IJMRT • Volume 12 • Number 2 • July-December 2018: 155-166

GROWTH OF HIGHER EDUCATION IN INDIA

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Abstract: *The rapid economic growth leading to demand for skilled human resource and enhance to competitiveness of Indian industries in a globalized economy has made the higher education sector a priority sector today. However, the sector is faced with great challenges in terms of quantity and quality of education delivery, funding, inclusivity, research and development employability. Private higher education providers have been supplementing the states' efforts to meet the growing demand for skilled workers. India needs more holistic, flexible and vibrant universities. Indian higher education system has witnessed substantial growth in last decades. There has been phenomenal growth in private academic institutions providing higher education in traditional and professional disciplines and courses. The globalization and economic liberalization have created the opportunities for the expansion of higher education institutions however, there is still deficiency of academic institutions as demand for higher education is gradually increasing. Management and technical education is being provided by a vast network of academic institutions including self-financed AICTE approved institutions and colleges. The present paper highlights the trends in growth of higher education in India.*

INTRODUCTION

Over the time there has been emergence of new types of providers of higher education in India. Not only private institutions proliferated, distance education programmes gained wider acceptance, public universities and colleges started self-financing programmes, foreign institutions started offering programmes either by themselves or in partnership with Indian institutions and non-university sector also grew rapidly. The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy. After independence, the role of the state in planning out a development path and also in building higher education institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. The reason of course is said to be ambivalent attitude of the state". Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century. Knowledge is the base for overall growth and if the nation has to be competitive and to be at par with the globalization pace, we will have to respond to the market forces. Encouraging investment in education both public and private by itself will also contribute towards employment, as education is labour intensive. Supply should cater to all those who aspire for higher education of their

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choice and be employable. Accordingly, output at secondary level should also be calibrated and the quality standards through Accreditation should meet the confidence of the market forces. The demand and supply should be synonymous to future growth. Thus, a long-term integrated policy on education, which encompasses standards from the school to the tertiary level, which can deliver the required proficiency, is to be put into place on emergent basis. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance and at the end the Responsiveness.

GROWTH OF HIGHER EDUCATION INSTITUTES

Higher education is very important for a developing country like India and it is encouraging to increasing human development. The Indian higher education system has witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrolment. India has more than 700 universities and over 35,000 colleges, of which almost half were set up in the last decade. Indian higher education has grown by 20 per cent in one year and added more than 5,000 colleges to the system. National University of Educational Planning and Administration has pointed out that the investment required in higher education is more than 9 lakh crore if we want to achieve 30 per cent GER. This includes the cost of setting up more institutes, infrastructure and salaries. In China, government spends more than 1.5 per cent of its GDP on higher education while India spends less than 0.5 per cent. There has been significant growth in universities in India (E & Y, 2012). During 2015-16, 799 universities were reported and out of them, 41 per cent universities were categorized as state public university while state private universities constituted 24.66 per cent. There has been increase of 126.44 per cent in state private universities over the period of 2010-11 to 2015 (Chart 1).

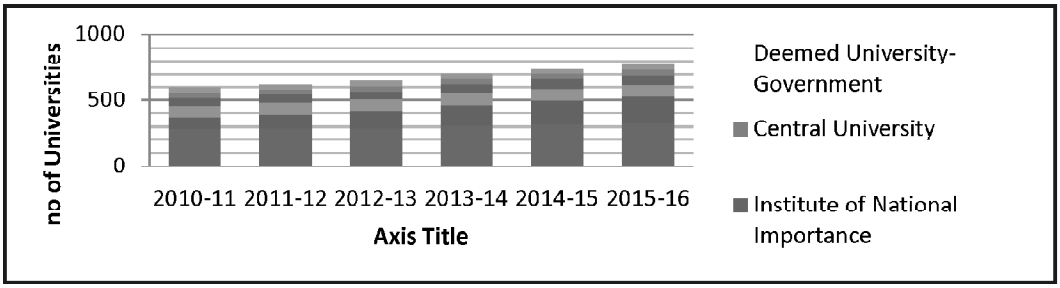

Chart 1: Growth of Universities in India

State-wise growth of universities is shown in Chart 2. There has been growth of 76.97 per cent in the number of universities in India during the period of 20-0-11 to 2015-16. In most of the states, there has been increase in the number of universities over the period; however, there has been decline in the number of universities in Andhra Pradesh and Tamil Nadu. UGC has already issued orders to close a number of deemed universities as they are not fulfilling the UGC norms. Thus, it is likely to further decline in the number of universities in India.

