

A Study on Preferences Towards Higher Education After (10+2) Students In Selected States Of The Western Region Of India (Goa, Maharashtra, Gujarat, Rajasthan, Daman, Diu, Dadra & Nagar Haveli).

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ABSTRACT

After viewing higher education as a commercial system where service quality determines sustainability, organizations strive to increase its quality. Service-oriented systems can only survive if they increase demand at a premium price through strategy. The global demand for higher education has increased due to the improving economy and awareness of the quality of life. New government-promoted or privately invested and controlled institutions joined the system to meet higher education demand. Education in India is complicated. The country's cultural variety, system, function, nature, structure, and student/teacher diversity vary. Indian elite universities like IIM, IITs, and private Deemed Universities compete globally. Same-sized universities lack fundamental infrastructures that may be compared to the pro-independence era. The survey included 250 college professors and 1350 undergrads from six Pollachi institutions. The research identified six types of college students: a) totally focused and successful b) focused and successful c) concentration for success d) concentration without success e) not focused but with some success, f) not focused but no success.

Keywords: Higher Education, Western Region

I. INTRODUCTION

Because organizations view higher education as a business system in which the quality of the service determines whether or not it will be viable, they try to increase the quality of the service. This is because of the perception that higher education is a commercial system. The only way for service-oriented systems to have a fighting chance of continuing to exist is if they can intentionally increase demand at higher price points. There has been an increase in the demand for higher education all over the world as a consequence of both a stronger economy and a heightened understanding of the significance of the importance of quality of life. To meet the rising demand for higher education, a number of new institutions were opened, some of which received financial assistance from the government while others were privately funded and administered. The establishment of private institutions was not only authorized but actively supported by a number of different administrations. Recent years have seen a proliferation of privately run institutions springing up in different regions of the world, many of which have recently made considerable financial commitments to the upkeep and development of their respective physical locations. If they want to see a return on their investment, they will need to implement a plan that is apart from the realm of public finance. Government universities do not innovate because they are provided with significant financial support from the public and because they have a monopoly on the method through which they provide their service. The enrollment strategies of recently founded private schools need to be revised in order to lure a bigger number of students to pay higher tuition prices. This is necessary in order to ensure the long-term financial sustainability of these institutions. They were inspired as a result to think about new ways of approaching the provision of services related to higher education. Research is being done using a model called the Innovation Strategies for Higher Education Quality Model to investigate innovative ways to improve people's quality of life and provide them with the skills they need to address the challenges that face society. This goal may be reached by encouraging education systems to be on the cutting edge of radical innovation and to strive for continuous improvement. In order for businesses to keep operating successfully, they may choose to use one or more strategic management strategies. Some examples of these are service differentiation, monopoly, sustainability, survival, mixed strategies, and alternative strategies. Depending on the specifics of the situation, one of these approaches could be acceptable. Because of the model that is utilized for the higher education system, organizations and institutions that are unable of surviving without the financial backing of the government are required to look into other ways to maintain their service companies operating in order to comply with the model's

requirements. In this study, we studied the availability of private universities all over the world, as well as their distribution state-by-state in India, as well as their competitive, monopolistic, sustainable, and survival ways of offering higher education services. In addition, we looked at how these institutions compete with one another.

A variety of methods for higher education at private colleges are discussed in this article. These approaches are separated into areas such as admission, growth, course and curriculum, research, collaboration, placement, and technology. Adoption of tactics that will offer greater competitive value to the services that are delivered to stakeholders in the organization. Private schools are developing original new marketing methods in order to promote themselves to prospective students as forward-thinking and alluring new types of higher education institutions. The creation of new subfields in the sphere of higher education is made possible by the use of these types of methods by private institutions. In recent years, there has been a large number of research articles published on the novel approaches that private universities and colleges have taken in the field of higher education. Private schools in the United States that were created in the 20th century were able to separate themselves from publicly funded institutions in large part due to the quality of education and higher education service that they provided to their constituents. This allowed for a substantial number of private schools in the United States to be founded in the 20th century.

