



## QUALITY HIGHER EDUCATION AS A TOOL FOR INCLUSIVE GROWTH : CHALLENGES IN TELANGANA STATE

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### ABSTRACT

*The Constitution of India has provided with the Fundamental Rights to every citizen as it is a secularist and Democratic Society. Even though it is democratic country we are seeing the discrimination among the citizens of different social groups. Even after the 68 years of Independent India we are facing the difference among these communities. Marginalization is a process that denies opportunities and outcomes to those 'living on the margins', while enhancing the opportunities and outcomes for those who are 'at the centre'. Caste and class prejudice, in many societies across the globe, exclude many communities, and hinder their effective participation in economic and social development. It directly affects attainment of effective endowments in the spheres of education, occupation and livelihood. A vicious circle is set up whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation.*

*Even the government is taking initiatives for improving the quality of higher education. It is noticed that the rural women are still away from achieving quality of higher education in India. There is a lot of literacy gap among the men and women in India. The efforts and programmes of the government is unable to reach the rural areas in achieving a quality education especially among the women. There are various challenges and issues faced by the rural women in achieving the higher education.*

*This paper deals with the challenges faced by the marginalized sections towards quality of Higher education in telangana state towards their development.*

**KEYWORDS:** Quality Higher Education, Marginalisation, Inclusive, Growth,Challenges.

### INTRODUCTION

India is a country where nearly 72% of population resides in the rural area that is, around 750 millions of people with respect to the 2001 Census. Although it is obvious that the Millennium Development Goals regarding education won't be achieved in overall India and more especially in the rural segments of this country, one notes since more than two decades a strong and increasing willingness of the Indian government to improve the access to its schooling system, especially to its elementary education. However, Indian society and even more rural Indian society are still heavily characterized by specific features such as castes, religion, gender asymmetries, household organization, India's low 10% access to higher education with China's 22% enrolment and the 28% enrolment in the US. There is a need to improve the literacy rate among women

Marginality is a living condition that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives and the resources available to them. The objective of development is to create an enabling environment for people to enjoy a productive, healthy,

and creative life, it is important to address the issue of marginalization. The poorest communities in almost any region tend to be minority communities that have been targets of long-standing discrimination, exclusion and sometimes violence. This is true of the least developed countries, but also of the most developed.

The dire situation of so many ethnic, religious or linguistic minorities is often exacerbated by numerous and complex factors. Discrimination and inequality circumscribe every aspect of their life opportunities. They are often denied equal access to quality education. Racist notions in the wider community may limit their employment possibilities to the most low-waged and precarious options. When their rights are violated recourse to institutions of justice is often a distant possibility. Additionally, disadvantaged minorities

Indian society is characterized by social subordination, discrimination, social and economic inequalities, the key factors, which distinguish the marginalized communities such as SCs and STs from the dominant group. The framers of Indian Constitution led by Dr.B.R.Ambedkar, Chairman of the Drafting Committee, were conscious of the social and economic inequalities entrenched in deep-rooted structures of caste, religion and ethnicity. The Government addressed the interests of the oppressed social groups and their priorities by the initiation of planning process after independence. Article 341 of the Indian Constitution designates certain disadvantaged tribal and caste populations as Scheduled Castes and Tribes. The Constitution directs that "... the state shall promote with special care the education and economic interests of the weaker sections of people, and in particular, of the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitation." Notwithstanding the constitutional declarations and policy initiatives for the development of these communities, it is disheartening to mention that still the benefits envisaged has not reached the marginalized sections to the fuller extent. Several factors such as socio-economic barriers, inadequacies and gaps in the implementation of government policies detract these communities from reaping the benefits.

### **SCHEDULED CASTES AND SCHEDULED TRIBES**

The Scheduled Castes and Scheduled Tribes that constitute more than one-fourth of the population of India represent the most impoverished and marginalized sections of the society. The problems faced by these two communities are manifold and varied; however, both of them suffer from discrimination, exclusion and economic deprivation and stand far away from the mainstream development. While the problems of discrimination and exclusion faced by SCs are centered on the caste in Indian society, most of the STs suffer from inaccessibility, geographical isolation and find themselves deprived, excluded socially and economically and therefore vulnerable. The other major issues confronting the populace are landlessness, dependence on wage labor leading towards impoverishment. A bulk of the population of these communities is engaged in agriculture as labour fraught with uncertainties and depends on vagaries of nature.

