

A Measurable Review of Higher Education Establishments in India

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Abstract: *This review plans to watch the expanded viability of Higher Educational Institutions in India and its intensity. It proposes to build up the enthusiasm for improving the quality in Educational Institutions. It is checked and assessed through quick development of data innovation, which makes advanced information accumulation conceivable. This review plans to make a mindfulness or self aggressiveness among instructive organizations to actualize the nature of standard training and needs of the general public and to perceive the size of stature, which demonstrates where we are in these globalized norms.*

Key words: *Colleges, statistics, students, higher educational institutions.*

1. INTRODUCTION:

In this paper the factual points of interest of Higher Educational Institutions in India are talked about and progressive development of different angles is inferred to make mindfulness in the instructive part. The fundamental concentration of this paper is to improve and spur the Higher Educational Institutions in India to build up the requirements/dissect the absence of development and expanded adequacy yearly in different angles. It is currently very much perceived that the development of the worldwide economy has expanded open doors for those nations with great levels of instruction and the other way around (Carnoy, 1999; Tilak, 2001; Stewart, 1996; Ilon, 1994).

With macroeconomic changes bringing about serious cuts on the training spending plan, from one viewpoint, achieving the since quite a while ago loved objective of general rudimentary instruction then again, the legislature coordinates the move of assets from higher to essential training. It can be seen from the approach of the Tenth Five-year Plan also, Tenth plan report that, "Since spending assets are restricted, and such assets as are accessible, should be dispensed to extending essential training, perceive that the colleges must endeavor more prominent endeavors to supplement assets from the administration" (Government of India, 2001, 2002-2007). The assets from advanced education are being occupied to the improvement of essential instruction. In any case, it is focused on that while it is obligatory that the country accomplishes general rudimentary training and aggregate proficiency, it can't in the meantime bear to consign to a dismissed position to accomplish worldwide gauges in advanced education (UGC, 1993). Value and social equity request that recently developing recipients from the auxiliary instruction segment, who progressively speak to helpless gatherings can bear the cost of an entrance to advanced education and in the end for an upward portability (Punnayya committee, 1993, p.18). Dealing with the present money related liabilities of the colleges, particularly the state colleges, is in absolute bedlam. In the eighth plan itself fiscally self-supporting advanced education has been upheld that of advanced education in a fair and savvy way, all the while, making the advanced education framework monetarily self-supporting" (Government of India, 1992). The approach paper to the Ninth Five-year Plan says, "accentuation will be set on solidification and ideal usage of the current foundation through institutional systems administration ... what's more, through open college framework. Gifts in-help will be connected to performance criteria to enhance quality and infuse responsibility. Expenses will be rebuilt on unit cost criteria and paying limit of the recipients. Extra assets will be created by including industry and trade and through commitment from group" (Government of India, 1997, pp.82).

2. OBJECTIVES OF THE STUDY:

- To observe the statistical details of Higher Educational Institutions in India and to create awareness on the educational sector
- To study and compare the growth and development in various aspects of Higher Educational Institutions in India.

3. REVIEW OF LITERATURE:

While inspecting the funds of colleges in India in the post change period, Tilak and Rani (2002) found that in the decade 1990, in a specimen of around 40 colleges, there have been humble to soak increments in understudies' charges of different sorts, for example, educational cost expenses, examination expenses, affirmation charges, enrollment expenses, selection test, lodging and random administrations, similar to application structures, pamphlets, et cetera. Government gifts to the colleges have declined or stayed stale in genuine costs, and infrequently even in current costs.

Cost recovery measures, especially hike in expenses, are progressively depended on in a few colleges. Dominant part of the universities (upwards of 20 universities) have officially expanded their charge, which secured more than 20 for every penny of their repeating pay. The offer of charge wage in repeating consumptions of the universities was on the ascent and come to up to 22 for each penny of repeating expense in the year 1998-99. These shows the expenses are as of now higher, nearing different advisory groups' suggestions. Notwithstanding, it ought to be borne as a top priority that assets that can be raised through charges can be at a most extreme level of 15 to 25 for every penny on a normal of the repeating consumption over a time of next ten years (UGC, 1993; 2000).

4. RESEARCH METHODOLOGY:

Descriptive method is used in this study. Quantitative analysis is done using the data; information flow was collected through survey method from various sources of information published from higher education proceedings.

Educational structure in India

This is presented in Figure 1.

