major problems prevailing in the higher education system in general including the university system and the undergraduate level in particular. He strongly advocated that a productivity based promotion mechanism was the unique pre-requisite of the education system in India. He concluded by saying that there was a need to radically transform the nature of the higher education system. Unless serious measures were taken, mediocrity among the faculty members was likely to be the norm rather than exception.

Balasubramaninan and Ananthi (2008) considered that the quality of education was an important measure of productivity and prosperity of a nation. They mentioned that the variables of quality education were processing knowledge, super specialized knowledge, theories of human learning, systems thinking, knowledge theories, management of knowledge, and lifelong learning culture. They provided some suggestions for the enlightenment of quality in higher education. They were library assignment, self-study, field study, case study, practical training, seminars, simulation, audio-visual aids, brain storming sessions, and rapid reading. Finally, he concluded that to enlighten the quality in education, the system of education needed to recognize strategic resources and ensure their long term supply.

Hedge Ganesh and Shyamsundar (2008) made it clear that every institution should develop an efficient Internal Quality Assurance (IQA) system. They suggested that there was no single model that fitted all. It was upto the institution to decide what
model fitted it best. However, there were some basic conditions that had to be met. The experiences at other institutions might also be used in developing an IQA system equipped with the basic elements for developing an IQA system, with the necessary provisions for monitoring, evaluation and improvement. At least the IQA system should cover the basic steps of Deming cycle: Plan, Do, Check and Act (PDCA) for quality enhancement. They gave four basic elements of IQA system. They are the monitoring instruments (student progress, pass rates and dropout rates, outcomes of the structured feedback from employers, and alumni), evaluation instruments (students evaluation, course plus curriculum evaluation, research evaluation, service evaluation), special quality assurance processes (quality assurance of student assessments, quality assurance of staff, quality assurance of facilities, quality assurance of student support), and specific instruments for quality assurance (SWOT analysis, intercollegial audits, information system, quality hand book). Finally, they concluded that the establishment of IQAC should open up new vistas for attaining the professional development among the stakeholders.

Kumar Ashwani (2008) stressed that benchmarking helped organizations to identify standards of performance and adopt them successfully, which assisted them to target problem areas, set levels of performance and identify solutions to improve results. Hence, the set of benchmark for quality would reap benefits to higher education system. He pointed out that globalization of Indian higher education could be worked out effectively after meeting the challenges imposed by WTO through the improvement of quality only. Moreover, he outlined that the quality in higher education traditionally had been measured by inputs such as the marks obtained by the students, degrees held by faculty and refereed publications generated, library holding and processes such as programs offered, curricular requirements and student support services. But then colleges and universities were increasingly expected to demonstrate that they provided added “value” to their students. These were some issues contributed by the author regarding the quality in higher education.

Kurhade (2008) elucidated that educational quality is to be achieved through proper effort. In achieving excellence, the teachers of tomorrow have to think constantly about creating and building high quality education centres. He recognized that there was no finishing line for excellence and excellence could be achieved only
through active support and participation of all the teaching, and non-teaching staffers and management. Hence, it is a result of collective effort of all concerned. He pointed out that the quality could be measured in the form of progress by comparing trends with the changing situation. Further he stated that the overall quality of colleges was much related to the elements such as interface between colleges and industry, available employment opportunities, preparation of the students for any task in life, use of electronic learning technologies, professional development programme, infrastructure, and college organization. He ensured that quality was not a programme but a process, and not an instant cure.

Munshi (2008) conceptualized the quality of education in context with Total Quality Management (TQM). He took the advantage of the burning issue “Marketing of Education” to analyse the themes of quality education and core concepts of TQM. In this connection, he demonstrated the structure of courses of studies. It was imparted that courses of studies should be designed in such a manner that aimed to exploit the human talent, skills and hidden energy of intelligence. He explained that the success of TQM depended purely on human quality, commitment and will power of people. The quality of education is like a day dreaming, unless people have the real urge to improve their own human quality. No worth while economic education development is possible even if they are given plenty of assistance.

