Vol. 5 No. 2 October 2017 ISSN: 2321-4643 UGC Approval No: 44278 Impact Factor: 2.082

GROWTH AND MAGNITUDE OF HIGHER EDUCATION SYSTEM IN INDIA

Article Particulars

Received: 18.9.2017 Accepted: 4.10.2017 Published: 30.10.2017

Ms.P.SANKARI
Research Scholar in Business Administration,
Madurai Kamaraj University, Madurai, Tamil Nadu, India

Dr.P.R.SHINI
Assistant Professor, Department of Business Administration,
Sri Meenakshi Government Arts College for Women (A), Madurai, Tamil Nadu, India

Abstract

The key to harnessing India's demographic dividend is education. Indian higher education currently the third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher education in the world. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities. By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since Independence till at present. The student's enrollment has been increasing every year. But the employability ratio is not up to the level of improvement when comparing with the student's enrollment in the country. This paper aims to make an analysis about the growth and magnitude of Indian Higher Education System on the basis of India's expenditure on higher education, growth of educational institutions, students' enrollment and employment ratio. The study reveals that though there is a growth in all other aspects, the employability ratio is showing a declining trend. This indicates the need for improving the quality of education in India to attain a remarkable growth in the employability skills of the students and to satisfy the stakeholders.

Introduction

Agarwal, T (2011) stated that the quality of higher education is everybody's concern today. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. The need for change in higher education is becoming urgent. It develops the student ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives student a wider perspective of the world around.

Duraisamy, P. (2000) viewed as education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. In particular, the higher education and the mode of its delivery should be tuned time and again for greater development and changes to cope with such challenges. Bloom, D. E., et.al; (2006) states that education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. The Nalanda University was the oldest university-system of education in the world. Western education became ingrained into Indian society with the establishment of the British rule.

Education in India falls under the control of both the Union Government and the States, with some responsibilities lying with the Union and the States having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. Agarwal.T (2011) stated that India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is merely 5 per cent although in terms of value is estimated to be worth $40 billion in 2008 and will increase to $68–70 billion by 2012. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate. The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world (Yashpal, 2008). As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree. As of 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 2,65,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

Education – Definitions

Varghese, N. K. (2012) defines education is not limited to a classroom or a school only. It is considered to be a lifelong process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally). Duraisamy, P. (2000) considers education as an act or experience that has formative or additive effect on the personality of an individual. It is believed that education is not only an instrument of social change, but also an investment in national development. Such a view of education encompasses all life experiences, as there is a shift in emphasis from

individual development to national development. Thorat, S., et. al; (2005) stated that Education is a lifelong process that includes all experiences that the child receives in the school or at home, in the community and society through interactions of various sorts and activities. The broader meaning of education implies the process of development, wherein the individual gradually adapts himself/herself to various ways to his/her physical, social and spiritual environments. MOLE (2012) defines education as a product, that is, something that has been produced as a result of certain inputs which in this case is instruction or experiences. In this sense, it is the sum total of what is received through learning — the knowledge, skills, values that are the outcomes of learning. The concept of education as acquisition of knowledge was prevalent since the beginning of history of education. Many literature sources and the religious doctrines have propounded that 'knowledge is power' and 'knowledge is virtue'.

India's Higher Education System – Present Scenario

CABE (2005) explained that India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps to coordinate between the Centre and the State. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. NAAC (2013) report states that Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 Central Universities, 275 State Universities, 130 Deemed Universities, 90 Private Universities, five Institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe. Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Management (IIMs), National Institute of Technology (NITs) and Jawaharlal Nehru University have been globally acclaimed for their standard of undergraduate education. The IITs enroll about 10,000 students annually and the alumni have contributed for the growth of the private sector and the public sector Industries. However the IIT's have not had significant impact on fundamental scientific research and innovation. Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to

many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to overcome the menace of private universities which are running courses without any affiliation or recognition (FICCI, 2009). Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities - Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science - Pilani were listed among the top 20 science and technology schools in Asia by Asia week. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment. Times Higher Education World University Rankings 2016 – 2017 list the 980 top universities in the world. The ranking has been based on the core missions such as teaching, research, knowledge transfer and international outlook of the universities. In this rank list, the Institutes from India has been given the rankings such as Indian Institute of Science, Bangalore ranked as 201, IIT Bombay ranked as 351, IIT Delhi, IIT Kanpur, and IIT Madras ranked as 401.

Growth and Magnitude of India's Higher Education

In this paper, the growth and magnitude of higher education system based on expenditure on education, number of Educational Institutions, students' enrolment and employability ratio has been discussed.

