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A CONCEPTUAL REVIEW FOR EVALUATING HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Higher education is the backbone of any country which decides where we stand, and where we want to move ahead. The objective of higher education is to provide a platform to students to enhance their knowledge, skill and attitude in their area of chosen specialization. Each course is having its objectives and learning outcomes which are to be expected after completion of the particular course. Despite all efforts, there is a huge gap in terms of the right set of skill required to make a student employable. This is one of the bottlenecks in the entire system of the teaching-learning process. Do we just want to provide a degree that is one paper or do we want to create an ecosystem in which we want to produce the manpower which can create a difference after completion of the chosen specialization? The dream of the middle class is to get their livelihood after completion of the course but in the current scenario, it is very hard to get a job. Whatsoever are the reasons we have to accept that we are not able to generate the right set of skill among the students pursuing higher education. The objective of the education is not only to get the job but to increase its overall learning and understanding about the overall human chain ecosystem. Creating an Entrepreneurial ecosystem is another option, but it is very hard to arrange all the resources required to start an Entrepreneurial setup. The author through this research wants to find out the gap in the system and will suggest the revised mechanism to achieve the objectives of higher education.

Keywords: *Higher education, Skill, Employability, Entrepreneurship, Policy framework*

STATEMENT OF THE PROBLEMS:

1. Do we want the students to remain students for their whole life?
2. Do we convert the theme come to learn and go to serve after the completion of our education?
3. Do we have an entrepreneurial ecosystem that can develop entrepreneurs?

1. INTRODUCTION

Student's perusing higher education has a dream in their mind that after completion of the chosen specialization they will be able to get the job either in the private or

public service. 90 % of the middle-class students have a dream that after completion of the chosen specialization they will get a job that will help them earn their livelihood. The students who have a family business have the option either to opt job or continue with their family business. Only a few of them think out of the box and dare to think for an entrepreneurial set-up. This is the expectation of the students from higher education by the students living in India. The paper presents the picture of higher education with special reference to India. Earlier to pursue higher education in the specified course was very tough, because there was a limited number of institutions that provide higher education and the students were very bright who get the admissions in these selected institutions. Privatization has given a new shape to higher education. The main focus of the private institutions is on Admissions and in creating infrastructure. Creating an infrastructure need funds and for generating a fund, a source of fund is very important. Admission of the students to these institutions in these institutions is the only source of fund. This lead to develop a new business model – the customer and service provider model (Commercial). Now when this kind of relationship develops between the students and institutions do we think we are creating a system where we are focusing on quality education? As per the official report of UGC, the total number of Universities as of 01-10-2020 listed in their recodes is:

1. State Universities: 416
2. Deemed to be state Universities: - 124
3. Central Universities: - 54
4. Private Universities – 364

(*A total of 954 Universities are currently functioning in India as of 01-10-2020 as per the official record of UGC.)*

As per the report published by the Centre for Monitoring Indian economy: The unemployment rate stood at 8.75% in March and had peaked to as high as 27.1% in the week ended May 3 after which it began to fall. In the first three weeks of June, the unemployment rate dropped 17.5%, 11.6% and now stood at 8.5%. Overall unemployment: - 6.9 %. Urban: - 7.5% and Rural 6.6$

This is the status as of 23-10-2020 published by the Centre for Monitoring Indian Economy (*As per the economic times report the overall job growth rate slip to 3.5% in the financial year 2020)*

The ancient Indians trusted in the proclamation "Thamasoma Jyotirgamaya"—light scatters dimness. The reality with regards to suggestions (Satyam), the decency innate in morals (Shivam) and the magnificence of involvement (Sundaram) are all light that drives us to that which perseveres. Moving through many ages, the place from where one can get true education was named as University Education/ Higher Education. After this, we transferred our interest to finalize "What to teach and how to teach". Globalization had made us fill students with skills that convert them into marketable resources. By 2030, India will be among the most youthful countries in the world. With almost 140 million individuals in the school-going age gathering, one in every four

