

# Social Inclusion in Indian Higher education : Equity in Access

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## ABSTRACT

Equity, the quality of being fair and impartial in higher education is viewed as the ability of the brightest student to study in the best university, regardless of their socio-economic backgrounds. This defines the term inclusion in higher education in India. While several programs have been designed by the State to equalise access to higher education and implement inclusion, discrimination based on caste, tribe, gender, and rural location continues to exist. This paper's focus is on the existing policies in higher education, its structure and significant changes it has gone through, this paper explores the ways to reform these policies to make Indian higher education more socially inclusive in a holistic and innovative way by looking into the whole process starting from applying to colleges to leaving as a graduate. Also looking at how different parameters in these three phases effect the impact of inclusion. This paper is also catering to the best international practices, which are there, and to what degree they can be adopted by Indian higher education. Ultimately understanding the need to create inclusion to enable substantive change, this paper is trying to give a thoughtful view to those concerned with education and discrimination.

## INTRODUCTION

*“Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized”.*

*(The Education Commission, GOI, 1966. 108)*

India, as one of the oldest civilizations of the world and with its rich cultural heritage, has traversed a long distance during the last sixty one years of its independence. It accounts for 2.4 per cent of the world surface area and supports 16.7 per cent of the world population. India's 1.28 billion people live in 28 States and 7 Union Territories. The uniqueness of the Indian society is its 'Unity in Diversity', which is visible in its religions, languages and cultures. The Education system of a country does not function in isolation from the society of which it is a part. Hierarchies of castes, economic status, gender relations and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equity in education. Though India was widely acclaimed as a land of knowledge and wisdom during ancient times yet access to education was limited to select strata of the society. The societal distribution of responsibility and accountability may have been justified in those days but in today's context deeply entrenched social inequalities between various social groups and castes, the centuries- old social prejudices and inequalities, based on caste at birth, continue to propose challenges for national development. Extending educational opportunities to the marginalized groups has been considered an antidote to this longstanding discrimination by the framers of the Constitution. Several attempts have been made by social reformers and others to make education accessible to the marginal groups with varying degrees of success. To start with the definition of the term-Higher Education- In fact, There is no simple definition of higher education. The international definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. Shortly, Higher education mainly and generally means university level education. It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programmes such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education is generally includes those post graduate studies in where you can gain your Master and Doctoratedegrees.

These degrees mark the highest one can earn, though they are divided into two levels. A master's degree, for instance, is awarded for a particular course of study beyond the baccalaureate degree. They come in various categories, such as a Master of Arts, Master of Science, and Master of Theology. The amount of time it takes one to earn a master's degree depends upon the program one is enrolled in, but one should usually expect to study at least for 2 years. The second type of graduate degree, and one considered higher than a master's degree, is a doctoral degree. These are awarded for a particular course of study beyond the master's degree. Doctoral degrees can be professional degrees, such as the Doctor of Ministry, or academic degrees, such as the Doctor of Philosophy. Those who earn doctorates often assume the title 'Doctor.' The amount of time one must study before earning such a degree varies greatly by field, institution

Here are the definitions of most frequently used terms related to Higher Education:

- Bachelor's Degree: Usually an undergraduate academic degree awarded for a course or major generally lasts three or four years.
- Master: It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration.
- Doctorate: It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied.

Talking about India, its higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the center and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

### **General characteristics**

Higher education is on the concurrent list in the Indian constitution, meaning that it is a shared responsibility between the Union or Central Government and the State Governments. The Department of Secondary and Higher Education is placed within the Ministry of Human Resource Development. There is also a Department of Education in each state. The Central Government is responsible for the major policy on higher education and for the co-ordination and determination of standards in higher education institutions. State Governments for their part are responsible for the establishment of state universities and colleges and for providing grants for their development and maintenance.

Higher education institutions are funded by the Central Government through the University Grants Commission (UGC), one of the statutory bodies, or by the State Governments. The UGC allocates and disburses maintenance and development grants to all Central universities and to all colleges affiliated to Delhi and Banaras Hindu University as well as to some nominated universities. Other institutions may receive support from different development schemes of the UGC.

State universities and colleges are funded by the respective states. There are also some other sources of funding. Self-financed or private universities are not common in India although many colleges are financed by non-governmental sources.

Only universities established or incorporated by or under a Central Act, Provincial Act or State Act, an institution deemed to be a University under Section 3 of the University Grants Commission Act or an institution specially empowered by an Act of Parliament have the right to confer degrees in India.

The University Grants Commission (UGC) specifies the nomenclature of degrees with the approval of the Central Government and publishes a list of all the degrees on the UGC's website. The list can be found in Appendix 2. The list is updated when necessary. Currently, the list contains more than 140 degrees. Some of these are oriental degrees, for example Shashtri (B.A.) and Shiksha Shashtri (B.Ed). The UGC also specifies the minimum standards for instruction; see Appendix 3. The relevant regulatory bodies prescribe the norms for the granting of degrees within their respective subject areas.

### **Framework of Higher Education**

India has one of the largest education systems in the world and also one of the most complex. The European system of higher education was introduced in India by the British in 1857 with the establishment of universities for European education in three cities and withdrawal of support for indigenous education. At the time of independence, there were 20 universities and 500 colleges in India but the number has increased rapidly since then and the student enrolment has gone up by nearly 36 times. The present-day educational structure in India consists of:

Central universities

State universities

Institutions deemed to be universities

Institutions established under State Legislature Act 5

## Institutions of National Importance Colleges

### **Degree structure – Content and Grading System**

India has a three-tier degree structure with bachelor, master and research degrees. Apart from degree programmes, universities also offer shorter programs at certificate and diploma-level. Diploma courses are available at undergraduate and postgraduate level. At undergraduate level, they vary from one to three years in length; postgraduate diplomas are normally awarded after one year's study.

There follows a description of the different degrees, and some comments on the postgraduate diploma.

- **Undergraduate level - Bachelor**  
The standard pattern for a bachelor degree used to be two years of full-time study following 10 years of schooling and two years of intermediate study. The two-year bachelor degree was offered at some universities in West Bengal up to 1999/2000, but it was gradually phased out in the other states starting in the 1960s. The present system is commonly referred to as the 10+2+3 pattern, requiring 3 years of study for a bachelor degree in arts, science and commerce.
- **Postgraduate Bachelor degrees** require a bachelor for admission. Examples are Bachelor of Education, Bachelor of Library Science and Bachelor of Laws. BEd and BLibSc are one-year degrees although there is a proposition to expand the BEd to two years. LLB is a three-year degree.
- **Master of Philosophy**  
Some universities offer the Master of Philosophy (MPhil), a pre-doctoral research programme requiring a master for admission. It can either be completely research based or also include course work. The duration varies. Some institutions require the MPhil for admission to PhD programs. At the Indira Gandhi National Open University, the MPhil is not required but, without it, the student must take some extra courses. At Jawaharlal Nehru University, a student with good results from the MPhil courses can skip the thesis and continue directly to doctoral level studies.



- Research degrees - PhD

The degree of Doctor of Philosophy is awarded at least 2 years after the MPhil or at least 3 years after the Master's Degree. It involves original research resulting in the writing of a thesis and in some cases also substantial coursework. Admission requires a Master's Degree or a Master of Philosophy in the same subject, and some universities require research experience. Students are expected to write a substantial thesis based on original research. Some research institutes and laboratories are recognised for doctoral work although the usual case is that a university awards the degree.

### Admission Requirements

Admission to higher education is accorded on the basis of the results in the Higher Secondary School Certificate (HSSC). Entrance exams, possibly followed by an interview, take place for entrance to the Indian Institutes of Technology, professional higher education, certain centrally sponsored institutes and universities.

Admission to the most prestigious higher education institutions is highly competitive. Thus, the All India Pre-Medical Test (AIPMT) conducted by the Central Board of Secondary Education (CBSE), is taken by more than 200,000 students annually, of whom only around two thousand are accepted. Similarly, of about 200,000 students sitting the Joint Entrance Examination (JEE) to the Indian Institutes of Technology (IITs) only 4,000 are admitted.

The system of entrance tests is criticized for undermining higher secondary education.

Students concentrate on their preparation for the entrance tests and neglect their studies at school. In addition, India has experienced a mushrooming of coaching institutes preparing the students for the entrance tests.

In order to give more importance to school education, the IITs have increased the required minimum score from 2006 to 60% marks in aggregate in the board examination at class XII.

Furthermore students will be allowed only two attempts to pass the JEE test from 2006.

In order to reduce the multiplicity of entrance tests and the burden on applicants, separate tests conducted by each institute have been replaced by an All India Engineering, Architecture/Planning and Pharmacy Entrance Examination (AIEEE) for admission to undergraduate programmes in engineering, architecture/planning and pharmacy since 2004/5.

The states hold their own common entrance tests for admission to institutions within their states. A certain number of places are reserved for applicants from scheduled tribes and castes.

Source:

F. 17-18/2002-TS, Government of India, Department of Secondary Education & Higher

Education, Ministry of Human Resource Development, New Delhi, the 15th October 2003  
News Papers Articles, India, September 2005  
Oral information, Central Board of Secondary Education (CBSE), India, September 2005.

2.1 No student shall be eligible for admission to a first degree programme in any of the faculties unless he/she has successfully passed the examination conducted by a Board/University at the +2 level of schooling (either through formal schooling for 12 years, or through open school system) or its equivalent.

2.2 The admission shall be made on merit on the basis of criteria notified by the university, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned and taking into account the reservation policy issued by the government concerned from time to time.

2.3 Student enrollment shall be in accordance with the academic and physical facilities available keeping in mind the norms regarding the student-teacher ratio, the teaching-non-teaching staff ratio, laboratory, library and such other facilities. The in-take capacity shall be determined at least six months in advance by the university/institution through its academic bodies in accordance with the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned so that the same could be suitably incorporated in the admission brochure for the information of all concerned.

2.4 Depending upon the academic and physical facilities available in the institutions, the university may allow an institution to admit a certain number of students directly to the second year of a first degree programme, if the student has either (a) successfully completed the first year of the same programme in another institution, or (b) already successfully completed a first degree programme and is desirous of and academically capable of pursuing another first degree programme in an allied subject.

The question is why it is important to know the higher education in India, its structure, the kinds of degrees they provide, the admission procedure, etc ? The answer is when we talk about inclusion in higher education these play a very dominating role. Its very important to understand that what is the definition of inclusion we are looking at. We need to be clear that we are not focusing on access in higher education which is academic inclusion. Here we are talking about equity in access that is making sure that every single section of the society is getting equal opportunities to go for their choice of higher education institutions or not. In real terms that is called social inclusion in Indian higher education. So the sections below are giving a fair idea of relationship between some factors in higher education which are effecting inclusion and what are the policies we had in place for making it more inclusive and equally.

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accessible. Along with that discussing about some policy recommendations and taking something from international best practices.

Education is the fulcrum of life, for life, for peace, progress and development. It provides seedlings for culture and civilisation. It is a passport for freedom and liberty and a higher calling in life. India has seen a consistently high rate of economic growth in the recent years. It has now become a major player in the global knowledge economy. Skill based activities have made significant contributions to this growth. Such activities depend on the large pool of the manpower that is fed by its large higher education system. It is now widely accepted that the higher education has been critical to India's emergence in the global knowledge economy. While the National Knowledge Commission (NKC) set up by the Prime Minister calls it a 'quiet crisis', the then Human Resource Minister Kapil Sibal called it 'a sick child'(Agarwal,2009). There appear to be endless problems with the Indian higher education system. Huge problem of equity in access, attributed by Indian long history, diverse culture, complicated nature of polity and policy process, the graduates are unemployable and the private players in the higher education. An unwieldy affiliating system, inflexible academic structure, uneven capacity across subjects, eroding autonomy of academic institutions, low level of public funding, archaic and dysfunctional regulatory environment are some of its many problems (Agarwal, 2009).

Finally, it is widely held that it suffers from several systemic deficiencies and is driven by populism, and in the absence of reliable data, there is little informed public debate. More than 35 years ago, Nobel laureate Amartya Sen, while analysing the crisis in Indian education, rather than attributing the crisis in Indian education to administrative neglect or to thoughtless action, pointed out that the 'grave failures in policy-making in the field of education require the analysis of the characteristics of the economic and social forces operating in India, and response of public policy to these forces' (Amartya Sen, 'The Crisis in Indian education', Lal Bahadur Shastri Memorial Lectures, 10–11 March 1970). He emphasised that 'due to the government's tendency to formulate educational policies based on public pressure, often wrong policies are pursued.' Unfortunately, it is believed that policy-making suffers from similar failure even today. Rather than pragmatism, it is populism, ideology and vested interests that drive policy. It seeks to achieve arbitrarily set goals that are often elusive and, more than that, pursued half-heartedly. (Agarwal,2009 page XXV).

