

UNIVERSITY OF LATVIA
FACULTY OF BUSINESS, MANAGEMENT AND ECONOMICS
EUROPEAN STUDIES MASTER'S PROGRAMME

COMPARING HIGHER EDUCATION PREFERENCES OF STUDENTS IN EU
AND INDIA: A COST QUALITY ANALYSIS

STARPTAUTISKĀS IZGLĪTĪBAS SALĪDZINĀJUMS STUDENTU ES UN
INDIJAS PIEDĀVĀJUMOS: IZMAKSU KVALITĀTES ANALĪZE

MASTER THESIS

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Abstract.

In this era of globalisation, worldwide higher education system has seen constant changes, economies have not only opened for trade benefits but much liberalization has been done in education sectors. Europe and India have the oldest education systems in the world and in the current scenario they are redefining the higher education with respect to cost, quality and access. Education has been one of the top priority for these two countries and public higher education institutions are known for their quality and cost assurance with little variations among them therefore, on these grounds a comparative study is attempted. But there are certain factors which affects the decision making of an individual in selecting their preferred institutions in the two countries. The purpose of this study is to provide a picture of the Higher Education Institutions and the education sector in Delhi, India and Riga, Latvia, also to analyse the relation between cost and quality of education and how far these factors affects the decision-making choice of an individual.

Key words - HEIs, Education, Cost, Quality, Preferences

Anotācija

Šajā globalizācijas laikmetā vispasaules augstākās izglītības sistēma ir piedzīvojusi nemainīgas pārmaiņas, tautsaimniecība ir atvērta ne tikai tirdzniecības priekšrocībām, bet arī izglītības nozarēs ir notikusi lielāka liberalizācija. Eiropā un Indijā pasaulē ir vecākās izglītības sistēmas, un pašreizējā scenārijā tās pārvērtē augstāko izglītību attiecībā uz izmaksām, kvalitāti un piekļuvi. Izglītība šīm abām valstīm ir bijusi viena no galvenajām prioritātēm, un valsts augstskolas ir pazīstamas ar kvalitāti un izmaksu garantiju, ar nelielām atšķirībām starp tām, tāpēc tiek mēģināts veikt salīdzinošu pētījumu. Bet ir daži faktori, kas ietekmē indivīda lēmumu pieņemšanu, izvēloties viņu vēlamās institūcijas abās valstīs. Šī pētījuma mērķis ir sniegt priekšstatu par augstākās izglītības iestādēm un izglītības sektoru Deli, Indijā un Rīgā, kā arī analizēt saikni starp izmaksām un izglītības kvalitāti un to, cik lielā mērā šie faktori ietekmē lēmumu pieņemšanas izvēli no indivīda.

Atslēgas vārdi - augstskolas, izglītība, izmaksas, kvalitāte, priekšrocības

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Introduction

Higher education is of supreme need for the economic and social change. Education institutions have the main concern for providing individuals with up-to-date knowledge and skills essential for the available positions of responsibility in business, government and other profession. In most of the countries higher education institutions serves as national identity and its development is correlated with overall development. Moreover, it shapes and re-establishes the values which describes culture and is a key instrument of social justice, democracy and equality. Education has power to change the thoughts and consequently society. In present period, the aim of education goes much beyond the knowledge. It is necessary to build society that are fair and just for all their citizens and this can be helpful in removing poverty, income inequalities and other problems. It is generally divided into different stages as kindergarten, primary school, secondary school and then college, university, or internship in the world. Higher education is the voluntary educational level that follows after the completion of a school and is usually related to universities.

Structures and Quality of higher education institutions or more precisely, the shape, the size and the access of the national higher education, have been among the common issues of higher education policy in the economically developing and developed countries of the world which has captivated attention since more than two decades. Despite the need of higher education for overall development, the sector is in crisis throughout the world. All the countries are heavily dependent on the government funding. In the era of globalisation, privatization and widespread of fiscal restrictions developed and developing countries are dealing with the task of conserving or rather improving the quality of education with friendly budget for the students. Achieving these reforms is not an easy task as governments in developing countries are opening the education sectors to privatization as the cost of education cannot be borne by the government leading to the problems of access, quality and cost of higher education.

A comparative study of higher education Institutions in India and Europe puts up a different picture in every scenario starting from the history, importance, access of Higher Education both from literary and student prospective Both public and private Higher Institutions have been equally important but accessing public institutions creates a gap as it depends on

various factors like access, cost and quality of education. The Indian higher education system has been waded by three fundamental challenges: They are access, quality and equality. The demand for higher education has enlarged especially after the independence of India. But the central and the state governments are unable to meet the growing demand for higher education due to financial constraints, less availability of appropriate places and cost of higher education. Therefore, it stimulates the individuals and organisation to establish colleges and deemed universities. On the other hand, European higher education is a diverse process, covering over 1000 university institutions and a bigger category of university including high school's polytechnics and equal to them. Since the late 80s Europe has faced dramatic changes in both political, economic sphere but also changes have been seen in education sectors. European education institutions have opened the doors for privatizations. In the past, private higher education could hardly have been thought as a major subject for Europe. (World Bank Reimbursable Advisory Service on Higher Education Internal Funding and Governance in Latvia, 2017). In general, the importance of Private Higher Education in Europe in two main ways. First, it is in terms of sectoral size. The larger, the more important, all other things equal and second is inter-sectoral individuality. The more individualistic, generally the more importance is shown towards Private Higher Education depicting that there is something better of which actually shows off. Moreover, University education is the succeeding level in the learning process and is a critical component of human development worldwide which brings the importance of education in today's scenario. But there are various factors which relates to Higher Education and University who somehow plays a vital role in the decision makings of an individual and the society as a whole.

In the field of education one of the key factor arises, which is cost and quality that is directly or indirectly related to the decision makings of an individual. The 'cost-quality quandary' is very relevant in American higher education but this topic is also very crucial for other countries like Europe and developing country like India. One of the major problem is the rising cost and access of education, which is growing in certain universities due to financial constraint and limited seats in selected Higher Education Institutions that is generating dilemma for students in choosing their preferred Institutions. Relation of cost and quality is vital as there are some part of the population who comes from a lesser income background and still they want better quality of education but usually cost stands as their hurdle on the way and there is the other way round ,there was also some courses which are specifically provided in private universities irrespective of higher cost, students also prefer these courses as they lead to better

scope and employability conditions which indirectly makes a student to bear up the cost asked by the universities . These decisions also might lead them to face financial problems which are either accepted by them it or it is borne by the family (Tilak 2006).

This paper looks into the rationales behind preferring a higher education Institutions and comparing the different education systems, Institutions in Europe and India. Higher Education has been an essential topic for discussion in these two countries as it is directly related to the human capital and also indirectly to the economy .This gives a good ground for comparing the Higher education institutions in both the countries and see the preferences of higher education in relation to cost and quality of the local students .Cost of education in public university for students is not so much a matter of concern but for private university it is really a concern as “cost of education” for students acts as the revenue for the universities and sometimes acts as a burden. Therefore, after the initial attempt to understand the relation of cost and quality, this study will further attempt to study the preferences and perceptions made by the students in selecting their universities depending on cost quality analysis.

AIM OF THIS THESIS

The aim of the study is to provide a comprehensive study on the Higher education of the European Union and India demonstrating the preference of cost quality analysis in the decision making of the students.

The study focuses on the stages that structures the Higher education and its role in one of the member states of EU which is Latvia compared with the capital of India, the third largest education system in world and to what extent the cost, quality affects the decision-making process of an individual. According to the theoretical framework of the study, the role of education and its access is one of the key aspects in order to retain a countries economic and overall development. With this regard Latvia is a perfect example as education has been a top priority for the country in achieving its economic goals.

The following tasks are carried out in order to achieve the main of the thesis:

1. To carry out a literature survey of theories to define the Higher education concept.
2. To study the relation of cost and quality in the field of Education.
3. To examine the different Education structures.
4. To assess the role of Education in capital Regions of Latvia and India.
5. To demonstrate the preference of cost and quality in the decision making of the students in Higher education Institutions
6. To provide conclusions and recommendations on the basis of the study .

Objective of research is comparing the preference of higher education EU and India in relation with cost quality analysis.

Hypothesis of the study:

1. There is a relation between family income and the type of institution chosen.
2. There is different relation between decision to study at a public HEIs across India and Latvia, Europe

LITERATURE REVIEW

After identifying the main aim and task of this thesis, relevant literature has been collected and reviewed. It contained books, journal articles, online resources as well as the research reports and briefings by the different higher education institutions. The language of the literature material is English. The statistical data will be both secondary and primary analysing the data from different sources and also the responses of the questionnaire.

The paper takes into account the following existing theories on the Higher Education. The study will have two major theoretical frameworks which includes Human Capital theory and Decision-making Utility theory. Also, there would be literatures bringing about the relation of the quality and cost with the notion of choice preferred in choosing a higher institution by a rational individual. It portrays the current picture of all the developing and developed nations where this problem is faced. Much surprisingly this aspect is a major problem in higher education scenario and to lessen the inequality gap among the individuals much policies and reforms should be taken and also this literature also brings in the picture by what and which means these factors affects the decision making of the students.

RESEARCH METHOD

The Research method in this master thesis will be a mixed approach with qualitative and quantitative analysis. Due to nature of this topic and the limited direct data, this thesis will be mostly constructed on qualitative analysis. Based on the work of the existing studies and researches on this topic problems can be analysed.

To support the statements and conclusions of the qualitative analysis, the quantitative methods will be used. The statistical data will be both primary and secondary collected from questionnaire, Eurostat, the Indian Latvian higher education institutions and other online sources after verifying with the official source.

STRUCTURE OF THIS THESIS

In this thesis the author will discuss the scenario of the private and public Higher Education Institutions in India and Europe and to see if there is a relation between cost and quality of education and how far these factors affects the decision-making choice of an individual.

The first chapter will be establishing the theoretical base for the further discussion: the economics of higher education, relation of cost and quality and the factors categorised under them using the existing framework of Higher education and the literatures existing regarding this field. The sub-chapter will focus on the Higher Education and Institutions in India and Europe. Going back to the roots of why education is important and how quality with access can be provided to the citizens will be described. The most important part of this chapter is the comparison of Indian higher education and the Bologna process in Europe providing the comparison in these two countries.

The second chapter will be more specific about the higher education Institutions and education in general in Delhi, India and Riga, Latvia. It would be more of comparison in the field of financing, importance of the education in the capital cities and what determines the student's preferences in choosing their higher education institutions followed by the current trends and challenges.

The third Chapter includes the methodology implemented to carry out the research and consists of information on research design, sample size, population composition and the results

of the survey carried out with important findings and analysis of data derived from the methods carried on.

And at the last, not least, author will finalize this thesis with overall conclusion derived from all points mentioned above and offer valid suggestions to improve the current situation in the higher education institutions.

The whole thesis comprised of 3 chapters, 90 pages, including 110 sources, 1 annex designed by the author based on data collected with the survey. In addition, the research counts on 54 figures and 1 table.

Chapter 1: Theoretical Framework of Higher Education

1.1 The Theory of Economics of Higher Education

Economics is a field of study which deals with choice. It is a science that focuses on how consumer or decision makers utilize their given resources for example money and time in quest of their goals and targets. Resources are limited therefore in order to get something, one has to sacrifice something to get the desired thing. Economists usually focus on explaining and reasoning the action of the decision makers in different fields as well as higher education. Economics of higher education deals with the decision making and analysing the behaviour of students, faculty, higher education institutions and governments in state and national level. 'Economics of higher education' is a bigger part of economics of education, however this theory can be traced back to the origins of human capital theory when economists started to reason behind the necessity of education in human's life and the benefits of it. Labour is one of three major resources in production of goods and services, it was seen that the study of education became important from microeconomics to macroeconomics in terms of national productivity, income inequality and economic growth. The practice of relating human to capital can be related to the long back work by Sir William Petty in late seventh century who related the monetary value of labour and later this view accorded with the industrial revolution emphasising the topic of manual labour. Further different work came up by Adam Smith and Irving Fisher in the field of work productivity and economic growth. The notion of people acquiring skills through education followed this early work by the economist, though education needed investments of time and money however the question of its benefits aroused. Many studies were conducted and the results of the first study by economist J.R. Walsh was seen that there were positive results from the investment in Human capital. Later on Theodore Schultz had put major focus on the human capital theory putting arguments how human capital can be boosted through investment of time and financial resources. This theory followed the Keynesian path and the importance of government sector was related but finally after intense scholarly work from 1960 the formal study of economic of education began. Over next 60 years studies were carried out on topics focusing in different forms of education starting from primary to higher education. One of the significant studies were done in the relation of education, investment, economic growth and the decision-making theory. However, studies and research never end and now the upcoming researches are seeing the decisions relating to the return to investment in higher

education, also about the private and social return from different higher Institutions. The most important part of the research was about the earnings of institutions and preference of decision makers characteristics such as ethnicity, gender, family background and institutional features like quality and cost of education. Late 1960s-70s this preference became a concern and efforts were taken to reform policies moreover providing high quality education with minimum cost in all the world. The factors for demand of education were more carefully studied and unlike other studies these field were quite challenging on how relating investment in human capital with cost efficiency and their preferences. Regarding this field, two demand studies were mentioned, one was aggregate level and the other was individual level where the estimation was seen that the effect of tuition on decision makers depend on the enrolment decision which is linked to price sensitivity. However, economics of higher education is related or can be linked broadly with behavioural economics and the decision-making relations are derived from the utility theorem of how a rational individual think or makes decision depending on the maximum utility derived. (Paulsen, 2016)

Human Capital Theory by Theodore Schultz

“I propose to treat education as an investment in man and to treat its consequences as a form of capital. Since education becomes a part of the person receiving it, I shall refer to it as human capital.” By Theodore Schultz in his article “Capital Formation by Education” on 1961. Knowledge and skills are forms of capital which are gained by humans through education and this capital should be invested in order to get a good output for the economy. So, in that scenario, universities are often referred to as an investment in human capital. Human capital Theory was developed by Theodore Schultz and is based on the assumption that education is a key instrument to improve the productive capacity of the society, more rapid economic growth, and poverty reduction. It is seen that education has three roles, one as investment which being discussed in Human capital theory, second as consumption good and third as determinant of demand. First aspect can be explained as, Individuals acquire human capital in order to receive higher income subsequently (Schultz 1961). Demand for education is calculated by analysing the marginal cost of education consisting both indirect, direct and opportunity cost and hence it is seen that demand of education depends negatively on cost and interest rates in most of the cases. Demand for education goes down and investment in human capital decreases and hence cost increases, also if the return on human capital is not known, certainly no efforts will be done to improve human capital. Secondly as said that education as a consumption good, it means applying the idea of consumption makes people to study longer terms irrespective of cost.

Thirdly education acts a determinant of demand which means individuals want to continue their education according to the demand of the subject, courses which links them to employability market. But rational people are tended to select the course combination with minimum cost and better quality or better quality with quantifiable amount of cost. But in the theory major emphasis is given on the investments to done human capital because it directly or indirectly helps in economic growth. This theory forms the major background as it is stated 'Universities are investments for human capital' by Theodore Schultz and more importantly this paper attempts to study the rationale behind why investments are necessary for human capital and how cost and quality is related to the institutions.

Decision Making Utility Theory

Decision making is directly linked to the utility theory in economics and it is the foundation of the theory. In this theory, there are two divisions: First part is the individual taking decisions under certainty and second part is the decisions taken in uncertainty. Therefore, the first part is termed as 'Utilities without Probability' where an individual is conscious of the choices he/she is taking and knows the results of the outcome. Highest developments in individual utility theory was done after realising that preference structures do not fit in uncertainty or without probability theory. From the very beginning utility functions was based a set of alternatives which preserved the individual's preference relation, with a special relation with continuity utility functions but the notion of additive utilities was discarded as it did provide the correct results. So, in the year 1959, axiomatic theories for additive utilities were introduced. These axioms demonstrate what must be presumed about preferences so that the 'order-preserving' utility functions can be written as combinations of utility functions for the numerous factors. (Fishburn.P 1970) Second part is termed as 'Expected utility Theory' where there is a question of uncertainty in the decision making of the individuals and this uncertainty is expressed in probability. But here the axioms are also had to be taken into account as probability distributions are needed to measure the decisions of an individuals. Uncertainty is shared with multiple-factor concerns. Utility theory shows the relation of preference made on some decision additive utilities. The preferences are graded on four axioms which are Completeness, Transitivity, Independence and Continuity. Completeness assumes that an individual is known about his/her choices that is given two states, the rational individual will prefer any one of them hence the two are equally preferably. It can be written as $(A > B) \vee (B > A) \vee (A \sim B)$ (Fishburn.P.C, June 10 1970). For Transitivity if there are three states, so if a person prefers A to B and prefers B to C, person must prefer A to C. For Independence

preference that is assumed holds independent of the possibility of another consequence. And lastly for continuity if some state B is among A and C in choice, then there is a p which is probability, for which the rational individual will be indifferent between state B and A which would come with probability p , and C with probability $(1-p)$. Therefore, if the individual's behaviour satisfies these criteria then a proper utility function is formed hence showing the rational performance of a consumer. One of the research question of this paper focuses on the decisions made by the students in selecting their HEIs keeping in mind the parameters a factor especially cost and quality. (Edward 1954)

Cost Benefit Analysis

A cost-benefit analysis is a method by which decisions are evaluated. The advantages of a given condition or investment related projects are summed, and then the costs related with taking that action are deducted. This process is usually used to quantify cost and benefit of the decisions, project taken in order to have an unbiased evaluation. "Of all the techniques of investment appraisal which in recent years have come to be applied to the public sector, none has attracted more attention than cost-benefit analysis". (Blaug, 1 970). This quotation, is taken from one of the world's important experts in the field of the economics of education, where they take to account to exemplify the current thinking among researchers, educational policy-makers and proposers, concerning the practise of cost-benefit in education decision-making. (Hough 1993) Cost - benefit analysis have been applied to society as human capital, to measure the rates of profit to investment in the field of education. "There are three ways of presenting this information in a convenient form, firstly by means of a benefit-cost ratio, secondly by a calculation of the present net value of the project, and thirdly by calculating the internal rate of return of the investment. A benefit-cost ratio, as the name implies, simply measures the ratio of discounted future benefits to discounted costs, at a particular rate of interest, and the present net value of a project is the value of discounted benefits minus discounted costs. Both these measures of investment yield have been used to carry out cost-benefit analysis of education, but they are less frequently used to evaluate education than the third technique, rate-of-return analysis. The virtue of using the rate of return as a means of measuring the yield of educational investment is that the choice of an alternative rate of return is not built into the calculation as it is in the case of benefit cost ratios" (Woodhall, 1970). This theory is important as it helps to evaluate the cost borne by the institution and the students for their education and is it really benefiting both of them.

Behavioural economics

Behavioural economics tries to incorporate ideas from psychology, neuroscience, and Sociology in order to forecast individual's decision outcomes and improve more operative policy. While this notion has been positively applied to many areas, the field of education have so far, received less attention but this is very surprising because long-run decision making and choices of students comes from this field. There is no theory behind this concept but it is an area which related to theories like rational decision theory and human capital theory bringing in the importance of the decision making of an individual. This concept is as important as other theories is this paper because it will analyse the perception and decision making of the students in choosing their preferred universities.

1.2 COST AND QUALITY IN ECONOMICS OF HIGHER EDUCATION

Higher Education

To start with the meaning of higher education it is very difficult as there is no proper definition of it but according to the international standards it is divided in two parts, one is higher education and the second one is further education. Education which is completed after the secondary education which is related to institutions or universities. This education is gradually done by tertiary population which includes research, training and social services in the university within the program of the studying. The qualification at a degree level takes around least three years and if anyone once to further continue then it might take a longer period of time who specially wants to master in certain field or might want to stay in educational sector. The degree which is received is the highest one, though it is divided in various parts like master's degree, post-doctoral degree and many more. In specific higher education refers to the degree received from the university level.

University

University itself portrays as a higher institution for research and education which provides degrees and qualifications according to different field and disciplines. The word university is taken from a Latin word representing a group of scholars and teachers imparting and exchanging ideas. Universities was first originated in Italy where knowledge and ideas were imparted in cathedrals. University is one notion which makes the word higher education important and major steps were taken to improve higher education in the Bologna process. Universities in India are divided into three divisions, they are Public, Private and deemed University. Public Universities are mainly funded by State or Central Government and usually cost is little with limited courses and seats offered. Private university are of private ownership where decisions and education structures are self-reliantly designed, also they do not receive any financial support from the government but it offers variety of courses and the cost of education is comparatively higher than other universities. Deemed universities are bestowed with a status of university and is mainly funded from both ends. Examples of public which is divided in state and central Universities which are Jawaharlal Nehru University, State Universities like Calcutta University, Deemed Universities like Birla Institute of Technology and Private Universities like Amity University.

