

Role of Emotional and Spiritual Intelligence for Retention: A Study of Higher Education System in India

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Abstract

Retention policies in higher education institutions in India are formulated on the basis of performance of faculty members of the institutions. Till date, academic credentials of faculty members are the basis of their recruitment and selection. But for retaining high performers in the institutions, intelligence beyond cognitive should be inculcated in performance measurement systems of the institutions. This study explores the impact of emotional and spiritual intelligence on performance of faculty members for retention using structural equation modeling. The study reveals that there is significant impact of emotional and spiritual intelligence on faculty performance. Therefore, these forms of intelligence must be included and implemented for performance assessment in higher education systems while framing retention policies.

Keywords: Emotional Intelligence, Higher Education, Performance, Retention, Spiritual Intelligence, Structural Equation Modeling

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Editorial Board Excerpt: Editorial board are eventually accountable for the quality of the article and conscientious for identifying significant 'noteworthy topics', sourcing high quality manuscripts, handling day-to-day paperwork, and organizing the flow of manuscripts (i.e. from author to referees and back in a camera ready shape). The two most worth mentioning attributes of any article suitable for GJEIS are (1) having a comprehensive acquaintance of the subject area and (2) being organized. Depending on the size of the article and its subject depth, the number of editors can range from one or two people to many more and sometimes to bring transparency the blind reviewer process enabled to provide complete justice to accepted article. Initially at the Time of Submission (ToS) submitted paper had a 28% plagiarism which is an accepted percentage for publication as some of the contents are the author's self acknowledge work and copyright free material. The editorial board is of an observation that paper had a successive close watch by the blind reviewer's which at a later stages had been rectified and amended by an authors (Shitika, Ruchika & Vij) in various phases as and when required to do so. The reviewer's had in a first round stages mention with minor revision with a following statement which at a short span restructured by an author. The comments related to this manuscript are tremendously noticeable related to Emotional and Spiritual Intelligence vis-à-vis Higher Education System in India both subject-wise and research wise by the reviewers during evaluation and further at blind review process too. All the comments had been shared at a variety of dates by the authors' in due course of occasion and same had been integrated by the author in computation. By and large all the editorial and reviewer's comments had been built-in in a paper at the end and further the manuscript had been earmarked and decided under "Empirical Research Paper" category as its highlights and accentuate the work in relation to Higher Education System in India which is an empirical study.

1. Introduction

Teaching faculty members are essential human resource of Institutions and Universities in higher education. They accelerate learning in form of knowledge and wisdom. The main task of faculty members in higher education can be distributed into three categories, namely, teaching, research and management. The higher educational institutions evaluate the cognitive intelligence while recruiting and selecting faculty members. This is

evidenced through their academic credentials and interviewing their domain knowledge. Quality teachers are the assets of the institutions who can contribute in enhancing their intellectual capital. In order to enhance the quality of education, institutes of higher education need to create, employ, develop and retain the best talent. It starts with the process of recruitment, development and then comes the process of retention. And it is not only retention, but the critical question is the retention of high performers. High performers are those who can add value to the intellectual

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capital of Higher Education Institutions (HEIs). Therefore, it becomes imperative to identify the parameters which can contribute in recruitment and retention of star employees.

Till now, evaluation of faculty performance plays a vital role in educational institutions. The measures and criteria to determine faculty performance are based on quantitative aspects. The parameters included in appraisal of faculty are teaching, learning and evaluation activities; co-curricular and extension activities; and research contribution. While recruiting, these aspects along with the domain knowledge are taken into consideration. Every HEI set proficiency benchmarks to assess the performance of teaching faculty. Organizational members begin to make high stake decisions about faculty performance levels relative to those benchmarks as defined by the institutions. Faculty members believe that the process of linking reward/awards and recognition is still unsatisfactory (Badri & Abdulla, 2004). Merit pay system is deeply engraved in the system. In order to improve the quality of HEIs, it is important to uncover parameters along with cognitive intelligence, which help in retention of high performers. When a faculty member is recruited, it is taken well into consideration that the faculty member fulfills the minimum eligibility criteria as prescribed by regulatory authorities. This can be guaranteed by examining their academic credentials. Once their academic credentials are verified, their domain knowledge is tested which may demonstrate their teaching skills (Neogi, Mondal & Mandal, 2008). Individuals in higher educational institutions are selected on the basis of academic aptitude or performance (Wise, 1975).