Expenditure on Education

In the light of available secondary data, Table - 1 explains about the expenditure on India's higher education system. The details are based on the GDP figures taken from National Accounts Statistics published by CSO and based on the Expenditure on Education Figures taken from Budgeted Expenditure on Education published by Department of Higher Education.

Table 1: Expenditure on India's Higher Education from 1950 – 2014

S.No	Year	Expenditure on Education (Rs. in crore)	Percentage Change
1	1950	10080.00	—
2	1960	14816.00	46.98
3	1970	42222.00	184.97
4	1980	108927.00	157.98
5	1990	438020.00	302.12
6	2000	1786526.00	307.86
7	2010	6108903.00	241.94
8	2014	11272764.00	84.53

Source: *Budgeted Expenditure on Education published by Department for Higher Education, Govt. of India.*

From table - 1, it is clear that the expenditure on education had increased from 1950 to 2014. The expenditure on education was only Rs.10080 crore in the year 1950. The expenditure on education was Rs.14816 crore in the year 1960 which shows an increase of 46.98% from 1950. The expenditure on education was increased to Rs.42222 crore in the year 1970 with an increase of 184.97% from the year 1960. The expenditure on education has been increased to Rs.108927 crore in the year 1980 which shows an increase of 157.98% from the year 1970. The expenditure on education was Rs.438020 crore in the year 1990 with an increase of 302.12% from 1980. It has been increased to Rs.1786526 crore in the year 2000 with 307.86% from the year 1990. The expenditure on education in the year 2010 shows that Rs.6108903 crore with 241.94% increase over the year 2000. The expenditure on education was Rs.11272764 crore in the year 2014 which shows an increase of 84.53% from 2010. The percentage change in education expenditure reveals that up to the year 2000, there is an upward trend and after 2000, it shows a downward trend.

Educational Institutions

Table - 2 elucidate about the growth of higher educational institutions in India in numbers. The table clearly tells about the growth rate of the number of institutions from 1950 to 2016 based on the report of AISHE – Government of India, Ministry of Human Resource Development, Department of higher education & literacy New Delhi.

Table 2: Growth of Recognized Higher Educational institutions from 1950 - 2016

S.No	Year	Colleges for General Education		Colleges for Professional Education		Universities/ Deemed Universities/ Institutes of National Importance		Total Institutions of Higher Education (2+3+4)	
		No.	%Increase	No.	%Increase	No.	%Increase	No.	%Increase
1	1950	370	___	208	___	27	___	605	___
2	1960	967	161.35	852	309.62	45	66.67	1864	208.09
3	1970	2285	136.29	992	16.43	82	82.22	3359	80.2
4	1980	3421	49.71	1542	55.44	110	34.15	5073	51.03
5	1990	5862	71.35	1886	22.31	184	67.27	7932	56.36
6	2000	7782	32.75	2124	12.62	244	32.61	10150	27.96
7	2010	34908	348.57	11356	434.65	642	163.11	46906	362.13
8	2016	39071	11.93	11923	4.99	799	24.45	51793	10.42

Source: *Educational Statistics in India published by Ministry of HRD (AISHE)*

From table - 2, it is clear that the growth of recognized higher educational institutions has increased from 1950 to 2016. The total number of higher educational institutions was only 605 in the year 1950, among that the number of general education

colleges was 370, the number of professional colleges was 208 and the number of deemed universities was 27.

The number of higher educational institutions was 1864 in the year 1960 which shows an increase of 208.09% from 1950. Among that the number of general education colleges was 967 which shows an increase of 161.35%, the number of professional colleges was 852 which shows an increase of 309.62% and the number of deemed universities was 45 which shows an increase of 66.67% from 1950.

The number of higher educational institutions was 1864 in the year 1960 which shows an increase of 208.09% from 1950. Among that the number of general education colleges was 967 which shows an increase of 161.35%, the number of professional colleges was 852 which shows an increase of 309.62% and the number of deemed universities was 45 which shows an increase of 66.67% from 1950.

