

Recent Growth Trends of Higher Education in India

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Abstract: *India, the second most populous country in the world after China, contains 1.21 billion people (provisional Census Report 2011) and out of which 234 million people belongs to the age group of 15 - 24 years, which is the largest target market in the world for higher education. This young and large population should be educated for the betterment of the nation. The Government has given the required thrust to the higher education sector by initiating various plans and committees. Technological advancement and worldwide competition have extended the scope of higher education. The socio - historical journey of higher education in India has evolved through different periods, viz., ancient, mediaeval, colonial, post - independence and contemporary. This paper focuses mainly on recent growth trends of higher education in India and also it examines the role of private sector in higher education.*

Keywords: Higher education, Growth, Trend, Private Sector, Gross Enrolment

1. Introduction

At the time of independence there were only 20 universities and 500 colleges in India. In 2010 - 11 the number of universities and colleges increased to 556 and 31324 respectively then in 2018 - 2019 the number of universities and colleges reached to 993 and 38179 respectively. In India there are five types of university and university level institutions such as Central Universities, State Universities, State Private Universities, Deemed Universities and Institutes of National Importance. Universities are allowed to grant degrees. Colleges, both public and private, affiliate themselves to a particular University for the subjects or courses to be taught. Universities and colleges provide undergraduate (UG), postgraduate (PG), and doctoral degree programs. Special acts of Parliament provide authority to the institutes of national importance to grant degrees. Many institutes and polytechnics provide diplomas as well. Generally, UG courses take three years except for certain professional courses such as Engineering, Medical, Management, Law, Other professional and vocation –based courses such as hotel management, architecture, agriculture, etc. PG courses are generally of two years duration. Central Universities established or incorporated under the provision of a Central Act are known as Central University. Central universities are funded and controlled by the Central Government. State Universities are those which are constituted by a Provincial Act or by a State Act. Though in most cases it is controlled by the State Government, a substantial amount of fund is provided by the central agency, viz. University Grants Commission (UGC). State Private Universities are established through a State/Central Act by a sponsoring body, like a Society incorporated under the Societies Registration Act, 1860 or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under section 25 of the Companies Act, 1956. e. g. Azim Premji University (Karnataka), Amity University (UP), NIIT University (Rajasthan), Barasat State University (W. B) etc. Deemed Universities is an institution of excellence (generally college) which has acquired the characteristics of a university as demonstrated by the diversity of its programmes, quality of research and proven contributions to innovation and teaching and has been awarded “deemed”

status by the Central Government on the recommendation of the UGC as per Section 3 of the UGC Act (1956). Deemed Universities have degree granting power. They also enjoy operational flexibility in relation to curriculum design, conducting examination and assessment. Institutes of National Importance are those which are established by Act of Parliament and declared as Institute of National Importance, e. g. All the IITs (Indian Institute of Technology), All India Institute of Medical Sciences, New Delhi, Indian Statistical Institute, Kolkata etc. fall in this category. General colleges are affiliated to degree granting universities and offer courses like, Arts, Science, Commerce, Education etc. leading to the award of degrees or diplomas. Professional colleges are approved and controlled by the respective regulatory bodies like, All India Council for Technical Education (AICTE), University Grants Commission (UGC), Indian Council of Agricultural Research (ICAR), Pharmacy Council of India (PCI) etc. Educational institutes provide education through classroom teaching or through distance education mode. Classroom teaching helps learners come close contact with experts. Distance education modes impart knowledge through Correspondence, Study Centre, and Online Education. This mode of education provides opportunities to the learners in getting education from distant places. The responsibility of overall development of education in India is on the Ministry of Human Resource and Development (MHRD) which is established on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments like, Department of School Education & Literacy and Department of Higher Education. Prime objective of School Education & Literacy is the development of school education and literacy of the citizens of our country while Department of Higher Education focuses on providing the world class opportunities of higher education and research facilities to the aspirant citizens and thereby preparing them internationally accepted. The focus of MHRD is the development of human resources in socio - economic field. The main objectives of the Ministry would be formulation and implementation of National Policy on Education, development of educational institutions all over the country, increasing the access to and improving the quality of educational institutions, particularly the deprived

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area, giving particular concentration to underprivileged people, like poor, females and minorities, providing economic help in the form of scholarships, loan subsidy, etc to deserving students from disadvantaged sections of the society and enhancing worldwide collaboration in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to improve the learning opportunities in the country. For the development and regulation of higher education several regulatory and statutory bodies have been set up. They are trying to standardize and guarantee quality education.

