HIGHER EDUCATION: A PATH WAY FOR INCLUSIVE GROWTH AND SUSTAINABLE DEVELOPMENT IN INDIA

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ABSTRACT: India is a developing country has been systematically progressing on the educational front since its independence and has seen an appreciable surge in reaching out to all the classes of its society. Higher education plays an important role in society for sustained growth and thereby social development because the higher education develops the skill, abilities and attitudes and encourage for social development. Higher education is a powerful tool of increasing access to highly skilled and high paid jobs and by providing this employment it helps in achieving inclusive growth. Higher education should be viewed as a long term social investment for the promotion of social cohesion, cultural development, economic growth, equity and justice. Indian higher education system can addressed itself to the global challenges through maintaining the right balance between the need and the demand and channelizing teaching, research and extension activities. It is thus required to bring sustainable and inclusive development. The educational development is an important component for achieving inclusive growth in any state. Inclusive growth is the process of encouraging growth of nation by involving all parts of nation and all type of people without any bias. This paper focuses on the role of higher education for sustained growth and inclusive development. The study is based upon the secondary data collection. The best way for Inclusive growth is development the talent and skill of people with the help of higher education. The government of India has adopted inclusive growth approach during the Eleventh five year plan and for implementing this Inclusive growth approach in all fields is government planning the policies for Inclusion of all section to allow everyone to get the benefits of growth.

Key Words: Higher education, Sustainable Development, Inclusive growth, Gross Enrolment Ratio, Problems, Recommendations.

I.INTRODUCTION:

Education is undoubtedly a process of living. It cherishes and inculcated moral values, disseminates knowledge, spreads information relevant to its institution and keeps alive the creative and sustaining spirit. Higher education has been rightly defined as the mother of all professions. India has the largest number of higher education institutes in the world and its higher education system is the third highest in terms of enrolment, next to China and the United States. There is a general presumption that higher education is not necessary for economic growth and development. On the other hand, it is literacy and primary education that is argued to be important. Estimates on internal rate of return also contributed to strengthening of such a presumption. Increased national and international concerns for Education for All, also led to overall neglect of higher education in many developing countries. The problem of resource scarcity added further to the problem. But given the inter-dependence of one layer of education on the other, higher education becomes critically important for developing and sustaining a good quality primary and secondary education. It is also a critical factor necessary for economic growth and development and also for its sustenance. It is important to note that while literacy and elementary education are important and necessary for development, they are not adequate for economic development. Without realizing the importance of higher education in development, many governments tend to ignore higher education. Many recent polices initiated at the national as well as state level, confirm this. In the development of any country elementary education helps to create the foundation while higher education helps to make human intelligence, decision making efficiency, planning, management skills and power of imagination, etc.

II. STATEMENT OF THE PROBLEM:

The investigator had taken up the present descriptive study entitled "Higher Education: A Pathway for Inclusive Growth and Sustainable Development in India"

III. OBJECTIVES:

The main objectives of the study are as follows:

- To find the present status of higher education system in India.
- To examine the growth of higher education in India.
- To find the problematic issues of higher education in India.
- To study the role and conceptual framework of higher education in inclusive growth.
- To suggest some measures to improve higher education for sustainable development.
- To examine the concept of sustainability and discusses the role of higher education system.

IV. METHODOLOGY:

The investigator attempt to study Higher Education: A Pathway for Inclusive Growth and Sustainable Development in India. In this paper, the investigation was based on different secondary data like abstract, journal, website, government reports, research paper and also different type of books.

V. HIGHER EDUCATION SYSTEM IN INDIA:

Higher education in India starts after the higher secondary or 12th standard. While it takes 3 years for completing a B.A., B.Sc or B.Com pass or honours degree from a college in India, pursuing an engineering course would take four years and five years (with six months of additional compulsory internship) for completing a bachelor of medicine or bachelor of law degree. Post Graduate courses generally are of two years duration. But there are some courses like Master of Computer Application (MCA) that are of three years duration. For those who cannot afford to attend regular classes for various preoccupations can pursue correspondence courses from various Open Universities and distance learning institutes in India.