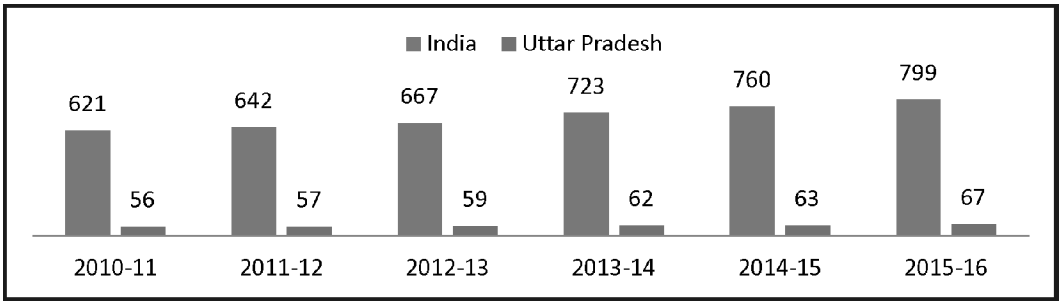

Chart 2: Growth of Universities in India and Uttar Pradesh

There are 268 affiliating Universities and they have 39071 colleges. There are 17 Universities, which have 500 or more colleges. Chatrapati Sahuji Maharaj Kanpur University, Kanpur has the maximum number of colleges (1177). Majority of the Colleges (78%) are privately managed; 64% are Private unaided and 14% are Private aided. There are wide variations among states in number of private colleges. Majority of colleges are smaller in terms of enrolment. About 22% of the Colleges are having enrolment less than 100 and 40.7% of the colleges have student strength 100 to 500 which means 62.7% of the colleges enroll less than 500 students. Only 4.3% Colleges have enrolment more than 3000. There has been significant growth in technical institutions imparting technical education in undergraduate courses in India during the period of 2006-07 to 2014-15. However, higher growth was recorded in engineering institutions as compared to other institutions (124.28 per cent) (Chart 3).

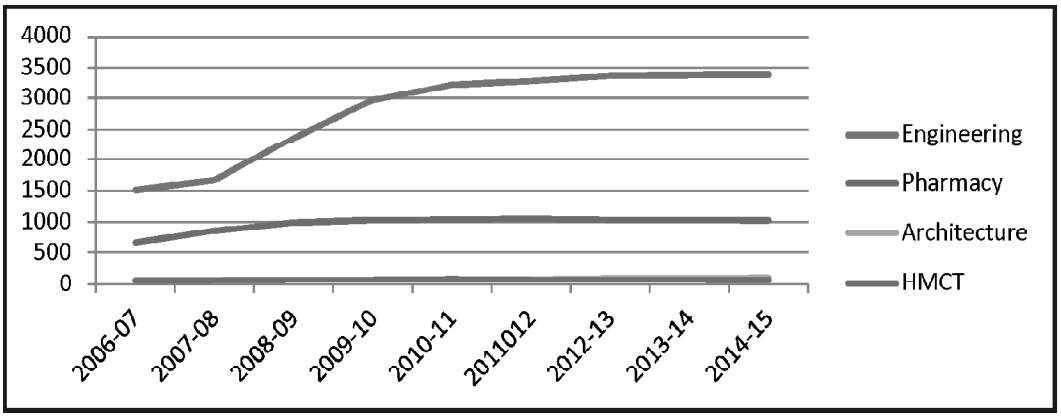

Chart 3: Growth of Technical Institutions the country (Under Graduate)

There has been increase in the number of technical institutions imparting education in postgraduate courses in India during the period of 2006-07 to 2014-15. However, higher growth was recorded in engineering and technology institutions (134.93 per cent) as compared to other institutions (Chart 4).

