

Inclusiveness in Terms of Fair Access To Higher Education in India: Issues and Challenges

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Abstract

Higher education must need challenges at each level of an individual's life, mostly as a social necessity. Ever since people face full sufficiency through emerging technologies and from every educational sector aspect, people miss simple items. Over the past several years, Higher Education must have obtained a better place but have yet to achieve complete quality in the field. The emphasis of this study is on sustainable higher education and even its resources in India. The current government would also have executed specific programs to support specific marginalised groups such as SC, ST, and gender under that same marginalised group in society. The study is based on secondary data. The entire paper's findings are that marginalising people is still only included with the policies and practices. Still, by name throughout the higher education system, downward, they lack all necessary needs to get even educated. Higher education will be seen as the access point with individuals but mostly current societal both-round growth. Socio-economic implementation of sustainable change is significant for every country. Although the data indicates just one rise in the number with enrollment rates throughout colleges and universities, a comprehensive view displays that there is still insufficient reach in higher education in Indian higher education for the overall population. Social categories hierarchies, status in society, gender issues or diverse cultures, and unequal economic growth still significantly improve access to social justice troubles for education and help raise national transformation obstacles for higher education. This paper highlights its inclusiveness issues that face equal access to higher education in India.

Keywords: Inclusive Education, Higher Education; Inequalities; Challenges, Issues.

Introduction

Higher education is characterised as education, i.e., education delivered through colleges, universities, and technical institutes, far beyond the secondary level. Besides economic and socio-cultural growth and the humanitarian-development of any country, higher education is essential. It should have been ensured that each country, irrespective of religion, gender, socio-economic status, or caste, has access to higher education. Higher education requires a minimum of 3 to complete at degree level, more usually four. In brief, higher education usually means education at the university level, which provides multiple courses, including from Higher Level Diplomas to Basic Degrees to Award and some other postgraduate programs such as masters & Doctorates. It reflects and encourages a wide variety of skills which employers worldwide find very beneficial. In general, further education requires postgraduate studies in which you can receive your diplomas. It is challenging to attain these six pillars of human development: equity, growth, efficiency, development, cooperation, and stability in a system in which segments of the population do not have access to adequate higher education.

The education scenario and quality are essential predictors only for the social and economic development of a country, etc. It generates highly qualified and knowledgeable people for social and economic development, seriously affects the quality and grandeur of national conversation and policy-making. "Any country that values social equality and is uncomfortable with improving the common person processes and cultivating every best talents shall provide equitable full equality across all society parts. that would be the



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only assurance that an inclusive and human society can be organised under which the exploitation of the poor can be reduced."(The Education Commission, GOI, 1966. 108). Inclusive development policies in India, an inspection of higher education development and disparities in the country by gender, caste and religion, social classes, rural and urban regions, and socio-economic population groups identified by monthly per capita household expenditure. Inclusive growth is characterised as a concept that provides every segment of society with equal opportunities. Against a backdrop of widening inequality in society linked to globalization and related economic reform policies, the idea is becoming increasingly relevant. It is a development phase that creates broad-based benefits and guarantees equal opportunities for all (Planning Commission, 2007). Inclusive development could mean change in our thought and behaviour (we have already achieved equity and will have to go beyond it). The Commission describes inclusiveness on Growth and Development (2008) as a concept which integrates equality, social equality and people's security.

In particular, the business and work shifts' vulnerable aspects are an integral element of any effective growth plan. Sustainable development strategies may focus on building a 'society for everyone'. They are seen as affirmative policies aimed at empowering the disadvantaged and the inadvertently removed by ensuring fair access for everyone to markets, resources, and economic, political and social spaces. In brief, make us productive participants throughout the socio-economic and political growth processes. Therefore, sustainable development is required to focus mostly on marginalized, the oppressed, society's vulnerable strata, but those living in backward areas. It is about total wealth, not to exclude any segment of society. (Tilak, J. B. 2015).

Objective of the Study

1. To find inclusive development and current higher education status in India.
2. To recognize the challenges and issues for equal access across gender and social groups in higher education.

Method

This study is focused primarily on secondary data and related literature. It's descriptive data and literature, including online sources, journal articles, and government reports, have been compiled from published and documented sources.