### **INCLUSIVE GROWTH**

Inclusive growth is a concept which advances equitable opportunities for economic participants during the process of economic growth with benefits incurred by every section of society. Inclusive growth should result in lower incidence of poverty, significant improvement in health outcomes, universal access of children to school, increased access to higher education and improved standards of education including skill development. It should be reflected in the form of better opportunities for employment and livelihood and also in improvements in basic amenities like water, sanitation, housing, electricity etc and special attention for backward sections of populations like scheduled castes, scheduled tribes, other backward classes, for women and children, minorities and other excluded groups. "Towards faster and more inclusive growth" reflects the need to make growth "more inclusive" in terms of benefits flowing through more employment and income to those sections of society which have been bypassed by higher rates of economic growth witnessed in recent years. There is a need for the inclusive growth of SC & STs towards over all development.

### OBJECTIVES OF THE STUDY

- To access the role of higher education in present context among SC & ST
- To study the need of quality higher education in rural areas
- Challenges in Quality of Higher Education in Telangana state.

### HIGHER EDUCATION : STATUS

India being the largest education system in the world and with the growing youth population, is witnessing a remarkable changes in Higher Education reforms. There is a tremendous growth in number of universities from 25 to 677 in number from 1947 to 2013. Though Higher education has also grown 12 times, still the country is lacking critical mass in higher education. GER of India among the group of 18 to 24 years is 12.9% which is much lesser than average GER of developed countries (40%). The rural population comprises a major part of Indian population; there is a lot of concern and issues with rural education. The higher education institutions have to maintain the standards to compete with global education standards and policymakers are focusing on refining higher education. In this scenario, Higher education in country is still a distant dream for several groups. Most of the higher education institutes are urban centric where as rural population is deprived of access to higher education. GER of rural population is very low especially GER of women is a major concern as women acts as a catalyst in socio economic development of the country. This paper highlights on the status of higher education, challenges of higher education in rural area and the paper addresses challenges of higher education of women in rural area with some suggestive measures.

The Indian Government has made heroic efforts to provide universal literacy and primary education. The literacy rate (ages 5 & up) of India increased to 62% in 1997 from 52.21% in 1991, but the 1997 female literacy rate was just 50% and the rural female literacy rate was just 43%. The adult rates (ages 15 and up) were 54% total, 40.7% for women. The total enrolment in secondary schools in 1997-98 was still only 50% of the eligible population of which 44% were girls in primary school, 40% in middle school and 37.1% in secondary school. So the percentage of students who qualify for higher education is still small, particularly among female students. And while the Government has aggressively promoted the construction of facilities and preparation of teachers, there still is a distressing inadequacy. On top of this, the vast majority of the population is very poor, so that attendance of students must be subsidized. Education is free through the 12<sup>th</sup> grade and scholarships are available for university education. There are set-aside positions and counseling provisions for special cast and tribal students at all levels of the educational system. While again, the Government has made great efforts to address all these problems, higher education funding has suffered by the priority placed on universal availability of primary education and literacy, leaving inadequate resources for higher education. The end result is that only 6% of the eligible population attends institutions of higher education today, 34.7% of them women, about 2% of the eligible women and less than 1% of the eligible rural women.

On the other hand, as of 1997-98 there are 229 universities in the country, 16 central universities and remaining operated by the states. And there are some 9,274 colleges, 7,199 of them colleges for general education and 2,075 colleges for professional education. Together they enroll some 7 million students and employ 331,000 teachers.<sup>3</sup> In addition the Indira Gandhi National Open University provides flexible higher education opportunities to large segments of the population who have no access to the colleges and universities. Established in 1987, it now has 47 programs consisting of 553 courses. In 1999, it reached over 172,000 students.

### NEED FOR INCLUSIVE GROWTH IN INDIA

Inclusive growth is necessary for sustainable development and equitable distribution of wealth and prosperity. Achieving inclusive growth is the biggest challenge in a country like India. In a democratic country like India, bringing 600 million people living in rural India into the mainstream is the biggest

concern. The challenge is to take the levels of growth to all section of the society and to all parts of the country. The best way to achieve inclusive growth is through developing people’s skills. Even after the 68 years of independence there is no difference in the development of the SC & STs in India. Even today we can find the poverty, literacy and unemployment problems among these communities.

Since independence, significant improvement in India’s economic and social development made the nation to grow strongly in the 21st century. The following factors encouraged the India to concentrate more on inclusive growth.