Issues that need to be resolved with higher-level educational institutions

There are several obstacles to overcome in India's educational system. Variation may be noticed not only in the systems, functions, nature, and structures of the country but also in the student body and the teaching staff. Variation can also be seen in the population. The Indian Institutes of Management (IIM), the Indian Institutes of Technology (IIT), and the private Deemed Universities all compete with one another on an international level. Comparable universities lack crucial amenities, which may be likened to the time period before India gained its independence. There are certain types of educational establishments that are dedicated to giving high-quality education to their pupils, and as a result, they will only enroll students who have a solid academic standing. On the other hand, there are educational institutions that welcome students from any background who have an interest in acquiring new skills. There are educational institutions that are managed with the purpose of making a profit, in addition to those that strive to compete on a regional, national, and even international basis. Some schools cater to the wealthy, while others offer instruction to individuals who come from less privileged backgrounds at a discounted cost. In addition to this, there was abundant proof that the urban and rural student populations were distinct from one another. The recent years have witnessed a rise in the number of institutions in Tamil Nadu, which has resulted in an increase in the level of higher education available in the state. The southern Indian state of Tamil Nadu is home to a number of India's most esteemed professional educational institutions. The Indian Institute of Technology in Chennai, the Madras Institute of Technology, Anna University, the Christian Medical College in Vellore, Annamalai University, and the National Institute of Technology in Trichy are some of the universities that fall under this category. Primary education is available to a significant number of Tamil Nadu's population, which makes up the province's majority. The state of Tamil Nadu is responsible for the greatest number of engineering graduates produced in all of India, which is one of the key reasons why south India is home to a significant number of software businesses. According to Chennai Technical Education Directorate (2008), the educational movement, advancement, and growth of central, state-run, and private higher education institutions in Tamil Nadu are exceptional. The educational facilities provide a broad variety of cutting-edge programs, some of which include astronomy, music and visual arts, siddha, naturopathy, ayurveda, and yoga. Other curricula include ayurveda, yoga, and naturopathy.

Despite the fact that Tamil Nadu has made great advancements in education, as evidenced by an increase in the state's literacy rate from 62.66% in 1991 to 73.47% in 2001, concerns over the quality of education as well as the health and safety of children continue to be a problem. In January of this year, the Human Resource Development Ministry of India eliminated all 44 "deemed" colleges, and the state of Tamil Nadu is home to 16 of those institutions. The ministry said that some of the educational institutions were run like family dynasties. One of the highest teen suicide rates in the world is found in the Indian state of Tamil Nadu. Even though Tamil Nadu was one of the first governments to ban ragging in colleges in 1996, college culture has grown renowned due to a rising number of news articles and other unpleasant situations (Devraj, 2009). This is despite the fact that Tamil Nadu was one of the first governments to outlaw ragging in colleges. Because of the growth of institutions in both the cities and the rural parts of Tamil Nadu, there have been substantial transformations in the educational landscape as well as the employment prospects available. Young people living in rural areas now are more likely to place a higher value on education than work, in contrast to their rural counterparts who were the same age ten years ago.

As a direct consequence of this, a larger proportion of students are disengaged from their coursework and pay inadequate attention in the classroom. Because of this, a wide variety of educational institutions and individual educators have been put to the test. Educational institutions that have high standards have a hard time separating out from the competition, and they are hindered by students who have high expectations of their education. Pollachi, which is located in the Coimbatore District of Tamil Nadu, was the location where the research

was carried out. It is near to the Annamalai range of the Western Ghats mountains and is located on the eastern side of the Palakkad Mountain gap. Pollachi has lovely breezes, low humidity, and a fantastic temperature throughout the year as a result of its closeness to the Western Ghats and strategic posture in the Palakkad gap, which funnels southwest monsoon winds. Both of these factors contribute to the city's strategic positioning. Additionally, it receives an unusually large amount of precipitation on a yearly basis. The proximity of the region to India State and its geographical setting may be two factors that contributed to the establishment of new educational institutions in the area during the previous two decades. As a consequence of this, educational establishments are being forced to contend with one another in order to ensure their continued existence, flourish, and stand out from other schools in order to attract students and develop into major institutions.

