



RESERVATIONS IN HIGHER EDUCATION: THE STUDY OF CENTRAL EDUCATIONAL INSTITUTIONS (RESERVATIONS IN ADMISSION) ACT, 2006)

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ABSTRACT

The Higher Education has an important role in the task of rebuilding the nation and paves the way for overall development of the Nation. The twentieth century has witnessed several revolutions like Green revolution, White revolution, I.T revolution, and transforming human civilization to the age of Information Technology. At the start of 21st century, there was a rise in the importance given to higher education. Every country realized the value of higher education and the benefits of it.

Introduction:

There is a greater importance attached to higher education. “The social demand for higher education, however, continued to increase. The inability of the state to support this growing demand resulted in new financing arrangements for higher education. The recent reforms in this area could be broadly divided into two categories: the privatization of public institutions and the establishment of private institutions of higher education. Privatization implies the application of market principles in the operation of public institutions, while ownership rests within the public domain. Promotion of the private sector implies the growth and expansion of the non-state sector in higher education, and very often this sector does not rely on state funding for its growth and expansion. Both of these measures have paved the way for market operations in higher education.”

Currently, the Neo-liberal policies are responsible for India from withdrawing from higher education. It has been made a business and was handed over to private institutes and policy makers also play a role in this. “The neo-liberal policies that included stabilization and structural adjustment required a drastic cut in public expenditure across the board, including on higher education. These policies set the tone for sweeping reforms in higher education in India in the following years. Higher education was defined as a “non-merit good” that did not deserve to be financed by the state. On the whole, higher education has suffered in the last couple of decades, including in the areas of policymaking and planning.”

However, the depth of liberalization and its effects on the structure and growth of a country’s education sector depends upon many factors. Most importantly it depends upon how the country’s policy-makers view higher



education. Is it viewed as an essential service for developing human resources as an intrinsic part of the process of development? Or is it viewed only as any other trade generating services responding to market demands? The answer to these fundamental questions would determine how education is viewed in society, and how policy-makers frame the country's education policy. This, in turn would determine how the education sector is shaped as a consequences of liberalization.

Present introduction chapter is focusing on 'Reservations in Higher Education the Study of Central Educational Institutions (Reservations in Admission) Act, 2006). This chapter divided into four categories which are based on the research problem. One is importance of Higher Education in general, India is particular. Second one is concentrated on the concept of reservation policies in Indian. Thirdly, what is the historical background of higher education in India and its importance at the global level? And finally, fourth one is implementations of reservation in admissions and their problems and solutions.

SIGNIFICANT OF THE STUDY

India has traditional foundations when it comes to education. Even in the years of BC, there was a university called Takshashila. At present, the institutes and universities offering higher education are at a great demand. However, the unfortunate state of higher education in India is because of the technical and employment oriented education being available at a low cost whereas higher education being costly. "More employment-orientation or 'professional courses' are viewed as an investment for future income generation. Courses that do not guarantee employment remain relatively cheap and this is where the country's economic inequality is reflected, particularly in higher education. Increasingly, education which would generate future income is becoming available to those who can afford it."

For centuries in India there was caste system existed and has been existing in practice in certain forms although legal prohibition is being alive. Indian society was build with inequity and opportunities were not shared among the members of society in a democratic manner, where in every person do abilities can be brought out through proper education. In this scenario majority of society were kept out of the learning process and only dominant communities of people in the society was having the right to education, for them according to so called Indian scriptures, Dwijas means twice born communities (Brahmins, Khyatriyas and Visyas) are only eligible for the all privileges not only education but also political power, social supremacy and economic activity. All who were not Dwijas, they could assist them by providing other services. In this kind of situation education was the dream of the neglected or discriminated people in India. If we come across history from later Vedic period to Indian independence we will have the fact who was the most dominant community in higher education.



