

# Higher Education inequalities in Asia and India



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# Economic growth and inequalities



- Inequality has become one of the most commonly discussed theme in social sciences in this century
- Higher education has a role in promoting economic growth
- Unequal access to higher education is a source of widening inequalities in many societies
- Equity in higher education attainment is a necessary condition for more equal distribution of benefits of growth

# Expansion of HE and inclusion



- Inherited merit - depends on circumstances of birth
- Equality of rights - reduces barriers to entry for deprived groups into higher education
- Equality of opportunity - widen the net to select talents from all social groups and ensures inclusive growth
- The main sources of exclusion in Asia are economic and ethnicity
- The main bases of exclusion in India are caste, religion, gender, region and economic
- Inclusive growth includes affirmative policies targeting the poor, marginalized and the disadvantaged

# HE expansion and equity



- When expansion is accompanied by increase in inequality indices - the rich benefits
- When expansion is accompanied by no change/ increase in inequality indices – rich and poor benefit
- When expansion is accompanied by a reduction in inequality indices – the poor benefits more than the rich
- Equity can be achieved in HE in an unequal society through progressive state policies – affirmative policies

# Trends in the expansion of higher education



- This century experienced massive expansion – global enrolment more than doubled from 100.0 million in 2000 to 212 million in 2014
- Enrolment in developed countries are stagnating or declining
- Asia accounts for a major share of increase in enrolment
- India and China account for a major share of increase in higher education enrolment in Asia
- The prospects of further growth in enrolment in HE is relatively higher in India

# HE development and disparities in Asia



- A declining trend of educational inequality in most Asian countries
- The educational Gini coefficient is less than 0.25 in many countries such as China, Korea, Vietnam
- The major source of inequality in East Asia is ethnicity
- While majority ethnic group is over represented in most countries, Malays in Malaysia is under-represented
- Indonesia has more rural equality and Thailand has more urban equality

# HE development and disparities in Asia



- Gender disparities declined in most Asian countries
- Economic reasons are very important - very low share of enrolment of students from the lowest quintile and very high share of students from the highest quintile
- Private institutions and high fee is a major barrier
- Strategies adopted to improve equity include quota system, differential admission scores, Student support systems

# Massification of HE in India



- India has the second largest higher education system after China.
- India entered a stage of massification of HE in this century
- India has more than 900 universities, nearly 40,000 colleges and 36 million students
- The enrolment ratio (GER) is 25.8 per cent.
- The rate of growth of higher education has been accelerating in this century.
- The growth potential of the sector continues to be high



## HE development in India : An elite orientation



- HE education for self-reliance
- HE remained mostly a monopoly of the state
- Focus on establishment of high quality technical and professional institutions to support industrialization
- HE remained an elite sector with limited access - GER remained at less than 8 % after 50 years of independence

# HE development in India in the 2000s : Massification



- Accelerated growth and massive expansion in this century
- Four times increase in institutions and student numbers; and three times increase in GER between 2001 and 2016
- Private sector played a major role in massification of HE
- Major share of enrolment in private institutions
- This was also a period of expansion with persistent inequalities

# Disparities in HE development



- Urban bias in HE development – increase in regional disparities
- Social disparities continue to persist – inter-ethnic and inter-religious and caste
- Gender disparities are declining – GPI is close to unity or more than one in some of the countries
- Economic disparities continue to be high

# Regional Disparities : variations in GER in 2015-16



<b>States</b>	<b>GER total</b>	<b>GER SC</b>	<b>GER ST</b>
<b>Bihar</b>	<b>14.3</b>	<b>9.3</b>	<b>12.3</b>
<b>Jharkhand</b>	<b>15.5</b>	<b>11.9</b>	<b>10.5</b>
<b>West Bengal</b>	<b>17.7</b>	<b>12.8</b>	<b>9.5</b>
<b>Chandigarh</b>	<b>57.3</b>	<b>32.7</b>	<b>-</b>
<b>Delhi</b>	<b>45.0</b>	<b>29.5</b>	<b>-</b>
<b>Tamil Nadu</b>	<b>44.3</b>	<b>34.4</b>	<b>31.8</b>
<b>Andhra Pradesh</b>	<b>30.8</b>	<b>25.5</b>	<b>23.4</b>
<b>All India</b>	<b>24.5</b>	<b>19.9</b>	<b>14.2</b>