OBJECTIVE OF THE STUDY

1. Study on higher education preferences for 10+2 students in different western Indian states.
2. To examine problems and critical topics in higher education institutions.

Higher Education Is Preferred by Students Studying in India's Higher Secondary Levels

Education is the process in which the educator, the educated, and the societal forces all interact with one another. The goal of the educator is to shape the kid's personality in such a way that it better meets the requirements of both the individual and the society to which the child belongs. A school that offers a secondary education often prepares students for the next level of study, which is known as higher education. "Higher education" is defined as "instruction offered to persons of considerable intellectual maturity, usually requiring previous preparation through secondary school," as stated by Good (1973). The term "higher education" refers to any and all education received after completing secondary school and is conferred by academic institutions such as colleges, universities, graduate schools, professional schools, technical institutions, training institutes, and normal schools. Higher education is now something that a significant section of the population of many industrialized nations will pursue at some point throughout their life. "The term "higher education" refers to tertiary education at an academic level that is higher than that which is accessible upon completion of a complete secondary education.

According to "Maqbool A.,2008," "higher education" is defined as "education beyond the instructional level of secondary school, generally with a grade, that is provided by colleges, universities, graduate schools professional schools, and other degree-granting institutions." Therefore, education at a higher level is highly vital to the economics of nations. Higher education and training in general is received in an educational institution such as a university, college, or institute of technology. Education at the professional level is always considered to be under the umbrella of higher education. The progress of every nation is greatly aided by investments made in its higher education system. Although obtaining a higher education is not a constitutionally protected right, it is vital to the cultural, social, and economic growth of any nation. Knowledge power is the primary metric that is used to separate industrialized nations from impoverished ones in today's world. Higher education in India has not had its goals clearly defined and established until well after the country gained its independence. We are still adhering to the colonial model of higher education, which dates back centuries, and we are still catering to the objectives of Macau in some way, shape, or form. The difficulty of access to higher education is plagued by two issues: the doubtful quality of students enrolled in educational institutions, and the absence of institutions for aspiring students who are not currently enrolled in higher education. Both of these issues contribute to the problem. Since India's independence in 1947, the country has had more than 450 universities, 20,000 colleges, 106 million students, and 4.6 million professors. This represents a significant increase in the country's higher education system. At the moment, due to its enormous size, the higher education system in India is now the third largest in the world, after the systems in the United States of America and China. Gaining a higher education makes it easier to avoid many problems in society. In addition to this, it assists in the growth of both a positive personality and responsible citizenship. The high expense of higher education, along with the high unemployment rate among those who have completed their university degree, is a significant contributor to the development of a negative attitude towards higher education.

Higher levels of education are preferred.

Students in upper secondary education are more likely to register in postsecondary courses than students in lower secondary education (Maqbool, 2008). These postsecondary courses can be found in colleges, universities, graduate schools, professional schools, and other degree-granting institutions. In the context of this study, the term "higher education preference" refers to the higher education students' preferences on the kind of courses they would want to take.

II. RESEARCH METHODOLOGY

Participants in the research include 1350 undergraduates and 250 college professors from six different educational institutions located in the Pollachi district. For the purpose of this exploratory study, the data was gathered by using two distinct questionnaires during the months of April and June of 2010. The data were analyzed using a theoretical editing analytic process (Strauss & Corbin, 1990), which allowed for the identification of categories and the development of conceptual themes. It was accomplished using the following method: The researcher began by determining whether parts and patterns included significant information. The second phase involved triangulating the collected data in order to provisionally classify it according to several topics and categories. During the third step, the themes and categories were reexamined, and discussions on the formation of conceptual themes were held with other academics.

