

A Study of Growth of Enrolment in Higher Education from 2010 To 2019 in India

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Abstract

The focus of the present study was to study the enrollment pattern in higher education in India. Keeping in view the nature of the study, the investigator did the documentary analysis studied on the basis of secondary sources of the data. The study was planned to study the shift in enrolment in different levels on the basis of secondary sources of data associated with higher education from 2010-11 to 2018-19. The study found out that the highest number of students among all the levels were enrolled at Under Graduate level throughout India from 2010-11 to 2018-19. Next to Under Graduate level, Post Graduation level was the second choice of the students. The growth rate of students at Ph.D. level rose from 2010-11 to 2018-19. But the growth rate of student at M.Phil. Level was decreased. The participation of students at PG. Diploma level showed a fluctuation trend. Students growth at Diploma and Integrated level stayed positive in all the previous nine years. But growth rate of Diploma level student was slightly decline in 2018-19 that was 0.32 percent.

KEYWORDS:- Enrollment pattern, Higher Education

Introduction

A university is a social institution whose main purpose is transmission and creation of knowledge through teaching, research and scholarship. In an institution of higher learning, the mind is trained to examine problems calmly, dispassionately and in a disciplined manner (Beteille, 2010). The Hallmark of Indian higher education since independence has been its growth. It is in principle committed to invite and encourage private entities and corporate groups, domestic and foreign to enter in the field of higher education as its major partners. A paradigm shift in Indian higher education has occurred. India's higher education grew by leaps and bound during the last 70 years, more rapidly in the post globalization era, 1991 onward. As on 31.03.2019, the number of Universities listed by the UGC under Section 2(f) of UGC Act 1956 had gone up to 911 universities – (51 Central, 397 State Public, 334 State Private, 126 Deemed to be Universities, 3 Institutions established under State Legislation. New challenges and trends have emerged in higher education due to the transformation of social, economic and cultural dimensions of society. Different sociologists, economists and educationalists are explaining and interpreting that there is a structural shift in higher education. There is an increasing pressure in higher education system to equip students with not only the expertise derived from traditional academic programmes but also to give students sufficient range of transferable skills to enable them to play effective role in the employment sectors. In 2005

National Knowledge Commission recommended that universities should be required to revise or restructure curricula at least once in three years. In 2009 Yashpal Committee observed that Indian higher education as a whole cannot go far without our paying equal attention to the state universities. Many of them could be the great knowledge creators of tomorrow. Apart from resisting fragmentation of knowledge, the idea of a university should at the same time aspire to encompass the world of work in all its forms. Work constitutes the human sphere where knowledge and skills are born and where new knowledge takes shape in response to social and personal needs. Indeed, the experience and culture of work represents that core space where the humanities and the sciences meet. The main focus of study will be on the enrollment pattern of higher education at all educational levels.

Review of Literature

National Knowledge Commission (2005) emphasized that the higher education needs to be re-oriented in its approach and content. The commission recommended that 1500 universities and 50 national universities should be opened and offer education of the highest standard in variety of disciplines like-Humanities, Social Sciences, Commerce, Professional Subjects at both graduate levels and Post graduate levels. Chanana (2007) analysed that the influence of economic liberalisation and globalization are having an impact on higher education. There is conflict between the traditional image of university as the place where the pursuit of disinterested scholarship was the main aim and the new image of a corporate university. However, the recent shift to a corporate profit culture is in sharp contrast to the image of the university as an agent of social change and social mobility. The study revealed that in the post-liberalization period the proportion of women's enrollment in higher education had increased rapidly and they had also been shifting from general higher education to professional education. Also in National Sample Survey Organization (2007) estimated that approximately 4.72 lakh students were enrolled in Higher Education in Punjab. In terms of Gross Enrollment Ratio (GER) it was 10.6 for men and 12.7 for women. These values were significantly lower than the national average for boys (15.6) but a shade better for women 12.0. In Ved Prakash's (2007) study, there is an overview of the trends in the expansion of higher education and examines variations in participation across states, gender and social groups. From 1950-51 to 2004-05, enrollment in higher education has registered a steep hike, from around 0.174 million to 10.48 million. The participation of girls enrollment in the total enrollment rose from 10 percent in 1950-51 to 40.1 percent in 2002-03. Singh (2009) studied that there was a tremendous increase in the number of students pursuing higher education. This trend was quite predominant in the professional courses, especially in the engineering courses during the period from 1990-91 to 2005-06. Another significant development had been a continuous increase in the number of girls students getting higher education in all the streams. The number of students belonging to scheduled castes at the post graduate level registered an increase in absolute from 1990-91 to 2005-06. Stolarick (2014) studied the growth of higher educational institutions in India over the several years. In 1947, India had only 20 universities and 500 colleges but this strength rose up to 727 universities and 35000 colleges in 2013. There was moderate growth in the number of higher education institutions through the 1990s and grew slightly faster through 2005. After 2005, the number of colleges and universities nearly tripled. Total enrollment in

