

## **HIGHER EDUCATION: KEY FOR INCLUSIVE GROWTH IN INDIA**

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### **ABSTRACT**

*Education is the key to national development and it has come to be recognized as the main instrument of socio-economic change. Higher education plays an important role in society for providing the skill human resource and thereby social development because the higher education develops the skill, abilities, and attitude and encourage for social development. Higher education is a powerful tool of increasing access to highly skilled and high paid jobs and by providing this employment it helps in achieving Inclusive growth. The role of Education in Ensuring Inclusive growth is very essential. The Educational development is an important component for achieving Inclusive Growth in any state. Inclusive growth is a broad concept covering all measure as well as minor areas. It includes all sectors including below poverty line people and many disadvantageous groups of society. Inclusive growth is the process of encouraging growth of nation by involving all parts of nation and all type of people without any bias. Thus access of Quality Education at all level of Society is needed to achieve goal of inclusive Growth. This research paper focuses on the role of Higher Education for Inclusive Growth. The study is based upon the secondary data collection. The paper primarily focus on the growth of higher education in India, issues of equity and access to educational opportunities by examining in enrolment in higher Education, gender wise enrolment , growth in no. of teacher. The main focus is to ensure the equitable access of educational opportunities to male and female with regards to Higher education. The challenge to the Government of India is the growth of all section of society country. The best way for Inclusive growth is development the talent and skill of people with the help of higher education.*

**Key Words: Development, Education, Growth, Higher Education, Inclusive Growth.**

### **I INTRODUCTION**

Education Plays an Important role in overall development of young generation.Higher Education can say a major way for Social and Economic development and for fostering the development of Nation. In relation with this government of India has adopted inclusive growth approach during the Eleventh five year plan and for implementing this Inclusive growth approach in all field is government planning the policies for Inclusion of all section to allow everyone to get the benefits of growth.

## **II INCLUSIVE GROWTH**

Professor Amartya Sen had emphasized on Education as an important parameter for Inclusive Growth, “Education is the most critical element in empowering people with skills and knowledge and giving them access to productive employment in the Future.

According to the Oxford Dictionary the most common meaning of the term “inclusive” is “not excluding any section of society”. Here we can say inclusive growth as a new economic strategy which takes into account the betterment and development of every section of the society without any discrimination.

## **III OBJECTIVES**

1. To study role and conceptual framework of higher education in inclusive growth.
2. To examine the growth of higher education in India from 2011-12 to 2015-16.
3. To examine the challenges faced by higher education in India.

## **IV RESEARCH METHODOLOGY**

The Research paper is analytical and based on secondary data collection. The data collected through Secondary sources including Research paper, reports, website and Government Reports etc.

## **V REVIEW OF LITERATURE**

According to **Anjali ganesh (2011)** in her research paper title “Inclusive Growth in higher Education: an Indian Perspective” highlighted the regulatory requirements for higher education and suggested Industry academia model needs to be a part of the curriculum. Discussed Infosys Campus Connect Programme in Initiating inclusiveness of all second rung institute along with the institute of excellence in creating industry ready students.

According to **Prof.K.Sreeramamurty, Dr. (Mrs)K.Sailaja and Mr.D.Appalanaidu (2012)** in their research Study “Inclusive Growth and higher Education In India” Provision of access to education at all levels is essential to achieve the goals of inclusive growth. They presented the historical profile of Higher Education in India; examine the growth of Higher Education during the post-independence and Inclusive Growth in Higher Education in India. Suggested the quality parameters, access to higher education, additional facilities to the marginalized sections, strengthening quality institutions in higher education of the society. Greater access, equal access, quality and

excellence etc. in education are to be achieved to transform India into a developed country with quality human resources.

**Jandhyala B. G. Tilak (2015)** in his articleTitle “How Inclusive is Higher Education in India?” has primarily focus on the inequalities in higher education by gender, by Social groups-caste and religion, by region- rural and urban and by economic groups of population considering gross enrolment ration and higher education attainment as important Indicators.