Cost

Higher education is always accompanied by cost which is generally self-financed or acts as a burden on the students or on the family. It is the price paid for obtaining knowledge, skills, degree and developing one's personality and career. Cost can be categorised into four types. First, the costs of faculty and salaries of the staff, libraries, infrastructural cost of the universities, equipment and basic academic things borne by the higher education institutions. Second, costs related to special activities like conferences or for sponsoring some programme or extra-curricular activities by the institutions. Third, cost associated to student's side in terms of the expense which he/she has borne for studying in the university. And fourthly cost in real terms for both university and the students whether the cost or the investment is really effective or not, this means that the cost which is borne by the students is actually relatable or not in terms of job market, and similarly for the higher institutions in terms of research and development. Cost comes with the notion of access meaning that there is always demand and supply related to it. (D.B 1990)

Quality

It refers to the facilities or rather the value of things which a student would be receiving in a Higher education institution. Quality can also be referred to as utility which means the students derive their satisfaction or rather the amount of value they receive from these institutions. This includes the range of courses which are offered, tuition fee, placements records, university ranking, mode of study and curriculum and exposure, teaching methods and intercultural environment, research and development. These factors are always kept in mind in choosing a university as it all accounts to the notion of quality and facilities which a student would be receiving.

Private University

University is a higher institution for research and education which provides degrees and qualifications according to different fields and disciplines. It is generally established by the State/Central Act by a sponsoring body. These institutions are generally funded by themselves offering a vast range of courses where the cost of education is generally higher in terms of public institutions. Examples of private universities include Amity University, Manipal University etc. Similar is the case in Europe where it is self-financed with a higher amount of cost for example Central European University in Hungary.

Public university

Educational institutions which are owned and governed by the central and state governments with lesser cost of expenses are usually Public universities. It is usually established by the state or the provincial act by the government. They provide education with limited number of courses and seats with lower cost. Usually public universities were the best-known institutions for providing the best of education but as time is changing and with the advent of privatization things are changing. One of the main difference is that usually European public universities are funded by the state government and in country like India it is self-financed with lower cost of education.

Higher Education

The qualification at a degree level received from a university is usually termed as Higher education. The degree is divided in various parts including bachelor's, master's degree, and post-doctoral degree.

Cost

Cost is defined as self-financed or acts as burden on the students or on the family. It is the price paid for gaining knowledge, skills, degree and developing one's personality and career.

Quality

Quality is defined to the facilities or rather the value of things which a student would be receiving in a Higher education institution which includes different parameters.

Framework of the concept of Higher education in Literatures

Economics of Higher Education: Background, concepts and applications by Robert k. Toutkoushian and Michael Paulsen

The book examines various ways the economic principles and different theories which have been, can be applied to various understanding of higher education. The literature brings out a simplified version of the understanding economics of higher education and the origins of how this field is as important like the other field. The book contains nine chapter again which is divided into two parts, one is demand side containing cost and benefits of higher education for students and society followed by the supply side having college and university behaviour: the provision of higher education. Policy focus have been an important part in this book which

covers pricing, one of the major topics in economics followed by mixed approaches to the different understanding of how the decision makes are related utility theorem. Also, five stage models have been presented on how students making their decision regarding the higher education. This literature is one of the strong theoretical bases for this paper as the main objective of the paper is to see the broader relation of economics in the field of decision making in Higher education Institutions.

The author gives a brief idea of how India is suffering from systemic deficiencies. The writer also mentions about the standards which are low and declining and is in need of radical reforms. It is also seen that Higher Education in India had rapidly grown over two decades. This growth is taken by the private sectors. Despite its growth, it could maintain only a very small base of quality institutions at the top. Interesting when the public fund declined (in real terms), enrolments in higher education institutions grew to meet the surge in demand. This deteriorated academic standard which forced the institutions to raise the tuition fees. Hence the paper looks at the various facets of higher education's and it suggest some ways to overcome the problems faced by India. Agarwal Pawan (2006) Higher Education in India

One of the major problem faced in American system is "cost-quality" quandary. The paper tries to explain or rather says that though private universities are no doubt very good but it is creating inequalities among the society. Cost of education is rising and on the other hand the quality of education is not improving as expected. The paper brings about the causal relation cost and access, quality and value and quality and cost in Higher education institutions. It tries to makes distinctions between the provided relations and how this gap can be reduced in a developed economy like U.S. Also, it states that the importance of cost and quality started in American Higher education and how it actually spread the importance of these two parameters in other countries. They have measured quality and cost in six different parameters which includes university rankings, tuition fee, cost of living expenses and many more. This paper is very important as similar situations is seen in India for the past few year and study this literature it provides a parallel picture of how education system works in a developed and a developing country. The Economics of Cost, Price and Quality in U.S Higher Education by Micheal. S and Gordon.C

The book gives a detailed and focus insight of the topics of what it contents. It includes forty chapters providing information from different discipline starting from different functions of Higher Education Intuitions which includes the time period taken after the world war period.

It says that during that period the importance of human capital has been realised and various theories were coming up among which the famous Human capital theory by Theodore Schultz was developed. Accordingly, a huge investments and importance were put on the education sectors and later on the developing nations followed the footsteps of developed nations, India being the one of them. It also emphasises on the fact that though there has been rapid expansion in education sector still major segments of the population or society is deprived of education because of the cost and access. The book attempts to bring out the socio-political scenario of education in India including the policy making, real-world and relevant issues of the past and the present day, cost and quality and equity feature, the impact of globalization including privatization, emerging issues and some new perspectives or rather further scope for the future in education sector in India. One of the most essential chapter is Higher education and economic development where the author argues that competition in higher education Institutions are needed in order to increase both efficiency and competition among the universities so that they realise that education and knowledge is a major component of economic growth of an economy which comes with a lower cost. In general, it can be stated that all institutions should aim for higher quality and lower cost which would be acceptable to all different sections of the society. Another essential knowledge it provides that every individual has equal right over education, it is because of many factors some section of the society cannot afford to have it but in term of universities they should try to provide best of knowledge to every individual i.e. Keeping their profit interest inside as this knowledge will be the betterment of our own country. Education, Society and Development by Jandhyala B.G Tilak

The authors begin by describing India's condition during British period where there were fewer access to quality and hardly any attention was given to social justice. Since then this tradition is still being followed and is adversely affecting the quality of educational development, though India has moved towards a modern system of education both in academic and infrastructure. The book brings in the realities of education sector and the practices in the country. It emphasises more on the access and the quality of education provided in India especially to the lower sections of the society and the problems they face. A major chapter is dedicated to Kerala and its initiative in Higher Education where major implications of some reform trends in education sector was noticed. Most importantly it brings in the attention to education sector faced from the impact of globalisation followed by privatization and recognises the basic obstacles faced in the education sector. A comparative study has been done between the developed and developing nations to see the effects of privatization in education

sector and how the education policy reformers takes into account the notion of cost benefit analysis in this scenario. Last but not the least it talks about the role of private sector and how much its relation is important to government in this era for a developing nation like India specially for Higher Education. Quality, Access and Social Justice in Higher Education by K.N Panikkar and Geetha.G

Higher Education and knowledge is a significant component which helps in changing an economy and society, similarly quality and demand of skilled human capital determine the capability in a globalised market. Globalization has both benefits and disadvantage but it should be handle with attention and carefully decisions should be taken as it affects human capital in an economy. From this, many challenges and issues have been arising but it is the major task to convert the problems into positive one through the economic reforms. Various problems have been seen in the Indian Higher Education Sector in terms of financial crisis, quality and access to education after globalisation. The paper attempts to understand that in India many economic reforms were done in education sector but the question arises then how come the problems still remains unchanged and the answer to this question is that proper initiatives were not taken to implement it in the education. The paper provides or rather indicate the problems which can be solved if and only proper policy and reforms were to be done by the government. With passing days, cost of education is growing and that is increasing the social inequality among society. Here major problem is seen, in student loan scheme and loans as an instrument of recovery. The paper tries to explain or rather pleas that deep under the welfares of privatization major problems are arising in education sector and public support is needed as soon as possible. Economic Reforms and Financing Higher Education in India by P. Geetha Rani and Pal.P

It is seen that education in India was given major importance from the ancient and medieval period but the present form of education is developed from the British time period. Most interesting part of the paper is the concept of different terms which has changed overtime but with that the present scenario of Indian education sector is becoming uncertain day to day. It discusses the present status and scenario in the education in India as the tittle suggest. Issues like quality, inequality access, trend in finance have been discussed and what are the current issues faced by Indian Higher Education Institutions through privatization and globalisation. Higher Education in India: Recent Issues and Trends by Bhattacharya.J and Pal.P

The paper brings the importance of cost benefit analysis in the field of education. It talks about advantage and how it is related to human capital. In general, the paper provides all the

key points related to cost benefit analysis. The paper starts with a famous saying from the renowned scholar "Of all the techniques of investment appraisal which in recent years have come to be applied to the public sector, none has attracted more attention than cost-benefit analysis". (Blaug, 1970). Different definitions are provided which shows how same idea differs from scholars to scholars. The main important part of this paper that it gave the example UK who have been practising cost benefit analysis in the field of education sectors. To indicate the welfares from education is much more difficult and involves many matters relating to the need of education and how to evaluate whether things are being accomplished. Economists have lean towards concentrating on the moderately hard indication that is present in most countries where people with advanced levels of education on regular receive higher incomes throughout their working times than people with lesser levels of education. These differences, as measured by data is known as age-earnings profiles, which appears to be moderately stable and consistent over time. It therefore seemed sensible to take into account the income-stream variances, or some proportion of them, to measure the welfares from education. But, in doing it leaves a numerous question unreciprocated but efforts to replace alternatives has been met with problem (Jamison and Lau, 1982). Hough.J (1993) Educational Cost Benefit Analysis

It is explicit that Strategy of the Government of India now inspires increase of resources for layering a greater portion of cost of higher education. Current policy changes in India frequently favour to distract funds from higher to primary level of education and encourages for total cost recovery from pupils even in public higher education institutions. Cost regaining dealings comprises of increase in fees, student loans presently operated by commercial banks and privatisation would intensify inequality in the society. Indeed, there is a link between the present pupil loan scheme and full cost recovery. Increasing dependence on student fees, student loans and privatisation without taking account of the low-income groups may produce deteriorating things in the society. Under the deep down of globalisation and competition, important economic motivation for authorities subsidizing specially for higher education is abandoned. Public funding for higher education remains important to safeguard a balanced attainment of educational and social assignments, apart from living in the knowledge-imparting society. It is important that subsidizing things must be expanded but cost-distribution with students have social and political limitations, and extreme commercialization of higher education should be prohibited. P. Geetha Rani (2011) Economic Reforms and Financing Higher Education in India

Preceding to 1958, “human capital” was slight more than an indicative expression in economics and had no role in debates of education policy. Within seven years, there was a dynamic research on human capital theory including both empirical and academic in economics. In the same period, the innovative idea of public spending on higher education as a part of investment with an evidently increasing rate of return, and the dimensions to contribute to the achievement of important goals, was actively interconnected to the public by leaders and policy makers. This paper debates two motives why and how the human capital idea so quickly came to effect education policy: firstly the human capital ideas pictured that policies encouraging education could develop goals which means faster economic growth leading to poverty reduction resulting in circumstances which would move policy agenda important during the period of human capital theory’s preliminary development; and (ii) an supporter of the theory who could convincingly explain the logic, reason and the developing empirical evidence connecting education to those goals moving into a situation of control and influence. Lastly it brings the importance of human capital theory in US and how it has been developing over the years to improve its condition. Holden. L (2016) The introduction of Human capital theory into Education policy in the United States

Behavioural economics tries to assimilate visions from different fields that include psychology, neuroscience, and sociology in order to better predict individual outcomes and develop more effective policy. While the notion has been successfully implemented to many areas and education but it has received very less attention but this brings the question how it is possible as decision making of an individual is an important factor especially for youth. In the coming chapters, the author reviews the upcoming literature on the behavioural economics of education where first develop an overall outline for thinking about why youth and their parents might not always take the benefit of education prospects. Then they discuss how this behavioural fence may be stopping some students from improving their long-term welfare. The paper evaluates the current but fast-growing efforts to develop policies that lessen these problems, as many have been examined in investigational settings. Finally, it discusses the future scenarios for research in this new upcoming field. Lavecchia. A (2015) Behavioural Economics of Education: Progress and Possibilities

Privatization in education have been generally incorporated by governments all over the world and is very frequently supported by convinced inter-governmental administrations, international companies, and non-governmental organizations. However, the notion of privatization has been understood and translated into informative practice in different ways and

the systems that privatization takes at different levels of education varies across groupings, and so as the rationales are used to defend them. The paper offers an impression of the discussions around the privatization of education as it pictures the advices that have factually been placed out for and against the process and problematizes its possessions on social disparity and the irregular distribution of educational prospects. The paper concludes that, though education can no longer be totally funded and provided by the state, the question arises about whether or not private appointment in education is admirable, but more about the range to which the activities of private players should be controlled by the state, and how these should be done and to what end. Rizvi.F, (2016) Privatization in education: Trends and Consequences Therefore, the above literatures bring about the relation of the quality, cost and access and the notion of choice preferred in choosing a higher institution by a rational individual. It portrays the current picture of all the developing and developed nations where this problem is faced. Much surprisingly this aspect is a main problem in Indian higher education scenario and to lessen the inequality gap among the individuals much policies and reforms should be taken and also this literature also brings in the picture by what and which means these factors affects the decision making of the students.

1.3 The Fundamental and Regulative Environment of Higher Education in EU and India

Higher Education System in EU

Europe and higher education institutions have a long and strong relation. European Institutions have paid significantly to cultural, social and economic development of Europe. The presence of European Higher Institutions shows one of the important and core dimensions of the “idea of Europe”. Principally during the Enlightenment period, European Institutions had become the home of modernity, identity and rationality. According to Kant modernity had been a fundamental European innovation and science rely in the heart of this process and significant elements of identity. Science, technology and rationality have become an essential and core foundations of identity. Over the years. European higher Institutions have changed significantly; however, they still remain the core institutions of criticism knowledge, reasoning and learning which can be seen from Plato’s Academy relating to critical query and centre of different dialogue. Many examples can be seen from these ideas which are “Liberal University” of John Newman and Humboldt University in Berlin. (Caddick, 2008).

In the year 1088 the oldest university in the world was found in the Italian city of Bologna known as Bologna University presented as masters of logic and grammar. Sooner or later other cities started establishing their own education Institutions which marked the opening of rational uprising which was to mould and shape the European society for the next coming years. These Institutions became the core centres of knowledge putting together the diverse strands of different field including science, art philosophy across the world leading to exchanges. Though gathering and spreading knowledge these institutions not only became the foundation for European innovation but laid the base of research and innovation for upcoming years. However, US Higher institutions had taken the lead places while European Institutions went on less competitive and innovative. (Caddick, 2008) To report the current situation and make European Education exceptional again, higher representatives, educators and policy makers had decided to reform the education and university system by introducing the Bologna Process. However, the reform system began in 1988 but 10 years later Sorbonne Declaration was introduced in some of the selected countries. Finally, Bologna process was being processed in 1999 where higher representatives of education sector from 29 European countries came together to initiate, reform the education tackle the upcoming challenges of internalization and employment. The main aim of this process was to introduce European Higher Education Area by 2010 with harmonized credit system and degree which will allow student exchanges between European

countries without having to interpret their given credit or degree, in short, a single education currency. More specifically three-cycle degree system of education reform was being introduced consisting of bachelors, master and doctoral degrees. In a press conference Philip Altbach, head of International Higher Education at Boston College said that “Bologna Process is an essential reform by the European Union which in later will make European Institutions more competitive internationally”. Bologna tools included student centred learning, recognition, quality assurance and social dimension which later became the priorities of the Union. The most important of this process was day by day other countries were joining this process and currently there are 48 members and the European Commission. Though Europe has always been defining by war and conflict but the oldest and the best Universities in the world can be seen in this continent starting from Bologna to Humboldt University in Berlin, Therefore Europe have always been one of the key drivers of education for students across the world. (Caddick, 2008)

Higher Education System in India

India have been home for higher education since the past 5th century. From the time of the independence in the year 1947 it already had 20 universities and 500 colleges (Stolarick, April 2014). The importance of higher education and learning goes back to the establishment of the Takshashila and Nalanda University during the time period of 500 CE to 1200 CE (A BRIEF HISTORY OF NALANDA UNIVERSITY, 15 February 2018) which has being an renowned centre of knowledge and learning before the Bologna ,Oxford one of the Europe’s oldest Universities (Sharma, 29 May 2013). From the very beginning the place has been a top destination for learners from all over the world starting from science, literature and philosophy ,also it has been an global learning centre all over the world . Indian Education system has been the third largest after USA and China with around 42,000 institutes of Higher education. (Stolarick, April 2014). Just like Bologna Process, there is Government of India Higher Education Agenda and Process in which education is a shared responsibility of the Centre and State government where the coordination depends on the determination of the standards of the Institutions. (Singh) The main idea of the declaration is to use the full potential of the Human capital in education sphere with quality and equity followed by goals including access of education to all level of society. The declaration was framed in 1964,68 and came into existence in 1986 aiming in promoting the quality of education and its policy. According to the declaration there are nine levels where L7 is Under Graduate level, L8 is Post Graduate Level and L9 is Doctoral and Post-Doctoral Level (Singh). The Indian Education Charter sanctions

on quality of program, international collaborations and research in which a subdividing part is related with quality, giving more independence to the Universities and a minimum criterion is required to be allowed for functioning. The concept was introduced to improve the quality of learning, instigating the institutions to understand the academic objectives and involving them in the field of innovation, learning and research. (PLAN GUIDELINES FOR: Establishment and Monitoring of the Internal Quality, 2007-2012). Though international collaboration has been in the priority but in general there is no specific regulation to stimulate the mobility of students with foreign universities as exchanges on academic institutions is related to the financial area also depending on the different funding available to various Universities. (Accreditation Manual for Business Schools , Novenber 2012). The education system is depended on five dimensions according to the declaration which includes finances, level of degree, governance, language and programs offered. (Stolarick, April 2014).

In the field of education global economy is moving towards transformation so does India is heading towards its goals. In the recent years India is already placed in worldwide education map followed by a country full of talent and highest population of tertiary population (Higher education in India: Moving towards global relevance and competitiveness, 2014). When Indian Declaration is compared with the Bologna declaration it is seen that still it is in the catching up process but soon it will reach it's aims and motives according to the existing charter of the education policy as India have been one of the top destinations of higher education from the ancient world.

Trends and Challenges

India being as a diversified country has a long heritage of higher education and its institutions however it has failed to analyse the problems of equity, access, quality financing and privatization over the years which are quite complex and interconnected with economic, political, international and geographical dimensions. To India as a country of knowledge and innovation hub followed by an affluent partner across the world it has to immensely strengthen higher education in general and also in research development. The part of education in the current scenario of the economy is very vital and complicated for a country like India in general. For the past years many challenges have been faced in establishing a stronger higher education system. Policy reforms were introduced by the different governments but in reality, theses were not enough to solve the problem and still major issues are in line to be solved.

Equity and Access

In current scenario the world is experiencing a unique change, there is a huge shift from national education to global education and with these the access to education has declined. Though India have the second large system of education after USA but the total representation of the students is hardly 6 percent. One of the most important truth of the country is it definitely need to enhance the social access to education but the big challenge in this picture is bringing equity in quality of higher education. This issue is related to the students in semi urban and rural areas as somewhere they do also want to participate in the economic revolution. The double issues of equity and insertion needs importance during the policy making for growing access to higher education. Disparities in gender, religion, caste are needed to looked into as to provide equivalent opportunities to the sections of students belonging to susceptible sections of the society. Therefore, numerous economic, social and radical reasons act as a barrier to both equity and access in education in India.

