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Original Research Paper

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AN ANALYSIS OF THE GROWTH OF ENROLMENT IN HIGHER EDUCATION IN INDIA

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ABSTRACT Higher education in India expanded at a very fast rate during the last quarter century or so. Does the rapid expansion automatically lead to reduction in inequalities in education? Further, over the last decade, higher education has witnessed a steep growth trajectory. The main objectives of the study are to study the growth of no of higher education institutions in India and to analyze the growth of enrolment in higher education in India. The study has been used exponential growth model to analyze the growth of enrolment in India over a period of time from 2005-2015. Finally, the paper concluded that, more job oriented courses are required rather than general education. However, Indian institutions are looking globally for partners and other countries and their institutions are perceived to be more responsive in areas such as inward mobility to India.

KEYWORDS : Enrolment, Higher Education, Institutions and Growth.

Introduction

Higher education in India expanded at a very fast rate during the last quarter century or so. Does the rapid expansion automatically lead to reduction in inequalities in education? While some strongly argue that the benefits of expansion have percolated to the lower strata of the society, some (e.g., Deshpande, 2006) view that higher education is inherently an exclusive field and hence its elitism is an integral aspect of its nature; and that modes of exclusion are built into its fundamental structure as a matter of principle. Hence, it cannot be expected that growth in higher education will necessarily percolate to the downtrodden strata of the society. Some (Raftery and Hout, 1993) even argue that the principle of 'maximally maintained inequality' would hold according to which educational inequality remains unchanged until enrolment ratio at a given level reaches the saturation point, estimated at around 95 per cent. Many also feel that inequalities would be higher at lower levels of education, and they become less at higher levels of education, as only the more able would survive up to higher level of education. However, one might note higher degree of inequalities in higher education as the costs of participation in higher education are much higher than costs of school education.

Further, over the last decade, higher education has witnessed a steep growth trajectory. India has now the largest higher education system in the world in terms of number of institutions and the second largest in terms of number of students. However, despite impressive growth, India's higher education Gross Enrolment Ratio (GER) at 19.4 per cent is currently well below the global average of 27 per cent. This difference is even starker when compared with China and Brazil at 26 per cent and 36 per cent respectively (Ernst and Young, 2012). The government of India plans to increase GER in higher education to 30 per cent by 2020 (FYP, GOI, PC, 2012). The number of higher educational institutions has increased from about 30 universities and 750 colleges in 1950-51 to about 700 universities and university-level institutions and 35,324 colleges (as of 2012-13), according to a recent UGC report.

In this context, it is necessary to analyze the overall situation of the growth of higher education in terms of growth of no of colleges, no of universities and the total growth of enrolment in India over a period of time 2005-06 to 2014-15.

Objectives of the study

Objectives of the present study are

- To study the growth of no of higher education institutions in India
- To analyze the growth of enrolment in higher education in India

Methodology

The present study is prepared purely on the basis of secondary data collected from UGC Report 2014-15 and MHRD Reports. The study has been used exponential growth model to analyse the growth of enrolment in India.

Growth of Higher Education in India

At the time of independence, there were only 20 universities and 500 colleges in the country with 2.1 lakh students in the higher education system. But, after independence, there has been a phenomenal growth in all these numbers. Now, it is a recorded fact that there is an increase of 40 times in the number of Degree awarding Universities/ Institutes, 82 times increase in the number of colleges, and the students enrolment has gone up to over 127 times in the formal system of higher education as compared to the figures of Independent Year of India. The phenomenal increase in enrolment of this order would not have been possible without the growth in the number of institutions of higher learning, both universities and colleges in particular, and increase in intake capacity of courses. The increase in numbers of institutions and enrolment indicate that the target of 30% Gross Enrolment Ratio (GER) set for the end of XII Plan (2017) will be achieved.

The following table shows the growth of number of colleges in India.

Table 1: Growth of number of colleges in India from 2010-11 to 2014-15

2010-11	32964
2011-12	35539
2012-13	37204
2013-14	39613
2014-15*	40760

Source: UGC Annual Report 2014-15

According the above table, there were 32,964 colleges in India in 2010-11 which has been increased to 35,539 in 2011-12. Whereas in the year 2012-13, there were 37,204 colleges which has been increased to 39,613 colleges in 2013-14. There were around 40,760 colleges were existed in India during the year 2014-15.