ANALYSIS OF THE DATA

According to the findings of the study, there are six different types of college students: a) totally focused and fully successful b) with complete concentration and some measure of achievement c) If you want to have some success, attempt to concentrate. d) Making an effort to remain focused yet failing miserably e) not concentrated but still having some success, and f) not focused and having none at all. According to the findings, the majority of students belong to the group of 'Not focused' (42% and 28%), which reveals a significant proportion of an 'unmotivated student force' and presents a challenge to educational institutions that are committed to achieving high standards of excellence. There are just 8% of pupils that are able to maintain their attention and be effective. This group of pupils is recognized for their consistent attendance, consistent study of lessons, consistent participation in extracurricular activities with full vigor, vim, and vitality, consistent interest in developing their skills, consistent lack of problematic behavior, and consistent ability to gain the teachers' confidence. The individuals who fit into the intermediate categories of "Try to be focused" are the ones who teeter on the brink of success or failure, are willing to take criticism and improve themselves, but only sometimes achieve their goals.

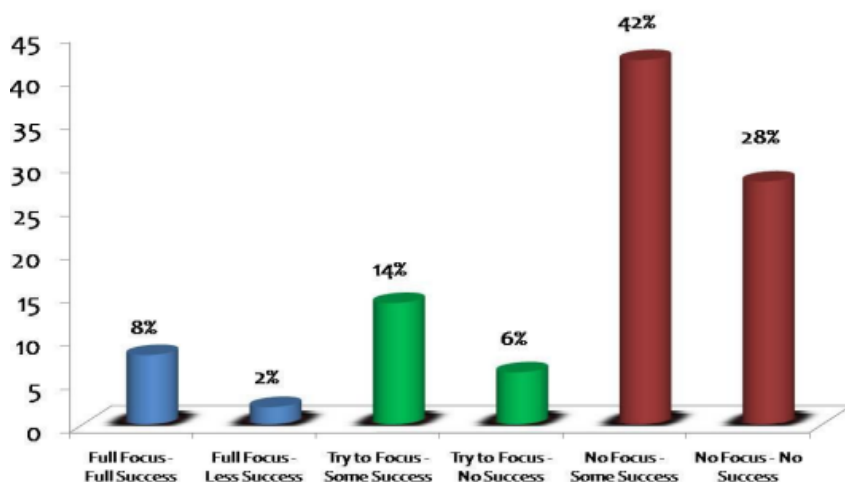


Figure: 1 A Graph Displaying the Six Different Students Who Cause Pollution

The rise in the proportion of the student body that is uninspired is detrimental to the quality of education in several ways. Absenteeism, dropouts and failures, poor study habits and procrastination leading to arrears in tests, alcohol misuse, gang activities, and harmful behavior in the classroom and outside are the predominant barriers that have been found. A sociocultural practice that began in this region only a few decades ago, limiting the number of children in families to safeguard the wealth and property of the family, has resulted in indulgent parenting, which is a major concern contributing to the unmotivated, lethargic, and inhibiting quality of education in this region. This practice was started to protect the wealth and property of the family.

Poor parenting is the primary element that contributes to a lack of motivation among the student body, as well as the related obstacles that have a negative impact not only on the standard of education but also on the reputation and prestige of educational institutions. In addition to this, disorientation inside the family unit is also a linked contributing element that invariably results in a breakdown of communication within the family, ineffective leadership and planning, and terrible parenting. Inadequate or absent parental care contributes to a higher rate of school dropouts, antisocial behavior, and reckless living among adolescents and young adults. Because of the growing number of schools and the unavoidable rivalry to attract student populations, college fees are kept to a minimum. As a result, the affordability of college in terms of money is not a major concern for parents who wish to send their children to college. Another factor that contributes to this phenomenon is the increased number of institutions. The table that follows provides an illustration of the college tuition costs for an

undergraduate degree in commerce combined with computer application at five different colleges located within a radius of twenty kilometers of one another during the academic year 2010–2011.