Quality

Vagueness of quality in education is another major issue which can be seen in the functioning of different institutions. However there has been a great expansion of education but it includes lot of malpractices. Employability of the students after graduation have also been questionable as there is lack of innovation and creative. Research and teaching standards in Indian University are far below from the international standards. It is quite shocking to see that none of the Indian University comes under top 200 rankings in Education sector. Therefore, if the standard and quality is not ensued to the higher level through creativity and monitoring, it would become very difficult to complete with the upcoming world. But this process needs proper assessment and proper mechanism to ensure the standards and quality of the programmes available at the higher education institutions. Though there has been a lot of regulatory bodies like NAAC by UGC, DEC by NCTE in monitoring the quality of the education but somehow these are not comparable with the international standards to some extent. Moreover, corruption and other interference weaken the impact of the institutions in providing the chosen quality standards. (Walia.S, March 2015)

Financing

This is one of the biggest and core constraints in education sector in India. Expenses on education in particular by government acts an important parameter to critic the quality of education in a country. Financing of education is shared both private and public sector however in India it is also shared both by the state and central government. Being a developing country, the education sector receives less than 20 percent of the public spending than other levels. The government cannot afford to spend more than it and therefore private institutions have given the responsibility of spreading the education. All these factors add to the cost of education which automatically creates a barrier in getting high quality of education with cost efficiency. (Walia.S, March 2015)

Privatization

Over the period of time the demand of education has increased in India and with that responsibility of financing by the government have also increased. It is seen or rather the responsibility has already been passed to the private sectors to meet the increasing demands of higher education. No doubt privatization has been flourished but with that the question arise of the quality, standards, creativity and access of education to the different sections of the society. Country like India, private and public university works parallely but the major growth has been noticed in the private sectors and also the concept of self-financing have been introduced. Private sectors are known to exploit the education sector also it increases the existing gap among the society. Therefore, there is a need to reform the existing system in education system without the interference of politics and provide higher quality education with lower cost.

In the year 1999 the Bologna process came into existence to promote the compatibility of the European education system however in the commission's latest analysis it was mentioned that European Higher Education Institutions are not trouble-free meaning that they are not internationally competitive and also, they are not potentially utilised to increase the economic development across the countries. European education remains scattered into small groups with various disciplines and rules such as over-regulation which leads to more divergence rather than converging and being competitive. (European Commission,2006c). Just like other countries European Higher Education Area had identified some of the challenge areas and would want to improve it. (Orphanides, June 2012)

Quality Assurance

This has been one of the most important components during the Bologna process and European Higher Education. European Education Institutions have to act according to the 'Standards and Guidelines for Quality Assurance in the EHEA' regarding quality assurance in external agencies. Though diversity in education is taken as an asset, a classification of transparent instrument to increase the level innovation, teaching and research, however developing such instruments are quite difficult as it has to fulfil the well-defined framework of the quality assurance for EHEA. (Orphanides, June 2012)

The Social Dimension

This is a part of the Bologna Process which is not possible to implement alone, however greater access to education would lead to an ideal society with various background and number of individuals leading to greater amount of knowledge without any socioeconomic problem. Since Europe is so diversified, bringing this change is quite difficult but not impossible to achieve it. (Orphanides, June 2012)

Mobility, Recognition and Funding

This was one of the motive to introduce Bologna process among the different counties as it is essential for circulating knowledge, required skills and also related to development which supports European Identity a multicultural tradition. The challenge is to provide further international exchanges which will act as a provider of skilful students in the society. To maintain the current scenario of education it is important to increase the amount of funding by the higher authorities. However, to carry on the Bologna Process there is a need of huge investments in collective terms is needed to improve the current position of society and most importantly to secure the opportunities for the upcoming generations. (Orphanides, June 2012)

Chapter 2: Higher Education Focused on Capital Cities

2.1 The Role of Education Sectors in Capital Cities of Latvia and India

Education Sector in Riga, Latvia

Education and Right to education is one of the main priorities in Republic of Latvia even persons having temporary resident permit and with many legislations were introduced in this sector. The primary education starts from the age of seven and the basic education is around 9 years which is followed by the higher education according the Bologna Process. Financing education has been an important topic and in recent years the allocated budget for this sector is 6.5% of GDP. In the year it was around 246.5 million Lats, in percent it is around 15.7% of the total state budget. (Education in Latvia, 1999) The interesting fact of financing of education takes place differently at various level, usually state budget is mostly allocated for higher education which was around 25.5 million Lats in the public sectors but education in private Institutions are still quite high compared to the state funded places. Though an initiative has been proposed in introducing the system of study loans by the beginning of the semester year 1999/2000 (Education In Latvia, 1999). Although there are private institutions for higher education but they did not go through the assessment process for quality assurance.

The importance of education sector in this country is making it grow day by day and the education exports is also increasing from the year 2013. It is noticed that every tenth student in this country is from abroad according to the recent overview by the ministry of education. It is seen that majority of the universities do not attract students but only two does where it is seen that more than 1000 students are there and 200 are there in other institutions. Baltic International Academy was number one but now it's place is taken by Riga Stradins University having over 2,000 international students. If the situations continue then Riga would be one of the world's largest and biggest student market. Two reasons have been concluded from this situation, firstly due to good education standards in the public universities students from faraway countries come here to study similarly the private universities attracts students from OECD and CIS countries including India and Georgia (A S. , 29 march 2017). Attracting international students have been never been a priority for the government but according to the revised report of competitiveness for 2015 it is seen that it is the education level which is attracting such internationalization of foreign population (A S. , 29 march 2017). Sooner or later Latvia would one of the educated

countries in providing higher quality of education with lower cost in European Union with highest number of literate population both nationally and internationally.

Financing of higher education have always been a sensitive topic and so it is the case in Latvia, it's education system have been unfunded for eons in terms of public financing and according to the world bank report Latvia is below in comparison to other European countries also in the Baltics. (Higher Education Financing in Latvia: Analysis of Strengths and Weaknesses, 18 March 2014). 'Latvia have a dual system of tuition fee model where in one case it is relatively high fee and relatively many fee-paying students followed by merit-based support to the students'. (Higher Education Financing in Latvia: Analysis of Strengths and Weaknesses, 18 March 2014). According to the existing education model it lacks alignment of the basic finances in teaching and research to which the World bank proposed in introducing 3 pillar models where the first one is providing basic funding followed by performance-oriented funding and lastly innovation-oriented funding for reaching its goals. (Higher Education Financing in Latvia: Final Report, 19 September 2014). (Erinsa.I, July 2014).

Education Sector in Delhi, India

Education has been an essential part of the Indian Society which is followed by a high demand in graduation studies and lately it is said to have a surplus of 48 million of citizens of working age by 2025 . Delhi being the capital of India not only it is advanced in development, also the education hub which is much ahead from the other states. It is one of the main education Institutions in the country which was built by 'British Indian Government's Central Legislative Assembly' in the year 1922 (P, 2012). Though there were several institutions already established but with limited faculty, so in the year 1933 the main headquarters were moved to a renowned estate providing it a new identity of enlisting the best candidates from the country and in the same time enhancing the prestige of the university (P, 2012). It consists of five separate departments including science, commerce and humanities. After the independence the university stayed strong in building up its prestige with the important people serving this institution such as chief justice served as pro-chancellor, Vice president as Chancellor. The city went on expanding but the university partly had done it in order to provide education to the remote areas of the country. Education sector in Delhi is widely spread as it consists of good and not so renounced institutions which shows the existing contrast in the reach of higher education to the society. Overall there is a lot of scope for improvement in the field of infrastructure and the quality of education. In general Delhi is not the highest literacy state but

with the upcoming innovation and greater demand for education it is trying to provide high quality education with lower cost so that at least the basic education can be imparted to all the levels of the society. In terms of the factors of cost and quality this university provides the best possible education in the country however exceptions are there as there are very renowned institutions which has limited seats and also with higher cost which makes the education sector quite competitive leaving behind the lower section of the society. Usually public university are preferred for its low cost and so does it happen in Delhi too, leaving aside the exceptions usually students opt for this university because of the low payment and considerable quality of education as minimum graduation are require for employability. No doubt the main campus and the university has the best education facilities however studies are also linked with day to day life problems including cultural and political issues. Therefore, though Delhi is prone to different scenarios and problems but in Education sector it at least tries to fulfil the basic criteria in order to improve the status of education in the country like India which is so filled with social and political problems.

Financing of higher education is a shared responsibility among the two top levels of government through the balance depends from time to time. Literatures have shown that students loans were introduced to reduce the burden of government spending. It is estimated that 81% of the funding comes from the ministry of education both central or state and the rest 9% from other departments. However, the total spending accounts for 3.8% of GDP or 13.5% of the total public expenditure. Though financing of education is a complicated process and requires some changes. (Stolarick, April 2014) (India Country Summary of Higher Education. , (2010)).

2.2 Trends and Challenges in the Education Sectors

Countries like Latvia and India are still undergoing changes due to the imminent situations and also due to rise in demand of education but recently Riga is experiencing a change in their education financing system which will be helping them to be more efficient with the 'European three pillar funding model' (World Bank Reimbursable Advisory Service on Higher Education Internal Funding and Governance in Latvia, 2017). The biggest challenge lies in the institution of assessing their internal funding, developing quality research education also relating everything to the employability and the needs of the country. As stated above since Riga is becoming one of the largest hub of international students with this it also has the great responsibility of providing quality assurance higher education with lower cost so that it is accessible to all sections of the society. Currently the first priority or rather the upcoming challenge lies in internationalization as it deals with both subjective and external situations. If this strategy could be looked upon it could take Riga a step ahead in raising the bar of competitiveness and quality assurance of the Universities. Also, to tackle the forthcoming challenges proper implementation should be done and from the prevailing research it was found that there are six major areas where problems could be seen which includes:

- Quality assurance
- Role of Research and Development
- Importance of Higher education for national growth
- Coordination and power
- Financing
- Innovation (J B. , 2003)

When the situation is compared to Delhi, India the chief problem lies with the access of higher education to the majority of population. With the growing up of the tertiary population the biggest issue lies in providing good quality of education with minimum cost also in bringing about the equity in the receiving education. Therefore, when two countries are compared the common problem lies in providing quality assurance higher education with a minimum cost to the all the sections of the society without any hurdles in their way.

Chapter 3: Comparative Analysis of Cost and Quality Impact on Student's Preference

3.1 Analysis of the Data and Interpretation of Survey

Importance of the Study

This study is important as there is limited work done on student's perspective, perception and their rationales behind choosing public versus private universities in terms of cost and quality. Also, this study will help to get an insight of what are their ideas on Indian and Latvian Higher Education Institutions and what are their future expectations in terms of accessing education in India and Latvia.

Expected Outcome

The expected outcome of the study is to answer all the proposed questions. As the study attempts to understand whether there is a relation between cost and quality, and by what means these affect the decisions of an individuals in choosing the preferred university, the expected outcome is to view that students prefer private universities over public because of the better quality and courses offered followed by the second expected outcome which is students prefer public university because of the subsidised cost and quality. Though the above outcome will be different as students in Europe prefer choosing Public Institutions as it provides cost and quality assurance. In broader sense the outcome will be different to that of the Indian Students as the structure in the public and private Higher education Institutions are different from the European Higher education institutions. It would also provide a conclusion on whether financial background and other return on investment influence their decision making in choosing their institutions.

Limitations

The study had its limitations wherein difficulties were faced for conducting the research. In terms of collecting primary data, questionnaires were forwarded to many students, also using social media three groups were targeted but limited responses were received. In terms of existing literature, previous studies were seen to have concentrated mainly on institution perspective and opinion studies were not conducted to gauge responses of students and their perception, preferences of the institutions according to the parameters. Moreover, students

where been taken from universities in India and in Latvia, belonging to similar course but different universities and study was being limited to Indian and Latvian students only.

Research Gap

Existing literature identified brought about interesting insights and realities relevant to cost and quality of Higher education from the institutions perspective. There is considerable research on cost and quality of higher education in India, and Europe from institutional perspective. However, there is limited research on student's perspective and their rationales behind choosing private verses public universities specially related to cost and quality of Higher Education. However, this paper focuses on the rationales and perception of the student in choosing their preferred university. Also, how far the financial background influences the types of institutions as no limited work has been noticed from the student's point of view. Also, this paper takes into account factors responsible for student's decision and what are the other factors they take into account other than cost and quality.

Research Design and Methodology

To carry out this study, both quantitative and qualitative method may be needed. A survey including a precise questionnaire would provide for understanding the preference of the students based on different parameters of cost and quality. Interviews or surveys can also be conducted with the grouped respondents who are currently studying in Manipal University Delhi University in India, and University of Latvia, Riga. The data can further be collected and analysed using specific statistical tools to derive a conclusive understanding at the secondary stage.

Research Design

The design of this study is descriptive and so the most suitable method for this study was quantitative analysis method as the study has a descriptive research design. Firstly, one questionnaire was designed that consisted of precise and logical questions. The questionnaires were uploaded using Google survey sheets and distributed to the respondents online in the form of online survey, reason being two different groups of sample designs which were not possible to cover through printed questionnaires. The questions in the questionnaires were asked in two parts. In the first part, questions on independent variables were asked in order to get the basic information about the respondent such as Gender, Family's Annual Income and the institutions they belonged. In the second part of the questionnaire, questions asked were to seek answers to

the research questions keeping in mind the main objectives of carrying out the study. The respondents were allowed to answer it at their own convenience. In the second stage, the collected data was manually entered into SPSS (Statistical Package for the Social Sciences) for analysis. The results of the analysis were presented in the form of different diagrams i.e. Pie charts, bar charts, column charts and line charts etc.

Variables

A variable is the empirical part of a construct or concept. It links the empirical world with the theoretical; they are the phenomena and events that can be measured or manipulated in researcher. As the study is based on quantitative research method, variables are one of the major elements which are need to be identified. There are two kinds of variables – independent and dependent. Independent variables are systematically varied by the researcher and the dependent variables are observed and their values presumed to depend on the effects of the independent variables. In other words, the dependent variable is what the researcher wishes to explain. The current study has two independent variables to study the primary dependent variables in the first stage to get the preliminary information of the respondent which includes gender, and annual income. The dependent variable is the type of institutions they belong. In the questionnaire, the first part is to understand the causal relation between annual incomes which is independent variable with regard to type of institutions chosen that is dependent variable. Second part of the questionnaire understands the relation of factors with the type of institutions chosen. Here the factors are independent variable and again the institutions are dependent variable.

Population of the Study

The population for this study were students currently studying in Manipal University, Karnataka that formed Group 1 for the research and currently enrolled in engineering course offered by Manipal University and belongs to the final year of the bachelors. Group 2 were the students who were students currently studying in Delhi Technological university as the groups are categorised in public and private university. Group 3 were the students who are currently studying in Riga technical University in their final year of bachelors. In this case, Students will be from engineering background as it will give an insight of their rational in choosing these universities.

Sampling Procedure

Sampling is the process of selecting units (e.g. people, organisation) from a population of interest so that by studying the sample the results can be fairly generalised back to the population from which they were chosen. The constraints of time and access to resources made it difficult to collect the information from the entire population identified for the study but in order to make the research more feasible quota sampling is chosen. Quota sampling which is a non-probability sampling technique was used to determine the sample “wherein the assembled sample has the same proportions of individuals as the entire population with respect to known characteristics, traits or focused phenomenon” (Explorable.com, n.d.). In order to choose the members from the population as the participants, the researcher heavily relies on his or her own judgment in non-probability sampling techniques. This sample method was mainly selected as Group 1 data collected was not equal to Group 2, Group 3 data and so to equalise data collected from Group 1, Group 2 and Group 3, based on the number of respondents belonged to public and private institutes, this technique was adopted. However, it is less likely to impact the results to a great extent. The final sample size was 90 students which is 30 in each group from similar fields of study in the three Higher Education Institutions. The survey was conducted and administered by using electronic media.

Research Instrument

The primary data was collected through the questionnaire. The questionnaires were distributed among the subjects through electronic media, by using Google survey sheets. An underwriting was provided on the questionnaire that the responses provided by the subjects would not be used for any purposes other than academic and all the information would be kept strictly confidential. A set of twenty-four questions were designed to analyse the objective of the study which were divided in three parts. First part which have questions on independent variables regarding background, annual income. Second part consisted of questions related to the list of parameters, third part will include questions related to cost and quality of Education and lastly close ended question regarding the preferences of choosing their universities. As far as possible, the questions were ordered in such a way that a question does not influence the response to subsequent questions. Surveys were standardized to ensure reliability, generalizability and validity. Every respondent was presented with the same questions and in the same order as order respondents.

Procedure for data collection

As the primary data was collected through questionnaire, the respondents were divided into two groups who belonged to public higher institutions and private higher institutions. The questionnaires were distributed among the subjects through electronic media, by using Google survey sheets and offline survey was also done. Responses for the private institutions were collected through offline survey. The researcher distributed questionnaires individually to the respondents in the university. Responses for the public institutions were collected through online survey with the help of acquaintances and friends. Total number of sample is collected 90 which is divided into three groups of 30 each.

Pilot study

An initial pilot study was conducted among 10 people chosen through quota sampling but the respondents belonged to different groups. They were medical students from Manipal University, from Tripura medical college and Riga Stradina University. This study was firstly conducted to check the reliability and the validity of the questionnaire and whether the hypothesis would be retained in the long run. Analysis was done with the help four questions

Question 1

Presently in which Academic Institutions are you currently rolled in? (Dependent Variable)

Question 2

Which are the factors playing an important role in choosing your preferred university? (Independent variable)

Figure 1. Comparison of factors preferred by the respondents

When asked if the respondents preferred cost or quality in choosing their preferred university it was seen respondents from public higher education institutions preferred cost efficiency rather than quality and among 8 out of 10 respondents from private institutions opted for better quality rather than other factors.

When the same questions were asked the respondents from the public University a different response was received.

This study actually gave a preliminary information of whether the study was in a right direction and the results showed that alternate hypothesis was retained.

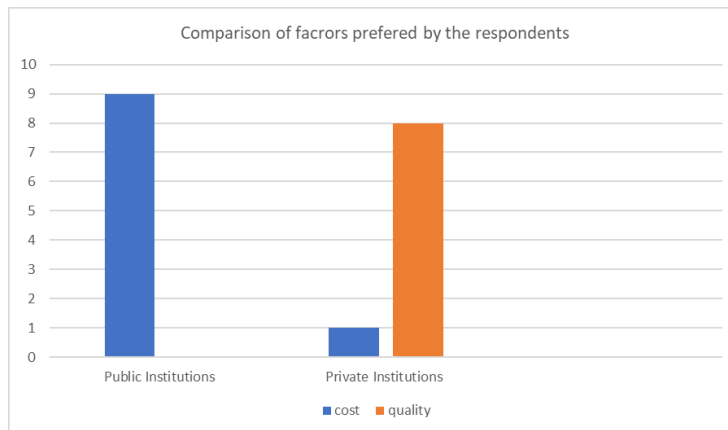
Question 1

Presently in which Academic Institutions are you currently rolled in? (Dependent Variable)

Question 2

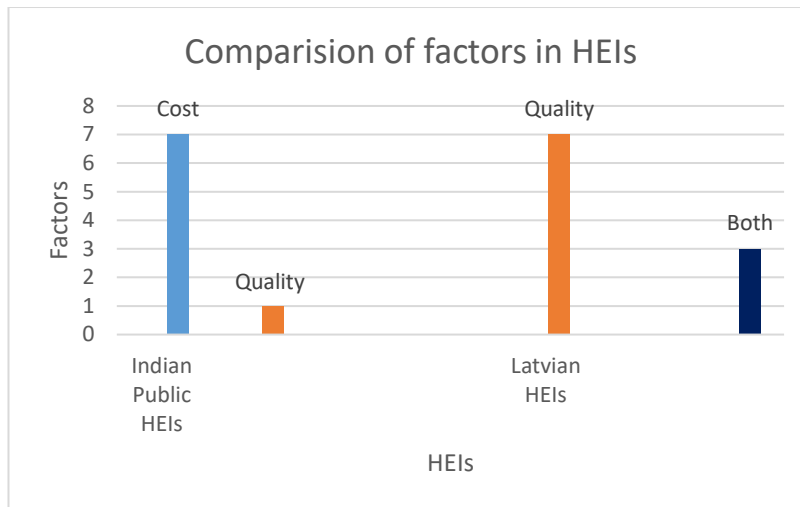
Which are the factors playing an important role in choosing your preferred university? (Independent variable)

Figure 1. Comparison of factors preferred by respondents



When asked if the respondents preferred cost or quality in choosing their preferred university it was seen respondents from public higher education institutions preferred cost efficiency rather than quality and among 8 out of 10 respondents from private institutions opted for better quality rather than other factors.

Figure 2. Comparison of responses from India and Europe



The same study was conducted with a sample group of 10 in Latvian University and to their responds it was seen that respondents from the Latvian HEIs choose their University because of quality over cost efficiency. 7 out of 10 opted for quality and 3 of the respondents choose both factor quality and cost. Comparing the above figures show the existing difference among the India and Latvia, Europe depicting the preferences and ideologies of the student studying in the Higher Education institutions across countries. This preliminary study gave a base to the current study and giving a hint that the fourth hypothesis in this is valid.

