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Understanding Higher Education Enrolment: An Analysis of AISHE Data

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Abstract:

This research paper is a descriptive in nature, for the purpose of writing this research paper The study adopts quantitative approach. The quantitative aspect involves the analysis of secondary data obtained from the All-India Survey on Higher Education (AISHE) for the years 2016-17 to 2020-21 in order to compare the enrolment of students in regular and distance mode of education to selected UG Programmes. analysis of gender-wise enrolment has been done. male students continue to form the majority of enrolments, the percentage of female students pursuing higher education has been steadily rising. Study shows the encouraging trends in higher education enrolments, with a notable increase in female participation. Understanding gender-wise enrolment patterns is essential for designing inclusive and equitable policies that promote access to quality education for all, irrespective of gender.

Introduction:

Education is a supreme power. In India there was 10+2 pattern but after introduction of NEP this has changed. in order to get higher education students after 12th take a admission to various programmes like B. A, B. Com, B.Sc. these programmes are popular among the students because the cost incurred to complete to get the degree is less compare to other programmes. for individual growth and a country's progress it is necessary to get the higher education. data related to higher education is collected and presented analytically by government of India. Ministry of education look after this. AISHE stands for "All India Survey on Higher Education." It is a comprehensive survey conducted by the Ministry of Education. It gives information regarding students' enrolment, Programmes selected by the students including UG, PG, Regular mode and distance mode, number of teaching and non-teaching staff, infrastructure facilities of the colleges.

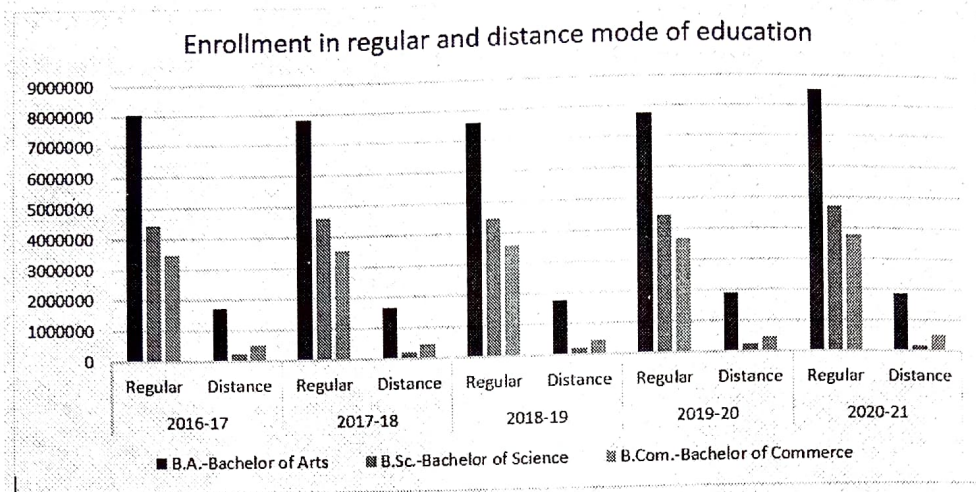
Methodology:

The study adopts quantitative approach. The quantitative aspect involves the analysis of secondary data obtained from the All-India Survey on Higher Education (AISHE) for the years 2016-17 to 2020-21. Variables of interest include Enrolment in Programmes at Under Graduate Level in Regular & Distance mode of Education, gender distribution, Post-Wise Number of Teachers etc. Descriptive statistics, including frequency distributions and percentages, has used to analyse the data.

Objectives:
 To compare the enrolment of students in regular and distance mode of education to selected UG Programmes.
 To know the Gender-wise enrolment.

Table No. 1
Enrolment in Programmes at Under Graduate Level in Regular & Distance mode of Education

B.Com	B.Sc.-	B.A.-	Programme	
			Regular	Distance
3484301	4433910	8071804	8071804	1709598
507441	243606	1709598	7854572	1651499
3548572	4597068	7854572	7604269	1745018
464807	222128	1651499	7764666	1890920
3571436	4462217	7604269	8535174	1877809
458889	217942	1745018	1890920	184916
3666311	4455380	7764666	8535174	
496244	251489	1890920	8535174	
3791109	4727748	8535174	1877809	
531777	184916	1877809		



1. B.A. Program: The enrolment in the B.A. program showed fluctuations during the five-year period. In 2017-18, there was a decrease of approximately 2.70% in enrolment compared to the previous year. The trend continued in 2018-19 with a further decrease of around 3.18% in enrolment. However, there was a turnaround in 2019-20, with a slight increase of approximately 1.05% in enrolment. The most significant increase was observed in 2020-21, with a notable surge of approximately 9.92% in enrolment, reaching a peak of 8,535,174 enrolments.

2. B.Sc. Program: The enrolment in the B.Sc. program also experienced fluctuations across the five years. In 2017-18, there was an increase of approximately 3.68% in enrolment compared to the previous year. However, this was followed by a decline in 2018-19, with a decrease of around 2.92% in enrolment. The enrolment remained relatively stable in 2019-20, with a marginal decrease of only 0.15%. In 2020-21, there was another notable increase of approximately 6.15% in enrolment, reaching a peak of 4,727,748 enrolments.

