

Higher Education In India With Reference To Post Graduates**Dr. Dasharath R. Albal**Professor
Department of Sociology,
Rani Channamma University
Belagavi (karnataka state)**Mr.M.B.Chobari**Research Scholar,
Department of Sociology
Rani Channamma University
Belagavi (karnataka state)**Abstract**

Last year an international survey was released on the quality of universities in the world and ranking them. It was shocking to know that India had none among the list of universities, though we boast of ancient universities of Nalanda and Taxila. Despite new national missions/programs and reforms agenda, by both the central and state governments with private sector intervention, the higher education sector is in a state of complete flux. While we have tremendously enhanced capacity, we lag in quality, given inadequate autonomy to our Universities. Centralized control and a standardized approach remains at the heart of regulations. We are in the 21st century with a mid-20th century regulatory architecture. During this time we have seen countries like China, Korea and Singapore, transform from developing to advanced economies in a decade due to strategic planning and a larger vision that correlated economic development to transformation in the education sector, in particular higher education and research, to become globally competitive.

Keywords: higher education, postgraduate,**AISHE**

By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian higher education system. By 2030, the already existing challenges for Indian higher education – access, equity and quality – will only be greatly exacerbated unless we significantly transform our higher education model.

According to AISHE report 2017-18 there are 500 General, 126 Technical, 70 Agriculture & Allied, 58 Medical, 22 Law, 13 Sanskrit and 10 Language Universities and rest 83 Universities are of other Categories. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Gujarat and Madhya Pradesh. Bangalore Urban district tops in terms of number of colleges with 893 colleges followed by Jaipur with 558 colleges. Top 50 districts have about 32.6% of colleges. College density, i.e. the number of colleges per lakh eligible population (population in the age-group

18-23 years) varies from 7 in Bihar to 51 in Karnataka and Telangana as compared to All

India average of 28. 60.48% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Women. Only 3.6% Colleges run Ph.D. programme and 36.7% Colleges run Post Graduate Level programmes.

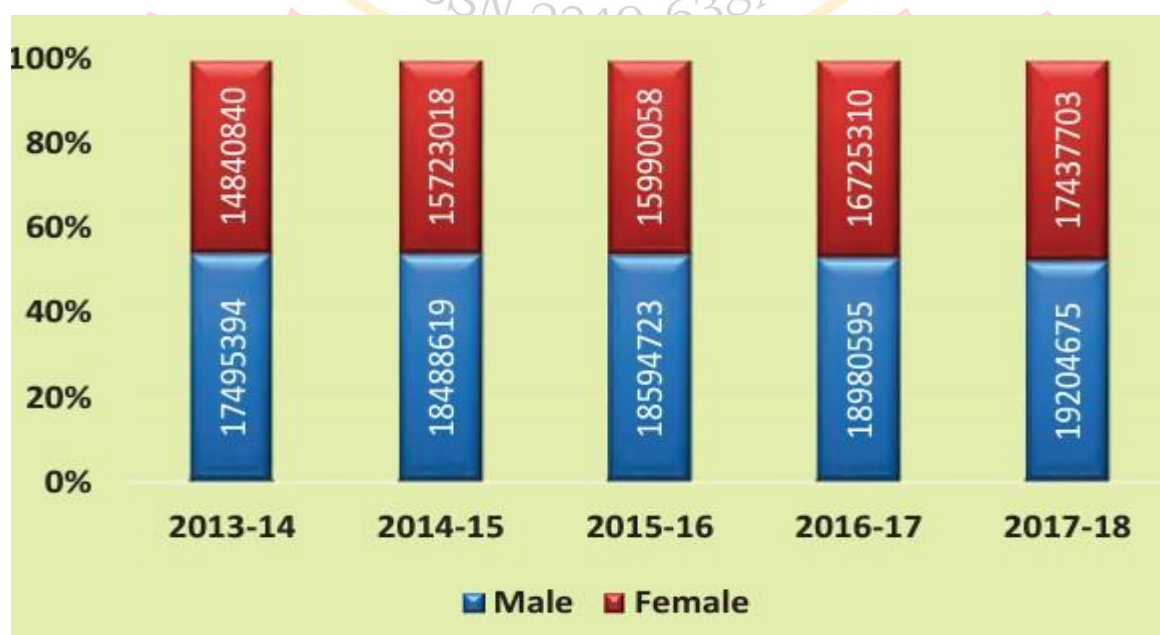
B.A. (23.89 Lakh) degree has been awarded to maximum number of students. B.Sc. (11.52 Lakh) is the second highest followed by B.Com. (9.39 Lakh). At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A. The highest number of students (23.89 lakh) have graduated in Arts courses. At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two.