Also, it has also been established by Goleman (1995) that a new form of intelligence pertaining to emotions is related to the performance of organizational members. The differentiating factor in the process of recruitment is not solely their academic credentials but also factors other their intelligence quotient which play important role in determining faculty performance. Intelligence quotient contributes in measuring the cognitive skills of faculty members. It is equally important to consider the behavioral aspects of employee performance. These behavioral aspects can be measured by evaluating faculty performance on the basis of other forms of intelligence particularly, behavioral.

The aim of this paper is to assess the impact of emotional and spiritual intelligence on faculty performance for retention. Since a lot of literature concerning cognitive intelligence and job performance is available. The relationship of other types of intelligence with job performance in higher education institutions is identified as a research gap and taken as a research study. Despite the popular interest, there is paucity of studies on how emotional and spiritual intelligence are related to job performance in academic sector in India. This research study will address the issue of performance of teaching faculty members and their retention in HEIs.

2. Research Objective

Since intelligence is a theoretical construct, the researchers have defined its dimensions based on the setting used to explore the construct. The objective of this research study is to examine the impact of emotional and spiritual intelligence on performance of faculty members in private higher educational institutes for retention. To test the proposed model (Figure 1), the following objectives were formulated:

1. To measure the impact of Emotional Intelligence on Faculty Performance,
2. To measure the impact of Spiritual Intelligence on Faculty Performance, and
3. To assess the impact of faculty performance on their retention.

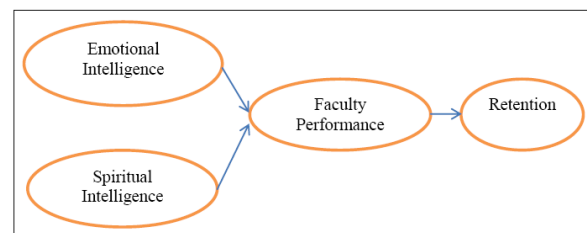


Figure 1. Proposed model of study.

3. A Brief Review of Literature

In order to explore the concept of emotional and spiritual intelligence, it was necessary to first identify the relationship between faculty performance and cognitive intelligence of individuals. This has been done by identifying the literature concerning this domain. Research papers were examined from different sectors to identify the relationship between cognitive intelligence and performance. A few studies have been cited below:

A study was conducted to determine the relationship between emotional, cognitive intelligence and job performance. The researchers of the paper concluded that there is association between cognitive and emotional intelligence and task performance. The same impact was found on organizational citizenship behavior (Cote & Miners, 2015). A meta-analysis was done related to performance of employees and emotional intelligence. They have measured emotional intelligence on three streams approach. The three streams correlated differently with cognitive capabilities. Dominance analysis was done which demonstrates that all three streams of emotional intelligence exhibit substantial relative importance in presence of other intelligence when demonstrating job performance (Jr, Humphrey, Pollack, Hawver