alumni in the world will be a result of the Indian advanced education framework (Ernst and Young, 2013).Post-independence, on a belief that teaching and research will go ahead of grade specifications proficiency and leads to notable scholars who can bring revolution in the progress of the country, foundation of Centre of Excellency was laid down. In the current scenario, India's higher education system is words third largest in terms of scholars, next to China and the United States. India's 11% of youth is in higher education as compared to 20% in China. Even after having 416 state Universities, 124 deemed to be state universities, 54 Central Universities and 364 private University (as of 01-10-2020 as per official record of UGC), none is under the top 150 Universities in the world (QS ranking 2020). Though IIT Mumbai (152), IIT Delhi (182) and IIS (184) come under the followed mentioned position acc. to QS ranking 2020. Besides the prime-rated Universities and Institutes (of India) like IIT's, IIM's, Delhi University, Jawaharlal University etc., requires a student to be extra bright. What about other scholars? IITs, IIMs, NITs have just 3% of total students; the remaining 97% of students attend other higher educational institutes (Central+ State+ Deemed+ Private universities and affiliated colleges) in the country. As per the results of a survey across India, around 770 thousand undergraduate students were enrolled in state private universities in the academic year 2019. India is home to several Private Universities and Institute that was founded with the only objective of creating straightforward profit. The main focus of the private institutions is on admissions and creating infrastructure. Creating an infrastructure needs funds and for generating a fund, a source of fund is very important. Admission of the students in these institutions is the only source of fund. This lead to develop a new business model – the customer and service provider model (Commercial). Now when this kind of relationship develops between the students and institutions do we think we are creating a system where we are focusing on quality education? Are we analyzing the gap that had been created between the reality and the idea on which centre of Excellency foundation was set up in India?

2. RESEARCH METHODOLOGY

Based on the statement of the problem the authors review the paper published in the various reputed journal covering the various competent which are directly and indirectly affecting the quality of higher education. The authors review the paper published across different nations highlighting the problems and prospects of higher education. After a review of the literature published in the various reputed journal the author analyzes the gap between the current education system in higher education and suggested a means to improve, taking into account all the stakeholder involved in higher education.

3. REVIEW OF LITERATURE

Swati Sharma (2016) the author after a review of literature identify the three key areas for future research. The first research is needed to link between education level and employment distribution. Second, there is a need to examine the difference among the various social group in the relationship between educational level attainment and employment outcomes. Third, additional research is required across the state to understand the relation between education and employment outcomes. Thomas Asha

E. Thomas, Bhasi. M (2018) the authors in their finding found that efforts need to focus on improving outcome-based learning. Instructional quality needs to be improved by providing better training and development to the teachers offering higher education. Low skilled teachers need specific guidance to reach the acceptable level to teach the students. Coopers & Lybrand (1998) the authors define the employability skill of the students in terms of 4 key skills 1.Traditional intellectual skills. 2. Key skills in terms of communication. 3. Personal attribute like self-reliance and motivation. 4. Knowledge of organization about how they work. Whilst Dearing (1997) the authors stated that students must aware of any gap in their personal development well in advance before they apply for the job. The nature of the job and requirements should match the skill set before they apply for any job. Atkins (1999) stated that the criticism of the shortcoming of graduate recruits by the employer is not so much the result of the failure of the higher education curriculum, but it is a failure of the transfer process which matter a lot. Brennan et al. (1996) in a survey conducted on graduate students across Europe and UK found that teamwork, oral communication, skill for solving the problem and working under pressure is among the top 10 skills competencies they viewed important to make the students employable. Atlay and Harris (2000) comment that it is important to work with the culture and values in the instruction with the institutions offering higher education. A nourished culture and value that can help to improve the learning environment for the benefit of the students and staff. Harpe et al. (2000) the authors concluded in their finding that in academics the concept of individualism exists and without the staff commitment nothing can be achieved. Without the commitment of the staff, it is not possible to bring any changes to the system. Dunne et al. (2000) pointed out in their finding that institutes for learning and teaching lacked a clear strategy and it indicates that, there is a clear gap in the theoretical orientation and generic skill required for the students to make them employable. Knight & Yorke (2001) argue after their finding that the notion of employability can be incorporated in any subject offered in higher education without compromising academic freedom. Biggs and Moore (1993) encourage the concept of the self-assessment method for skill development. This will encourage the students to become a self evaluator and they can learn from their mistakes. If they can they could improve by their self-assessment will improve their skills. Peer assessment is also very important as students will learn how to work in a group as a team. Cryer (1997) stated after their findings that very few PhD students do justice themselves in the job market because they fail to appreciate the value and skills they have developed during the research to the prospective employers. Moon (1999) stated that reflection of learning lies somewhere around learning and thinking. We reflect on ourselves to learn or teach as a result of reflecting on what we learn. A clear gap indicating a difference in what we learn and what we are reflecting. Lettmayr (2012) after his finding suggested that countries across the world is facing long term financial crises and facing complex challenges. The author suggested that this can be solved to some extent if we pay attention to improve the system of education of the world to work. Hussain (2005) in his study stated that employment is the rising agenda, and thousands of students who have completed their higher education are jobless for one or other reasons. He suggested reframing the objectives and learning outcomes of higher education to create job opportunities for the students perusing higher education. Abduhu, Alam,