# Regional Disparities : colleges per 100 thousand population 2015-16



States	Colleges	Private institutions
Telengana	60	83.3
Puducherry	55	62.3
Karnataka	50	67.7
Andhra Pradesh	45	80.4
Bihar	7	12.7
Jharkhand	9	37.7
West Bengal	10	38.1
Tripura	12	12.0
All India	28	63.8

# Economic disparities in access : GER by income levels 2014 ( % )



<b>Income Quintile</b>	<b>GER</b>
<b>I quintile</b>	<b>5.2</b>
<b>II quintile</b>	<b>8.1</b>
<b>III quintile</b>	<b>15.6</b>
<b>IV quintile</b>	<b>24.9</b>
<b>V quintile</b>	<b>61.7</b>

# Economic disparities in Access : Enrolment by income levels 2014 ( % )



	<b>PG Diploma</b>	<b>Degree</b>	<b>PG and Above</b>
I Quintile	3.7	6.2	3.6
II Quintile	6.7	11.3	5.5
III Quintile	13.1	19.2	14.5
IV Quintile	18.7	21.1	21.7
V Quintile	57.9	42.2	54.6
Total	100.0	100.0	100.0

# Economic Disparities : enrolment by income levels and social categories 2014 (%)



<b>General</b>	<b>ST</b>	<b>SC</b>	<b>OBCs</b>	<b>General</b>
I Quintile	7.7	11.6	7.8	4.1
II Quintile	16.4	15.3	13.7	8.3
III Quintile	29.0	24.7	21.9	18.8
IV Quintile	23.7	21.8	26.4	20.0
V Quintile	23.2	26.6	30.1	48.0
<b>Technical</b>				
I Quintile	7.5	6.1	1.6	0.7
II Quintile	10.8	7.5	5.7	2.2
III Quintile	10.9	16.1	11.2	4.8
IV Quintile	16.7	17.2	16.6	12.6
V Quintile	54.0	53.1	64.8	79.7



# Social disparities : Enrolment by social groups



<b>Social groups</b>	<b>GER %</b>
<b>Christians</b>	<b>44.9</b>
<b>Hindus</b>	<b>32.9</b>
<b>OBC</b>	<b>14.8</b>
<b>SC</b>	<b>11.6</b>
<b>Muslim</b>	<b>9.6</b>
<b>ST</b>	<b>7.7</b>
<b>All</b>	<b>17.2</b>

## Social Disparities : Medium of instruction by type of institutions 2014 (%)



Type of institution	Hindi	English	Regional	Total
Government	42.5	34.0	23.6	100.0
Private aided	25.4	53.5	21.2	100.0
Private unaided	16.3	72.7	11.0	100.0
Total	31.7	48.1	20.2	100.0

# Social Disparities : medium of Instruction by social groups



<b>Social groups</b>	<b>Hindi</b>	<b>English</b>	<b>Regional</b>	<b>Total</b>
ST	42.3	31.6	25.5	100.0
SC	37.1	31.9	31.0	100.0
OBC	35.6	46.1	18.3	100.0
Others	27.1	55.1	17.9	100.0

# Social Disparities :Medium of instruction by social groups and income levels (%)



<b>Social groups I Quintile</b>	<b>Hindi</b>	<b>English</b>	<b>Regional</b>	<b>Total</b>
ST	44.4	31.3	24.3	100.0
SC	72.3	17.7	10.0	100.0
OBC	70.5	17.2	12.3	100.0
Others	60.6	31.1	8.3	100.0
Total	67.0	21.3	11.8	100.0
<b>V Quintile</b>				
ST	21.2	60.6	18.2	100.0
SC	28.4	55.4	16.2	100.0
OBC	16.5	74.8	8.7	100.0
Others	18.7	70.5	20.8	100.0
Total	25.4	60.1	14.5	100.0

# Future challenges



- How to address student diversity?
- Teacher support and Institutional mechanisms to address student diversity need to be improved
- Addressing high dropout, poor learning outcomes and pressure to perform leading student suicides
- How to promote academic integration and develop inclusive campuses
- The focus needs to be equally on widening access and growing distances among those enrolled