The paper deals with following sections mentioned below.



To intervene in such complex systems Indian higher education, it is necessary to first understand how the system is put together. Thus, first the section of the paper maps the size,

structure and growth of higher education in India. In doing so, the section also talks about the objectivity of the structure and system of Indian higher education for understanding its effect on inclusion.

Issues of access and equity are central to higher education in most countries around the world, particularly in democratic societies. Thus, it is important to understand the factors, which affect the higher education in India and their link with access and equity. Thus, second section of the paper deals with then the budget allocation, types of institutions, courses, private players, quality of education, diversity in the campus, etc. and understanding that how these factors are crucial when we are talking about inclusion. The prime focus is private institutions due to their pivotal role when it comes to inclusion.

Quantitative measurement is one of the most crucial parts while mentioning the degree of impact of something. Thus third section elite to mass higher education and talks about the parameters for measurement of degree of inclusion. This section deals with the three phases starting from the process of applying for a college to leaving as undergraduate different dimensions, which link these phases with inclusion. While analysing overall growth trends, the book notes the transition from compares the enrolment pattern with countries (Trow, 1973).

From the 8<sup>th</sup> five-year plan, inclusion and equity in access has been the prime focus for higher education in India. Government, keeping the history and the complexity of Indian higher education in mind made numerous policies for providing equal opportunity to every section of the society. These policies made tremendous positive and negative changes. Thus, fourth section talks about those policies, primarily reservation policies, their effect on different focused groups and current scenario.

Fifth sections deals with the existing affirmative actions and how successful they proved themselves in creating inclusion and what are the major loopholes in them.

Sixth section emphasis on the policy recommendations, which can be implemented keeping in view how successful existing policies had been and how the parameters for measurement of to what degree impact have been created.

Seventh section emphasis is on the international practices which are there creating relevant impact on the inclusion issue in their country. It also examines the practices, which can be adopted in India.

Last section deals with the conclusion that how can we reach to our 12<sup>th</sup> five year plan of inclusive growth.

The focus on data in this paper is deliberate, in order to sieve reality from myth. Perceptions, ideology, vested interests and policy debate have not been missed either. The evolution of economic purposes of higher education has been the single most important development in the education sector in the 20th century, and it resulted in enormous expansion of higher education in countries around the world, including India. It shaped debates over equity and access, social and economic mobility, curriculum and courses, innovation and competitiveness. The emphasis in this book on the economic role of higher education reflects this contemporary reality, though civic, moral and intellectual purposes of higher education are important and will continue to be so.

## LITERATURE REVIEW

From the early 20th century, there have been several high level commissions set up to provide policy orientation to the development of higher education in India. On the basis of the report of the Sadler Commission (1917–19), also referred to as the Calcutta University Commission, the Central Advisory Board of Education (CABE) was set up to define the general aims of educational policy and coordinate the work of various provinces and universities by guarding against needless duplication and overlapping in the provision of the more costly forms of education. The University Education Commission, presided over by Dr S. Radhakrishnan, in its report in 1949 recommended that university education should be placed in the Concurrent List so that there is a national guarantee of minimum standards of university education. The constituent assembly did not agree to it. It was much later, in 1976, that education was made a concurrent subject with the 42nd Amendment of the Constitution.

The Kothari Commission (1964–66) examined various aspects of education at all levels and gave a very comprehensive report full of insight and wisdom. This report became the basis of the National Policy on Education, 1968. With this, a common structure of education (10+2+3) was introduced and implemented by most states over a period of time. In the school curricula, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience assigned a place of importance. A beginning was also made in restructuring of courses at the undergraduate level. Centres of advanced studies were set up for post-graduate education and research. Detailed estimates were made to meet requirements of educated manpower in the country.

In 1985, a comprehensive appraisal of the existing educational scene was made. This was followed by a countrywide debate. It was noted that while the achievements were impressive in themselves,

the general formulations incorporated in the 1968 policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organisational support. It was further noted that problems of access, quality, quantity, utility and financial outlay, accumulated over the years, had assumed such massive proportions that these required to be tackled with the utmost urgency.

In the background explicated previously, the National Policy on Education (NPE), 1986 was put in place. It was noted in the preamble to the policy that education in India stood at the crossroads, and neither normal linear expansion nor the existing pace and nature of improvement of the situation would help. It was also noted that education has an acculturating

role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution. Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. Accepting the fact that education is a unique investment in the present and the future, a very comprehensive policy document was approved in 1986. This was supplemented with a Programme of Action (PoA) in 1992.

On review now, one sees that many of the recommendations of the NPE, 1986 read with PoA, 1992 have been only partly fulfilled. Moreover, there has been no effort to modify the previous policy prescriptions or to develop a new one. After the economic reforms were undertaken in the early 1990s, their influence on development of higher education has been ignored. With the economic reforms of the 1990s, the private sector has come to occupy a central role in the economic development of the nation. There is a need for a holistic review of the instruments currently available for managing the higher education system such as the University Grants Commission (UGC) Act, the All India Council of Technical Education (AICTE) Act, and so on, which have become outdated in the present context. In this context, it is important to develop a new national policy framework for higher education in the current and emerging contexts. Such a policy framework should not be developed by political processes, but by an independent, high powered commission.

### **Recent Development In Higher Education**

Higher education has received a lot of attention in India over the past few years. There are four reasons for this recent focus. Out of which, reservation quotas in higher education institutions, particularly the more reputed ones that provide access to high status and best-paid jobs became a highly divisive issue, central to the policy of inclusive growth and distributive justice, and hence politically very important. The other one is, in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain its growth momentum and maintain competitiveness unless problems with higher education are fixed. Last, demand for higher education continues to outpace the supply due to growing population of young people, gains in school education, the growing middle class and their rising aspirations.

It is widely believed that technological advances and a shift in demographic provide India with a window of opportunity to productively engage its huge pool of human resources, and become a leader in both the rapidly expanding sectors of services and highly skilled



manufacturing. This would, however, require revamping the higher education sector. Hence many steps have been taken to augment supply, improve quality and fix many of the problems faced by higher education. The National Knowledge Commission (NKC) that was set up to examine the higher education sector (amongst other things) made several useful and important recommendations. The Government of India has increased funding significantly during the Eleventh Five Year Plan. Many new institutions have been planned and some of them are already operational. There are many good ideas in the plan document. All these efforts, however, appear to be somewhat disconnected. Some even appear to be at cross-purposes with each other. Several suggestions appear to be merely impressionistic views of individuals, rather than being supported by data and research. Overall, these efforts do not give a sense of an integrated reform agenda for Indian higher education.

With ambiguity in defining its purpose and vagueness about its quality, debate on higher education is usually full of rhetoric. As pointed out by Kapur and Crowley, for the higher education 'sector whose main purpose is to train people with strong analytical skills, it is ironical that its own self-analysis is replete with homilies and platitudes, rather than strong evidence' (Kapur and Crowley, 2008). Institutions of higher education today are an integral organ of the state and economy. They are embedded in the history and culture of a nation and are shaped by its contemporary realities, ideologies and vested interests. India's large size, long history and diverse culture and the complicated nature of Indian polity and policy process make Indian higher education a very complex enterprise.

This paper unravels this complexity by taking up a comprehensive review of the Indian higher education system, assesses its need to be more socially inclusive, identifies gaps and provides perspectives for the future. In doing so, it takes into account the factors which effect the whole process starting from applying to colleges to leaving as a graduate and provides a glimpse of a vibrant emerging private sector. Evolving an integrated reform agenda for higher education in India (or, for that matter, anywhere in the world because of the various sensitive issues involved) with a long-term perspective is both complex and difficult, but by looking at the holistic picture that the paper presents, one could think strategically about it and finds it much more approachable .

## 1. SIZE, STRUCTURE AND GROWTH OF HIGHER EDUCATION IN INDIA

*The more complex the problem, the less one needs to learn in order to have an opinion- A. Dubi*

### 1.1 STRUCTURE OF HIGHER EDUCATION IN INDIA

TODAY, the Indian higher education system is a loose configuration of various types of institutions, based largely on the British model, but also in part on the American model of higher education. In the federal arrangement, most institutions of higher education are under the provincial governments, but several reputed institutions are directly under the national government. The new private sector has not only accelerated the growth, but also added a new dimension to the higher education landscape. The Indian higher education system is now a large and complex body.

Higher education in India include universities, colleges and other institutions. While universities award their own degrees, the colleges award their degree through the university to which they are affiliated. The affiliating system is unique to the South Asia, where colleges conduct teaching and learning under the academic supervision of the university to which they are affiliated. All universities are not of affiliating type ; a majority of them are the unitary bodies having a single campus, while some even have multiple campuses. A few universities and the colleges use the word 'institute' in their titles This does not make them different from other universities and colleges. Universities and colleges vary in terms of their academic, administrative and financial arrangements. The parliament or the state legislatures can establish universities. Those established by an act of the Parliament are the central universities, and the ones set up by the state legislatures are state universities. Some institutions of higher education are granted 'deemes to-be university' status by the central government, and will be refered to hereafter as deemed universities. A few institutions are established by the Parliament and even state legislatures- as institutions of national importance. Universities, including deemed universities, and institutions of national importance are all degree – awarding institutions (DAIs).

### Types of institutions

By	Types
Degree granting powers	<i>University- unitary or affiliating ; college</i>
<i>Legislative origin</i>	<i>Central ; state or deemed to-be university</i>
<i>Funding</i>	<i>Public (government/ aided)institutions ;Private(unaided) institutions not – for – profit (or de facto for- profit)</i>

Post 1980 phase several developments took place. There was an un precedented demand for the quality education relevant to the needs of business and industry. The growing middle class , which could afford high fees, made non – subsidised education possible. Large number of private universities institutions at primary and secondary education had come up as a viable enterprises all over the country. Due to financial constraints, the government found it difficult to set up new universities and colleges. According to some observers, this marked the withdrawal of the government from taking over additional responsibility for the higher education (Tilak, 2005).

## 1.2 SIZE AND GROWTH OF INDIAN HIGHER EDUCATION SECTOR

The population of India has begun to appreciate the value of education in a global economy and has demonstrated an increased willingness to pay for quality education and more students are now opting for higher education after school.

India has the third largest higher education system in the world in terms of enrolments, after China and the US. The number of students enrolled in the universities and colleges (fomal system) has been reported to be 16 mn in academic year 2010-11. This does not include enrolment in higher education offered through ODL. India is acknowledged to have the largest higher education systems in the world in terms of number of institutes. The university and higher education system comprises 610 universities and in addition, there are 33,023 colleges. An estimated \$13bn is spent outside the country. Higher education is the second largest opportunity in the Indian education sector.

Having a comparative view on this Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11.

## Higher Education Sector Size & Growth (\$ bn)

Please find below a snapshot of the current higher education sector in India:

- India has 610 universities. 43 central universities, 299 state universities, 140 private Universities, 128 deemed universities and 5 institutions established through state legislation, 30 Institutions of National Importance
- There are 45 technical institutes, 13 management institutes, 4 information technology institutes, 6 science and research institutes and 3 planning and architecture institutes

Source: UGC Annual Report 2010-2011- DGET; Ministry of Human Resource Development (HRD) Annual Report 2011- 2012; IDFC SSKI 2010; DISE 2009-10 Flash Statistics; MHRD Statistics: Higher & Technical Education 2010; Planning Commission: Midterm Review of XI Plan

All these data show a massive expansion of higher education in India, but its been very chaotic and unplanned. In an effort to meet rising aspirations and to make higher education SOCIALLY INCLUSIVE, there has been a sudden and dramatic increase in number of institutions without a proportionate increase in the material and intellectual resources. (Agarwal, 2009). As a result, according to Beteille (2005), academic standards have been jeopardized. Several problems that the system faces include: inadequate infrastructure and facilities, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances.

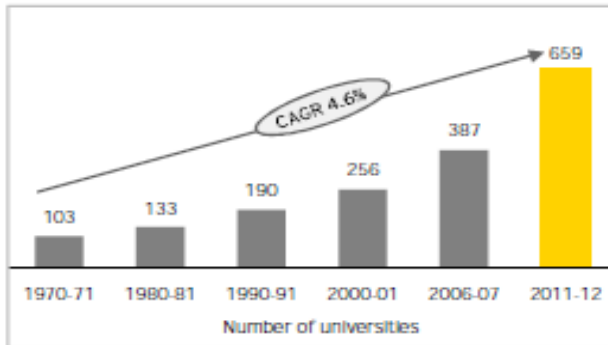
The size, structure and growth of the Indian higher education system are riddled by many contradictions. It is both large and small. In terms of absolute enrollment (25.9 million students) it is third largest in the world but in terms of gross enrollment ratio, it is small - just around 17.9 % percent.