India stood at just over 23.6 million people in 2013. Primary and Secondary sources of data were used to identify the various dimensions such as Governance, Funding, Level of degree awarded, Program differentiation/specialization, language. Arts and Humanities dominates across all level except at the doctoral level where it places a close behind Science. The access to higher education for women has been increased 10 percent women per 100 men every year can be seen. So, on the basis of above studies trend of enrolment will be helpful for policy framework.

STATEMENT OF THE PROBLEM

A STUDY OF GROWTH OF ENROLLMENT IN HIGHER EDUCATION FROM 2010 TO 2019 IN INDIA

OBJECTIVES OF THE STUDY

1. To study the growth rate of enrolment at different levels in higher education.
2. To study the changes in enrollment in different levels in higher education..

TERMS USED IN THE STUDY

Growth of enrollment patterns refer to a change in the enrollment of students in different levels. It occurs due to the dynamic nature of education. It changes the past trends of an entity. It is a condition that occurs when the needs and functions of society also changes.

DELIMITATIONS OF THE STUDY

1. The study is delimited to the only overall enrolment at national levels.
2. The study will relate to the time period of 2009 to 2019.

METHODOLOGY

Descriptive Method

SAMPLING

The study covered a sample of the total students in higher education in India from an academic period 2010-11 to 2018-19.

Tools

Documentary analysis was done on the basis of various sources such as Five Year Plan released by Government of India, Reports on higher education released by Ministry of Human Resource Development, University Grants Commission Reports, Economic Surveys, Statistical Abstracts , Self study reports of University etc. so as to draw a framework of the ongoing policy discourse in higher education in India.

ANALYSIS, INTERPRETATION AND DISCUSSION

With the increase in the number of universities in Punjab, the accessibility to higher education has increased in the India. The overall trend of Higher education in India has shown in the following table :

Table 1

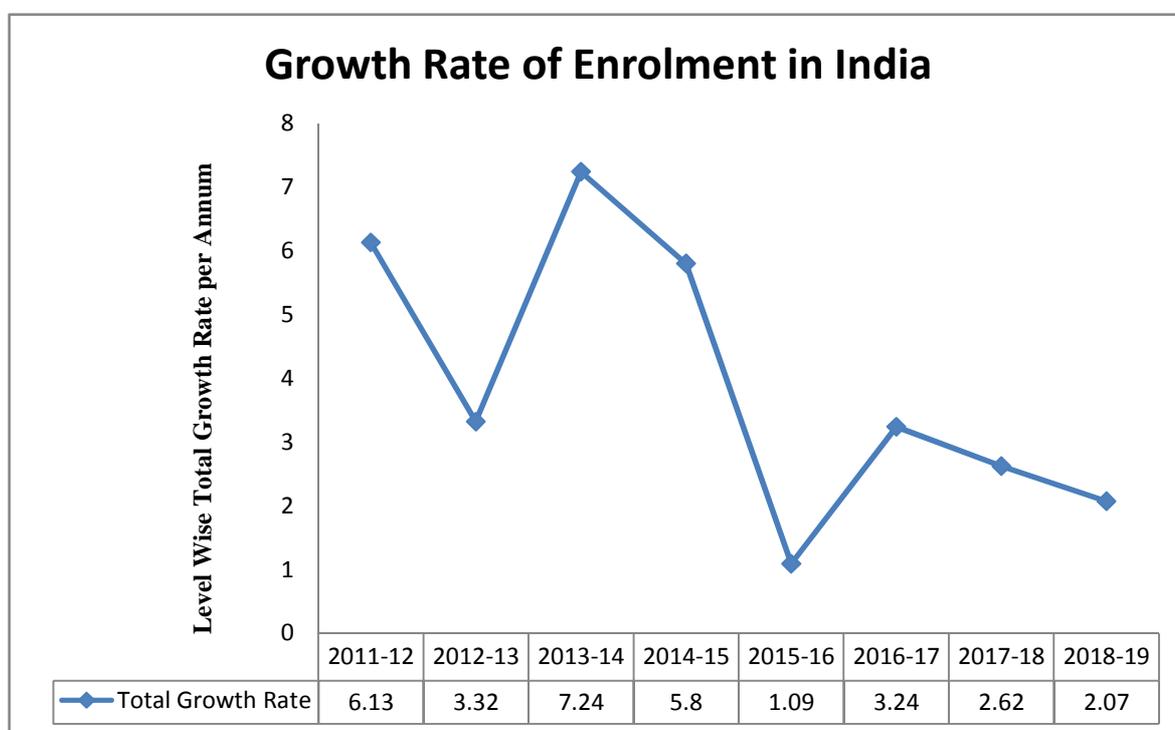
Growth Rate of Enrolment in India from 2010-11 to 2018-19