In addition to, there is a less importance attached to higher education in India although it has the second highest enrolment of students for studies in the world. It is lagging in higher education. Non-allotment of budget to higher education, not including higher education in their policies is creating problems for higher education. “In India, over the last two decades, the demand for higher education has been on the rise at a phenomenal (UGC 1996, 1998) afterward the new laws that have come into being regarding education in India are promoting foreign universities. Quite a few reforms are being attempt through introducing new legislative measures for improved governance of the higher education system by setting up a National Commission on Higher Education and Research in place of the UGC, All –India Council for Teacher Education, for improving accreditation mechanism, checking unfair and corrupt practices in technical education and setting up grievance and redressed mechanism. A bill for allowing the entry of foreign universities to India has also been introduced in Parliament.

Conceptual Framework

“In later Vedic period there was no caste system but Varna system used to exist, where in, society was divided in to four Varnas Brahmans, Khyatriyas, Vaisyas and Sudras, each Varna was assigned certain tasks, here above three Varnas were eligible to learning process through proper or systematic education last one that was Sudras were restricted to enter in the process, but their population was the majority. Because of this unequal society the revolutionary changes were happened in the form of Jaininism and Buddhism during this period they considered all were equal in society. In above religions, there was chance for Sudras to get education through the state run institutions because in those days rulers patronized Jainism and Buddhism and followed them. After Gupta Empire was established it patronized the Brahminical way of society by giving importance to above three Varnas and suppressing and restricting the last Varna from all the state benefits”. During Gupta Period Manu codified the Manudharma which is the basis for caste system in India, until this period there was flexibility to shift one Varna to other Varna by their personal abilities and talents. But Manu codified very rigid principles to be followed in society, although they would justify it for social control and peace prevailing in society, there was a hidden conspiracy where large sections of society was kept away from main stream social life in general and from education in particular. Manu made it permanent, not changeable once we are born in one caste we will be in that caste throughout the life. For everything caste became the measurement.

After Muslims came to power they patronized their people in education and neglected the downtrodden people. After British entered India only they recognized the problems of these lower castes and helped in giving education in the name of Christian Missionaries. They thought that for all problems education was the best solution for the poor people in India. There might be their intention to spread Christianity throughout the world, but it helped the lower castes in tasting the education and realizing the importance of education to lead the better and decent



life. During 19th century all Dalit intellectuals came into picture like Jotibha Phuley, Savitri Bai Phuley, B.R.Ambedkar, Periyar.

Amedkar considered education as a pre-requisite for any kind of organizations and movements of the depressed classes. That is why his slogan “Educate, Agitate, Organize” assumed significance and popularity. Ambedkar realized that “Education of the masses in matter of great cost” Even so he wanted to make sure that the depressed classes did not find themselves in helpless position and that the bodies charged with the responsibility of such an important subject like education did not neglect their interest. Ambedkar held that “it is the duty of a modern university to provide facilities for the highest education to the backward communities. By keeping all these importances in his mind B.R.Ambedkar wrote the constitution to the nation, he addressed the issues in the Constituent Assembly and could get the constitutional recognition for their problem-solution. Since Constitution came into being Scheduled Castes (SCs) and Scheduled Tribes (STs) are being given reservation in educational institutions according to their percentage of population in the society, but for Other Backward Classes (OBCs) he could not get the space in great opposition from upper caste people.

“Justice V.R.KrishnaIyer quoted that exclusion in education is a non-negotiable value, true. Who can deny that, given opportunity, many a flowers now wasting its sweetness in desert air will not blossom and brighten the garden? And they are the ignored Harizans (former untouchables)/ Girijans and Other Backward classes’ talent. On the other hand, demonstrably sub-standard candidates from among moneyed classes are pampered by allowing them to join private colleges, medical, engineering and others by payment of capitation fee although in the competitive market they have no chance. Our meritorious lobby has not yet shouted against this monetary infection of education health”.

