



HIGHER EDUCATION – A PATHWAY FOR INCLUSIVE GROWTH

DR VIJETHA SHETTY

Principal, Vivek College of Commerce, Goregaon, Mumbai, Mumbai University

DR POONAM KAKKAD

Assistant Professor at Nirmala Memorial Foundation College of Commerce and Science, University of Mumbai

Abstract

The essential to a country's progress is education, which is now acknowledged as the primary tool for socioeconomic transformation. Because higher education increases the skill, abilities, attitude and encourages social growth, it plays a crucial role in society in delivering the skilled human resource and hence societal progress. Higher education is an effective means of expanding access to well paid occupations, and by creating these jobs, it contributes to inclusive growth.

Education has a crucial role in promoting inclusive growth. The achievement of inclusive growth in any state depends on the development of education. The idea of inclusive growth is wide and encompasses both major and minor aspects. It covers every sector, including those living below the poverty line and other disadvantaged social groups. The goal of inclusive growth is to promote national development by involving all regions and demographic groups equally and without discrimination. In order to realise the goal of inclusive Growth, access to quality education is required at all levels of society. With the help of secondary data the study examines trends in higher education enrolment, gender-specific enrolment, and the gender parity index, with a primary focus on concerns of equity and access to educational opportunities in India.

Keywords

Higher Education, Inclusive Growth and Challenges in Higher Education

Introduction

Since gaining its independence, India, a developing nation, has made consistent educational growth and has witnessed a noticeable increase in its ability to reach out to all social groups. Because higher education fosters the development of skills, capacities, and attitudes that support social development, it is crucial to society's ability to experience sustained growth and, consequently, social development. Higher education is an effective means of expanding access to well paid occupations, and by creating these jobs, it contributes to inclusive growth. The promotion of social cohesion, cultural development, economic progress, equity, and justice should be seen as a long-term societal investment, and higher education should be no different.

Inclusive growth presupposes inclusive education – good quality education that is accessible to all. All people can access high-quality education, which is a prerequisite for inclusive growth. Education has a crucial part in fostering inclusive growth. Economic Survey 2006–2007 stated that "the inclusive nature of the growth itself would be conditioned by the success that is done in the areas of education" [Ministry of Finance 2007: 16]. Therefore, education needs special consideration as a tool for success and as a component of inclusive progress. This is acknowledged by the Planning Commission, which adds that "new emphasis on education, health, and other fundamental public facilities is called for by a policy of inclusion and wide based participation in the development process."

It is well acknowledged that education plays a key role in promoting social and economic advancement. It creates possibilities that lead to both individual and collective entitlements.

The most important factor in equipping people with information and skills so they can obtain meaningful jobs in the future is education. Not only are intended to increase efficiency, but also the general quality of life, are improvements in education. It is an essential tool for educating people about their rights and responsibilities and enabling them to partake in the benefits of economic growth.

Objectives Of The Study

1. To study role and conceptual framework of higher education in inclusive growth.
2. To examine the growth of higher education in India from 2015-16 to 2019-20.
3. To examine the challenges faced by higher education in India

Review Of Literature

In the research paper titled "Inclusive Education as a Basis for Sustainable Development of Society", Inna Fedulova, Valentina Ivanova et.al discussed to ascertain the function and place of inclusive education in creating the idea of sustainable social development. As it is hard to secure the sustainable development of society in a socially unfair world, the authors advise identifying the issues that both regular students and students with disabilities may encounter while pursuing higher education and outlining solutions for each of these issues.

In her research paper titled "Inclusive Growth in Higher Education: An Indian Perspective," Anjali Ganesh (2011) claimed that the regulatory criteria for higher education were underlined and that an industry academia model should be incorporated into the curriculum. The paper talks about the Infosys Campus Connect Program's initiative to include all second-rung institutions as well as the institute of excellence in producing students who are prepared for the workforce.