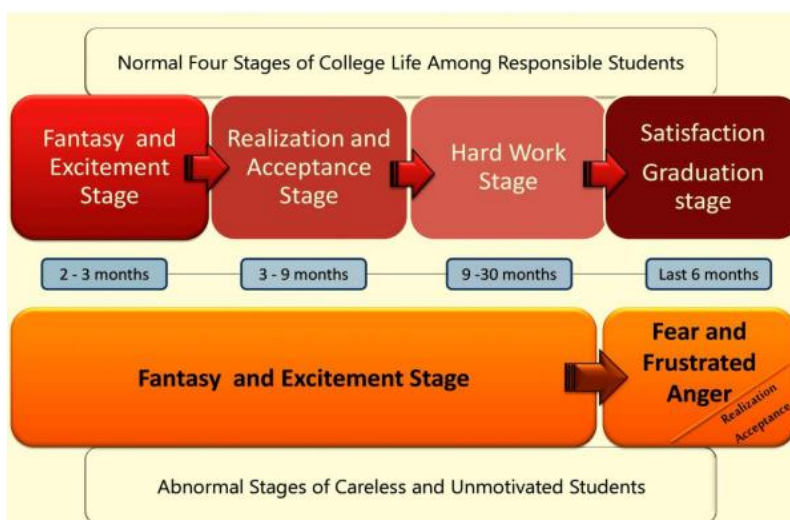
College	Years of Existence Semester	Semester Tuition Fees
College A	52	11,000
College B	14	8,000
College C	12	11,000
College D	19	8,000
College E	2	5,000

More than ninety-five percent of the students who were analyzed had enrolled in a certain field of study not because they had an enduring interest in that field or an aptitude for that field, but rather because of their projected easy availability of employment, parental assistance, or family pressure to find work in that field. There are no admission tests or other types of testing provided by any of the educational institutions, therefore it is impossible to determine a student's potential and level of interest in a certain area of study. Only ten percent of students enroll in a class because they are interested in it, despite the fact that the vast majority of students enroll in college without having any true interest in or aptitude for a specific topic. The remaining students, even if they begin their time in college with some level of interest in the subject matter being studied, find that during the course of their education, they lose that interest.

III. DISCUSSION

Psychologists have identified the adolescent years as the most crucial time in the progression of human beings. It is a time of transition from childhood to adulthood known as the quarter-life transition. According to Kuttler, La Greca, and Prinsen (1999), college students are in their late teenage years and are being pressured to respond to an increasing number of interpersonal and social problems. Erikson's (1968) study of teenage development focuses on the "identity crisis" that often occurs at this stage. A problem has arisen as a result of the fact that teenagers make a clean split from infancy in order to develop their own identities. During the maturation process, adolescents who do not have a positive adult figure to look up to or who do not have the support of their peers are more likely to struggle with identity issues. The interaction with one's contemporaries on a college campus provides the most significant opportunity for the formation of one's identity at this phase of the developmental process.

When young people first start attending college, the first phase of their college life is typically marked by the enthusiasm of being a student at a college and the dream of landing a wonderful career that would pay extremely high wages in the future, amongst other things. It is more of a make-believe scenario than anything else. In order for them to enter the third stage of hard work as fast as possible, they need to first acknowledge their capabilities and then come to terms with their existing circumstances, which may include a lack of knowledge, talents, or communication skills, as well as the need to adjust to other ways of living. It is not until this point that the fourth stage of contentment and achievement will finally take place, along with the development of love for one's "alma mater."



