

A Study on Disparities in Educational Enrolment and Employment in India**Dr. Sanganagouda Shivanagouda**Associate Professor in Sociology,
Government Degree College Sindhanur 584128**Abstract**

India has a huge demographic advantage of having young population who can be trained and converted into a dynamic social and economic change in the society. But it is observed that India's human resource has been going waste as there is a wide gap between the enrollment of students at various levels of education and employability. There is not only enrolment disparity but employment disparity in terms of gender, rural and urban, medium of education, private and government institutions, technical and non-technical courses. Therefore this article seeks to address the multifaceted issue of the disparity between enrolment and employment opportunities in India. The objective is to understand why there is such a disparity and also to analyse how various measures have been initiated both by the government as well as the public to overcome this issue of disparity. The Research article is mainly focused on content analyses of secondary source of information. India over the past few decades through its various policies and programs has been able to increase the growth of enrollment ratio. But the present problem is not just to increase the literacy level but to address the issues of expertise and specialized knowledge, skill development, comprehensive and logical reasoning and communication skills that are required to make the young graduates and post-graduates suitable for employment. Because the present job market requires professionals who can understand and apply their learnt theoretical knowledge in practical situations. This requires various reform measures to bring a drastic change in the India's public education system that means the whole fabric of the culture of teaching and learning needs a relook to understand and analyse the market situation in terms of digital market, role of artificial intelligence and good leadership and communication skills that would in turn reduce the big disparity that exists between enrolment and employment in India.

Key Concepts: Disparity, Education, Employment, Gender and Job Market.

Introduction:

Indian Education system has a very long history. It has passed through the stages of the traditional Gurukula system in ancient India under various rulers. During Middle Ages the Indian learning institutions did see Chinese scholars Xuanzang and Yi Jing who had come to study Buddhist texts. Similarly Indian Buddhist monks also visited China to learn and translate texts. Under the influence of Islam efforts were made by the rulers to teach Philosophy, Grammar and Mathematics. Akbar during his tenure introduced more inclusive approach by favouring courses like Medicine, Agriculture, Geography and Languages. Under the Mughals there was not only liberal approach to learning they even encouraged private tuitions. All said and done before the British Colonial rule education was scattered to

only the upper caste people and the general masses were denied formal education. With the forceful efforts of people like William Wilberforce, Charles Grant, Lord William Bentinck, Thomas Macaulay the whole educational system in India underwent a transformation through which education was offered not only in English medium but even the so called suppressed castes and tribes and women received education. From then onwards the whole course of providing and promoting education based on modern Western curriculum became inclusive of providing career oriented in nature. The Woods dispatch defined educational policy in India as the diffusion of European knowledge it is said that this dispatch laid foundation for the modern education system in India. Subsequently the educational institutions expanded across various cities and towns in India. The number of graduate and post-graduate universities with

professional, technical and non-technical courses increased from time to time.

The greatest challenge for the Independent India was to promote justice, liberty, equality and fraternity among the diverse population. Without promoting education the disparity between men and women, lower and upper class and caste, rural and urban population was impossible to be reduced. Therefore the independent India by adopting Constitution in 1950 set up policies to promote and reconstruct educational system in India. According to Kothari Commission education was intended to increase production, develop social and national unity, consolidate democracy and modernize the country for which it recommended educational policy to provide free and compulsory education to all children up to the age of 14 years. The former Prime Minister Rajiv Gandhi introduced a New National Policy on Education (NPE) in 1986 that laid stress on the need for radical reconstruction of education system with Science and Technology. The Central Government at a national level makes and modifies National Policy on Education. The States that need to govern the education system gets grants and funds from time to time from the Central Government. The institutions like National Council of Education Research and Training (NCERT), University Grants Commission (UGC) are all both funding and governing institutions that promote education at both secondary and higher education level.

The above discussion on the historical development of education system in India certainly helps us to understand that over a period of time not only numbers of institutions have increased but enrolment of students to various courses also has undergone a drastic change. But the present problem that haunts the society is not exactly the enrolment but employment opportunities to those who walk out every year with certificate of degree in their hand.

Therefore this research article tries to expose the various reasons as to why there is so much of disparity in enrolment and employment in India.

Justification or importance of the study

Education is said to be one of the important driving force to development. It is also considered world wide as a strongest instrument for reducing poverty, improving health, reducing gender inequality, promoting peace and stability. In a

developing country like India the need for more inclusive education is required for huge population with diversified background. But one of the main features of Indian education is its inherent inequalitarian nature. It is observed that educational facilities are unequally distributed among the socio-economic, caste and class, sex, regional and occupational groups of the population. This kind of inequality in educational opportunity as well as inequality in educational attainment as resulted in inequality in wider socio-economic positions in society. Apart from that India's human resource has been going waste as there is wide gap between the enrolment of students at various levels of education and employability. There is not only enrolment disparity but employment disparity in terms of gender, rural and urban, medium of education, private and government institutions, technical and non-technical courses. Therefore this article seeks to address the multifaceted issue of the disparity between enrolment and employment opportunities in India. The objective is to understand why there is such a disparity and also to analyse how various measures have been initiated both by the government as well as the public to overcome the issue of disparity.

