

# A STUDY ON THE GROWTH, AND DISPARITY: HIGHER EDUCATION IN PASCHIM MEDINIPUR, WEST BENGAL.

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**Abstract:** The present article aims to throw light on the trend of Higher Education and Disparity in Higher Education in Paschim Medinipur. Higher Education, also known as tertiary education in some countries, refers to all post secondary education including both public and private institutes. Higher education typically comprises under-graduate, post graduate degrees and pre-doctoral and doctoral programs. According to the National policy on Education (NPE) -86 [1, Part V, p.14], —Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity It is instrumental in fostering growth, reducing poverty and boosting shared prosperity. Rather than a tool of social mobility, higher education now reinforces inequality. In recent years all countries have seen a rapid growth in the number of students enrolled in higher education, including students from lower income backgrounds. But the main question is Whether this has created more equal societies? To find out the answer to this question I have ventured to study the variables. To complete the study data & information has been collected from different sources like Ministry of Human Resource Development, Govt. of India, The Office of the Registrar, in colleges. Three colleges were selected for data collection and different tools like Questionnaire; Survey have been used and above all Chi-Square Test has been used for the data analysis.

**Keyword:** Growth, Disparity, Enrolment, Higher Education, Survey.

**Introduction:** At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. The emergence of a worldwide economic order has immense consequences for higher education more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement and its impact on education aided to these are the policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National

Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education. It is time for all those who are concerned with policymaking, planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track.

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times (Annual Report, MHRD 2006-07). The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising of some 35% of the total enrolments (Tilak 2004). It is little more than half a century ever since the government initiated a planned development of higher education in the country particularly with the establishment of University Grants Commission in 1953. Thus early 1950's is an important reference points from which we could look back at our progress of higher education. Table 1 depicts the growth of institutions from 1950-51 to 2004-05 while Table 2 classifies the Central and State Universities in the type of disciplines offered by them.

**Table1: Growth of Colleges for General Education, Colleges for Professional Education and Universities during 1950-51 to 2004-2005**

Years	Colleges for General Education	Colleges for Professional Education	Universities/Deemed Univ./Institutes of National Importance
1950-51	370	208	27
1955-56	466	218	31
1960-61	967	852	45
1965-66	1536	770	64
1970-71	2285	992	82
1975-76	3667	3276**	101
1980-81	3421	3542**	110
1985-86	4067	1533**	126
1990-91	4862	886	184
1991-92	5058	950	196

1992-93	5334	989	207
1993-94	5639	1125	213
1994-95	6089	1230	219
1995-96	6569	1354	226
1996-97	6759	1770	228
1997-98	7199	2075	229
1998-99	7494	2113	237
1999-00*	7782	2124	244
2000-01*	7929	2223	254
2001-02*	8737	2409	272
2002-03*	9166	2610	304
2003-04*	9427	2751	304
2004-05*	10377	3201	364

\*\* Includes institutions for Post-Metrics courses.

Source: Educational Statistics 2004-2005.MHRD 2007

Wellner (2000) conceptualized diversity as representing a multitude of individual differences and similarities that exist among people. Diversity can encompass many different human characteristics such as race, age, creed, national origin, religion, ethnicity, sexual orientation. The characteristics representing diversity are illustrated in Gardens wartz & Rowe's (1994) Four Layers of Diversity Model.

Gardens wartz & Rowe (1994) described diversity as being like an onion; possessing layers that once peeled away reveals the core. According to Gardens wartz & Rowe (1994) the four layers of diversity are organizational dimensions, external dimensions, internal dimensions, and personality.

The organizational dimensions represents the outer most layer and consists of characters such as management status, union affiliation, work location, seniority, divisional department, work content/field, and functional level classification. The characteristics of diversity associated with this layer are items under the control of the organization in which one works. The people can influence this layer in a limited capacity, because control rests with the organization in which a person works.

The next layer is the external dimensions. The external dimension represents those characteristics that deal with the life choices of an individual. The individual exercises a higher level of control over these characteristics than in the organization dimension. The characteristics in this layer are personal habits, recreational habits, religion, educational background, work experience, appearance, status, marital status, geographic location, and income. Meanwhile, the layer where an individual exercises the least amount of controls the internal dimensions.

In the internal dimension of diversity an individual has no control over these characteristics. These characteristics are assigned at birth, such as age, race, ethnicity, gender, and physical ability of ten these

characteristics are the sources of prejudice and discrimination. At the core of the Four Layers of Diversity Model is personality.