VI. INCLUSIVE GROWTH:

According to the Oxford Dictionary the most common meaning of the term "inclusive" is "not excluding any section of society". Here we can say inclusive growth as a new economic strategy which takes into account the betterment and development of every section of the society without any discrimination. Professor Amartya Sen had emphasized on Education as an important parameter for Inclusive Growth, "Education is the most critical element in empowering people with skills and knowledge and giving them access to productive employment in the Future".

Inclusive growth is a concept that advances equitable opportunities for economic participants during economic growth with benefits incurred by every section of society. This concept expands upon traditional economic growth models to include focus on the equity of health, human capital, environmental quality, social protection, and food security. The definition of inclusive growth implies direct links between the macroeconomic and microeconomic determinants of the economy and economic growth. The microeconomic dimension captures the importance of structural transformation for economic diversification and competition, while the macro dimension refers to changes in economic aggregates such as the country's gross national product (GNP) or gross domestic product (GDP), total factor productivity, and aggregate factor inputs.

Sustainable economic growth requires inclusive growth. Maintaining this is sometimes difficult because economic growth may give rise to negative externalities, such as a rise in corruption, which is a major problem in developing countries. Nonetheless, an emphasis on inclusiveness—especially on equality of opportunity in terms of access to markets, resources, and an unbiased regulatory environment—is an essential ingredient of successful growth. The inclusive growth approach takes a longer-term perspective, as the focus is on productive employment as a means of increasing the incomes of poor and excluded groups and raising their standards of living.

INCLUSIVE GROWTH AND HIGHER EDUCATION:

- **Availability**: Availability includes the opportunity of education to all students at same Platform. At higher Education infrastructure and Education facility plays an important role the availability of it to all students is necessary to make students in touch with current updated educational word.

- **Accessibility** : only availability of infrastructural and educational facility is not necessary at the same time they require accessibility to same to all students to benefit from it thus all students should get access of those facilities without any bias of gender, religion and socio economic status students belongs to.

- **Affordability**: there is no use of infrastructural and educational facilities even though they are available and Accessible if they are not affordable to all students. Thus with both of this the affordability of it is also important to do inclusive growth of higher education.

- **Acceptability**: here the role comes of teacher who is responsible for delivery of education to students and thus the positive and right attitude of teachers is necessary. So this positivity will get spread in student's attitude and maximum students can take part in higher education. Education delivery should not include any discrimination.

- **Adaptability**: Adaptability includes the other side which includes responsiveness of education or students to social changes and it should be adoptable.

Higher education develops the skills in diverse areas which help to economic development and also social development and better quality of life of the people which foster to Growth.

HIGHER EDUCATION IN FOSTERING INCLUSIVE GROWTH:

Higher education

⇩

Skilled Human Resources

⇩

Increased Productivity

⇩

Production Innovation

⇩

Better Opportunities

⇩

Income Competitiveness

⇩

Growth

MAJOR COMPONENT OF INCLUSIVE GROWTH:

Following are the major component of Inclusive Growth which can boost the development of nation:

- Agriculture Development
- Industrial Development
- Environment
- Protection
- Poverty reduction
- Employment
- Generation
- Reduction in Regional Disparities
- Equal distribution of Income
- Social Sector development

VII. SUSTAINABLE DEVELOPMENT:

Development is a holistic process in which the people enhance their capacity systematically to solve their own problems while promoting their cultural, social, and economic well being (UNESCO, 2008). Hence, destroying the culture and disrespecting social norms and values are not the symbols of development and these do not support to the economic well being as well. Another key concern of development is preserving the natural resources and environment with proper utilization as per the human needs. Therefore, the concept of Sustainable Development emerged as a response to the growing concern about human society's impact on the natural environment.

The concept of sustainable Development was defined in 1987 by the Bruntland Commission (formally the world commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Bruntland Commission, 1987) which is widely accepted definitions in Sustainable Development. Sustainable Development is the cross cutting issues which is interrelated to all developmental agenda.