Validity and reliability

A preliminary study was conducted by the researcher before doing the final study. A sample size of 30 respondents were taken which was divided into three university, two Public and private University. The population belonged to the medical students. Both online and offline survey were conducted using the questionnaire to check the validity and reliability for testing the hypothesis and this pilot study was conducted to check the validity and reliability of the questionnaire using Cronbach's Alpha test and the result were .900 which is shown below.

Table 1. Reliability Statistics

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .900 | .879 | 22 |

Profile of the respondents

The sample for the study was drawn from people above the age of 20 - 21 who belonged to the final year of graduation coming from all strata of the society. The study required people who belonged to same educational background that is from engineering one but from different university as the study is based on public and private institutions. Also, the sample was divided in categories according to their annual group to test the null hypothesis. A quota sampling procedure was used. To ensure equitable study equal number of questionnaire were given to male and female who belonged to these two categories of institutions. The profile of the samples is shown below with the help of graphs.

Figure 3. Population of Public Institution in India

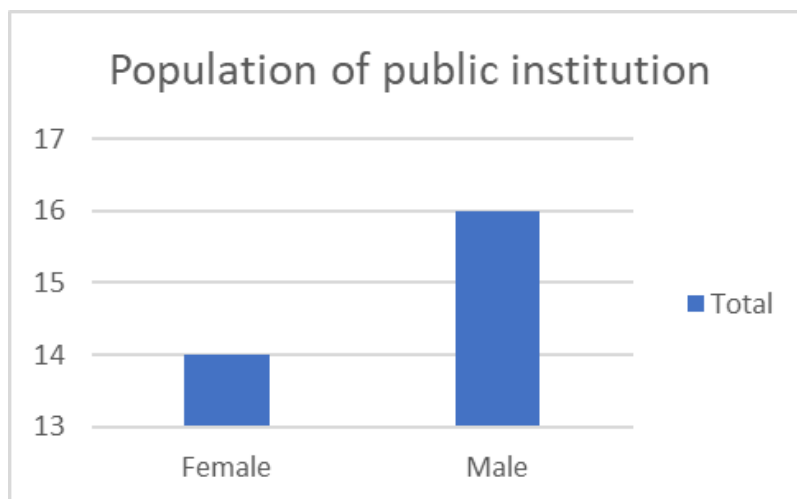


Figure 4: Population of Private Institution in India

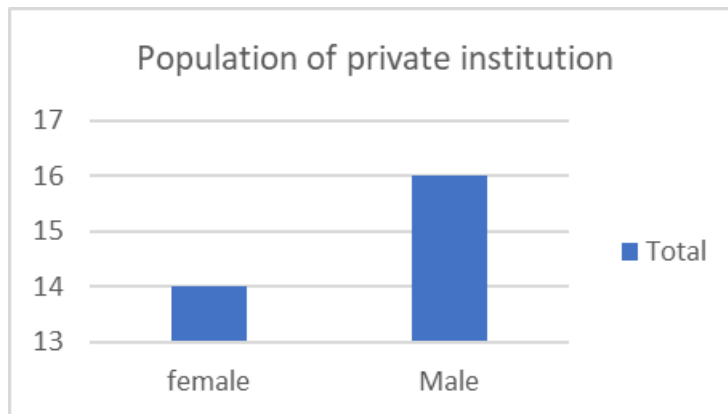
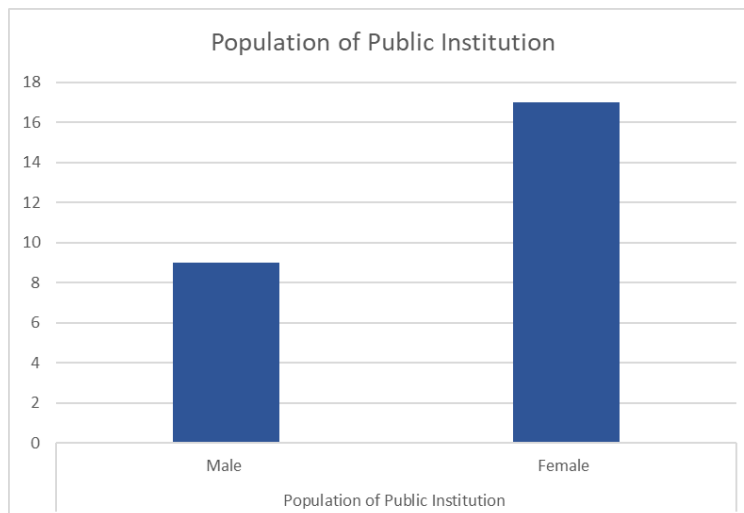


Figure 5. Population of Public Institution Latvia



According to the data interpreted from the questionnaire the majority of population belongs to male rather than female in India who also represents the unequal distribution of education in the education sectors. A very different picture is noticed in European education sector when majority of population represents female than male but also in Latvia female population are higher than male population. The important explanation from this graph can be derived that the status of female population in India and Europe, the importance of education and access to have varies from country to country.

Figure 6. Annual Income of the Respondents in India

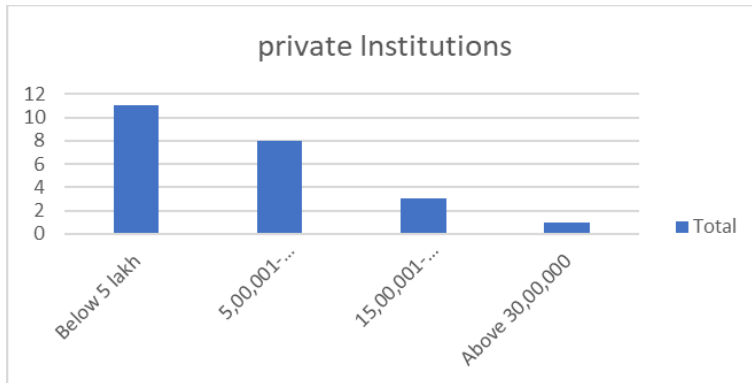


Figure 7. Annual Income of the Respondents in India

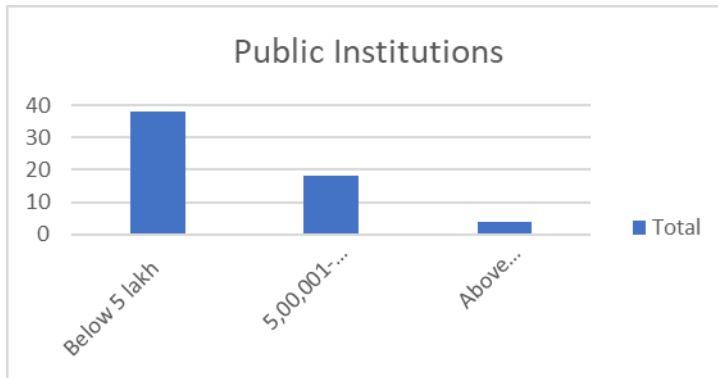
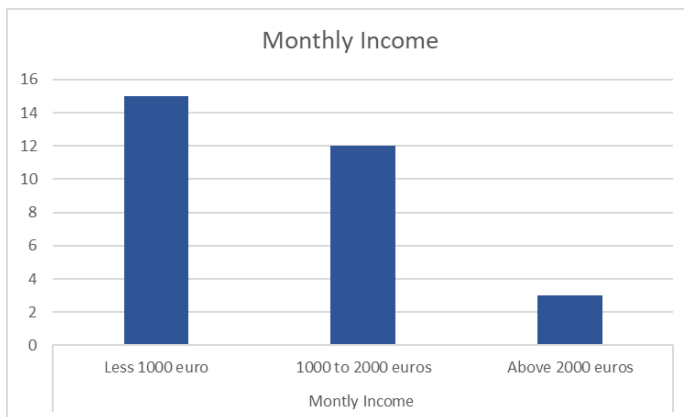


Figure 8. Monthly Income of Respondents in Latvia



From the annual income, it can be interpreted that respondents belong to lower income group who chose public institutions and relatively there is a mixture of respondents from different background who choose private institutions. From the monthly income above it is also seen that respondents belong to the first group of income studying in public institutions with also mixture of respondents from other group preferring to study in the institution. However,

the figures represent the country's currency as the different exchange rates which is difficult to compare.

Period of study

The study was conducted in the period of February 2018 to June 2018. The data was collected in the month of March and April 2018. The population was from the academic year of 2016-18 for Group 1, Group 2 as well as group 3 and so does the sample.

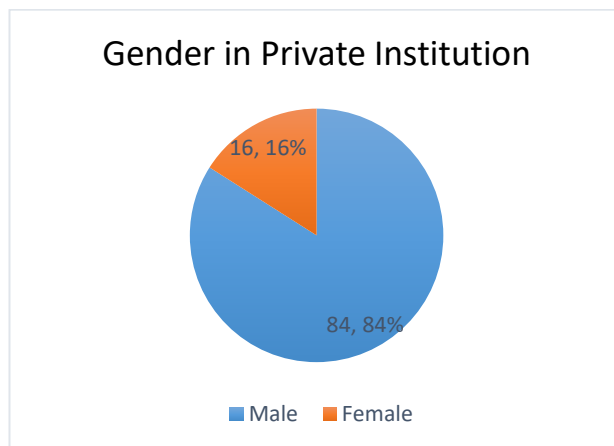
Statistical method

The data collected through questionnaire was analysed using SPSS for Windows 16.0 (Statistical Package for the Social Sciences). The statistical test used to analyse the collected data is Pearson correlation coefficient and Cronbach's Alpha test for validity test.

Interpretation of results

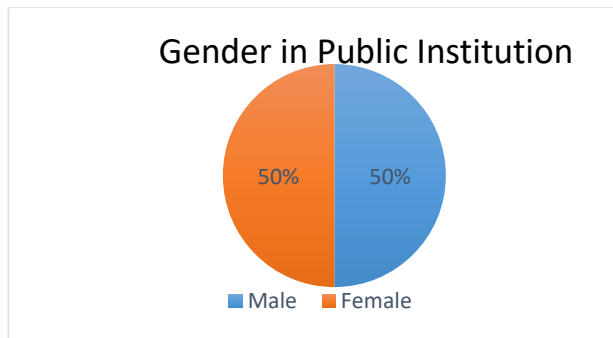
This part is the analysis of the various questions posed to the respondents in the questionnaire. The information received through the survey tool was fed into research software, SPSS or the Statistical Package for Social Sciences. The following graphs and tables were obtained from MS-excel and the software itself.

Figure 9. Sample profile of group 1



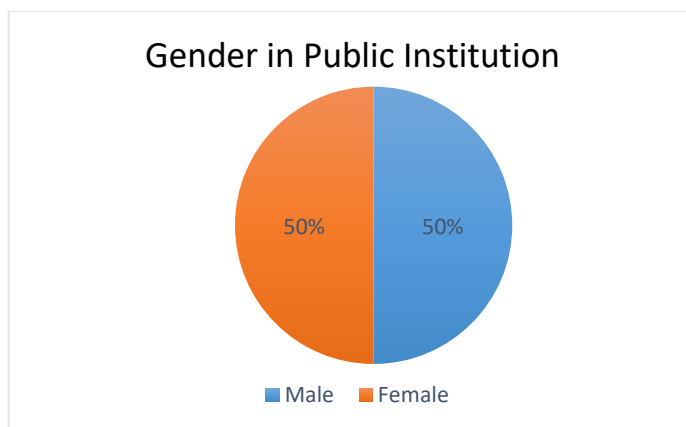
Male respondents were represented in majority in this survey. 84 per cent of the respondents were males whereas 16 per cent were females who belong to group 2 that is they were from Private Institutions.

Figure 10. Sample profile of group 2



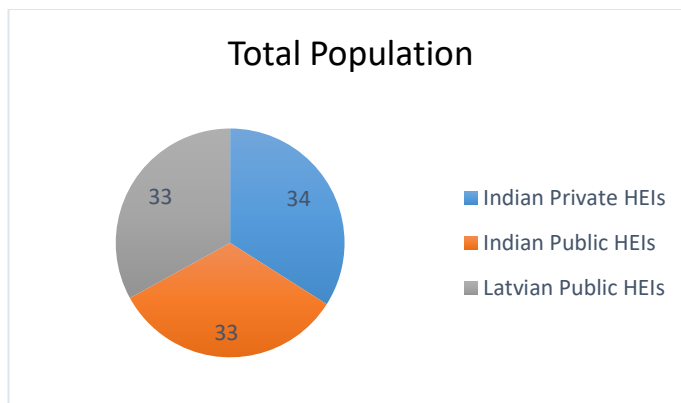
Male respondents and female respondents were represented equally in group 1. 50 percentage represented male and 50 percentage represented female in public institutions.

Figure 11. Sample profile of group 3



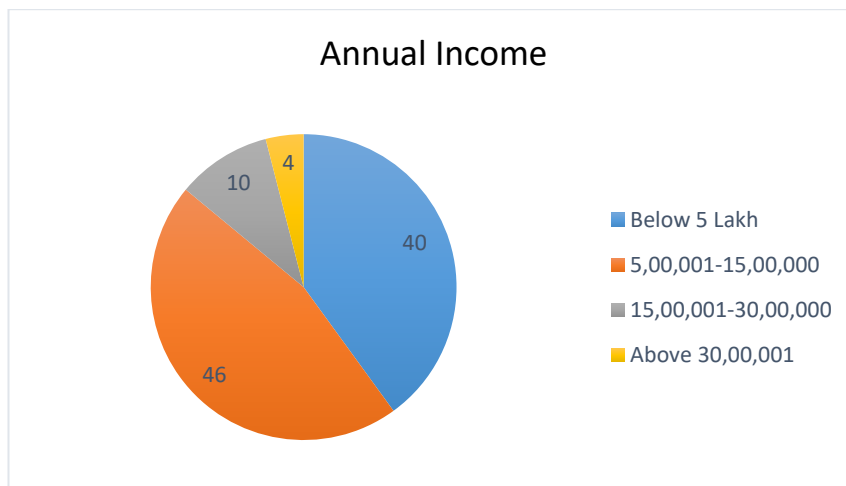
Female respondents were represented in majority in this survey. 50 per cent of the respondents were female whereas 50 per cent were males who belong to group 3 that is they were from Public Institution in Latvia, Europe.

Figure 12. Sample representing the Population



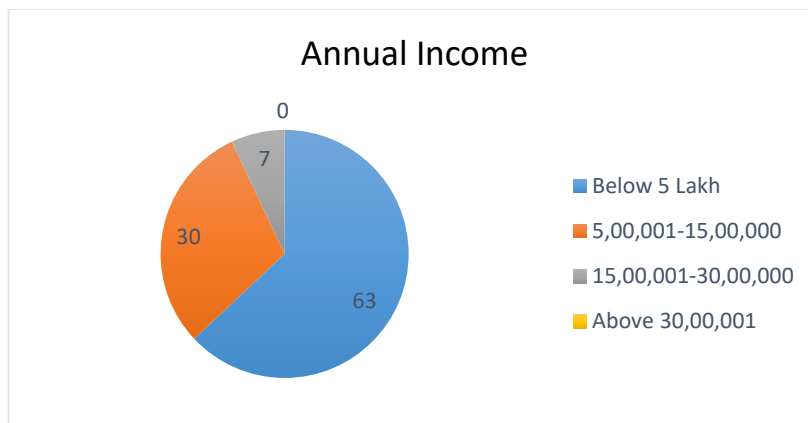
The study was conducted amongst the students of Manipal University Delhi Technological University and Riga Technical University who belongs to similar educational field that engineering background to make the study rational. A total number of 90 samples were taken which represents 30 from each of the Higher Education Institutions that is Public and Private Institutions from India comparing with Latvian Higher Education Institutions. Therefore, the above graph represents the total sample collected during the survey from the respondents.

Figure 13. Annual Income in Group 1-Private Institution



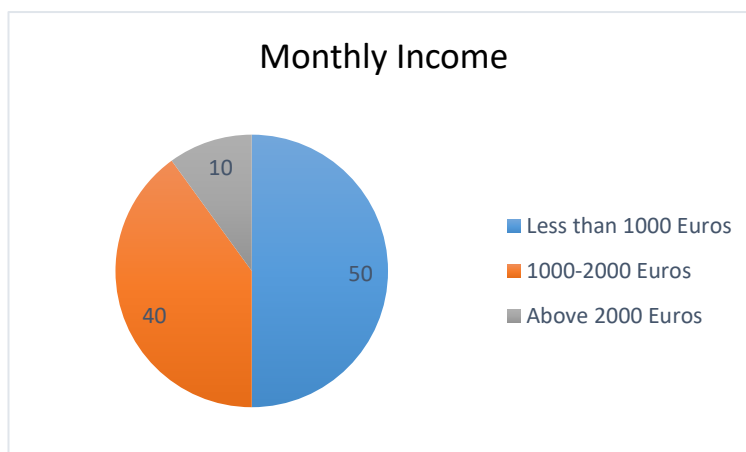
46 per cent of the respondents have family annual income between 5,00,001 to 15,00,000 that is represented in majority. 40 per cent of the respondents have family annual income below 5 lakhs. 10 per cent of the respondents have family annual income between 15,00,001 to 30,00,000. 4 per cent respondents have family annual income above 30,00,001. Here the chart depicts that respondents who study in private institutions come from different backgrounds.

Figure 14. Annual Income in Group 2- Public Institution



63 per cent of the respondents have family annual income below 5 lakh that is represented in majority. 30 per cent of the respondents have family annual income between 5,00,001 to 15,00,000. 7 per cent of the respondents have family annual income above 30,00,001. Zero per cent have family annual income between 15,00,001-30,00,000. So, from the chart it can be depicted much of the respondents belong to lower income group level as in majority it shows in the chart.

Figure 15. Monthly Income of Group 3- Latvian Public Institution



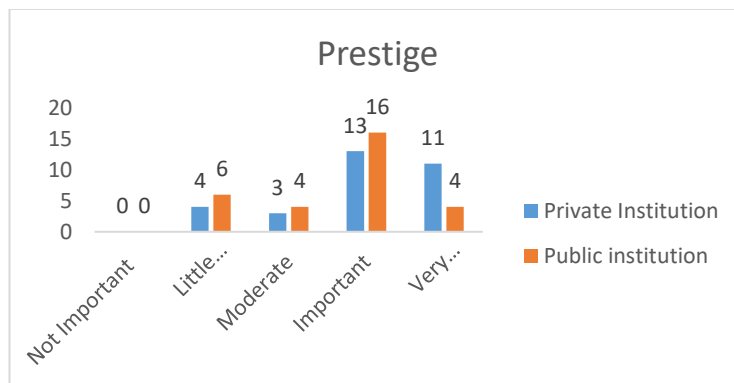
50 per cent of the respondents have family monthly income below 1000 euros that is represented in majority. 40 per cent of the respondents have family annual income between 1000 euros to 2000 euros. 10 per cent of the respondents have family annual income above 2000. So, from the chart it can be depicted much of the respondents belong to lower and middle-class income group level as it is in majority.

3.1 Assessment of the Parameters of Quality

As this paper aims to look at the parameters of cost and quality so individually all the parameters will be shown according to group 1 and group 2 which is followed below

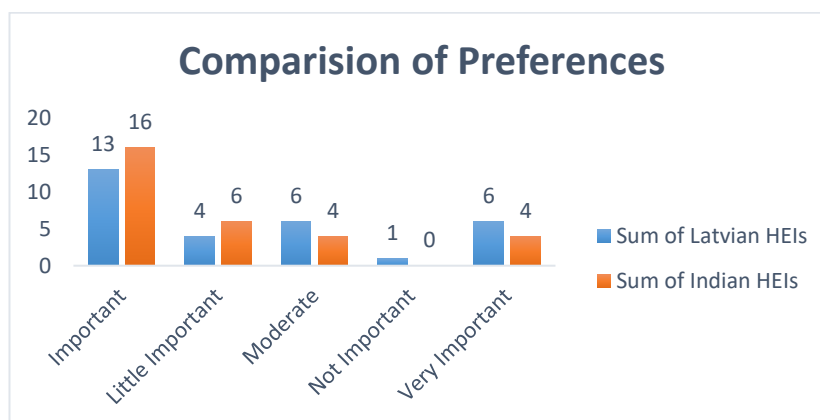
The first parameter for quality is Prestige of Institutions

Figure 16. Prestige



When asked the respondents, how much importance they would give to prestige of institutions while selecting their preferred institutions, it is seen that 4 per cent of private respondent have paced in the scale of little importance, 3 per cent in moderate, 13 per cent in important representing majority while 11 per cent in the scale of very important. In contrasting to group 2 16 per cent have placed in the scale of important representing the majority followed by 11 and 6 percent in very important and little important scale. But when compared it is seen that group 1 which is public respondents give more importance to prestige of the institutions while choosing their institutions.

