

Higher Education in India

Emerging issues of Diversity and Discrimination

Growth in Institutional Capacity- University and Colleges

India has witnessed tremendous increase in its institutional capacity during the post independence period. The number of university level institutions has increased from 27 in 1950 to 507 in 2008. Among these 42 are central universities, 243 state universities, 53 state private universities, 130 deemed universities, 33 institutions of national importance (established under acts of parliament) and five institutions (established under various state legislation). The number of colleges was around 578 during 1950. This has increased to more 30,000 in 20011.

Progress in Access to Higher Education – Aggregate level

The enrolment in higher education has also increased significantly during this period. The gross enrolment ratio was around 0.7 percent during 1950s. This has increase to 1.4 in 1960. This has increased to 11.52 in 1983, 11.92 in 1993-94 and 16.31 as shown by Employment Unemployment round NSS data. The education round data shows the enrolment ratio 9.32 percent in 1995 while 17.31 in 2007-08. The latest GER is observed to 18.80 in 2010-11.

Unequal Access:

Table4 shows disparities in access to higher education across region. Here, the enrolment ratio in higher education is higher in urban areas than their rural counterparts. The GER for female is lower than their male counterparts.

So far inter caste inequality is concerned highest GER is observed among the students belongs to others categories. However, SCs and STs have far lower GER than Others. STs are the worst performer in this regards.

Muslims among the religious groups are worst performer. The GER for Jain is higher so far religious groups are concerned.

The caste religion interaction shows that highest GER for SCs is observed among Buddhists. The GER of Muslims negligibly differs between OBC and others. Others have highest GER among all religious groups. But Jains have highest GER for both OBC and Other. STs have lowest GER among social groups. Christian STs are worst performer among STs.

The inequality in access is clearly observed across different income groups as well. Higher the income group higher is the enrolment ratio in higher education. The enrolment ratio is highest among the highest income groups as observed from the table.

The GER is lowest for agricultural labor in rural areas and for casual labor in the urban areas so far occupational groups are concerned. Others have highest GER among occupational groups both in rural and urban areas. The interaction of income and occupation shows that enrollment ratio increases with the upward movement across income group. However, this improvement is lowest among agricultural labour in rural areas. The highest improvement is observed among others. In urban areas also others have witnessed highest increase in enrolment ratio with upward movement across income group. Lowest increase is observed among casual labor. In fact, the enrolment ratio is lowest for casual labor for every income group.

The enrolment ratio for highest income group is highest for all caste also. But this improvement is highest among others. The GER among SC is lowest among caste groups. This pattern is observed among ethnic groups as well. The enrollment ratio among STs is lowest for all income groups. However, improvement in enrolment ratio is observed with upward shift across income groups for ethnic groups. The increasing enrolment ratio with upward movement across income groups is observed among religious groups except Jain. The enrolment ratio for Jain is consistently highest than all other religious groups and their enrolment ratio is roughly the same across income groups. The enrollment ratio is highest for top most income group. But this ratio is lowest for Muslims across all income groups.

Diversity- Percentage Share in total Students

The share of enrolment is higher in urban areas than rural areas. Although share of population in urban areas is lower than that of rural areas. Thus, students from urban areas are over represented in higher education. Similarly, male students are over represented than that of female. Further, the share of others is highest among social groups. In fact, others are overrepresented in higher education while SC, STs and OBC are underrepresented. The lowest percentage of STs goes to higher education. Among the religious groups highest percentages of Hindu students go to higher education. In fact, they are overrepresented in higher education. It is only Muslims among religious groups who are underrepresented in higher education.

The socio religious disaggregation shows that STs belonging to Hindu and Christian are among top so far representation is concentration. Hindu SC and Buddhist SC are among top socio-religious groups from representation point of view. However, Hindu and Muslims are among top two categories. But Muslims are highly underrepresented. The horizontal sum of socio-religious groups shows highest concentration of others among all religious groups. SCs among Buddhists are highly concentrated in higher education.

So far occupation groups are concerned, agricultural labor and other labor in rural areas are underrepresented in higher education in comparison to their population share. Similarly, Self Employed and Casual labor in urban areas are underrepresented in higher education. Others in both rural and urban are highly overrepresented in higher education.

The share in enrolment by income group shows clear pattern of higher share of enrolment in higher income. It should be noted that nearly half of total students are concentrated in the top most income group.

Institutional Diversity – Public and Private and Unequal Access: 2007

In this section percentage of total enrolment going to public and private institutions has been calculated. National Sample Survey identifies institutions as government, local body, private aided and private unaided. The latest round identifies the institutions as not known. Government, local body and private aided institutions has been clubbed together. Thus there are two categories of institutions; institutions with public character and private unaided institutions. The public institutions comprise of nearly three quarter of total enrollment. The enrolment for female is higher than male in public institutions.