**Dr. Anil Adsule in the year 2016** conducted a research study on “The Challenges of Inclusive Growth in Indian Contest” and examined the necessity and challenges of Inclusive growth, Identified the constraints promoting the concept of inclusive growth and suggested measures to incorporate the concept of Inclusive Growth.

## **VI MAJOR ELEMENTS OF INCLUSIVE GROWTH**

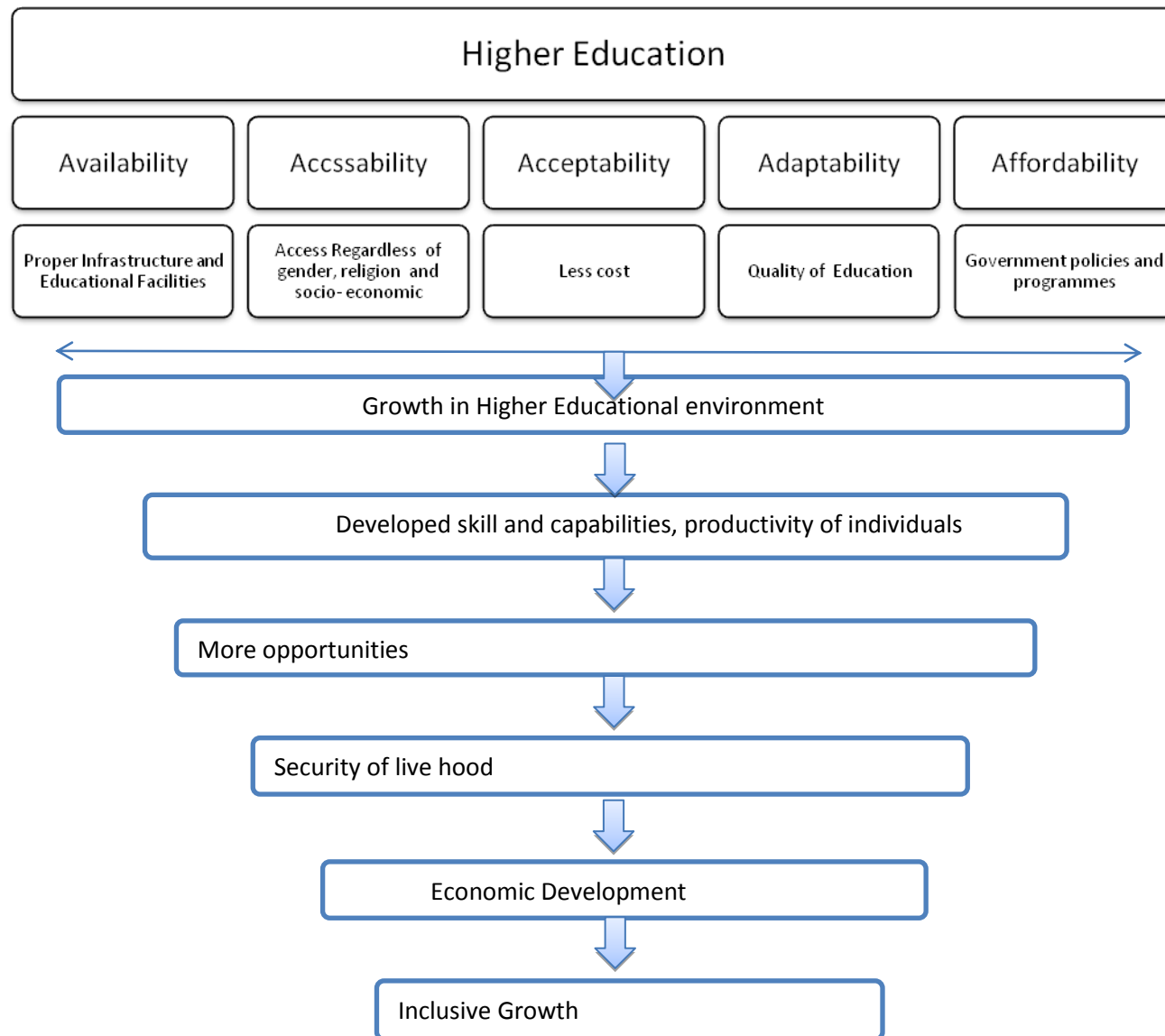
Following are the major Element of Inclusive Growth which can boost the development of nation