& Bhatti, (2014) said that most of the sectors like textiles, engineering and service etc are facing a shortage of skilled manpower, despite a large number of students having a formal degree are passing out each year. Warrick, Daniels, & Scott (2010), the researcher's emphasis on collaborative interaction of the education system with employment. This will help in increasing the employability among the student's perusing higher educations. Tynjala, Valimaa, & Sarja (2003) suggested the view of the integration of education and working practices together to enhance the productivity of a nation with practical knowledge. Sumanth S. Hiremath et. al (2016) the author concluded their research that the higher education system needs to be vibrant, competitive and meaningful. There is no substitute for quality education but India is facing this problem for long decades. Natasha Tageja (2017) suggested that students should get the opportunity to work on industrial projects to improve their employability skills. The authors also emphasize integrating a central platform where students and employers can easily reach each other's and can interact with each other to understand the industry requirements. Mohammad Hasan and Mohammad Parvez (2017) the authors concluded their research that 21st century higher education has gone rapid change. To cope up with these changes teachers are expected to excel in every sphere of higher education which includes improved classroom teaching and live practical projects in practice with the regular classroom. The teacher has to perform the role of counsellor, administrator and policymaker to make the teaching-learning system effective in higher education. Vibhash Kumar (2013) the author suggested changing the teaching pedagogy which suits the requirement of the current environment so that students can relate to the changing environment. The curriculum should be based on the changing environment and as per current requirement which needs continuous monitoring and evaluation. The author also suggested creating industry smart students to make them employable as per current market requirements. K. Manitombi Devi (2017) the author suggested that higher education institutions should ensure the availability of quality faculty and also ensure capacity building at all the level of employment. Annala, J., Lindén, J. & Mäkinen, M. (2016) the author after their research found that the curriculum needs to design as per changing dynamic of environment. There should be a relationship between what is taught in the classroom in college/ Universities with the changing world and society as a whole. The authors also found that the curriculum does not have shared meaning in higher education. Devesh Nigam, M.P. Ganesh, Suvashisa Rana (2020) the author's emphasis on a collaborative approach in case of higher education which includes the collaboration at the national and international level on reforming the system of higher education such as quality assurance, credit recognition at international level and designing a unified national qualification framework for higher education. Marta Abelha et.al (2020) the author after extensive literature review found that there is a gap between the employability competencies developed in higher education and employers need. The author also suggested that graduate employability and competencies development across the world need innovation and collaborative practices which can make the graduate students employable. Ryan, P. (2015) the author suggested involving the participation of students in the quality assurance process and allowing them to participate in the external evaluation process. Eunice Nyamupangedengu (2017) study of the research indicated that effective pedagogical

practices can make a difference in promoting episteme logical assessment and the overall success of students. Practice-based research should be promoted among the students and access should be provided to them. Pankhuri (2019), the author conducted empirical research on commerce students and based on her finding she concluded her research that commerce students lack desired set of skills which restrict them to get viable job opportunities. The author suggested improving the skills of the students from the beginning to continue themselves employable. The author suggested changing the mindset that they should think that acquiring the required skill set in their responsibility of institutions providing higher education. R. Ravi Kumar (2013) the author suggested while designing the quality parameter for higher education, there is a need to design the norms and standard as per the need of the hour, which meets the current market requirements. Srimathi H, Krishnamoorthy (2019) the author found that there are lots of changes happening in the global market the higher education system needs to address the requirements, issues and opportunities which would help us to face the modern competitive economy. Suresh. R, B.C. Mylarappa (2012) the author suggested after the finding of the research that to create a universal education system, India need to enhance its priority for higher education. Nitesh Sanklecha (2017) the author addresses the following problems in higher education:

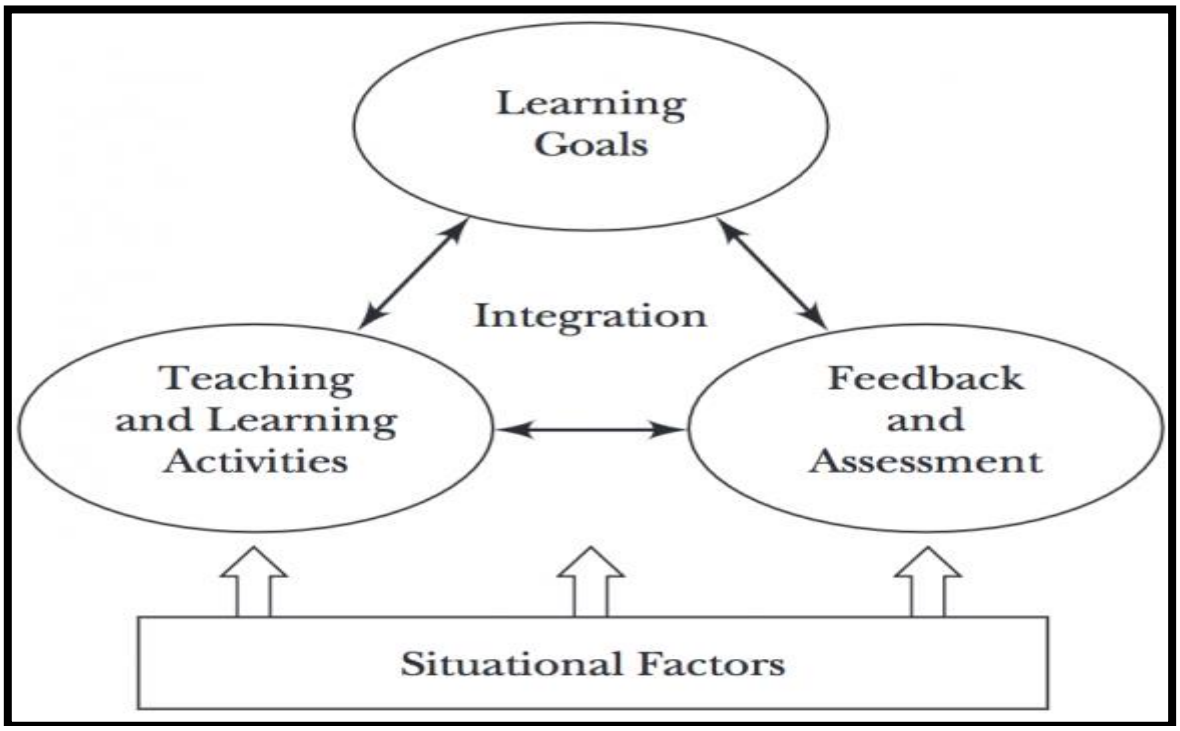
1. Low enrolments of students in higher education. 2. Unequal access to the students. 3. Poor quality of higher education. 4. Level of relevance in the higher education system in India. The author also stated that research is an important area and its utility is also very important in teaching, but we should not be forgotten that providing good knowledge is also equally important for the students in higher education. Singh, J. D (2016) the researcher after his finding concluded that, higher education as per current requirement need to revised and required updation in the policy framework. There is enough evidence from the existing research that the existing system of higher education is inadequate and out of date. The author also suggested incorporating online classes and partnership with foreign universities to improve the performance of higher education in India in the global market. Alam Zafrul (2018) the author concluded his research that the quality of higher education has a direct relationship with the admission criteria and curriculum content and is the dominating factors in improving the quality of higher education. Vnoučková L., Urbancová H., Smolová H. (2017) the authors found that five factors play a significant role in changing the perception of quality of higher education among students. These include Quality receptionists, Business oriented, Expert innovators, Distance learners and Arrangement oriented. Ching lian Mawi and Premlata Maisnam (2014) the authors found that we need to develop a culture of high awareness and in this greater access on the part of parents; administrator and teachers are the key influencing factors for the success of higher education. E.N., Yildirim, E., Elvan, O., Ozturk, D. & Recepoglu, S. (2019).the result of the research stated that expectations and aspiration of the parents for their children are parallel to each other. The authors also found that there is limited literature available regarding the effect of parent expectation on the success of the students. Indu Bala1 & Franky Rani (2017) the finding of research revealed that the perception of the male and female candidates with regards to effective teaching in