Government of India took the backwardness of people into serious consideration thereby Congress government appointed KakaKelelkar Commission in 1964, but its suggestions did not materialize due to diversified opinions among committee members themselves. The Mandal Commission was established in India in 1979 by the Janata Party government under Prime Minister Morarji Desai with a mandate to identify the socially or educationally backward. It was headed by Bindheshwari Prasad Mandal to consider the question of seat reservations and quotas for people to redress caste discrimination, and used eleven social, economic, and educational indicators to determine backwardness. In 1980, the Commission's report affirmed the affirmative action practice under Indian law whereby members of lower castes (known as Other Backward Classes (OBC) and Scheduled Castes and Scheduled Tribes) were given exclusive access to a certain portion of government jobs and slots in public universities, and recommended changes to these quotas, increasing them by 27 per cent to 49.5 per cent. Viswanath Pratap Singh government implemented it in employment, but he could not do in education due to huge opposition and finally his government got collapsed due to withdrawal of his



ally's support in the Lok Sabha. After that it was challenged in Supreme Court by Indra Sawhany, hence it is known as Indra Sawhany case (1991). Finally the verdict came out in 2006 to implement reservations in higher educational institutions with limited percentage for OBC's in phased manner with in 27 per cent. Therefore UPA government, at centre started implementing the reservations in higher learning institutions by enacting the law known as The Central Educational Institutions (Reservation in Admission) Act, 2006.

In this regard there is the need to do research on importance of higher education for the nation and importance of reservation implementation for providing equal opportunities for deprived or neglected people and evolution of reservation policy and its prospects and problems. Here one needs to study the implementation of the reservation in higher educational institutions and the impact of the policy among the Other Backward Classes, Schedule Castes and Schedule Tribes. There is a great need to find out the prospects and problems of the reservation policy in India.

History of Indian Higher Education

'NALANDA' University is one of the world oldest university was established in India and created history in higher education system. Still, India has a strong tradition of higher education since ancient times, western and secular education with an emphasis on scientific inquiry came to India only with the British. In fact, the first college imparting western education in India was set up in Sera pore in Bengal in 1818. The social reforms movement of the 18th century also accelerated the process of setting up of modern universities and colleges. In 1857, the three universities at Calcutta, Bombay and Madras were set up, which 27 colleges had affiliated to them. Subsequently more universities and colleges were set up. In 1947 there are 19 universities in India.

Higher Education in its modern form is an unintended gift of the British rule in India. The country, of course, had not been a stranger to higher learning and instruction even before its cunning take-over by the British. In ancient times, Takshashila and Nalanda. Were great seats of advanced Vedic and Buddhist studies respectively, and their fame had spread far and wide. Vallabhi (in Gujarat) and Vikaramshila (in Bihar) flourished in the medieval ages. Nadia and Mithila were other well-known centres. Other institutions known as *tots* in Bengal also carried on the tradition of higher education. In South India Kanchi and Tiruvorriur (Chinglepet) enjoyed considerable fame in the 13th and 14th centuries. Muslim rulers too patronized learning and scholarship, and established the *madrassa* imparting higher education. Muhammad Ghori founded one at Ajmer, and Iltutmish's *madrassa-e-moizzi* was well known all over the north. Delhi had the largest number of these institutions. Some similar colleges were also located at Jaunpur, Lahore and Bidar. A *madrassa* also existed in Gwalior during the reign of Babar. The 18th century witnessed the rise of more institutions, and a new functional curriculum known as *Dars-e-Nizami* was introduced.



In India, the growth of university education was very slow during the pre-independence period. After the establishment of these three universities in 1857, it took 30 years to set up the fourth university – the University of Allahabad – and nearly another 30 years for the fifth and the sixth universities (the University of Mysore and the Banaras Hindu University) to come up. At the time of independence, there were 20 universities and about 500 colleges, with an enrolment of less than 1.5 lakh. In contrast, the growth of higher education during the post independence period has been remarkable.

Significantly, India's higher education system has become one of the largest in the world, helping the nation in building the third largest reservoir of scientific and technology manpower. With rapid growth in numbers, the higher education system was transformed from an extremely elitist and restricted system, as inherited from the colonial period, to a highly democratized one. The system can no longer be described as elitist, since nearly 40 per cent of higher education students are women, while another good proportion belongs to the weaker socio-economic strata of society.