Universities and colleges together, there are more than 33633 institutions. Yet, the degree granting institutions are very few.

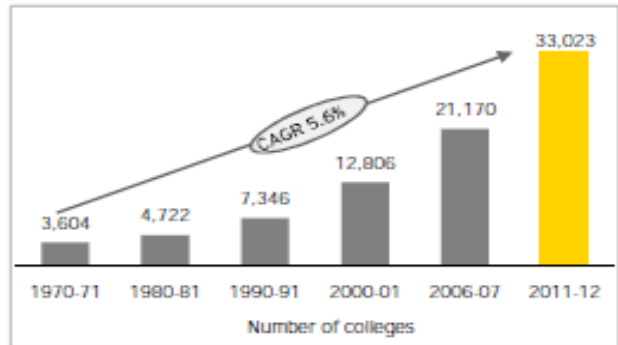
All these data show that though the higher education in India flourished a lot in all possible ways, it is still very chaotic and unplanned. In India the drive to make the universities SOCIALLY INCLUSIVE led to a sudden and dramatic increase in number without the proportionate increase in material and intellectual resources.

India has one of the largest higher education systems in the world, and has been witnessing healthy growth in its number of institutions and enrollment in the last few decades

**The number of universities has grown more than six times in the last four decades**

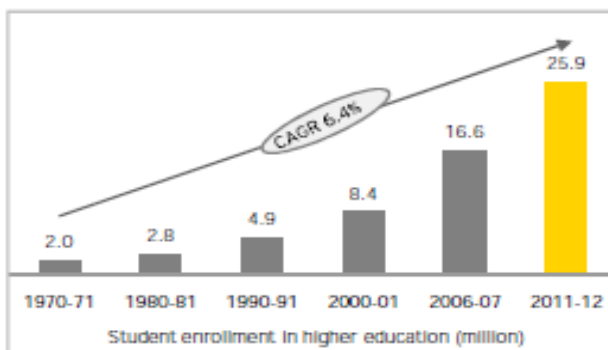


**India has more than 33,000 colleges with one-third of the colleges having been set up in the last five years**

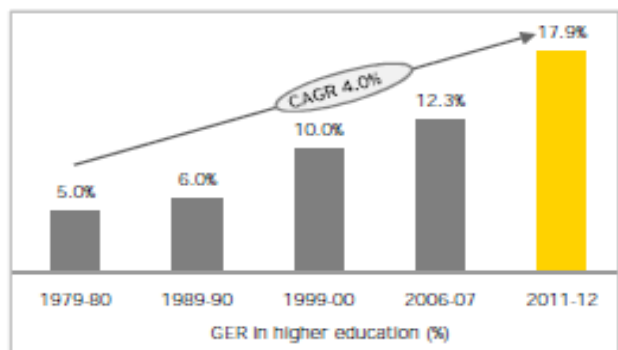


There were 12,748 diploma-granting institutions in the country as of 2011-12.

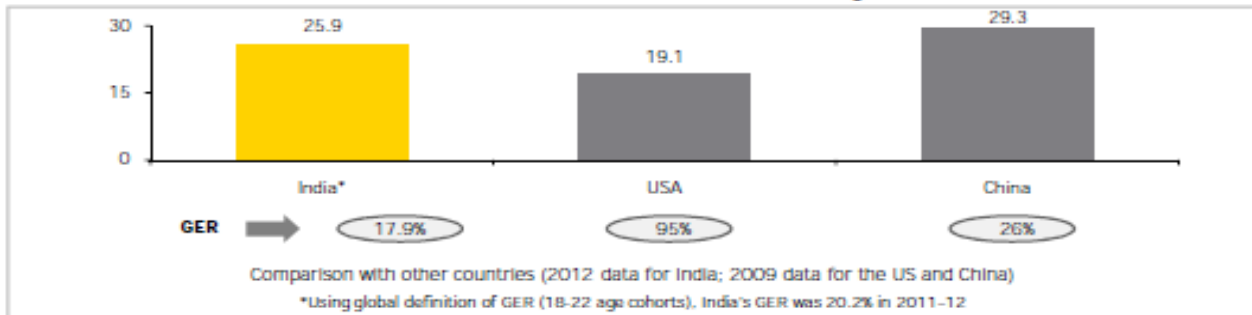
**Student enrollment in HEIs has grown 12 times in the last four decades**



**GER in higher education has reached close to 18% in 2011-12**



**India ranks second in the world in terms of enrollment of students in higher education institutions**



**FIGURE 1: GROWTH IN HIGHER EDUCATION IN INDIA**

Source: Ministry of Education of People's Republic of China, Twelfth Five Year Plan: Chapter on higher education, UNESCO: Global Education Digest 2011. National Center for Education Statistics US

## 2. FACTORS AFFECTING INCLUSION IN HIGHER EDUCATION IN INDIA

When we are focusing on social inclusion, it is very important to understand that what are the multiple ways of classifying higher education in India and how they are linked to make the higher education in India more socially inclusive.

In India as we have discussed in the previous section also that it has gone through various changes, which raised made us think how to achieve the actual purpose of higher education which is broadly classified as process of broadening access, making higher education inclusive, and promoting excellence.

The various factor which effect higher education in India. Universities are not ivory towers and never have been. They are subject to pressures and influences from external social forces of many kinds. This is not surprising, in light of the importance of universities to society, as well as the fact that institutions of higher education obtain their funds from external sources such as the government, students and their families, and donors. In the twenty-first century, universities are subject lot of influences, largely because of their importance to knowledge-based economies, and because more than half the college-age population attends postsecondary institutions.

### 2.1 ECONOMIC FACTORS (BUDGET ALLOCATION)

There is this general view that primary, and to some extent secondary education are more effective instruments for promoting economic and social development. As a result, even within The education sector, higher education got lower priority in budget allocation. Currently we spend a mere 1 percent of our GDP on it.

For almost all public institutions, financial support from state governments is critical. Thus ensuring sustainable higher education systems at the same time that public funding is decreasing and competitiveness is increasing is the major factor, which is affecting the higher education in India. This consequently is the most important driver behind the rise of private finance which it turn is the result of private demand for the higher education.

So it is important to understand that how the low budget allocation is affecting the inclusion factor in higher.

There is this notion that private institutions are driven by considerations of profit and greed. But there is now realization that the private education sector is inevitably destined to grow ~~because the government fund is not enough o meet the growing demand due to demographic~~

trends and improvement at lower level of education resulting in more people completing secondary education and economic trends showing increase in number of individuals who are willing to pay.

According to Levy (2008b), 'private higher education provides solutions to the dilemma of how to keep expanding access while not expanding public budget'. While improving access, its impact on EQUITY and quality are debatable.

## 2.2 FORM OF PRESENCE

Several developments took place in the post 1980s phase. There was an unprecedented demand for quality higher education and this period saw the emergence of new types of providers. Private universities proliferated, distance education programmes gained wider acceptance, public universities and colleges started self financing programmes, and foreign institutions started offering programmes either by themselves or in the partnership with the indian institutions and the non- university sector grew rapidly. As a result the entire higher education landscape transformed over past 25 years.

### 2.2.1 GROWTH OF PRIVATE INSTITUTIONS

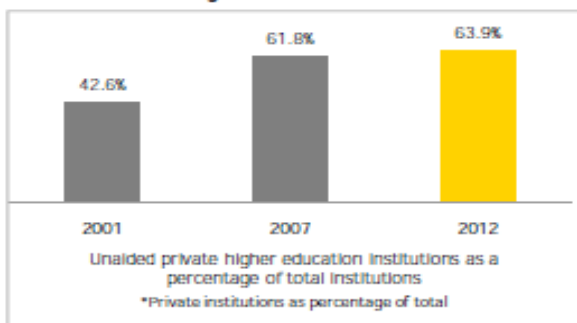
Growth of financially independent private institutions has been the most significant development over the past few decades. Such institutions proliferated all over the country over the years. Faced with the financial constraints, the government had no option but to reluctantly allow their entry.

Until the late 1990s, the main mode of growth of private institutions was through establishing colleges affiliated to the existing universities or new universities carved out from the existing ones. By the late 1990s, many private promoters were getting uneasy of the regulatory controls. They felt that the affiliating university and the state university were not allowed to fully exploit their market potential (Agarwal,2009.page 22. paragraph 2). The main point to be mentioned here is that the new breed of private institutions are primarily *de facto* for- profit and are driven by profit and greed which is effecting the inclusion because the section of the society which can afford the pay the capitation fee charged by the private institutions can get into these institutions which is excluding that section which are financially weaker and live into urban areas and not getting access to these institutions.

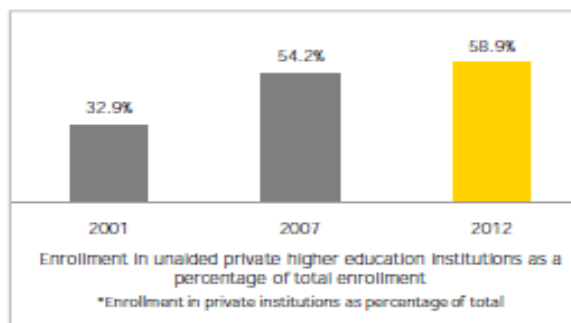


The private sector has played a pivotal role in the growth of higher education in India. The graphs below shows the growth of private institutions and how it affected the enrollment rates.

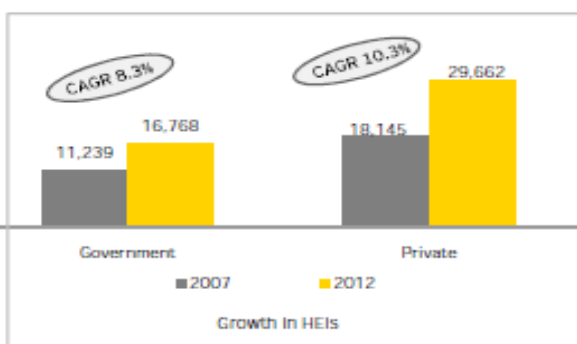
**The share of unaided private institutions in the total number of institutions is now a little less than two-thirds, up from 40% a decade ago**



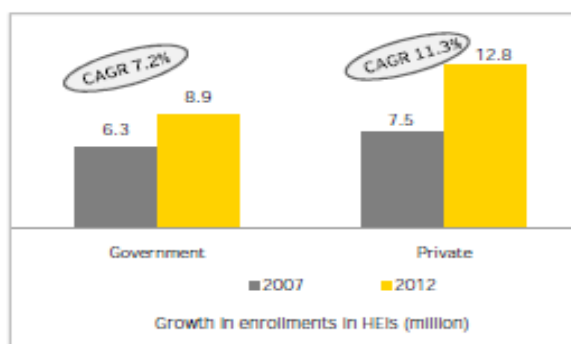
**The unaided private sector accounted for around 60% of total enrollment in 2012 – almost double that of the share of total enrollment of 33% in 2001**



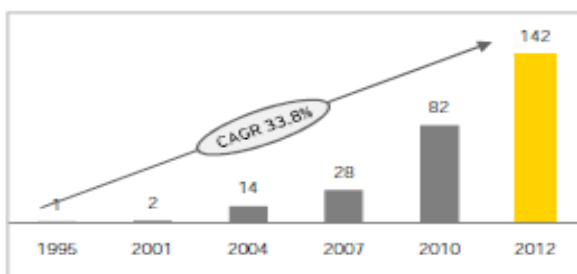
**Between 2007 and 2012, the number of private institutions grew faster than the number of government institutions**



**Enrollment in private institutions has increased at a CAGR of 11% over the last five years, as compared to 7% in government institutions**



**State private universities have witnessed an annual growth of 33.8% since 1995...**



**...partly driven by increased corporate sector participation**

- ▶ Several private HEIs have been established recently with the support of the corporate sector. These include (illustrative):
  - ▶ Shiv Nadar University (2011)
  - ▶ Azim Premji University (2011)
  - ▶ Jaypee University of Engineering & Technology (2010)
  - ▶ Dr. K.N. Modi University (2010)
  - ▶ O.P. Jindal Global University (2009)

**FIGURE 2: GROWTH OF PRIVATE SECTOR IN INDIAN HIGHER EDUCATION**

Source: Twelfth five year plan: Chapter on higher education; UGC

## 2.2.2 GROWTH OF OPEN AND DISTANCE EDUCATION

Open education came into picture when in the conventional universities in the public sector started correspondence education. It started with the University of Delhi offering bachelor's degree programmes in arts, sciences and social sciences in the year 1962. Often Open University generates huge surpluses with the fee levels usually higher than fees in similar regular programmes. Most of the conventional universities generating their revenue by the fee and surpluses they charge.