VIII. EDUCATION FOR SUSTAINABLE DEVELOPMENT:

The UN declared the Decade for Education for Sustainable Development (DESD) from 2005 to 2015. And the UNESCO received the responsibility to promote the Decade and to develop an implementation scheme. After the declaration, many countries have developed the strategy for implementing the Education for Sustainable Development (ESD). "ESD" means education for life, not only for livelihood, but also for betterment of self, the people of the country, people of your region, the globe and future generations" (Safiullah, 2001). ESD goes beyond knowledge skill along with attitudes and blend them together.

All these definitions indicate the same thing which is sustainable development. it is not just learning or teaching matter but this is the beyond teaching and learning. The beauty of ESD is behavioural and attitudinal changes of people at school. Work place, community and home. Education for sustainable development aims to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for benefit to themselves and other now and in the future.

IX. HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT:

Higher Education is the backbone of any knowledge society. In India higher education has taken great strides to support, spread and practice "Sustainable Development" to encourage wholesome development of the country. In order to preserve the natural world, economic, social and environmental factors must be jointly considered and harmonised. Formal and informal learning, through raising awareness and influencing behaviour, has a pivotal function if sustainable development is to be achieved. This role is especially pronounced in the realm of higher education (HE) because at this level students are being prepared to enter the labour market and emerge with skills to support green economies and as messengers of ideas.

AIM AND OBJECTIVES OF HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT:

The principal aim of this study was to establish how higher education in different national educational systems can optimise contributions to sustainable development

Objectives:
- To identify and communicate good practice case studies in HEI (Higher Education Institute) teaching and research, community relations and institutional management.
- To develop visions of higher education and to optimise its contribution to sustainable development.
- To look at areas where policy solutions may be needed to support higher education's contribution to sustainable development.

X. KYOTO DECLARATION ON SUSTAINABLE DEVELOPMENT:

Since the beginning of 1990, the IAU (International Association of Universities) has been persuading universities indifferent parts of the world to promote Sustainable Development in higher education. As a result in the 9th Round Table of IAU, on 19th November 1993, the IAU adopted a policy statement known as the Kyoto Declaration on Sustainable Development. In 2002, assuming leadership the United Nations declared, 2005 to 2014 as the "Decade of Education for Sustainable Development". The objective was to integrate the principles and practices of sustainable development into all aspects of education and learning, and appointed UNESCO as the lead implementing agency.

Kyoto Declaration was a statement of commitment on the part of HE (Higher Education) institutions to share the global responsibility for building human centred and creative societies that promoted SD (Sustainable Development). It was a promise of the educators of the world to:
- Advise new values and new ways of thinking.
- Start an era of human centred development.
- Design education and research to help people play new roles of promoting sustainability.

- Collaborate to forward ideas of sustainable future.
- Promote value education to create responsible citizens.
- Deliver economic, ecological, social and cultural benefits to all people.

Objectives of Kyoto Declaration:

- To urge universities world-wide to seek, establish and disseminate a clearer understanding of Sustainable Development and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.

- To utilize resources of the university to encourage a better understanding on the part of Governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognise the significant interdependence and international dimensions of sustainable development.

- To emphasize the ethical obligation of the present generation to overcome those practices of resource utilisation and those widespread disparities which lie at the root of environmental non-sustainability.
- To enhance the capacity of the university to teach and undertake research and action in society in sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.

- To cooperate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.

- To encourage universities to review their own operations to reflect best sustainable development practices.

- To request the IAU Administrative Board to consider and implement the ways and means to give life to this Declaration in the mission of each of its members and through the common enterprise of the IAU

XI.HIGHER EDUCATION INSTITUTIONS AND SUSTAINABLE DEVELOPMENT:

As noted earlier, the concept of sustainable development was originally introduced at the first Earth Summit in 1972 in Stockholm. During this meeting of government representatives and non-governmental organisations, education was identified as fundamental to the successful achievement of sustainable development, and a point that has been reiterated by numerous governments and practitioners in the intervening years. Since then, progress has been variable and generally unsatisfactory. However, a badly needed injection of urgency was administered in 2005, when the UN adopted a Decade of Education for Sustainable Development (DESD) (UNESCO, 2005).