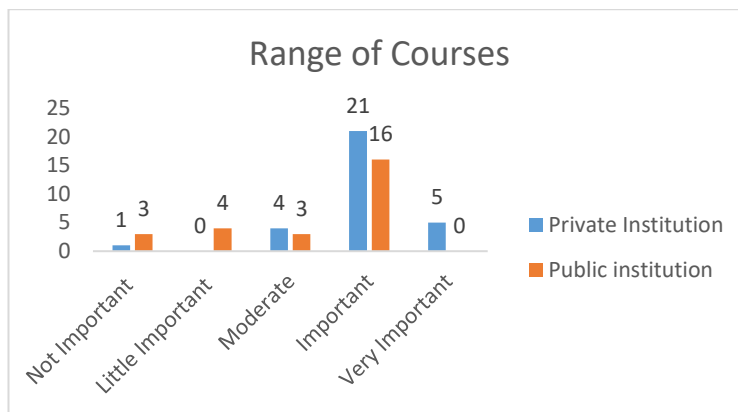
Figure 17. Comparison of Preferences in Indian and Latvian Respondents



When asked the respondents, how much importance they would give to prestige of institutions while selecting their preferred institutions, it is seen that 6 per cent of Indian

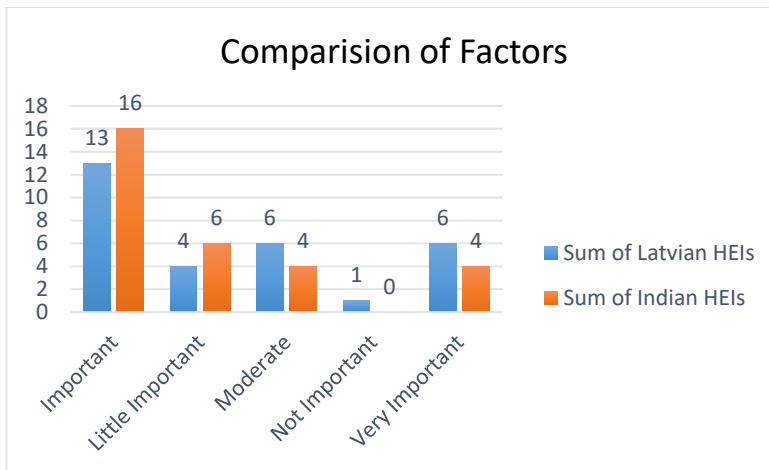
respondent have paced in the scale of little importance where is 4 per cent Latvians responded for it. 16 per cent Indians responded prestige where is 13 per cent Latvian scaled it as important. 6 percentage of Latvian population have opted both moderate and very important scale where is Indian population have percentage around 6 and 4. A very insignificant response have been noted for the scale of not important depicting that decision makes do take into account as one of the factors in making their decisions in both the countries India and Latvia, Europe.

Figure 18. Range of courses



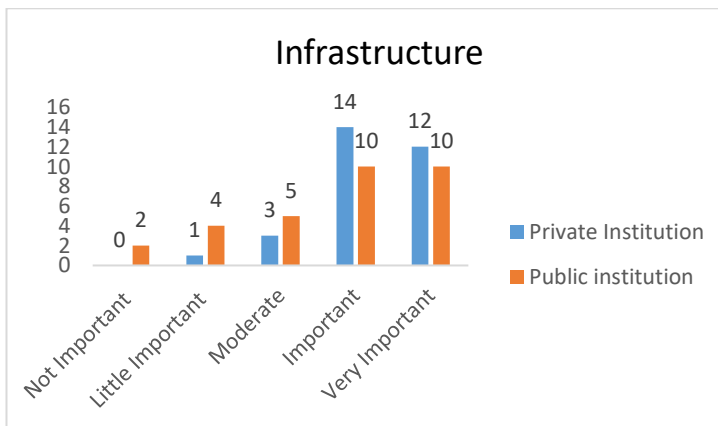
When the option of range of courses were given it is seen 21 percent of respondents have placed it the scale in importance representing the majority and for group 1 which is the respondents from public institutions represented 16 percent in the scale of importance. 5 percent was followed in the scale of very important by the group 2 respondents. From the percentages which is represented above it denotes that range of courses are important for the group 2 respondents in choosing their preferred university.

Figure 19. Comparison of Factors



From the above figure it seen that 13 Latvian respondents marked important for range of courses whereas 16 percentage of Indian responded for it. A bit similar response from both Indian and Latvian respondents have been received for the scale little important and moderate which is about 6 and 4 percentage. Also, 6 percent have voted for very important and 4 percentage of Indians have marked on it. The figure or rather the responses gives an insight that decision makers belonging to any of countries, they do keep the various small factors like range of courses in their mind.

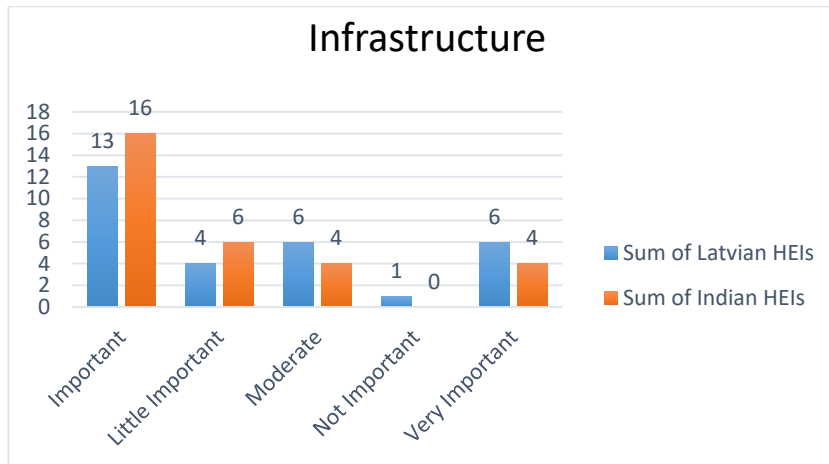
Figure 20. Infrastructure



The given clustered bar graph shows the percentage of importance of infrastructure in choosing a higher education institutions .14 percent of group 2 respondents have placed it on the scale of importance representing majority followed by 12 percent in the scale of very important. 10 percent of group 2 who belongs to public university have placed equal percentage in the scale of important and very important where is some respondents placed it in the scale of not important and little important. Overall again it is seen majority of group 2 have placed this

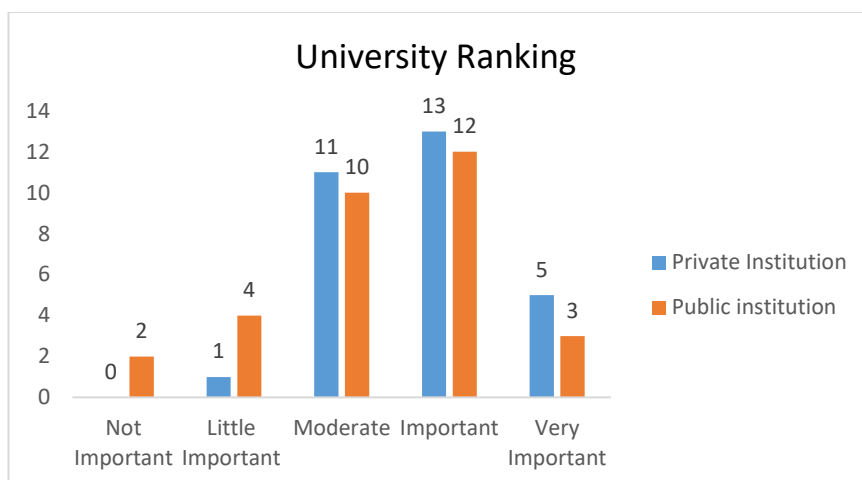
parameter in the scale of importance representing that they actually take into account while preferring a higher education institution

Figure 21. Comparison of Infrastructure



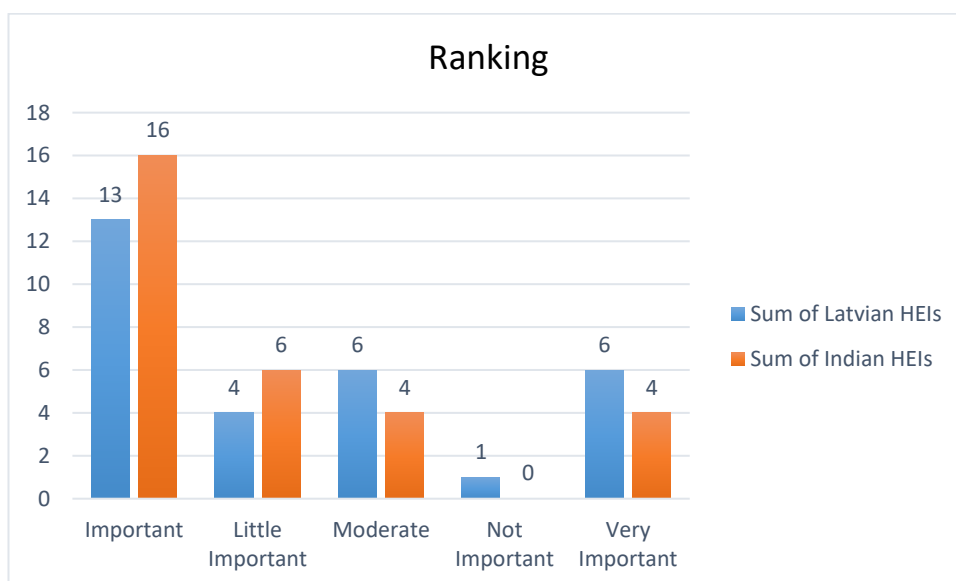
When the option of was put in the questionnaire it is seen that 16 percent of the Indian population opted for important surprisingly 13 percent of Latvian have scaled it to important. In general, the figures are quite similar differing around 1 to 2 percent. Little important received 6 and 4 percentage of votes from Indian and Latvian respondents, where is same number is also seen the scale of moderate. Only 1 percentage of the population have opted for not important. In generally a similar picture is seen in both countries.

Figure 22. University Ranking



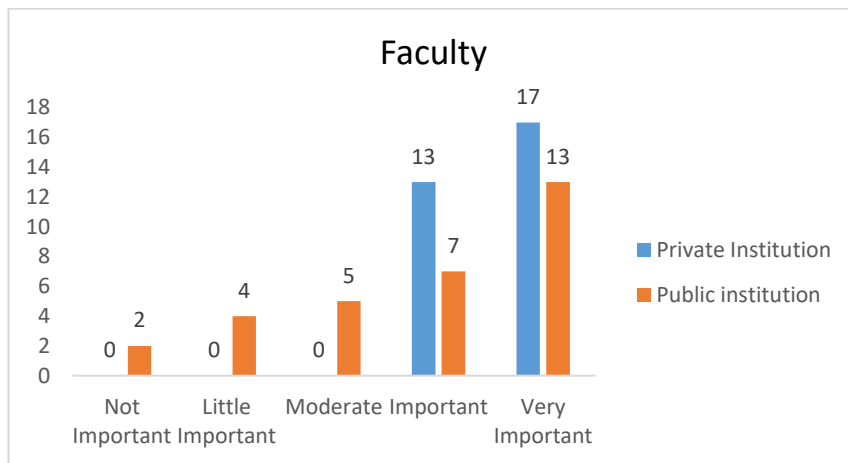
When asked the respondents, how much importance they would give to University Ranking while selecting their preferred institutions, it is seen that 2.4 per cent of private respondent have paced in the scale of little importance ,11 per cent in moderate ,13 per cent in important representing majority while 11 per cent in the scale of very important. In contrasting to group 1, 12 per cent have placed in the scale of important representing the majority followed by 10 and 3 percent in moderate scale and very important scale. Also, 4 percent of group 2 have placed in little important and 2.4 percent in not important scale. Comparing group 1 and group 2 it is analysed the university ranking is important for group 2 respondents while preferring their university.

Figure 23. Comparison of Ranking



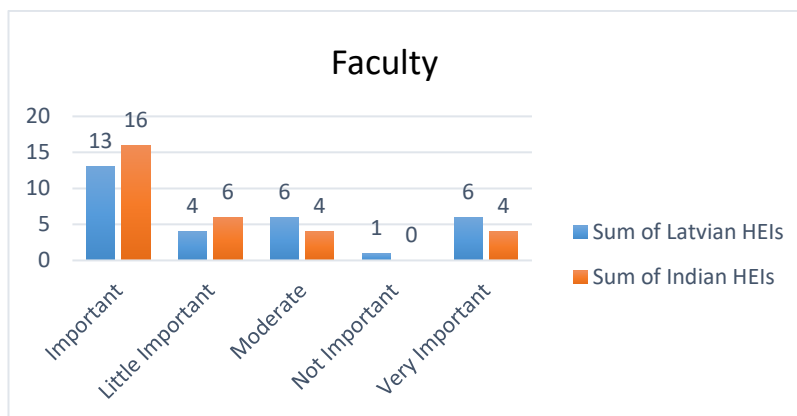
Ranking plays an important part in decision making, so keeping it mind it was placed in the questionnaire and a similar response came from the Indian and Latvian respondents. 13 and 16 percentage of the population scaled it in important whereas 4 and 6 were seen in the case of little importance and vice versa for moderate. An increase of 2 percent was seen in the Indian population where as it was 4 percentage for the scale of very important. Overall comparable responses have been obtained from this factor.

Figure 24. Faculty



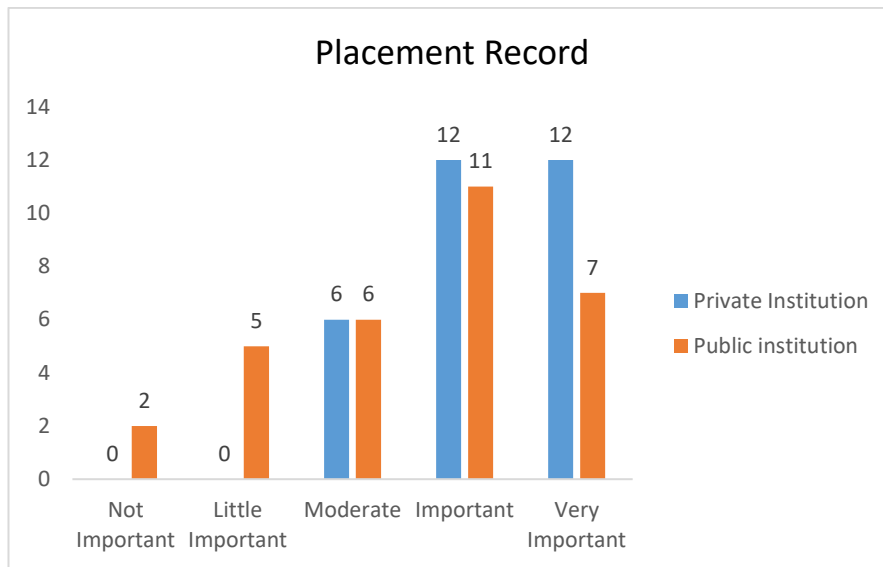
The bar graph for faculty which includes both teaching and administrative staffs as perceived by the sample is different from each other. 13 percent of the respondents from group 2 have placed it on the scale of importance followed by 17 percent in the scale of very important and zero representation in the other scales. Coming to group 1, 7 percent have placed in the scale of importance followed by 13 percent in the scale of very important. But again, 2.4 percent and 4 percent is in a negative scale. Overall again here too group 2 gives much more importance to the faculty of the institutions.

Figure 25. Comparison of Faculty



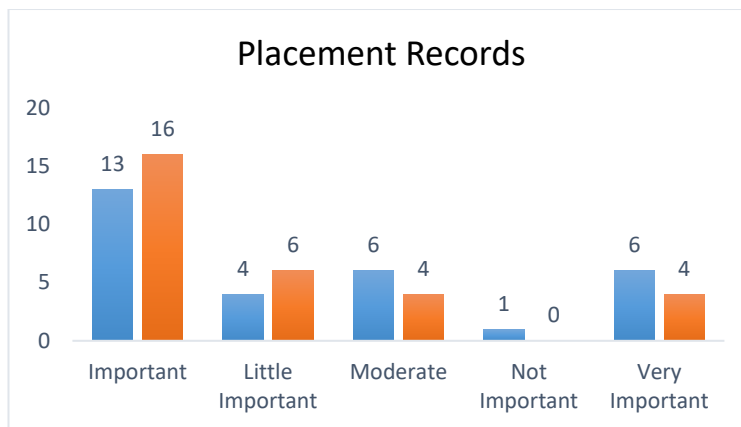
The bar graph for faculty which includes both teaching and administrative staffs as perceived by the sample is different from each other. When asked to the respondents how much they grade this factor in their priority it was seen 16 percentage of Indian population graded as important whereas 13 percentage by the Latvian. A similar percentage is seen from the Latvian which is 6 in moderate and very important scale whereas group 2 have graded 4 for this scale, not much significant is given to the first scale. However teaching and administrative staffs a play an important role for the group 2 as depicted from the figure than group 3.

Figure 26. Placement Record



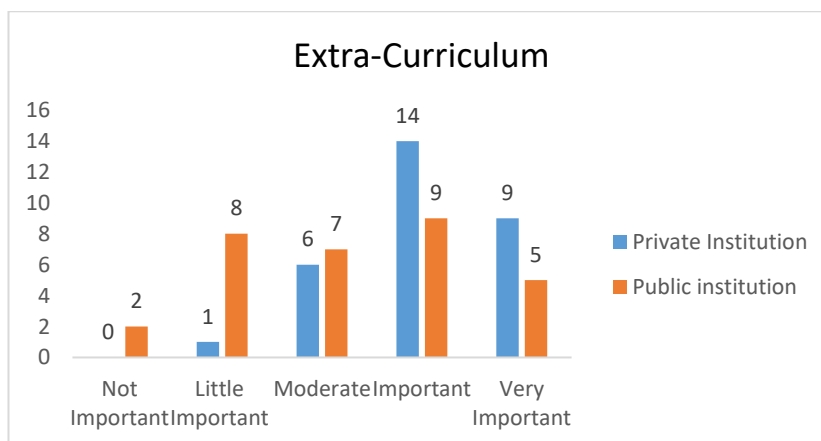
When asked the respondents, how much importance they would give to Placement record while selecting their preferred institutions it seen that there are almost equal responses for both the group 1 and group 2. 12 percent is placed equally in the scale of importance and very importance for group 2. In group 1, 11 and 7 percent have placed it in the scale of importance and very important where is some samples have also placed it in the scale of not important which is a surprising factor. In general 91 percent of the total sample have marked it on the scale of importance which shows that definitely placement records are important for selecting a university.

Figure 27. Comparison of Placement Records



When asked the respondents, how much importance they would give to Placement Records while selecting their preferred institutions, it is seen that 16 percentage of respondents have graded in important whereas a 13 percentage came from group 3 which were followed by 4 percentage in both moderate and very important by group 2 and percentage 6 by group 3. Little importance was graded 6 by group 2 and 4 by group 3 which gives a general idea that group 2 is more towards cost efficiency rather than the factors of quality in their decision making.

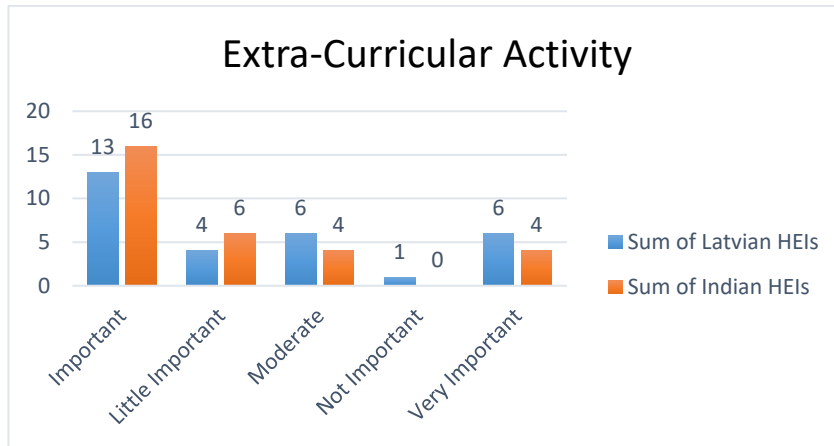
Figure 28. Extra-Curricular Activities



The bar graph for extra- curricular activities have perceived by the sample which shows different results. 14 percent of respondents from group 2 have placed it the scale of importance representing the majority while 9 percent have placed it in the scale of very important. While group 1 respondents where 9 percent have equally placed this parameter in the scale of both important and very important while 8 percent have placed it in the scale of little important.