Panda Sushanta Kumar (2008) indicated that one of the prime goals of quality education was to build knowledge, life skills, perspectives, attitudes, and values of the students to transform the society into a more productive and sustainable one. It should take into consideration the social, economic and environmental contexts of the country and helped in shaping the curriculae or programmes to reflect their respective unique conditions. Therefore, the quality education must be locally relevant and culturally appropriate. Enhanced quality of education also helped in setting the goals for formulating national planning through practical application of knowledge for solving the everyday problems of life. The most important to ensure quality education was to set a long term national vision. Such a vision provided the philosophy and principles that set the outline of the plans, objectives, and principles of an institution. A smooth quality assurance system for higher education should help to inspire and create enthusiasm among the learners in their thoughts, deeds, and daily life to
establish moral, humanitarian, religious, cultural, and social values in personal as well as in national life. Excellence in higher education endowed a person with skills and imagination in that corresponding area. The author considered that the above as the parameters of quality in higher education. Unfortunately various problems such as dearth of faculty, lack of finance, low quality research, administrative difficulties, defective curriculum and examination system, lack of colleges and universities, lack of academic staff colleges, ingenuine courses, and lack of values caused some hindrance to the development of quality higher education.

Paruati Halkatti and Laxmi Mundasnavar (2008) made a study with the intention of highlighting the important problems of higher education from the rural perspective with a view of empowerment of rural students. In India, the percentage of rural students getting enrolled for higher education was very less, may be one or two per cent. Some of the ideas he gave to empower the rural students. They are: orientation programmes to the new comers, engaging in extra-curricular activities, marking adequate bus facilities and/or hostel facilities, support activities for students such as counseling services, placement cell, students welfare, cultural activities, adventure and sports, individual attention and personal counseling, remedial teaching, establishing grievance redressal committee, students feedback mechanism etc. He strongly concluded that to meet the challenges of the 21st century, there was a need to empower the rural students.

Prakash Om (2008) explored the impact of reservation system and the development of higher education. In his study, he pointed out that the continuation and expansion of the system of quotas tend to set the society in reverse gear. Instead of racing forward for advancement, many castes and social groups were seen competing for being declared backward and still more backward. Their shrewd “leaders” knew that they could go on reaping fruits of reservation only if their caste-fellows continue satisfying the parameters of backwardness by holding on to out of date customs, rejecting measures of social reform and women empowerment, resisting spread of education and so on. As a result, the composition of such groups was becoming highly skewed. Further, he strongly believed that the quota system was losing its relevance in higher education. This faulty practice arose out of the habit of looking for SC and ST candidates among low achievers. He suggested that the
reservation system should be replaced by affirmative action. Finally, he concluded that the quota system would become totally irrelevant, if the prevailing discriminatory system of education was reformed into a system of accessible, affordable quality education for all and schemes of vigorous and generous affirmative actions were implemented to assist all under-privileged and indigent children, youth and adults irrespective of their caste, creed or gender.

Ramesh Kasetwar (2008) discussed over the statutory pre-requisites for any institution of higher education and the related contribution. It had been divided into two: qualitative and quantitative contributions. Infrastructure (buildings, classrooms, tutorial rooms, conference halls, computer or other labs, library, gym etc) attributed relatively towards the quantitative contribution. These could be created by spending required amount in hard cash. Even hiring of the faculties and other staff could be considered under this heading only. But the qualitative contribution made all the difference in designing and giving quality education. Faculties and the syllabi were the soul of any course of higher education. Hence, this should be properly managed to provide quality and relevant higher education. Further, he discussed the threats to the system of higher education.

Sodha Mahendra, Verma Moradhwaj and Reena Srivastava (2008) discussed some options, which might be considered by the universities for further progress. They stated that to find a place in the sun and be able to compete in India and abroad, the centre and the states in particular had to ensure a high rate of growth in quality and quantity of the intellectual output. They strongly advocated equity in higher education, professional support for higher education, innovations in learning, efficient management for enhancing this system. Their view on the tremendous expansion of the knowledge based on laissez faire policy at this stage will be suicidal.

Tandon Pramod and Gupta (2008) emphasized that India’s future economic success and social stability would largely depend on achieving highest levels of quality in higher education comparable to global standard. They were of the opinion that higher education was needed to ponder the questions followed to get the relevant higher education to the current times. The questions were, what are the indicators of quality in higher education?, how can we measure the quality and relevance of higher education?, how can we control and assure quality in higher education?, to what
extent is higher education meeting the needs and requirements of the market economy?, what strategies can be adopted to entrance the quality of higher education?. They discussed over internal assessment (self-assessment) and external assessment (Accreditation). Successful internal assessment presupposes that minds are open and receptive to ideas. It requires the involvement of all major stakeholders and close interaction between them. Internal assessment contains self-appraisal of the teacher, self-appraisal of department, internal review of the work of heads of departments and deans of schools and others. He concluded that the rapid growth of higher education over the years had resulted in the dilution of its quality and standard, which in turn, had affected the quality of man power produced. He said that the prime concern of the countries all over the world was improving the quality of higher education.