1. Agriculture Development
2. Industrial Development
3. Environment
4. Protection
5. Poverty reduction
6. Employment
7. Generation
8. Reduction in Regional Disparities
9. Equal distribution of Income
10. Social Sector development.

## **VII CONCEPTUAL FRAMEWORK OF INCLUSIVE GROWTH AND HIGHER EDUCATION**

a) **Availability:** Availability includes the opportunity of education to all students at same Platform. At higher Education infrastructure and Education facility plays an important role the availability of it to all students is necessary to make students in touch with currentupdated educational word.

b) **Accessibility** : only availability of infrastructural and educational facility is not necessary at the same time they require accessibility to same to all students to benefit from it thus all students should get access of those facilities without any bias of gender, religion and socio economic status students belongs to.

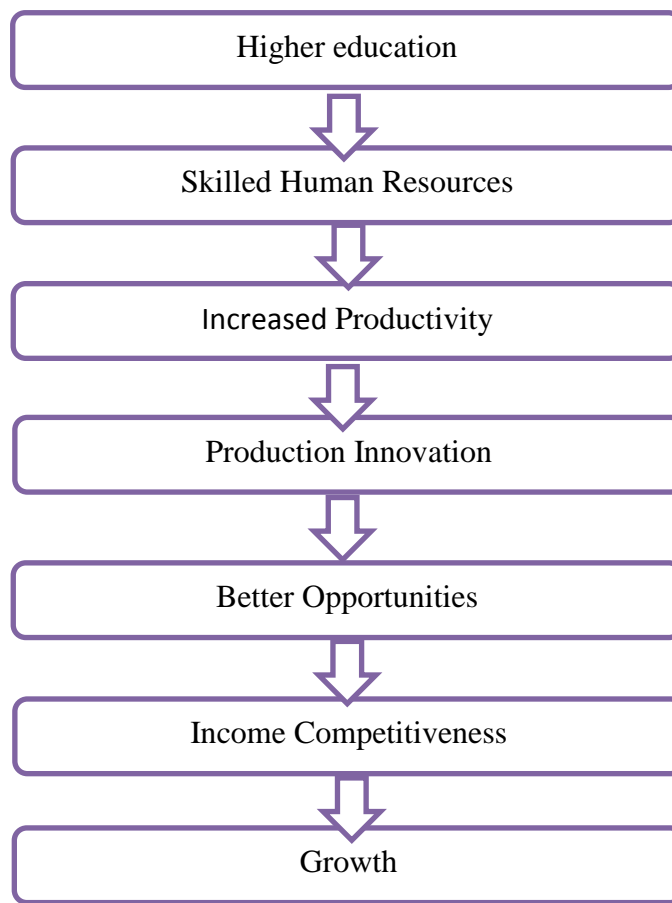


c) **Affordability:** there is no use of infrastructural and educational facilities even though they are available and Accessible if they are not affordable to all students. Thus with both of this the affordability of it is also important to do inclusive growth of higher education.

d) **Acceptability:** here the role comes of teacher who is responsible for delivery of education to students and thus the positive and right attitude of teachers is necessary. So this positivity will get spread in student's attitude and maximum students can take part in higher education. Education delivery should not include any discrimination.

e) **Adaptability:** Adaptability includes the other side which includes responsiveness of education or students to social changes and it should be adoptable.

## VIII ROLE OF EDUCATION IN FOSTERING INCLUSIVE GROWTH



Higher education develops the skills in diverse areas which helps to economic development and also social development and better quality of life of the people which foster to Growth.