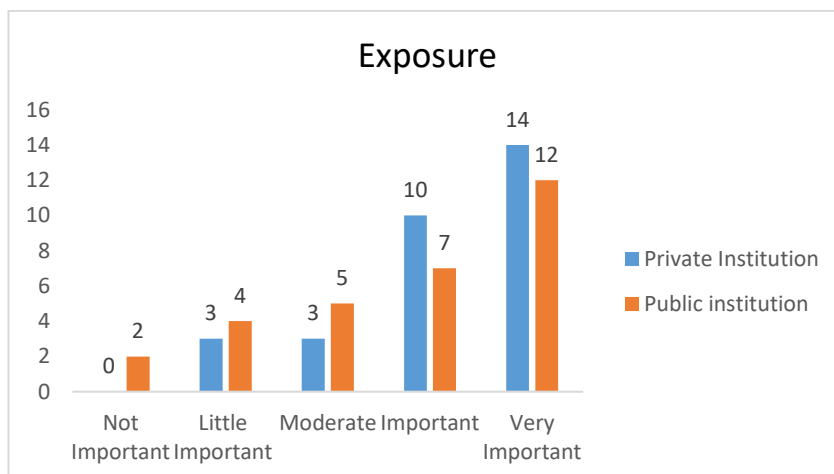
Therefore, overall both groups have provided their responses but more importance is given by the group 2 that is respondents belonging to private institutions.

Figure 29. Comparison of Extra-Curricular Activity



The given clustered bar graph shows the percentage of importance of Extra-Curricular Activities in choosing a higher education institution. 16 percentage of the respondents have placed it in important whereas group 3 have placed it in 13. Group 3 have scaled equally for moderate and very important which is around 6 and group 2 have placed it in scale 4 for the same thing. Comparing group 2 and group 3 it is analysed the extra-curricular activity is important for group 2 respondents while preferring their university.

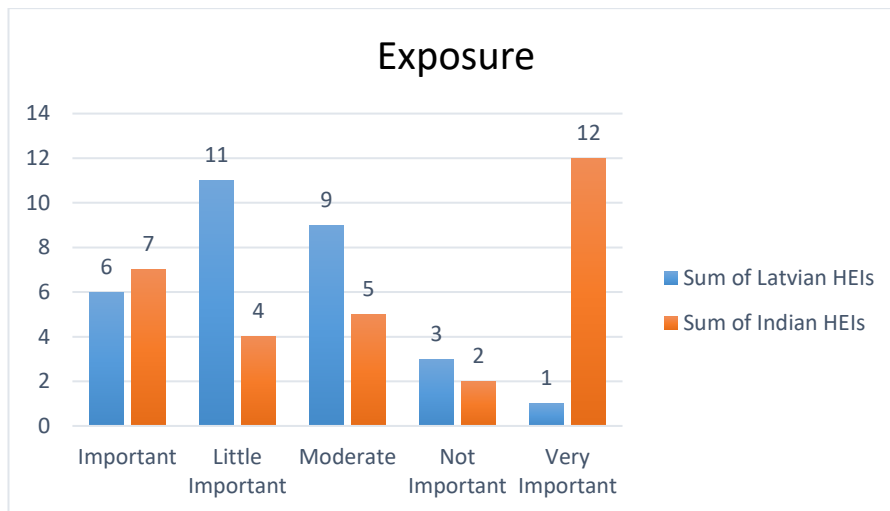
Figure 30. Exposure



The above graph represents the exposure which is one of the parameters to grade quality. From the graph, it is seen that there is small difference between the marking scale of group 1 and group 2. 10 percent of the respondents of group 2 have place this parameter in the scale of importance and 14 percent in the scale of very important. while for group 1, 12 and 7 percent

have placed it in the scale of importance and very important while 4 to 5 percent have placed it in the scale of less important and moderately important. Overall there is a mix response about this parameter from the respondents from both the groups.

Figure 31. comparison of Exposure



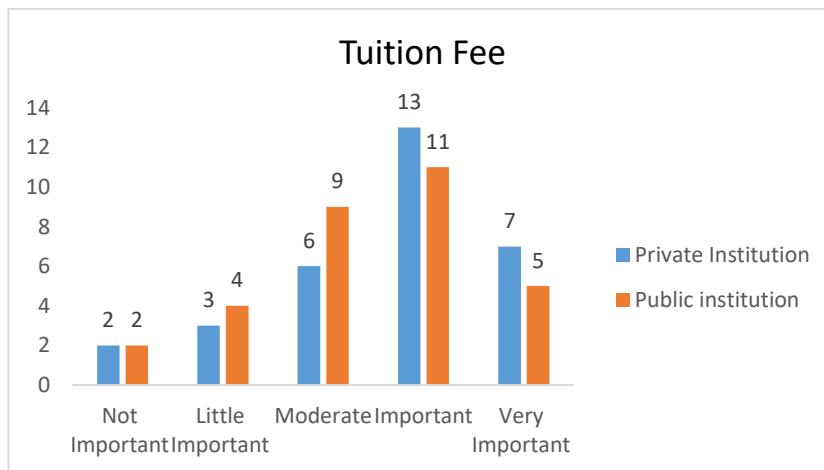
The above figure shows interesting figures among the respondents from group 2 and group 3. 6 percentage of the group 3 respondents have placed it in important whereas 7 percentage of the other group have opted for it. Percentage like 11, 9, 3 and 1 were seen in the scale for little important, moderate, not important and very important from group 3. A contrasting picture is seen from group 2. 12 percentage of group 2 have opted for very important followed by 7, 4, 5 in the scale of important, little important and moderate. From this it can be said for group 2 exposure plays a very important role than group 3 as it opens up new internationalization in education field giving a wide variety of options for the future.

3.3 Assessment of the Parameters of Cost

After seeing the responses from the parameters of quality, the next parameters are related to cost which will be seen below comparing the three groups.

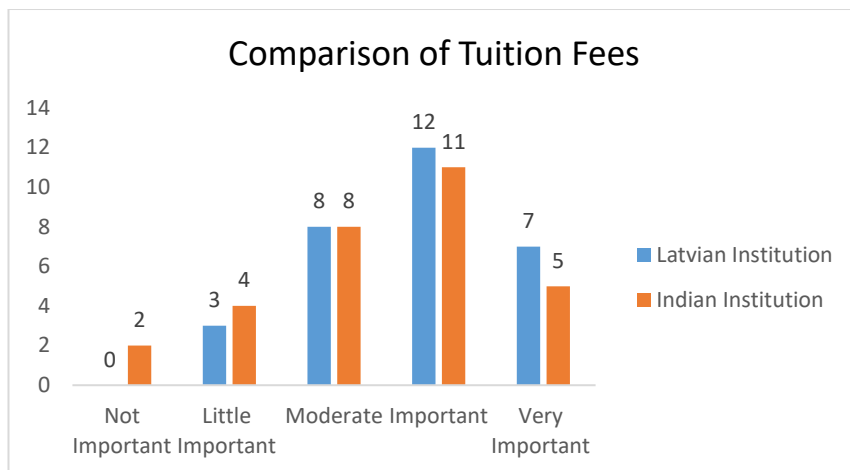
The first parameter of cost is Tuition Fee

Figure 32. Tuition Fee



Tuition fee is one of the most important parameters of cost. The bar graph for tuition fee show the importance in the decision making of a respondent belonging both to group 1 and group 2. Not much difference is being seen among the respondents. 13 percent respondents from group 2 have placed this parameter in important scale followed by 7 percent in very important scale. 2 percent have marked in not important where is 3 percent have placed it in little important group. 11 percent respondents from group 1 have placed it in important scale which represents majority where is 5 percent have grouped in very important scale followed by 9 percent in moderately important group and 4 percent in little important group. The bars actually give an idea that for respondents who belong to group 1 have different preferences for putting this parameter according to their decision making.

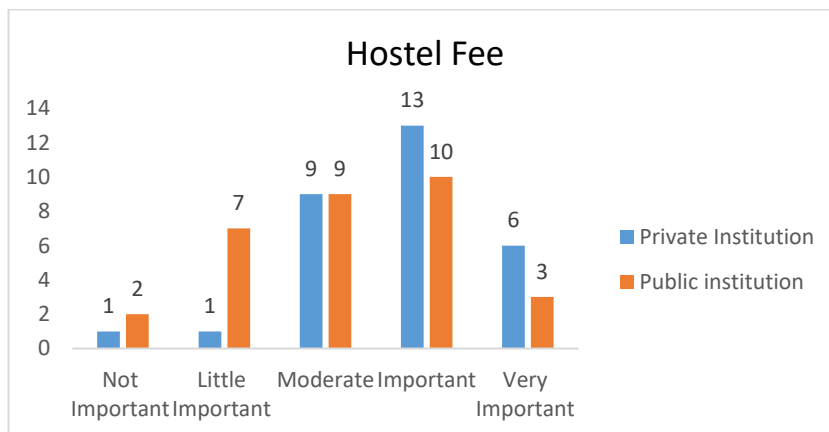
Figure 33. Comparison of Tuition Fee



In the above figure same importance is given to Tuition fee as a factor of cost by both the group 2 and 3. 12 and 7 percentage of group 3 have placed it in important and very important whereas 11 and 5 percentage of group 2 in these scales. An exact 8 percentage is visible from both the groups whereas 4 and 3 is seen for the scale little important. Overall it can be seen that an equal weightage is given by both the respondents.

The second parameter of cost is Hostel fee

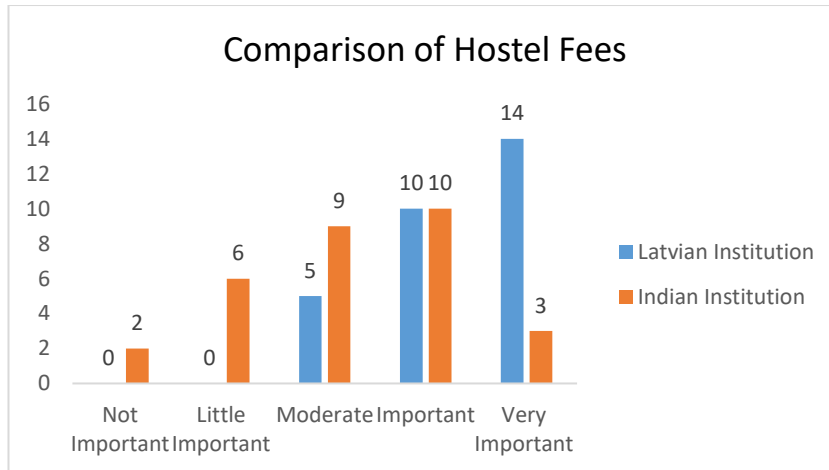
Figure 34. Hostel Fee



The above graph represents another parameter of cost which hostel fee is. This parameter is usually important as students who stay outside their hometown actually takes into account of this parameter. According to the responses in the above graph it is seen that 13 percent of group 2 have placed this parameter in important scale while followed by 9 and 6 percent in moderately and very important scale. 1 percent have placed it in not important and moderately important scale. 10 percent of group 1 have placed in the scale of important, 3 percent have marked in

very important followed by 9 percent in moderately important and 2.4 percent in not important group. There not much of a difference among the responses received but group 2 is little ahead of group 1.

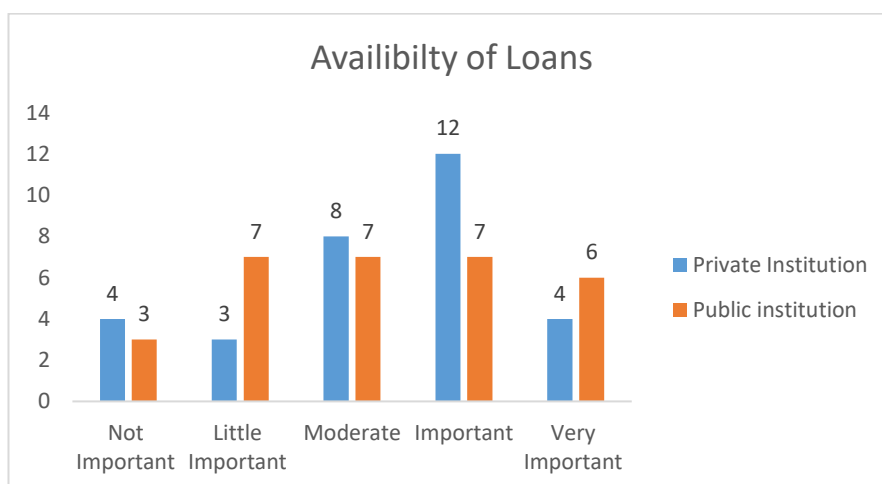
Figure 35. Comparison of Hostel Fee



According to the responses 14 percent of the respondents of group 3 have placed this parameter in the scale of very important whereas group 2 have only 3 percent. A similar number have been observed from both the respondents for the scale important which is 10 percent. 5 of group 3 have responded for moderate and 9 percent of group 2 have responded for the scale. No doubt both the groups have given equal importance but in general group 3 s definitely ahead of group 2.

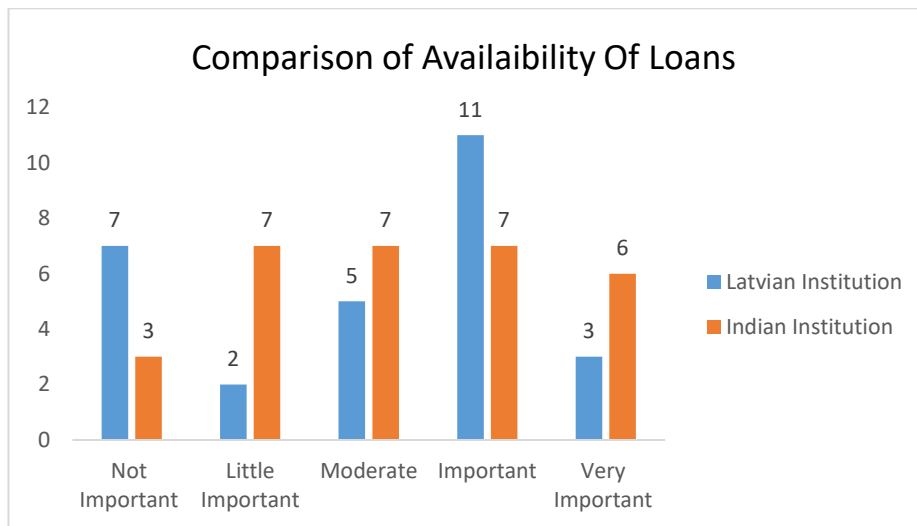
The third parameter is Availability of Loans

Figure 36. Availability of Loans



This is also one of the important parameters of cost. This parameter is important for the students who come from a lower background where loans play an important facilitation of loans by the university is necessary as there are many courses are there for which banks do not approve of it. Here 12 percent respondents from group 2 have placed this parameter in the scale of important, 4 percent in very important and not important and 3 percent in little important followed by 8 percent in moderately important .7 percent respondents from group 1 have placed it in important scale, where is 6 percent have placed it in very important scale ,7 percent in little important group and 3 percent in not important group .For group 1 it shows mix results but for group 1 the parameter is of more value than the other one .

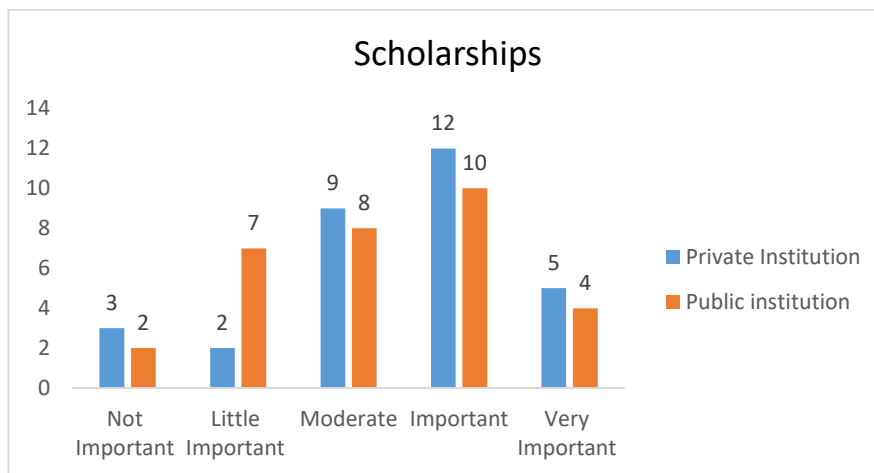
Figure 37. Comparison of Availability of Loan



The figure shows unique percentages among group 2 and group 3. group 3 have 11 percentage of response for the scale important followed by 7 and 3 for not important and very important. Group 2 have similar 7 percentages for the three scales which are important, little important and moderate followed 6 percentage for the scale very important. Group 3 is a little ahead of group 2 however a difference is definitely observed.

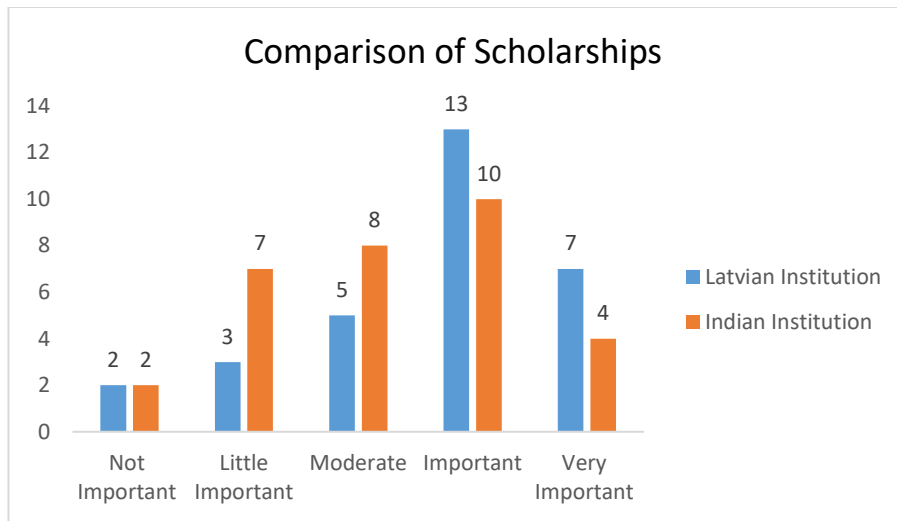
The fourth parameter is Scholarships which includes fee waiver

Figure 38. Scholarships



For every respondent, this factor is not really important but again there are some sections of the society who come from a lower background class, for them this parameter is important. The above graph represents the parameter scholarship. 12 percent respondents from group 1 have placed it in important scale while 5 and 9 percent in the scale of very important and moderately important scale followed by 2 and 3 percent in little important and not important scale .10 percent of respondents marked in important scale while 8 in moderately important followed by 7 and 2.4 percent in little and not important scale. Both the groups are more or less close to one another as v whether coming from a good financial background or from a lower section of the society it gives the sense of relief and pride when they receive scholarship as it was quoted by a respondent from group 1.

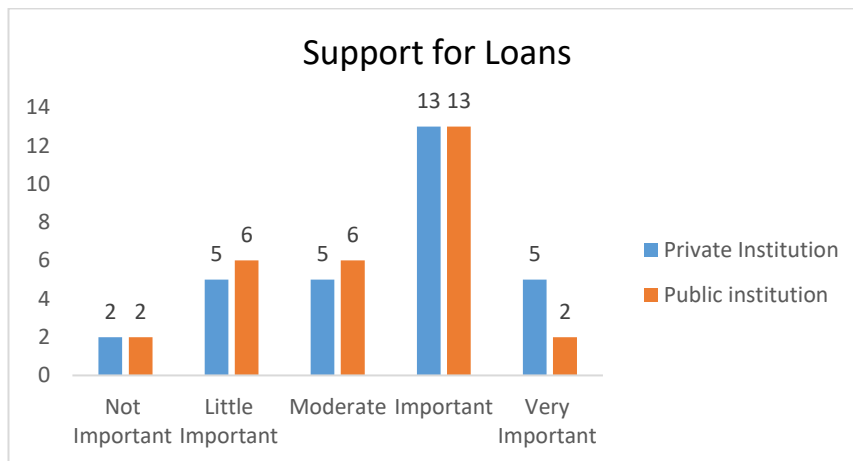
Figure 39. Comparison of Scholarships



The above parameter is equally important for group 2 and group 3. 13 percent of group 3 respondents have opted for important followed by 7,5,3 for very important, moderate and little important. Group 2 respondents have 10,8,7 for similar scales showing that they do keep this factor in their decision making while making their preferences. Here group 3 is definitely ahead of group 2.