& Story, 2011). Another paper examines how HEIs might operationalize faculty performance in terms of research and teaching. An AHP model was developed to allow decision makers to couple performance evaluation and academic recognition (Badri & Abdulla, 2004). Yet another research focuses on predicting the quality, productivity and potential of faculty across various disciplines. The data mining methodology used was able to identify unidentified trends in performance when measured on several parameters (Singh & Gopal, 2010). A study on talent acquisition and retention issues of faculty in higher education revealed that private institutions can increase their faculty retention by communicating institution's mission and values to the staff. The study also revealed that HEIs with optimal retention have documented their salary scale well so that it has an easy access (Shikha, 2012). Identifying areas of successful contribution to institutional goals, process of appraising staff performance becomes much easier. It was concluded in a study that more attention should be paid to self and peer appraisal in higher education (Gold, 1993). Another research studies realized the fact of increasing supply of management and engineering institution is increasing and it created an imbalance in demand and supply of talented faculty. Due to this heavy faculty turnover was seen. The study concluded that low priority has been assigned to research and therefore, teaching faculty does not consider research as one of the performance measure (Mittal & Singh, 2017). One more paper examines enterprise bargaining agreements of universities to explore the status of performance management. This study explored that individual academic performance has been linked to organizational goals. However the role of performance management as development or monitoring tool is still not clear. It is because performance appraisals are being used to reward faculty in traditional areas that were considered as standard working rights and conditions (Morris, Stanton & Young, 2007). Boyer (1990) argues that the full range of faculty talent must be more creatively assessed. It was mentioned that research and publication was the sole criterion identified for performance appraisal. This created disappointment in faculty because this system restrict faculty and distort institutional practice (Flaniken & Cintron, 2011).

4. Emotional Intelligence

A study was undertaken to understand the performance levels of faculty in connection with the emotional intelligence. Significant aspects of emotional intelligence such as self-awareness, self-management, social awareness and relationship management were studied in relation to job performance. The study found a positive association between performance of the employees and emotional intelligence (Rebello, 2011). Another study focuses on understanding the relationship between emotional intelli-

gence and problem solving skills of teachers. Bar-On Emotional Quotient Inventory was used to test the findings. It was found that emotional intelligence is significantly associated with problem solving skills (Deniz, 2013). Another attempt was made to examine the extent to which middle level managers with high emotional intelligence are capable of delivering positive work attitude and outcome. The result indicated that emotional intelligence has significant impact on work family conflict, job involvement and job performance (Sinha & Kumar, 2016). A landmark research on emotional intelligence titled 'Intelligence beyond IQ' suggested that traditional IQ which is a measure of cognitive intelligence explains only a small portion of leadership effectiveness. This work explored the role of emotional and spiritual intelligence in developing and predicting business leader effectiveness. The research work suggested that there is a correlation between EI, SI and Spirituality (Amram, 2005). A case research on the role of trait emotional intelligence and conceptual performance also confirmed the link between emotional intelligence and work outcomes. The results were derived for role in task and contextual performance within given organizational cultures (Edit, 2006). Another study developed an increased understanding of how emotional intelligence impacts on workplace engagement behavior. The research findings suggested that there is significant association between emotional intelligence and work engagement practices employed in the organizations (Ravichandran, Arasu & Arun Kumar, 2011). Executives are rewarded according to their ability to achieve results and to involve in strategic decision making. A research study in this context established the facts that emotional maturity enables people to use their mental patterns effectively to combat the changing practices of strategic decision making (Wallace & Rijamampianina, 2005). A correlational study on Emotional Intelligence and Job Satisfaction tries to analyze the impact of designation, experience and marital status of an employee on his/her emotional intelligence at workplace and job contentment. The study explored that there is very high positive relationship between emotional intelligence and job satisfaction along with a strong impact of experience and marital status (Ealias & George, 2012)

5. Spiritual Intelligence

A cross sectional study was conducted to examine the association between managers' spirituality and their leadership styles (Ghorbanian, Ghorbanian, Vatankhah, Bahadori & Ravangard, 2014). Another study mentions the spiritual intelligence status of staff and teaching members of Islamic Azad University. They concluded that there is no meaningful correlation between the spiritual intelligence and the age, service history and the marriage status. There is also meaningful difference in spiritual intel-

ligence in terms of scientific rank. Gardner (1993) argued that intelligence should not be baffled with an individual's phenomenological experience, noting that for most, spirituality involves certain feelings of relatedness to a higher being. He does not view these feelings as "indicators of intelligence". Spiritual intelligence consists of a set of mental abilities distinct from any related feelings or visceral reactions. Gardner (1993) appears to readily equate spiritual intelligence with spirituality and religiosity. This is a considerable error, one that could be compared to equating music with musical intelligence or language with linguistic intelligence. Rather than attempting to transform such diverse domains into intelligence, one must extract those aspects which are indicative of a core set of mental abilities.

