

Technology and Higher Education

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Introduction

As this is the era of technology, it becomes obvious that higher education should go hand in hand with the technology. In this digital age, when the children are exposed to the internet at an very early age, the higher education has to be designed in such a way that it is student friendly. Education plays a very crucial part in the life of an individual. The career gets shaped by what a child is a studying. In this world, where there is cut – throat competition, it is very necessary to keep the students updated with the new changes in technology.

Technology is expanding day by day. The innovation in technology has laid foundation of globalization in the 20th century. The computer, particularly, the internet and the World Wide Web have brought the global nations so close that it is impossible for any nation to ignore the global happenings. This technological connection also infers that education is the basis of global interaction in any field: be it political, social, cultural, athletic, artistic or economical. Rightly used, technology has the potential to build a homogeneous understanding and friendly world which can eliminate poverty, backwardness, terrorism, atmospheric disturbances and other such evils.

Today, we have various technologies that impact our lives in varied ways. We all depend on technology, and we use distinct technologies to accomplish specific tasks in our lives. Hence, it is necessary to be updated with new emerging technologies and learn how to use them in our activities.

Technology has made a very big change in the education field too. The entire process of admissions and teaching-learning process have changed a lot for the benefit of the students. With the technology one can access a full library of educational material via a mobile app or website on any smart phone or iPod.

According to the Internet World Statistics, the number of users of Internet were 16 million i.e., 0.4% of world population in December 1995. This number of users of internet increased to 2,267 million i.e., 32% of world population in December 2011 and by June 2019 the number of users of internet increased to 4,536 million i.e., 58.8% of world population. This data shows that the Internet has made distances shorter and the world smaller.

Technology and Education

The effective use of technology in education has changed the field of education by creating more educational opportunities. Not only teachers and students but eve administrators have benefited from diversified educational technologies. Teachers have learned how to integrate technology in their classrooms and students are getting interested in learning with technology. Administrators are making the management of admission process very accessible. The use of technology in education has removed educational boundaries, all the stakeholders can collaborate in real time using advanced educational technologies.

Recent advancements in educational technologies have yielded positive results in our education sector. This new educational technology is supporting both teaching and learning processes, technology has digitized classrooms through digital learning tools like, computers, iPods, smart phones, and smart digital white boards. It has expanded so sophisticatedly that it has increased student's engagement and motivation towards learning.

- technology unlocks educational boundaries
- technology simplifies access to educational resources
- technology motivates students
- technology improves students writing and learning skills
- technology makes subjects easy to learn
- promotes individual learning
- supports differentiated instructions
- increases collaboration between teachers and students
- prepares students for tomorrow's technological jobs
- increases students innovation and creativity

Technology and Admission Process

Correspondingly, technology has changed the admission process by making it more electronic. It offers unprecedented access to the students and furnishes a lot of college information. It is used to support a streamlined and easily completed application process with resources like online forms, FAQs etc. Students can read through course catalogues and learn about campus activities on college websites, participate in online college fairs, and even take virtual campus tours. They can interact with admission officers, senior students and alumni through college blogs, twitter, and facebook. They can apply to many courses and many colleges of their choice. Using a common application, they can apply easily to as many colleges and courses they would want with only a click away. In addition, smartphones make admission sites simplified. They help to check the status of their application, sign up for a visit or receive SMS alerts. In fact, college applicants around the world are using their mobile devices to do everything right from purchasing books, taking virtual tours of campuses, completing applications and uploading information etc.

As the technology is advancing, the admission process and practice too continue to change. As the applicants are drawn from all the corners of the world, colleges are offering a variety of virtual campus tours. The simplest one is a virtual visit to the college during which prospective applicants go online and watch a video tour. One thing about the future is certain that college admission practices may continue to change as and when the technology advances. However, the idea remains the same, connecting and binding relationships with prospective students. This also allows students to communicate differently with colleges and universities and to create relationships with ease. The traditional use of postal mailings and admission events are no longer preferred. The colleges and universities are directed to integrate technology into the admission process of admissions looking into the advantages of online system.

S,no.	Manual System	Online System
1.	it is a time taking process and involves huge manpower	it ensures accurate and very fast computerized information
2.	maintaining files is cumbersome and occupies a lot of room	maintaining backup is very easy
3.	it is slow, time consuming and difficult to maintain records	it is faster, transparent and easy way of keeping records
4.	working time is limited and lot of human resource is needed	works 24 x 7 and saves man power
5.	lot of stationery consumption	saves a lot of paper and other stationery
6.	hectic submission process and long queues may exhaust students	allows students to fill application form at their convenient time in a comfortable environment and submit it with a click
7.	verification of the applications is made manually and print copies are collected which is time consuming as and verification of the certificates is done before the students	verification of the applications is done online and verification of the certificates is set according to the convenient time of the office
8.	submission of application is hectic as the students should travel to different places to submit the application	no geographical boundary, students can fill application form from anywhere from their convenient place
9.	merit list publishing takes a lot of time and only a few who visit the college physically can only know about admissions	merit list can be published much earlier and anybody can access it from anywhere
10.	in the traditional way human error might creep in due to fatigue and monotonous nature of work involving numbers	the process is very accurate and reliable due to limited human involvement
11.	any change made is difficult to reach all in limited time	the entire process is very dynamic - all changes can be reflected in real time and will immediately reach the candidates
12.	the process becomes difficult and complicated as the number increases	the process of admissions is simple and user friendly
13.	difficult to follow the track of day to day admissions	institutes can monitor the ongoing process,

		have day to day summary of progress of the admission
14.	difficult to prepare reports	immediate real time reports can be generated

Although there is headway being made, there is still an opportunity to enhance the ways in which technology is being used to maximize the effectiveness of the efforts put into online admissions to meet the enrollment goals educational and economical goals of the government. There are many changes that are brought out in response to the changing preferences of the government.

