



Need of Higher Education for Inclusive Growth

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Abstract

India is a developing country that has consistently improved its educational system since achieving independence and has seen a remarkable improvement in its capacity to interact with people from all social strata. Higher education is essential to society's ability to experience continuous progress and, as a result, social development because it supports the development of skills, talents, and attitudes that enable social development. Increased access to well-paying jobs can be achieved through higher education, which also promotes inclusive growth by generating these positions.

Higher education should be seen as a long-term social investment for the advancement of equity, justice, and cultural and economic development. By balancing supply and demand and organising teaching, research, and extension operations, the Indian higher education system can respond to the challenges facing the world. Therefore, it is necessary to promote inclusive and sustainable growth. Any state that wants to achieve inclusive growth must first invest in its educational system. The method of promoting inclusive growth involves including all regions of the country and all demographic groups without discrimination. The ideal strategy for promoting inclusive growth is to use higher education to assist people improve their potential and skills. The Indian government adopted the inclusive growth strategy and to put this strategy into practise across all sectors, the government is developing policies for inclusion of all groups so that everyone can benefit from growth.

Key words: inclusive growth, higher education., sustainable development, issues and challenges

1. Introduction

It is true that all jobs have their roots in formal education. India is the nation with the most higher education institutions in the world, and its higher education system has the third-highest enrolment worldwide, behind China and the United States. There is broad consensus that advanced education is not necessary for macroeconomic stability and an open economy. On the other hand, it is believed that primary education and reading are significant. Internal rate of return estimates has also been useful in supporting this viewpoint. Due

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Due to the increasing national and international concerns for Education for All, higher education has traditionally been neglected in many developing countries. The problem of a resource deficit aggravated things. However, given the interdependence of each educational level on the other, it becomes vitally essential to create and keep a high-quality primary and secondary education. It is also a crucial element required for the expansion and sustainability of the economy. It's essential to mention that while literacy and elementary education are important and necessary for development, they are insufficient for economic development.

Higher education is frequently ignored by governments, which fail to acknowledge its significance for development. A number of recent national and state policies support this up. Basic education helps establish the foundation for each and every nation's growth, while higher education fosters the development of human intelligence, decision-making competence, planning, managerial skills, and creative power.

2. Higher Education in India-Types

Higher Education in India is made available in various types as shown in the following.

Undergraduate/level Bachelor's education: In the fields of arts, science, and commerce, a Bachelor's degree can be obtained after three years of study. Degree courses leading to a first degree (bachelor's degree) are longer and last around four and five and a half years in professional areas like engineering, medicine, dentistry, and pharmacy. The majority of engineering courses last four years, whereas medical programmes last roughly five and a half years.

Education at the post-graduate/level: master's post-graduate programmes in the humanities, sciences, business, engineering, and medicine usually take two years and result in the awarding of master's degrees. A bachelor's degree must be completed before entering in a master's programme, for example. Following a B.Tech. and an MBBS/BDS degree, the MTech., MD, MS, and MDS programmes typically take two years to finish.

Ph.D. level education and doctoral studies: The M.Phil. programme lasts 1.5 years. It is a prerequisite for doctoral-level studies. For original contributions, some universities provide D.Sc. and D.Litt. degrees after a PhD, but the PhD programme is just two years long and may take several. PhD and M Phil doctoral programmes are only offered on college campuses. These courses require that learners perform research under the guidance of a specified or chosen advisor, which concludes with the submission of a thesis and a viva. The individual receives the title of "Doctor" after successfully completing the PhD programme.

Vocational Education & Training: These programmes give students the knowledge and abilities needed to pursue a wide range of professions. These programmes can run anywhere between a few months to a few years, but most usually last only up to a year. In order to assist them be productive from the very first day of work, students in vocational education and training programmes receive both theoretical instruction and

practical experience. There are a large number of government-sponsored technical and vocational institutions in India, including public and private.

Certificate and diploma programmes: In addition to degree-granting options, universities offer a number of diploma and certificate programmes. They cover a broad range of topics, from technology to poetry. While some of them are undergraduate diploma programmes, others are postgraduate degree programmes.

Distance Education: Open and Distance Learning (ODL) is a teaching and learning technique that does not require students and teachers to be in the same location at the same time. As a result, ODL is flexible in terms of the modalities and timing of teaching and learning. This approach uses electronic and communication technology, such as the Internet, satellite television, video conferencing, etc., to conduct classes, or to provide lectures "from a distance." It means that you can earn an Indian degree without needing to leave your country.

Distance learning has grown in popularity among working professionals as well as students for everything from short professional courses to graduate degrees. Today, a number of institutions located all over India provide distance learning options for programmes that range from short-term certificate program to doctoral level programmes.

3. Inclusive Growth

As stated by the Oxford Dictionary, the definition of the word "inclusive" that is used most commonly is "not excluding any section of society." In this perspective, inclusive growth can be interpreted as a new economic strategy that takes into account the advancement and development of every socioeconomic sector without discrimination. According to Professor Amartya Sen, "education is the most significant factor in providing individuals the skills and knowledge they really have to enter future strive for a better".