Emmons (2000) provided support for spiritual intelligence according to Gardner's criteria of five core abilities. Noble (2001) added two core abilities of conscious recognition and conscious pursuit of psychological wealth. He emphasized the value of high level of spiritual intelligence for one's psychological health. Zohar (2000) explained that spiritual intelligence represents brain's intuitive processes which serve to reconceptualise experience and produce meaning.

Wasel (2004) developed a 17 item spiritual intelligence scale incorporating traditional Christian values and new age spirituality (Bouckaert & Zsolnai, 2012).

Frey (2007) conducted a study on "Discerning life with dreams: The triadic relationship between dreams, discernment, and spiritual intelligence" at the California Institute of Integral Studies, USA. One of the main objectives of the study was to determine the relationship between dreams, discernment, and spiritual intelligence. It focused on the experience of people who use dreams to help them with spiritual discernment or decision-making in a spiritual context. Case study methodology was used for the study. Tools for data collection included questionnaires, personal dream records, and interviews to understand the selected seven participants' experiences of exploring their dreams for guidance. Participants were volunteers who responded by a newspaper advertisement requesting for people to come forward, whose dreams had helped them to make a decision, who journeyed their dreams, and who considered themselves to be spiritual.

Amran (2007) described seven themes of spiritual intelligence-meaning, consciousness, grace, transcendence, truth, peaceful surrender to self and inner directed freedom. Spirituality is the personal quest for understanding answers to ultimate questions about life, meaning and relationship to the sacred or transcendent.

King and Cicco (2009) conducted a study on 'A viable model and self-report measure of Spiritual Intelligence' on University students. They identified that four components of spiritual intelligence mentioned in King's inventory pose a positive correlation of SI with age of the students.

Wersma et al. (2009) piloted other study on 'Theorizing the dark side of workplace spirituality'. Their research was based on extensive literature study on spirituality. They tried to relate critical workplace spirituality with organizational effectiveness. They mentioned that there is no significant association between workplace spirituality and organizational effectiveness.

Evren Ayaranci (2011) in his research work on 'Effect of Top Turkish managers' Emotional and Spiritual Intelligence on their Organizational Performance' proposed and tested a model that studied this impact. But they could not suggest strongly that spiritual intelligence impact performance since each factor of SI demonstrates very less correlation with performance of the organization.

Another research conducted by Syed et. al. (2014) on 'The role of spiritual intelligence on organizational commitment' suggested that there is a strong correlation between Spiritual Intelligence and commitment of employees in organization.

Abdul and Mustamil (2014) also explored a research on 'Communities of Practice Workplace Spirituality and Knowledge Sharing'. They recognized that Spiritual behaviour leads to boosted corporate performance. They also suggested that spirituality in organizations if encouraged by top management can contribute in workplace effectiveness.

6. Faculty Performance

Kahn (1992) found that jobs which are high on the core job characteristics provide individuals with the space and impetus to bring more of themselves into their work.

Ones and Schmidt (1996) defined performance as collection of observable and unobservable behaviours which can be appraised at workplace. Vishwesvaran (1993) had given 10 different dimensions of performance based on the nature of the job. Individual performance can be defined as actions and behaviours individuals carry out which are linked to company goals (Campbell et al., 1993).

In order to quantify performance, one needs to establish performance criteria which will be used in the assessment of the work outputs. The performance benchmarks need to be developed by adopting a holistic approach – that is, when measuring performance one needs to look at the whole system. For example, an employee's work output is influenced by the context and his or her interdependence on other systems (Lewis et al., 1998).

Rothmann and Coetzer (2003) highlighted that it is a multidimensional concept which briefs how one completes an assigned task with efficiency with effective use of skills possessed. Cascio and Aguinis (2005) propounded that job performance is evaluated in terms of the criteria. Criteria are the standards used to measure a person's success on the job.

Employees play a gigantic role in organisational performance, because without them there is no organisation (Hayward, 2005).