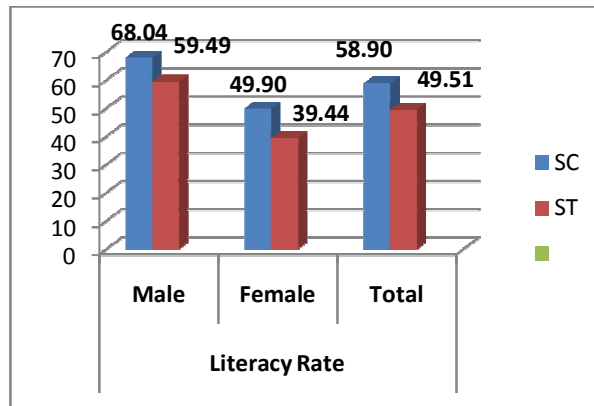
1. The exclusion in terms of low agriculture growth, low quality employment growth, low human development, rural-urban divides, gender and social inequalities, and regional disparities etc. are the problems for the nation.
2. Reducing of poverty and other disparities and raising of economic growth are the key objectives of the nation through inclusive growth.
3. low level of literacy among SC & STs in the country plays a vital role in the over all development of the country.
4. Studies estimated that the cost of corruption in India amounts to over 10% of GDP. Corruption is one of the ills that prevent inclusive growth.
5. Although child labour has been banned by the law in India and there are stringent provisions to deter this -inhuman practice. Still, many children in India are unaware of education as they lives are spoiled to labour work.
6. Achievement of 9% of GDP growth for country as a whole is one of the boosting factor which gives the importance to the Inclusive Growth in India.
7. Inclusiveness benchmarked against achievement of monitorable targets related to (i). Income & Poverty, (ii) education, (iii) health, (iv) women & children, (v) infrastructure, (vi) environment.

**Quality of Higher Education : As a Tool for inclusive growth for SC & STs**

Even after implementation of the Education Policies and Schemes for the development of the children belonging to the deprived communities in India. We can see that there is a huge difference between the literacy rate among the SC & STs and Other communities. This is due to the various reasons and beliefs of the marginalized sections in the society.

According to the Census of India, the literacy rate is defined as the total percentage of the population of an area at a particular time, aged seven years or above who can read and write with understanding.

The SC & ST literacy rate of the State as per 2011 census is SC 68.04%& 59.49% ST Male literacy and female literacy are SC 49.90% and ST 39.44%, respectively. Hyderabad district is highest with 83.25% and Mahabubnagar district at lowest with 55.04%, the same is depicted in the following graph.

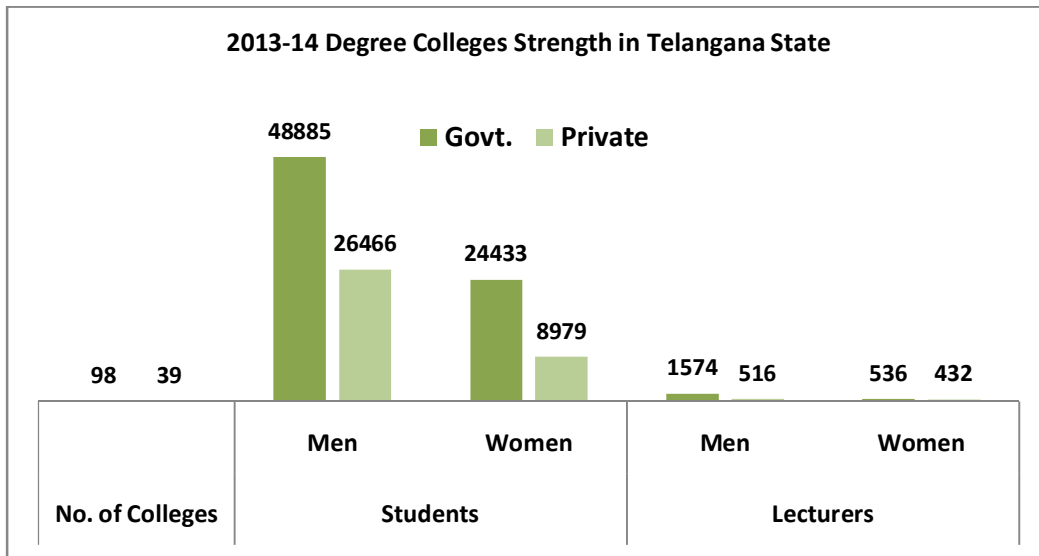


From the above figure it is noted that the Literacy rate among the SC & STs is very low when compare to the Other communities. There is a need for increase in the literacy rate among the marginalized sections in the Telanagana State. When compare with the Male literacy rate the female literacy rate is also very low. This is due to the cultural and tradition system among the communities. And non availability of the access to the schools near by their areas.

Untill and unless Education is used as a tool for the development towards their inclusive growth, the development of the marginalized sections is not possible.