Personality is described as traits and stable characteristics of an individual that are viewed as determining particular consistencies in the manner in which that person behaves in any given situation and over time (Winstanley, 2006). The personality of an individual is influenced by the other three levels of the model. The other layers help shape the individual's perception, disposition, and actions, as the individual interacts with the world around them. The Benefits of Diversity brings together individuals from various backgrounds that possess important skill that stimulate organizational competitiveness and growth (Fassinger, 2008). The benefit of 'DIVERSITY' can be seen in several areas such as employee relations, strategic advantage, and tapping into new markets.

In a diverse environment where people can interact and share ideas, organizational growth and health are present. The exchange of ideas creates an atmosphere of cultural acceptance that can lead to improvements in employee relations (Chavez & Weinger, 2008). When individuals perceive that their ideas and cultures are valued, they have great ownership in the organization. In addition to positive employee relations, diversity can provide a strategic advantage for organizations.

## Review of Literature:

**Uma Pujar,(2014)** “Trends in Growth of Higher Education in India” *Higher Education is a very important sector for short and long term economic growth and development of human resource which can take responsibility for social, economic and scientific development of the country. India is currently at the stage of demographic transition where population growth is slowing down but, the population of young people entering the labor force continues to expand. This young and large population should be educated for the betterment of the nation. The Government has given the required thrust to the higher education sector by initiating various plans and committees. Government of India aimed to increase Gross enrolment ratio (GER) to 21% during its Eleventh five year plan (2007-12). To achieve this, the enrolments need to be substantially raised in Universities/Colleges to reach the target by 2011-12.*

**Gaikwad B.R.1 and Solunke R.S.(2013)** in her research paper “Growth of Higher Education in India” *In India the central Government and the state Governments are trying to nurture talent through focusing on the expansion of higher education. In the Year 1950-51, there were 30 universities and 695 colleges. This number has increased to 634 Universities and 33023 colleges up to December 2011. Though the number of colleges and institutions related to higher education has increased but there is disparity in the growth of higher education at the national level In India. In the process of expansion of higher education the problem of disparity has been also a raised. It is responsibility of the U.G.C. to make more effective regulation over the higher education system in India. Merely growth of higher education will not serve the basic purpose of education policy. It is necessary to see that the Universities and colleges should provide quality education to the masses. In some Universities and colleges there is poor infrastructure, lack of skilled manpower, which are barriers in providing quality education to the age group of 18 to 22. There are also malpractices and unhealthy practices in some institutions related to the higher education. The U.G.C. should made effective regulation and try to control such malpractices.*

**Chakraborty Ananya (2012)** in her research paper “**A Review of Gender Disparity in Education Sector in India**” “Education for all is must at one hand and a challenge on other for an all round development of third world society. Gender wise disparity in education has also remained as a head ace for a country like India. Indian women constituting 50%of the country’s human resource, still faces literacy-gender-gaps with only 54.16%literate female. The present study is an attempt to evaluate the disparities in education sector in India along with their impact status based on the data procured from secondary sources. The disparity is calculated by Sopher’s Disparity Index on male female literacy state-wise, age-wise in terms of levels of education, social groups and residence. Finally by employing the technique of Spearman’s Rank Correlation Coefficient, it has been observed that female education has significant impact on gender and human development. The study concludes that the essence of development lies in liberating women by engendering that will pave way for better future by liberating their kids.

**Roy Piyal Basu, (2010)** In Her Research Paper “**Regional Disparity In Educational Sector: A Comparative Study Between Jalpaiguri And Kolkata District Of West Bengal**” The prime objective of development is the well being of the people in economic, social and cultural spheres. The fundamental elements of human development are long and vigorous life, proper education, and decent quality of living. But interestingly despite slowly rising standard of Indian people, its society and economy are being challenged by regional disparity almost in every corner of the country. Still a lot of people of our country are away from the holy touch of education. There is inter and intra state imbalance in the field of Literacy particularly education, enrolment of school going children, drop out ratio, pupil-teacher ratio and distribution of formal and informal type of educational centers. The paper highlights a comparative study regarding the nature of disparity in educational sphere between two districts of West Bengal with development strategies.

### **Objectives:**

This paper has the following objectives:

- To measure the trend in the growth of higher education in terms of number of institutions, number of students (public, public/ govt. sponsored govt. aided and private).
- To measure the trend in the growth of stream –wise higher education.
- To measure gender and social disparity at higher levels of education.

### **Methodology:**

In order to realize the afore-stated objectives of the study Paschim Medinipore. Was purposely selected and both Primary and Secondary data was used. Different statistical Tests like Chi-Square were used to complete the study.

## Sources of Data

There are many sources of data collection that can be used like newspaper, media, internet, surveys, questionnaire, and personal interviews. We take primary data by using questionnaire, which were filled by students, teachers, and administration of the college. This study is a survey study and is descriptive type of research. Three colleges were selected from Paschim Medinipur district.

The information for building up educational development index has been collected from.