A study conducted by Nalini et al. (2016) enhances an understanding of connection between pay variable system and employee satisfaction level which further determines job performance of employees. When employees are more engaged in their work, they will find their work to be interesting rather than challenging and will be more committed, robust and absorbed in their jobs (Crawford, LePine & Rich, 2010). This will lead employees to think in a positive manner and will help them in serving their stakeholders well (Harter et al., 2002). In a study by Sonnentag (2003), it was found that engagement influences in-role behaviour, proactive behaviour and also organizational citizenship behaviour. This shows that employees who are engaged will have a broader perspective of their role and will reach out to broader set of activities in their jobs.

Employees are assessed and rewarded on the basis of their ability to achieve results. We have too much information and yet we lack perfect information and knowledge. Successful executives know when to depend on data and when to depend on collective intelligence of leaders at all the levels in the company. Emotional maturity helps people in organisation to use their mental patterns effectively when involved into strategic decision making (Rijamampianina, 2016).

7. Research Methodology

7.1 Sample

A two-step sampling process i.e. random sampling and non-probability judgmental sampling was used with a sample size of 531 respondents. Random sampling has been used for selection of colleges and Non Probability Judgmental Sampling for selection of faculty members from selected institutions. A list of various private management and engineering institutes in Delhi-NCR was obtained from AISHE report, 2016. 12 different cities around Delhi- NCR were selected. Subsequently, 75 management and 54 engineering institutions are selected from the list using random sampling. Finally, selection of faculty was done using non probability judgmental sampling.

7.2 Instrument

The study makes extensive use of primary data using questionnaire as a research instrument. Genos Emotional Intelligence Inventory has been used to measure emotionally intelligent behaviour demonstrated by individuals at workplace. The scale consists of 70 statements related to different constructs of emotional intelligence (Gilles E. Gignac, 2010). Spiritual Intelligence Self Report Inventory developed by King (2008) has been used to measure demonstration of spiritually intelligent behavior by individuals at workplace. A questionnaire has been developed to measure faculty performance using models such as Performance Based Assessment

system of National Board of Accreditation, and National Institute Ranking Framework to measure faculty performance. Parameters concerning different dimensions of faculty performance are identified. The scores obtained for performance indicators are used for teacher's self-assessment. Retention is measured by identifying the factors affecting retention. A pilot study has been conducted to verify the predictability of 32 factors related to retention. The factors showing commonalities less than 0.4 have been excluded and remaining factors have been used in the final questionnaire.

The instrument also contained a section collecting data on gender, age and educational qualification of respondents.

8. Analysis and Discussion

Initially, we analyzed the combined effect of emotional intelligence, spiritual intelligence on faculty performance using logistic regression. It has been found that the value of R square improves to 57% which implies that it is imperative to include other forms of intelligence to study their impact on faculty performance. Therefore, after confirming that the performance has association with emotional and spiritual intelligence, the next step was to analyze the impact of emotional and spiritual intelligence on faculty performance.

The analysis of reliability of the instrument is followed by the assessment of scale component factor structure.

Reliability statistic Cronbach's Alpha has been calculated to assess the consistency of results to be derived. The suggested acceptable value is 0.5 or above for the data to be reliable.

The results for reliability are shown in Table 1.