Year	Student Enrolment								Grand Total
	Ph.D.	M.Phil.	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	
2013-14	107890	31380	3822219	25500325	276502	2285576	187340	125002	32336234
2014-15	117301	33371	3853438	27172346	215372	2507694	170245	141870	34211637
2015-16	126451	42523	3917156	27420450	229559	2549160	144060	155422	34584781
2016-17	141037	43267	4007570	28348197	213051	2612209	166617	173957	35705905
2017-18	161412	34109	4114310	29016350	235263	2707934	177223	195777	36642378
CAGR	8.4	1.7	1.5	2.6	-3.2	3.4	-1.1	9.4	2.5

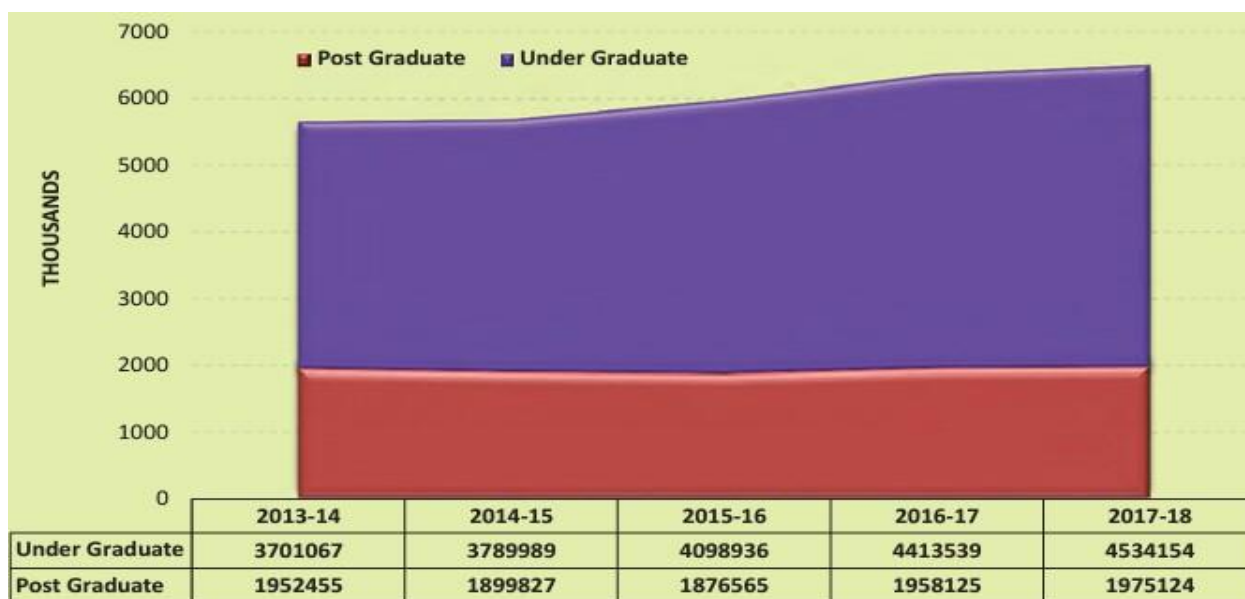
The above table gives the data on the increase of number of students in Ph.D.M.Phil, Post Graduate, under graduate, PG diploma, diploma and certificate courses. It is clearly evident that there is an increase of students who have enrolled to PG courses from 3822219 in 2013-14 to 4114310 in 2017-18. The compound annual growth rate in the student enrolment in Post Graduation is about 1.5.. We can also see the reduction in PG diploma courses enrolment from 276502 in 2013-14 to 235263 in 2017-18 and a minus -3.2 compound annual growth rate.

in 2017-18 by about 6.6% . At the same time the enrolment has grown considerably during the last 5 years, which has increased from 3,23,36,234 in 2013-14 to 3,66,42,378 in 2017-18. The overall growth is 13.3%. Per 100 male students, number of female students has increased from 85 in 2013-14 to 91 in 2017-18. Gender-wise enrolment is depicted in the figure.

The number of universities and similar institutions listed on AISHE portal has increased from 723 in 2013-14 to 903 in 2017-18 by almost 24.9% . Whereas the number of colleges has increased from 36634 in 2013-14 to 39,050