higher education is different. The female students are more sincere as compared to the male students. The authors also suggested that improvement is needed among the teachers in higher education and they should be trained to improve their skills and knowledge as per the present working requirements. Pallavi Tomar Mishra, Abhishek Mishra, Sudhinder Singh Chowhan (2019) the authors concluded their research that in terms of employment generation professional courses are contributing more as compared to the traditional courses. The authors also suggested focusing on traditional degree courses to get more option for employment. Joseph Christian P. Oliquino (2019), the author suggested that in the 21st-century skill development will be the prime concern to make the students employable. Mayuri J. Popat, Amit Ganatra (2017) the authors revealed after the finding that companies have identified the gap between the academic outcomes and their expectation from the students. To remove this strong relationship is needed to bridge the gap. Sodi Jasbir Kaur (2017), the author found that there is a gap between the industry and academics institutions. The authors suggested providing adequate training to the manpower so that they can acquire the required skills. There is a need to develop an effective industry-academic interface to fill the gap. Kapil Prachi (2016) the author observed that companies have adopted new methods and strategies to acquire the best talent in their companies. They have their set skill parameter for selecting the employee in their company. A clear gap was observed between the academic and industry, and this gap is widening day by day. The author suggested putting efforts in this direction to remove the gap so that industry-academia come on the same line to improve the quality of higher education. Butt, B.Z. & Rehman, K. (2010). the authors found that the largest factor influencing the satisfaction of the students pursuing higher education is the expertise of the teacher teaching in their respective domain. Allam, Z. & Ahmad, S. (2013) in their finding found that the responses of stakeholder on the quality of higher education were different. The institutional factors and teaching-learning experience of the student's rate as the most important factors contributing to maintaining the quality of higher education. Sulphey, M.M., & Allam, Z. (2017) said mentoring model is one of the effective models that could contribute significantly to academic outcomes in higher education. Oldfield, B. M., & Baron, S. (2000).in their research reported that perception of the quality is not permanent and could change over time with acceptable elements. Hill, F. M. (1995) the author discussed different methods for managing the quality of service of higher education and found that students as primary customers and the service provider should come up to the expectations of the students to improve the service quality of higher education. Athiyaman, A. (1997) in his research built a link between perceived service quality and customer satisfaction based on the present scenario specific to higher education. Akareem, H. S., & Hossain, S. S. (2012) in their research found that scholarship status, parentage, student's age where the student studied and the extracurricular activities all factors together play a significant role in influencing the quality of higher education. Fan, X., & Chen, M. (2001) in their research found that parental expectations as the greatest impacting factor for the academic achievement of the students perusing higher education. Carpenter, D. M. (2008) found parental expectation as parents' views the future of their children's as per their expectations, but it is different from the parental aspirations Hao, L., & Bonstead-Burns, M. (1998) found in their research that the most important factor which formed