Following sources:

- i) Ministry of Human Resource Development, Govt. of India.
- a) Selected Educational Statistics.
- ii) The Office of the Registrar, in colleges.

## PRIMARY DATA

We take primary data by using questionnaire, which were filled by students, teachers, and administration of the college. This study is a survey study and is descriptive type of research. Paschim Medinipur District was involved in this study.

## SECONDARY DATA

The information for building up educational development index has been collected from.

❖ Following sources:

- i) Ministry of Human Resource Development, Govt. of India.
- ii) Selected Educational Statistics.
- iii) The Office of the Registrar, in colleges.

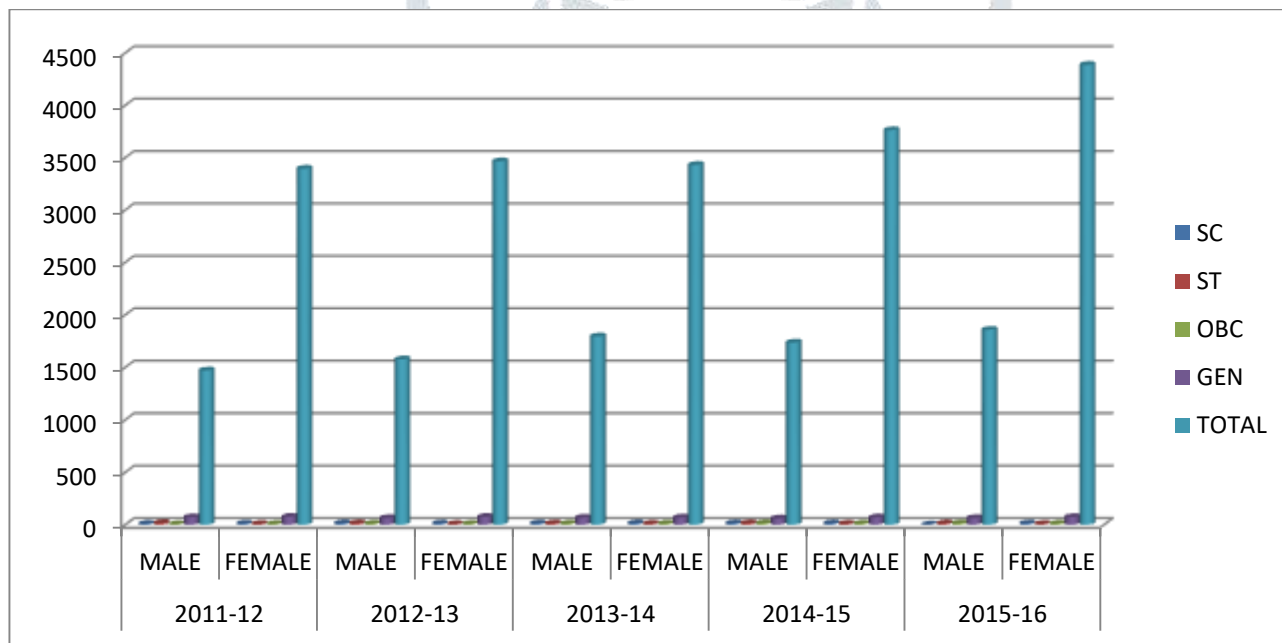
## Population and sample:

We used stratified sampling technique in the selection of sample. First we selected 3 Colleges Kharagpur College, Raja Narendra Lal Khan womens College from Paschim Medinipur district,. We collected information from teachers who taught the pupils in these institutions. The samples were taken from each college and data on college resources and expenditures was taken by interviewing each respondent from this selected sampled College. Finally, mostly for consistency checks and for additional information, each student was sent home with a questionnaire which was filled out by the parent (or the child asking the parent questions if parent was illiterate) and returned to authorities. College type effectiveness is measured as the difference in pupils' learning achievement in the two College-types. Achievement differentials are estimated using education production functions with the outcome of College.

**Analysis:****Table 1**

The students admitted to the college during the last five academic years in 3 Colleges - Raja N.L.Khan Womens College, Kharagpur College and Santal Bidroha Sardha Satabarshiki Mahavidyalaya.

Categories	2011-12		2012-13		2013-14		2014-15		2015-16	
	MALE	FEMAL E	MALE	FEMAL E	MALE	FEMAL E	MALE	FEMAL E	MALE	FEMAL E
SC	8.15	9.80	13.12	11.13	12.08	13.37	12.73	12.54	1.13	11.55
ST	16.38	7.18	13.57	6.54	12.31	8.77	13.82	8.47	12.75	7.04
OBC	4.41	6.30	9.38	6.80	8.69	9.84	13.13	8.99	12.16	8.57
GEN	71.04	76.70	63.91	75.50	66.90	68.00	60.31	70.05	63.61	72.82
TOTAL	1471	3396	1577	3466	1795	3432	1736	3763	1858	4387



SOURCE: NAAC RPORT

**Table 1**

Showing the students admitted to the college during the last five academic years for Paschim medinipur 3 Colleges in bar diagram.

