



Impact of Govt. Policy on Higher education and gross Enrolment ratio in India Sandeep Dhillon, Email.id sandeep45@gmail.com

Abstract: This research paper indicate the status of higher education in India. The status of higher education indicates by the help of table. There is some change on the level of education after the independence. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. The secondary data for indicate the level of higher education taken from website, books and newspaper.

Keywords: Higher Education, Quality Control, Privatization, Globalization.

Introduction: India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2016, there are 213 government-recognized Universities in India. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a remarkable exception to this rule. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard and Cambridge. According to the London Times Higher Education (2009) - Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. Hong Kong has three, ranked at 24, 35 and 46; Singapore two ranked at 30 and 73; South Korea two ranked at 47 and 69 and Taiwan one in the 95th position. Notably, China's Tsinghua University and Peking University are ranked at 49 and 52 respectively. There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the next 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291. A recent evaluation of universities and research institutes all over the world, conducted by a Shanghai university, has not a single Indian university in the world's top 300 while China

ISSN 2454-308X





has six. The Indian Institute of Science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that. Yet this decisive edge also has its shortcomings. Besides top rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. UGC and other Regulatory authorities have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges.

Gross Enrolment ratio in Higher Education:

STATES	ALL CATEGORIES MALE	ALL CATEGORIES FEMALE	ALL CATEGORIESTOTAL
Andhra Pradesh #	32.7	25.4	29.1
Arunachal Pradesh	20.3	18.2	19.3
Assam	12.8	12.8	12.8
Bihar	12.4	9.9	11.2
Chhatisgarh	12.4	11.2	11.8
Goa	21.2	25.6	23.2
Gujarat	19.5	15.5	17.6
Haryana	29.1	28.1	28.7
Himachal Pradesh	23.5	24.0	23.8
Jammu and Kashmir	23.7	24.5	24.1
Jharkhand	10.3	9.8	10.1
Karnataka	26.3	24.6	25.5
Kerala	18.9	26.9	22.9
Madhya Pradesh	23.3	15.2	19.5
Maharashtra	27.2	23.8	25.6
Manipur	30.5	30.2	30.3
Meghalaya	17.0	17.5	17.3
Mizoram	21.5	21.0	21.3
Nagaland	16.2	11.5	13.9
Odisha	16.7	14.1	15.4
Punjab	21.8	23.8	22.7
Rajasthan	20.1	16.2	18.2
Sikkim	21.4	25.9	23.6
Tamil Nadu	45.4	38.7	42.0



Tripura	16.4	11.6	14.0
Uttar Pradesh	18.1	18.2	18.1
Uttarakhand	32.3	34.0	33.1
West Bengal	16.8	13.2	15.0
UNION TERRITORIES			
Andaman & Nicobar Islands	14.4	17.5	15.9
Chandigarh	48.5	55.2	51.3
Dadra & Nagar Haveli	5.7	7.4	6.3
Daman & Diu	3.3	6.9	4.3
Delhi	37.9	39.2	38.5
Lakshadweep	6.3	17.7	11.8
Puducherry	45.3	39.1	42.1
All States/UTs	22.3	19.8	21.1

Source: All Survey of Education

India Higher AISHE

201213 (provisional)

The above table indicates that there are large numbers of districts which have lower GER. It needs to be mentioned that in 12th Plan educationally backward districts were identified on the basis of literacy rate. It was felt that for identifying the educationally backward districts in higher education, instead of literacy rate, the gross enrolment rate will be a better indicator. Therefore the educationally backward districts were identified based on the gross enrolment ratio.

Progress in Institution capacity: We first begin with the review of the progress of higher education in the country. The level of higher education is determined by the size of institutional capacity of higher education system in the country. The size of higher education system in turn, is determined mainly by three indicators, namely number of educational institutions universities and colleges, number of teachers and number of students.

Institutional Capacity Capacity Expansion in Higher Education

Institutional Capacity Indicator	1950	2016
Number of University	25	799
Number of Colleges	700	39,701
Number of Teachers	15000	10,83,811
Number of Students Enrolled	100000	34.6 million

The above table indicates the comparison of number of University, number of collage, number of teacher and number of students enrolled in the years of 1950 to 2016. This table shows that there are much deferent of 1950 to 2016. The higher education increased rapidly after the independence.

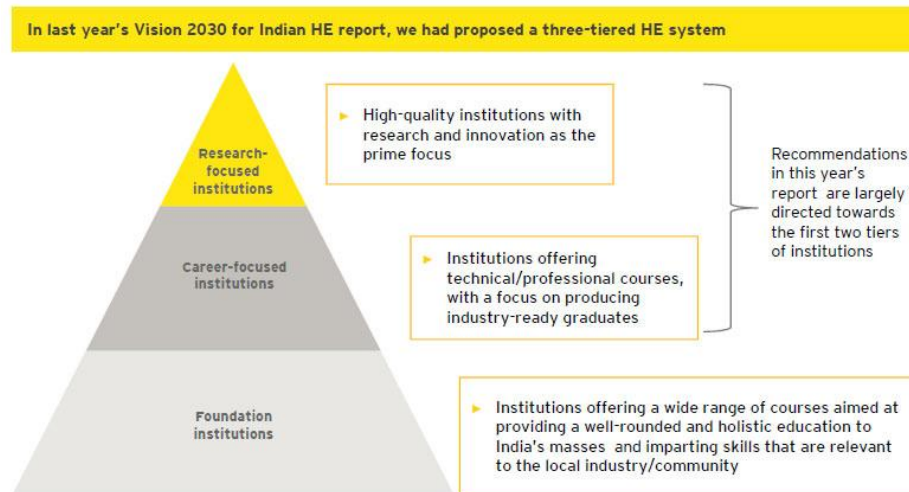
Type of Universities

Type	2016
Central open Universities	1



Central University	47
Government Deemed Universities	32
Private Deemed Universities	79
Private University	181
State open University	13
State University	316
Total	669

The above table shows the status of higher education institution in 2016. There are many type of higher education institution in India.



Inclusive Education Policies: The 12th Plan proposed number of measures for inclusive education.

- Firstly, the Plan proposes to support Universities and colleges located in 373 districts having lower GER and also envisage under the Prime Minister Narendra Modhi initiative to open new colleges in these districts with matching contributions from the States.
- Secondly, it proposes special support to Universities and colleges located in rural, hilly, remote, tribal, and border areas. Further, about 90 districts concentrated with Muslim population have been identified for Central support.
- Thirdly, the Plan also proposes enhanced support to Universities and colleges with a high concentration of the student belonging to SC/ST/OBCs, and Muslim population.
- Fourthly, the plan focused on developing schemes to improve language and competency through remedial coaching classes. Besides, the Plan specifically emphasizes on augmenting fellowship and opening up of hostels, particularly for women to enhance their access to higher education.

Conclusion: The central objective of the paper now focused on “Expansion of enrolment in higher education with Inclusiveness, quality, and relevant education and supported by necessary Academic Reforms in the university and college system. These studies have given necessary input in evolving the perspective on each of these objectives. These studies indicate that with the increasing of higher education institution the gross enrolment ratio of student in higher education institution also increases.

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