## IX CHALLENGES FACED FOR INCLUSIVE GROWTH IN HIGHER EDUCATION IN INDIA

- 1. Unequal distribution of percentage of share of education:** A major challenge face by higher education is the unequal distribution of percentage of share of Education may be because of gender discrimination or because of caste, society rural or urban area, religion etc. For development of country the development of people living in a country is necessary and that can be possible only with the help of education. Thus for inclusive growth of all sector the percentage share of education should be increased.
- 2. Need adequate financial support:** Expanding adequate financial support to higher education is one of the challenges in front of inclusive growth in higher education. Government is taking many initiatives to provide financial support to students but the big problem is of reaching those benefits to student. All these benefits should

be communicated to all students in same manor. Also the proper utilization of financial resources is necessary for development.

- 3. Lack of linkage between University and Government:** linkage between University and Government is needed to have proper policy formulation, but because of lack of linkage between university and government many a times government don't have the information regarding many aspects of students ,their demands and there problems and therefore while policy formulation government don't consider those factors.
- 4. Need effective and proper management and co-ordination of various college and universities:**  
Proper planning can save time, energy and money. Co-ordination of various colleges and universities will enable to share new strategies and technologies for educational development will beneficial to students also.
- 5. Need of qualified and competent faculty:** The success of educational development is depending on the skill and quality of teacher associated with education.
- 6. Need of transparency:**Many a times problems are arising because of secrecy, transparency should be maintained in Universities, colleges. When there is transparency there is no suspicion or hidden, will motivate visibility and openness of thoughts and ultimately leads to benefits and thereby goodwill also.
- 7. Need Proper discipline among Universities and College:** Proper discipline should be maintained in universities and colleges for encouraging students.
- 8. Need of up to date content of syllabus involving new trends, concepts etc.:** The contents of academic program should be of high quality which will be challenging.
- 9. Need to have dedicated staff to encourage not only educational but also overall development and also will focused on moral and social development.**

## **X INCLUSIVE GROWTH OF HIGHER EDUCATION IN INDIA**

Higher Education is growing from independence. The data shown below represent the growth of Higher Education in Relation with the growth of Universities, Colleges, Students Enrolment, Gross Enrolment Ratio, gender parity Index.

### **10.1 Growth in Universities, Colleges, GER, Enrolment and Teachers.**

#### **1. Growth in no.of Universities, no. of colleges and enrolmentfor Higher education:**

Year	No. of Universities	Colleges	Enrolment
2011-12	642	34852	29184331
2012-13	667	35525	30152417
2013-14	723	36634	32336234
2014-15	760	38498	34211637
2015-16	799	39071	34584781

(Source: <http://aishe.gov.in>)

Year	No. of Universities		Colleges		Enrolment	
	No. of Universities increased by	% of Increase	No. of College increased by	% of Increase	Increase by	% of Increase
2012-13	25	3.89	673	1.93	524265	4.03
2013-14	56	8.4	1109	3.12	1305717	9.65
2014-15	37	5.12	1864	5.09	882178	5.94
2015-16	39	5.13	573	1.49	267040	1.7

From the above data it may be observed that the total no. of universities in higher education has increased from 642 in 2011-12 to 799 in 2015-16, by no. 25 universities in 2012-13, 56 in 2013-14, 37 in year 2014-15 which shows decrease of percentage by 3.28 and in 2015-16 universities increased by 39 which shows increase by 0.01 percent than previous year.

Similarly about College the no. of colleges also increased from 34852 in year 2011-12 to 39071 in the year 2015-16. Increased by no. are 673 in 2012-13 to 1109 in 2013-14 which shows increase by 1.19 percentages, 1864 in year 2014-15 shows increased by 1.97 percentages and by 573 in year 2015-16 which shows decreased by 3.6 percentages.