The fifth parameter of cost is Institutional support for loans

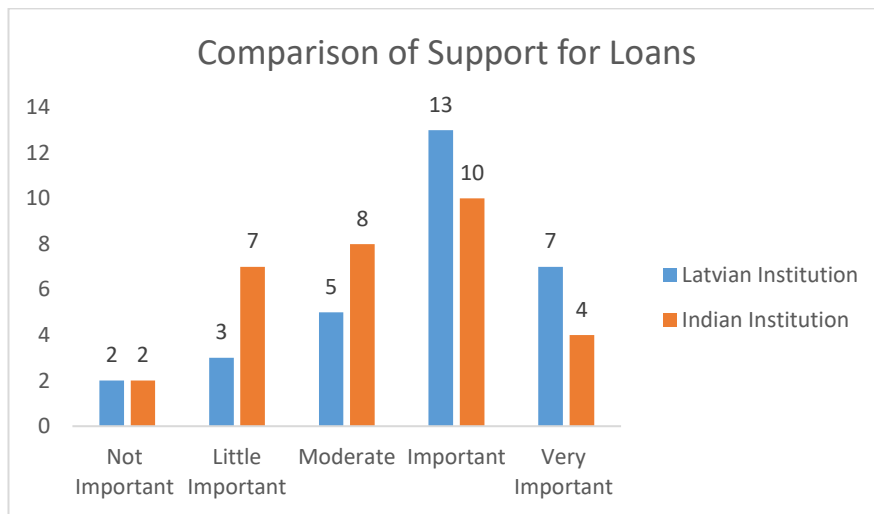
Figure 40. Support for loans



The above bar graph depicts the institutional support for loans and it is very surprising that group 1 and group 2 goes hand in hand. 13 percent of respondents of group 2 who belongs to private institutions have placed this parameter in the scale of importance which represents highest majority, 5 percent in very important scale, moderately important scale and little

important scale. 2 percent in not important scale. 13 percent respondents from group 1 belonging to public institutions have placed it in important scale like group 1, where is 6 and 2 percent have been placed in little important and moderately important group where 2.4 percent represents not important scale. Overall it can be seen that this parameter is much more important than above parameter at least for both the group.

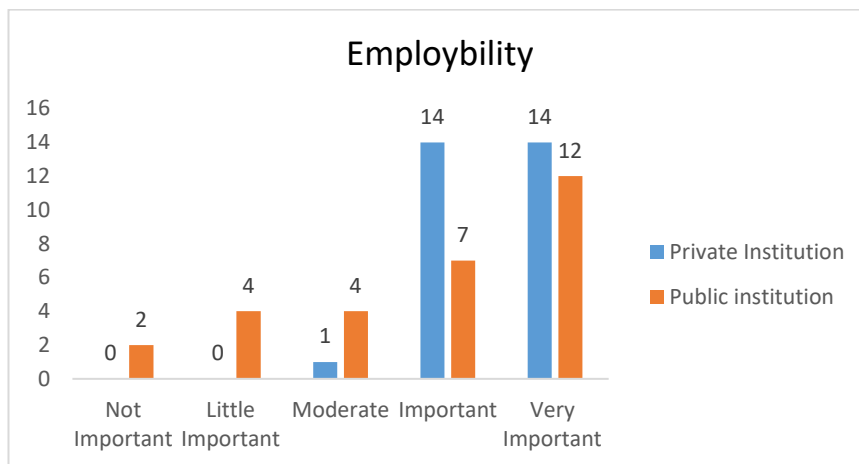
Figure 41. Comparison of Support for Loans



The importance of these parameter is seen in group 2 rather than group 3 as these is related to the financial background. 13 percent of the respondents of group 2 opted for important followed 6 percentage in both moderate and little important. 12 percentage of the respondents of group 3 have marked for important followed by 11, 4 and 1 in very important, moderate and little important. A similar number has been observed for both the group for not important which is 2 percentage.

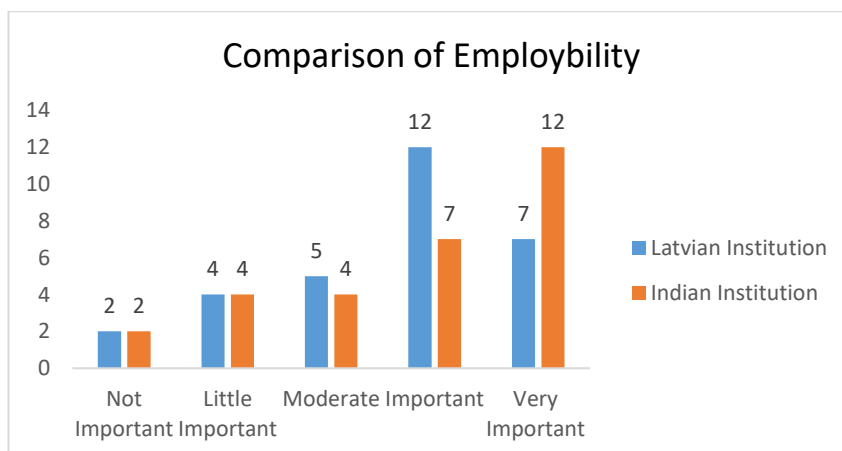
Figure 42. Employability

The sixth parameter for cost is Employability



Employability is one of the major parameter which affects the decision making of an individual. According to the interviews taken from the sample they mentioned that this is one factor which determines to select institutions for their career. The above graph represents employability where it shows 14 percent of the respondents from group 2 have placed it in importance scale and in very important scale, zero percent is there in not important and little important and 1 percent is there in moderately important. 14 percent of the respondents from group 1 have place this parameter in important scale where is 12 percent have placed it in very important scale, 4 percent equally in little important and moderately important and 2.4 percent is in not important group. More variations are seen in the respondents of group 1.

Figure 43. Comparison of Employability

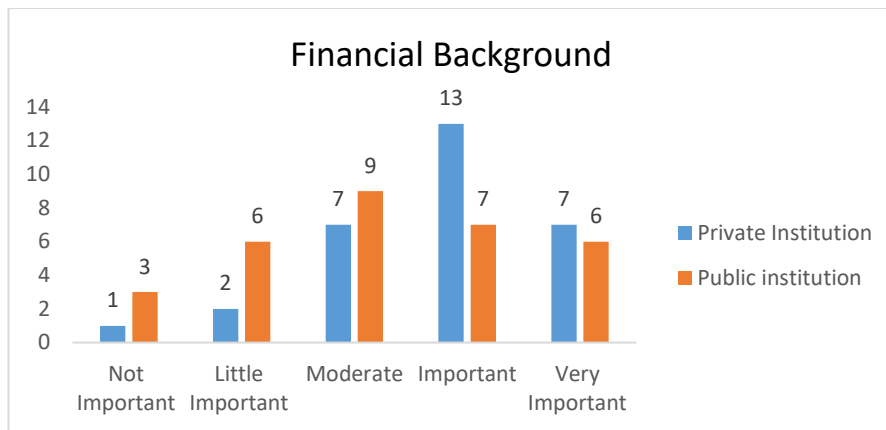


The above parameter is both important for the two group of respondents. Similar percentages have been observed in the two groups. 12 percentage of the group 2 have placed in

very important followed by 7,4 ,4 in important, moderate important and little important. Same percentage have been observed in group 3 which is 12 in important followed by 7 ,5 ,4 in very important, moderate and little important. 2 percentage is seen for not important from both the respondents. Here group 2 is ahead in the scale of very important whereas group 3 is ahead in important.

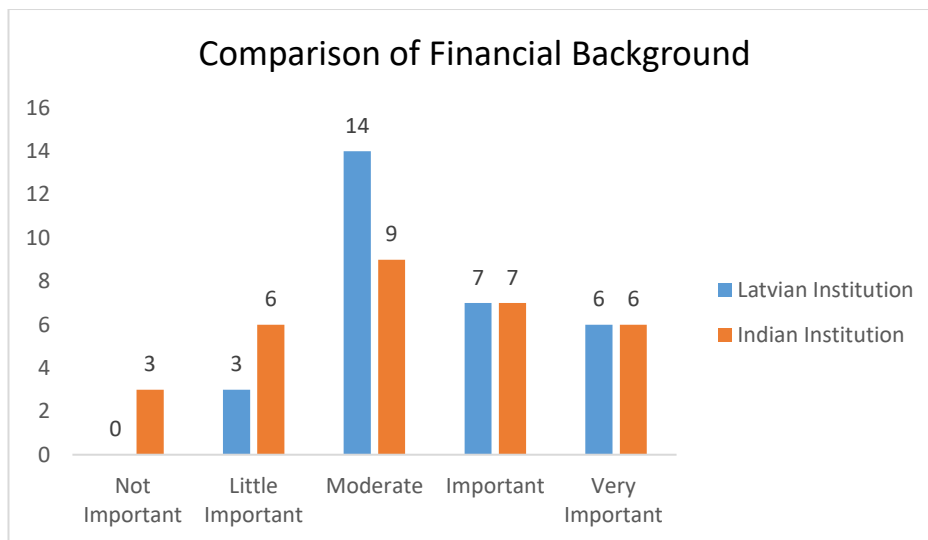
Figure 44. Financial background

The seventh parameter of cost is financial background



Financial background is one of the major factors which determines the decision making of a rational individual. The above bar graph represents the importance of financial background. 13 percent of the respondents of group 2 who belongs to private institutions have placed this parameter in the scale of importance ,7 percent in very important scale and moderately important scale. 1 and 2 percent have placed it in not important and little important scale. 7 percent of the respondents from group 1 have placed it on important scale ,6 percent in equally moderately important and little important scale. 3 percent have placed it in not important. Overall financial background is important as the respondents belongs to engineering background though the cost differs from time to time.

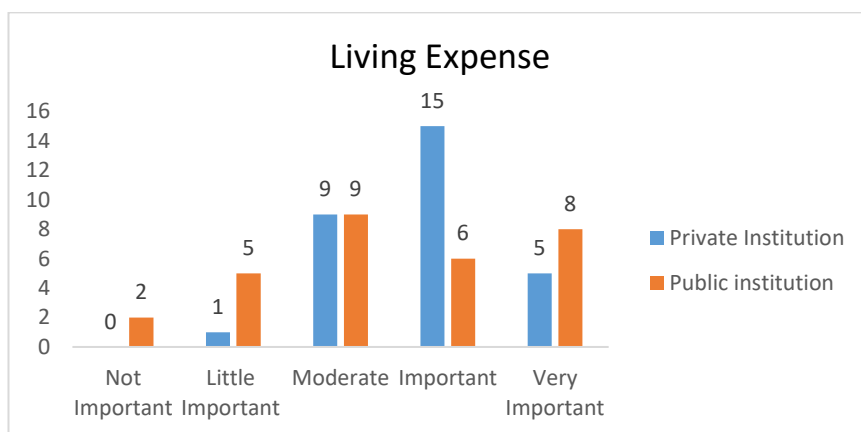
Figure 45. Comparison of Financial background



In the above figure the responses are almost similar from both the groups. 14 percentage of response have been observed in group 3 in moderate followed by 7,6,3 in important, very important and little important. 9 percent of group 2 have responded for moderate which followed 7,6 ,6 in important, very important and little important. In the moderate scale group 3 is ahead of group 2 whereas equal numbers are seen here.

Figure 46. Living expenses

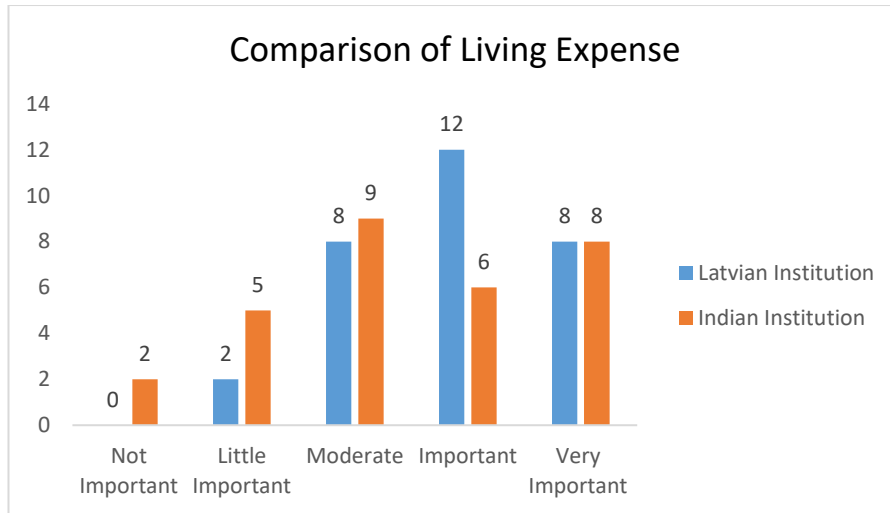
The eighth parameter of cost are living expenses



The above bar represents the cost of living which is also an important parameter of cost. 15 percent of respondents from group 2 have placed this parameter in the scale of importance representing majority, 9 percent in moderately important ,5 percent in very important scale while 1 percent in little importance group. 6 percent of respondents from group 1 who belong

to public education institutions have placed this parameter in important group while 9 in moderately important scale ,5 represents in very important group and 2 percent in not important group.

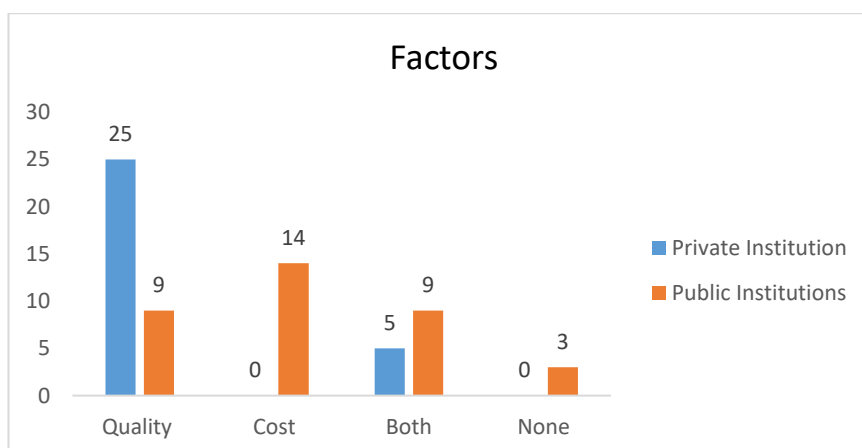
Figure 47. Comparison of Living expense



12 percent of group 3 have responded for important followed by 8,8,2 for very important, moderate and little important. 9 percent of group 3 have responded by moderate, followed by 8,8,2 in very important, moderate and little important. This parameter shows cost of living definitely plays an important role for both the groups.

Factors which played an important role in choosing their institutions

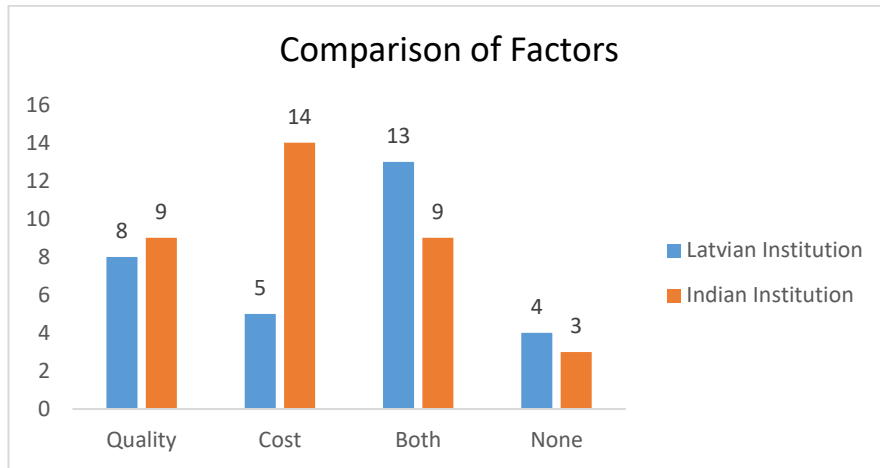
Figure 48. Choosing their institutions



When the respondents were asked about the factors which they had taken into account while choosing their university these were the results. 25 percent respondents from private

institutions opted for quality while 14 percent respondents looked into cost efficiency who belonged to group 1.9 percent belonged to quality and 3 had marked in none.

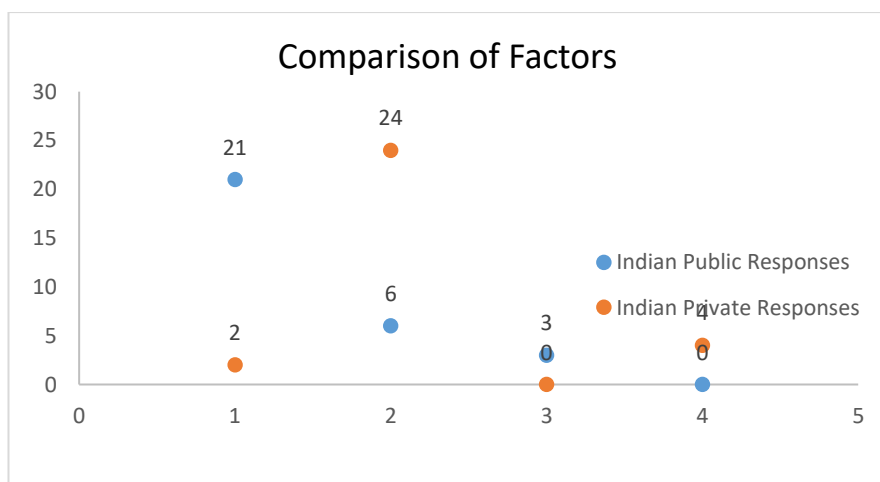
Figure 49. Comparison of Factors



The figure shows the preference of both groups in choosing their Higher education Institutions 14 percent of the respondents of group 2 have marked it in cost followed by 9,9 and 3 in quality, both and none. However, 13 percent of group 3 respondents have scaled in both followed by 13,8 and 4 in both, quality and none. Responses from group 2 shows that cost plays an important role in their decision making, whereas cost and quality for group 3.

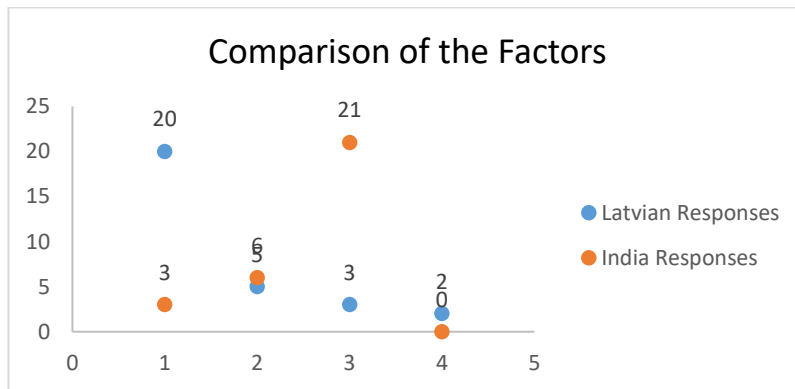
Placing their own university in four different categories

Figure 50. Four different categories



It is scattered diagram where it shows that 24 percent of the respondents from group 1 have chosen their institutions for higher quality and higher cost, 21 respondents from group 2 have placed their institutions in lower quality and lower cost, 6 percent from group 2 have placed in higher quality and lower cost and also 3 percent from group 2 have placed their institutions in high quality and low cost.

Figure 51. Comparison of Factors



In the above diagram 21 percent of group 2 have placed them in low quality low cost followed by 6,3 and 0 high quality low cost, high quality high cost and low quality high cost. 20 percent of group 3 have placed in high quality low cost followed by 5,3 and 2 in high quality high cost, low quality low cost and low quality high cost. These graphs depict the different preferences in different countries.

From the above graphs, it can be interpreted that both cost and quality are given equal importance by all the group of respondents but if individually compared then different results would be coming which is interpreted below.

When the data was interpreted it was seen that majority of the population belonged to the male society rather than female group both in public and private university. Though India is a developing nation and within few years it will have the highest number of tertiary population it is surprising to see that there are unequal number of distributions in the population. Though there is a notion that in engineering background there are fewer females representing it but it is actually evident the graph number 3 and graph 4. However, when the figure 5 is compared to European respondents it is seen that majority is represented by the female showing the different and importance of female population in Latvia, Europe.