the basis of academic achievements is the harmony between parents and children. Harmony means mutual understanding between parents and children. (Rutchick, A. M., Smyth, J. M., Lopoo, L. M., & Dusek, J. B. 2009) found that high parental expectation positively influences children motivation at the school level and continue at the societal level which carried forward further at college and university level also. Pushkar, (2013) identified that there is limited collaboration between industry and academia and due to which facing the higher education is facing a challenge in drafting the course curriculum future-oriented. Agarwal, (2006), the author found that despite the stringent process of affiliation, the authorities are not able to control fake universities. The quality of the institutions offering higher education is doubted and is not able to meet international standard. Motala,(2000), concluded his research that, education institutes should not only treat quality aspect as a concept but it should be incorporated in the institute's philosophy with a commitment application and determined to put efforts in implementation of different aspect of the quality parameter in the education services like tangibility, attitude, competence, delivery, reliability, content etc. Stoner et.al. (2008) said quality is based on the knowledge acquired by the faculty and the standard set by the Institutions offering higher education to transform the present state of knowledge acquired by the students to face the upcoming challenges efficiently and effectively. Quality is a much-debated term these days. As suggested by Pfeffer and Coote 1991, the author stated in his research that defining quality in the education sector is very complex because the quality of service not only depends upon the service provider but also expected a high degree of commitment and concentration from the receiver end. Parasuramna et.al. (1985) stated that different facets of service quality like reliability, competence, responsiveness, courtesy, credibility, communication, security, tangibles, understanding the customer also need to incorporate into teaching because the education sector is also part of the service industry. Boaden and Dale (1992) observed in their finding that applying a quality feature is very difficult to higher education because it needs teamwork to achieve the quality. Adams (1993) postulated effectiveness, efficiency and equity terms are frequently used as interchangeable word for defining quality. The stakeholder community involved in higher education has diverse views on quality. Largosen, et al, (2004), the authors found that the present culture of Universities is based on the promoter's self-rule which is not graded as per the real-time requirement of the current ecosystem. Fan and Chen 2001 and Jeynes (2007) reported in their research that the greatest impacting variable for academic achievement is the parental expectation from the child. Literature also suggests those children's score higher grades whose parents have higher expectations. Steinmayr & Spinath, (2009), said that the success of the students will depend upon the student's expectation or goal for the future. Kirk, Lewis-Moss, Nilsen, & Colvin, (2011) explained that enough evidence in the literature explain the success of academic by students has a direct relationship with the parental participation in the education-oriented communication with the child. Rohde & Thompson, (2007) found intrinsic motivation factor play a very important role in the success of the students. Walkey, McClure et.al (2013), suggested that the factors like teachers, family and peers have a great impact on the academic achievement of the students. Jacobs & Harvey, 2005; Phillipson & Phillipson (2007) found that besides intelligence the student's

performance in the class is the key factor in the success of the students. Dandy & Nettelbeck, 2002; Davis-Kean, (2005) found that the parent's levels of education play a significant role in the student's success in academics. (Almeida, 2007; Tomé, 2007; Berntson, Sverke, & Marklund, 2008; Brown & Hesketh, 2004; Forrier & Sels, 2003) after their research found that desired skills and learning of the students perusing higher education are the most important factors linked with the course to get the employability among the students perusing higher education. Andrewson & Mitchell; Leitch, (2006) revealed in their finding that ambition and motivation levels of the students perusing higher education with the right set of skills make the students confident for getting success. This also helps them to get employment. (Yorke, 2003, 2006; Harvey and Bowers-Brown 2003) found that the employability of any students is directly linked with their employability skills. Cappon, (2006) said that higher education in India is suffering from the overall quality and there is a shortage of high-quality teachers. Bhushan, 2009; Kamran, (2004) after their research revealed that, the quality of infrastructure, technology adopted for higher education and human resources especially the skilful and competent teachers is very poor in India. (Allan, Clarke and Jopling, 2009; Kreber, 2002; Samarawickrema, 2009) The authors said that in higher education the faculty members teaching should have appropriate teaching skills and they must know the practices in higher education. The faculty should require a good grasp of subject matter and also know how to deliver with the students, thus it should emphasizing knowledge and presentation together. Nasir & Nazli, (2000) the more efficient students we developed through higher education to work for the world would bring more development of the country and generating competencies. Yabiku, & Schlabach, (2009) the social mechanism enables the students to achieve life's task with diversity. Warrick, Daniels, & Scott, (2010), the environment of institutions providing higher education and the working world is very different from each other's and do not provide job security for employment to students. (Jackson, 1999; Knight & Yorke, 2001, 2002a) after their research they found that higher education is emphasizing the employability of graduate students. Knight, (2001) innovation in higher education is very complex but the government and other person involved in policymaking treating it as something simple to be planned, delivered and evaluated. Robbins, (1963), highlighted that the objectives of providing skills suitable for a particular job generate the division of labours. Little, (2001) Employability is a difficult concept to define and it is multidimensional. Entwhistle (1996) said assessment criteria should be informed to the students and they must know what they need to improve and what the expectations of the tutor from the assessments. Coffield (1997) suggests that Government has a plan to create a new culture in the higher education system of lifelong learning without developing a theory of learning. (Almeida, 2007; Tomé, 2007; Berntson, Sverke, & Marklund, 2006; Brown & Hesketh, 2004; Forrier & Sels, 2003), the authors after their finding concluded their research that to make the students employable they must acquire the desired skills that are linked with their course. Employability has a direct relation with the desired skills in the teaching-learning process. Pawan Agarwal (2006), depending upon the administrative, academic and financial system the higher education institutions in India is of different types. (Grundy 1987; Kelly 2009/1977; Stenhouse 1975; Pinar et al. 1995; Pinar 2004) in their research found that syllabus, product, praxis and process are

