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## Social groups access in higher education and case study of SC population in Punjab

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### Abstract

In higher education, Scheduled Caste (SC) people are low accessibility is one of the courses of institutional failure to cater for their educational needs. Educational vulnerability in social groups depends upon the enrollment ratio in higher institutions. The study is an attempt to find the accessibility of social groups in higher education especially focusing on Scheduled Caste. Higher education accessibility is measured in various social groups, across the states in India. Data was procured from secondary sources and analysed through different statistical tools. The research aims to discuss government initiatives and their implications.

**Keywords:** SC, social groups, higher education

### Introduction

In order to promote economic and industrial development in a country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate numbers. According to population projections based on the 2001 Census figures, in 2011 nearly 144 million of India's population will be between the age group 18 to 23-the target age group for Higher Education. At the beginning of India's independence, there were 20 universities and 591 colleges while students enrollment at the tertiary level of education was 0.2 million. After independence, the growth has been very impressive. India now possesses a highly developed higher education system that offers education and training in almost all aspects of human creation and intellectual endeavours. India's higher education system is the third largest in the world after China and the United States in terms of enrolment. However, in terms of the number of institutions, India is the largest higher education system in the world with 26455 institutions (504 universities and 25951 colleges). This means that the average number of students per educational institutions in India is lower than that in the US and China. The education commission set up in 1964 under the chairmanship of Dr. D.S. Kothari (Kothari Commission) had recommended that the government should spend at least 6% of its gross domestic product (GDP) on education. However, in over 45 years, we have been able to achieve only half the target. The Knowledge Commission additionally recommends an increase of at least 1.5% of GDP for higher education out of a total of at least 6% of GDP for education overall.

### Objective

To show the participation of various social groups in higher education from the state-wise. Policies of government for securing access to private and government institutions. To show the ST in higher education state level and district level of any one Indian state.

### Literature Survey

This article explains the historical background of Indian higher education. And discussed the process of evolution of higher education institutes as well as it compared to foreign institutes in terms of quality education. The universities of India may be grouped into three main types. First, there is the old-type "affiliating" institution, having no university teaching departments and in most cases no "constituent colleges" (run directly by the university). Secondly, there are affiliating and teaching universities, such as the three ancient institutions (Calcutta, Madras, Bombay) and many others Thirdly, there are the "residential, teaching and unitary" universities of this type are Aligarh University (1921), the (reconstituted) Allahabad University etc.

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It also dealt with the Indian student characteristics and compared to foreign students, raised some issues of psychological aspects, and also discussed weaknesses of the teacher-student relationship in the Indian scenario. At last, it discussed the language problem of the Indian state.

Agarwal, Pawan (June, 2006), The standards of academic research in India are low and declining. Due to emerge lot of problems in the education sector and its effect on the economy. Some of the problems of Indian higher education, such as the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private-sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government’s ambivalence on the role of the private sector in higher education, the growth has been chaotic and unplanned. The standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. The stakes are so high that quota-based reservation of seats in such institutions in the name of affirmative action has come to occupy centre stage in electoral politics. Despite some merit, it has resulted in fragmentation of merit space and further intensified competition for the limited capacity in quality institutions. While public funding declined (in real terms), enrolments in higher education institutions grew to meet the surge in demand. This further deteriorated academic standards. As a result, the institutions were forced to raise their tuition fees to sustain themselves. Emergence of private providers and increase in tuition fees in public institutions without any substantial programme for students’ financial aid has made higher education beyond the reach of the poor. The paper discusses feasible strategies to overcome this and make higher education affordable and accessible to all. This paper takes a comprehensive look at the various facets of higher education in India

**Higher Education in India (Nov 2008)**

Issues related to Expansion, Inclusiveness, Quality and Finance, University grant commission.

This paper is a book form, which is a joint effort of an eminent professor of India under the UGC chairman. Based on the studies sponsored by the UGC as part of the resource material in preparation of “Report on Approach and Strategy for higher education in the 11<sup>th</sup> five year Plan”. These studies were conceived by UGC for a specific purpose. The UGC was required to prepare a Report on Approach and Strategy for the development of Higher Education during the 11<sup>th</sup> Plan (2007-2012).