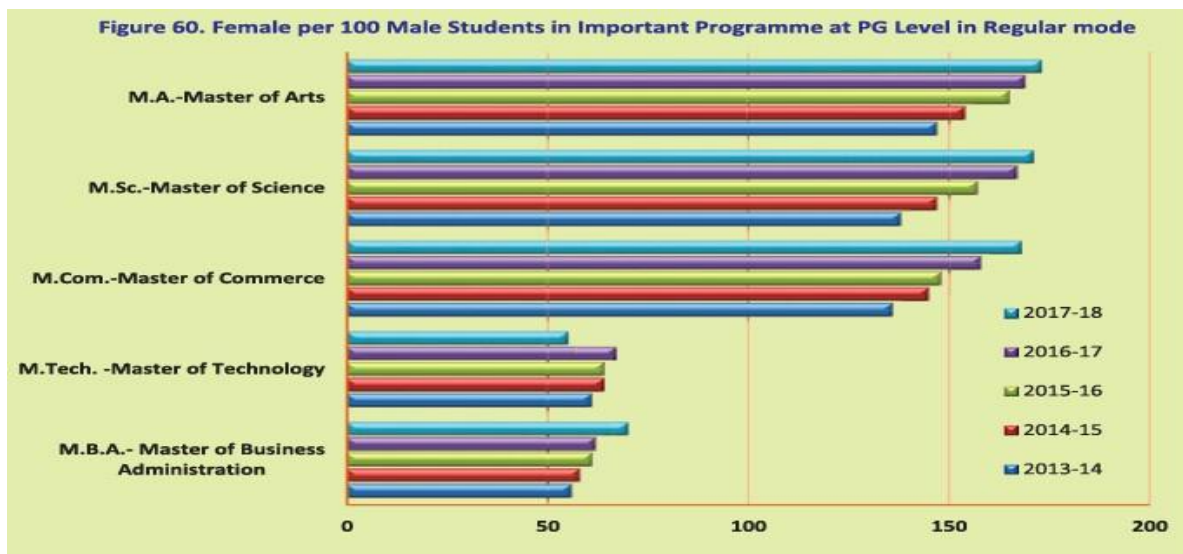
But while comparing the number of students enrolled in under graduate courses and post graduation courses we see a huge decline in the numbers.



This table denotes that though there is huge number of students who have enrolled for undergraduate courses there are not many of them who enroll to PG courses. We have to look clearly into the loopholes such as cost, time and quality of the type of education that they need to face the competitive world.

Looking at the course wise distribution of the students enrolment in various programmes at Post Graduate and Under Graduate level has increased over the years in regular mode of education except in M.Tech., B.Tech., where it has started showing declining trend recently. MA course has majority of enrolment as stated in the given table

Year	M.A.- Master of Arts	M.B.A.- Master of Business Administration	M.Com.- Master of Commerce	M.Sc.-Master of Science	M.Tech. -Master of Technology
2013-14	674447	392937	193373	431723	260370
2014-15	767027	409432	222709	481330	289311
2015-16	878677	416325	271266	519159	257361
2016-17	865410	416490	275695	562896	160888
2017-18	901448	421509	2882061	605682	142081



Female participation is very high and has also increased sharply at M.A., M.Sc. and M.Com levels during the last 5 years. However, female participation has not increased significantly at Under Graduate level. Though there is an increase in master of arts we see steep decline in female Enrolment in courses courses M.tech and MBA.

These data from AISHE report of 2017-18 makes us question in what way student enrolment and giving them quality assurance of education can be made. First of all the master degrees must be of some value to job seekers so the present curriculum which is mostly outdated has to be replaced with contemporary and relevant syllabi so that their master degree certificate are not just mere certificate but a utility to get a good job and employment.

Conclusion:

It is said that women do three fifths of the world’s work, earn one tenth of the world’s income and own one hundredth of the world’s asset. Empowerment requires self-help, confidence, daring, knowledge and skill. All these are facilitated by education especially higher education. Thus higher education is pathway of women empowerment. Institutions of higher education should cross their traditional border of teaching only the designed curriculum of traditional courses. It is the duty of higher education institutions to make provision of training, employment and income generation activities for women. This would help women to take off themselves. The path is clear for women, only

strong and positive attitude with assertive efforts on the part of higher education sector and society at large are needed. Then there will no limit for women except sky.

Bibliography:

1. Bess, James L. & Dee, Jay R (2008): Understanding College and University Organization. Sterling, Virginia. Volume II., Chapter on “Organisational change in higher education”. pp. 790-825.
2. Boyce, Mary E. (2003): “Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education”, Innovative Higher Education, Vol. 28, No. 2, 119-136. Chalmers, D. (2007), A review of Australian and international quality systems and indicators of learning and teaching, Carrick Institute for Learning and Teaching in Higher Education, Australia.
3. Field, S., M. Kuczera and B. Pont (2007), No More Failures: Ten Steps to Equity in Education, OECD Publishing.
4. Gibb, G., (2010) Dimensions of quality, Higher Education Academy, September
5. Chauhan (1990), ‘Higher Education in India’ Ashish Publishing House, New Delhi, 1990
6. Lakshmi Lingam (2005), ‘Enabling Environment for Women’s Empowerment: Role of Indian Universities’, *University News* – Vol. 43 No. 47, Nov. 21-27, 2005.
7. Mridula Bhadauria (2005), ‘Access of Women to Higher Education’, *University News*, Vol. 43 No. 06, Feb. 07-13, 2005

8. Nalini Srivastava (2005), 'Empowerment of Women through Higher Education', *University News*, Vol. 43 No. 47, Nov. 21-27, 2005
9. Rajasekharan Pillai (2005), 'Empowerment of Women Through Education', *University News*, Vol. 43, No. 03, Jan. 17-23, 2005.
10. UGC Annual Reports of various years