SCs and STs among social groups have highest percentage of enrolment in publicly financed institutions. However, OBCs have higher percentage of enrolment in private unaided than others.

Among the religious groups, highest percentage of Christian student goes to private unaided institutions. However highest percent of Buddhists students are enrolled in public institutions. Sikhs (84.79) also have quite higher percentage of students in public institutions.

The enrolment across income group depicts highest enrolment in private unaided institutions for top most income groups. Higher percentage of female than male goes to public institutions for bottom most and top most income group. This means that their higher percentage of student goes to private institution. But in the remaining case percentage of female in private unaided institution is higher.

The percentage of SC and ST among social group is higher in public institutions than others and OBC for every income group. However, this percentage is lower as we move upward across income group. Thus improvement in income leads to higher enrolment private unaided institutions for these students. However, percentage of student in private unaided institutions is higher for OBC than others.

Among the occupational groups other labor in rural areas and others in urban areas have highest percentage of students in private unaided institutions. Casual labors in urban areas have highest percentage of students in publicly funded institutions.

The percentage of students in private unaided institutions has increased considerably between 1995 and 2007-08. In 1995 only 7.07 percent students were enrolled in private unaided institutions. This has increased to 22.03 percent in 2007-08. The growth rate was 10 percent during this period. This growth rate is similar for both male and female.

However, growth rate among SC for caste group is higher (14%) than others (10%). Their percentage has increased from 2.88 to 14.24 during this period. Although increase for others is higher but their growth rate is lower due to base effect. The percentage enrolment among ST for ethnic group was negligible in

1995. This increased to 17.50 in 2007-08. Thus the growth rate is 45% which higher than others due to low base.

The change across income groups negative growth for public institutions for all income group. The magnitude of growth rate was roughly same for all income groups during this period. However, level considerably differs with upper income group having higher enrolment percentage in private unaided institutions and vice-versa.

Change in GER:

Data Set I: Between 1983-2004

The aggregate enrolment ratio was 11.52 percent in 1983 and it has increased to 16.32 registering a growth rate of 2 percent per year. The growth rate for female is higher than their male counterparts. However, the female enrolment ratio is considerably lower than their male counterparts. The GER across caste group has increased between the periods under consideration. The growth rate is higher among SC (3%) than others (2%). Similarly, growth rate among ethnic groups is higher but their enrolment ratio is still lower than others.

Among the major religious groups Muslims and Buddhists have higher growth rate (3% for each). Although Jains have witnessed lower growth rate (1%) in enrolment ratio but this is due to high based. Jains have in fact higher increase in magnitude than Muslims. Thus, high growth rate for Muslims is because of low base. But Buddhists have witnessed considerable increase in enrolment ratio in magnitude also.

The caste religion interface shows highest growth of SCs among Christians. The increase is observed in magnitude (from 6.99 in 1983 to 28.01 in 2004-05). Although, the growth rate among Hindu SC is higher than their Buddhist counterparts but the enrolment ratio of Hindu SC is far lower than that of Buddhist SC. So far the ethnic groups are concerned; the GER for ST is higher among Christian and Buddhist STs (7%). The growth rate Muslim ST is also significantly higher (6%). The GER level among Muslim STs among the STs of different religious groups.

Based on NSS education survey- 1995-2007

This section is based on the results obtained from two educational round of National Sample Survey i.e. 1995-96 and 2004-05. The data set shows that enrolment ratio increased from 9.32 percent to 17.31 percent during this period. The growth rate in enrolment ratio is 5 percent. The increase is witnessed both for male and female. The growth rate for female (6 percent) is higher than that of male (5 percent). However, the female enrolment ratio is still lower than their male counterparts.

The growth rate among SC and ST is higher (7 percent) than the others. Although the enrolment ratio has increased during this period but inequality in access across social groups is still maintained.

The table 33 shows the enrolment ratio by income group. The GER during this period has increased for every income group but the inequality across income group is still maintained. The growth in enrolment ratio is higher for low income group and vice versa. But higher growth

rate is due to low base effect for lower income group. Although, gender wise disaggregation shows higher growth rate among female but still male have higher GER for every income group. However, among both genders, growth is higher at lower income group.

Section 7: Change in diversity

1983-2004

The data on diversity shows some welcoming observations. During this period the share of male in total enrolment has reduced while that of female has increased. This is witnessed from growth rate also. The growth rate for male is negative (-1.13) but it is positive for female (4.40). Similarly, share of rural areas has increased but this increase is negligible. Concomitantly, share of urban areas has decreased negligibly.

The social group wise disaggregation shows higher growth in share in enrolment for SC and ST than others. In fact, the growth for others is negative. Thus share of others has decreased while that of SC and ST has increased.

The change in share by religion shows that share of Hindu, Muslim and Buddhist has increased. But the increase is negligible for Hindu and Buddhist.