They are meeting the growing demand of the section who can pay and one plus point is it is providing access to those section of students who can travel to get that kind of education, which is a significant change in the higher education in India, still it is not creating inclusion for the section of the society which is economically weaker.

## 2.2.3 GROWTH OF NON- UNIVERSITY SECTOR

This post-1980s also saw growth of the non- university sector. This grew to meet the immediate demand of skills from a growing economy. The formal training sector, hundreds of industrial training institutes (IITs) and polytechnics were established. Besides this, a large private for – profit-training sector emerged to meet the growing demand for the usable training. This is financed by the students and their parents and responds in more direct, and usually more effective ways, to the needs of industry and the labor market. Financially stronger sections of the society preferred these skills because it made the gap between training and education narrower. Again, this type of sector is not in accordance to create full inclusion because of high fee these courses demand.

The figure shows the breakup of the types of universities, which gives a very clear understanding that it is so crucial to think of strategic ways to make the private institutions a medium for the economically weaker section an equally accessible opportunity.

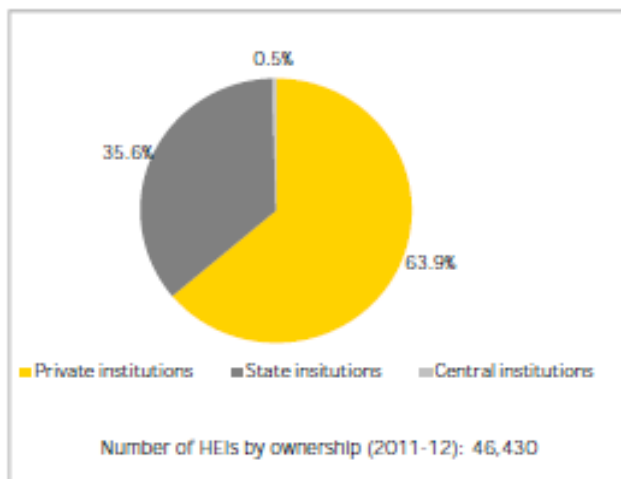
Private institutions lead in terms of number of institutions and student enrollment which is shown below:

Form of presence (46,430)					
University and university-level Institutions	659	Colleges	33,023	Diploma-granting institutions	12,748
Central	152	Central	669	Central	NIL
State	316	State	13,024	State	3,207
Private	191	Private	19,930	Private	9,541
Enrollment in 2012 (million)			18.5	Enrollment in 2012 (million)	
				3.3	

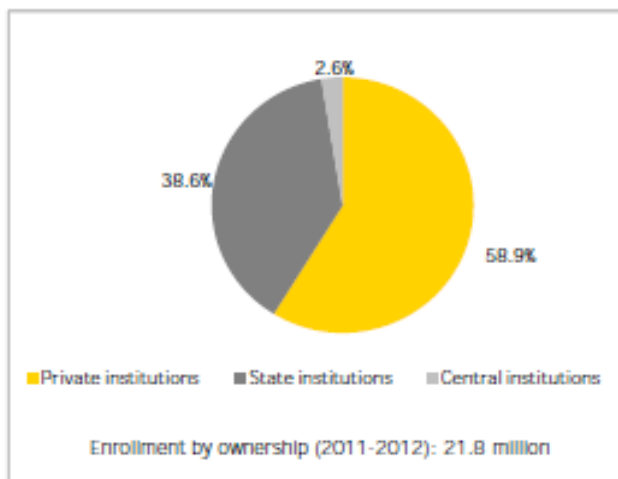
  

<ul style="list-style-type: none"> <li>▶ Have considerable academic, administrative and financial autonomy</li> <li>▶ Can award degrees</li> <li>▶ Institutions are subject to fewer regulatory constraints, since they are governed by the Act under which they are formed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lower investment required to set up affiliated colleges (given their typical scale) than to establish universities</li> <li>▶ Affiliated to a university and therefore governed by its mandate or guiding principles</li> </ul>	<ul style="list-style-type: none"> <li>▶ Face limited regulatory interface since they deal with a single regulatory body (AICTE)</li> <li>▶ AICTE regulates a range of issues relating to setting up of such institutions and their operations, including land, infrastructure, intake, faculty, etc.</li> </ul>
---	--	--

Private institutes (~30,000) account for the majority of HEIs...



...as well as student enrollment



**FIGURE 3: FORM OF PRESENCE (UNIVERSITIES AND COLLEGES)**

Source: Twelfth Five Year Plan: Chapter on higher education, UGC report 'Higher education in India at a glance' 2012

## 2.3 FIELD OF STUDY

### 2.3.1 PROFESSIONAL COURSES IN PRIVATE INSTITUTIONS

Private institutions that were the main venue for the growth in enrollment in the post-1980 era offered courses in professional areas that had market demand , such as in engineering and technology, medicine, teacher education at the undergraduate level, computer applications and management at the post – graduate level. Private institutions now contribute as much as 80 per cent enrollments in professional programmes. Thus the emergence of private education brought in a much desired occupational focus to the growth in higher education and brought in dynamism to the hitherto moribund higher education system. But again the section which can afford the capitation fee charged by private institutions will be able to go for these professional courses and at the end this is making the lower economic section of the society excluded to access these courses, thus to compete with the growing market demand.

### 2.3.2 SELF FINANCING COURSES IN PUBLIC INSTITUTIONS

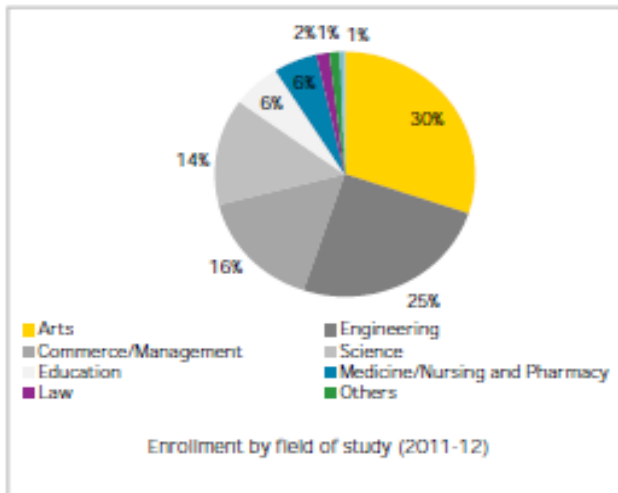
While financial constraints had put a brake on the expansion of the government - funded universities and colleges, even the existing ones faced financial difficulties. Due to increased student demand, they had no option but to start self-financing courses. The students were charged tuition fees not only to cover the operating costs, but also to generate surplus for the other operations of the institutions. These courses are obviously in engineering and technology, medicine, teacher education at the undergraduate level, computer applications and management at the post – graduate level. The fee structure in conventional courses in public institutions continues to be low. In the recent programmes, fee income from self – financing courses and distance education programmes are the main sources of revenue for many public universities and colleges in India.

The whole argument of describing the types of institutions and courses, which came into picture, is that, though there are tremendous growth in higher education in terms of increase in the number of institutions and emergence of courses, which are in market demand, they are not accessible to the economically weaker section not creating inclusion. Some policy changes keeping inclusive growth in mind is very crucial which will resonate with the growth in higher education in India and make it more positive and beneficial for the country's growth.

While general courses account for the bulk of enrollment, professional courses are growing significantly faster which is shown in the figure below:

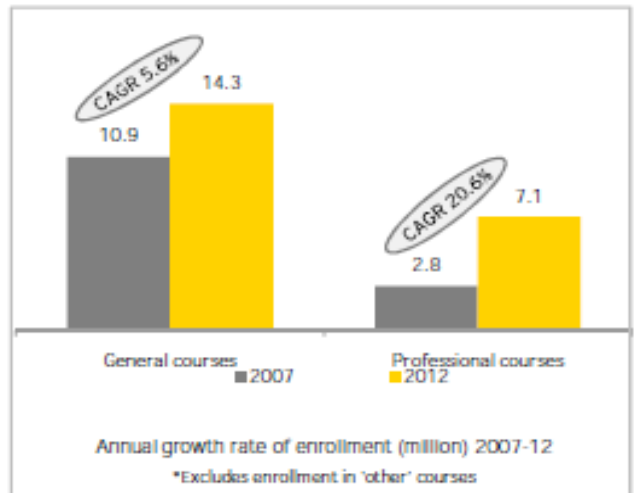
Field of study	
General institutions	16,250*
Enrollment in 2012 (million)	14.3**
Streams offered include:	
<ul style="list-style-type: none"> <li>▶ Arts</li> <li>▶ Science</li> <li>▶ Commerce</li> <li>▶ Education</li> </ul>	
Professional institutions	9,701*
Enrollment in 2012 (million)	7.1**
Streams offered:	
<ul style="list-style-type: none"> <li>▶ Engineering</li> <li>▶ Medical</li> <li>▶ Management</li> <li>▶ Law</li> <li>▶ Other professional and vocation-based courses such as hotel management, architecture, agriculture, etc.</li> </ul>	

General courses account for the largest share of enrollment...



\*2009-10 statistics  
\*\*Excludes enrollment in 'other' courses

...but enrollment in professional courses (such as engineering and medicine) has witnessed a higher growth in the last five years



**While professional courses account for a third of enrolment, the fee for such courses is significantly higher than general courses (upwards of 10x), resulting in majority spend towards such courses**

FIGURE 4: FIELD OF STUDY(TYPES OF COURSES)

\*2009-10 statistics

\*\*Excludes enrollment in 'other' courses

While professional courses account for a third of enrolment, the fee for such courses is significantly higher than general courses (upwards of 10x), resulting in majority spend towards such courses

Source: Twelfth five year plan: Chapter on higher education, UGC report 'Higher education in India at a glance' 2012

## 2.4 Demographic Realities (regional imbalances)

The effect of demography on the higher-education system has been immense and its effect on the inclusion is very significant. The dramatic expansion of section completing secondary education, the spatial distribution of universities and colleges that is skewed in India creating a huge challenge for inclusion. There is a huge variation in size, both in terms of population and area of the 36 states and union territories in the country. Even if this factored in, spatial distribution of university level institutions is highly uneven across states. While five states – though the smaller ones – have just one university each, there are five other states that have excess of 20 universities level institutions. Sixteen states do not have a single central university. Such imbalances are even more glaring with respect to the professional colleges that are mainly concentrated in a few states, though there is increasing dispersal now. Due to this factor the mobility of students is quite fast, which is much faster for professional education. Regional imbalances in higher education facilities arise natural clustering of institutions in and around metropolitan and urban areas.

Though the attempts to set up institutions in remote areas and far flung areas can backfire. There are cases of several public institutions that could not flourish due to their locational disadvantage. Thus, policies for the geographical spread of institutions have to be carefully crafted.

### 3. QUANTITATIVE MEASUREMENT OF DEGREE OF INCLUSION

It is important to understand that how can a particular policy be assessed in terms of how effective it had been in its implementation. Thus, quantitative measurement of the degree that how far the policy reaches in terms of effectiveness requires some parameters to measure inclusion. It's important to understand that inclusion is a stepwise process it can't be achieved in one go or by creating policies at one stage. If we talk about higher education inclusion means by its very definition, equal participation and opportunity of access to any higher education institute of a person's choice.

Talking in terms of social inclusion, when a student start to think of pursuing higher education there are different phases in which he/she face discrimination. So ensuring and validating the definition of inclusion requires inclusion policies at different levels and thus to measure whether the policies made effective inclusion or not it is important to look at some of the parameters which are mentioned below.