Technology and Statistics

Statistics are the sets of mathematical equations that we use to analyze the things. It keeps us informed about, what is happening in the world around us. Statistics are important because today we live in the information world and much of this information is determined mathematically by statistics help. Even the weather forecast that everybody watches is derived with the help of some computers models build on statistical concepts. Statistics is mostly used by the researcher to collect the relevant data, business people to calculate the risk of giving insurance, traders and businessmen to invest and make money, medical field to predict diseases and show a valid rate for medicines, educationists for quality testing, astrologers to make predictions, journalists to predict winner for elections based on political campaigns and to make all possible information available on internet. Hence, statistics, if clearly understood is a fascinating subject, which has tremendous importance in education. It helps in

- collecting data numerically
- classifying, organizing and summarizing data
- drawing general conclusions
- evaluation and measurement
- constructing and standardizing the tests
- making predictions for the future
- analyzing some of the causal factors

Analysts explore statistical data and use it for filtering data, calculating new variables and summarizing measures, or use it for future developments. Such analysis helps in answering different types of questions that are to be explored. In this article, explicit attention is given to data moves, and their purposes and consequences, is necessary for educators to support student learning. about data. This is especially needed in an era when students are expected to develop critical literacy and engage themselves in purposeful, self-directed exploration to lead a purposeful, healthy, comfortable and prosperous life.

Technology in Indian Higher Education

India can benefit from technology to be on par with the developed countries. It should particularly make use of technology in the field of education for spreading it faster and more effectively. For a populous country like India, technology is a boon to bring in the needed reforms in the education system and make the target receivers worthy citizens and global participants. Technology has changed the way we work and how we spend our free time.

- there are now more people with smartphones
- the average person now spends more time on his phone and computer
- the average person spends more time on apps than watching TV
- the average business person gets more emails a day
- students spend many hours in a day in front of a screen
- teenagers are addicted to their smartphones according

Computer and internet can act both as supplement and complement to the regular education on campus. The education system can train the student to work independently using a computer outside the classroom. This makes a learner self-sufficient and independent to procure the information that he needs. Thus, both the teachers and the students have become effective users of the latest technology. The sky is the limit for such learning because the learner can choose his own space and time for pursuing his studies.

The UGC has already suggested to all the Indian universities to launch the need based Online Courses as a 'landmark reform' in the field of Higher Education. These universities can take the advice and suggestion of the national level Indian Open University, IGNOU, and the state level open universities in designing the courses, preparation of syllabuses and course materials and the conduct of examination. The entire administration of these online courses could be assigned to the distance education centers of the respective universities and autonomous centers could be established by the universities which do not have distance education centers. This effectively enhances the quality of education, besides spreading literacy.

Online Admission Process in India

Several universities in India have either completely or partially implemented the online admission process. Several reputed Indian universities such as IGNOU (Indira Gandhi National Open University) and Manipal University have gone completely online with their admission processes. The other universities of the country which have opted for online admissions for some courses are: Delhi University, Bangalore University, Mysore University, Kerala University, Jadavpur University, Mumbai University, and Annamalai University. Many universities are yet to adopt the digital system.

Online education is particularly relevant, at present, with the availability of the smart phones which are readily used by even the illiterate people. It means this small tool in the hand can bring in a huge change in the life of a common man. Though online courses are randomly available in some Indian universities no effort is so far made for making them wide spread or effective.

One considerable advantage of online admissions for the parents is that it has decreased their frustration by reducing the physical strain. The families of the applicants receive instant communication regarding every important piece of information. Even for any educational or academic survey purposes or collecting data it has never been so easier in the past.

The UGC, in December 2015 has directed all the universities to begin with 'Online Admission System' and give the feedback to the UGC about their experience. The University Grants Commission (UGC) had asked all the universities to ensure that there would be an 'Online Admission System' from 2016-17 academic sessions. The UGC Chairman, Mr. Ved Prakash, said that establishing Online Admission System will not only ensure greater efficiency but also promote transparency in the functioning of the various institutions. In a letter to Vice Chancellors of various universities, Mr. Prakash said that the progress achieved by the varsities in implementing the online admissions would be reviewed subsequently.

The goal of 'Online Admission System' is to automate the academic institute's admission structure and its related operation and functionality. The objective of the initiative is to provide support to the administration and admission seeking candidates by providing a faster, transparent, accountable and easy way of documenting and using them for further reference and proceedings. Telangana State readily responded to the progressive suggestion of the UGC and boldly took the pioneering step of making all the undergraduate admissions through 'Online Admission System.'

Degree Online Services, Telangana (DOST)

The University Grants Commission of India had mandated all the Universities to take their Admission of 2016 completely online. The advantage of this system is that it saves financial assets, time and brings in administrative efficiency.

Degree Online Services, Telangana, DOST, is a process of admission into the degree colleges of the State. A student-centric procedure, it enhances the admissions and expedites them, saving time both for the administration and the students. The other advantage is equity, transparency, accountability and record maintenance. The admission process has various steps and timelines.

Online Admission Procedure

After responding to this reformative suggestion, the State Government started its implementation in May 2016. Several meetings were held to work out the norms and the procedures for online admissions at the degree level. The Government, the Commissionerate of Collegiate Education (CCE) the Telangana State Council of Higher Education (TSCHE), the university authorities and Centre for Good Governance (CGG) participated in the meetings and laid down the procedures for the implementation of online admissions. The responsibility of providing the technical platform for DOST was given to CGG.