In the research paper titled "Inclusive education systems in [ADB] developing member countries will help create a broad human resource base for inclusive growth." By Jouko Sarvi, Practice Leader (Education), Asian Development Bank highlights the patterns of exclusion by subsector and by subregion in Asia and the Pacific and identifies the various forms of exclusion from education. It serves as an educational resource for education ministries, institutions, and other stakeholders in the area as well as a strategic and operational guide for ADB and its education sector staff in improving inclusive education programmes in developing member countries.

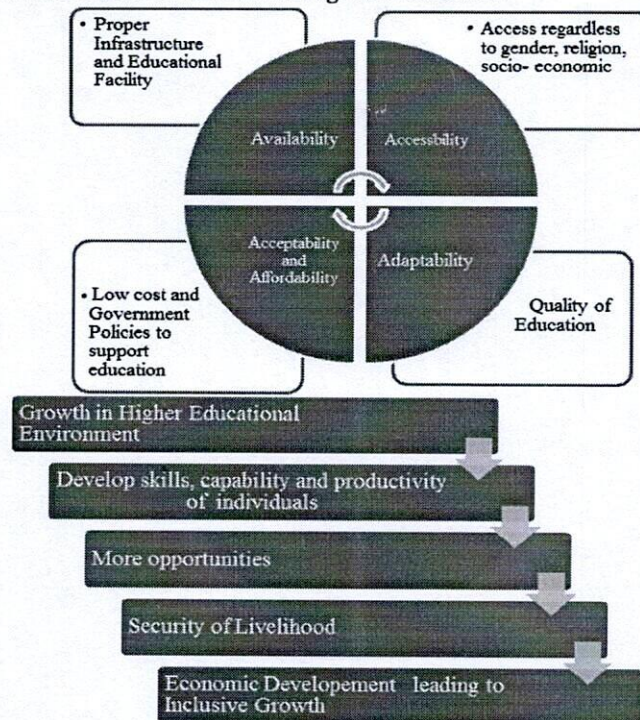
In their study "Inclusive Growth and Higher Education in India," Prof. K. Sreeramamurty, Dr. (Mrs.) K. Sailaja, and Mr. D. Appalanaidu (2012) state that providing access to education at all levels is crucial for realising the objectives of inclusive growth. They offered a historical overview of higher education in India, looked at post-independence expansion in higher education, and highlighted inclusive growth in the sector. Suggested higher education access, improved quality institutions for the society's higher education, and more services for the disadvantaged groups. To make India a developed nation with top-notch human resources, more access, equal access, quality, and excellence in education must be attained.

How Inclusive is Higher Education in India? By Jandhyala B. G. Tilak (2015) focuses primarily on the disparities in higher education by gender, social groups (caste and religion), regions (rural and urban), and economic groups of the population, using gross enrolment ratio and higher education attainment as key indicators.

The necessity and difficulties of inclusive growth were studied in a research report on "The Challenges of Inclusive Growth in Indian Contest" by Dr. Anil Adsule in 2016. The limitations preventing the idea of inclusive growth and provided solutions to implement the idea.

Higher Education System in India: Is it Inclusive? By Dr. Jyotsna Ashokkumar Amin investigated on the Higher education system for the inclusion of the Children with Disabilities. The paper focuses on recognizing CWD student and their special needs, the special provision. It provides suggestions for the inclusion of such children in the Higher education system.

Conceptual Framework of Inclusive Growth and Higher Education



Thus its been conceptualised that for inclusive growth and development higher education should 5As ie. it should be made available, accessible, affordable, acceptable and adaptable

- **Availability:** This term refers to the possibility of education for all pupils on the same platform. Higher education infrastructure and facilities are crucial, and making them accessible to all students is essential to keeping students up to date with educational trends.
- **Accessibility:** Having infrastructure and educational resources available is important, but they also need to be accessible to all students in order for them to use them. As a result, all students should have equal access to these resources regardless of their gender, religion, or socioeconomic status.
- **Affordability:** Educational and infrastructure facilities are useless even if they are accessible and available, if they are not within the financial reach of all pupils. Due to both of these factors, it is crucial to ensure that higher education is accessible to all.
- **Acceptability:** The instructor in this situation is in charge of providing instruction to the students, so it is essential that they have a good attitude. In turn, more students will be able to participate in higher education as this positivism spreads throughout the student body. Discrimination shouldn't be used in the delivery of education.
- **Adaptability:** Another aspect of adaptability is the ability of pupils or educators to respond to societal changes, and this ability should be transferable.