Coming to the annual income of the respondents it is noticed students studying in private higher institutions belongs to different income group, specifically there is no sections of society

who receives their education from these institutions which is noticed in graph 6. In contrast to it respondents who belonged to public institutions were seen that maximum belonged to the category of below 5 lakh which also depicts that these respondents actually select these university because of cost efficiency which is shown in graph 7. Figure 8 shows the monthly income of the Latvian respondents, from here and other responses it is seen that family income do not matter much to them as they receive some amount of funding the Institution.

The paper aims to study the rationales behind choosing a private and a public institutions and which factor plays an important role. The study was grouped in to parts taking the notion quality and cost which were divided into eight parameters each. In quality eight parameters included Prestige of the academic institution, range of courses, infrastructure, university ranking, faculty members, placement records, extra-curricular activities and exposure. The parameters of cost included tuition fee, hostel fee, availability of loans, scholarships, facilitation of loans, employability, financial background and cost of living expenses.

The first parameter of quality is the prestige of the institutions. From graph 16 it can be interpreted as the respondents studying in public higher institutions gives more importance to prestige of the institutions, this usually do not happen in all public institutions in India but compared to private institutions engineering institutions are much better than the private ones. For the private respondents, their gradings differ from each other's but somehow it is equally divided. In comparison to this, graph 17 shows that this parameter is equally important but not much compared to Indian responses.

The next parameter is range of course which is depicted in graph 18. This parameter has been increasing growing importance over the past few years and from the graph it can be depicted that private respondents give more importance that the public respondents in making their decisions in selecting their preferred institutions. From 19 it is seen that while making a decision for HEIs Latvian students do take into account of this parameter as it is related to their future plans.

The third parameter is Infrastructure which is graph number 20. More than public respondents from group 2, private respondents have graded them in important and very important scale. Usually private institutions are much better in this field and no doubt that private respondents take into account about this parameter rather than public respondents. Here the figures of the group 3 shows interesting figure depicting it is ahead of the Indian responses. The interesting fact is that though University of Latvia is a public institution but it has a very

good infrastructure providing students with higher education. This is the major difference noticed in India and Europe

The fourth parameter is university ranking which is graph number 22 where much difference is not noticed here because both the respondents from both the group have actually given similar grading. Figure 23 shows the European responses which is similar to the Indian response with little difference in the percent. No doubt university ranking is important but also some of the samples have also graded it into little important which also reveals that for some part of the population this parameter may not be so much important.

The fifth parameter is faculty which includes both the teaching and administrative staff. From graph number 24 it can be interpreted private respondents give a lot of importance to this factor where is public respondents are reluctant in placing this parameter in terms of quality. Figure 25 shows group 3's response where the majority have voted for very important showing students give a major importance to parameter even though they choose public university. Figure 24 and 25 shows the biggest difference that Indian students coming from private university opt for faculty whereas from Public University do not care much, but Latvian students opted for faculty showing its importance in the public university.

The sixth parameter is placement record which is shown in graph 26. This is actually an important parameter to grade quality and to take decision. From the graph, it can be interpreted that both public and private respondents have this parameter in the scale of importance depicting that they do take into account about the placement record. Graph 27 shows the difference of response from the students belonging to the public university definitely take into account of this factor depicting the difference of Indian Private and Public university

The seventh parameter is extra-curricular activities which is shown in graph 28. This parameter depends individually as much respondents were not interested in answering this question. From the graph, it can be interpreted that private respondents have given more importance than the public respondents who belonged to group 2. However mixed responses have also been obtained from group 3 showing in figure 29. In general, it can be group 3 have given a different response compare to group 2 response and it is a little ahead of it.

The last parameter for quality is exposure which is shown in graph number 30. From the responses, it was interpreted that both the groups belonging to public and private institutions gave equal importance to this parameter as it is beneficial to both the respondents and the institutions as a whole. Group 3 has a very different response giving little importance to this

factor whereas responses from group 2 have marked it very important showing the contrast of different preferences.

As mentioned above there are eight parameters of cost.

The first parameter is tuition fee which is shown in graph number 32. This parameter actually influences the decision making of an individual. Both the respondents belonging to group 1 and group 2 have similar kinds of results which means that there were some respondents who placed it as important and some scale it in not important which means he choices vary from each respondent to other. This parameter is quite important for group 3 as in Latvian University there are different funding's and is provided to the students according to their grades, though the cost is low but this factor does matter to them as the quality of education is very high.

Second Parameter was Hostel fee which is shown in graph 34 where the respondents equally placed in liker's scale showing the importance of it. The highest results were seen in private respondents than the public respondents. Group 3 responses have shown that this factor is very important as students from small cities come to study in this university and so the accommodation cost have to be kept in their mind.

The third parameter was availability of loans which is graph number 36 where maximum responses came from the private respondents depicting since there are different sections of societies come to study in a private institution it actually helps them to take a decision based on this factor. Group 2 had a mixed response where group 3 had placed it in important showing that though they are choosing public university but outsource funding is required.

The fourth factor is scholarships which is graph number 38. Scholarships are very important for both the respondents. It is one parameter no matter from which every background student come from actually look for this opportunity to grab this grant. From the responses from group 1 and group 2 it is seen that indeed there is a lot of level of importance given to this parameter in choosing their preferred university. However, this factor is very important for group 3 as it related to financial help, exposure. European public universities provide scholarships to the students encouraging for higher education and these scholarships determines a student's preferences to study. Indian public universities have limited options for it and, moreover this are mainly provided in the private universities.

The fifth parameter is support for loans where respondents come from different financial background and it is seen that the need for the loans is an important parameter. From the graph 40 and 41, it exactly provides the same picture that respondents from all the groups gave equal importance to this factor as the results show in above.

The sixth and the most important parameter is employability which is shown in graph 42. Placement records and employability are related to each other as students and family invest their money to get the future return. From the graph, it is seen this parameter is important for private respondents as they taken their decision based on this factor. For respondents from group 2 they have given importance but not as much as group 1. However, like group 1, group 3 have shown this parameter is very important and it is definitely ahead of group 2 as it is seen in graph 43.

The Seventh parameter is financial background which is graph number 44. This is related to the independent variable which is annual income in the paper where it actually shows the relation of income and the type of education chosen. From the graph, it can be interpreted that respondents from private and public institutions have placed their scale of importance to this parameter but group 2 which is private respondents have rated it to be very important. Group 3 have placed in moderate showing that it is not as important as the scholarships are.

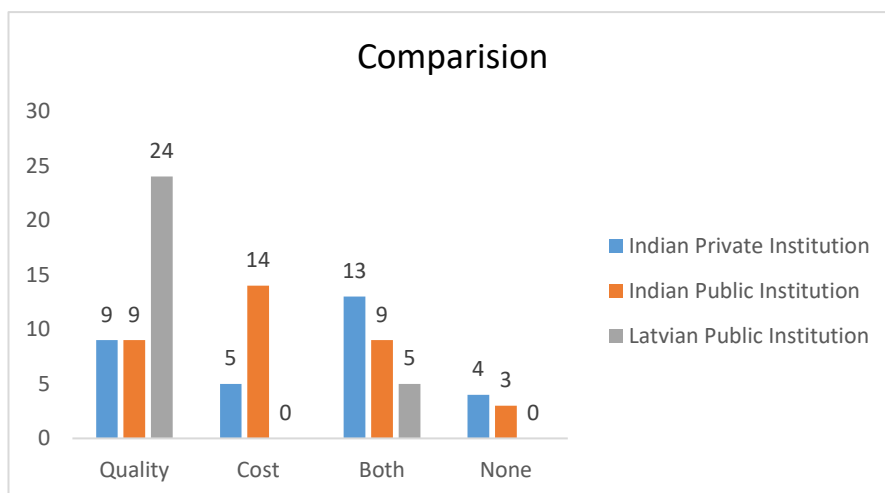
Last but not the least the eighth parameter is cost of living where again there is negligible amount of difference between the scale of importance given by both the respondents who belong to public and private institutions which is shown in graph number 46. Figure 47 shows the comparison of group 2 and 3 depicting the cost of living is very important as they receive high quality education in the public institutions which makes them come to the capital and continue their education.

Also, an open-ended question was asked to the respondents group 1 and 2 as is there any other important factors which they take into account for their preferences to which numerous preferences have been mentioned Branch Availability, Placement record, Ratings, Culture and transportation, external and internal environment, different opportunities available, Cultural accreditations, location, reputation of the college, relevance of the course in their field of interest, Environment of the institution, Faculty members, Infrastructure, Distance, air conditioning, Ambiance, popularity, foundation and history, library, Prestige of the institution, Infrastructure for research, Placements, Exposure, Atmosphere, teaching, professional courses, Placement and employability, good placement and many more.

Same question was asked to the respondents of group 3 to which various responses came including: Placement, professional networking (how closely institution is collaborating with private companies or public sector), placements, Recommendations, Possibility for practical education, Staff competence, study programs available, length of a study program. the library of university, Internationalizations, possibility to have good education with free of cost, location and accessibility and many more. The major difference is seen that students studying in public universities in Europe have the same level of expectation what students have in Indian private universities. Indian public institutions are still lacking behind keeping the exceptions behind.

A question closed ended question was put forward to the respondents that which factor they took up when they chose their institutions with the given options quality, cost, both or none.

Figure 52. **Factors**

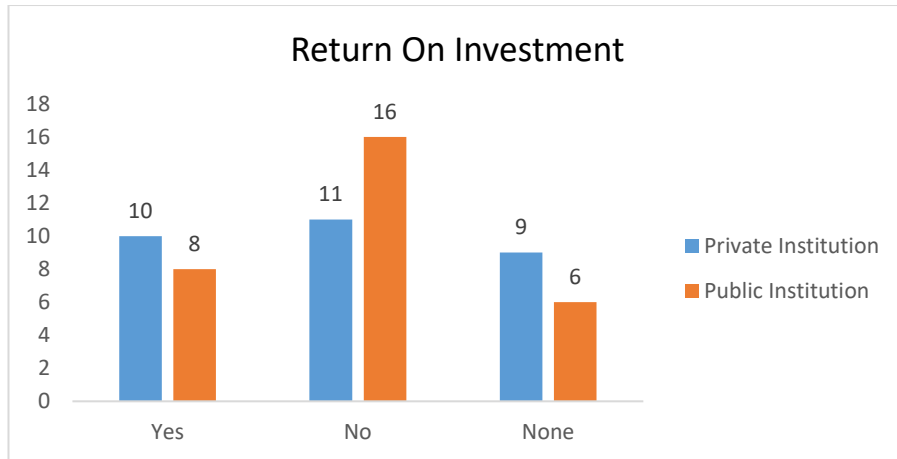


According to the responses received it was seen that private respondents chosen private institutions because of its quality and range of courses where public respondents is have gone much more beyond that in selecting their university because of it being cost efficiency. Though there are always exceptions as not all the respondents have marked in cost and quality as some have also equally emphasised in both the parameters which makes a little difficult for the researcher to interpret the exact percentage of respondents obtaining quality and cost. Group 3 responded in both showing education with cost efficiency. So definitely there is a difference of education in the Indian Public Higher Education and European Higher Education.

Return on Investment is an important term but just like cost benefit analysis is it receiving its importance day by day. It is the return on the investment which is usually made in the business but here return on investment means the cost of recovery or rather the return of money

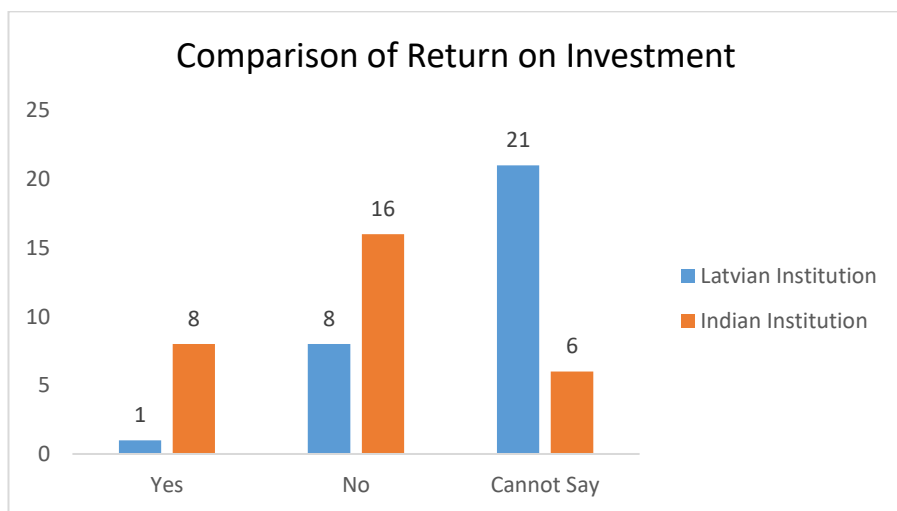
in terms of employability and the existing conditions of job market whether it is really worth to study a particular course or not. Respondents were given a closed ended question regarding the return on investment to which surprising results came.

Figure 53. Return on Investment



From the above graph, it is seen the group 1 respondents do not take into account the return on investment where 10 percent from group 2 have responded yes which means they are aware of the term, followed by 11 percent again in group 8 denying that fact of not taking the ROI into account. There this question has different answers showing that the respondents who know about this term have responded yes others are generally not aware of this concept.

Figure 54. Comparison



From the above figure, 21 percent of group 3 have placed in cannot say denying the fact of the knowledge of the term followed by 8 and 1 in no and yes whereas 16 percent of group 2

have placed in no followed by 8 and 6 in cannot say and yes. Altogether a mixed response has been observed from both the response.

Findings of correlation test

Tests were conducted for verifying the null hypothesis using SPSS (16.0). So, in this paper all the null hypothesis was rejected which meant that the alternate hypothesis was retained. These were tested using correlation co-efficient where it shows that there is a weak negative relation between annual income and the type of institutions. The correlation test was done to see whether there is any relation between the annual income and the type of institution chosen by the respondents.

For Group 1 and Group 2

H0- There is no relation between family income and the type of institutions

The value of R is -0.1677. There is a negative correlation between family income and the institutions, so it gives a picture that there is a weak positive relation between them.

Group 2 and Group 3

H0- There is no relation between family income and the type of institutions

The value of R is -0.1188. There is a negative correlation between family income and the institutions, so it gives a picture that there is a weak positive relation between them.

On the basis of the research findings following facts about the decision making of a student in choosing their preferred higher institutions in the EU and India was noticed.

1. European Institutions are chosen because of high quality and lost cost whereas Indian Institutions are chosen because of cost efficiency.
2. There is always a relation between the income and the chosen Institutions in India however it is not the case for Europe
3. There is an inequality in gender representation in India which can seen in the above figure whereas Europe is quite ahead in providing equal power and representation to genders.
4. Factors of cost are given more importance by the Indian population followed by parameters of Quality are graded in higher rank by the European respondents.

5. Factors such as Scholarships and cost of living turns out to be one of the very important options in Europe whereas these options are generally low for the populations coming from Public Indian Institutions.
6. Factors including Infrastructure and faculty is one of the top reasons for Europeans to study in their university whereas these factors are not the top priority for Indian Institutions.
7. Quality and cost are very important factors for European Institutions whereas cost plays an important role in Indian Institutions.
8. The term Return on Investment is very new for both Europeans and Indians as maximum level of respondents did not respond for this question.
9. The reason of preferring a private Institutions is equal to the reason preferred in selecting a public Institutions in Europe.
10. Overall through the graphs a lot of difference have between noticed among the European and Indian students studying in the public Institutions.

CONCLUSION AND RECOMMENDATION

The subject of higher education has been an important topic in EU and India in political sphere after the economic catastrophe of 2008. On one side it seen that more funding should be provided to the institutions whereas it is the only sector where governments can reduce their spending therefore making institutions rely on self-financing and high tuition fees.

From the first chapter it is seen that how the economic theory forms the base of higher education and the rationales behind the preference of the decision makers in selecting their institution. The cost quality analysis brings about the relation of human capital and the economics of higher education followed by the comparisons in the education systems. Although Bologna Process marks an important step in introducing the common recognition of degree in European countries but much ahead is left in the field of higher education as converging all the existing countries in same direction is quite challenging. However, in the following sub chapters it is seen that cost and quality are derived from the economics of higher education followed by the utility theorem justifying the preferences of the Institutions of the decision maker

Chapter two brings about the comparison of the capital cities Riga, New Delhi and the importance of higher education. The similarities observed by the researcher was the quality of education provided and solving the problems of cost efficiency. Trends and Challenges includes quality, equity and access of higher education for every sections of the society and these are very similar to both the countries also in the capital cities which are equivalently not easy to achieve to but also not difficult to achieve it. It can be concluded that though the cities are different but both are approaching the listed goals according to the different declarations and also trying to reach its goals of quality and cost efficiency.

Analysing the given responses from the third chapter, it was noticed that the parameters of both cost and quality are taken into account in choosing institution, also on the basis of the findings it was seen that students from India were more inclined towards public institutions because of lower cost whereas students in Latvia were drawn towards public institution because of quality assurance. An inclination is favoured for quality in Europe followed by cost-efficiency in India. Therefore, in order to improve the education system grassroot steps have to be taken addressing these parameters itself.

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ANNEX

Questionnaire

COST AND QUALITY IN HIGHER EDUCATION: A PERCEPTION STUDY IN INDIAN AND LATVIAN UNIVERSITIES

Dear respondent,

Please answer the following questions by putting tick against the relative answer(s). I assure you that the responses provided by you shall be kept confidential and used only for academic purpose.

Thank you,

Sushmita Roy

Student of Department of European Studies,

University of Latvia

Section A

1. Gender
 - Male
 - Female
 - Other

2. Presently in which Academic Institution are you currently enrolled?
 - Public Institution
 - Private Institution

3. Family Annual/Monthly Income
 - 0- 5,00,000
 - 5,00,001- 15,00,000
 - 15,00,001- 30,00,000
 - Above 30,00,000
 - Less than 1000 euros
 - 1000-2000 euros
 - Above 2000 euros

Section B

Please rate the following parameters that you would take into account before choosing your university?

| In terms of Quality | | | | | |
|----------------------------|---|---|---|---|---|
| Response | 1 | 2 | 3 | 4 | 5 |
| | | | | | |

| In terms of Importance | Not at all Important | Little Important | Moderately Important | Important | Very Important |
|---|----------------------|------------------|----------------------|-----------|----------------|
| Prestige of the academic institution | | | | | |
| Range of courses | | | | | |
| Infrastructure (laboratories, Equipment) | | | | | |
| University Ranking | | | | | |
| Faculty (teaching and administrative staff) | | | | | |
| Placement Record | | | | | |
| Extra-curricular activities | | | | | |
| Exposure (International collaborations) | | | | | |
| Any others please specify | | | | | |
| In Terms of Cost | | | | | |
| Tuition Fee | | | | | |
| Hostel fee | | | | | |
| Availability of loans | | | | | |
| Scholarships (fee waiver) | | | | | |
| Facilitation of loans by the institutions | | | | | |
| Employability | | | | | |
| Financial Background | | | | | |
| Cost of living (Travel, daily expenditures) | | | | | |

Part C

- I. Which factor played an important role in choosing your own university?
 - Quality
 - Cost

- Both
- None

II. What do you think is important in increasing access to Higher Education?

- Quality
- Availability of seats
- Cost Efficient
- Any other please specify

III. Where would you place your Institutions in the following?

| | | |
|---------|--------------------------|---------------------------|
| Quality | High Quality Low Cost | High Quality High Cost |
| | Low Quality Low Cost | Low Quality High Cost |
| | Cost | |

IV. Did you base your decision on Return on Investment (RoI)?

- Yes
- No
- Cannot say

V. Are there any other factors other than cost or quality which you would take into account for your preferences?

Thank you!

Master thesis “Comparing Higher Education Preferences of Students In EU and India: A Cost Quality Analysis” elaborated in Faculty of Business, Management and Economics of the University of Latvia.

Herewith I confirm by putting my signature that the research has been conducted individually, as well as the fact that only the indicated sources of literature have been used in the paper and that the electronic copy of the paper corresponds to the printout.

Author: Ms Roy Sushmita _____
(personal signature)

I recommend/do not recommend the paper for defense

Advisor: Professor, Dr.oec. Tatjana Muravska _____

Opponent: Professor, Dr.oec. Biruta Sloka

Paper submitted in the Study Center on 28.05.2018.

Person authorized by the dean: methodist Astra Zalkalne _____

Master thesis has been defended in the session of the Commission on Master's
Graduation Examination

_____.____.2018.; Minutes No. ____.

Secretary of the Commission: _____