#### 3.1 PRE COLLEGE INCLUSIVE POLICY MEASUREMENT

The first step where inclusion is the requires is pre college phase. A student getting the equal accessibility to apply for any higher education institutions of his/her choice that is when the we can say that first step towards inclusion happened .so the parameter to measure whether inclusion happened at the first place is the GER (Gross Enrollment Ratio) For GER to use as an effective quantitative tool for measuring inclusion it is important to understand that there are different dimensions to it. As in India long history, diverse culture and varied demography make it different when it comes to education, enrollment in higher education keeping these factors in mind is extremely important. Thus, there are different facets in which we look how much enrollment happened. The various facets are mentioned below:

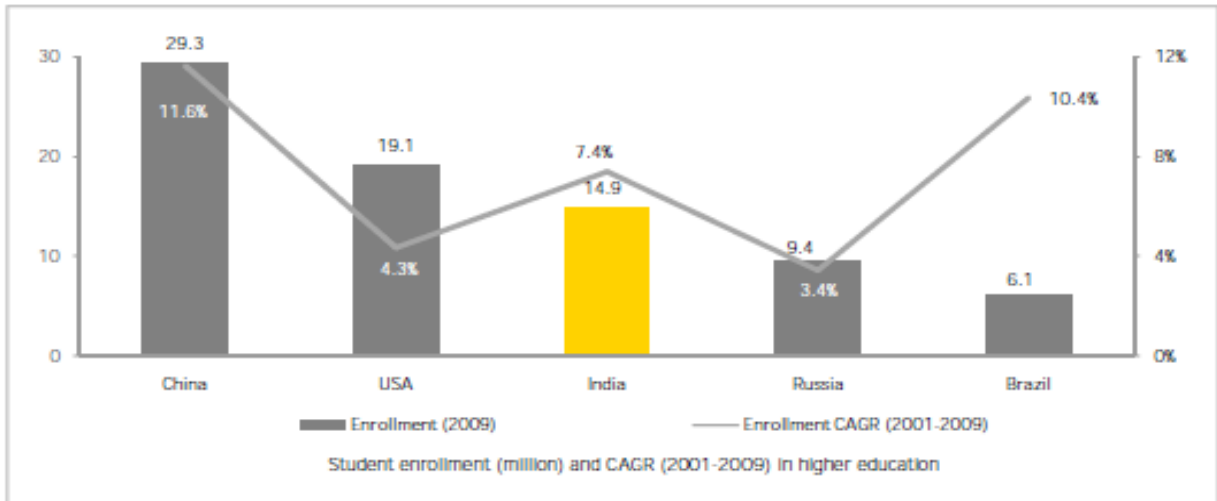
- India in comparison to other countries
- Interstate variation
- Rural and urban
- Inter religion
- Inter caste
- Male and female
- Different occupation groups
- Poor and non-poor (on basis of economic status)

Some data on the GER that where India stands internationally and in India how the GER had been across different groups are shown below:

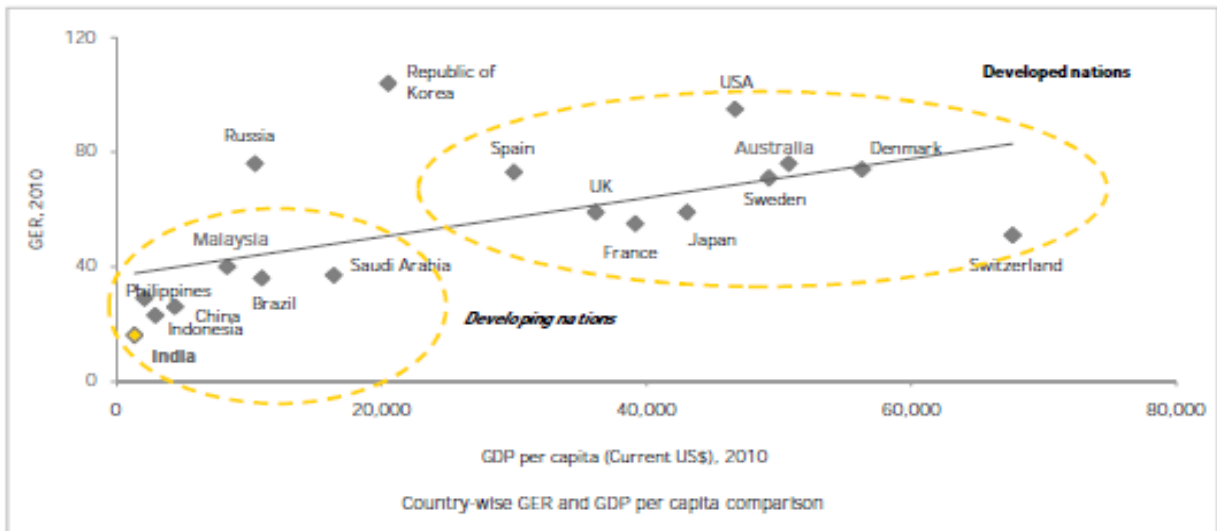
International comparison of GER highlights the fact that India lags behind its global peers in terms of enrollment



**While enrollment has grown in India's higher education institutions at an annual rate of 7.4% between 2001-2009, the country's growth lags behind that of China and Brazil, but is ahead of that of the US and Russia**



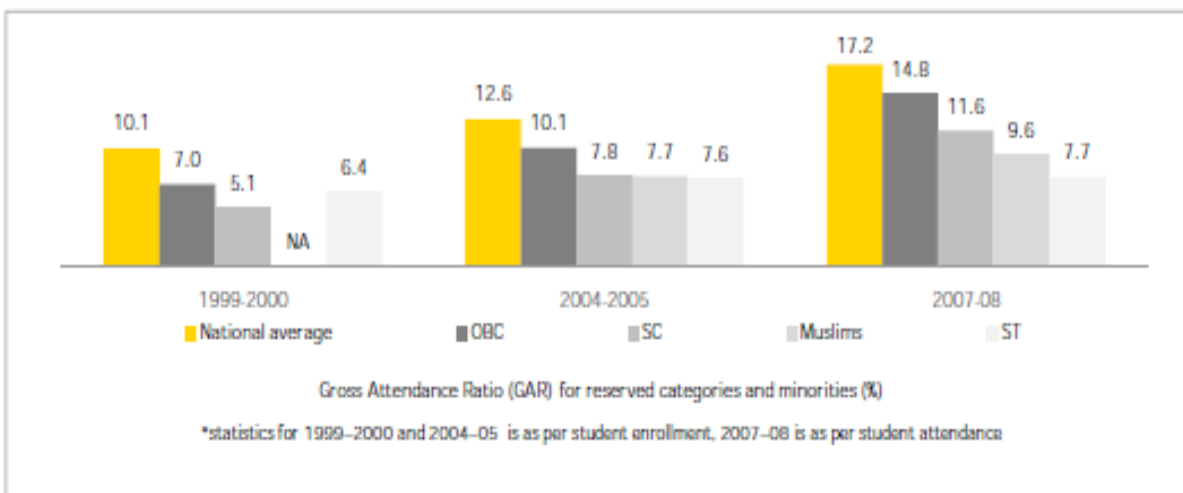
**India's GER not only significantly lags behind that of developed countries such as the US, Switzerland, Japan and the UK, but also that of developing countries including China, Brazil, Malaysia and the Philippines**



**FIGURE 5: INTERNATIONAL COMPARISON OF GER(GROSS ENROLLMENT RATIO)**

Source: World Development Indicators, World Bank, UNESCO: Global Education Digest 2011  
 There is wide disparity in terms of rural-urban, gender and communities as shown in the figure below:

Access to higher education for all minority social groups is much below the national average.



There is significant gender disparity

In 2007-08, the GAR in urban areas was almost three times that in rural areas

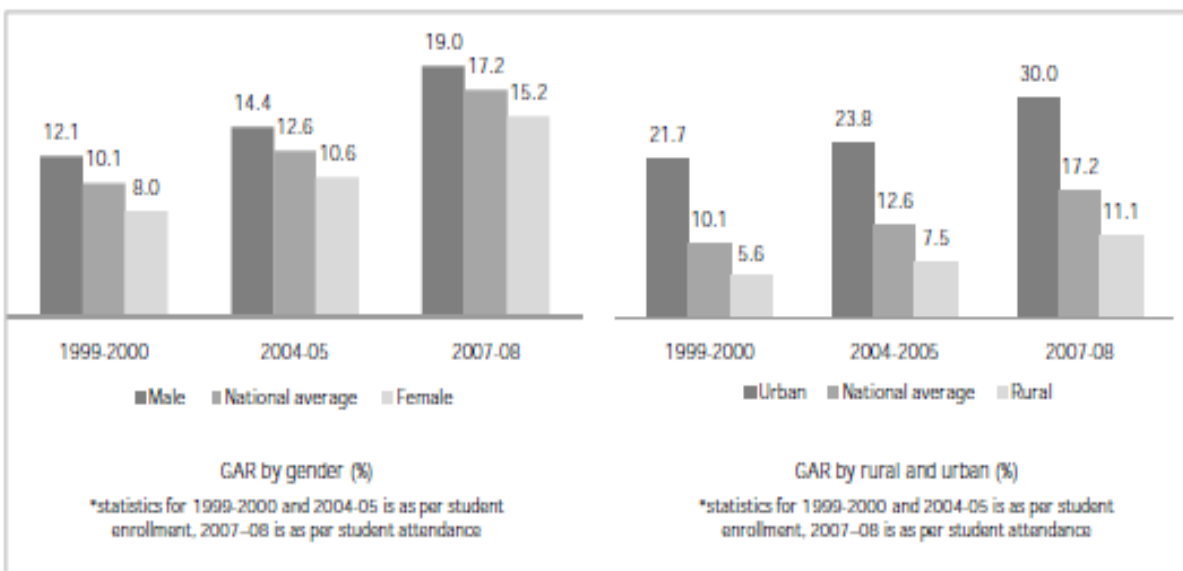


FIGURE 6:DISPARITY IN GER IN DIFFERENT SECTIONS

Source: Eleventh Five Year Plan: Chapter on Higher and Technical Education, Twelfth Five Year Plan: Chapter on higher education, UGC report: Issues related to expansion, inclusiveness, quality and finance November 2008



### 3.2 IN COLLEGE INCLUSIVE POLICY MEASUREMENT

After enrolled in the college as a backward section student through the reservation policies, is that gives the insurity that inclusion has been done fully foe them and in college they will never face any discrimination or issues in completing their higher education? The answer is a big no. It is very important to understand that after ensuring their entrance in the college (keeping this argument in mind that reservation policies during entrances in colleges should be there for the next 15 to 20 years because the main basis reservation came into picture was that the kind of deprivation these backward sections (on the basis of caste, religious minorities, rural background, gender , disables, sectorial minorities, weak economic status) have faced ) it is important to make the competent enough to compete with the other sections of the student in class (because the assumption is that they lacked the quality education at the primary and secondary level, which calls for better accessible environment in colleges).

So the parameters which can be used as to measure effectiveness of a policy in college level can be:

- PERFORMANCE IN END OF SEMESTER EXAMINATIONS : keeping this argument in place that the institutions are implementing policies for inclusion for backward section group in college
- GRADUAL CHANGE IN RESERVATION POLICIES/ AFFIRMATIVE ACTIONS: this is one of the most important parameter, which can be a very justified measurement of effectiveness criteria for any inclusive policies implemented for in college inclusion. This argument is based on the fact that the need of reservation came into picture for upliftment of some historically deprived sections but first due to lack of proper tracking of how much portion of that section got benefitted and second transformation of reservation or quota system as a tools for earning votes changed the objectivity of the reservation policy, ending up with benefiting section which is not in need and creating more exclusion for the actually deprived section.

### 3.3 POST COLLEGE INCLUSIVE POLICY MEASUREMENT

- Employment rate (not a very effective parameter because there is reservation in government jobs also)
- No reservation for any further higher education:

- Gradual change and ultimately zero reservations in government job

#### 4. HOW MUCH FIVE YEAR PLANS CONTRIBUTED TOWARDS INCLUSION

The Government has contributed to the development of the sector through its Five Year Plans

- SIXTH FIVE YEAR PLAN
  - Quality improvement
  - Improvement of standards and regulation of admission
  - Restructuring of courses for practical orientation and greater relevance
- SEVENTH FIVE YEAR PLAN
  - Focus on research and academic development
  - Creation of research facilities and centers of excellence
  - Encouragement of academic mobility and cross-fertilization of ideas
  - Restructuring courses offered at first degree level to increase employability
- EIGHTH FIVE YEAR PLAN
  - Funding for developing new departments/courses
  - Strengthening of existing postgraduate departments in terms of laboratories, workshops and library services
  - Opening of new specialized courses and departments and doing away with outdated ones
- NINTH FIVE YEAR PLAN
  - Adapting to social and economic changes
  - Encouraging relevant courses with a professional focus to enable career development
  - Addressing the education needs of under-represented social groups
  - Generating revenue through increased university-industry linkages
- TENTH FIVE YEAR PLAN
  - Improving quality and relevance of higher education
  - Strengthening of research institutions as well as open and distance education system
  - Knowledge and use of new information and communication technology

- Focus on quality, evaluation and accreditation of higher education
- ELEVENTH FIVE YEAR PLAN
- Inclusive growth of higher education
- Expanding HEIs to eliminate regional imbalances
- Making higher education accessible to all socio-economic strata of the society
- Improving quality of education by promoting research, quality assurance systems and faculty and infrastructure development

FIVE YEAR PLAN	PLANNED EXPENDITURE ON HIGHER EDUCATION (INR billion)	ANNUAL ENROLLMENT GROWTH (%)
Sixth	5.3	4
Seventh	12	6.2
Eighth	10.6	5.4
Ninth	25	5.6
Tenth	96	6.6
Eleventh	849.4	9.3
Twelfth	1107	17

Source: Tenth Five Year Plan: Chapter on Higher and Technical Education, Eleventh Five Year Plan: report of working group on higher education

The question is the objectives which the government decided on for these five year plans how many of them actually showed result or how many of them actually got implemented ? Did they actually contributed to the higher education to be more socially inclusive. We can analyse that by looking at some of the developments happened during the course of five years and the change in the parameters which are used to measure inclusion in section 3.