**DATA-Various reports published by UGC**

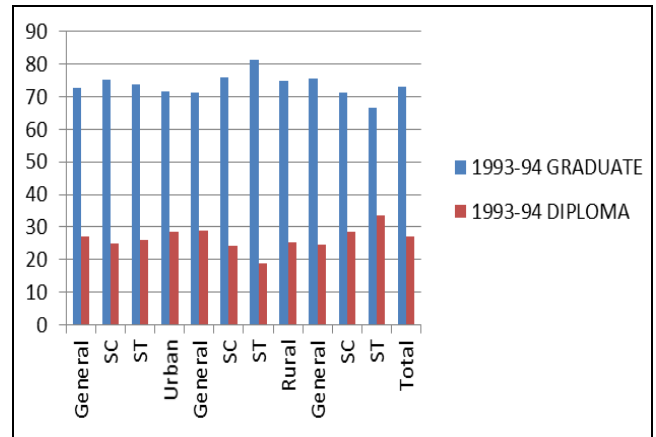
- Census 2001.
- NFHS Data.
- UGC research paper.

**Methodology**

To summarise and analyse the data through the different statistical methodology and its represent through the bar

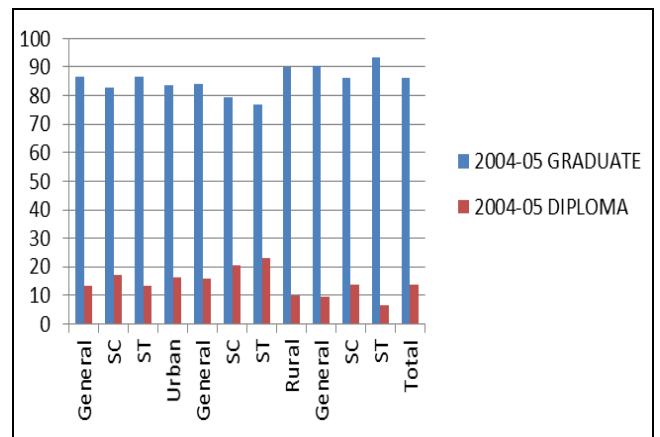
diagram which that its explain elucidately and take two point data of gross enrollment ratio (GER) data and its explainthe variation through comparative method.

**Interpretation**



**Fig 1:** Social group enrollment in higher education

In 1993-94, data of various social group in urban area and in rural area. It compare to the data of 2004-05 which is given below.



**Source:** UGC Research paper-Nov. 2008

**Fig 2:** Show Graduate and Diploma

In the enrollment of different social groups in higher education, in graduation and in diploma certificate courses. According to this in rural area which have large number of population size, it showing, increase of number in graduation and other side decreasing number in diploma courses. In 2004-05 enrollment of social group in higher education is 89.94 which was 74.79 in 1993-94. In the other side, diploma course enrollment is 10.06% in 2004-05 which was 25.21% in 1993-94 and this pattern shows in urban and rural area also.

**Enrollment of religious groups in higher education**

Participation of religious groups like Hindu, Muslim, Christians and Sikhs in graduation,the enrollment of Christian male and female is showing higher than others and the enrollment of Muslim community is a matter of concern, specially female enrollment is very worse. In higher education, Christians are dominant and Muslims are backward in rural and urban area also.