Higher Education: Goals and Objectives

Higher Education plays a significant role in the life of a nation. The character and quality of the people greatly depend on the education that is imparted to them at different levels. Knowledge and wisdom have always been regarded as the highest virtues of man. Since, the origin of human civilization the path of enlightenment and truth has been advocated by saints and seers. It has enjoyed the sanctity of the holy texts and the sermons of those who have been treated with respect and held in high esteem by their disciples and followers. Multiple models of education and varied approaches to education have been emerging since antiquity. Although it is difficult to think of any consensus on this issue, efforts can be made to understand the various points of view in order to evolve a strategy in line with the commonly agreed objective of human welfare and its relevance to the needs of the changing times.

Consequently, the impact of Globalization has wide ranging potential to influence all sectors of development. Besides its impact on the pace and pattern of economic development, it has also casts its shadow on the system of education. A global education is one the provides knowledge and understanding of culture, language, geography and global perspectives to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by people throughout the world. With over 200 of the Fortune 500 companies recruiting from campuses regularly the government now plans to establish India as a brand in the higher education sector and grab the attention of global education community under these circumstances, India offers a friendly environment, cultural diversity and best value for money option to student from SAARC, middle east and south east Asia According to statistics while India has a potential to afford about



50,000 Foreign students in next couple of years, presently only about 10,000 are studying in India.

In 21st century, higher education is very important for the development of social, economical, and political aspects of India. India has to give importance for the higher education to compete with the other countries. “Higher education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The proportion of our population, in the relevant age group, that enters the world of higher education is about 7 per cent. The opportunities for higher education in terms of the number of places in universities are simply not adequate in relation to our needs. Large segments of our population just do not have access to higher education. What is more, the quality of higher education in most of our universities leaves much to be desired.”

Indian universities are the places for the knowledge and creativity for achieve social, economical and political development. “Universities perform a critical role in an economy and society. They create knowledge. They impart knowledge. And they disseminate knowledge. Universities must be flexible, innovative and creative. They must be able to attract the best talent whether teachers or students. They must have the ability to compete and the motivation to excel. We cannot even contemplate a transformation of our higher education system without reform in our existing universities.”

For enhancing the human capacity, there is a need to promote higher education for better utilization of human resources. Particularly, the central and state government has also responsible for the encouragement of higher education. “As far as the higher education is concerned, it should be linked with the development of human resources and formation of human capital. In the present situation, it is observed that alleviation of poverty, giving the right direction to the youth etc. can be ensured through developing proper manpower planning which will enhance the scope of employability of our human resources.”

In this context, may be the convocation lecture of A. P. J. Abdul Kalam, the Ex. President of India, delivered in Jiwaji University, Guwalior, on 1 Olh August 2004, in which he said,

"India has a population of one billion people. Out of this one billion, 540 million people are below the age of 25 years, which is our national strength. We have natural resources. Also we have a roadmap for transforming India into a developed nation by the year 2020. Ignited minds of 540 million youth will definitely transform India into a developed country by the year 2020."



On the other hand, The Radhakrishna Commission and Kothari Commission were the basic ideas for development of higher education, and utilization of human resources. "Higher Education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. The University Education Commission (1948-49), under the Chairmanship of Dr. S. Radhakrishna, gave the foundations of the future of Indian Higher Education. The report of the Education Commission (1964-66) under the Chairmanship of Dr. D.S. Kothari symbolized the symbiotic relationship between education and national development. A lot of thought has since been generated towards the emerging concerns of higher education."

Subsequently, the National Policy on Education-1986 Based on these fundamental ideas, a national policy was adopted in 1968, though it was allowed to gather dust for several years. It surfaced up again in 1986, and the Parliament readopted it as the National Policy on Education 1986 in its budget session of the same year. After hasty deliberations by a Task Force a Programme of Action', forging the nuts and bolts of the scheme, was also adopted in August 1986. As stated above, the New Policy covered the entire gamut of education from the pre-primary to the research stage. It conceived education as a tool of personal development as well as an investment in corporate, national development. This vast sweep and philosophy is contained in four short paras of the section 'The Essence and Role of Education' reproduced below: (a) in our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual. (b) 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. (c) Education develops manpower for different levels of the economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance. (d) In sum, education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