Development of Higher Education in India

India is now ranked after the US and China as the third biggest higher education system globally (Source: ASHE 2013 Annual Higher Education Status of States and UTs in India). The new approach to higher education is governed by the 1986 "National Education Policy" and also the 1992 Program of Action. The 1992 Policy and implementation plan for 1986 is focused on two ground marks, namely the 1948-49 "University Education Commission" (popularly referred to as the Radhakrishnan Commission) and also the 1964-66 "Education Commission" (popularly referred to as the "Education Commission"). The University Education Report recently set targets even for the nation's higher education growth.

Education From 1948-49 and All National Policy Put It in the Following Words

1. The other most essential and crucial amendment needed through education will be to modify it, to try or even contribute to people's daily lives, needs, and expectations and thus keep making it a useful application of both the social- economic and cultural transformation essential for nationwide aims to be known. Education should be developed to enhance production efficiency, focus on achieving social and political integration, accelerate the modernization process, and establish social, moral, and spiritual values for this intention.
2. The 1986 National Higher Education Policy clarifies the whole perspective of both the Commission of Radhakrishnan and Kothari in five higher education principles, including broader Access, Equal Access (or Equity), Quality and brilliance, effectiveness and development of Social Values.
3. The policy measures and actions cover the "Program of Action" developed in 1992 in such a way that these objectives are translated into practise.

The significance of the very first three objectives, namely access, equality and quality, have shaped the institutional capacity for higher education since the 1953 University Grant Commission was established.

After Independence, the Indian education system has seen massive growth in the number of university / university-level institutions & colleges. Between 20 in 1950 to 677 in 2014, the number of universities has risen 34 times. There are 45 Central Universities there in sector, where its 40 would be under the authority of the Ministry of Human Resource Development, 318 State Universities, 185 State Private Universities, 129 Universities, 51 National Institutions (established under the Acts of Parliament) under the MHRD (IITs-16, NITs-30 and IISERs-5) and four Institutions (established under different State legislatures) Each number of colleges has also increased by a multiple of 74 times, with only 500 growing to 37,204 in 1950, as at 31 March 2013. (MHRD)."There are 993 universities, 39931 colleges, and 10725 work-alone institutions, of which 962 have replied during the study, 38179 colleges, and 9190 work-alone institutions. 298 Universities are affiliating i.e., having Colleges.385 are privately run universities. The gross enrolment ratio in higher education continues to stand at 21.1 percent in 2012-13 compared to 1.5 percent in 1960-61. According to estimates by the Government of India, MHRD, the gross enrolment ratio in higher education is around 20 percent. Those are all also more or less presented by appropriate calculations based on NSS data and Census-based Estimates, whether we disregard one or two-point variations. In plenty of other nations, the enrolment ratio in higher education is now much higher: in industrialised high-income countries, that's above 75 percent; in developing nations, the figure is 24 percent, and in 2011 the global average is 31 percent (UIS, 2014). The higher education enrolment ratio usually defines the higher education measure. To estimate access to higher education, there will be three alternative methods, namely the Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), and Enrolment of Eligible (EER).The GER tests the extent of access by considering the ratio of individuals enrolled in different services in all age groups to the total population in the 18 to 23 age group. The NER tests the enrollment level for age-specific classes, including those in the 18 to 23 age groups. While the EER measures the level of enrolment and those who have completed higher secondary education and three alternative sources, namely SES, National Sample Survey (NSS) and Population Census (PC), are chosen for data use for Education Statistics, all this presents data on the amount of student enrolments in higher education. The rate of enrollment was 0.7 percent in 1950-51, which rose to 1.4 percent in 1960-61. The GER dependent on the SES is 8 percent for the beginning of 2000. The NSS and PC achieved an enrollment ratio of about 10 percent and 14 percent, respectively. Therefore, the SES data reports a gross enrolment rate of 4-5 percent under the SES. For 2003/4, the GER worked out at 9%, 13.22%, and 14.48%, respectively.