Under this some if the developments happened are :

- Central government has set up Centre for Study of Social Exclusion and Inclusive Policy (CSSEIP) for creating an environment in college campuses to make them comfortable for all sections of the societies. There are 35 such centers establishes under 10<sup>th</sup> and 11<sup>th</sup> plan under UGC guidelines.

For example The University Grants Commission, New Delhi, vide its Lr. No. F.3-2/2007(SCT) dated 23rd February 2007, have sanctioned the Scheme for Establishment of Centre for Study of Social Exclusion and Inclusive Policy under the X Plan for five years for implementation at the University of Hyderabad.

The Centre established these with the following objectives and functions :

Objectives:

- Conceptualizing discrimination, exclusion and inclusion based on caste/ethnicity and religion.
- Developing understanding of the nature and dynamics of discrimination and exclusion.
- Conceptualizing and problematizing discrimination, exclusion and inclusion.
- Developing an understanding of discrimination at the empirical level.
- Formulating policies for protecting the rights of these groups and eradicating the problem of exclusion and discrimination.

Functions:

- The type of intellectual activities that the Centre will be engaged in includes:
- Teaching courses at the M. Phil levels, leading eventually to full-fledged M. Phil programmes in Social Exclusion Studies.
- Undertaking M.Phil and Ph.D supervision
- Collecting information on social Exclusion and building up a database.
- Carrying out detailed analyses based on the socio-economic data generated by government agencies.
- Organizing regularly conferences, seminars and symposia on the theme of Social Exclusion.
- Publishing regular the research finding of the Faculty and students.
- Organizing public lectures on the subject by invite scholars
- Reaching out to scholars, especially young scholars, in other universities and colleges through an active programme of inviting visiting faculty.
- Establishing links with civil Society Organization engaged in combating Social Exclusion.
- Short-term Orientation courses for political leaders, parliamentarians, government officials, trade unionists and media personalities.

There are different courses provided by these centers to understand the status of the excluded sections and to have a comprehensive study on them. For example some of the courses and syllabus which the Centre offers are:

- Processes of Exclusion and Social groups

- Social Exclusion : Theoretical Perspectives

Areas of Research which they provide are as follows :

- Education of Children of Scavenging Community, Dalit Movement in Andhra Pradesh, Rural Governance and Economic Reforms in AP. Media and Public sphere, dynamics of caste politics in India. It includes in the fields of Gender, Disabled Studies, Dalits, Tribal's, and Children at high risk.
- Primary education, community participation, policy studies and looking to explore mainly on the larger area of interest for research in issues related to tribal studies.
- Social movements, Politics and Public Policy
- Different kinds of Exclusion like social, financial, health, educational and role of inclusive policy in this regard.
- Child Labour (A socially excluded section in the society)
- Trafficking a women, Girl Child and disabled children. Research in issues related to, Disabled Studies, Dalits and tribal studies.

Programmes: M.Phil and Ph.D Programmes are introduced under these centers.

The one way these centers helped in inclusion and are presently helping inclusion are through under taking research projects. Organizing National and International conferences/workshops/seminars. Publication of articles and books Exchange of faculty to other Universities within India or abroad to create awareness among people about different groups.

These centers are also connected to the communities and have their network with Research institutions, Universities and NGOs such as Centre for Dalit studies, Nandi Foundation, Centre for World Solidarity and the alike.

Similarly, under the 11<sup>th</sup> plan guidelines of the UGC, the Centre for the Social Exclusion and Inclusive Policy has been established in Tripura University in the month of April, with adequate infrastructure and necessary logistics. The UGC has supported research on the issue of social exclusion, which has theoretical, as well as policy importance with the idea to establish a teaching cum research center in Tripura University to pursue this noble cause.



During the eleventh plan, private investment has increased substantially in Higher & Technical Education. The number of higher education institutions has reached to 15 Government, 9 Deemed and 25 Private Universities, 142 Government Colleges and 1329 Private Colleges in the state. About 15 lac students are getting education in these institutions. Apart from this, Rajasthan is becoming an important center for technical education. There are 124 Engineering Colleges, 177 Polytechnic Colleges, 38 MCA Institutes and 113 MBA Institutes in the State.

2.66 High level technical education has also been expanded. IIT has been established in Jodhpur and IIM in Udaipur. Teaching work has been started in both the institutions. It has been planned to establish IIIT in the Kota in Public Private Partnership mode.

These are some of the developments happened in the field for making education inclusive and looking at the factors, which give a brief idea of quantitative measurement of inclusion like the rise in GER and the decreasing trends in disparity in GER in different sections and states (refer figure 5, 6 and 7).

During the Eleventh Plan, significant progress was made in the areas of expansion, inclusion, quality improvement and increased private participation

- ACCESS
- Improvement in GER
- During the Eleventh Plan period, India's GER crossed 15%, taking the country's higher education from an "elite" (GER of less than 15% ) to a "mass" (15%-50% GER) system
- Increase in number of institutes
  
- The number of HEIs grew by 9.6% per annum from 29,384 to 46,430 during this period
- Central institutions witnessed a historic growth (with a CAGR of 11.8%), with 51 new institutions being set up during the Plan period
- During this period, 7 new IIMs, 8 IITs and 10 NITs were established
- Increasing private sector participation
- The number of private institutions grew at a CAGR of 10% during the Plan period. This growth included the establishment of 98 state private universities, 17 private deemed universities, 7,818 private colleges and 3,581 private diploma institutions.
  
- EQUITY
- Additional opportunities for minorities / low-income families

- The Government increased the intake capacity of central institutions to provide 27% reservation for OBCs without affecting the number of general seats
- Merit-cum-means scholarships were started in 2008—09 for students who are 80th percentile and above from different school boards and have family incomes of less than INR0.45 million per annum
- Since 2009—10, the Central government has begun providing full interest subsidy loans during the moratorium period to students whose annual family income is less than INR0.45 million
- Support for backward areas
- Out of the proposed 374, 45 model colleges were established in low enrollment districts

Source: Twelfth Five Year Plan: Chapter on higher education

Government also has also set up Interdisciplinary Schools or Centers be started in each Central University, such as Centre for Child Studies (none exists in the country), Centre for Educational Studies, Centre for Robotics, Centre for Social Exclusion and Inclusive Policy, Centre for Studies in Cooperation for Indian Literature and Language etc. These Centers will be primarily meant for research activities.

The primary research of this paper is based on the interaction with some of the centers and that gave the basic understanding that how the government efforts are actually working and to what extent they are creating exclusion.

To address the challenges in the higher education sector, several government initiatives have been proposed in the Twelfth Five Year Plan :

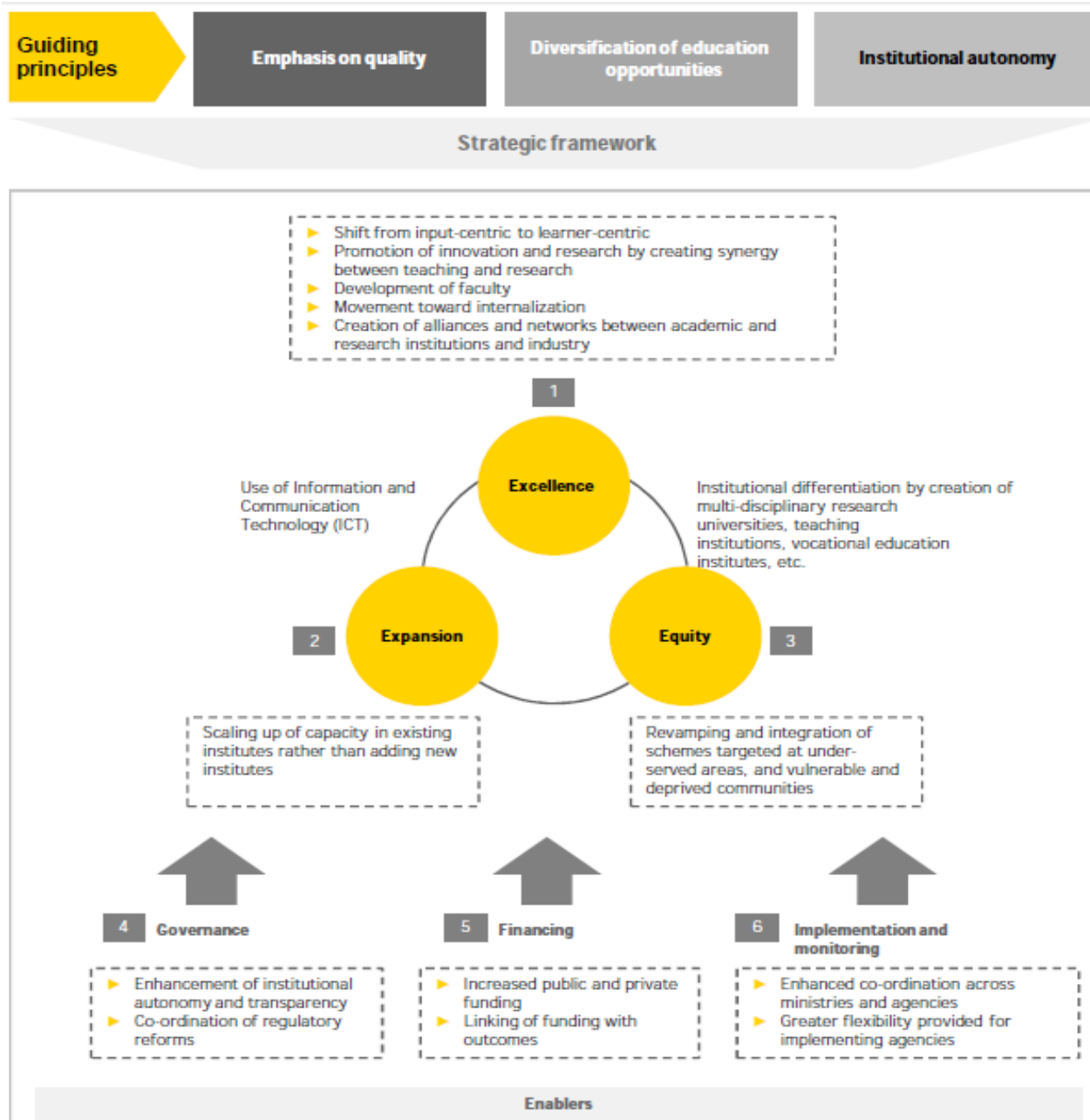


FIGURE 8: INITIATIVES PROPOSED IN TWELFTH FIVE YEAR PLAN FOR HIGHER EDUCATION

Source: Twelfth Five Year Plan: Chapter on higher education

In the twelfth five year plan the focus areas of equity are as follows:

Increased funding support	
<b>Additional funding for disadvantaged student group</b>	<ul style="list-style-type: none"> <li>▶ The Government would increase public spending on students' financial aid funding to increase scholarship amounts.</li> <li>▶ All students' financial aid schemes under the MHRD would be consolidated under Student Financial Aid Programme (SFAP).</li> <li>▶ Scholarships and student loans with government guarantees would be universalized.</li> </ul>
<b>Setting up of a guarantee corpus and Credit Guarantee Trust</b>	<ul style="list-style-type: none"> <li>▶ A student loan guarantee corpus under the Credit Guarantee Trust would be created by the Government to meet the increased demand for student loans.</li> <li>▶ This should reduce defaults for lending institutions and decrease the rate of interest for students.</li> </ul>
Differential response to address dimensions of inequalities	
<b>More colleges in minority concentrated areas</b>	<ul style="list-style-type: none"> <li>▶ Schemes for establishing model colleges, community colleges and polytechnics in low GER districts may be modified to include minority-concentrated districts and Fifth Scheduled Districts.</li> </ul>
<b>Targeted schemes for different communities/groups</b>	<ul style="list-style-type: none"> <li>▶ Special schemes will be devised to draw students from the Muslim community. These schemes will have to provide special incentives to potential students from these communities and pro-actively identify the potential beneficiaries with the help of non-governmental organizations.</li> <li>▶ Setting-up of additional women's colleges in small towns as well as giving high priority to women hostels.</li> </ul>
Consolidation of several schemes and initiatives	
<b>Clubbing schemes under one umbrella</b>	<ul style="list-style-type: none"> <li>▶ All equity-related schemes in higher education across the different ministries under the Central Government would be brought under one umbrella, Equal Opportunity for Higher Education Initiatives.</li> <li>▶ All existing and several new initiatives for inclusion of persons with disabilities will be brought under an umbrella, National Initiative on Inclusion of Persons with Disabilities.</li> </ul>
Other initiatives	
<b>'Index of disadvantage' for new scholarship schemes</b>	<ul style="list-style-type: none"> <li>▶ Individual-oriented schemes will be linked to a multi-dimensional "Index of Disadvantage," which gives due weight to caste, community, gender, poverty and rural background, to address the intersectional dimensions of inequality.</li> </ul>
<b>Monitoring performance through "Diversity Index"</b>	<ul style="list-style-type: none"> <li>▶ A mechanism, called the "Diversity Index" could be used to measure the performance of institutions in increasing the participation of disadvantaged groups and link this to budgetary incentives.</li> </ul>
<b>Promoting Indian languages</b>	<ul style="list-style-type: none"> <li>▶ A national initiative called "Bhasha Initiative" has been proposed to enhance the quality of teaching-learning through Indian languages and reduce inequalities among students. This initiative would entail setting up of new centers within universities; create teaching-learning resources, e-books and other learning media in Indian languages and support high-quality publications in Indian languages.</li> <li>▶ Particular emphasis would be laid on preservation and promotion of endangered languages (with less than 10,000 speakers).</li> <li>▶ The national translation mission will also be strengthened.</li> </ul>

**FIGURE 9: FOCUS AREAS OF EQUITY IN HIGHER EDUCATION IN TWELFTH FIVE YEAR PLAN**

The Twelfth Plan proposes schemes and initiatives targeted at disadvantaged groups to address equality related issues. The Plan has a flexible approach to embrace diversity and learning in Indian languages.

Source: Twelfth Five Year Plan: Chapter on higher education

## 5. EXISTING AFFIRMATIVE ACTIONS: SUCCESSES AND LOOPHOLES

Some of the loopholes are as follows :

- Removal of all barriers to access and differences in public resources might not eliminate the effects of family background and private resources. In societies where inequalities are large and take many different forms, there is almost an infinite list of inequalities that affect the ability to take advantage of educational opportunities. Thus, relaxation of admissions standards is often resorted to achieve equity objective. Such policies are stridently opposed by those who stand to lose. When it involves access to the highest-standard and best –paid employment, such battles become ferocious (Nortan and Lazerson, 2004: 229-30)
- Because of the importance of caste identity in the Indian polity, caste has been the basis of the preferential treatment for the admission in institutions of higher education since independence. This is ostensibly done to correct historic wrong and injustices. Numerical quota have been in vogue for the SCs (15 per cent) and STs (7.5 per cent) at the national level since independence. Later, some states also introduced quota-based reservations for the OBCs – a 27 per cent quota. There have been costs (in terms of loss of efficiency) and benefits (in serving equity objectives) of this policy. However, the equity- efficiency tradeoff has rarely been empirically studied . (Agarwal, 2009 page 57 para 3)
- Though not intended to be in place for perpetuity, the possibility of rollback of quota-based reservation, once started, is rare. With high stakes involved , particularly for the admissions into the more selective institutions, this privilege over the period of time becomes an entitlement, and no political party would like to isolate the important constituencies that benefit from reservations. Numerical quotas in institutions of higher education, particularly the more reputed institutions that provide access to high status and best-paid jobs have been an inflammatory issue and contested consistently. It remains and will continue to be a divisive and emotive issue in India unless all political parties decide not to use caste, creed and religion in electoral politics. Thus there is misuse of constitutional guarantee by political parties by raising the protection given to the marginalized classes to an unrealistic level causing harm to the interests of

meritorious students. Like in the case studies 16 per cent Maratha quota in education and jobs in Maharashtra. (The Indian Express, June 27,2014)

- The central government has a list which has the sections which come under SCs and STs and these sections only get the benefit of reservation by the government. But there have been cases of faulty certificates, to get the benefit of reservation.

With the economic reforms and emergence of the private sector three kinds of inequalities have grown: interpersonal, interstate and rural- urban. There is an impression that the country's boom has mainly benefited the upper Hindu castes, the cities, and the Southern and Western states. On the whole, the lower Hindu castes , the STs ,the large Muslim minorities, the villages, and the Northern and Eastern states have lagged considerably behind. As a country moves forward, INCLUSION has become its greatest policy challenge.

## 6. POLICY RECOMMENDATIONS

EQUAL ACCESS DOES NOT EQUAL RESERVATION- In brief equalizing access to higher education in a substantive sense presumes the provision of protected entry, but requires much more- it requires the equalization of access to the resources that determine success in higher education (Deshpande, 2013).

Inclusive Education mentioned in 1.3.25 of XI Plan Document, p 26 Vol. II, GOI, 2008

- The objective of inclusiveness in higher education will be achieved through the following:
- Reduction of regional imbalances;
- Support to institutions located in border, hilly, remote, small towns and educationally backward areas;
- Support to institutions with larger student population of SCs, STs, OBCs, minorities, and physically challenged;
- Support to the SCs, STs, OBCs, minorities, physically challenged, and girl students with special scholarships/ fellowships, hostel facilities, remedial coaching, and other measures;
- Setting up of an 'Equal Opportunity Office' in all universities to bring all schemes relating to
- this group under one umbrella for effective implementation.

The higher education system requires greater flexibility to ensure horizontal and vertical mobility, in order to enhance student choice. There are several other forces at play (apart from expansion) are transforming the higher education system. There are: shifting demographics, new technologies, entry of private (mostly for-profit) providers, the changing relationship between the institutions, the government and its regulatory arms, and the move from the industrial to an information society (Hanna, 1998)

During the fiery debate on the issue of reservations over the past two years, there were never any doubts on the need for the affirmative action. The issue has always been about targeting. It is a fact that the students from the poor and weaker section of the society tend to lose out in the brutal competition for entry to educational institutions, due to lack of access of quality education at lower levels and supplementary tutoring due to family circumstances. Considering

that education, particularly higher education, is an effective instrument for social mobility, this deprivation creates undesirable inequalities in the society. Given this reality, there is a case for an affirmative action policy to safeguard their interest.

Affirmative action's policy, however, is to be based on certain principles. The first principle is that higher education should be equally accessible to all based on merit as per Article 26 of the Universal Declaration of Human Rights. Any compromise on the principle of merit create is a sense of injustice in the minds of the youths that have grown up in a society where caste does not matter at all. They fail to understand the logic of caste-based reservation in this time and age. Thus, any relaxation in admission standards has to be relative so that the principle of merit is not completely ignored. Second, the principle of equality of opportunity and non-discrimination on grounds of religion, caste, etc., are basic fundamental rights under the Constitution of India. Therefore, a COMPOSITE INDEX OF DEPRIVATION rather than merely caste would be useful. The signal that goes out when half of the people with top qualifications in India are not based on their merit but other considerations will result in India losing its long-term competitiveness.

Talking about the regulation of fees charged by private institutions. Some state government enacted laws to regulate admissions and prohibit capitation fees in private institutions- Andhra Pradesh in 1983, Karnataka in 1984, Maharashtra in 1987 and Tamil Nadu in 1992. The provision was challenged in court. In 1993, the Supreme Court held that the commercialisation of education, including charging of capitation fee was not permissible (*J.P. Unnikrishnan and others versus State of Andhra Pradesh and others* (1993) 1 SCC 645). However, recognising the inevitability of private self-financing institutions, the Court laid down a framework to regulate admissions based on the principle of merit, with a differential fee structure in which the fees of some deserving students would be subsidised by those paying higher fees.

One judgement of the Supreme Court in 2005 (*P.A. Inamdar versus State of Maharashtra*, (2005) SCC 537) on the sensitive issue of caste-based reservation in private unaided institutions was also one very strong step took by the government to deals with the question that to what extent the state can regulate the admission made by unaided education institutions and also that can the state enforce its policy of reservation in admissions to such institutions

Based on the principles laid down above,

- An affirmative action policy could be crafted to safeguard the interests of all those who are being deprive of quality higher education opportunities. Such policies could be based on a provision of deprivation bonus for all students coming from the lower



socio- economic backgrounds and backward regions in competition for entry to educational institutions, to compensate for the actual deprivation suffered by them. Deprivation bonus should be on the basis of transparent criteria such as students from families in the Below Poverty Line (BPL) lists, students from educational institutions in rural and backward regions, physically disabled students, etc. Such bonus should not result in lowering the bar on merit for admission by more than 10 per cent on an average.

- Crafting a appropriate policy would require a trade-off between excellence and equity. The objective should be to mine the raw talent that might remain deprived and hidden due to academic competition. The existing admission processes gave undue advantage to the rich. An effort to push one section of the society ahead of other for any other reason would create divisions in society and hurt the country's competitiveness in human resources. The policy should be actually be able to eliminate sources of deprivation of the disadvantaged people. It should be flexible and be able to cater to the diversity of needs of such people by allowing different types of institutions to address their concerns in different manner.
- There should be greater flexibility to ensure horizontal and vertical mobility, in order to enhance student choice. Integrated programmes and recent decision to allow three-year bachelor's degree holder in science admission in the third year of four year engineering degree programmes are initiatives in this direction.
- A survey of 116 universities in 2004 revealed that on average about 69 per cent students are from within the state, about 18 per cent from the neighboring states, about 22 per cent from the other states about 1 per cent are foreign student. A close analysis reveals that little or no student diversity in the non-professional institutions. The regional professional institutions were also seen to possess little student diversity, but the national professional institutions that conducted a national level entrance exam showed a fair degree of student diversity. The number of foreign students in all institutions was negligible. Therefore, there is a strong need for university campuses to have student diversity as a desired goal especially in India with its variety of languages, customs, tradition, religion, music, dance and other ways of life. Multicultural and diverse campuses are more dynamic and vibrant than the more homogeneous ones. Diversity of student population in Indian universities reflecting the different regions can

be an effective way of developing inter-regional understanding among young people. Their interpersonal skills would be improved and their horizon widened, making them more cosmopolitan and less parochial and rigid. So for creating diversity incentive systems like some points on their resume etc. and some hostel facilities which make them feel comfortable and thus encourage them to move out of their comfort zone and feel included also to set up different state units and celebrate different festivals.

- International students from advanced countries come to India primarily for the short-term study abroad programmes that equip them with cross-cultural experience enabling them to compete in the global economy. With its profound position in the global knowledge economy, India is a popular destination for such programmes evident from the sharp increase of American coming to India from 703 in 2002-03 to 1,767 in 2004-05 (Open Doors, 2005-06). Unfortunately, most Indian universities and colleges are not geared to host international students. The absence of semester based credit system makes it less attractive for international students. Thus one policy recommendation keeping the point of diversity and its contribution to inclusion in mind more colleges should start these kind of programmes to attract international students.
- Regulation on Private institutions: Though private higher education enhances access, it is often viewed with suspicion and seen to compromise with equity in access. Thus, private higher education has both positive and negative connotations and the two are closely intertwined. Thus there is a need for the defining the nature and scope for the regulation of private higher education. The policy recommendation in this case could be to modernize and simplify the laws, rules and procedures for private, co-operative and NPO(not- for –profit organisations) supply of education do that the honest and sincere individuals an organisations can set up universities and colleges . the regulatory system must be mordenised based on the economics of information and global best practices. Given the weak criminal justice in our country; the regulatory must also put greatest emphasis on fraud detection and punishment, while letting normal individuals to function normally. Thus, in short private investment in higher education is favorable, but privatisation needs to be restricted to a 'minimum desirable level'. The other point is overall, there is now growing realisation that the private higher education sector is inevitably destined to grow. Thus, there is a need to build safeguards to prevent dilution of quality and ensure that private participation does not lead to exclusion.