In case of Enrolment the students increased from 2,91,84,331 in the year 2011-12 to 3,45,84,781 in the year 2015-16, By numbers from 5,24,265 in year 2012-13, 13,05,717 in year 2013-14 shows increased by 5.62 percentage, by 882178 in year 2014-15 which shows decreased by 3.71 percentage and in year 2015-16 increased by 267040 which shows decreased by 4.24 percentage.

## 10.2 Growth in Gross Enrolment Ratio in Higher education



Year	Gross Enrolment Ratio
2011-12	20.8
2012-13	21.5
2013-14	23
2014-15	24.3
2015-16	24.5

(Source: <http://aishe.gov.in>)

From the above table it can say that the gross enrolment ratio is increasing from year 2011-12 to 2014-15 and it is constant from 2014-15 to 2015-16.

### 10.3 Growth in no. of Teachers for higher education

Year	Professors and equivalent	Readers and Associate Professors	Lecturer and Assistant Professors	Demonstrator/Tutor	Temporary Teacher
2011-12	102738	174265	852892	49164	68392
2012-13	120156	176402	877556	54608	79849
2013-14	125338	182681	912178	58546	88792
2014-15	136966	177599	985085	71657	101948
2015-16	146021	174657	1009196	76933	112006

(Source: <http://aishe.gov.in>)

### 10.4 Increase by how many no's of teacher

Year	Professors and equivalent	Readers and Associate Professors	Lecturer and Assistant Professors	Demonstrator/Tutor	Temporary Teacher
2012-13	17418	2137	24664	5444	11457
2013-14	5182	6279	34622	3938	8943
2014-15	11628	-5082	72907	13111	13156



2015-16	9055	-2942	24111	5276	10058
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### 10.5 Percentage Increase/decrease in no. of teacher

Year	Professors and equivalent	Readers and Associate Professors	Lecturer and Assistant Professors	Demonstrator/ Tutor	Temporary Teacher
2012-13	16.95	1.23	2.9	11.07	16.75
2013-14	4.31	3.56	3.95	7.21	11.2
2014-15	9.28	-2.78	7.99	22.39	14.82
2015-16	6.61	-1.66	2.45	7.36	9.87

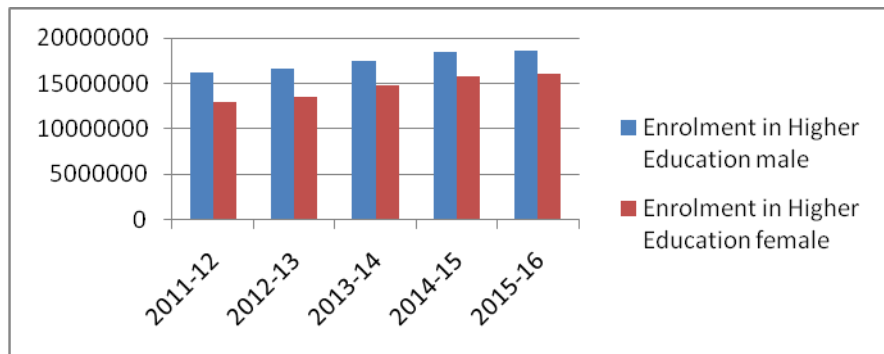
From the above 3 table it can be observed that the increase in the no. and percentage of Professors from year 2012-13, 2013-14, 2014-15 and 2015-16 increase by 16.95, 4.31,9.28 and 6.61 subsequently. About Readers and Associate Professors from year 2012-13, 2013-14, 2014-15 and 2015-16 increase by 1.23, 3.56 and it decrease from 2014-15 to 2015-16 by 2.78 ,1.66. About Lecturer and Assistant Professors the no. and percentage increase by 2.9, 3.95, 7.99 and 2.45 subsequently. About Demonstrator/ Tutor the no. and percentage from year 2012-13, 2013-14, 2014-15 and 2015-16 increase by 11.07, 7.21, 22.39 and 7.36. About Temporary Teacher the no. and percentage increase by 16.75, 11.2, 14.82 and 9.87 subsequently.