Indian Educational Institutions: Challenges

The access of education is now looked at from an international perspective after the emergence of global labour markets. The recruiting agencies are now doing an intermediately function of recruiting raw graduates and converting them in to 'packed labour' with necessary inputs of training to suit the requirements of the industry. This has created the scope for mushrooming of training institutions in the private sector that are doing the short-life function of higher education leaving the long life functions to established universities and colleges it is very difficult to assess the quality of an educational institution in a complex situation if this kind where the established educational institutions are producing students with given set of objectives. Expert, a few disciplines like IT& ICT, majority of the courses offered in the universities and colleges are designed to produce a graduate with



specified amount of knowledge and skills. If, the quality of these products is evaluated from the perspective of the needs of the industry, it is very difficult to arrive at a conclusion at their relevance.

Similarly, the institutes, the colleges and universities which are assessing their qualities on the basis of their internal functioning, may not meet the quality of requirements of the industry. For instance, the criteria used by NAAC to access the quality of colleges and universities consisted of a setoff 7 items, such as (a) curriculum aspects (b) teaching, learning and evaluation,(c) research, consultancy and extension, (d) infrastructure,(e) students support,(f)organization and management and (g) healthy practices. The above criteria were used to assess the quality of institutions. The industry on the other hand is interested in a person, as mentioned above, who can deliver the goods. Therefore, the quality of education (or standards) that he experts from the student is measured in terms of his own parameters.

There is also another challenge that emerged in recent times, the cross border education and distance and distance education. The parameters of quality here depend up on the origin of the institutions where they belong; they are expected to operate in a host country/state with their own parameters. Therefore it is difficult to access the quality here as the requirements of the host country are different from that of native country. It is exactly here that the quality of education needs to be defined in terms of specific functions for which they are produced. It is also necessary that the knowledge base of the skills imparted must be related to the needs and requirements of the nation with social and cultural dimensions of the knowledge. Measures like TQM, ISO etc. have limited application to higher education, as they are most concerned about the internal process and its socio cultural relevance to the motion. The quality (standards) of higher education here needs to be comprehensively defined, so that the institutions must be made to care not only for the internal process of the education but also relate the products with their effectiveness outside the institution.

Historical perspective of Reservation

Reservations are the indirect form of affirmative action in India. Anyway, India is a country with highly rigid caste based hierarchical structure and has ascending order of privileges and descending order of disabilities In India, reservation is a policy by which a fixed number of slots in governmental and educational institutionally are allotted to member of certain communities based on criteria like castes, class etc. The overwhelming majority in the nation that is still backward-socially, economically, educationally and politically are eligible for reservations. The victims of entrenched backwardness comprise the scheduled castes (SCs), scheduled Tribes (STs) and other Backward classes (OBCs).

Significantly, the reservation is taken as a variety of measure designed to end the oppressive discrimination and remedy the related in justice they had



suffered over the centuries. The socially and educationally backward classes of citizens, such as the scheduled castes and scheduled tribes have been subjected to discrimination and deprivation for thousands of years; hence reservations are an instrument for the advancement of the socially and educationally backward classes. India is a parliamentary Democracy, wedded to the ideal of presented civil liberties and individual rights. India is making an attempt of address the needs of the underrepresented sections of the society, to assume equality of opportunity to them and to end discrimination against members of groups that have been historically exposed to discrimination.

The concept of reservations is a vast and controversial one. Even in terms of a historical account of reservations in India, it would be impossible to cover most of its aspects. In this chapter, therefore, we shall examine in brief some of the key issues and some of the more significant historical and legal moments concerning the development of a reservations policy in India, all of which require much more attention and analysis. A great deal has been written against reservations policies since the acceptance of the Mandal commission Report in 1991 in favour of reservations in higher education and government services for the Other backward classes of India. Very little has been written by the beneficiaries of reservations, whether in book form or in the form of articles in the national press. Those who are vociferous and loud in their criticism of reservations invariably belong to the dominant groups, who have been enjoying the benefits to the dominant groups, who have been enjoying the benefits of, if not a monopoly over, education, wealth, land and public services.