The admission process of DOST has two steps. The first step begins with the execution and automation of the whole process, making it accessible to the public.

The following services are provided:

- designing process manual
- setting up of secured online portal
- consolidating the information of the Colleges and Courses from the respective Universities
- making the portal user friendly and simple to students, parents and technical coordinators
- comprehending information from other Boards
- publishing the dates, events, admission notices, online admission form
- establishment of Help Line Centers (HLCs)
- seeding of mobile number with Aadhaar for authentication
- online registration by the students
- uploading of soft copies required documents for admission
- payment gateway towards application fees etc.

Certain SMS (to notify OTPs, payments, e-mails, submission status of the online application forms) were sent to all the stakeholders throughout the whole process of admissions. The service continues till the generation of the merit list and allotment of seats.

The second step in the process offers the following facilities:

- confirmation of seats both by students and colleges
- cancellation of the seat as per the decision of the students
- sliding by the students for different options
- issue of TCs for those students who withdraw to join Engineering, Medical and other courses
- preparing nominal rolls

Thus, the online admission portal gathers and examines all the data of the students. After a thorough analysis with the help of allocation algorithm, the system generates student merit list in accordance with the options of the students for Universities/Institutions.

The seat allocation process follows the next step. Seats are allocated based on the sanctioned strength of the Colleges, merit of the students and their respective preferences for Courses. The information of the selected students, their options and allotment are notified on the website. The entire process ensures highest transparency.

This process also helps in saving expenses, time and energy both for students and the administration; services of the clerical staff are minimized. As a digital process it reaches to nook and corners of the State, thus saving the students from the trouble of travelling long distances for procuring admission into the Undergraduate Courses.

DOST admission process is one of the most important digital initiatives reaching lakhs of Telangana students as the State has readily adopted this mode for admissions in the higher education system.

The system as the name clarifies is developed for Colleges and Universities to help automate the admission procedure. It is an internet-based application which can be accessed at 'anytime' from 'anywhere.' The system has three tier access models.

- Administrator/Convener
- Students/Applicants
- System/ Software

The increasing number of students seeking admission into the academic institutes (colleges and universities) is causing tremendous pressure on the administrative body of the institutes to manage and arrange the admission process manually. It is difficult now to conduct the process accurately and in time. Hence, online admissions are imperative.

DOST Online Services, Telangana

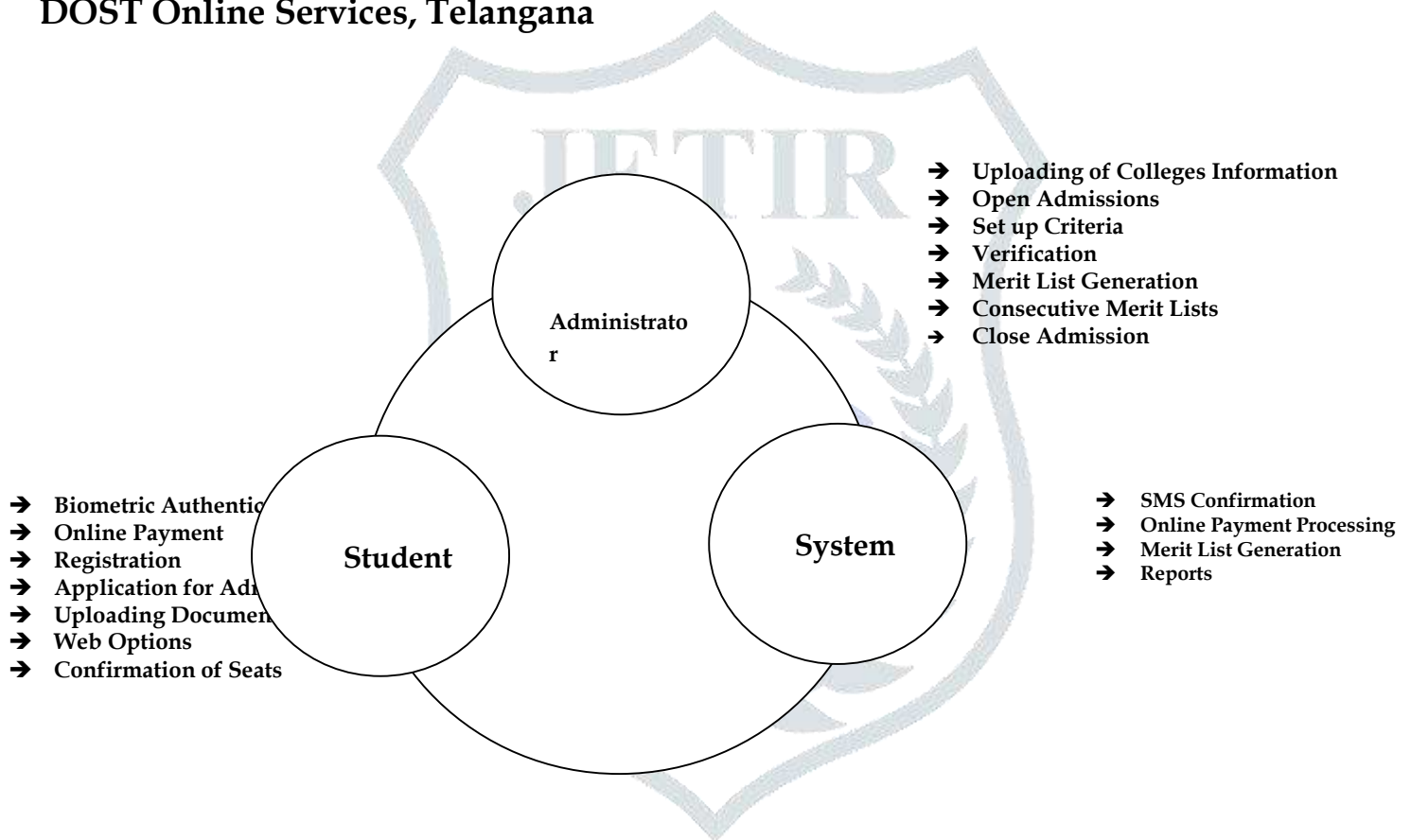


Figure 1 showing the process of Online Admissions (DOST)