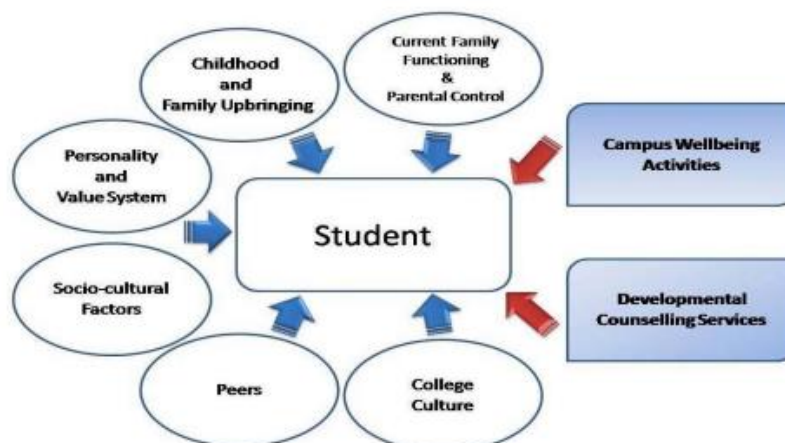
Ironically, what occurs for many students is that the first stage of fantasy is prolonged sexually and unnaturally until the fifth or even the sixth semester. This happens because the first stage of fantasy lasts longer than it should. The pupils continue to live in an imagined world that is full of carelessness which leads to an irresponsible and uninspired lifestyle. They are constantly seeking an occasion and an excuse to leave the class, and they do not miss a single movie on the day it is released. When it comes time for placement and they are called for an interview, only then do they realize that they are unable of speaking even a single line in English, and they become concerned about finding work. This category of students is stuck in the fantasy stage as a result of a lack of drive, indulgent parenting, zero family direction and supervision, and inadequate role models. Responsible students typically move through the standard four phases, but this category of students never moves past the fantasy stage. When they finally come to terms with this in the last semester, rather than accepting it, they enter a deviant stage characterized by dread and wrath that is driven by frustration. They have a vacuum inside of them caused by a lack of communication skills, low self-esteem, weak self-confidence, and an attitude that is self-defeating, which leads to anger that is often misdirected onto the institution and the teaching staff. They either graduate with grades that are just barely above failing or with arrears. In light of the research results presented above, the following recommendations are being made:

ACTIVITIES RELATED TO THE WELL-BEING OF THE CAMPUS:

The science and art of assisting students in making changes in their lifestyle so that they might progress towards an ideal level of pleasure and achievement is referred to as campus wellness. The most effective method for facilitating a change in lifestyle is to combine efforts to i) raise awareness, ii) bring about behavioral changes, and iii) develop circumstances that foster the adoption of healthy behaviors. (Farrington, 1998), page 8 of the book. The most significant factor in bringing about changes that are long-lasting is the presence of supporting settings. The purpose of promoting people's well-being is to aid them in changing their habits, attitudes, and values. This is accomplished by the implementation of activities that increase people's motivation and positive attitudes, as well as the provision of a support network to facilitate behavior modification. It is accomplished via the combination of educational, organizational, and environmental supports in the form of programs and activities that are designed to assist students in reducing NEGATIVE behavior and promoting POSITIVE improvements.

SERVICES RELATED TO COUNSELLING

As the number of students enrolling in higher education institutions in India continues to rise at an exponential rate, the responsibility of educational institutions to provide a more conducive atmosphere on campus for learning, expansion, and maturation has become one that is both extremely important and very urgent. The college advice and counseling service that is common in industrialized nations has not yet made its way into the educational system in India.



When looking at student concerns from an ecological point of view, different environmental elements, such as differences in the structure and functioning of families, childhood and the upbringing provided by families, as well as the socio-cultural characteristics of the student, college culture, and friendships among peers, are taken into consideration. This can help identify and inspire students to be on the correct path, which in turn can help institutions attain the level of quality they seek in due time.

IV. CONCLUSION

When the system of higher education is viewed as a business system, in which the quality of services provided determines whether or not the business will be successful, there is a focus placed on organizations to continually enhance the quality of higher education. These service-oriented systems can only be maintained if, through the application of appropriate strategy, a bigger demand is created for their services at a premium price. In recent years, there has been a general rise in the demand for higher education all over the world. This is mostly attributable to the fact that the economy has been improving, as well as an increased awareness of the need to improve the quality of life. According to the conclusions of the research, the most significant obstacle that educational institutions that aspire to greatness must overcome is the presence of a student body that is uninspired. In comparison to the students who are extremely successful, the vast majority of students are unsuccessful in the more rebellious periods of their academic lives. The socio-cultural practice of having fewer children in the household leads to an indulgent parenting style, which is the primary factor leading to a student body that is not motivated to learn. In addition to this, a number of concerns pertaining to the institutions themselves, such as cheap tuition costs and a lack of entrance tests, are some of the most important factors that hinder educational quality and institutional excellence. According to the findings of the study, campus wellness programs and services for psychological counselling are highly recommended for normalizing the current situation in order to create an academic atmosphere that is favorable to success at the school.

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