Division of Indian Society on Social Hierarchy

Indian society is based on 'Unity in Diversity Principle' which means all the caste and communities are living together in the peaceful relationship. But still, the Indian society has facing different kinds of challenges in various dimensions in Higher education. The regional imbalances in higher education facilities arise due to natural clustering of institutions of higher education facilities arise due to natural clustering of institutions of higher education in and around metropolitan and urban areas. Such clustering is a global phenomenon. For instance, there are more than two hundred university level institutions in the Boston area in the United States. While new and large public institutions could foster economic development in the region where they are located, yet at times attempts to set up such institutions in remote and far-flung areas could backfire. There are cases of several public institutions that could not flourish due to their locational disadvantage. Thus, policies for geographical spread of institutions have to be carefully crafted.

Anyway, the regional imbalances are a matter of concern, yet this imbalance is seen to be a world-wide phenomenon, with clustering of higher education institutions in some states or regions. With greater student mobility at higher education level, students from states or regions with poor facilities tend to migrate to cities with better facilities. This is evident from the fact that students in



large numbers from all over the country, particularly from the North-Eastern states and Bihar, flock to universities and colleges in Delhi. In case of professional education, student mobility is even greater. With most institutions for professional education having hostel facilities, regional balance is a lesser concern.

Enrolment: Inter- Regional Disparities

At the same time as the enrolment rate at aggregate level is about 11% in 2006/7 at overall level, it varies significantly across the states and districts. The studies in this volume bring out the regional disparities in the enrolment rate. Based on the NSS for 2004/5 (NSS Employment and Unemployment Survey, 61th Round, 2004/5) data bring out variation across the states. As against the 11% of all India average, the GER is lower in states of Aunachal Pradesh, Bihar, M.P., Meghalaya, Mizoram, Rajasthan, Sikkim, Tripura and Jharkhand.

OBCs and Fair Access to Higher Education

In the context of the proposal for reservation of 27 per cent of seats in higher education for the OBCs, the key question is whether the OBCs of college going age with the qualifying level of education are under-represented in enrolments to higher education to the extent of 27 per cent or more of the total enrolments. In seeking an answer to these question three issues embedded within this question need to be sorted out. These are: age cut-off; the distinction between enrolments and completed level of education; and, crucially, the caste composition of the population with the qualifying level of education for entry into a given (next higher) level of education. Consider first the issue of age cut-off: The estimates of proportion of the population of each social group who have a graduate and above level of completed education noted in the previous section relates to the total, all-age population. In the absence of a lower age cut-off, the denominator includes a sizeable population of those below 20 years who, Individual exceptions apart, cannot have obtained a graduate degree and this depresses the resulting proportions artificially.

Dalits and Higher Education

The progress of dalits in education is of recent origin. The first generation learners of dalits have realized the importance of higher education and have started encouraging their children to go for higher education. It is exactly at this juncture that the World Bank and the government of India wanted higher education to be provided through market. The government has appointed a committee under the chairmanship of Sri Atal Bihari Vajpai with Mukhesh Ambani and Adiya Birla as members in the year 2000. The committee gave a report recommending the privatization and corporatization of higher education. There was no mention about the interests of the disadvantaged groups. Perhaps the committee foresaw the implementation of GATS in education from 2005. Already several private foreign institutions and universities have established their offices in India to admit students in courses that are considered to be important in the 21st century. Through the idea of privatization was in nascent stage in our education system for a long period of



time, it has come out openly after liberalization in 1991. Several colleges and even universities have come up under the category of self-financing institutions. Interestingly all these institutions offer vocational and job oriented courses keeping in view the emerging opportunities in the globalized economy. The dalits have not even realized the existence of such courses nor are they allowed to enter the institutions without paying fees. Once again dalits seem to have been excluded from higher education under a Dalit seem to have been excluded from higher education under a different context. I am not bringing here the recent debate on reservations in Central Government Quality institutes as it is under litigation.