### 10.6 Gender wise Growth in GER, Enrolment and Teacher.

#### 1. Gender wise growth in Enrolment of students in Higher education

Year	Enrolment		Difference
	male	female	
2011-12	16173473	13010858	3162615
2012-13	16617294	13535123	3082171
2013-14	17495394	14840840	2654554
2014-15	18488619	15723018	2765601
2015-16	18594723	15990058	2604665

(Source: <http://aishe.gov.in>)



Above table shows gender wise enrolment of students in higher education from year 2011-12 to 2015-16 which shows that the percentage of female is less than male and there is constant gap between the enrolment of male and female. From year 2011-12 difference is of 3162615 which decreased in year 2012-13 by 80444, in year 2013-14 is decreased by 427617 but in year 2014-15 is increased by 111047 and in year 2015-16 it again decreased by 160936.

## 2. Gender wise growth in Growth Enrolment Ratio in Higher education

Year	GER		Difference
	Male	female	
2011-12	22.1	19.4	2.7
2012-13	22.7	20.1	2.6
2013-14	23.9	22	1.9
2014-15	25.3	23.2	2.1
2015-16	25.4	23.5	1.9

(Source: <http://aishe.gov.in>)

Above table shows the gender wise growth in GER from year 2011-12 to 2015-16. This shows decreasing from year 2011-12, 2012-13 to 2013-14 to 2.7, 2.6 and 1.9 subsequently but in year 2014-15 it increased by 2.1 and again in 2015-16 decreased by 1.9.

## 10.7 Growth in Gender wise no. of Teachers for higher education:

Year	Professors and equivalent		Readers and Associate Professors		Lecturer and Assistant Professors		Demonstrator/ Tutor		Temporary Teacher	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2011-12	76133	26605	115391	58874	512142	340750	21151	28013	36287	32105

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<b>2012-13</b>	88543	31613	116817	59585	526755	350801	23046	31562	42465	37384
<b>2013-14</b>	93334	32004	119671	63010	548752	363426	25433	33113	46970	41822
<b>2014-15</b>	102822	34144	116319	61280	599593	385492	30238	41419	55074	46874
<b>2015-16</b>	108277	37744	113830	60827	612615	396581	30645	46288	59598	52408

**10.7.1 Percentage of male and female in total no. of Teachers.**

Year	Professors and equivalent		Readers and Associate Professors		Lecturer and Assistant Professors		Demonstrator/Tutor		Temporary Teacher	
	% of male	% of female	% of male	% of female	% of male	% of female	% of male	% of female	% of male	% of female
<b>2011-12</b>	74.10	25.90	66.22	33.78	60.05	39.95	43.02	56.98	53.06	46.94
<b>2012-13</b>	73.69	26.31	66.22	33.78	60.03	39.97	42.20	57.80	53.18	46.82
<b>2013-14</b>	74.47	25.53	65.51	34.49	60.16	39.84	43.44	56.56	52.90	47.10
<b>2014-15</b>	75.07	24.93	65.50	34.50	60.87	39.13	42.20	57.80	54.02	45.98
<b>2015-16</b>	74.15	25.85	65.17	34.83	60.70	39.30	39.83	60.17	53.21	46.79

**10.7.2 Percentage Increase / Decrease in male and female in total no. of Teachers**

Year	Professors and equivalent		Readers and Associate Professors		Lecturer and Assistant Professors		Demonstrator/Tutor		Temporary Teacher	
	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease	% Increase /decrease
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>2012-13</b>	-0.41	0.41	0.01	0	-0.02	0.02	-0.82	0.82	0.12	-0.12
<b>2013-14</b>	0.78	-0.78	-0.71	0.71	0.13	-0.13	1.24	-1.24	-0.28	0.28
<b>2014-15</b>	0.61	-0.61	-0.01	0.01	0.71	-0.71	-1.24	1.24	1.12	-1.12
<b>2015-16</b>	-0.92	0.92	-0.32	0.32	-0.16	0.16	0.16	2.36	-0.81	0.81