With implications for all aspects of society, the idea of inclusive growth promotes equal opportunity to stake holders during economic expansion. By addressing health equity, human capital, environmental quality, social protection and food security, this idea goes beyond conventional economic growth theories. The macroeconomic and microeconomic factors that affect the economy and economic growth are inseparably linked, according to the inclusive growth theory. The microeconomic dimension captures the significance of structural transformation for economic diversification and competition, while the macroeconomic dimension refers to changes in economic aggregates like the country's gross national product (GNP) or gross domestic product (GDP), total factor productivity, and aggregate demand.

Economic development must be inclusive. Maintaining this is occasionally challenging since economic development can have undesirable externalities, like an increase in corruption, a major problem in underdeveloped nations. The secret to effective development, however, is to encourage inclusiveness, particularly in terms of equality of opportunity for access to markets, resources, and a fair regulatory environment. Since it promotes productive employment as a tool to increase the earnings of underprivileged and excluded groups and improve their quality of life, the inclusive growth strategy has a longer time horizon.

4. Inclusive Growth and Higher Education

Higher education fosters the development of a variety of skills that promote growth through promoting social and economic development in addition to an improvement in people's quality of life. Imparting Higher Education to the people will provide skilled human resources, increases productivity by innovations in productivity which will in turn results in enhancement of employment opportunities and creates the income competitiveness which will lead to the inclusive growth of the nation. The major components of inclusive growth are Agriculture Development, Industrial Development, Environment Protection, Poverty reduction, Employment, Generation, Reduction in Regional Disparities, Equal distribution of Income and Social Sector development.

5. Sustainable Development:

Sustainable development is a comprehensive process that helps people get better at resolving their own issues while improving their cultural, social, and economic well-being (UNESCO, 2008). Consequently, eliminating culture and disregarding social norms and values are not indications of development, and they also contribute little to prosperity. Preserving the environment and natural resources while properly using them in accordance with human needs is another important aspect of development. As a result, the idea of sustainable development came into being as a response to the growing concern regarding the effects of human society on the environment.

6.Higher Education for Sustainable Development:

Any knowledge society must be built on a foundation of higher education. In order to promote the healthy growth of the nation, higher education in India has made significant efforts to support, spread, and practice "Sustainable Development." Economic, social, and environmental factors must all be balanced in order to protect the natural world. If sustainable development is to be accomplished, formal and informal learning plays a crucial role in shaping behaviour and creating awareness. Higher education plays a particularly significant role in this function because students at this level are being prepared to enter the workforce and to do so with the knowledge and skills necessary to promote green economies and serve as idea carriers.

7. Growth of Higher Education in India:

Higher Education is growing from the time of independence. The data shown below represent the growth of Higher Education in relation with the growth of Gross Enrolment Ratio, gender wise enrolment and distribution of enrolment among various social groups.

Table.1: Gross Enrolment in HEIs of India from 2015-16 to 2019-20

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

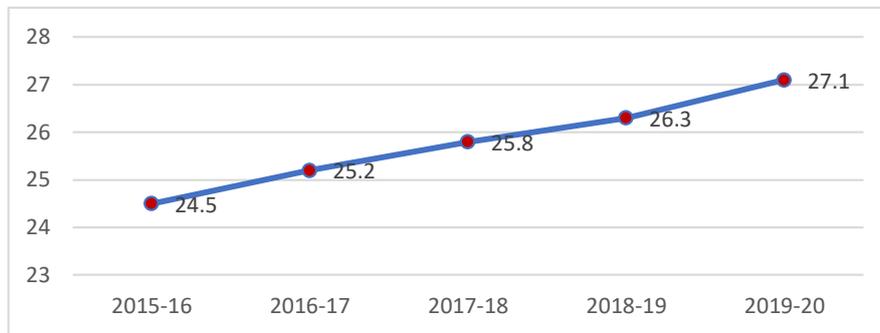


Fig.1: Gradual increase in Gross Enrolment in HEIs in India

Table.2: Gender wise Enrolment in HEIs of India from 2015-16 to 2019-20

Year	Male	Female
2015-16	18594723	15990058
2016-17	18980595	16725310
2017-18	19204675	15990058
2018-19	19209888	18189500
2019-20	19643747	18892612