YEAR	Total Enrolment	Growth Rate
2010-11	27499749	

2011-12	29184331	6.13
2012-13	30152417	3.32
2013-14	32336234	7.24
2014-15	34211637	5.8
2015-16	34584781	1.09
2016-17	35705905	3.24
2017-18	36642378	2.62
2018-19	37399388	2.07

Source: Compiled from Various Issues of All India Survey on Higher Education (2010-11 to 2018-19), available at www.aishe.gov.in

Figure 4.1



The Table 1 shows that Students enrolment at national level has grown considerably during the last 9 years, which has increased from 2,74,99,749 in 2010-11 to 3,73,99,338 in 2018-19. The trend of percentage of growth rate remained uneven. It was fluctuated from time to time. The growth rate of students enrolment was maximum in 2013-14 which was 7.24. In the next year, there was sharp decline in students growth rate and it fell into 1.09 percentage of growth rate in 2015-16. After that in year 2016-17 the growth rate of enrolment became double than its earlier year. Along with this, there was continuous fall in students growth rate from 2016-17 to 2018-19.

There are two reasons behind the fluctuation of this trend of growth. Firstly, The Eleventh Plan highlighted that the General Enrolment Ratio at higher education level in

our country was very low as compared to the world average of 23.2%, had set the target to increase the GER to 21% by the end of the twelfth plan. For the achievement of this target, universities increased their enrolment with average growth rate of 8-9% per annual. Participation of the private sector in education had increased number of educational facilities for students and minimized the government's role in education. This increase in the number of students pursuing professional courses can easily be attributed to rapid growth of professional institutions in the country. Secondly, there was down fall in growth rate of students after 2016-17 because due to globalization, most of the students of our country going abroad for further studies.

Level-wise Enrolment at National Level

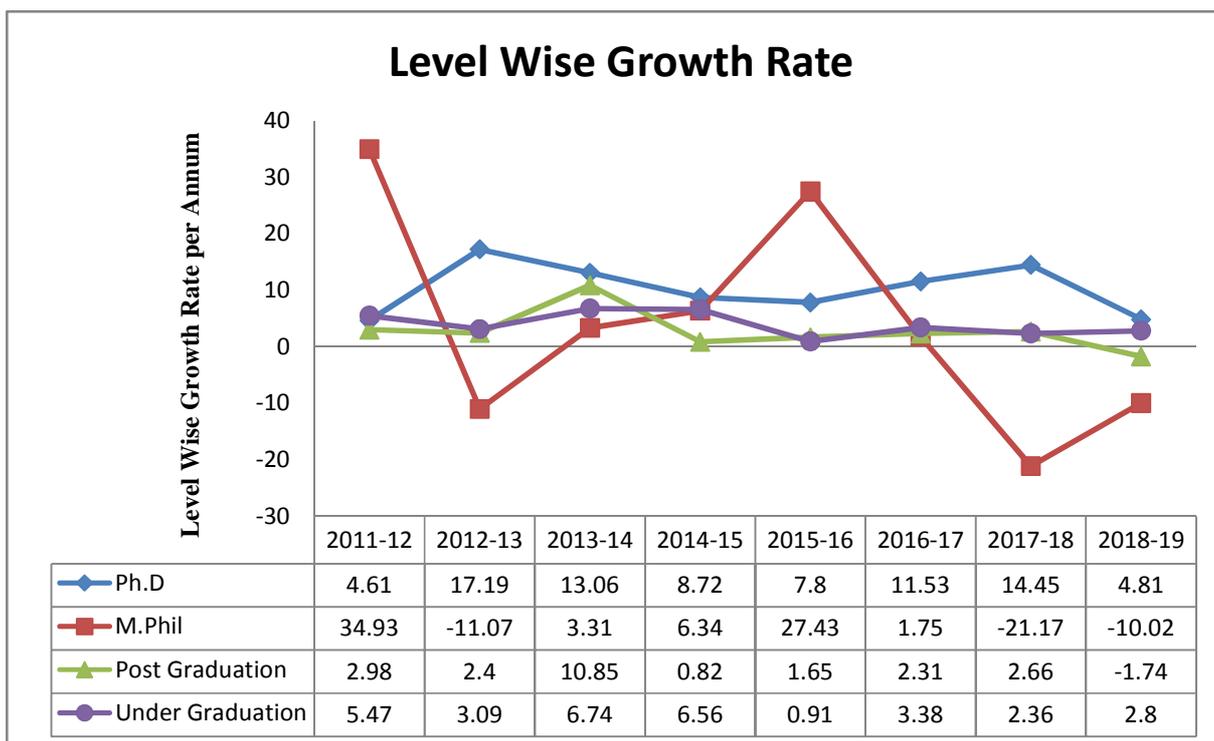
Students enrolment at national level has been categorized into 8 levels namely- Ph.D., M.Phil., Post Graduate, Undergraduate, PG Diploma, Diploma, Certificate and Integrated. The first four levels shown in Table-I and other four in Table-II. Descriptions of the level has given below:

Table 2

Level wise enrolment and growth rate from year 2010 to 2019

Year	Ph.D	Growth Rate	M.Phil.	Growth Rate	Post Graduation	Growth Rate	Under Graduation	Growth Rate
2010-11	77844	-	25312	-	3269669	-	21972260	-
2011-12	81430	4.61	34154	34.93	3367190	2.98	23174950	5.47
2012-13	95425	17.19	30374	-11.07	3448151	2.4	23890309	3.09
2013-14	107890	13.06	31380	3.31	3822219	10.85	25500325	6.74
2014-15	117301	8.72	33371	6.34	3853438	0.82	27172346	6.56
2015-16	126451	7.8	42523	27.43	3917156	1.65	27420450	0.91
2016-17	141037	11.53	43267	1.75	4007570	2.31	28348197	3.38
2017-18	161412	14.45	34109	-21.17	4114310	2.66	29016350	2.36
2018-19	169170	4.81	30692	-10.02	4042522	-1.74	29829075	2.8

Source: Compiled from Various Issues of All India Survey on Higher Education (2010-11 to 2018-19), available www.aishe.gov.in



The analysis of the data of the Table 2 pertaining to the level-wise students' growth rate in higher education reveals that the highest number of students were enrolled at Under Graduate level throughout India. It was 21.9 millions in 2010-2011 which remained highest in all the years and the Table 2 clearly depicts that its growth rate trend remained positive. Next to Under Graduate level, Post Graduation level was the second choice of the students. Growth rate of Post Graduation level showed upward trends from 2010-11 to 2017-18. The growth rate of Post Graduation level hiked at 10.85 percentage in 2013-14. In 2018-19, there was slight decline in growth rate of enrolment at post graduate level and it descended into 1.74 percentage of negative growth rate. Further, the growth rate of students at Ph.D. level was rising with average growth rate of 10.27 from 2010-11 to 2018-19. The growth rate of students at Ph.D. level was maximum in 2012-13, 2013-14, 2016-17 & 2017-18. But the trend of students growth at M.Phil level was uneven. It was rising, falling and dipping into negative stage from 2010 to 2019. Maximum growth rate of students at M.Phil. level was in 2011-12 and 2015-16 that was 34.93 and 27.43 respectively. Since then it showed downward trend of growth rate of students at M.Phil. Level. But there was sharp decline of 21.17 percentage of negative growth in 2017-18 and 10.02 in 2018-19.

From the above analysis of the data it can be concluded that the trend of students growth rate at graduate level remained positive during 2010-11 to 2018-19 but the percentage of growth rate was declining from its earlier growth rate. The reason behind this phenomena was that because the Eleventh Plan highlighted that the General Enrolment Ratio at higher education level in our country was very low as compared to the world average of 23.2%, had set the target to increase the GER to 21% by the end of the twelfth plan. For the achievement of this target, universities increased their enrolment with average growth

rate of 8-9% per annual. Participation of the private sector in education had increased number of educational facilities for students and minimized the government's role in education. This increase in the number of students pursuing professional courses can easily be attributed to rapid growth of professional institutions in the country.