2. Objectives

The main objectives of this paper are:

- 1) To discuss about recent growth trends of higher education in India.
- 2) To focus on role of private sector in India’s higher education.

3. Research Methodology

The present study is primarily based on secondary data. The website of higher education, AISHE annual reports does contain necessary information relevant for present study. Information may also be available from various books, journals, reports, research papers etc.

Recent growth trends of Higher education in India

Top eight trends in Higher Education in India are Adapting Online Higher Education, Focus on Quality and Admission

Rate, Increase in Women Enrollment, Emerging Foreign Destinations, Growing Demand for International Courses, Focus on Skill Development, Introducing AI in Higher Education and Introduction of Holistic Course Curriculum.

Table 1: Enrolment at Post Graduate level in Regular mode of Education

Year	M. A.	M. B. A.	M. Com.	M. Sc. .	M. Tech.
2014 - 15	767027	409432	222709	481330	289311
2015 - 16	878677	416325	271266	519159	257361
2016 - 17	865410	416490	275695	562896	160888
2017 - 18	901448	421509	288206	605682	142081
2018 - 19	899653	462853	321458	623114	135500

Source: AISHE Annual Report 2018 - 2019

The enrolment has grown considerably during the last 5 years, which has increased from 3, 42, 11, 673 in 2014 - 15 to 3, 73, 99, 388 in 2018 - 19. The overall growth is 9.3%. The enrolment through regular mode of education in important programmes at Post Graduate and Under Graduate levels for last 5 years are shown in table 1 and table 2 respectively. From table 1 we see that enrolment in various programmes at Post Graduate level has increased over the years in regular mode of education except in M. Tech., where it has started showing declining trend over the last five years that is from 2014 - 15 to 2018 - 2019. From table 2 we see that enrolment in various programmes at Under Graduate level has increased over the years in regular mode of education except in B. A. and B. Tech., where it has started showing declining trend recently.

Table 2: Enrolment at Under Graduate level in Regular mode of Education

Programme	2014 - 15	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 19
B. A. – Bachelor of Arts	9860520	9651891	9527060	9299437	9198205
B. Sc. – Bachelor of Science	4299538	4618172	4978564	5138250	5043732
B. Com. – Bachelor of Commerce	3338111	3422312	3484301	3548572	3571436
B. Tech. – Bachelor of Technology and B. E. – Bachelor of Engineering	4254919	4203933	4085321	3940080	3770949
B. Ed. – Bachelor of Education	657194	514518	810914	1014882	1175517
B. C. A. – Bachelor of Computer Applications	432341	426229	415007	432382	446680
B. B. A. – Bachelor of Business Administration	343237	349667	383827	424785	476169
L. L. B. – Bachelor of Law or Laws	283231	300716	205402	338716	362493
B. Pharm. – Bachelor of Pharmacy	183695	195178	313776	225457	246358
B. Sc. (Nursing) – Bachelor of Science in Nursing	179496	191612	218882	239485	255071
M. B. B. S. – Bachelor of Medicine and Bachelor of Surgery	170406	191040	211366	241601	267197

Source: AISHE Annual Report 2018 - 2019

State wise total number of college and average enrolment per college of 2018 - 2019 is shown in table 3. In this table we observe that total number of college is highest in Uttar Pradesh and the number is 7078. But the number (53) of college per lakh population is high in Karnataka. Average enrolment per college is highest in Chandigarh that is 2034 number of students compare to all other states in India.

Table 3: State wise total number of College per lakh Population (18 - 23 Years) and average Enrolment per College

Sl. No.	State/UTs	No. of College	College per lakh population	Average Enrolment per College
1	Andaman and Nicobar Islands	8	16	914
2	Andhra Pradesh	2678	49	524

3	Arunachal Pradesh	37	23	551
4	Assam	544	15	971
5	Bihar	840	7	1616
6	Chandigarh	25	13	2034
7	Chhattisgarh	760	24	565
8	Dadra and Nagar Haveli	8	12	729
9	Daman and Diu	10	16	340
10	Delhi	180	8	1562
11	Goa	57	31	700
12	Gujarat	2232	31	513
13	Haryana	1038	33	610
14	Himachal Pradesh	336	47	558
15	Jammu and Kashmir	293	23	799
16	Jharkhand	313	8	1875
17	Karnataka	3670	53	426