By analyzing table it is evident that male candidates of Sc, ST, OBC, General is lower than female candidates in all the year and also the percentage of female candidates is increasing in five years.

**Problem: 01** Do you think that advantage of male education is better than female education?

**Solution: -**

Step	Male				Female			
	Yes	No	U.D.		Yes	No	U.D.	
Step 1: $f_0 =$	81	78	27	186	63	95	28	186
Step 2: $f_e =$	62	62	62	186	62	62	62	186
Step 3: $f_0 - f_e =$	19	16	35		1	33	34	
Step 4: $(f_0 - f_e)^2 =$	361	256	125		1	1089	1156	
Step 5: $\frac{(f_0 - f_e)^2}{f_e} =$	361/62	256/62	125/62		1/62	1089/62	1156/62	
Step 6: $x^2 = \frac{\sum(f_0 - f_e)^2}{f_e}$	5.82+4.12+2.01=11.95				0.01+17.56+18.64=36.21			

The table value of chi  $x^2$  for 2 d.f. at 5% level of significance is 5.99. The calculated value of chi  $x^2$  is male 11.95 and female 36.21 which is much more than table value 5.99. The hypothesis is rejected. Thus we conclude that the result show that economic in dependence of girls players as a hindrance in making adjustment in marriage.

**Problem 02:** Do you believe that boys and girls equally prepared for higher education?

**Solution:**

Step	Male				Female			
	Yes	No	U.D.		Yes	No	U.D.	
Step 1: $f_0 =$	98	76	12	186	84	90	12	186
Step 2: $f_e =$	62	62	62	186	62	62	62	186
Step 3: $f_0 - f_e =$	36	14	50		22	28	50	
Step 4: $(f_0 - f_e)^2 =$	1296	196	2500		484	784	2500	
Step 5: $\frac{(f_0 - f_e)^2}{f_e} =$	1296/62	196/62	2500/62		484/62	784/62	2500/62	
Step 6: $x^2 = \frac{\sum(f_0 - f_e)^2}{f_e}$	20.90+3.16+40.32=64.38				7.80+12.64+40.32=60.76			



The table value of chi  $x^2$  for 2 d.f. at 5% level of significance is 5.99. The calculated value of chi  $x^2$  is male 64.38 and female 60.76 which is much more than the table value =5.99, therefore the hypothesis is wrong and we concluded that highly educated girls do not get good matches in marriage.

**Problem 03: Do you think that men colleges offer more seats as compared to girls?**

**Solution: -**

Step	Male				Female			
	Yes	No	U.D.		Yes	No	U.D.	
Step 1: $f_0 =$	70	80	36	186	82	86	18	186
Step 2: $f_e =$	62	62	62	186	62	62	62	186
Step 3: $f_0 - f_e =$	8	18	26		20	24	44	
Step 4: $(f_0 - f_e)^2 =$	64	324	3276		400	576	1936	
Step 5: $\frac{(f_0 - f_e)^2}{f_e} =$	64/62	324/62	3276/62		400/62	576/62	1936/62	
Step 6: $x^2 = \frac{\sum (f_0 - f_e)^2}{f_e}$	1.03+5.22+52.83=59.08				6.45+9.29+31.22=46.96			

The table value of chi  $x^2$  for 2 d.f. at 5% level of significance is 5.99. The calculated value of chi  $x^2$  is male 59.08 and female 46.96 which is large table value 5.99. The hypothesis is rejected and it is concluded that men colleges offer more seats as compared to girls.

**Conclusion:**

In Kharagpur College SC, ST, OBC and general male candidate enrolment was higher than Female candidate enrolment from 2011-12 to 2015-16. In Santal Bidroha Sardha Satabarshiki Mahavidyalaya SC male candidate is higher than female candidate enrolment. ST, OBC, General male candidate enrolment is higher than female candidate enrolment. Raja N.L. Khan womens college- since it is a womens college there was no male candidate. SC, ST, OBC and general female candidate enrolment was increasing rapidly from 2011-12 to 2015-16.

A great disparity was also found in the socio group at higher education level in the colleges taken for survey in both the districts of Paschim Midnapore and Purba Midnapore. Sc, ST, OBC female candidate enrolment was increasing rapidly. Specially in OBC category male candidate enrolment is higher than general category

male candidate. ST male student is lesser than female candidate enrolment. In Sc,St,Obc category both male & female candidate enrolment is higher than general male and female candidate enrolment.

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