frequently used concept in teaching-learning. The four approaches which we use possess different characteristics and meaning to curriculum. The distinct conceptions of learning set and knowledge, the position and role of actors play signing cant role in designing the overall purpose of the curriculum. Garraway 2010 and sociology Luckett (2009), said that what counts as valid knowledge we define as curriculum. Armellini and Nie (2013) define that in most of the cases studies on a curriculum focused only on its development in a specific context, not in a broader spectrum. Lambert et al. (2007) in their finding they suggested that in the context of Entrepreneurialism as a curriculum the teaching and research should be the key part of the scholarly enterprise.



4. RESULT AND DISCUSSIONS

1. Based on the review of the literature we have come to know that there is enough evidence showing a clear gap between industry and academic institutions offering higher education.
2. The skillset which the industry wants from students perusing higher education is not matching as per the expectations of the industry.
3. The quality of the teachers imparting higher education needs to improve to meet the requirements of current industry requirements
4. None of the higher education institution 100% coming up to the expectation of the students perusing higher educations. The research indicating improvement in the teaching pedagogy and overall improvement in the teaching-learning ecosystem
5. There is a need to revised the policies framework for the institution offering higher education which is supported by all the review so far taken in the research.
6. The professional courses to some extent able to employ the student, but they not to the level that students are expecting after completion of the courses.

7. There is a need to devise a new policy framework for the traditional courses as they are now as per current market requirement they are outdated and not able to create a right of skills which them employable.
8. The need is to emphasize outcome-based learning not on paper but in real-time learning.
9. A joint effort is required to improve the quality of higher education between industry and academia.
10. A clear road map for employing completion of higher education is missing in the higher education ecosystem.
11. The concept of entrepreneurship is only reflecting in the policy draft, but in actual operation, its existence is missing.
12. The rate of unemployment has increased in the recent past, but it has been found that there is an increase in the percentage of students who have completed their higher education.
13. Enough evidence showing that the majority of the students who have completed their higher education are unable to find a suitable job for them.
14. The evaluation system is strictly needed to be designed if we want to improve the teaching-learning system for the institutions offering higher education.
15. The syllabuses of the subjects need intensive research and the involvement of all the stakeholders is necessary to improve the quality of higher education.
16. Interest-based teaching pedagogy can be introduced in the system and it has to be linked with the industry requirement.
17. The syllabuses and subjects which are outdated and not meeting the current requirements should be eliminated.
18. The courses which can generate employment should be emphasized to make the students employable.
19. A uniform system of learning across the globe is required, if we want to grow at a global level. A clear gap is observed in the research in this direction
20. The involvement of the parents is also necessary to guide the students in the right direction.
21. Every research supported to include moral and ethical based of learning which will help in developing a good citizen.
22. Focus in the present environment should move from doing the job to creating a job.
23. The concept of Entrepreneurship ecosystem is only based on theoretical course curriculum, there is no clear direction on how to convert the students into entrepreneurs
24. What we define in the curriculum as a valid knowledge concept is not showing the result as what we are expecting learning outcomes from the particular course.
25. Innovation in higher education is very complex but the person involved in designing the policy framework take it simple which create a gap in the outcomes.
26. The ecosystem of higher education institutions and the working world is very different. What is expected by the working world is not able to produce by the institutions providing higher education?
27. There are enough pieces of evidence from the literature that the quality of teachers providing higher education is not up to the mark as required, which is one of the

major hindrances in imparting quality education among students perusing higher education.

28. The present ecosystem of higher education is based on the prompter's self define rule which is not graded as per the current market requirements
29. The institutions offering higher education is not able to meet the requirement at the International level.
30. There is a lack in the research application process in higher education due to which it is difficult to bring innovation in the entire ecosystem.
31. There is no clarity about how the students will get the job or define carrier after the completion of the course.
32. There is a lack of teamwork approach among all the stakeholders like parents, students, industry representative, academic institutions and the person who involved in the policy designed decision-making process.

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