18	Kerala	1348	45	568
19	Lakshadweep	0	0	0
20	Madhya Pradesh	2191	24	734
21	Maharashtra	4340	33	681
22	Manipur	92	28	1039
23	Meghalaya	63	19	1039
24	Mizoram	32	25	603
25	Nagaland	67	28	497
26	Odisha	1062	23	682
27	Puducherry	76	46	600
28	Punjab	1063	34	546
29	Rajasthan	3156	35	521
30	Sikkim	19	25	751
31	Tamil Nadu	2466	35	924
32	Telangana	1988	50	554
33	Tripura	52	12	1153
34	Uttar Pradesh	7078	28	743
35	Uttarakhand	438	37	641
36	West Bengal	1371	13	1170
All India		39931	28	693

Source: AISHE Annual Report 2018 - 2019

Table 4 shows Gross Enrolment Ratio (GER) of Higher education during last eight years, that is from 2011 - 12 to 2018 - 19 in India. From Table 4 we see that in 2018 - 19 estimated Gross Enrollment Ratio (GER) of Higher education for all in India is 26.3%, which is calculated for 18 - 23 years of age group. For Scheduled Castes it is 23% and for Scheduled Tribes it is 17.2%. GER for male population at all India level is 26.3% whereas for SC Males it is 22.7% and 17.9% for ST males. Similarly, GER for female population at all India level is 26.4% whereas for SC female it is 23.3% and for ST female, it is 16.5% in 2018 - 2019.

Table 4: Gross Enrolment Ratio during last eight years in India

Year	All			SC			ST		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
2011 - 12	20.8	22.1	19.4	14.9	15.8	13.9	11.0	12.4	9.7
2012 - 13	21.5	22.7	20.1	16.0	16.9	15.0	11.1	12.4	9.8
2013 - 14	23.0	23.9	22.0	17.1	17.7	16.4	11.3	12.5	10.2
2014 - 15	24.3	25.3	23.2	19.1	20.2	18.2	13.7	15.2	12.3
2015 - 16	24.5	25.4	23.5	19.9	20.8	19.0	14.2	15.6	12.9
2016 - 17	25.2	26.0	24.5	21.1	21.8	20.2	15.4	16.7	14.2
2017 - 18	25.8	26.3	25.4	21.8	22.2	21.4	15.9	17.0	14.9
2018 - 19	26.3	26.3	26.4	23.0	22.7	23.3	17.2	17.9	16.5

Source: AISHE Report 2018

Role of Private Sector in Higher education

Globalization, liberalization, and privatization have a great impact on improving quality of Indian Corporate, both in products and systems. Allowing foreign Universities will create competitive pressure on Indian private players and public institutions to improve quality thereby benefitting all the stakeholders. Internationalization will create opportunities for Indian players to improve on all key indicators like method of teaching, faculty salary, curriculum, research and administration. Low cost of living and large English - speaking population offers an opportunity to make India a higher education hub in South East Asia. From Table 5 we observe that there are more than 77.8% colleges running in Private sector aided and unaided taken together of all colleges in India, but only 22.2% colleges running in government sector in 2018.

Table 5: Number of Private and Government Colleges in 2018

Institution	Number
Private Un - Aided	24541
Private Aided	5148
Total Private	29689
Government	8490
All total in India	38179

Source: AISHE Annual Report 2018 - 2019

Table 6 shows that total enrolment in private sector is 66.4% of the total enrolment, whereas total enrolment in government sector is only 33.6% in 2018, that implies private sector has big role in higher education in India.

Table 6: Enrolment in Private and Government Colleges in 2018

Institution	Number
Private Un - Aided	11961980
Private Aided	5614527
Total Private	17576507
Government	8888942
All total in India	26465449

Source: AISHE Report 2018

4. Conclusion

India has a long and admired history in the field of higher education. In ancient times, the country was known to have been home to the oldest formal universities in the world. However, in spite of the significant progress made during the past few years, India's higher education sector is still in danger with several challenges with its relatively low Gross enrolment ratio (GER). In the globalized World, the State - protected educational system cannot survive the pressure without making itself competitive. Whether or not one accepts the Government's justification, new procedures need to be developed for the survival and wellbeing of the higher education system in the present scenario in India. By 2022, India will have the largest tertiary - age population in the world (British Council Report, 2019). Sustained economic growth, rising public and private spending; timely regulatory reforms have ensured a market expansion of Indian higher education system. It also emphasized the need for improvement at the secondary level which is the pillar of improvement in university level education. Higher education institutions should focus on holistic development of an individual and, therefore, focus on development of multiple intelligence rather than merely linguistic and logical intelligence of an individual.

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