Higher educational institutions offer the following,

Under graduate

B.Ed. – M.Ed

Post graduate

M.Phil - Doctorate

Open universities also offer the following,

Undergraduate

Post graduate

Post graduate diploma

The following statistical details are discussed in this paper.

Types of degree awarding universities

Number of colleges

Number of enrolment of students and staff

Type wise enrolment and growth of students

Stage wise details of students

Level wise details of students

Faculty wise details of students

Types of degree awarding universities

Only universities and university level institutions are conferred with the power to award degrees. Universities are basically of two types—Unitary and Affiliating.

Unitary universities are confined to teaching and research in their own departments.

An affiliating university will have a central campus with departments or schools that impart post graduate instructions and conduct research. It would also have various affiliated colleges.

- Central Universities
- State Universities
- Private Universities
- Deemed Universities
- Institutes of national level importance and other university level institutions which include Institutions established by an Act of Parliament and declared as Institutions and also an institution established or incorporated by a State Legislative Act and through State Central Act (Tables 1-2).

5. FINDINGS:

By watching and investigating this measurable information it is valuable to finish up and think about year insightful development and improvement and furthermore to set up logical standard procedures for enhancing or upgrading the nature of Higher Educational Institutions in India. Eighty six percent of the aggregate enrollment in advanced education is under graduate and 12 percent is post graduate education. Just 0.81% of the aggregate enrolment is research and the rest of the worries confirmation and different courses. In 2011, General Higher Education including undergraduate, post graduate and research education factually demonstrates a higher increment in amount.

Quantitative development will likewise bring about the expansion in use on advanced education contrasted with before years, and per understudies' consumption has additionally expanded extensively. Increment in students'

enrolment, in the quantity of organizations and subsequent use on advanced education powers to bring requirement for a higher rate and to advance HR development is underscored. Development in numbers (Table 3, 4 and 5) has additionally caused worry about quality-related issues. With the quantity of new foundations of advanced education rising every year, there is a need to expand the standard of offices accessible in these foundations.

The nature of education encounters offered, and issues related with the affiliating elements of colleges have changed in partners' desires which offer blast of learning. Improvement in science and innovation has brought about the requirement for gifted faculty for various types of occupations and has managed the advancement of more up to date aptitudes among the workforce. Aside from the college/school framework, the private area has likewise reacted rapidly to these requests. Development in numbers is additionally reflected in students' enrolment, workforce included and the quantity of projects offered as given in Tables 4 and 5.

Because of increment in development of student's enrollment, nature of training is an exceptional need which must be concentrated. Amid the previous 20 years, the quantity of universities has officially expanded in products and it is watched that an additional 10 years the proportion of colleges versus students' enlistment will be clearly able. This will bring about numerous organizations having development in number of students enlisted in lieu of populace of the nation. It is especially imperative to give nature of guidelines in framework and other learning approaches. Students' enrollment ought to be founded on the Infra-structural assets of the establishment so that the nature of training may not be traded off. In created nations, advanced education is affected by commercialization without enhancing the essential quality data sources both in scholastic and managerial. Advanced education arrangements ought to give more assets to concentrate on quality. Nature of administration given to understudies regarding showing learning procedure ought to be important with fullest fulfillment by the qualified workforce. Open and Private Institutions ought to be prepared to give reserve to encourage the staff and understudies as far as general courtesies and laboratory facilities and as well as research.

Figure 1. Educational structure in India.