Above table shows the no. of Teacher at higher education including professionals and equivalents, Readers and associate professors, Lecturer and assistant professors, demonstrator/Tutor and Temporary Teacher from the year

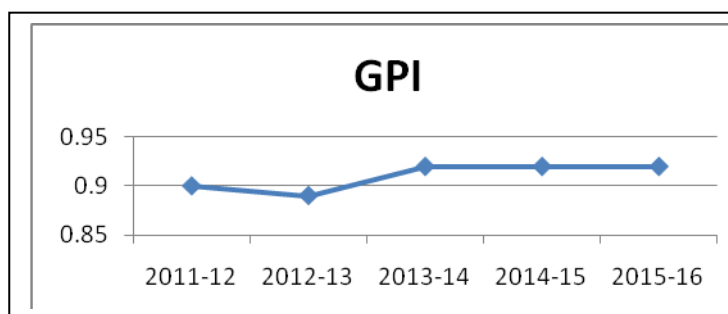
2011-12 to 2015-16. Table shows the no. of teachers are increasing from the year 2011-12 to 2012-13 by it shows the availability of teachers with increasing no. of colleges and universities.

### 10.8 Gender Parity Index

Gender Parity Index is the Index which measures the relative access of education to male and female.

Year	GPI
2011-12	0.9
2012-13	0.89
2013-14	0.92
2014-15	0.92
2015-16	0.92

(Source: <http://aishe.gov.in>)



Above table and graph shows Gender Parity Index from year 2011-12 to 2015-16. It increased from 0.9 in year 2011-12 to 0.89 in the year 2011-12 which decreased by 0.01, 0.92 in year 2013-14 and constant 0.92 till 2015-16. therefore it is observed that the access of education to male and female is slightly increased and then constant from three years.

### XI FINDINGS

- 1. Growth:** Shows growth in Universities, College and Enrolment from year 2011-12 to 2015-16. But about overall growth it can be observed that the growth rate is increasing from year 2011-12 to 2013-14 but after three years the growth rate is decreasing.
- 2. Gender wise growth:** Shows that the percentage of female as compare to male is very less.
- 3. Access:** Shows Growth in the access of Education to male and female from year 2011-12 to 2015-16. But in regards to the access of education to male and female it shows the percentage of female as compare to male is very less.

### XII RECOMMENDATIONS

- 1. Access:** Efforts should be taken by government and private institutional also for greater and equal access of higher education to each level of society. More facilities are needed to provide by government to females. Many facilities are available to students and especially for females but they are not aware about those facilities thus government should take initiative for reach to unreached group.
- 2. Cost:** availability of affordable Education for all with well-equipped infrastructure and education facilities. Now a days distance education is growing with very rapid rate because it is cost saving by giving better access at any place at any time by using e-learning. Thus the use of latest technology should be included in higher education to increase the access and will help to decrease the cost of higher education.

3. **Quality:** Efforts should be taken to provide quality education. By appointing qualified and competent faculty. By including current trends in syllabus, practical oriented lectures etc. for providing quality education and quality assurance in academics the tool like academic audit plays an important role. Academic audit of universities, departments, institutions is necessary to ensure that standards are met or not and if not then necessary actions for achieving those standards. Attention should not only be given to teacher's pedagogical skill but also the learning environmental development which will address students' personal needs.
4. **Expansion:** Needed Internationalization of Education, use of improved Technology in all higher education institutes.

### **XIII) CONCLUSION**

Educational input is needed for physical, intellectual and moral development of individuals to achieve higher quality of life, social development, and international understanding and environment adjustments and by achieving this will help to growth. The current enrolment scenarios in Higher Education have disparities with reference to enrolment rate, availability of educational facilities across the country. Disparities are equally large between male and female. Thus Efforts should be taken to increase the ratio of female in higher education by taking active part by government and also by private institutions.

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