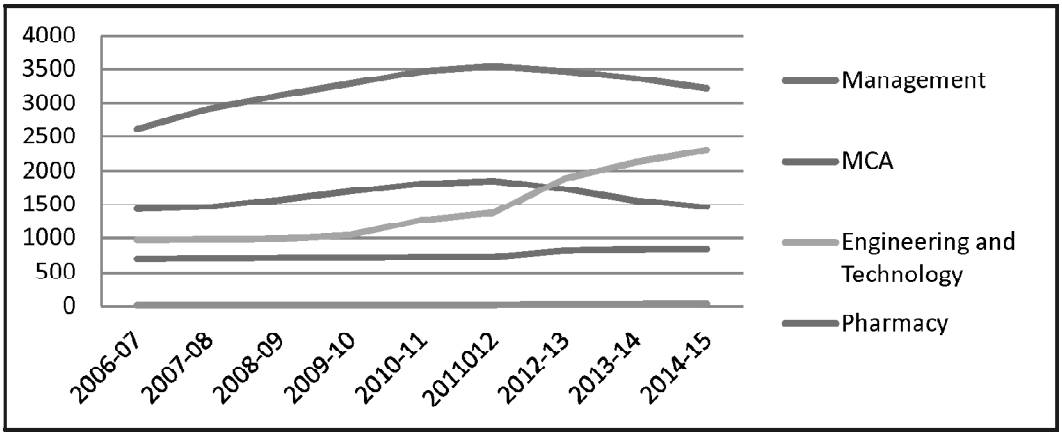

Chart 4: Growth of Technical Institutions the country (Post Graduate)

There has been growth of 90.23 per cent in the engineering and technology institutions providing diploma courses in India during the period of 2006-07 to 2014-15. Similarly, the technical institutions providing diploma courses in architecture has increased by 26.53 per cent and pharmacy increased by 21.67 per cent during the corresponding period (Chart 5).

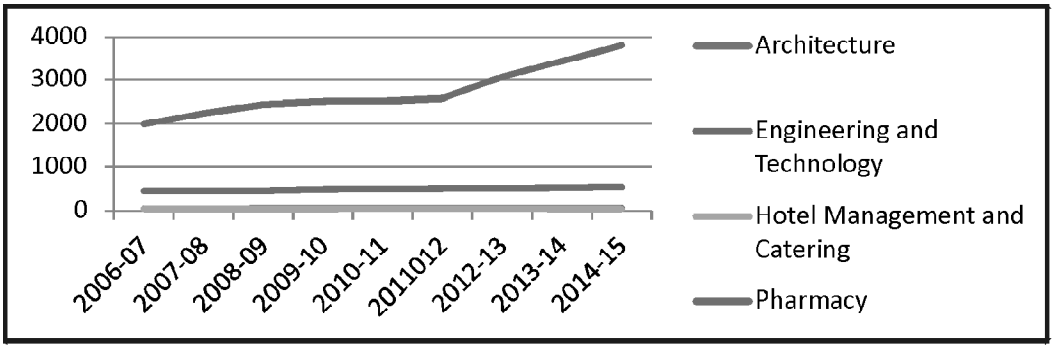

Chart 5: Growth of Technical Institutions in the country (Diploma)

Professional education has taken precedence over general education. In professional streams, nearly 80 per cent of all institutions and enrolments presently are in private sector. Table 3.8 provides an overview of growth of professional education institutions. Of the total professional higher education enrolments, 78 per cent is in private sector and 22 per cent is in public institutions. There were 3730 professional institutions in 1999-2000, however, the number of such institutions was reported to be 9947 during 2005-06. Thus, there has been growth of 167 per cent during the said period. The highest growth has been recorded in teacher education, physiotherapy, pharmacy and engineering institutions. We must accept the fact that higher education is essential for

national development and that in the first decade of the new millennium it should receive the highest percentage. Every effort has to be made to increase its access. It is necessary to raise the gross enrollment ratio to at least 20 per cent by the end of the first decade. Distance education has great potential and will play a major role in providing access to higher education and further the concept of life–long learning (Powar, 2002).