3. B. Com Program: The enrolment in the B. Com program showed relatively steady growth during the five-year period. In 2017-18, there was an increase of approximately 2.12% in enrolment compared to the previous year. The trend continued in 2018-19, with a further increase of around 0.64% in enrolment. There was a continued steady rise in 2019-20, with an increase of approximately 2.67% in enrolment. The growth rate slightly increased in 2020-21, with an additional 3.39% increase in enrolment, reaching a peak of 3,791,109 enrolments.

Overall, the B.A. program experienced fluctuations, but a significant surge in enrollment was observed in the last two years. The B.Sc. program displayed a more fluctuating pattern, with increases and decreases in enrollment over the years. The B. Com program demonstrated a relatively steady growth in enrollment throughout the five-year period.

1. Regular Mode Enrollment: The overall enrollment in the Regular region showed consistent growth over the five-year period. In 2017-18, there was an increase of

approximately 2.74% in enrollment compared to the previous year. This positive trend continued in 2018-19, with a further rise of around 0.73% in enrollment. In 2019-20, there was a slight increase of approximately 1.75% in enrollment, continuing the growth trajectory. The most substantial increase was observed in 2020-21, with a notable surge of approximately 5.84% in enrollment, reaching a peak of 27,321,596 enrollments.

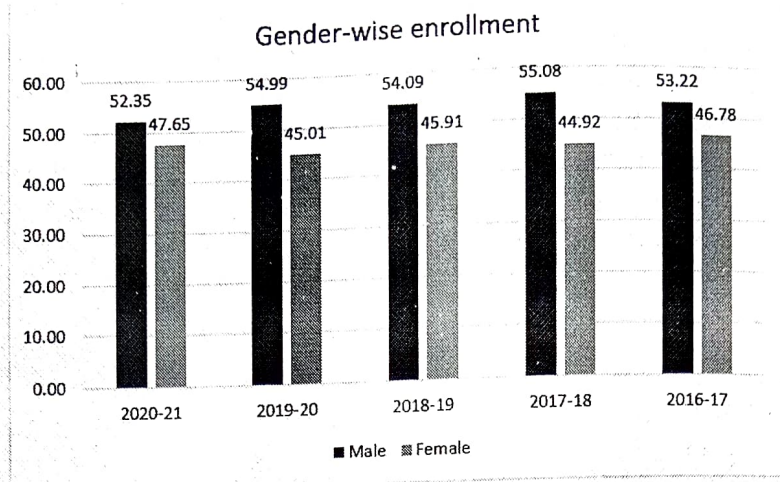
2. Distance mode Enrollment: The enrollment in the Distance region displayed more fluctuations compared to the Reg region. In 2017-18, there was a decrease of approximately 2.61% in enrolment compared to the previous year, marking a challenging start to the five-year period. However, there was a significant turnaround in 2018-19, with an increase of around 1.58% in enrollment. In 2019-20, the enrolment remained relatively stable, with only a marginal decrease of about 0.31%. The positive trend continued in 2020-21, with another notable increase of approximately 3.16% in enrollment, reaching a peak of 4,800,671 enrolments.

Overall, both the Regular and Distance mode of education experienced positive growth in enrollment during the five-year period, but the Regular mode consistently outperformed the Distance mode in terms of percentage increase in enrolments.

Table No. 2

Gender-wise enrollment in state public university in undergraduate programme

Year	Male	%	Female	%	Total
2020-21	810646	52.35	737761	47.65	1548407
2019-20	768433	54.99	629094	45.01	1397527
2018-19	681006	54.09	577931	45.91	1258937
2017-18	716369	55.08	584153	44.92	1300522
2016-17	772422	53.22	678820	46.78	1451242



The above table and graph presents the gender-wise enrollment figures for each academic year from 2016-17 to 2020-21. The analysis aims to understand the trends in male and female enrollment in higher education over the five-year period.

Total Enrollment Trends:

The total enrollment in higher education has shown steady growth over the five years. In 2016-17, the total enrollment was 1,451,242, which increased to 1,548,407 in 2020-21. This represents an overall increase of approximately 6.69% in total enrollments during the period.

Gender-wise Enrollment Distribution:

In 2016-17, male students accounted for 53.22% of the total enrollments, while females constituted 46.78%. In 2017-18, the percentage of male enrollments slightly increased to 55.08%, while female enrollments decreased to 44.92%. In 2018-19, both male and female enrollments increased, with males making up 54.09% and females accounting for 45.91% of the total. In 2019-20, the trend continued with male enrollments comprising 54.99% and female enrollments at 45.01%. In 2020-21, the gender gap narrowed further, with male enrollments at 52.35% and female enrollments at 47.65%.

Throughout the five-year period, male students consistently constituted the majority of enrollments, with females comprising the remaining percentage. However, there has been a noticeable shift in the gender distribution over the years.

Conclusion:

The data shows a positive trend in overall enrollments in higher education, indicating an increasing interest in pursuing tertiary education in the country. While male students continue to form the majority of enrollments, the percentage of female students pursuing higher education has been steadily rising. This shift in gender distribution demonstrates progress towards gender equality and increased opportunities for female participation in higher education. However, the relatively slower growth in male enrollments suggests that encouraging more male students to pursue higher

education could be a focus area for educational policymakers. Additionally, further research and initiatives may be necessary to explore and address any factors that could be influencing the differential enrollment trends between genders. In conclusion, the data presents encouraging trends in higher education enrollments, with a notable increase in female participation. Understanding gender-wise enrollment patterns is essential for designing inclusive and equitable policies that promote access to quality education for all, irrespective of gender.

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