The number of higher educational institutions was 3359 in the year 1970 which shows an increase of 80.2% from 1960. Among that the number of general education colleges was 2285 which shows an increase of 136.29%, the number of professional colleges was 992 which shows an increase of 16.43% and the number of deemed universities was 82 which shows an increase of 82.22% from 1960. The number of higher educational institutions was 5073 in the year 1980 which shows an increase of 51.03% from 1970. Among that the number of general education colleges was 3421 which shows an increase of 49.71%, the number of professional colleges was 1542 which shows an increase of 55.44% and the number of deemed universities was 110 which shows an increase of 34.15% from 1970. The number of higher educational institutions was 7932 in the year 1990 which shows an decrease of 56.36% from 1980. Among that the number of general education colleges was 5862 which shows an increase of 71.35%, the number of professional colleges was 1886 which shows an decrease of 22.31% and the number of deemed universities was 184 which shows an increase of 67.27% from 1980. The number of higher educational institutions was 10150 in the year 2000 which shows an increase of 27.96% from 1990. Among that the number of general education colleges was 7782 which shows an increase of 32.75%, the number of professional colleges was 2124 which shows an increase of 12.62% and the number of deemed universities was 244 which shows an increase of 32.61% from 1990.

The number of higher educational institutions was 46906 in the year 2010 which shows an increase of 362.13% from 2000. Among that the number of general education colleges was 34908 which shows an increase of 348.57%, the number of professional colleges was 11356 which shows an increase of 434.65% and the number of deemed universities was 642 which shows an increase of 163.11% from 2000. The number of higher educational institutions was 51793 in the year 2016 which shows an increase of 10.42% from 2010. Among that the number of general education colleges was 39071 which shows an increase of 11.93%, the number of professional colleges was 11923 which shows an increase of 4.99% and the number of deemed universities was 799

which shows an increase of 24.45% from 2010. The percentage change in higher educational institutions has shown an upward trend in all the years from 1950 – 2016.

Enrolment in Higher Education

Table - 3 explains the enrolment of students in higher education based on the All India Survey on Higher Education published by ministry of HRD. The table shows that there is an increase in the enrolment of students every year from 1950 to 2016.

Table 3: Enrolment in Higher Education from 1950 – 2016

S.No	Year	Total Enrolment of Students (All Categories)	Percentage change
1	1950	396138	—
2	1960	962256	142.9
3	1970	3311737	244.16
4	1980	4857383	46.67
5	1990	4924868	1.38
6	2000	8626332	75.15
7	2010	22554842	161.46
8	2016	342111000	1416.7

Source: *'Educational Statistics in India published by Ministry of HRD (Various issues)*

From table - 3, it is clear that the students' enrolment in higher education had increased from 1950 to 2016. The number of students' enrolment was 396138 in the year 1950. The number of students' enrolment was 962256 in the year 1960 which shows an increase of 142.9% from the year 1950. The number of students' enrolment was 3311737 in the year 1970 which shows an increase of 244.16% from the year 1960. The number of students' enrolment was 4857383 in the year 1980 which shows an increase of 46.67% from the year 1970. The number of students' enrolment is 4924868 in the year 1990 which shows an increase of 1.34% from the year 1980. The number of students' enrolment was 8626332 in the year 2000 which shows an increase of 75.15% from the year 1990. The number of students' enrolment was 22554842 in the year 2010 which shows an increase of 161.46% from the year 2000. The number of students' enrolment was 34211000 in the year 2016 which shows an increase of 1416.7% from the year 2010. The percentage change in students' enrolment reveals that up to the year 1980, there is an upward trend and in 1990, it shows a downward trend, and after 2000, it again shows an upward trend in students' enrolment.

Employment Ratio

Table - 4, explains about the employment ratio of the students based on the National Employability Statistical Report in India. This ratio is compared based on the percentage calculation once in every decennial of employment in India.

Table 4: Employment Ratio in Higher Education from 1950 – 2017

S.No	Year	Employment Ratio	Percentage Change
1	1950 – 1960	1.02	__
2	1960 – 1970	1.55	51.9
3	1970 – 1980	2.82	81.93
4	1980 – 1990	2.22	- 21.27
5	1990 – 2000	1.02	- 54.05
6	2000 – at present	0.98	- 3.92

Source: *Growth rates are on Usual Principal and Subsidiary (UPSS) basis, which defines a person as employed if carrying out economic activity as main or subsidiary basis.*

From table - 4, it is clear that the employability ratio was 1.02 in the year 1950 – 1960. The employability ratio was 1.55 during the year 1960 – 1970, which shows an increase of 51.9% from the year 1950 to 1960. The employability ratio was 2.82 in the year 1970 – 1980, which shows an increase of 81.93% from the year 1960 – 1970. The employability ratio was 2.22 in the year 1980 – 1990, which shows a decline of -21.27% from the year 1970 -1980. The employability ratio was 1.02 in the year 1990 – 2000, which shows a decrease of -54.05% from the year 1980 – 1990. The employability ratio was 0.98 in the year 2000 – at present, which shows a decrease of -3.92% from the year 1990 – 2000. From the table it is clear that after 1980, in the employability ratio shows a great fall. The percentage change in employability ratio reveals that up to the year 1980, there is an upward trend and after 1980, it shows a downward trend.