The goal of the DESD is to: "integrate the principles, values, and practices of sustainable development into all aspects of education and learning." The DESD covers all levels of formal and informal education, but for this study formal higher education is chosen as the level of interest because of its influence on graduates who go on to become leaders in their communities, organisations and countries. For this reason, it is considered fundamental to the strategy for achieving sustainability.

UNESCO (2004) identifies two unique opportunities for HEIs to engage in sustainable development. First, "Universities form a link between knowledge generation and transfer of knowledge to society for their entry into the labour market. Such preparation includes education of teachers, who play the most important role in providing education at both primary and secondary levels. Second, they actively contribute to the societal development through outreach and service to society." Cortese (2003) seconds this notion, stating "Higher education institutions bear a profound, moral responsibility to increase the awareness, knowledge, skills, and values needed to create a just and sustainable future. Higher education often plays a critical but often overlooked role in making this vision a reality. It prepares most of the professionals who develop, lead, manage, teach, work in, and influence society's institutions." Thus, HEIs have a critical and tangible role in developing the principles, qualities and awareness not only needed to perpetuate the sustainable development philosophy, but to improve upon its delivery.

XII.GROWTH OF HIGHER EDUCATION IN INDIA:

Higher Education is growing from independence. The data shown below represent the growth of Higher Education in Relation with the growth of Universities, Colleges, Students Enrolment, Gross Enrolment Ratio, gender parity Index.

OBSERVATIONS:

- **GROSS ENROLMENT RATIO IN HIGHER EDUCATION:**

TABLE-1

YEAR	GROSS ENROLMENT RATIO
2011-12	20.8
2012-13	21.5
2013-14	23.0
2014-15	24.3
2015-16	24.5
2016-17	25.2

Source: AISHE report

TABLE- 2

YEAR	ALL CATEGORIES			SC			ST		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL

2012-13	22.7	20.1	21.5	16.9	15.0	16.0	12.4	9.8	11.1
2014-15	25.3	23.2	24.3	20.0	18.2	19.1	15.2	12.3	13.7
2015-16	25.4	23.5	24.5	20.8	19.0	19.9	15.6	12.9	14.2
2016-17	26.0	24.5	25.2	21.8	20.2	21.1	16.7	14.2	15.4

Source: AISHE report

Analysis: Gross enrolment ratio in higher education in India from 2011-12 to 2016-17 as shown in table-1 and 2. From the above tables it can say that the gross enrolment ratio is increasing from year 2011-12 to 2014-15 and it is constant from 2014-15 to 2016-17. Above table also shows gender wise enrolment of students in higher education from year 2011-12 to 2016-17, the percentage of female is less than male and there is constant gap between the enrolment of male and female.

- **GENDER PARITY INDEX**:

TABLE- 3

YEAR	GPI
2011-12	0.90
2012-13	0.89
2013-14	0.92
2014-15	0.92
2015-16	0.92
2016-17	0.94

Source: AISHE report

Analysis: Gender Parity Index is the Index which measures the relative access of education to male and female. Above table and graph shows Gender Parity Index from year 2011-12 to 2016-17. It increased from 0.9 in year 2011-12 to 0.89 in the year 2011-12 which decreased by 0.01, 0.92 in years 2013-14 and constant 0.92 till 2015-16. Again in the year 2016-17 it increased by 0.02. Therefore it is observed that the access of education to male and female is slightly increased and then constant from three years.

- **GROWTH IN NO. OF UNIVERSITIES, COLLEGES AND ENROLMENT:**

TABLE- 4

YEAR	NO. OF UNIVERSITY	COLLEGES	ENROLMENT
2011-12	642	34852	29184331
2012-13	667	35525	30152417
2013-14	723	36634	32336234
2014-15	760	38498	34211637
2015-16	799	39071	34584781

Source: http://aishe.gov.in)

TABLE-5

YEAR	NO. OF UNIVERSITY		NO. OF COLLEGE		ENROLMENT	
	Increased by	% of increase	Increased by	% of increase	Increased by	% of increase
2012-13	25	3.89	673	1.93	524265	4.03
2013-14	56	8.40	1109	3.12	1305717	9.65
2014-15	37	5.12	1864	5.09	882178	5.94
2015-16	39	5.13	573	1.49	267040	1.7