Table 2: Decadal growth of number of universities in India

1950-51	30
1960-61	55
1970-71	103
1980-81	133
1990-91	193
2000-01	256
2011-12	574
2012-13	700

Source: UGC Annual Report 2014-15

The table 2 clearly shows the decadal growth of number of universities in India since 1950-51 to 2012-13. In the year 1950-51, there were 30 universities existed in India which had been increased to 55 in the next decade. Subsequently, the growth of universities was doubled in the year 1970-71. Whereas in 1980-81 the growth was 133 which was followed by 193 in the subsequent decade. Likewise there was tremendous growth in number of universities in the year 2000-01 when compared to the previous decade, it was one time doubled in the growth of number of universities in India. Whereas in the year 2011-12 the there were 574 universities existed which has been increase to 700 in the year 2012-12.

Table 3: Growth of Student's enrolment in higher education in India from 2005-2015

2005-06	12043050
2006-07	13163054
2007-08	14400381
2008-09	15768417
2009 -10	17243352
2010-11	18670050
2011-12*	20327478
2012-13*	22302938
2013-14*	23764960
2014-15**	26585437

Source: UGC Annual Report 2014-15

The table 3 shows the growth of number of student's enrolment in India from 2005 to 2015. To analyze the growth of number of student's enrolment in India, the study has been used exponential growth model. The result of the model has given below.

Model Summary and Parameter Estimates							
Dependent Variable: Enrolment							
Equation	Model Summary					ParameterEstimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Exponential	.999	9506.749	1	8	.000	11097340.503	.087

According to the above results of the model, the average annual growth of number student's enrolment in India is 8.7 percent which is statistically significant at 1% level with the F value of 9506.749 and the R Square value is 0.999.

Table 4 : Students Enrolment : Faculty-wise: 2014-2015

	Total Enrolment	Percent
1 Arts	9945700	37.41
2 Science	4675043	17.59
3 Commerce/Management	4357108	16.39
4 Education	1215442	4.57
5 Engineering / Technology	4326316	16.27
6 Medicine	1069911	4.02
7 Agriculture	207756	0.78
8 Veterinary Science	28017	0.11
9 Law	444613	1.67
10 Others	315531	1.19
Total	26585437	100

Source: UGC Annual Report 2014-15

The table 4 illustrates that faculty-wise student's enrolment in India in the year 2014-15. Out of the total enrolment of students (265.85 lakhs), 37.41% students had been in the faculty of Arts, followed by 17.59% in Science and 16.39% in Commerce/ Management. Thus, 71% of the total enrolment had been in the three faculties of Arts, Sciences and Commerce / Management, while the remaining 29% had been in the professional faculties, the highest percentage being in Engineering/Technology (16.27%), followed by Education (Teacher Training) (4.57%) and Medical courses (4.02%), etc. In a country like India, where Agriculture and allied occupations are the main occupations, the enrolment in Agricultural Courses had been just 0.78 percent and in Veterinary Science, it is a miniscule of 0.11 percent. Thus, it is evident from the faculty-wise distribution of enrolment that the ratio of professional to non-professional enrolment has been almost 1:3 and hence there is a need for an appropriate policy change which may rationalize and reduce the disparity and increase the need to focus on vocationalisation of education.

According to the above table majority of 70% of the student's enrolment had been in the faculty of Arts, Science and Commerce and 16.27% of the enrolment had be in the faculty of Engineering and remaining 13.44% of the student's enrolment had been in the faculty of Medicine, agriculture, Veterinary Science and Law.

Conclusion

The study has examined the various issues like growth of number of colleges in India, decadal growth of number of universities, growth of number student's enrolment and also faculty-wise student's enrolment related to higher education in India. There is a tremendous increase in number of colleges, universities and growth of enrolment over a period of time. Majority of 70% of the student's enrolment had been in the faculty of Arts, Science and Commerce. Further, more job oriented courses are required rather than general education. However, Indian institutions are looking globally for partners and other countries and their institutions are perceived to be more responsive in areas such as inward mobility to India.

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