**Universities in Telangana State**

Year	1970	1980	1990	2000	2005	2006	2007	2008	2009	2014
State Universities	1	3	6	6	6	7	8	11	11	15
Central/Deemed Univ.	0	2	2	5	5	5	5	5	5	7
State/Central level Inst.	0	0	0	0	1	1	1	1	2	2
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>18</b>	<b>19</b>	<b>24</b>



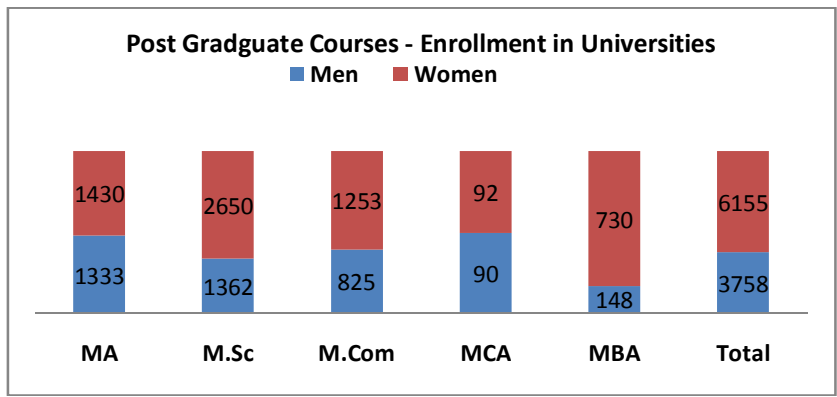
From the above graph it is clear that the number of students enrolled in government universities is more compared to the private universities. Number of Government Colleges are 98, where has Private Aided are 39 in state. Enrollment of Men 48,885 government university colleges where as women is 24,433. In Private Aided Men 26,466 and women 8979.

But when it is observed that the Faculty working in these government institution are more compared to the private aided colleges.

**Post Graduate Courses Enrollment in Universities 2013-14 in Telangana State**

When it is compared the number of students completed Degree courses are not continuing their studies at Post Graduate level. The reasons is that most of the students are unable to pay the fee, non availability of the institutions near by. In most of the areas access to the quality higher education is far. The rural students are unable to enroll themselves in higher studies.

The enrollment of the women in higher education is very low when compare to the enrollment at degree level. The reason is that most of the women candidates are married and due to the customs and traditions they are away from the higher education. The enrollment rate of women when compared to men is very low. There is a need to improve the standards in higher education among the women in the state.



From the above total it is find out that nearly 50% of women are not perusing the higher education when compared to the men. There is a lot of gap between men and women at higher education in the state. The state government must take initiatives to improve the quality of higher education among the women.

**SUGGESTIONS FOR IMPROVING QUALITY OF HIGHER EDUCATION**

From the above study it is find out that even in the era of 21<sup>st</sup> century there is a gender sensitization among the education of women. The quality of higher education is still not reachable to the most of women in rural areas. Untill and unless quality of higher education is not access to every one, the state will lagging behind towards inclusive growth. Telenagan state consist of 10 district in which most of the population are from the rural areas.

It is very essential that free and compulsory education must be imparted and see that the students continue their education without dropping in between. The women SC & ST enrollment is very low when compare to the other women in the society. There is a need for inclusive development of SC & STs in the state. Untill and unless they are educated the inclusive growth and development is not possible.

The quality of Higher Education is very essential for the margilanized section towards the inclusive growth. The government must take initiatives for enhancing the quality of higher education in the state. And special attention must be paid towards the quality of higher education among the women of SC & ST in the state.

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

**1. Towards a Learning Society-** As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. Although the priorities, which are being assigned today to the task of Education for All, will continue to be preponderant, the country will have to prepare itself to invest more and more on higher education and,

simultaneously, measures will have to be taken to refine, diversify and upgrade higher education and research programmes.

**2. Skill Development Courses-** Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).

**3. Innovative Researchers-** At higher education in university, the students and teachers must be encouraged by taking up effective research. Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation.

**4. Innovative Technology Practices-** The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. Technology must be utilized effectively for the development in higher education.

**5. Student-Centred Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

**6. Public Private Partnership-** PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated

equipment. There has been some effort both by the government and the private education institutions to develop the teaching staff at various levels.

## CONCLUSION

To conclude, it might be observed that India has enacted many constitutional granted Right to Education for all. But we can find the difference in the literacy rate among the men & women and among the marginalized sections i.e., SC & ST. To achieve inclusive growth in present days Education plays as a Tool for over all development. The Govt. of India is taking initiatives to achieve 100% literacy among all the communities. But they are not able to achieve or enhance the literacy rate among SC & STs. Top priority should be given in our developmental plans for improving female literacy and creating skills and capability among SC & STs for enabling them to stand on their own feet. Unless the process of development is properly engendered, it shall remain endangered.

To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development, including teaching/learning methodology and mobility between countries, between higher education institutions and the world of work, as well as student mobility within and between countries. Internal self-evaluation and external review must be conducted openly by independent specialists, if possible with international experts.

Inclusive Growth can leads to sustainable development of the marginalized sections in India through Education as a tool only. Efforts should be directed towards all round development of each and every section of people towards education.

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