The income group wise disaggregation shows increase in share for top most quintile. It is the only top most income group which has witnessed positive growth but in all other cases the growth rate is negative.

In the rural the share of self employed in agriculture has reduced during this time period. However, this group still has highest share in total enrolment in higher education. However, all other occupational groups have witnessed increase in share. In the urban areas, the share of others has increased while that of self employed has reduced during this period.

1995-2007-08

This data set also shows the similar trend with some difference. The share of female has increased during this period also. But still male has higher share than female. But the rural-urban disaggregation shows higher increase in share of rural areas in total enrolments compared to the data set I. Like the above data set, the share of others has decreased in this data set also. Concomitantly the share of SC and STs has increased.

Language Diversity

Here four types of languages have been considered; Hindi, English, state language and others. The present share of English is highest in enrolment in higher education. This is followed by Hindi and state language. The gender wise disaggregation shows nearly similar percentage of male

and female use the different languages as a medium of instruction. Thus there is no inequality in medium of instruction in higher education across gender. However, regional inequality is clearly observed in terms of medium of instruction. Lower percentage of students use Hindi and state language as a medium of instruction in their education. In fact, share of student using English as a medium of instruction is nearly double of that in rural areas.

The inequality is observed across social group. Higher percentage of others uses English as a medium of instruction. They are followed OBC, SC and ST. however; SC and ST mostly use Hindi or state language as a medium of instruction. It should be noted that English is mostly used as a medium of instruction for every social group. This pattern is observed among religious groups. English is the dominant medium of instruction for every religious group. However, it is the Christian where highest share of English as medium of instruction is observed.

There is variation observed among occupational groups in terms of medium of instruction. The student with Hindi as a medium of instruction have highest share among self employed in non agriculture and others. However, agricultural labor highly rely on state language as a medium of instruction. But it is the other labor where English is used as a medium of instruction in highest proportion. But in urban areas English as a medium of instruction dominates for every social group. But among casual labor state language is also used significantly as a medium of instruction.

The income group wise disaggregation shows higher percentage of student in upper income groups uses English as a medium of instruction. But in the lower income Hindi and states language dominate in terms of medium of instruction.

Changes

The data on changes shows that the percentage of student using English as a medium of instruction has increased between 1995 and 2007-08. But the share of state language has reduced during this period. However the share of Hindi has remained static. In fact the share of Hindi has increased in rural areas but it has decreased in urban areas. But the share of English has decreased in rural areas and increased in urban areas. Like Hindi, the share of state language has increased in rural areas but decreased in urban areas. The gender wise disaggregation witnessed increase in share of English and reduction of state language for both genders. However, Hindi has remained static in both cases. This pattern is observed across social groups also. There has been slight reduction in the share of Hindi while the share of state languages has reduced significantly across every social group. Increase in the share of English has been recorded across all social groups. Highest increase in the share of English has been witnessed among STs. The pattern is similar across income groups also. For every income group the share of state language has reduced. The share of Hindi has also reduced for every income group except for students coming from income quintile 20-40. There has been slight increase in the share of Hindi in this group. However, the share of English has increased across every income group.

Emerging Issues

- Unequal Access by Income and groups
- Diversity in Caste/Ethnic, Cultural, Religious, Gender
- Discrimination – caste, ethnic ,
- Gender- Sexual Violence and Harassment
- Disparities in academic background/standing

Unequal Access

- Low access for low income , ST,SC and Muslim
- Low access rural, girls
- Private sector in higher Education reduced access for poor –Financial assistance policy
- Expansion of public Institutions , and private philanthropy

Diversity in Caste/ethnic, Cultural, Religious

- Multicultural Campus
- How to deal with multi culture , respecting differences but at the same time promoting common goals and value ,
- Groups around identity – promote mix groups
- Shared life ,togetherness – present divided
- How to shade differences ,

Discrimination – caste, Ethnic, Religion

- Issues
- Discrimination ,particularly caste
- Between students , student-teachers ,
- Inside class
- Outside class campus

- Regulation , positive education –courses and

Gender Harassment

- Gender harassment
- How to make campus and class room fair to girls students ?
- Courses , and other activities on campus

Disparities in academic background/standing

- Academic assistance program for catching up
- Making the Campus open for every language background
- Making Syllabus inclusive in nature

WAY FORWARD

- There is policy for groups to improve access
- Limited program of financial assistance in case private institutions
- Remedial coaching is used ,but need improvement and reform
- What is lacking? Near absent of policy and program to deal with diversity –inter –group divide , and Discrimination , and gender

Lesson from American Experience

- What are the lessons from American Experience on Access to poor ,Diversity ,Discrimination , Gender and Academic support ,
- Obama-Singh project on Inclusive University is step to learn from USA for Indian situation
- Look forward to learning from Discussion