Subsequently, the dalits and artisan castes have traditional and indigenous knowledge and are able to survive with that knowledge; it is found that it is not just sufficient to survive in a competitive global world. The history of education in India has provided enough hints to understand that those who posse's knowledge and are in a position to refine it and update it will alone develop and all others either suffer or obtain natural attrition. In this context, we hae seen in an earlier chapter that the modernization projects in India have paid very little attention to dalit's education and empowerment. It was only after Mahatma Phooley and Ambedkar's People's education movement some progress was achieved in Maharashtra. The so called modernist project of Ambedkar was confined to Maharashtra and to South Indian States and the gift of English did not reach the cow belt consisting of Bihar, UP, MP, Rajasthan, Orissa and even West Bengal where more than 60 percent of the Indian dalits live. Even in the state of Maharashtra and South Indian states, the spread of English education was limited to the upcoming middle classes among the dalits. It is no doubt, created an intellectual class and job holders who are emerging as organic intellectuals of the 21st century.

In recent times, the educational progress of the dalits during the post-independent period indicates the gaps and shortcomings of the policy. The following are some dichotomies that have emerged out of the progress in school education for the scheduled castes and tribes. The literacy levels of the people in general and female in particular are still very low compared to developed countries. The literacy gap between males and females, between forward castes and Scheduled Castes and between male and female among these communities is very high. The literacy levels of urban dwellers including Dalits in all parts of the country is around 80 per cent and therefore the problem of illiteracy in the country is related to only rural areas and of Dalit and some OBCs. The educational strategy of Madhya Pradesh (Digvijay Singh) government like the EGP educational guarantee programme has helped to increase the literacy levels in the states of Madhya Pradesh and Chattisgarh as per 2001 census that includes the literacy levels of dalits. The enrolment at the upper primary level is also nearing the proportion of the population of Scheduled Castes.

However, the enrolment in higher secondary is short of the proportion of SC population. This shows the gap between primary and secondary levels, which is



due to high dropout rates at upper primary. The dropout rate among SC girls at primary stage is very high. The recent government of India Act on compulsory education 2009 does not contain any specified reference to Dalits. It has not proposed any strategy for enrolling more number of students from these sections and is silent about reservations in the recruitment of teachers. The dropout rates presented in Table clearly indicate the gap between Universalization of school education and the actual number of students who are passing out from X class. It is found that out of 100 children admitted in Class I only 27 compete X class among SC and 22 among STs.

Summing up

Today, the higher education has been influencing directly and indirectly in our society. The enrolments of the students have increasing in higher education section in every year. Anyway, the globally, private sector growth in Higher Education has been due to the liberal market policies that were introduced in 1990s across the world and in India, particularly. The trend reveals that only countries with strong public Higher Education have prospered economically, socially, politically, culturally and educationally for example, USA and Western Europe. There has been significant shift from philanthropy-based Private Education Sector to market based profit seeking Private Education in recent times. Private Universities account for a larger number of total Universities but they account for a smaller number of enrolments. Only Brazil, Chili, Philippines and Japan have more than 50% enrolment in the Private Sector. Private Higher Education has diversity in terms of quality and provides opportunities in a constrained environment and compliment Government funding.

India, one of the world s largest economies, has made enormous strides in its economic and social development during the past two decades, but India can do much more to leverage its strengths in today's knowledge-based global economy. According to the National Knowledge Commission (NKC) 2006, the country needs a massive expansion of opportunities for higher education, with 1500 Universities. Nationwide, that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015. The proportion of our population, in the age group 18-24 that enters the world of higher education is around 7 per cent, which are only one half the averages for Asia. The opportunities for higher education, in terms of the number of places in universities are simply not enough in relation to our needs.

The system of Higher Education any country has plays a very crucial role in the development of a nation in view of its forward linkage with the corporate, as well as, society at large. Apart from primary and secondary education, higher education is the most important instrument for development and transformation. Higher education has the supreme role of preparing future leaders for different spheres of life: social, economic, political, cultural, and scientific and technological. With gradual liberalization and globalization of Higher Education, the challenges before the higher education system are immense. All concerned citizens of the



country have to realize that it is only a robust, innovative and bright higher educational system that can help in transformation of India among the league of developed nations.

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