Secondly, Growth rate of Post Graduation level showed upward trends from 2010-11 to 2017-18. But in the 2018-19 year, there was slight decline in growth rate of enrolment at post graduate level and it descended into 1.74 percentage of negative growth rate. It happened due to globalization because the youth of the country moved to abroad for further studies. Not only that universities were also allowed to start Diploma and certificates courses at their own level (approved by their Statutory Authorities) in new and innovative areas that are relevant to local, national and International needs. To start such courses universities do not seek funding from the governments. Further condition was that to start degree programs they need more funds as well as approval of the UGC (J Madegowda, 2018).

The growth rate of students at Ph.D. level was rising with average growth rate of 10.27 from 2010-11 to 2018-19. The growth rate of students at Ph.D. level was maximum in 2012-13, 2013-14, 2016-17 & 2017-18. The reason for this is that because universities conducted Ph.D. Entrance Exams on its own behalf. More students cleared the university qualifying criteria for Ph.D. Earlier few students cracked the UGC NET exams for Ph.D. course. By giving permission to universities to conduct its own entrance exams encouraged more students to Pursue Ph.D. without NET exam. Moreover, by the initiative of Central government to increase the enrolment in higher education and promote research work in our country. They reserve funds in the annual budget of the government for weaker sections of the societies to continue higher education without the crunches of funds. They provide scholarships to minority as well as SC & BC category students to Enrolled in higher education. Indian Universities has started entrance exams at their own level. Moreover, scholarship schemes became beneficial for researchers.

Inspite of this, there was downward trend of growth rate of students at M.Phil. Level. But there was sharp decline of 21.17 percentage of negative growth in 2017-18 and 10.02 in 2018-19. It was due to a standalone two year M.Phil. degree makes little sense to explore the wonders of research. Instead of this, universities were also allowed to start Diploma and certificates courses at their own level (approved by their Statutory Authorities) in new and innovative areas that are relevant to local, national and International needs. Most of the students merged into Diploma courses. Hence, there was downward trend of growth rate of students at M.Phil. Level.

Table 3

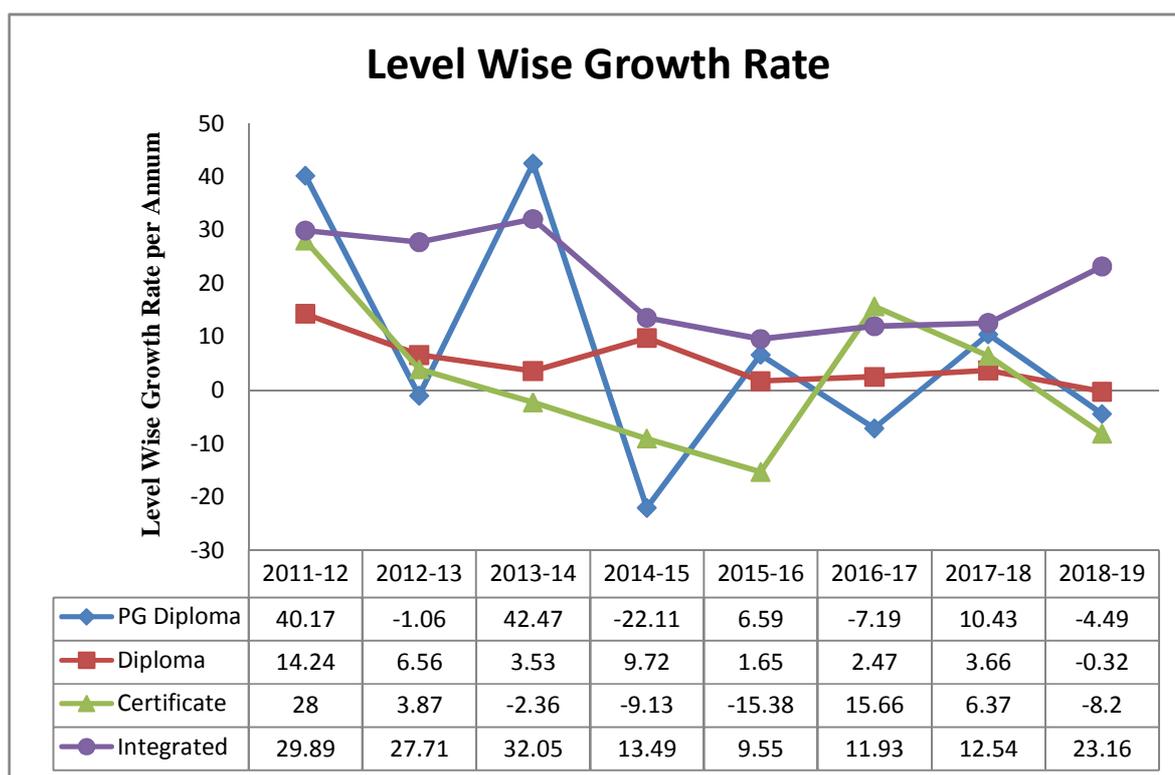
Level wise enrolment and growth rate from year 2010 to 2019