3.2.3 Other Related Studies

Jandhyala Tilak (2005), considered that the higher education systems in many countries today were at the cross roads. There was a gradual shift from education being a state responsibility to its privatization. Many educationists considered the public sector to be inefficient in the field of education and correspondingly the private sector as efficient and therefore desirable. Nevertheless, the case for public provisioning of education remained strong. It was imperative for the state to play a dominant role in this field. This paper presented an analytical account of some of the prominent emerging trends in higher education, and describeed how higher education was moving from state to market, and the costs involved therein. He assessed both the arguments for and against the role of state and market. Finally he concluded that essentially due to the critical role played by the state in higher education in the developing countries earlier and still in advanced countries today, higher education was no more elitist; it was somewhat democratized with a large proportion of socio-economic weaker sections participating in higher education.

Azim Shaukath (2007) made an attempt to examine the problems of higher education in rural areas. Further, he attempted to find out the present status of higher education in rural areas. He warned that the colleges in rural areas needed to restructure their academic forces in tune with the winds of change. Otherwise the
products (students) they produce might become rotten in job market. He outlined the serious problems affecting the system of higher education in rural India. The problems were lack of quality teacher, and weak primary education system that led to the poor performance in higher education, medium of instruction, overcrowded classes, urbanism in higher education and others. Finally he suggested some ways to arrest the problems of higher education in rural areas. The suggestions were improving educational infrastructure, and increasing access for economically and socially marginalized population including women.

Karuna Chanana (2007) found in his study that women gained access to higher education during the first four decades after independence in 1947, because higher education was fully state funded and highly subsidized. Nevertheless, their participation was characterized by clustering in the feminine; non-professional and non-market courses offered in general education. The pressure for change emanating from globalization came when the higher education system was unable to meet the rising social demand for professional education. Therefore, globalization had meant privatization and increased individual cost of higher education. Further, this study looked at these myriad issues and asked how women had been affected by the increasing individual cost and the change in the subject options offered by higher education.

Madhu Paranjape (2007) ascertained that there was a strikingly significant unevenness in the distribution of education across regions, gender, and caste groups in Maharashtra. He outlined that the most disadvantaged group was the scheduled caste/tribe rural females who on an average get less than a third of the schooling as the best positioned group, the non-backward class males. At the same time gender and caste inequalities in access to education consistently declined with a rise in the average age of schooling.

Manjunath (2007) tried to answer the question the three major paradoxes that characterize Indian higher education today. He described the paradoxes such as access, the education vision and educational outcomes related paradox. Even the situation of limited access, less seats in colleges, particularly in professional ones, remained unfilled in large numbers. Here, the access related paradox lied. Further the Indian higher education system could not answer for several questions such as should
our educational vision focus on promoting equity or promoting excellence. Was higher education a public good or a private good? Here the education vision related paradox started. India produced over three million graduates every year, yet different sectors in the new economy faced shortage of competent manpower. This was perhaps the most obvious of the three paradoxes. Finally he concluded that the three paradoxes were closely inter-linked, constituted collective adversaries against symmetric national development.

Upadhyay Sugeeta (2007) pointed out that despite some improvement in enrollment rates over the decades; at the end of 2002 hardly 9.28 per cent of boys and 6.71 per cent of girls belonging to the relevant age group population in the country had been enrolled in higher education institutions. It was against this background that this study has made an attempt to examine whether it was the demand side constraint in terms of lack of demand for higher education or the supply side constraint in the form of inadequate access to higher education that was more important in explaining the low level of enrolment. Particularly, this study examined in the context of women as the female student rate of participation in India had been much lower than that of the males at all levels of education. Further, he deeply analyzed the wastage in higher education due to the dropout rates. Finally he concluded that the policy of reducing public subsidy in higher education itself might not solve the problem of a lower rate of enrolment in higher education, an increasing number of educated unemployed, stagnation and dropout as well as wastage in higher education.

3.3 CONCLUSION

With these reviews in view, the researcher now turns to the demand for quality higher education among the students and the cause for efficiency difference among the students. The studies conducted by several educational economists were based on the demand for higher education efficiency. But it is upto the knowledge of the researcher, no one has concentrated on the determinants of demand for higher education, if it is given quality. Since quality is the vital thing for higher education, the present study starts towards this path.