Share of private sector/corporate sector in higher education has significantly increased over the period. The share of private sector in higher education institutions was recorded about 64 per cent with the share of 58.6 per cent in enrolment during 2012 (Chart 6). A number of private universities have been setup by corporate sector in India beside; a few foreign universities are being setup in different corners of the country. The corporate sector universities include Shiv Nadar University, J.P. University of Information Technology, O.P. Jindal University, Azim Prem Ji University, etc. The entry of private bodies in higher education was initially philanthropic in intent. The growth has been significant during the recent period. There are 240 universities, 7 private universities, 38 deemed universities, and 63 deemed universities (unaided), 4225 government colleges and 5750 government college (aided) and 7650 private colleges (unaided). Besides, there are 150 foreign institutions with the intake of above 8000 students. Recently private universities and professional educational institutions have grown phenomena in several states like Chhattisgarh, Uttarakhand, Karnataka, Andhra Pradesh, Tamil Nadu and national capital region..

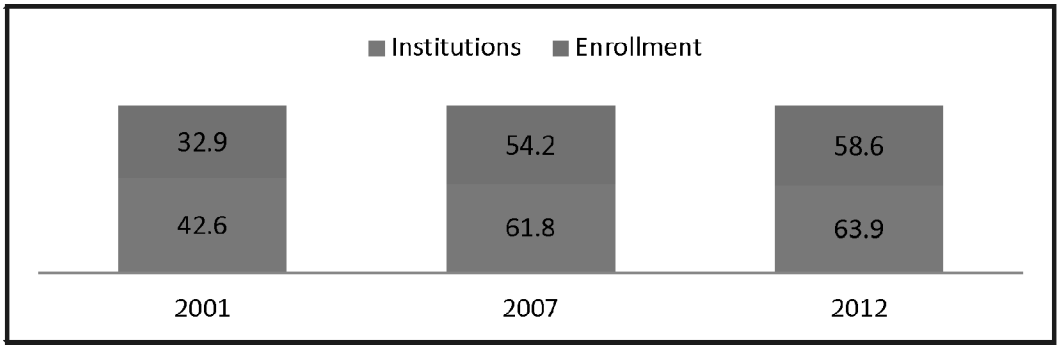

Chart 6: Private Sector/Corporate Sector Share in Higher Education

ENROLMENTS IN HIGHER EDUCATION

The estimated population in the age group of 18-23 years is shown in Table 3.10. During the year 2030, the estimated population in the age group of 18-23 years is likely to be 142 million. This shows high demand of higher education institutions in India. Though, gross enrolment radio in higher education is low as compared to many developed and developing countries however, the expansion of higher education institutions will be imperative to achieve the target of 30 per cent gross enrolment ratio by the year 2030.

In the year 1950-51 the number of Universities was 30 which went up to 564 in the year 2010-11. The increase in the Universities during the period was 18 times. In the year 1950-51 the number of colleges was 695 which increased to 33023 in the year 2010-11. The increase in the colleges for the above mentioned period was 47 times. This growth in the Universities and Colleges was due to massive efforts and policy decisions were taken by the central government and the state government. Though the number of colleges and institutions related to higher education has increased but there is disparity in the growth of higher education at the national level In India. The total state Universities and University level institutions were 634 in December 2011. Universities and University level institutions were highest in Tamil Nadu (59) followed by Uttar Pradesh (58). It means 18 per cent Universities and University level institutions were in these two states. There is state disparity in case with all these institutions related with higher education. In the process of expansion of higher education the problem of disparity has been also increased. There is also region wise imbalance in the distribution of colleges. The maximum numbers of colleges were distributed in the southern region, which has resulted into concentration of colleges in particular region. The data for the period 2000-01 to 2004-05 has related that nearly one third (33 per cent) colleges were established in the southern region. The numbers of colleges located at the central region were 22 per cent followed by Western region were 19 per cent, Eastern region 11.5 per cent, Northern region 10.5 per cent. The lowest numbers of colleges were located at North-East region.