Rationale Of The Study

Education is viewed as a potential weapon for empowering the privileged groups in our society. A high emphasis on equity enhancement and inequality reduction is claimed to be essential for the education plan, especially in light of the focus on "Inclusive Growth." To fulfil the objectives of inclusive growth, access to education at all levels, from primary education to higher education, is necessary. The investigator attempt to study Higher Education: A Pathway for Inclusive Growth and Sustainable Development in India.

Research Methodology

In this paper, the investigation was based on different secondary data like abstract, journal, website, government reports, research paper and also different type of books.

Observations

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 across gender and caste.

Growth In Universities, Colleges Enrolment And GER

Year	No. of Universities	No. of Colleges	Enrolment
2015-16	799	39071	34584781
2016-17	854	40026	35705905
2017-18	903	39050	36642378
2018-19	993	39931	37399388
2019-20	1043	42343	38536359

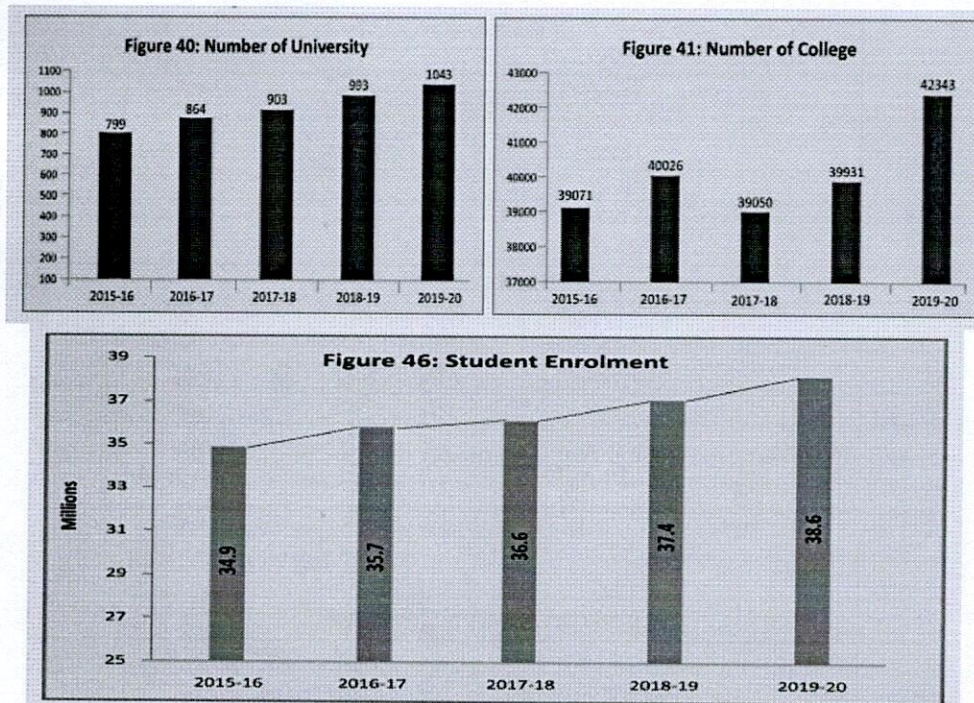
Growth In Number Of Universities, Number Of Colleges And Enrolment For Higher Education

Year	Particulars		
	No. of Universities increased by	No. of College increased by	Enrolment Increased By
2015-16	39	573	267040
2016-17	55	955	1121124
2017-18	49	976	736473
2018-19	90	881	757010
2019-20	50	2412	1136971

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

Gender wise Enrolment of students

Year	Male	Female
2015-16	18594723	15990058
2016-17	18980595	16725310
2017-18	19204674.91	15990058
2018-19	19209888	18189500
2019-20	19643747	18892612



The number of students enrolled has increased significantly over the past five years, rising from 3,45,84,781 in 2015-16 to 3,85,36,359 in 2019-20. 11.4% is the growth rate overall. The figure illustrates the increase in enrolment.

