



Higher Education Expansion And Institutional And Enrolments In India

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Abstract Economic growth and development depend on efficiency to its use of knowledge in production, productivity, adopt new technologies, creativity, innovations. It was likely that knowledge and expertise dependent development would help demise geographical distances in development and promote a dispersal of economic activity to achieve spatial equality in development (Arbo and Benneworth).³

Introduction- This article has divided in two sections.

- 1) A comparative analysis of concentration of HEIs between different states and UTs.
- 2) A conclusion and policy recommendations.

Growth, produces both concentration effects and 'backwash effects' if a specific area in a country start developing it causes human capita (skilled, trained) well off as physical capital (finance, machines, infrastructure) the other part worse off because brain and capital goes together to the rising developed countries. It was also quoted by Dadabhai Naoroji¹ in his theory (brain drain theory).

The concentration effects, causing from unequal distribution of resources, lead to effects on other regions (developed, under, less developed) leading to increased regional polarisation. Development economists (for instance A.O. Hirschman, J.M.Keynes, Ricardo, Rozasdin Rodan) recognised the significance of spread effects in development and highlighted the significance of forward and backward linkages in the process of economic development.²

¹ Dadabhai naoroji (drain of wealth theory propounded by naorji) concept of wealth drain from India during British rule got huge attention. He explained in his concept book *Poverty and Un-British Rule in India*. He was the first man to say that internal factors were not the reasons of poverty in India but poverty was caused by the colonial rule that was draining the wealth and prosperity of India. In 1867. He put forward the 'drain of wealth' theory in which he stated that the Britain was completely draining India.

² Albert Otto Hirschman (born *Otto-Albert Hirschmann*; April 7, 1915) was a German economist. His main contribution was in the area of development economics and emphasized the need for

Knowledge sectors and emerging growth centres, termed techno poles or techno polis (Castells and Hall), developed outside the circle of the traditional industrial centres.³ The techno polis concentrated on intensive knowledge production, on research and development. It totally and directly related to universities which provide talented, skilled people for new ideas and innovation creativity to market. Growth process, produces both concentration effects and diffusion effects termed 'backwash effects' and 'spread effects'.⁴ The concentration effect means unequal distribution of resources. That can be lead to better growth advantage for some regions more polarisatioed than others.

Ionela Gavrilă, Paven, Ioan Bele, 2017 (Developing a growth pole: theory and reality)
book: Management, organizations and society.

Distances plays is an important element in providing access to facilities and confirming equal opportunities to all in any development efforts. Travelling for higher education from a long distance is a social restriction and economic burden for many, especially those belonging to depressed, deprived, isolated (SC, ST, Minority) groups. Distances performance as a restriction.

Objectives- Distances plays is an important element in providing access to facilities and confirming equal opportunities to all in any development efforts. Travelling for higher education from a long distance is a social restriction and economic burden for many, especially those belonging to depressed, deprived, isolated (SC, ST, Minority) groups. Distances performance as a restriction for many looking for university admissions and opportunities for higher education.⁵

To get higher education distance play an important and necessary role for pursuing university education given the unequal spread of facilities across regions (Gibbons and Vignoles)⁶. The universities and higher education institutions were not only less in number but they were also located in selected and developed areas. At this stage of development, access to higher education was very much limited and was almost an exclusive domain of high income and high social status students who could financially afford to travel long distances and stay away from home.⁷

Methodology -After decades of slowdown in growth and expansion, the turn of this 21st century witnessed the fastest expansion of the sector (Varghese).⁹ First decade of the present century India gave permission to the opening of private universities establishment. Consequently, private universities and colleges expanded in India. As shown in Table 1, with 859 universities, 40,026 colleges, 35.7 million enrolments and a GER of

unbalanced growth. he argued that disequilibria should be encouraged to stimulate growth and help mobilize resources, because developing countries are short of decision-making skills.

³ M. Castells and P. Hall *TECHNOPOLES OF THE WORLD: THE MAKING OF 21st-CENTURY INDUSTRIAL COMPLEXES* Roudedge, London, 1994, pp. **320**.

⁴ ibid

⁵ Mona sadewal, sangeeta kamat, 2008, (Education and Social Equity: With a Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education. CREATE Pathways to Access). Research Monograph No. 19

⁶ Gibbons and Vignoles, Access, Choice And Participation In Higher Education) ⁹ *N. V. Varghese Garima Malik* (1st Edition India Higher Education Report 2015)

⁷ Ibid

25.2 percent in 2016-17. India is not only in a stage of mystification of higher education but also has the second largest higher education system in the world.⁸