According to a provisional survey on higher education released on Friday September 28, 2012 has pointed out that the Gross enrolment ratio in India stands at an estimated 18.8 per cent, with Other Backward Class recording a respectable 27.1 percent,. Enrolment ratio among Schedule Caste students in contrast stood at 10.2 percent and 4.4 percent in case of females. Similarly, enrolment ratio among the teaching staff was more under OBC at 23.3 percent as compared to 7.4 percent among SC category and 2.9 percent in Schedule Tribes category. The first 'all India survey on higher education' for 2010-11 also said 19,249 foreign students were pursuing education in India and 6,842 of them were female students. According to Ernst & Young, in the last decade, the number of universities in the country grew at a CAGR of 7.5 per cent as against the 4.7 per cent growth observed from 1951-2001. The number of colleges has grown at a CAGR of 11 per cent in 2001-2011 as against 6.1 per cent during 1951-2001. However, salient reason for the discrepancy between Chinese and Indian educational performance is the absence of the state from higher education in India. During 2005-06 period, around 52 per cent of Indian student accessed higher education in private colleges, compared to less than 10 per cent in China. China has grown its higher education sector primarily with the help of universities, which number more than 2300. India has around 600 universities but they have more than 33,000 affiliated colleges. This is the largest number of affiliated colleges in the world, and is 10 times more than that of China. The majority of these universities and colleges in India are private and do not receive financial support from the Indian government.

Over the years, considerable progress has been made in higher education in the country. In the XI Plan, India moved from an "elite" system of higher education to a "mass" system when the Gross Enrolment Ratio (GER) crossed the threshold of 15 per cent. However, our GER at 19.4 per cent still remains below the world average of 29 per cent. The increase in GER has been accompanied by an increase in the number of higher education institutions serving the population. From 26 universities and 695 colleges at the time of independence, we have risen to 700 universities and 35,53, 912 colleges today. This is a 20-fold and 46- fold increase in the number of universities and colleges, respectively. However, as the low GER very aptly indicates, increase in the number of institutions has still remained inadequate to meet the increased demand for higher education. The question of GER and educating the youth has gained additional significance given the critical stage of development that our nation is going through. According to International Labour Organization estimates, by 2020 India will have 116 million workers in the age group of 20-24 years as against 94 million in China. In addition to this, the average age of Indian population by 2020 will be 29 while many developed countries will be in early or late 40s. To take advantage of this demographic dividend, this massive workforce would need to be gainfully employed. This means that our country must have the foresight to create systems and capacities to educate and skill such large numbers of people. Emphasis will also have to be laid on giving an education that supports and promotes employment generation, entrepreneurial spirit and innovation as these are the factors that will help in creating enough sustainable job opportunities within India. India has a very low GER of 19.4 per cent, indicating that less than a fifth of the population in the age group of 18-23 years has access to higher education in India. India's GER is far below those of most developed countries and even below that of the other BRIC nation's viz. Brazil, Russia and China. Gross enrolment ratio in higher education has grown tremendously with the increase in the number of higher education institutions in India. However, gross enrolment ratio is still low as compared to many countries. During the year of 1979-80, gross enrolment ratio was recorded 5 per cent which increased by 22.5 per cent in the year 2013-14 (Chart 7).

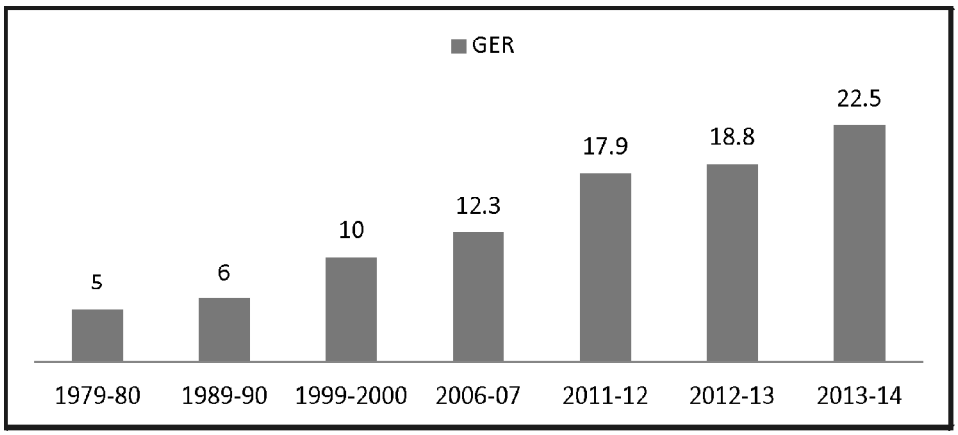

Chart 7: Gross Enrollment Ratio in Higher Education

Out of total enrolled students, about 86 per cent students were graduates while 12 per cent students were postgraduates. Out of total enrolled students, about 58 per cent were males and 42 per cent were females. The proportion of female students was recorded slightly high for post-graduation and diploma/certificate courses (Chart 8).