DOST, the online admission system ensures very fast and accurate procedure. The three important persons involved are the Administrator, Students and System. The whole process of Online Admissions is supervised by the Administrator, assisted by his Office and Technical team. Any untoward problem is immediately addressed by the team. There is even access for the students to solve their issues, if any, as regard with registrations or online payments. DOST also helps in maintaining the documents and the backup makes retention of the information very easy. It helps to automate the academic institute's admission structure and its related operation and functionality. The objective of the initiative is to provide support to both the administration and admission seeking candidates by providing a faster,

transparent and easy way of providing admissions, keeping records and use them for reference and further proceedings. There is the facility for customizable real time reports. The System monitors the ongoing process while authorities can have day to day summary of progress of the admissions. Great flexibility is assured as various types of reports can be generated within no time with minor changes in the design

Special Features of DOST

- the system can design the seat matrix and allot seats based on the reservation of seats as per the norms of the Government of India
- the software can set up criteria (home student/outside students etc.) and allot seats on the basis mentioned above
- the system can generate the selection list/merit list in a single click
- the system can perform multiple registrations simultaneously and can handle multiple connections
- the online software is fully customizable

Analysis of DOST Statistical Data

Data interpretation is a part of our daily life and is a requisite of a scientific study. A common method of assessing numerical data is known as statistical analysis. The activity of analyzing and interpreting data in order to make predictions is known as inferential statistics. Interpretation is the process of making sense of numerical data that has been collected, analyzed, and presented.

To analyze, the data is coded and then transformed into numeric form for easy understanding. Coding is a translation process because the responses must be mapped to categories and nonnumeric category descriptions must be mapped to numeric values. Generally, most statistical software is designed for numeric values as they are simple and clear for comprehending.

Office of DOST aims to publish the authentic information identified for reference, research or record keeping purposes. The data collected is processed in the following details in which gender, social, economic and geographical details are captured and edited. The computer-assisted capturing the data, performing edit checks, and building data files occur automatically while the data are being collected. After processing, the data calculations of outcomes are described in the following way under each grouping. Finally, the data is disseminated as an integrated, cross-cultural dataset. To minimize error, checks are performed throughout the field period, while the respondent is still available, rather than waiting until the end of data collection. Though the burden of programming and checking is time consuming, cross checking is made at every step by involving respective universities and colleges.

Data Analysis

The following numerical data is arrived from the admission schedules of DOST from 2016-17 to 2019-20. These data are authentic and transparent as explained earlier. They explain the Gender-wise, Community-wise, Course-wise and Rural and Urban-wise from 2016-17 to 2019-20.

DOST Gender-wise Abstract from 2016-17 to 2019-20

Every child deserves to reach her or his full potential. But girls and boys see gender inequality in their homes and communities every day – in textbooks, in media and among the men and women who provide their care and support. However, across the globe, women now outnumber men at universities – and it is a trend which is accelerating year upon year in the majority of countries. But, in some states of India girls are not on par with boys. The following table is gender-wise abstract of undergraduate students in the State of Telngana.

2016-17									2017-18								
M				F				TOTAL	M				F				TOTAL
SC	ST	BC	OC	SC	ST	BC	OC		SC	ST	BC	OC	SC	ST	BC	OC	
17199	10527	52821	11930	19930	9084	62426	18012	201929	17018	9901	50786	12991	20189	9053	62685	18182	200805
8.52%	5.21%	26.16%	5.91%	9.87%	4.50%	30.91%	8.92%		8.47%	4.93%	25.29%	6.47%	10.05%	4.51%	31.22%	9.05%	

2018-19									2019-20								
M				F				TOTAL	M				F				TOTAL
SC	ST	BC	OC	SC	ST	BC	OC		SC	ST	BC	OC	SC	ST	BC	OC	
16889	10512	53336	14541	20502	9921	65636	19407	210744	15389	9985	47248	15947	18632	9797	59666	20557	197221
8.01%	4.99%	25.31%	6.90%	9.73%	4.71%	31.14%	9.21%		7.80%	5.06%	23.96%	8.09%	9.45%	4.97%	30.25%	10.42%	