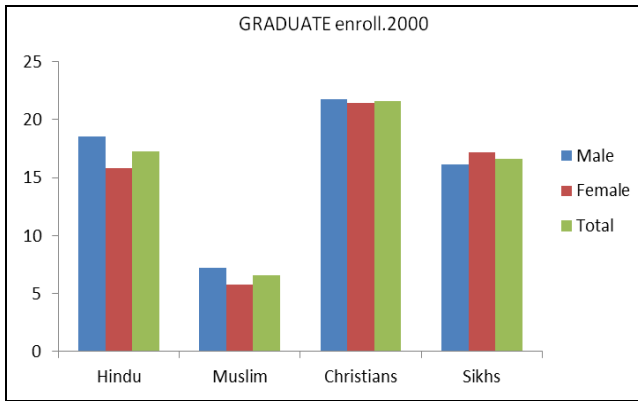


Fig 3: It shows religious groups enrollment in graduate level

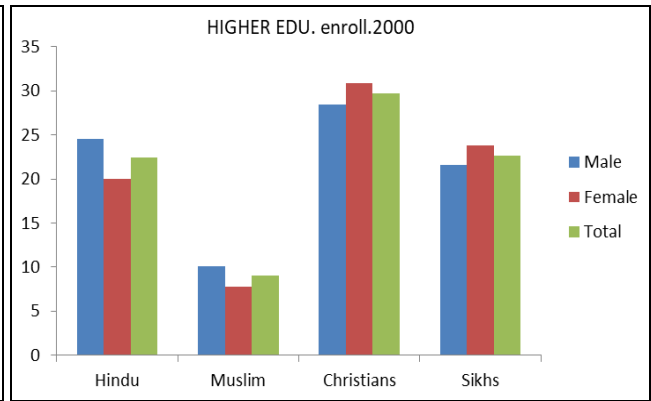


Fig 4: It shows various social groups enrollment in higher education.

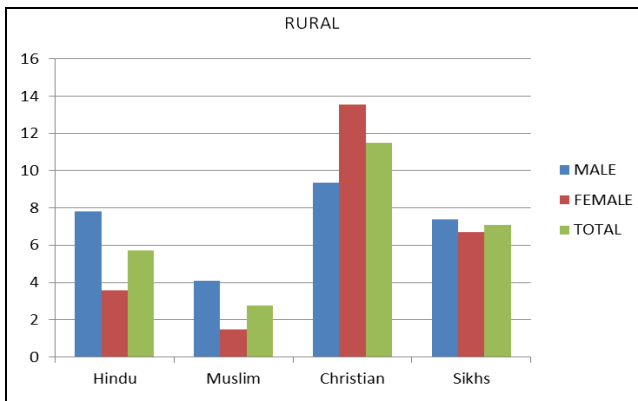
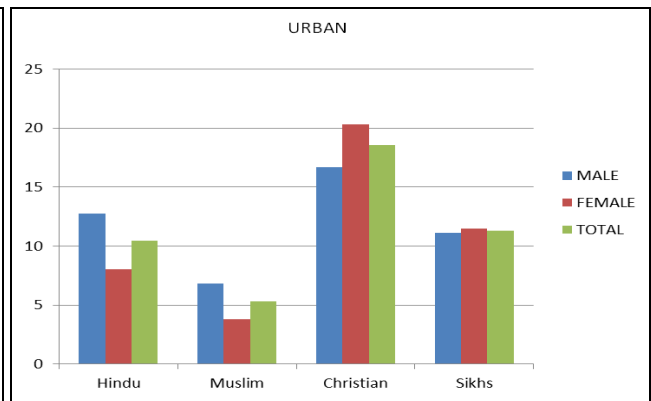


Fig 5: It shows various social groups enrollment in higher education in rural area.



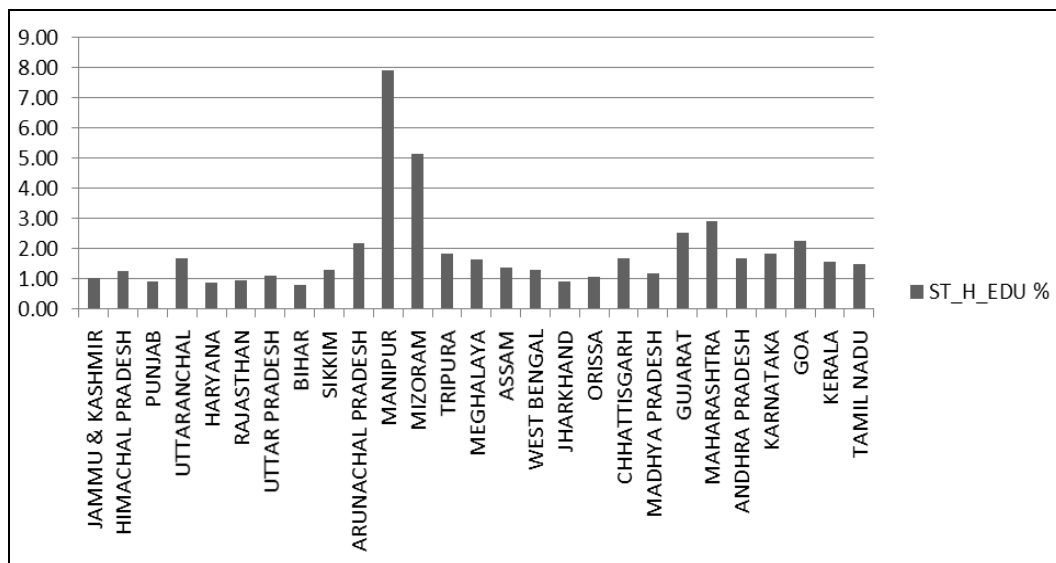
Source: UGC research paper published in nov. 2008.