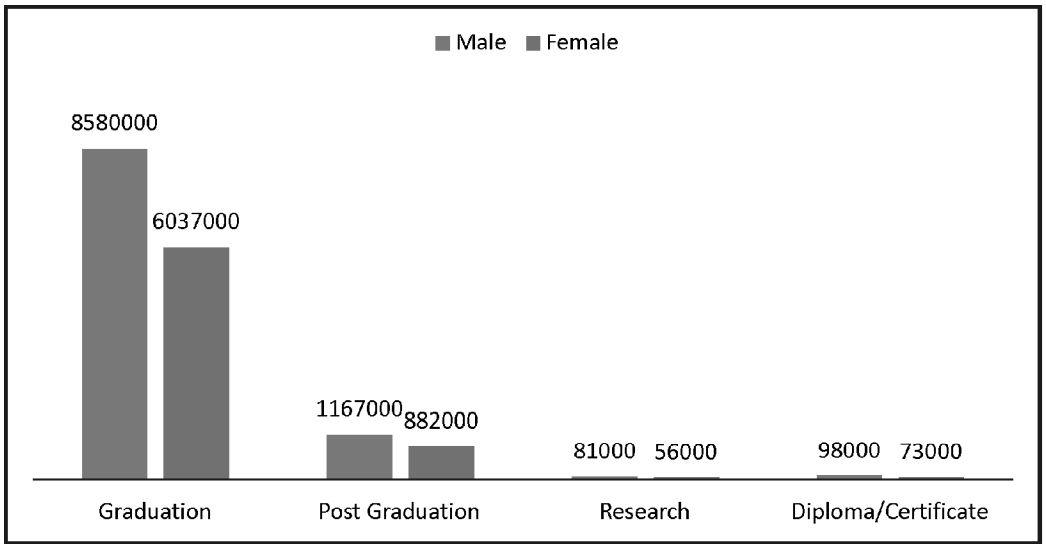

Chart 8: Course-wise Enrollment of Students in India

Out of total enrolment, faculty of Arts constituted the share of about 1/3rd while faculty of Science recorded the share of 16.46 per cent and faculty of Commerce/ Management reported the share of 15.29 per cent. Engineering and technology constituted 15 per cent while medicine recorded the share of 14 per cent in the total enrolment during the year 2011 (Chart 9).