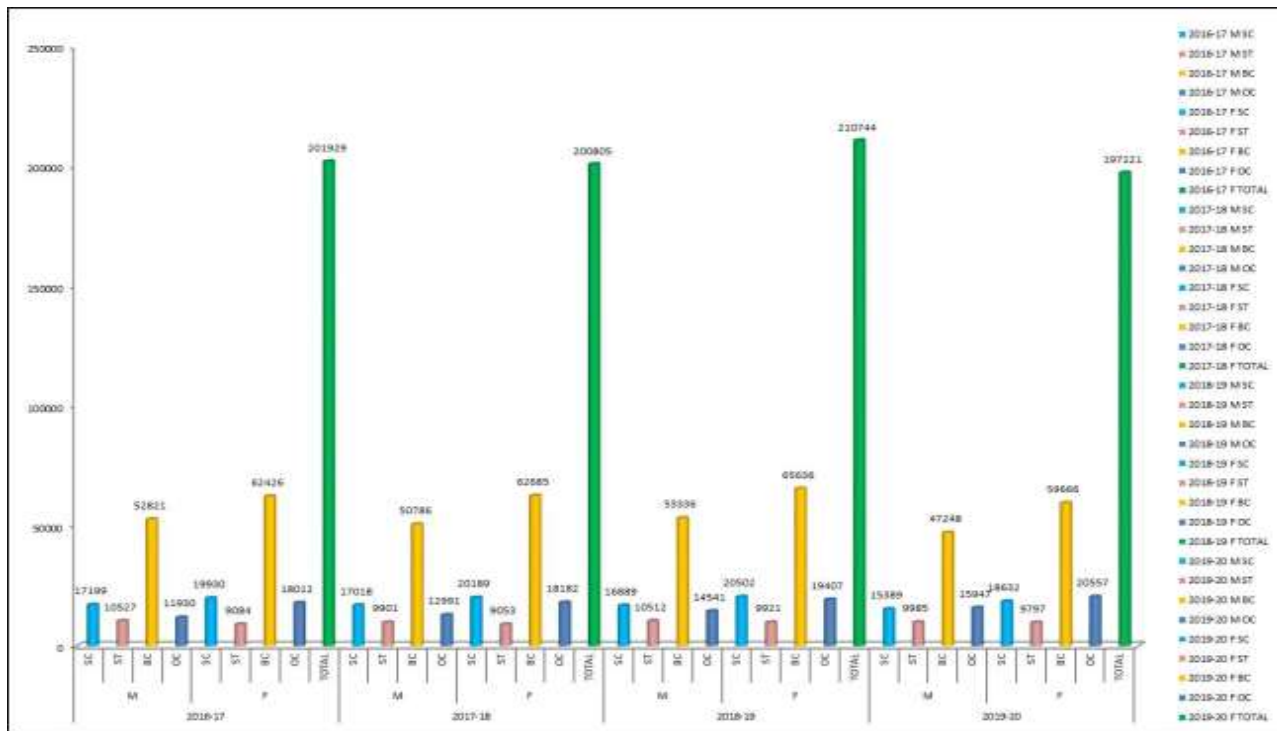
Table 1 showing Gender-wise admissions from 2016-17 to 2019-20

The above table indicates the number of online admissions made from 2016 to 2020. A glance at it gives us the following data

- Girl students percentage is more that of boys in all four consecutive years.
- SC girls' admissions are more than SC boys' admissions.
- With regard to ST students there is only a marginal difference in the admissions of the boys and girls. The table presents the lowest percentage of admissions of girls in ST community when compared to the admissions of all other categories, Nevertheless the Admissions of ST girls into Degree Courses is increasing, though it is inappreciable.
- However, BC students are highest in number when compared to all other communities; and BC girl students are large in number when compared to BC boy students.
- Even among OC students girls are more in number than boys in all the four years.
- The total number of students admitted has slightly fallen in 2019-20 when compared to the earlier years. Nevertheless the percentage of girl students is more in all communities.

This statistical analysis speaks that the girl students from all communities are encouraged to study in the State of Telangana, though ST girls have to be encouraged and motivated to take up higher education. Similarly, ST boys too have to be supported equally for higher education.

These data is also presented distinctly in the following graph.



Graph 1 showing Gender-wise admissions from 2016-17 to 2019-20

The data of Gender-wise admissions of DOST when compared to the that of AISCHE data, we note the following.

In India, in Seven states — Goa, Himachal Pradesh, Meghalaya, Jammu and Kashmir, Nagaland, Sikkim and Kerala — women in higher education have outnumbered men.

The “Annual Status of Higher Education of States and UTs in India 2019” report also known as ASHE 2019 released by CII-Deloitte was released on Thursday, 15 November 2019. It states that there are about 326.1 lakh students in the higher education sector in India of which 48% are girls and 52% are boys. This analysis proves that Telangana is far ahead in educating girls.

Women are outnumbering men even in universities worldwide. According to **The Independent**, recent data from the UK’s higher education admissions service **UCAS** revealed young women are 36 percent more likely to apply to university than their male peers – a record high number.

In many countries, all over the world, there is an increase in women education. Panama, Sri Lanka, Argentina, Cuba, Jamaica and Brunei are a few to name. In Malaysia, more than 64 percent of university enrollments are girls. **Time** reported that women were more likely to gain a bachelor’s degree than men. Again, the UK based

research says; in **OECD countries** – 35 countries from all corners of the world – boys spend, on average, over an hour less time on their homework than girls each week. They opine that school work is a waste of time.

The **All India Survey of Higher Education (AISHE) report** for 2018-19 has been released. As per the report, UP and Karnataka have more female enrolment in higher education. Also, the ratio of male students is higher than females on every level except certificate, Post Graduate and M. Phil. The higher rate of male enrolment than female enrolment is witnessed at all levels in many states.

Highlights of AISHE Report 2018-19

- UP has 49.30% male and 50% females as per the survey.
- In Karnataka, female enrolment is 50.04%.
- Maharashtra has recorded the second-highest student enrolment with roughly 54.95% male and 45.05% females.
- Tamil Nadu has 50.87% males and 49.13% females whereas West Bengal has 50.37% males and 49.63% females.
- In Rajasthan, male enrollment number is higher as compared to the females.
- UG level student enrolment is 51% males and 49% females across India.
- For diploma, it is 66.8% of males and 33.2% of females.
- PhD has 56.18% males and 43.82% females.
- For integrated levels, it is 57.50% for males and 42.50% for females.

A keen examination of these statistics reveal that we should take the following precautions to support the education of our girl students.