Year	PG Diploma	Growth Rate	Diploma	Growth Rate	Certificate	Growth Rate	Integrated	Growth Rate
2010-11	139940	-	1813353	-	144306	-	57065	-

2011-12	196159	40.17	2071609	14.24	184717	28	74122	29.89
2012-13	194072	-1.06	2207551	6.56	191871	3.87	94664	27.71
2013-14	276502	42.47	2285576	3.53	187340	-2.36	125002	32.05
2014-15	215372	-22.11	2507694	9.72	170245	-9.13	141870	13.49
2015-16	229559	6.59	2549160	1.65	144060	-15.38	155422	9.55
2016-17	213051	-7.19	2612209	2.47	166617	15.66	173957	11.93
2017-18	235263	10.43	2707934	3.66	177223	6.37	195777	12.54
2018-19	224711	-4.49	2699395	-0.32	162697	-8.2	241126	23.16

Source: Compiled from Various Issues of All India Survey on Higher Education

(2010-11to2018-19),available at www.aishe.gov.in



The perusal of the Table 3 that there was a very rapid increase in the intake of enrolment at PG Diploma, Diploma and Integrated level. There were 1,39,940 students enrolled at PG Diploma level in 2010-11 and enlarged to 2,24,711 in 2018-19. But there growth rate raised 40.17 in 2011-12 and 42.47 was in 2013-14 which was maximum growth rate. Besides the next year there was sharp decline of 22.11 percentage of negative growth of students at PG Diploma level. After that growth swung constantly. It indicates that

participation of students at PG. Diploma level showing a fluctuation trend. Students growth at Diploma and Integrated level stayed positive in all the previous nine years. But growth rate of students at Diploma level was slightly decline in 2018-19 and slipped into 0.32 percent of negative growth. It was due to the emergence of global economy and advent of multinational corporation are affecting the education policy making as it is revealing more sensitivity to global needs rather than local needs. The interest of the students fluctuated constantly at Certificate level. It was high in 2011-12 and 2016-17 and there growth rate was 28 and 15.66 respectively. It remained up and down trends in other years.

It is evident from the Table 3 that there was a very rapid increase in the intake of enrolment at PG Diploma, Diploma and Integrated level because universities started Diploma and certificates courses at their own level (approved by their Statutory Authorities) in new and innovative areas that are relevant to local, national and International needs. Most of the students merged into Diploma courses.

Moreover, There was a substantial increase in the middle class population and higher income groups, which could afford to pay higher tuition fees. This allowed the entry of private enterprise in the area of higher education. The economic reforms in India during 1990s became another important event for the growth of students in diploma courses. The rise in demand of such diploma courses and the growing economy accelerated the pace of growth and the number of private institutions increased significantly.(Kumar, neelam: 2008).

FINDINGS

The present study has reached the following findings :

- The highest number of students among all the levels were enrolled at Under Graduate level throughout India from 2010-11 to 2018-19.
- Next to Under Graduate level, Post Graduation level was the second choice of the students.
- The growth rate of students at Ph.D. level rose from 2010-11 to 2018-19 which was highest in 2012-13 that was 17.19. It showed positive trend throughout last nine years.
- But the growth rate of student at M.Phil. Level was maximum in 2010-11 that was 34.93. Since then it showed down ward trend of growth rate of M.Phil. Students that was sharp decline -21.17 in 2017-18 and -10.02 in 2018-19.
- From 2010 to 2019, the participation of students at PG. Diploma level showing a fluctuation trend.
- Students growth at Diploma and Integrated level stayed positive in all the previous nine years. But growth rate of Diploma level student was slightly decline in 2018-19 that was -0.32.

- The interest of the students fluctuated constantly at Certificate level. It was high in 2011-12 and 2016-17 and there growth rate was 28 and 15.66 respectively. It remained up and down trends in other years. Growth rate of female students was more as compared to male students at Certificate level

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