Findings and Conclusion

The results of the analysis shows that in India the expenditure on higher education was increased every year from 1950 – 2016. The total enrolment of students in higher education from 1950 – 2016 was 396138 to 342111000. But it is clear that the employability ratio shows a downward growth from the year 1980 (81.93%) to 2016 (-3.92%). The results of the study shows that there is drastic growth in the students' enrolment, expenditure in higher education and increase in number of higher educational institutions, but there is a drastic decline in the employability ratio of the students. It shows though a higher growth in students' enrolment, expenditure, number of institutions, there is a great fall in the employability ratio. From independence to till 1980, India has increased its employability ratio. But after 1980, there is a decline in the employability ratio, though enrollment in higher education has shown a drastic growth. This shows lack of quality in higher education. So in order to improve the employability ratio, the education system prevailing in the country should be able to improve the student's employability skills. The quality society can be produced only through quality education. In this line, the higher education of India needs mechanisms to improve the quality of education provided through universities and other degree awarding institutions. The mechanism should pay attention on refining, diversifying, and upgrading higher education and research programmes in order to increase the employment ratio. So that there will be upgrade movement and growth will attain in both enrollment and employability of the students and the Indian higher education

system will have more potentialities to cater to the need of growing global demand. The unconditional co-operation in curriculum development, preparation of instructional materials, implementation of innovative practices, use of new technologies, exchange of experts and promotion of collaborative research will lead the Indian higher education system in a successful way.

References

1. Agrawal, T. (2011). "*Returns to Education in India: Some Recent Evidence*", Indira Gandhi Institute of Development Research, Retrieved as on 15th December, 2012 from http://www.igidr.ac.in/pdf/publication/WP-2011-017.pdf
2. Bloom, D. E., Hartley, M. & Rosovsky, H. (2006). "*International Handbook of Higher Education",* Springer, Dordrecht, Netherlands. pp: 293-308.
3. CABE (2005). "*Report of the CABE Committee on financing of higher and technical education*", Central Advisory Board of Education, National Institute of Educational Planning and Administration, New Delhi, June.
4. Duraisamy, P. (2000). "*Changes in Returns to Education in India*", By Gender, Age-Cohort and Location. *Economics of Education Review*, 21:6. pp: 609-622.
5. FICCI (2009). "*Making the Indian Higher Education System Future Ready*", Ernst & Young Pvt. Ltd. Retrieved as on 1st February, 2014 from http://www.edgex.in/resources/FICCI_EYReport2009.pdf
6. Joshi, K. M. (2010). "*Higher Education and the Largest Impoverished and Marginalized Group of the Indian Population: Reviewing Enrolment and Access to Higher Education among Tribals in India",* Asian Social Work and Policy Review, 4(2). pp: 57-65.
7. MHRD (2013). "*All India Survey on Higher Education 2011-12 (Provisional)",* Department of Higher Education, Ministry of Human Resource Development, http://mhrd.gov.in/sites/upload_files/mhrd/files/AISHE2011-12P_1.pdf
8. MOLE (2012). "*Report on Employment and Unemployment Survey: 2011-12*", Ministry of Labour & Employment, Government of India, New Delhi.
9. NAAC (2014). "*Universities – Accreditation Status (as on 21.2.14)",* National Assessment and Accreditation Council, An autonomous institution of the University Grants Commission, Bangalore.
10. Thorat, S., & Mahamallik, M. (2005). "*Persistent Poverty – Why do Scheduled Castes and Scheduled Tribes Stay Chronically Poor*", Paper presented at the 2005 PRCIIPA SEMINAR, PRCIIPA, New Delhi. September 29–30.
11. Varghese, N. K. (2012). "*Private Higher Education: The Global Surge and Indian Concerns*. *India Infrastructure Report 2012–Private Sector in Education*", Infrastructure Development Finance Company Limited. pp: 145-156. Retrieved as on 2nd March 2014 from http://www.idfc.com/pdf/report/2012/Chapter_13.pdf
12. Yashpal (2008). "*Report of the Committee to Advise on Renovation and Rejuvenation in Higher Education*". Yashpal Committee Report. Ministry of Human Resource Development, Department of Higher Education, Government of India, New Delhi. October 14.