Fig 6: It shows various social groups enrollment in higher education in urban area

**Schedule caste population in higher education**  
**Statewise analysis of Sc in higher education**

**Educational Attainment:** This is the level of educational accomplishment for the specific age group (18-22/23) that is

the percentage of persons with the specific educational level in the age group. Derived for five categories viz. illiterates, primary, middle, secondary + higher secondary and graduates and above.

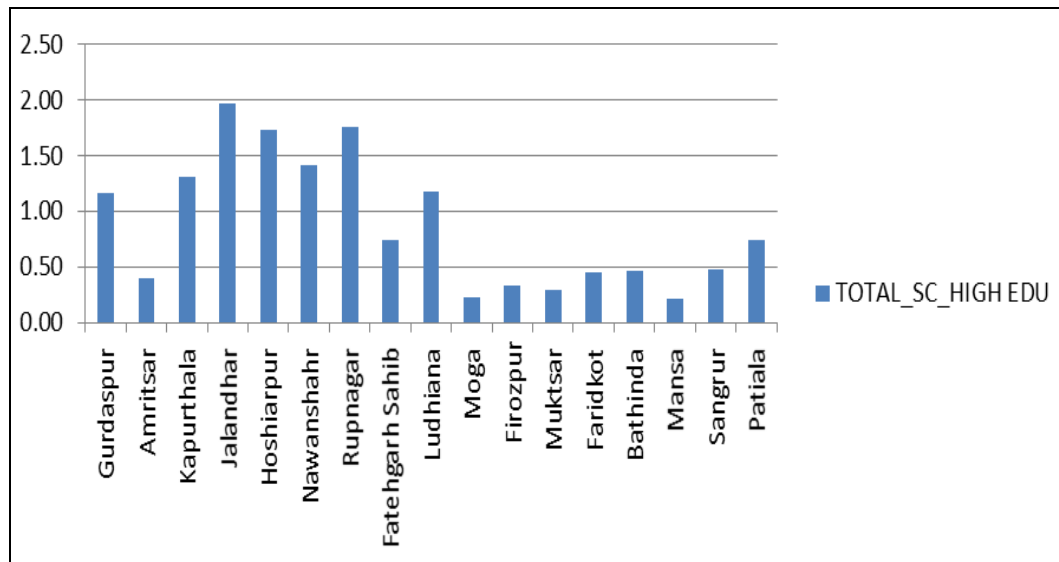


Source: Census 2001

Fig 7: Show State Wise

State wise analysis of SC in higher education, Manipur is first position and its followed by Mizoram other state are far behind both of them. Region wise analysis, southern state are showing quite better picture comparison to

northern states. In the north-eastern state are also not good position except Manipur and Mizoram. Bihar is in the lowest position.



Source: Census 2001

Fig 8: Punjab-District-wise analysis

IN India SC percentage in Punjab is the highest. Punjab state SC in higher education, according to 2001 census data of 17 districts, 7 of them showing 1%-2% SC in higher education in total no. of the district. According to the graph, Jalandhar shows the highest number of SC who enrolled in higher education followed by Rupnagar, Hoshiarpur, Ludhiana, and Gurdaspur. Moga and Mansa show the lowest number of SC in higher education.