Higher Education Expansion: Institutions & Enrolments

| Year | Central Universities | State Universities | Deemed to be Universities | Institutions of National Importance | Private Universities | Total | Colleges | Enrolments (in million) | GER % |
|---------|----------------------|--------------------|---------------------------|-------------------------------------|----------------------|-------|----------|-------------------------|-------|
| 1950-51 | 3 | 24 | - | - | - | 27 | 578 | 0.2 | |
| 1960-61 | 4 | 41 | 2 | 2 | - | 49 | 1819 | 0.6 | 1.5 |
| 1970-71 | 5 | 79 | 9 | 9 | - | 102 | 3277 | 2 | 4.2 |
| 1980-81 | 7 | 105 | 11 | 9 | - | 132 | 4577 | 2.8 | 4.7 |
| 1990-91 | 10 | 137 | 29 | 9 | - | 185 | 6627 | 4.4 | 5.9 |
| 2001-02 | | | | | | | 11146 | 8.8 | 8.1 |
| 2005-06 | 18 | 205 | 95 | 18 | 7 | 343 | 17625 | 11.6 | 12 |
| 2011-12 | 43 | 299 | 128 | 59 | 105 | 634 | 34852 | 29.2 | 21 |
| 2012-13 | 43 | 305 | 127 | 62 | 122 | 659 | 35525 | 30.2 | 22 |
| 2013-14 | 43 | 322 | 127 | 68 | 154 | 714 | 36634 | 32.3 | 23 |
| 2014-15 | 44 | 329 | 122 | 75 | 182 | 752 | 38498 | 34.2 | 24 |
| 2015-16 | 44 | 342 | 122 | 75 | 198 | 781 | 39071 | 34.6 | 25 |
| 2016-17 | 45 | 358 | 122 | 100 | 234 | 859 | 40026 | 35.7 | 25 |

Consequently, there was a decline after the 1970 in the growth of public institutions, student enrolment and allocation of resources to higher education. The numbers of private aided colleges increased and share in

⁸ Vergis, 2019 (reviving education in India, brooking India)

enrolment in the 1970s. 'Private colleges that were legally private but publicly financed dominated the higher education landscape until 1980'. (Agarwal)¹⁰.

Conclusion-

In 21st century the arrival of non-governmental private initiatives in higher education. This century experienced a revival of higher education globally as also in India (Varghes)¹¹. The public institutions main target is cost recovery, starter of self-financing courses in the public institutions and fast growth of private higher education institutions helped this revival. Private college's emphasis in the management, medicine, engineering for 'capitation fee colleges' they increased in the country either semester wise or year by year (Agarwal)⁹.

Andhra Pradesh, Karnataka, and Tamil Nadu, Maharashtra run the private higher education (self-financing colleges) uprising in higher education in India (Varghes)¹⁰. The private universities gave boost in to private

⁹ Massification of higher education in large system countries, jointly organized by the Centre for Policy Research in Higher Education (CPRHE), NUEPA and the British Council of India on 10-11 November 2014 in New Delhi;

Agarwal, Pawan 2006 ,Higher Education in India: The Need for Change, Working Paper no. 180, New Delhi, ICREAR;

Agarwal, Pawan 2007, Private higher education in India: Status and Prospects, London, Observatory of Borderless Higher Education (OBHE);

Agarwal, Pawan 2009, Indian Higher Education Envisioning the Future, New Delhi, Sage. Also see, Altbach, Philip, 2009, 'Giants awake : higher education systems in China and India', Economic and Political Weekly, 06 June;

Anandakrishnan, A. 2010, 'Accountability and Transparency in University Governance', University News, vol.48, no.45, 8-14 November, pp.18-23;

Antony, Stella 2002, External quality assurance in Indian higher education: Case study of the National Assessment and Accreditation Council (NAAC), Paris, International Institute for educational planning

¹⁰ Varghes (2015, Challenges of Massification of Higher Education in India, Centre for Policy Research in Higher Education, National University of Education Planning and Administration).

disparities in the availability of higher education institutions at district level as well as access to higher education by deprived social groups (Sinha).

The public policy play an important role and concern for equity in access demanded that higher education facilities are provided in large quantities and that they are spread across regions. The non-traditional and underprivileged ,isolated, discriminated groups living further away from urban centres are less interested to choose to enrol in higher education institutions located far away from their home and are more approving to attend local colleges. This 'distance discount; (Frenette, Spiess and Wrohlich) is a necessary condition for a system which is equalising higher education opportunities.

According to husssain, McNally and Telhaj the geographical distribution of higher education institutions has long-term implications for higher return graduates from top universities (Hussain, McNally and Telhaj).The 'distanc discount' mean reduced costs and affordability improved among prospective students, especially among low income group, deprived, discriminated, isolated groups. Therefore, impartiality concerns demand a policy intervention for promoting geographical dispersion of good quality higher education institutions.

sector in higher education in India in 2000. Between 2001 and 2016, around 198 private universities were established in India. The private institutions (universities and colleges) contributed significantly to the speeded growth of higher education in the country. India is focusing on a public sector dominated to a private sector. More than 60 percent enrolment are in private institutions. In reality best and good education institutions study centres are so far geographical basis and also oblique high cost and transportation cost and or not to pursue admission in any higher education institutions also implied economic distances for the less privileged, deprived section (SC, ST, and Minority) of society.