- Our attitudes should be changed to set our girls free.
- Parents should be motivated to invest in girls.
- Proper knowledge should be given to girls to make them confident.
- Employment skills should be imparted so that they meet the demands of their careers.

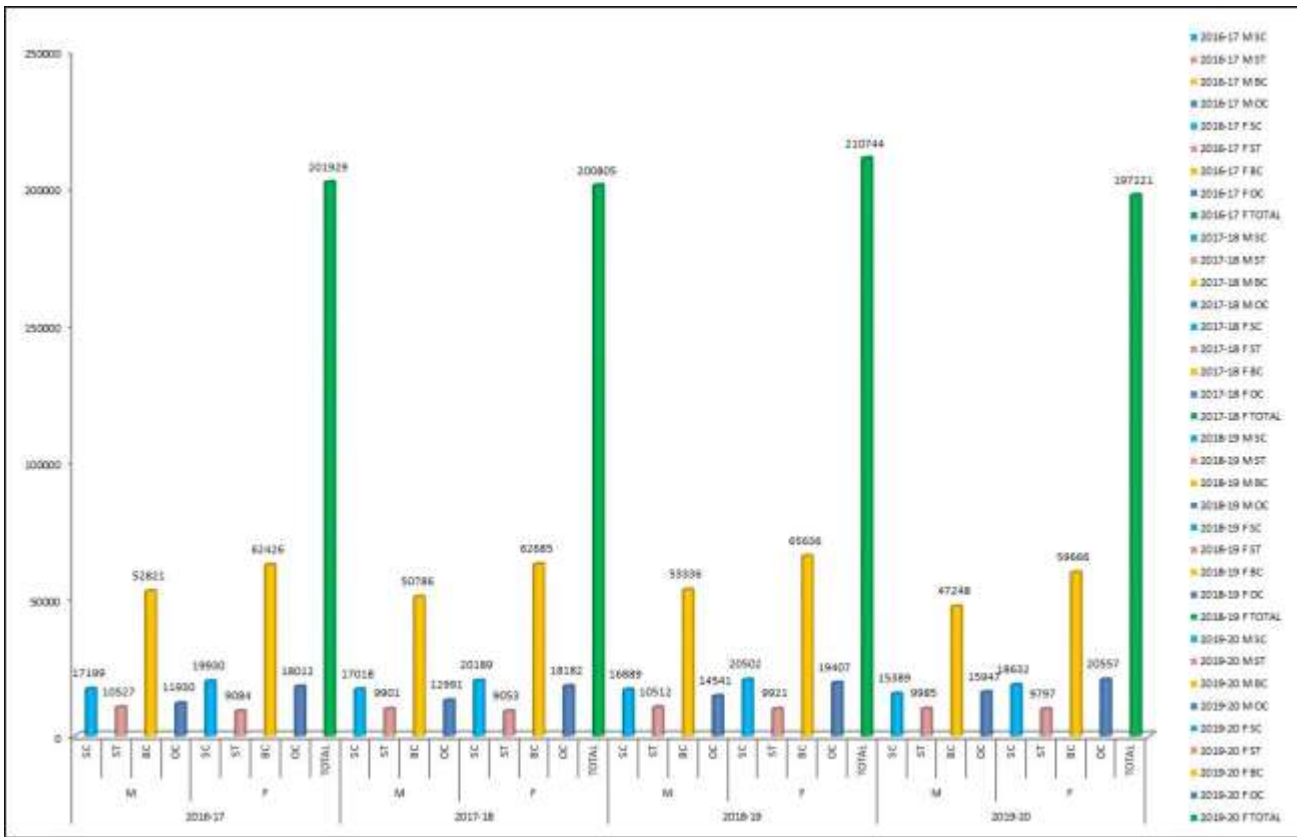
Dost Community-wise Abstract from 2016-17 to 2019-20

The following tables and graphs clearly present the number and percentage of the students admitted on DOST right from its commencement, from 2016-17 to 2019-20.

2016-17									2017-18								
M				F				Total	M				F				Total
SC	ST	BC	OC	SC	ST	BC	OC		SC	ST	BC	OC	SC	ST	BC	OC	
17199	10527	52821	11930	19930	9084	62426	18012	201929	17018	9901	50786	12991	20189	9053	62685	18182	200805
8.52%	5.21%	26.16%	5.91%	9.87%	4.50%	30.91%	8.92%		8.47%	4.93%	25.29%	6.47%	10.05%	4.51%	31.22%	9.05%	

2018-19									2019-20								
M				F				Total	M				F				Total
SC	ST	BC	OC	SC	ST	BC	OC		SC	ST	BC	OC	SC	ST	BC	OC	
16889	10512	53336	14541	20502	9921	65636	19407	210744	15389	9985	47248	15947	18632	9797	59666	20557	197221
8.01%	4.99%	25.31%	6.90%	9.73%	4.71%	31.14%	9.21%		7.80%	5.06%	23.96%	8.09%	9.45%	4.97%	30.25%	10.42%	

Table 2 showing Community-wise admissions from 2016-17 to 2019-20



Graph 2 showing Community-wise admissions from 2016-17 to 2019-20

The above table and graph render the following details:

- BCs seem to have great interest in higher education.
- Next come SC community followed by OCs.
- The last community to follow is ST. While there is slight increase in other communities, among STs, it is almost stagnated.

These statistics admit that the student community should be economically, socially and financially supported.

Further the scene at country level is totally different. Except for the gender diversity, student enrollment among the backward classes in India is lesser than the proportionate backward class share in the population as informed by the report. The OBC category has the highest share of enrollments (35%), followed by SC (14.4%), ST (5.2%), and other minorities (2.2%). Hence the government should take care and encourage SCs, STs in higher education.