Source: http://aishe.gov.in)

Analysis: From the above data, table no. 2 and 3 , shows that the total no. of universities in higher education has increased from 642 in 2011-12 to 799 in 2015-16, by no. 25 universities in2012-13,56 in2013-14, 37 in year 2014-15 which shows decrease of percentage by 3.28 and in 2015-16 universities increased by 39 which shows increase by 0.01 percent than previous year. Similarly about College the no. of colleges also increased from 34852 in year 2011-12 to39071 in the year 2015-16. Increased by no. are 673 in 2012-13 to 1109 in 2013-14 which shows increase by 1.19 percentages, 1864 in year 2014-15 shows increased by 1.97 percentages and by 573 in year 2015-16 which shows decreased by 3.6 percentages. In case of Enrolment the students increased from2,91,84,331 in the year 2011-12 to 3,45,84,781 in the year 2015-16 , By numbers from 5,24,265 in year 2012-13, 13,05,717 in year 2013-14 shows increased by 5.62 percentage, by 882178 in year 2014-15 which shows decreased by 3.71 percentage and in year 2015-16 increased by 267040 which shows decreased by 4.24 percentage.

CHALLENGES AND ISSUES OF HIGHER EDUCATION IN INDIA:

The major challenges of the Indian higher education have explained here under:

- Critical to making the Indian Higher education system that financial innovation, innovation use of information and communication technology (ICT), reinvigorating research, thrust on vocational education and training (VET).
- Very low per capital spends on higher education India.
- Lack of qualified faculty limited funding for hours for research, great budgets and research as well as poor linking.

- Poor quality of graduates – lack skills for employability.
- Quality of education delivered in most institutions is very poor.
- It is also fact that Education is become a seller's market and everybody wants to get more profit rather than the quality education.
- Increasing number of students going abroad for higher education which is a drain on foreign exchange resources.
- Poor quality of classroom instruction.
- Low Access to Higher Education.
- Challenges of Inequality.
- High Cost of Education.
- Poor Infrastructure.
- Financial Problem.
- Neglect of Traditional field of knowledge.
- Falling standard of Research.
- Lack of sufficient Higher Educational Institution.

XIII. RECOMMENDATIONS:

Following recommendations have been made for the development of higher education:

1. **Access**: Efforts should be taken by government and private institution also for greater and equal access of higher education to each level of society. More facilities are needed to provide by government to females. Many facilities are available to students and especially for females but they are not aware about those facilities thus government should take initiative for reach to unreached group.

2. **Cost:** availability of affordable Education for all with well-equipped infrastructure and education facilities. Now a day's distance education is growing with very rapid rate because it is cost saving by giving better access at any place at any time by using e-learning. Thus the use of latest technology should be included in higher education to increase the access and will help to decrease the cost of higher education.

3. **Quality:** Efforts should be taken to provide quality education. By appointing qualified and competent faculty. By including current trends in syllabus, practical oriented lectures etc. for proving quality education and quality assurance in academics the tool like academic audit plays an important role. Academic audit of universities, departments, institutions is necessary to ensure that standard are met or not and if not then necessary actions for achieving those standards. Attention should not only give to teacher's pedagogical skill but also the learning environmental development which will address to students personal needs.

4. **Expansion:** Needed Internationalization of Education, use of improved Technology in all higher education institutes.

CONCLUSION:

Higher Education is the backbone of any knowledge society. Higher Education could create a sense of responsibility in young adults to address sustainability by introducing sustainability in Institutional operations, by maintaining green campuses, by offering educational programmes and courses to spread awareness of sustainable development, by introducing creative programmes to involve youth in becoming "change agents", and by extending the value and impact of educational research to the local communities. Educational input is needed for physical, intellectual and moral development of individuals to achieve higher quality of life, social development, and international understanding and environment adjustments and by achieving this will help to inclusive growth and sustained development. Progressively, universities and other higher education institutions (HEIs) have been incorporating sustainable development values and practices into their core activities of teaching and research, institutional management and operational systems. In India HE has taken great strides to support, spread and practice "Sustainable Development" to encourage wholesome development of the country.

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