- There appears to be a continuing confusion between means (ways of increasing supply of higher education so everyone has access) and ends (ensuring enough supply for all). By focusing on ensuring 'equality' and 'non-commercialisation' of the means, we are losing track of the fact that we are moving further away from achieving the end. Thus, this is in a way not creating inclusion in a true sense because in spite of being included they are ending up getting bad quality of education. Though public policy has grown out of this thinking in approach to other important objectives like providing food, clothing, shelter and health care for all, it is still mired in it in the area of higher education.
- In India, there are good practices of affirmative actions that have potential of being replicated. Initiated in the 1990s, Jawahar Lal Nehru University at New Delhi uses a system of awarding deprivation points to students hailing from backward districts. Other Backward Caste, whose parents pay income tax, are excluded. Female OBC students get more points than their male counterparts do. The maximum number of points is limited to 10, so that the sanctity of the entrance tests is maintained. While such a system has helped in getting more OBC students, it does not compromise on quality (*The Indian Express*, 23 April 2007). Such creative approach to affirmative action is needed.
- Affirmative action policies are more effective at lower levels of education. Therefore, these could be graded by the level of education. This would enable the deprived students to build capacities at lower levels to compete at higher levels. Facilities could be created for supplementary tutoring at different levels to enable deprived students to compete. The number of Navodaya Vidyalaya started with the objective of nurturing talent from the rural areas could be increased or doubled. Despite affirmative action, the student for the poor families will continue to be deprived of educational opportunities due to the rising cost of education at all levels. Therefore, the issue of affordability should be addressed simultaneously. Affirmative action policy in the country should be based on providing equality of opportunity for the higher education to all based on merit and work towards a non- divisive casteless society.
- Kirit Parikh, a member of the Planning Commission also suggested a scheme that does not compromise on fairness and merit : Admission could be based on merit list adjusted in a manner for differences attributes of deprivation, but in such cases awarding points

is subjective and open to question. A more objective way would be to use performance in say school leaving examination for different sub groups and calculate handicap points based on differences between the average score of a subgroup and the highest average sub group. After adjusting this handicap, the admission should be strictly on merit basis. Handicap points may be updated every three years. Such a system will not destroy the incentive for the people from disadvantaged groups from working hard. The creamy would have automatically moved to another subgroup with a lower handicap value. Over time, handicap would disappear. (Parikh, 2007)

- To face the faulty certificate cases, there has to be proper management to take care of the accountability whether the actual sections are getting benefitting or not.
- Different policies for improving the level of primary and secondary education and that to for the most backward section and to the most backward demography is also very crucial because then only the reserved section in higher education will perform well and gradually the need of reservation will change .
- One policy recommendation could be RESERVATION ONCE IN A LIFETIME, which means that a backward category student getting reservation at undergraduate level will not be eligible for reservation at any other level whether that be further higher education or in government jobs. The argument is by giving reservation once they are getting a chance to uplift their level and its then their responsibility to perform and make the reservation worth providing. One parameter in this is that since the backward section students have suffered problem at elementary and secondary level because of factors of economic status and thus quality, school, teacher in college inclusive policies are more crucial for making their reservation at the time of admissions worth and which is what is my base for putting the policy recommendation of once in a lifetime reservation.
- Setting up awareness centers for imparting information about the different universities, colleges and entrance examination one can go for in higher education could be one of the policy recommendation. Because generally some very famous examinations like IITs etc stay there in students mind from the rural or other underdeveloped area. Thus setting up counseling centers are one of the most important way to create inclusion in its true sense.

- For differently abled architectural changes for their convenience, setting up of disability units , celebrating important days for them, including some topics regarding the differently abled to sensitise the normal students and making the differently abled as one of them can be one of the policy recommendation.
- One policy recommendation could be to consider some of the parameters which effect the accessibility of higher education which can be

Caste/Tribe.

Gender.

Economic status of family.

Kind of schooling received.

Region where candidate spent his/her formative y

Status as a first generation learner/educational achievement in the family.

*There will be no pre- fixed quotas.* This policy will be operative on hundred per cent of the available seats for education or employment. Suppose there is a 100-mark scale for entry to a college/organisation. These 100 marks can be distributed amongst entrance test, interview and academic performance as per the wishes of the institution in question. First and foremost, all candidates would be ranked on this hundred mark scale, depending on their performance in the entrance test, interview, etc. Then according rule would be applied and each candidate, irrespective of caste, can potentially benefit from it due to the different indices which make up the system. The maximum points a person can get under the rule are 30 and the minimum is zero. *Now the candidate's subscore is added to the score s/he achieved in the admission process described above. This will be the total score.* The candidates whose total score clears the cut-off for a particular subject/job will then be offered the position.

Hence this system does take into account both the qualification of the individual as well as the demands of social and economic justice. Unlike the quota/percentage system, which confines the social justice mechanism only to a fraction of the available vacancies, this policy brings each seat under the ambit of social and economic justice.

## 7. INTERNATIONAL BEST PRACTICES: FOR MAKING HIGHER EDUCATION IN INDIA MORE SOCIALLY INCLUSIVE

The inclusion in higher education is not at the utmost importance only in India but also all over the world. Every country faced the problem of exclusion in form or the other depending upon the kind, of history they had for example in us the inclusion on the basis of race, gender and some ethnic minorities. On the other hand in Malaysia it was for the inclusion of Malays (being in majority though, still faced some kind of deprivations).

There were a lot of affirmative action implemented all over the world to which made significant level of inclusion at all levels i.e. At pre college level, in college level and post college levels. Since the history of India involving discrimination in caste system, gender, varied demography, affirmative actions applied used in other countries are not that feasible in Indian scenario.

- But there are some international best practices which can be implemented in India for creating inclusion in Indian higher education.
- In the United States, most educational institutions have affirmative action policies based on gender and color (these are visible and biological differences, rather than differences created by the society of polity). These policies are essentially to have diversity of student population in their enlightened self – interest. There is no pre-determined quota system. Students from afro- American communities (blacks) and women are given some advantage in competition for entry to higher education institutions. This is completely decentralized, with the institutions enjoying great autonomy in the practice and the manner in which their affirmative action's policies are designed and implemented. This is what can be implemented in India.
- In the United Kingdom, students coming from disadvantaged schools are given points to compete with students that have access to better schools with a view to provide opportunities to students who are otherwise meritorious but are not able to compete due to lack of opportunities at school level.
- Regulating private higher education in Korea: Private higher education in Korea grew in an environment marked with very tight regulations. Until 1995, Korea not only had strict guidelines regarding how to establish and operate a higher education institution, it also controlled the number of students in each department for each school, as well as

student selection method. In most cases, student quotas and school licenses were rationed to those institutions that could demonstrate to the government their capabilities for providing quality education. Naturally the strict regulations created substantial rent-seeking activities, while leaving little room for individual educational initiatives among institutions. Recognising various problems from heavy regulation, in 1995 the government started to loosen controls. Among other things private universities were allowed to regulate the number of incoming students within the institutions. The rules established for new institutions were liberalized. The government also gave small incentive grants to reward performance. In short, the government introduced competition among universities and colleges by making them more autonomous and more competitive (Kim, 2005). This is something that Indian government can do because regulation on private institutions are important but at the same time we deny the fact that some innovative way to implement these so as to serve the actual purpose of higher education.

- The US higher education is a good example of a deregulated system with regard to tuition fee and admission policies. There is a substantial price and quality difference across institutions. Each institution focuses on a particular segment. The students and their parents have to access to reliable information on programmes, quality, tuition fees and future income prospects to make informed choices. The success of the US system is largely attributed to the existence of several reliable information sources, independent nationwide test services (such as Education Testing Service) that help to objectively determine the merit of prospective students, and a credible quality assurance system. (Agrawal, 2009, page 327, para 1)
- Like India, the deregulated system of fees and admissions in the US has its own problems. Over the years, higher education has become very expensive. Tuitions have risen faster than wages. Students' indebtedness is on the increase. There are serious concerns about the affordability of higher education. The government invests heavily to provide student-based support so that higher education continues to be affordable. The US universities are also able to lure the best and brightest students from all over the world with fee concessions and attractive scholarships. There is definitely a merit in drawing lessons from US experience.

- US adopted an alternative to race discrimination suggested by Kahlenberg: parent's education, income and occupation should be used as the socio economic determinants.
- University of Minnestone used the theory behind Universal Instructional Design (UID), an educational application of the architectural concept of Universal Design. UID is a model for creating inclusive curricula that are accessible to a larger proportion of students, especially those with disabilities. Components of UID include creating welcoming classrooms, determining essential course components, using diverse teaching strategies, and enabling students to demonstrate knowledge in multiple ways. In this they used diverse teaching methods and demonstrating knowledge in different ways. This can be implemented in India for creating in college inclusion. (Jeanne L.,2004)
- Through advance planning, faculty members who endeavor to implement UID find that it can be liberating, enabling them to bring more creativity to their teaching, and also rewarding, because students are responsive to more inclusive pedagogy.
- In Texas Southern University standard and culturally-relevant instructional materials were developed for developmental English classrooms. The results showed that exposure to multicultural materials in reading resulted in performance on culturally-relevant materials that was up to 112% better than on standard materials, and that culturally-relevant materials appeared to facilitate learning from standard to culturally-relevant materials. The results suggested that multicultural education not only serves the purposes of equity and cultural democracy, but also the purpose of enhancing the performance of African American students (Jacqueline, 2001 ). Something like this can be used to serve the purpose of inclusion of backward students in colleges.
- Through a case study conducted by the ACT POLICY REPORT educational administrators and policymakers take an integrative approach to design and develop programs and policies that address both the academic and non-academic factors that relate to college retention and performance, and that recognize differences among student populations. The most successful retention strategies often use an early alert, assessment, and monitoring system based on academic factors such as high school and/or college GPA, test scores (ACT Assessment, tests in college courses), and other performance indicators such as completed assignments and class attendance. These programs integrate



academic and non-academic factors as they focus on strengthening students' formal and informal contacts with the institution. They provide academic advising and workshops in study skills, time management, critical thinking, planning, assertiveness, library use, and cultural awareness. They aim to increase levels of academic competence and confidence, motivation, and goal and institutional commitment through the creation of socially supportive and inclusive academic environments. (VERONICA A., 2004). The factors mentioned by these case studies will surely if implemented in India can create significant in campus inclusion.

- In the University of Minnesota, academic councils came up with various models to encounter problems faced by students from immigrant families in higher education. Immigrants come with needs that are quite different from those of international students or native-born, native speakers of Hindi or English. There are models suggested for adjustment and English language learning. Best practices used helped make the climate on their campuses more hospitable to this group of students.( Swanson,2004). The models used by this university can be used in Indian universities also where students from different states with different native language come to a college and face language issues and feel less compatible in campus.
- The key factors helpful to college completion identified by the participants in a study done by Center for Workforce Development and the Kessler Foundation include access to a mentoring relationship while at college, perseverance and determination, a positive attitude in addition to work experience, and legally mandated accommodations.
- Access to mentors, exposure to positive work and internship experiences, and the willingness and ability to use these experiences for personal and professional growth are critical for all students in successfully completing their college education. The advice from the study participants to SWDs was universally the same: "Don't give up on yourself. Even if you are failing today, reach out for and use help. Stay in the game and tomorrow things will change." The study participants' advice to the colleges can be distilled into the following: "Educate your faculty on how to help SWDs in the classroom and continue to provide and expand opportunities for students to get help that is nonjudgmental and respectful of their abilities and dreams as well as their disabilities.". In India differently abled face discrimination and inconvenience at every single point

and it is true in higher education. Thus, the models and solutions shown in this study can be used for inclusion of SWCs in India also (Heldrich, 2012).

- Indian universities can do something, which in March 2006, President Alan B. Donovan (sixth permanent Oneonta President in 1998, a Williams college graduate and a Yale PhD ) did. He charged the Office of Equity and Inclusion to create the College's Strategic Action Plan on Equity, Diversity, and Inclusion. This charge provided the College with the opportunity for engagement on the part of its constituency groups in creating the College we aim to have in five years (Strategic Action Plan on Equity, Diversity, and Inclusion, 2007)

## 8. CONCLUSION

Inclusion by its very definition is multidimensional and when it has to be created in Higher education in India, which as discussed earlier also is a complex commodity, requires a careful planning and policy framework to make it accessible for all. Mere expansion in institutions and intake capacity shall not necessarily make higher education inclusive. Though the most crucial part is to make dramatic changes at primary and secondary levels and focusing on allocating educational budget to higher education to make the significant developments at in campus phase. Apart from that framing policies benefitting economically weaker sections and some other cumulative factors as the centric point can for sure make inclusion possible in its true sense. Also learning form international best practices and implementing them in Indian Higher education can change the scenario and contribute to the focus of the 12<sup>th</sup> five year plan of INCLUSIVE GROWTH.

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