Dost Course-wise Abstract from 2016-17 to 2019-20

The following tables and graphs clearly indicate the number and percentage of the students admitted on DOST into different courses from its beginning, from 2016-17 to 2019-20.

2016-17									2017-18								
BA		B.COM		B.SC		OTHERS		TOTAL	BA		B.COM		B.SC		OTHERS		TOTAL
M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
17472	10984	42066	41061	31774	56728	1165	679	201929	15614	10016	41123	39653	32466	59471	1493	969	200805
8.65%	5.44%	20.83%	20.33%	15.74%	28.09%	0.58%	0.34%		7.78%	4.99%	20.48%	19.75%	16.17%	29.62%	0.74%	0.48%	

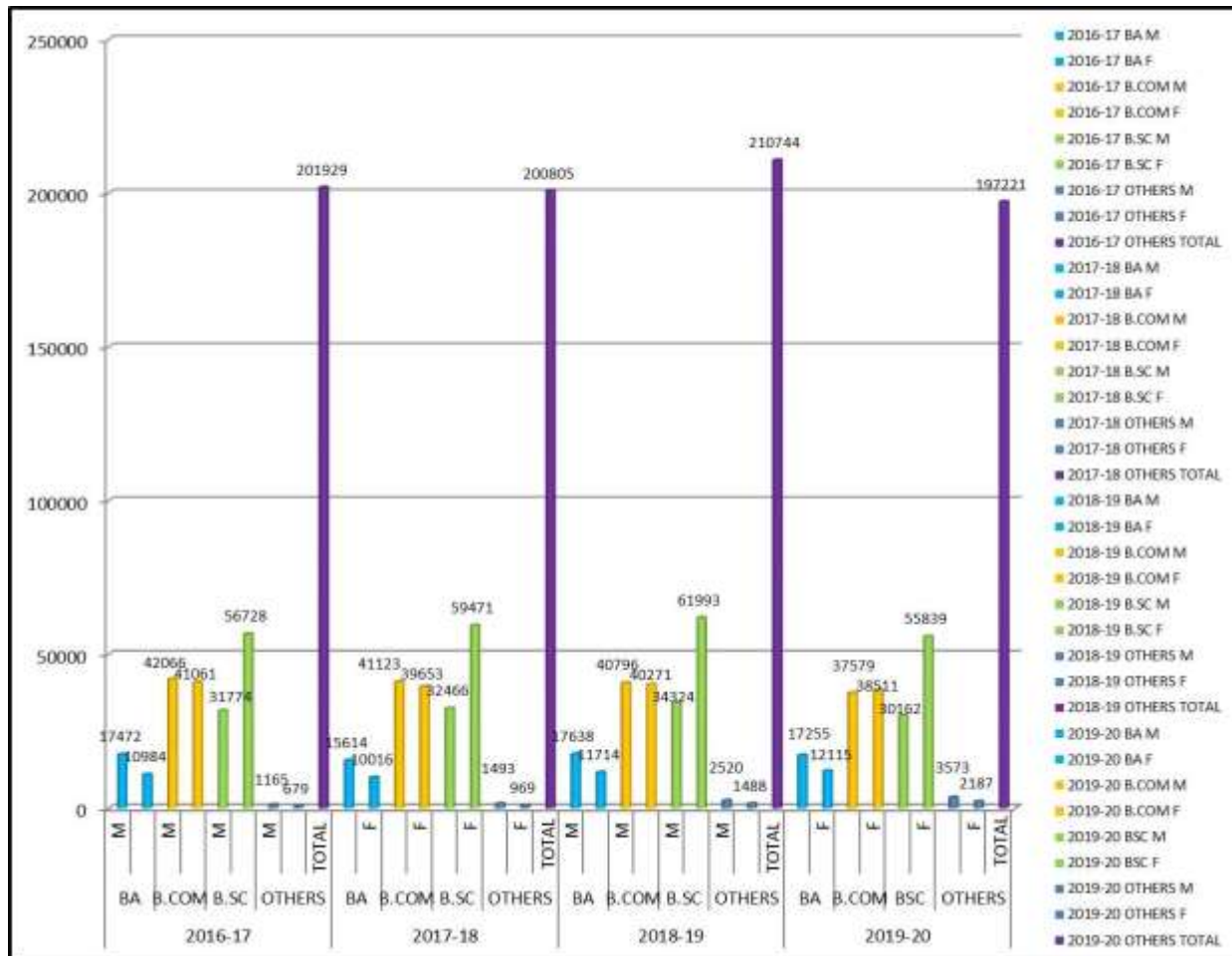
2018-19									2019-20								
BA		B.COM		B.SC		OTHERS		TOTAL	BA		B.COM		BSC		OTHERS		TOTAL
M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
17638	11714	40796	40271	34324	61993	2520	1488	210744	17255	12115	37579	38511	30162	55839	3573	2187	197221
8.37%	5.56%	19.36%	19.11%	16.29%	29.42%	1.20%	0.71%		8.75%	6.14%	19.05%	19.53%	15.29%	28.31%	1.81%	1.11%	

Table 3 showing **Course-wise** admissions from **2016-17 to 2019-20**

The above table infers the following:

- Majority of the students opt for Science degrees.
- Certain fair number of students prefer Commerce degrees.
- Very few students take Arts degrees.
- This choice of students is similar in all the four years of admissions of DOST.

These are presented very explicitly in the following graph:



Graph 3 showing **Course-wise admissions from 2016-17 to 2019-20**

The graph indicates that the preferences of the students admitted on DOST are first Science, second Commerce and lastly Arts. But, Education statistics, Ministry of Human Resource Development present it differently at the nation level.