Source: AISHE Report

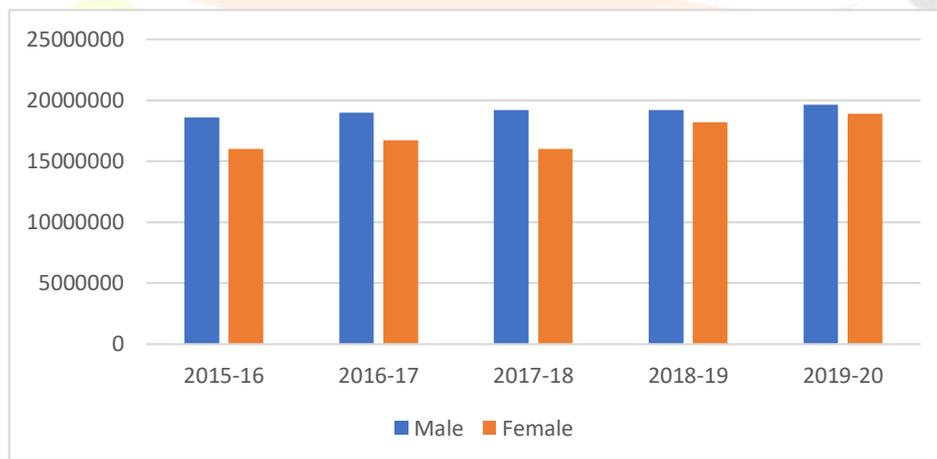


Fig.2: Gender wise Enrolment in HEIs of India from 2015-16 to 2019-20

Table.3 : Distribution of enrolment among various social groups(Source: AISHE Report)

Year	General	SC	ST	OBC
2015-16	47.4	13.9	4.9	33.8
2016-17	46.1	14.3	5.2	34.4
2017-18	45.9	14.3	5.2	34.6
2018-19	43.3	14.9	5.5	36.3

2019-20	42.7	14.7	5.6	37
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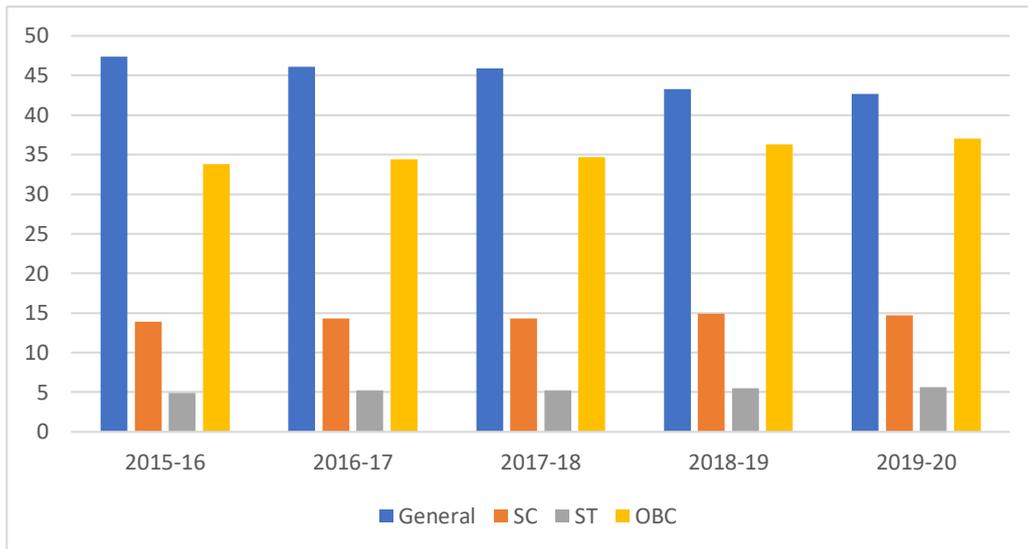


Fig.3: Distribution of enrolment among various social groups.

Analysis:

Gross Enrolment Ratio (GER) has increased during the last 5 years, from 24.5 in 2015-16 to 27.1 in 2019-20. The increase is more under SC category which has increased from 19.9 in 2015-15 to 23.4 in 2019-20. In case of ST category, the GER has increased from 14.2 to 18.0 during this period. In comparison to male, the increase in GER is higher for female. It depicts the growth in GER for social group and for the two genders, respectively. From this data it is concluded that the Gross Enrolment among various social groups is almost remaining constant but little increase is observed in case of OBCs during 2019-20.

8. Challenges and issues of Higher Education in India

The following list explains the main issues facing higher education in India:

- Important to the advancement of the Indian higher education system are financial innovation, innovative ICT use, rejuvenated research, and an emphasis on vocational education and training
- India invests very little per capita on higher education
- A shortage of qualified faculty led to a lack of funding for research hours, outstanding budgets, outstanding research, and poor linking.
- The level of education provided in the majority of institutions seems to be quite low. • Graduates are of poor quality and lack the skills needed for employment. It is also obvious that everybody wants to increase their earnings rather than receive a good education as the field of education has transformed into a seller's market.
- More students are travelling abroad for higher education, which depletes the country's foreign exchange reserves.
- inadequate Resources instruction in the classroom.
- insufficient access to higher education.

- Issues Caused by Inequality.
- Exorbitant Price of Education
- Deficient infrastructure.
- Financial issues
- Declining research quality.
- There aren't enough number of institutions of higher education in rural areas.

Conclusion

Higher education must be the basis of every knowledge society. Higher education can impart a sense of responsibility in young adults to address sustainability by integrating sustainability into institutional operations, maintaining green campuses, offering educational programmes and courses to raise awareness of sustainable development, introducing experimental evaluations to engage youth in becoming transformers of growth and expanding the value and impact of educational research to local.

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