Level-Wise Enrolment And Its Compound Annual Growth Rate

Student Enrolment									
Year	Ph. D.	M.Phil.	Post Graduate	Under Graduate	PG Diploma	Diplo ma	Certificat e	Integr ated	Grand Total
2015-16	126451	42523	3917156	27420450	229559	2549160	144060	155422	34584781
2016-17	141037	43267	4007570	28348197	213051	2612209	166617	173957	35705905
2017-18	161412	34109	4114310	29016350	235263	2707934	177223	195777	36642378
2018-19	169170	30692	4042522	29829075	224711	2699395	162697	241126	37399388
2019-20	202550	23934	4312535	30647287	217249	2672562	159869	300373	38536359
CAGR	8.5	-8.1	12.2	19.1	-7.6	9.4	5.9	9.8	19.9

GROSS ENROLMENT RATIO IN HIGHER EDUCATION

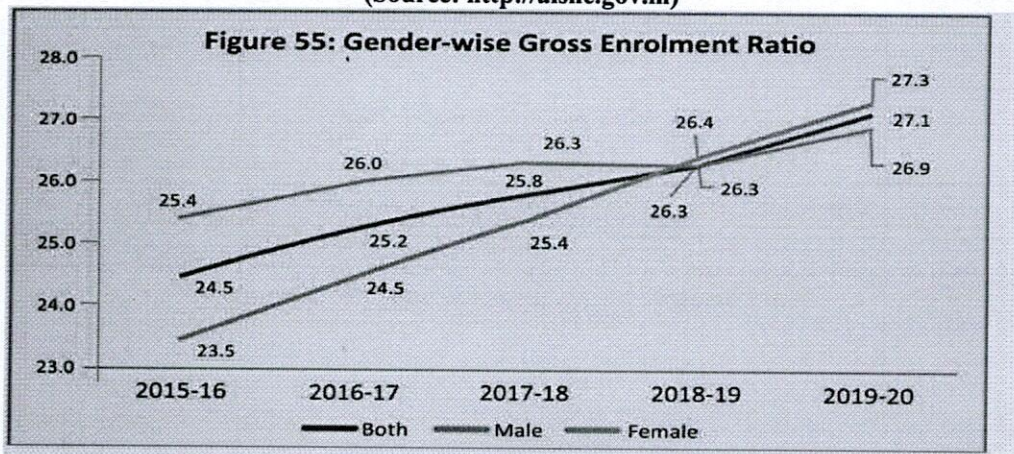
Year	Gross Enrolment Ratio
2015-16	24.5
2016-17	25.2
2017-18	25.8
2018-19	26.3
2019-20	27.1