Currently, data indicate that total higher education enrolment is estimated at 37.4 million, with 19.2 million males and 18.2 million females. 48.6 percent of total enrollment is female. The Gross Enrolment Ratio (GER) in India's higher education is 26.3%, which is estimated for the age group of 18-23 years. For the male population, GER is 26.3 percent and 26.4 percent for females. It is 23 percent for Scheduled Castes and 17.2 percent for Scheduled Tribes as a comparison to the national GER of 26.3%.20 (MHRD All India Survey on Higher Education 2018-2019)

Two principles of justice in the popular Theory of Justice: the first principle means 'just equality of opportunity meaning equal claim to fundamental rights and freedoms by all, and the second principle ('disparity principle) means the 'most significant gain to the least-advantaged members of society.'(Rawls, 1971:47) In the Eleventh Five-Year Plan (2007-12) and later in the Twelfth Five-year Plan (2012-17), India's approach to inclusive growth was clearly expressed. Given that the main bases for exclusion in India have been caste, religion, gender, region and poverty, it's often anticipated that all these groups form the main focus of attention while formulating policies and strategies for sustainable development.

Persistence of Inequalities in Access to Higher Education**Gender Inequalities in Higher Education**

One of its most noticeable levels of inequality is really between male and females. Across every sector, including higher education in India, as in many countries, women are generally found to be lagging behind men. There has been an important improvement in women's participation in higher education during the post-independence period. According to available UGC figures, women accounted for 43 percent of overall higher education enrolments in 2011-12, although there were just 14 women per 100 men in higher education in 1950-51 (UGC, 2013). This then represents a significant change compared to the previous decades. While this 43% is an all-India average across all study disciplines, there are broad different locations, states and across disciplines. The gross male enrollment ratio rose from 10.9% in 1983-84 to 27% in 2009-10, increasing by 2.5 times in around two decades. In comparison, in 2009-10, approximately 19% of females in the related age group were enrolled in higher education. As a consequence, gender disparities in the gross enrolment ratio have decreased quite significantly during this time; all data has been taken from NSS. Many states offer free higher education (at least up to first-grade level) and scholarships for women to prevent gender discrimination. A few countries provide reserved seats for women in higher education institutions. Special procedures for girls' education at school level have also helped increase women's participation in higher education. Overall, during the post-independence period, the political climate was typically positive for education for women. According to AISHE Report From every level, the male-female ratio could be seen to be greater than the female ratio at almost every level, except M.Phil. Graduate Post and Certificate. Undergraduate student enrollment is 51 percent male and 49 percent female. Including 66.8 percent males and 33.2 percent females, the diploma has a distorted distribution. 56.18 percent male, as well as 43.82 percent female, are Ph.D. level. There are 12 57.50 percent male and 42.50 percent integrated female ratios. PG Diploma student enrollment for male students is 54.09 percent and 45.91 percent for females. As we see, female enrollment in all different levels of India's programmes is less than male enrollment. This reflects gender inequality in the differential representation of women in higher education in nearly all programs. (AISHE Final Report 2018-2019).

Inequalities by Caste

Caste is the fundamental system of social organisation in India, based on an extremely unequal right to economic and social rights. The process of this caste scheme also affects education. The percentage of the scheduled caste enrolled in higher education continues to be lower than their percentage, mostly in population, despite increasing attention given since Independence to the education of weaker sections of the community. This also varies from region to region. The GER was at a total level of around 13.22 percent in 2003-04. However, across social classes, there are significant differences. Particularly in comparison to others (that is, non-SC / ST / OBC), the GER is much lower for ST, SC, and OBC, with 5%, 7.51%, 11.34%, and 24.89%, respectively. Therefore, the GER for ST was five times as opposed to the non-SC / ST / OBC population, for SC about three times and for OBC about two times less. Between the SC / ST and OBC, however, the GER for OBC was higher. OBC's GER was higher by six percentage. The GER for the SC between SC and ST was around 2.51 percentage points higher for the SC. The GER for ST was, herefore, the lowest. The figures based mostly on the 2001 population census also showed differences in GER across social groups. The GER for SC and ST was 8.39 percent and 7.46 percent, respectively, for example, as compared to the GER of 15.57 percent for the general Hindu population (non-SC/ST). The GER for the general Hindu population is higher by about two times compared with SC and ST. This indicates that though the OBC did manage only to have higher enrolment rate, based on GER, compared with SC and ST, all data has collected from NSS. According to AISHE Report The Estimated total student enrolment is 3, 73, 99, and 388, of which almost 51.36% are male, and 48.64% are female students. 14.89 percent of the total enrolment is SC student enrollment, and the male-female ratio is more or less similar to the All Categories. On the other hand, just 5.53 percent of total student enrollment comprises students belonging to the ST category, and the male-female ratio is

equivalent to these categories. With 50.83% of male OBC learners, 36.34 percent of the total students belong to OBC. we may claim that the enrollment Sc, St, Obc are less than those social groups which face intersecting inequality across every sector of society. They have even fewer numbers in higher education which is also not fulfilling the inclusive policy of Indian higher education. (AISHE Final Report 2018-2019).