Bachelor of Arts as first preference (male 28.0 % and female 38.0%)

Bachelor of Commerce as second preference (male 12.0% and female 11.0 %)

Bachelor of Science as third preference (male 10.0% and female 12.0%)

Women tend to focus on the Arts, with 38% of all women enrolled in Bachelor of Arts courses, followed by Science and Commerce; 28% of men enroll for BA courses, followed by Commerce and Science. This implies that Arts and Commerce courses are in demand conforming to the demands of the world.

Dost Rural & Urban-wise Abstract from 2016-17 to 2019-20

The following tables and graphs clearly indicate the number and percentage of the students admitted on DOST from rural and urban areas from its beginning, from 2016-17 to 2019-20.

2016-17					2017-18				
Rural		Urban		Total	Rural		Urban		Total
Male	Female	Male	Female		Male	Female	Male	Female	
72228	83733	20249	25719	201929	70656	84821	20040	25288	200805
35.77%	41.47%	10.03%	12.74%		35.19%	42.24%	9.98%	12.59%	

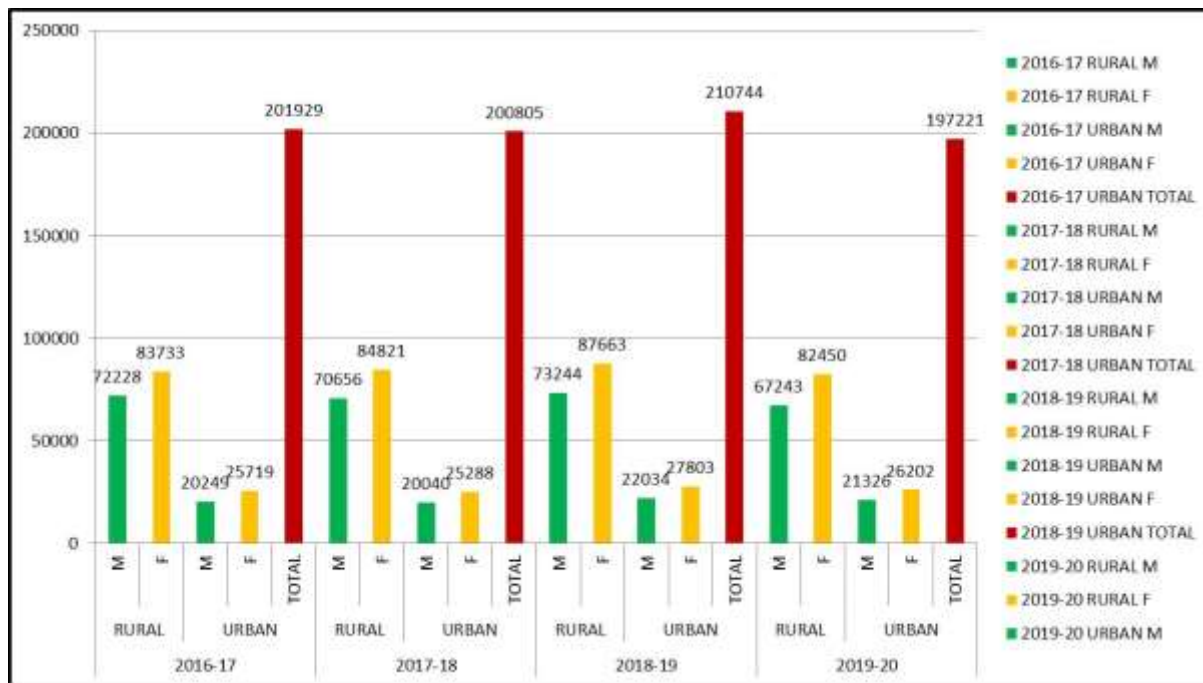
2018-19					2019-20				
Rural		Urban		Total	Rural		Urban		Total
Male	Female	Male	Female		Male	Female	Male	Female	
73244	87663	22034	27803	210744	67243	82450	21326	26202	197221
34.75%	41.60%	10.46%	13.19%		34.10%	41.81%	10.81%	13.29%	

Table 4 showing **Rural and Urban-wise** admissions from **2016-17 to 2019-20**

The above table indicates the following details:

- The rural students have joined in large number on DOST than urban students.
- Again, girls are more in number, may be rural or urban.

These statistics are clearly projected in the following graph.



Graph 4 showing **Rural and Urban-wise admissions from 2016-17 to 2019-20**

The above graph evidently speaks of the rural students being motivated to join in higher education and women outnumber men. Further, the graph illustrates that we should take the following precautions:

- To support the education of our girl students.
- To improve the infrastructure facilities in rural areas.
- To build confidence level of rural students.
- To create employability in rural areas

Conclusion

To conclude, this article has examined the numerical data that is reported from the admission schedules of DOST from 2016-17 to 2019-20. From these authentic and transparent data are explained the Gender-wise, Community-wise, Course-wise and Rural and Urban-wise preferences of the students right from 2016-17 to 2019-20. The online admissions of DOST speak of the equality of gender and community. The takers of undergraduate courses are more in rural area than urban. With regard to the option of courses, girls' choice is more towards Social Sciences and the boys more towards Science courses.

As one of the most populous countries in the world, India has abundant human resource. India has the potential to become the human resource capital of the world. In the coming two decades, India may have one of the youngest and largest working-age populations in the world. At the heart of the problem lies the fact that female population is still considered as second-class citizen in the country. A healthy life – education, health, and wealth should be given in proportion to males. Youth should be trained to meet the future needs of the State and Nation as well.

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