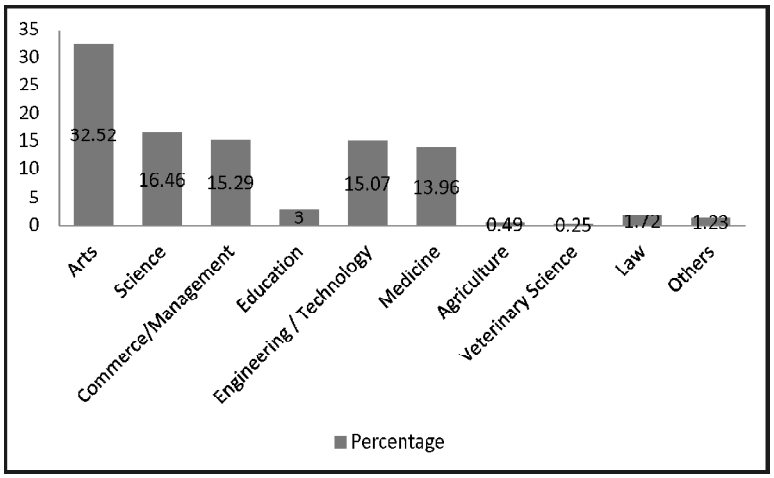

Chart 9: Faculty-wise Enrollment of Students in India

Total Student enrolment has been classified in 8 levels viz – Ph.D., M. Phil., Post Graduate, Under Graduate, PG Diploma, Diploma, Certificate and Integrated. The highest number of students is enrolled at Under Graduate level across India. Similar situation could be observed in States/UTs. Out of the total enrolment of students, a vast majority of students are enrolled in Under Graduate that is a sweeping 79.3%. On the other hand, second to Under Graduate, 11.3% students are enrolled in Post Graduation which is approximately 39.2 lakh students. There are 5,753 students enrolled in Integrated Ph.D. in addition to 1, 26,451 students enrolled at Ph.D. Level. The student enrolment from UG going higher to PG is thus decreasing steeply. There is a small share of 7.4% students enrolled at Diploma level in India that amounts to around 25.5 lakh students and out of this majority of students are enrolled in Teacher Training, Nursing and Technical streams. However, a small share of 1.4 lakh and 2.3 lakh students are enrolled each at Certificate and PG Diploma levels respectively, constituting 0.4% and 0.7% of the total share at each level. Ph.D., M.Phil. and Integrated levels also have less than 0.5% student enrolment at each level (FICCI, 2013).

The highest number of students is enrolled in Arts/Humanities/ Social Sciences courses. The total number of students enrolled in this are 109.4 lakh out of which 47.1 % are males and 52.9% are females. Science is second major stream with 43.8 Lakh out of which 52.9% are male and 47.1% are female. Engineering and Technology is third major stream with 42.5 lakh students enrolled. The share of male students enrolled in Engineering is 72%. Female participation in this sector is relatively low. This stream has 17 sub streams like Electronics Engineering, Computer Engineering, Mechanical Engineering, Electrical Engineering etc. The top 5 sub stream are Mechanical Engineering with 10.9 lakh students, Computer Engineering with 7.6 Lakh students, Electronics Engineering with 7.4 Lakh students, Civil Engineering with 6.3 lakh students and Electrical Engineering with 4.7 Lakh students enrolled. The number of students enrolled in Commerce stream is 38.6 lakh and out of this 53.8% are male students and 46.2% are female students. In Information technology/ Computer Application stream, there are 6.8 lakh students enrolled. Medical Science stream shows a different picture with higher number of female students. The total number of students is 8.99 lakh and female students are 5.49 lakh. Management stream has 5.2 lakh students with 3.3 lakh male students. The students enrolled in Law stream are 3.3 lakh out of which 2.2 lakh are males. At Ph.D. level, maximum number of students is enrolled in Science stream followed by Engineering and Technology. On the other hand at Post Graduate level, maximum students enrolled in Social Science and Management stream comes at number two. As regard to gender distribution, it is seen that among major sectors, Agriculture, Engineering and Physical Education sector has lowest female participation.

Uttar Pradesh, with its highest student enrolment in India, has 52.46% male and 47.54% female students. Maharashtra has the second highest student enrolment with approx. 56.37% male and approx. 43.63% females. Thereafter, Tamil Nadu has 52.25% male and 47.75% female, West Bengal with 53.68% male and 43.62% female students. In Karnataka, percentage of females enrolled is 48.42% whereas the male enrolment is 51.58%. Rajasthan has more male students as compared to female students. Distance

education has become a useful mode of obtaining degrees for a large number of students who are staying in far off and remote areas and for whom accessing universities on regular basis is still a dream. Distance enrolment constitutes 11.05% of the total enrolment in higher education, of which 46.3% are female students. Out of the total reported enrolled students pursuing studies through distance education, 6 States of India are providing education to around 63% of the students. These are Delhi with 16.7% of students, Maharashtra with 16.5% of students, Tamil Nadu with 12.3%, Andhra Pradesh with 8.3%, West Bengal and Telangana with 4.9% of the share of students enrolled through distance mode. Distance Mode is mainly conducted by university and majority of the students (59%) enrolled in Universities and their Constituent Units are studying under distance mode which can be seen from the adjacent table. At Post Graduate, Under Graduate, PG Diploma, Diploma, Certificate level share of distance enrolment in university is 59%, 61%, 43%, 34% and 69% respectively. Distance Enrollment at Integrated level is negligible. There are more than 78% colleges running in Private sector; aided and unaided taken together, but it caters only 67% of the total enrolment. The enrolment has grown considerably during the last 5 years, which has increased by 18.5%. Enrolment at all the levels has increased over the years. The Compound Annual Growth Rate is 3.5 during the 5 years, but in case of integrated courses, the CAGR is 16.5 percent. Enrolment in various types of universities including enrolment in its constituent unit has also increased over the years. The increase is quite high in Central Universities and Institutions of national importance. Female per hundred male students in various types of universities have also increased significantly in all types of universities except State Private University