Table 1. Reliability of variables

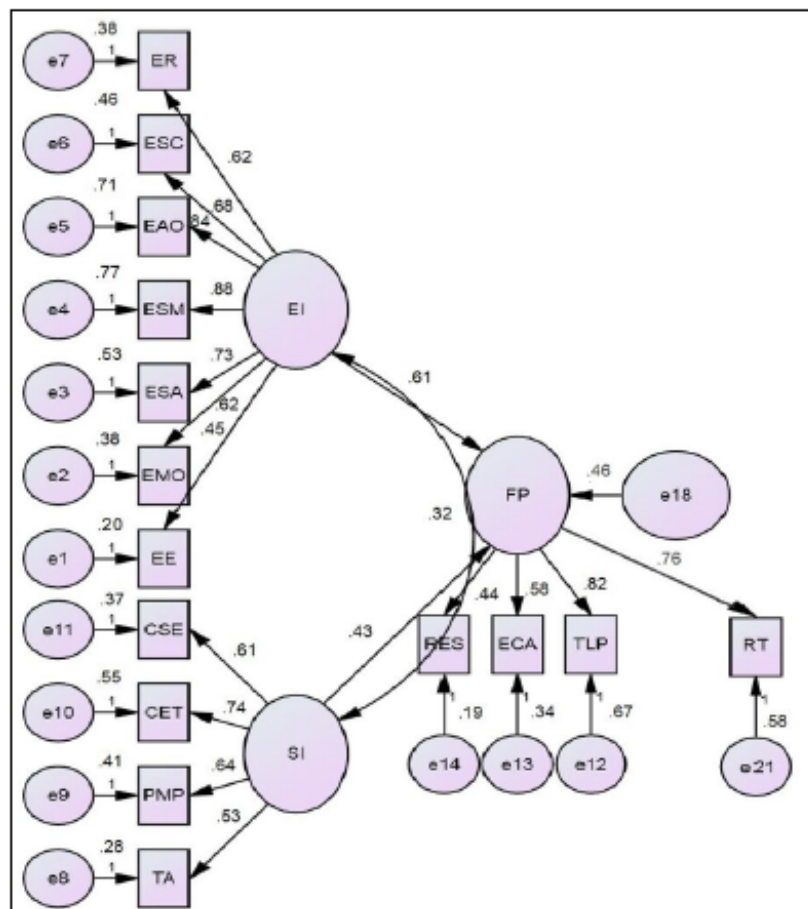
| Construct | Cronbach's Alpha |
|------------------------|------------------|
| Emotional Intelligence | 0.851 |
| Spiritual Intelligence | 0.829 |
| Faculty Performance | 0.715 |
| Retention | 0.842 |

The reliability test indicates that all the scales used in the questionnaire are reliable and therefore further analysis can be performed. Factor analysis was performed subsequently.

Initially 21 factors were identified constituting 70 statements for emotional intelligence. But when the sample size was increased to 531 respondents, the number of factors was reduced to seven. These factors are self-awareness, awareness of others, self-management, management of others' emotions, emotional expression, emotional reasoning, and emotional self-control. The inventory of spiritual intelligence constitutes 24 statements. Four components (or factors) have been identified on the basis of factor analysis: conscious state expansion, personal meaning production, critical existential thinking and transcendental awareness. Three factors were identified for

Table 2. Fit indices for proposed model

| Fit Statistic | Obtained | Recommended | Result |
|---------------|----------|---|--------------|
| CMIN | 5.704 | Should be close to 5 (Byrne 2006) | Good fit |
| CFI | 0.401 | Should be close to 1 (Byrne 2006) | Mediocre fit |
| RMSEA | 0.09 | Lower value indicates better fit (Byrne 2006) | Mediocre Fit |
| Chi Square | 667.413 | Lower value indicates better fit (Byrne 2006) | Mediocre fit |
| GFI | 0.88 | >0.90 (Byrne 2006) | Good fit |
| RMR | 0.019 | <0.02 (Byrne 2006) | Good fit |



(ESM = Emotional Self-management; ESA = Emotional Self Awareness, EE = Emotional Expression; EAO = Emotional Awareness of Others; ESC = Emotional Self Control; EMO = Emotional Management of Others; ER = Emotional Reasoning; CSE = Conscious State Expansion; TA = Transcendental Awareness; PMP = Personal Meaning Production; CET = Critical Existential Thinking; TLE = Teaching and Learning Activities; CCA = Co-Curricular Activities; RC = Research Contribution; EI = Emotional Intelligence; SI = Spiritual Intelligence; FP = Faculty Performance; RT = Retention)

Figure 2. Structural model showing structural relationship for proposed model.

faculty performance. These factors were named as in performance based assessment system as Teaching and Learning Practices, Co-curricular Activities Involvement and Research Contribution. Six factors were identified in retention. These factors have been divided into two categories. First set of factors are the factors which are static in nature but whose absence may lead to dissatisfaction in employees. Second category of factors, on the other hand, motivates employees to stay in the organization. These are the factors which motivate employees for superior performance.