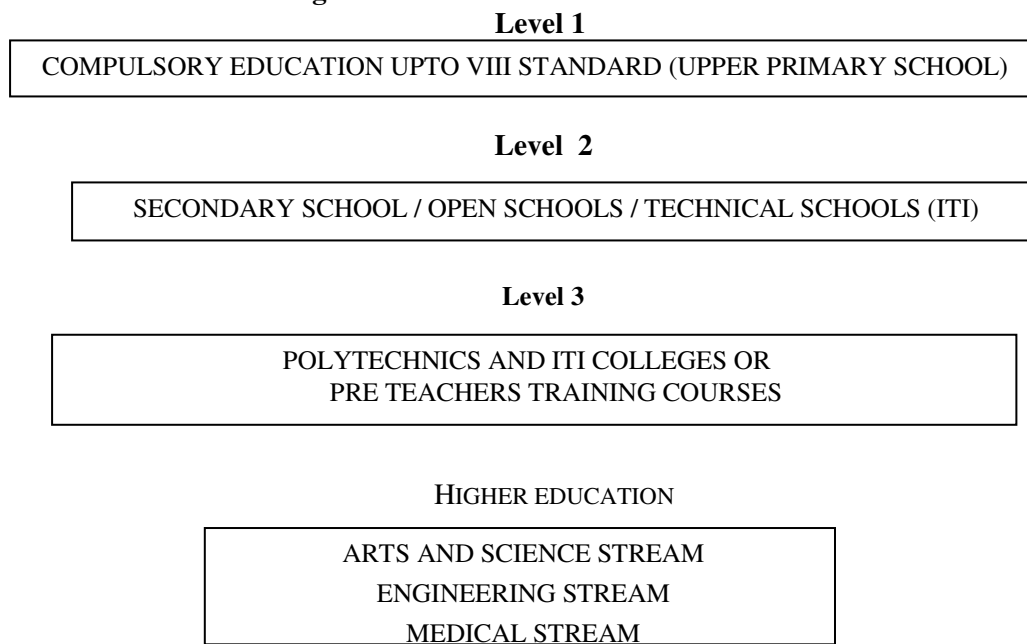


Table 1. Number of universities (type wise) in 2015.

S/no.	Types	2015	%
1.	Central Universities	43	7%
2.	State Universities	297	47%
3.	Private Universities	100	16%
4.	Deemed Universities	129	20%
5.	Institutes of national level importance and other university level	65	10%

Table 2. Number of universities / colleges (state wise) in 2015.

S/no.	State	No. of universities	No. of colleges
1	Andhrapradesh	46	4066
2	Arunachal Pradesh	3	16
3	Assam	10	507
4	Bihar	21	653
5	Chattisgarh	15	641

6	Delhi	25	243
7	Goa	2	54
8	Gujarat	36	1836
9	Haryana	22	902
10	Himachal Pradesh	18	344
11	Jammu and	11	328
12	Jharkand	12	231
13	Karnataka	42	3078
14	Kerala	19	1063
15	Madhyapradesh	28	2263
16	Maharashtra	44	4631
17	Manipur	3	76
18	Meghalaya	9	64
19	Misoram	3	28
20	Nagaland	4	55
21	Odisha	19	1100
22	Punjab	17	852
23	Rajasthan	48	2412
24	Sikkim	5	15
25	Tamilnadu	59	2267
26	Tripura	3	39
27	Uttarpradesh	58	3859
28	Uttarkand	19	360
29	West bengal	26	942
30	Chandigargh	3	25
31	Pudhucherry	4	86

Table 3. The growth in number of universities / colleges (YEARWISE) in 2011.

S.No.	Year	No. of universities	No. of colleges
1	1995-96	190	7346
2	2005-06	256	12806
3	2014-15	634	33023

Table 4. The growth in student enrolment in various sectors (YEAR WISE) in 2015.

No.	Higher Educational sectors	No. of Students enrolled
1.	Arts	6177730
2.	Science	3127042
3.	Commerce / Management	2904752
4.	Education	569961
5.	Engineering / Technology	2862439
6.	Medicine	652533
7.	Agriculture	93166
8.	Veterinary Science	47423
9.	Law	327146
10	Other	232691

Table 5. The growth in students' level enrolment (YEAR WISE) in 2011

		(Approx)	(Approx)	(Approx)
1	Graduate	14616473	8580000	6037000
2.	Post Graduate	2049124	1167000	88200
3.	Research	137668	81000	56000
4.	Diploma/Certificate	171618	98000	73000

6. CONCLUSION:

The Indian system of higher education is the second largest in the world. With this growth in size, the explosion of knowledge and information technology has led to micro specialization and a host of new inter-disciplinary and multi disciplinary areas. Hundreds of course combinations have evolved. Higher education has

increased in all levels connected to job preferences. National and International educational policy should create best quality assurance systems. It is essential to determine the responsibilities of authorities and management of the Educational Institutions to maintain the standards and quality education. University level education is becoming both local and global. The political decision makers and government should reveal the higher education expectations with a focus on the quality of objectives of education.

Learning environment should be improved to the requirements of modern media and also the Higher education department should provide favourable financial resources to follow updated teaching methods and also to restructure Modern infrastructural needs. The efficiency and the activities of the steering system must be monitored so that quality of best education is provided.

Considering the various dimensions of changing conditions and emerging trends in higher education, two major findings have assessed maintaining and promoting the standards of Indian higher education.

Facilitating more academic autonomy that would enable potential institutions to be more creative and innovative. Facilitating infrastructural needs and updating the expectation level of students by enhancing quality and standards to meet global competition of higher education.

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