Globalization, economic liberalization and wider application of computes have widened the scope of distance learning in higher education. Enrollment in distance education programmes during the period of 1980-81 to 2013-14, grew by 10.9 per cent. Enrolment in distance education programme during 1980-81 was recorded 0.17 million while it increased by 5.17 million during 2013-14 The number of universities and similar institutions listed on AISHE portal has increased from 621 in 2010-11 to 799 in 2015-16 by almost 30% .Whereas the number of colleges has increased from 32,974 in 2010-11 to 39,071 in 2015-16 by about 18% .Evidently, the increase in State Private and State Public Universities are very high. In several states such as Assam, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan, Uttrakhand and West Bengal large number of Universities have come up during the period. However in Andhra Pradesh, Bihar, Jharkhand, Maharashtra, Odisha and Telangana very few Universities have started. The number of colleges has increased in almost all the States. Professional education is defined as higher educational programmes that are designed for learners to acquire the knowledge, skills and competencies specific for a particular occupation or grade or class of occupations or trades. Enrolment in Professional courses is more in Private Institutions than in Government both at Under Graduate and Post Graduate levels. At Post Graduate level, the share of enrolment in Professional courses is higher than at Under Graduate level There has been significant growth in intake in technical institutions providing undergraduate courses. The growth of intake of

students was recorded high in engineering institutions (156.74 per cent) followed by architecture institutions (96.93 percent) and pharmacy institutions (16.99 per cent) during the period of 2006-07 to 2014-15 (Govt. of India, 2018).

There has been significant growth in intake in technical institutions providing postgraduate courses. The growth of intake of students was recorded high in engineering and technology institutions (818.05 per cent) followed by architecture and town planning institutions (585.71 percent) and pharmacy institutions (251.26 per cent) during the period of 2006-07 to 2014-15 . There has been significant growth in intake in technical institutions providing diploma courses. The growth of intake of students was recorded high in engineering and technology institutions (108.73 per cent) followed by architecture and town planning institutions (45.61 percent) and pharmacy institutions (33.26 per cent) during the period of 2006-07 to 2014-15.

CONCLUSION

- There has been phenomenal growth in private academic institutions providing higher education in traditional and professional disciplines and courses. The globalization and economic liberalization have created the opportunities for the expansion of higher education institutions however, there is still deficiency of academic institutions as demand for higher education is gradually increasing. Management and technical education is being provided by a vast network of academic institutions including self-financed AICTE approved institutions and colleges. The quality professional education depends upon the organizational commitment, engagement, and teachers performance which is highly influenced by organizational climate and working conditions.The management of higher education institutions in India has so far lacked emphasis on quality of the system or monitoring of its productivity. Therefore, performance and productivity assessment mechanism should be evolved, strengthened and implemented in order to improve the efficiency and performance. A student and society oriented total quality management approach be adopted in the universities and academic institutions The time has come that the universities should also start recognizing the imperative need of using the business process re-engineering, networking of in-house and outside of the campus faculties and business process outsourcing in order to provide quality academic inputs to the students and also sound industry university interface. Universities and centers of higher learning and education need student friendly policies and environment. There should be a counseling centre for the new comer students for providing right direction and counseling for selecting right type of subjects and disciplines. Universities and academic institutions should develop and strengthen infrastructure for providing academic environment, library resources, recreational facilities, internet access and other advisory services through on-line so that the students from backward and low income groups may do not feel inferiority complex.

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