Once factor matrix has been developed, the next step is to choose an appropriate test to understand the nature of relationships between dependent and independent variables. Since there are multiple dependent and independent variables, structural equation modeling was found appropriate for this analysis. Dependent variables considered are faculty performance and retention, while independent variables are emotional and spiritual intelligence. Hypotheses have been tested at a significance level of 0.05. SEM seeks to explain the relationships among multiple variables. It helps in estimating a series of separate but interdependent and multiple regression equations. Measurement and structural models have been developed. The following test statistics have been obtained (Table 2).

The value of chi-square is 667.413. The higher the value of chi-square, the worse the model corresponds with the data. Therefore in this case, it appears to be a good fit. The goodness of fit index measures the proportion of explained variance. The GFI value of 0.88 represents a good fit. Another test statistic RMSEA also indicates mediocre fit. It attempts to correct for the tendency of chi-square test statistic to reject models with large samples (Figure 2). The regression equations for predicting dependent variables can be written as follows:

1. $EI = 0.88ESM + 0.73ESA + 0.45EE + 0.84EAO + 0.68ESC + 0.68EMO + 0.62ER,$
2. $SI = 0.61CSE + 0.53TA + 0.64PMP + 0.74CET,$
3. $FP = 0.82TLE + 0.58CCA + 0.44RC,$ and
4. $FP = 0.61EI + 0.43SI.$

9. Discussion

On the basis of the analysis performed, it can be concluded that present practices of recruitment and selection of faculty members based on their academic credentials should continue. However, the combined impact of emotional and spiritual intelligence has been observed to be significant on faculty performance. Therefore, multiple intelligence (i.e. academic achievements plus EI and SI scores) can better predict the performance of faculty and can help in devising more effective policies related to retention. Retention of high performers in the institute positively impacts the institutional performance. Hence, promoters and leaders of these institutions should formulate effective policies for retention of high perform-

ers. It has also been observed that most of the faculty members choose to stay (for a substantial years) in an institution because of positive work environment and opportunity for self-development. In other words, factors which motivate employees for superior performance have a stronger appeal to the faculty members for their long term commitment and engagement to the institution. Academic leaders should underline this point while formulating their HR policies for their teaching faculty members. Retention is not the sole aim of private higher educational institutions, but they require high performance in terms of faculty contribution to the institution. Performers who score high on emotional and spiritual domain can better contribute to the institutions, not only by imparting knowledge but also by inculcating moral values and optimistic personality traits in their students. Since high performers stay in the organization primarily due to factors like career development and growth policies, academic leadership in the academic institutions should focus more on individual merit instead of cadre ratios and hierarchies while providing opportunities for prestigious research assignments, faculty development programs and inter-institution collaborative projects. Such policies will encourage the faculty to contribute their best and also engage them to stay longer with their institutions.

10. Conclusion

Present study provides a new insight and basis for formulating policies for selection, appraisal and retention of faculty having potential to contribute and become good performers. The study concludes that cognitive intelligence of the faculty reflected in their academic achievements is essential, but emotional and spiritual intelligence of the faculty also significantly affects their performance. The universities and institutes can devise policies concerning recruitment, career advancement and retention of the faculty members based on their academic track record as well as emotionally and spiritually intelligent behavior at the work place. Those academic leaders of the universities and colleges can motivate their teams/departments and can create positive environment leading to higher engagement and retention of good performers. Hence, this research study has implications for all the stakeholders of universities and institutes.

11. Scope for future research

This study focuses primarily on two forms of intelligence besides cognitive i.e. emotional and spiritual intelligence. However, other forms of intelligence can also be considered in proposed model of the study. Further, the present study considers cities around Delhi NCR as sample to analyze the impact. In future this area can be extended or a comparative analysis can be done to analyze the overall effect.

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Annexure-I

Role of Emotional and Spiritual intelligence for Retention: A study of Higher Education System in India

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