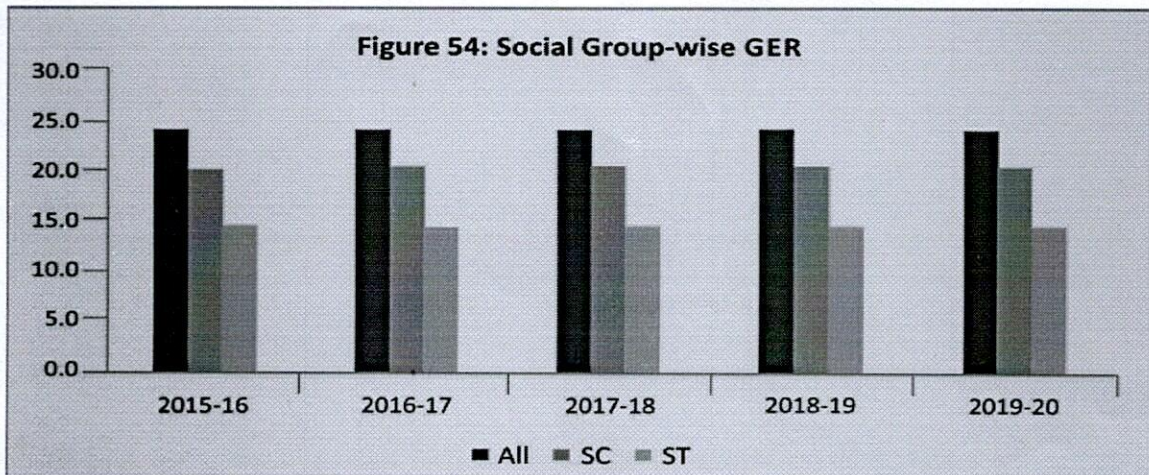
(Source: <http://aishe.gov.in>)

Gender wise growth in Growth Enrolment Ratio in Higher education

Year	GER		Difference
	Male	Female	
2015-16	25.4	23.5	1.9
2016-17	26.0	24.5	1.5
2017-18	26.3	25.4	0.9
2018-19	26.3	26.3	0.0
2019-20	26.9	27.1	(0.2)

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





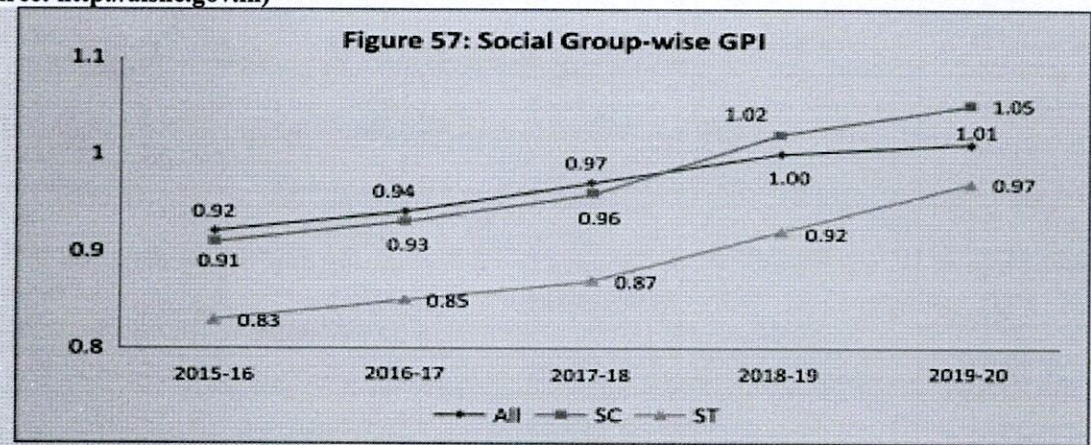
Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1.

The Gross Enrolment Ratio (GER), which was 24.5 in 2015–16 and 27.1 in 2019–20, has increased over the past five years. The SC category has seen the most increase, rising from 19.9 in 2015–16 to 23.4 in 2019–20. For the ST category, the GER rose from 14.2 to 18.0 over this time. The increase in GER is greater in females than to males. The figures show, separately, the development in GER for each social category and for the two genders.

Gender Parity Index

Year	GPI		
	All categories	ST	SC
2015-16	0.92	0.83	0.91
2016-17	0.94	0.85	0.93
2017-18	0.97	0.87	0.96
2018-19	1.00	0.92	1.02
2019-20	1.01	0.97	1.05

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



According to table, the Gender Parity Index (GPI) has increased for all social classes. It rose during the previous five years, rising from 0.92 in 2015–16 to 1.01 in 2019–20. GPI grew from 0.91 to 1.05 for SC and from 0.83 to 0.97 for ST over this time period. Thus the findings also project that after three years both male and female students have equal access to education.