#### Challenges for higher education

- **Demand-Supply Gap:** According to the recent report of HRD ministry, presently about 12.4 percent of students go for higher education from the country. If India were to increase that figure of 12.4% to 30%, then it would need another 800 to one thousand universities and over 40,000 colleges in the next 10 years.
- Addressing a higher education summit organised by the Federation of Indian Chambers of Commerce and Industry (FICCI), HRD Minister Kapil Sibal said “We will need 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (gross enrolment ratio) by 2020. Government alone cannot meet this aim”.
- **Quality Education:** Quantity and quality of highly specialized human resources determine their competence in the global market. According to a recent government report two-third of India’s colleges and universities are below standard. However, according to MHRD annual report 2009-10, a proposal.
- mandatory accreditation in higher education and creation of an institutional structure for the purpose of regulation is under consideration. India’s highest-quality institutions have severely limited capacity.
- **Research and Development:** Research and higher education are complementary to each other. According to the available official statistics the expenditure on R&D in the field of Science & Technology as a percentage of Gross Domestic Product (GDP) was 0.8 percent during the year 2005-06 in India. It is very low comparison to other country.
- **Faculty Shortage:** According to a recent report of HRD Ministry premier educational institutes like the

Indian Institute of Technology (IITs) and the Indian Institute of Management (IIMs) are facing a faculty crunch with nearly one-third of the posts vacant. According to a report published in IANS <sup>[10]</sup> around 35 percent posts are vacant in the central universities, 25 percent in the IIMs, 33.33 percent in the National Institute of Technology (NITs) and 35.1 percent in other central education institutions coming up under the Human Resource Development (HRD) Ministry

#### Government Initiative

**The key initiatives of the government to improve the quality and further development of higher education in India are as follows:**

1. A proposal for the establishment of an autonomous overarching National Commission for Higher Education and Research (NCHER) for prescribed standards of academic quality and defining policies for the advancement of knowledge in higher educational institutions. The said proposal is based on the recommendations of the Yash Pal Committee and National Knowledge Commission.
2. A proposal to prevent, prohibit and punish educational malpractices.
3. Law for mandatory assessment and accreditation in higher education through an independent regulatory authority.
4. Establishment of a national database of academic qualifications created and maintained in an electronic format which would provide immense benefit to institutions, students and employers.
5. A proposal to establish 14 innovation universities aiming at world-class standards.
6. Setting up 10 new National Institutes of Technology (NITs).
7. Launching of a new scheme of interest subsidy on educational loans taken by professional courses by the economically weaker students.
8. Setting up of 374 model degree colleges in districts having GER for education less than the National GER.
9. As part of reforms in All India Council for Technical Education (AICTE) norms, the HRD ministry

announced an increase of almost 200,000 seats in engineering courses, additional 80,000 seats in management and 2,200 seats in architecture courses. The ministry also made it mandatory for technical institutions to reserve 5 percent seats for the weaker sections of society.

10. HRD ministry has liberalized the norms for land requirements for engineering colleges. Now lesser space will be needed for establishing technical institutes. While an engineering college in rural India will need 10 acres of land, just 2.5 acres of land will be needed in urban areas.
11. Conduction of special evening in the areas of Engineering, Technology, Architecture, Town Planning, Hospitality and Pharmacy by AICTE-approved institutes.
12. Introduction of Section 25 of Company's Act to allow good corporates to set up Technical Institutions.

### Conclusion

In this paper we have presented the enrollment of social groups and present scenario of higher education in India by analyzing the various data and also identify the key challenges like demand-supply gap, quality education, research and development and faculty shortage in India's higher education sector. In this paper also identified the key initiatives from the government side which include the establishment of NCHER. In this paper to show the various social groups GER in higher education. In caste wise and religion wise, both are very sensitive matter. Muslim community participation is very poor which creates some other kinds of problem. Higher education is very crucial thing for the society because its prepare a force of skilled labour, if the quality of higher education is not good then its creates unemployment problems.

India has the second largest system of higher education, next only to USA, the total number of students hardly represent 6 percent of the relevant age group, i.e., 18-23, which is much below the average of developed countries, which is about 47%. Thus, access, equity, accountability and quality should form the four guiding principles, while planning for higher education development in India in the twenty-first century. So enhancing social access to higher education is very important in the country.

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