Review of Literature

Jandhyala B.G. Tilak, 2015; The paper focuses mainly on the social disparity of gender, social group-caste, and religion in higher education, regional-rural, and urban and socio-economic population groups classified by monthly household expenditure per capita. Females and males are one of the most effective forms of discrimination. In all sectors, women usually lag behind men, including higher education in India, as in many countries, but late reversal patterns could be observed in a large number of countries. The writer considers two significant higher education indicators: the gross enrolment ratio and the percentage of adults who have completed higher education in higher education, if higher education gaps have increased or decreased in the full time of this report. This also sheds some light on the groups that have most improved their higher education status over the years and the decrease or increase in inequality and injustice between groups.

Prof. SukhadeoThorat, 2013 argues that inequality in access to higher education is observed across the country. Here, the higher education enrollment ratio is higher in urban areas than in rural areas. The GER (gender Enrolment Ratio) for the female is lower than their male counterparts. Highest GER is seen among students belonging to other groups. So far inter-caste inequality is a concern. However, SCs and STs also have lower GER than Others. In this respect, the STs are the worst performers. Therefore students from urban areas are over-represented in higher education. Similarly, male and female students are over-represented.

Findings

The best weapon for society's growth and development is education. Higher education plays a significant role in the development of personality all around. After all, in the last six decades after Independence, higher education in India has overgrown. Still, due to social discrimination in the education system, it is not equally accessible. India is one of the fastest-growing global countries today with an annual growth rate of over 9%, and it is for the high-class (Brahmanic people) only, not for the planned caste and planned tribe. However, due to the absence of money for fees, a massive part of the population remains illiterate. Many children do not even obtain primary education because they do not know the significance of education and their guardians are also illiterate. This is for politics in India only. This not only prevented a large part of the population from completely contributing to the development of the country, but also prevented them from doing so.

Using the advantages for whichever advancement has taken place only for the wellbeing of individuals. There is also no doubt that India faces multiple problems in the higher education system, but it is essential to resolve these challenges and to improve higher education. India is a nation with enormous human capital with potential; the problem that the Indian government needed to address is to use this capability properly. There are a large lot more opportunities available in this country, but the study is about how to benefit from these possibilities and how to make them open to others. We need to enhance the institution's standards and services for continuous growth that provide an equal forum for everyone. There is a critical need to re-examine the Financial Capital, Access and Equality, Gender-based Discrimination, Caste-based Discrimination Quality Standards, Importance, Infrastructure, and finally, the Sensitive Standards to meet the potential requirements.

Conclusion

In India, there has already been rapid growth in higher education. But skilful development is inadequate. In 2012-13, the average gross enrolment ratio was about 21 percent. In the current scenario, the Gross Enrolment Ratio (GER) in higher education in India is 26.3 percent, which is estimated in 2018-2019 for the age group of 18-23 years (www.aishe.gov.in). This is significantly smaller than the global average as well as the developed countries'

average. It is lower than what is needed for high economic growth to be sustainable and for India to become a 'knowledge economy' or a higher society. It might well be reiterated that it is necessary not only for higher education but also for high quality higher education. Development in higher education seems not to have dramatically contributed to a decline in inequality. Every community of population has an agenda to substantial levels of progress in enrollment ratios and the rate of higher education fulfilment. However, higher education disparities seem to still be persevering-by Racial classes (caste and religion), by sex, by area (rural and urban) and between the poor and the wealthy. In the case of both the gross enrolment ratio and higher education achievement, how change increases / reduces inequality is parallel. Sustainable development requires that all segments of society shift over time but in the case of economically weaker sections, the pace of progress must also be higher than their counterparts. We know that all parts of society have increased their relative standing over the years about both the gross enrolment level in higher education and higher education achievement. But there are still distinct disparities in India's higher education society.

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