Findings

1. **Growth:** From 2015–16 to 2019–20, growth was visible in universities, colleges, and enrolment.

2. **Gender-wise growth:** Demonstrates that there are significantly less females than males in the population.
3. **Access:** From 2015–16 to 2019–20, there has been growth in both male and female access to education. However, the percentage of female students compared to male students is quite low when it comes to access to education.

Challenges faced for Inclusive Growth in Higher Education in India

1. Unequal distribution of percentage of share of education

The unequal distribution of education's percentage share, which may be due to caste, society's rural or urban makeup, religion, or gender discrimination, is a major obstacle for higher education. It is essential for a country to develop its citizens as well, and education is the only means through which this can be done. Thus, increasing the percentage share of education is necessary for the inclusive growth of all sectors.

2. Need for adequate financial support

One of the obstacles to inclusive growth in higher education is the lack of adequate financial support for higher education. The government is launching a number of efforts to financial assistance for students, but getting those advantages to students is the main challenge. All of these advantages ought to be explained to pupils in the same way. Additionally, effective financial resource management is essential for progress.

3. Lack of collaboration between government and universities

Collaboration between government and universities is essential for effective policy formulation, but due to a lack of collaboration, government frequently lacks knowledge of many aspects of students' needs and issues, which prevents it from taking those aspects into account when formulating policies.

4. Colleges and universities require effective and proper management and coordination

Careful planning can reduce costs, time, and energy. It will be advantageous for students if different schools and universities work together to share cutting-edge techniques and tools for educational advancement.

5. The requirement for skilled and competent faculty

The effectiveness of educational development depends on the ability and calibre of the teachers involved in it.

6. Transparency is necessary

Difficulties frequently arise because of secrecy Universities and colleges should maintain transparency. Transparency eliminates suspicion and hidden motives, encourages visibility and openness of thought, and eventually produces advantages and engenders goodwill.

7. The need for proper discipline in universities and colleges:

Universities and colleges should maintain proper discipline to motivate pupils.

The need for syllabus content that incorporates new trends, concepts, etc. The academic program's materials must to be of the highest calibre and demanding.

It is important to have staff members who are committed to fostering moral and social growth as well as educational advancement.

Conclusion

Input from education is necessary for human to develop physically, intellectually, and morally in order to improve their quality of life, social development, and global understanding, all of which will contribute to progress. The availability of educational facilities around the nation and the present enrolment scenarios in higher education are uneven. Both male and female differences are significant. Therefore, both public and private institutions should actively participate in efforts to raise the proportion of women enrolled in higher education. Finally, in order to make India a developed nation with top-notch human resources, the main objectives of the National Policy on Education, including improved access, equal access, quality, and excellence in education, must be attained.

Recommendations

1. **Access:** Public and private institutions should make an effort to provide more equitable access to higher education at all societal levels. The government must offer more facilities to women. Although there are several facilities available to students, particularly female students, they are not aware of them, so the government should take action to reach this unreached population.
2. **Cost:** Access to cheap education for everyone with well-equipped infrastructure and learning facilities. Distance learning is currently expanding at a very fast rate since it saves money while providing better access anytime, anywhere. In order to enhance access and lower costs, higher education should include the latest technology.

3. **Quality:** It is important to make an effort to offer high-quality education. by choosing instructors who are capable and certified. Academic audit is a tool that can be used to demonstrate quality education and quality assurance in academics by incorporating current trends into the syllabus and practical lectures, among other methods. It's important to conduct academic audits of universities, departments, and other organisations to see whether standards are being met. The establishment of the learning environment, which will take into account the needs of each student, should also be given attention in addition to the teacher's pedagogical abilities.
4. **Expansion:** All higher education institutions must use upgraded technology and internationalise their educational programmes.

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- Dr Vijetha Shetty, Principal at Vivek College of Commerce affiliated to University of Mumbai
 Dr Poonam Kakkad, Assistant Professor at Nirmala Memorial Foundation College of Commerce and Science, poonamkakkad0803@gmail.com.