Objectives

1. To examine why there is disparity in enrolment and employment in India.
2. To address the issue of disparity in enrolment and employment in India with respect to gender, rural and urban, type of educational institution and medium of instruction and courses.
3. To analyse how various measures have been initiated both by government and public to overcome the issue of disparity between enrolment and employment.

Methodology

The research article mainly relied on secondary source of information. The number of scholarly books and research articles published by researchers, National Sample Survey reviews helped in understanding the conceptual issue of disparity between enrolment and employment in Indian.

Limitations of the study

This Research article is mainly focused on content analyses of secondary source of information. Though direct first hand information was sought by interacting with few passed out students who are presently placed in jobs either different from the education they had and getting a meager amount of salary or few who are not able to get any opportunity to work. The limitation of information sort through interaction is that it did not have any fixed schedule.

Review of Literature

1. Himanshu (2011) in the article Beyond the Noise: A Reading list on Employment Trends in India EPW edition reexamined and argued the changes in employment and unemployment in India based on the samples of National Sample Survey from 1970s. According to him analysis of employment data should not be taken at face value without examining the quality of employment because the changes in employment pattern and workforce structure will not give the exact picture of employment output relationship.
2. Abhishek Shaw (2013) in his article comparing NSSO'S Employment Survey-A methodological note published in EPW 2013 spoke of the errors shown by National Sample Survey Organization that underestimated employment in 2009-10 and as a result how there was overestimation of the number of jobs in 2009-10 and 2011-12.
3. Deepankar Basu and Deharshi Das (2016) in their research article "A Sectoral Decomposition Analysis Employment Elasticity in India and the US 1977-2011" has made a comparative analysis of the growth of job increase in India and US. They tried to find out the changing aggregate employment elasticity based on three aspects that is sectoral elasticities, relative growth and employee shares and found that agriculture in India and service sector in the United States to be the determinant level of changes till 2000.
4. Raghendra Jha (2015) in his Education and Employment: The big push needed for India's youth says that India no doubt enjoyed high economic growth but it's been jobless economic

growth. He also pointed out that India's performance with regard to both education and employment is very disappointing. He said India requires a supportive reform programme along with public and private investment.

Discussion and Analysis

The Constitution of India provides for free and compulsory education to all children in the age group of 6-14 years. The National Policy of Education introduced by the then Prime Minister Rajiv Gandhi in 1986 is said to be the landmark event. Subsequently the adoption of Millennium Development Goals in 2000 and the demand for universalization of elementary education through the enactment of Right of Children to Free and Compulsory Education Act in 2009 changed the course of education in India. However the studies have shown that India has not done much in terms of progress in education sector.

Studies also reveal that in the past decades enrolment at various levels has increased and many people including adults have been functionally literate but still a huge population is deprived of education. The manifest disparities based on class, caste, gender, rural and urban comes in as an obstacles for educational attainment among the people in a developing country like India. The Gross Enrolment Ratio (GER) at primary and secondary level has shown some improvement but as the level of education increases there is fall in gross enrolment level across social groups, gender and regions of India. The following discussion will enable us to understand the amount of disparity and comparatively the employment opportunities in India. The major causes for the disparity of enrolment for education the following factors are identified. The economic conditions of the households is said to be very important factor influencing enrolment because the need to spend on education is still a big constraint for poor families. Even though government provides free education along with different scholarships and hostel facilities many boys and girls are kept away from education to supplement their parents with income and support them with domestic activities. The other causes for the enrolment problem is lack of functional infrastructure facilities like building, classrooms, drinking water and toilet facilities

followed by qualified teaching faculty and quality of education imparted.

Gender Disparity: Gender discrimination is evidently more visible in India and education sector is no exception to it. Girls and women in India find it difficult to enrol in schools and colleges, if at all enrolled they are pulled out of institutions as early as 10 to 11 years to land up working in construction sites or as domestic workers or to take care of their siblings and do house hold work. They are even pushed to paid child labour and also thrown into sex trade. At every stage of schooling there is one or other reason to back them from education. At the high school and college level it is to get them married off. Article 14, Article 15(3), Article 39(e) and Article 51 A (e) confers equal opportunity to women in political-economical-social sphere, means of livelihood, pay and dignity etc., Apart from this many commissions were formed to reduce gender discrimination and empower women some of them are Durga Bai Deshmukh commission (1958-59), Hans Mehta Commission (1962-64), N.P.E (1986) and P.O.A (1992) Number of programmes to facilitate gender sensitization and equality has not been showing the expected results. According to UN-Women and UN Works, in India only two from five women can read and write and 40% of girls under age of 14 do not go to school this shows a striking disparity. The marginalization of women is more if they are from rural, and belong to SC/ST or other vulnerable groups.

Caste and Class Disparity: Caste the social status determinant in India even today is another important aspect to identify how there is disparity in education based on caste. A large section of the so called SCs and STs who are regarded as most backward sections of Indian society are subjected to discrimination at all levels along with minorities. Socially, economically, politically and educationally they are most disadvantaged groups. Article 46 promotes educational and economic interest of weaker section of the population like SC and ST. National sample Survey reports that only 12% of SCs and 4.5% of STs had total enrolment in higher education in 2011-12. The reservation policies and financial incentive measures by government though has made some changes it is not very significant in reducing the disparity of SC/ST in education. Studies by Desai and

Kulkarni, 2008 have also noted no improvement and even mild deterioration in college graduation rates for dalits, casting doubt on the effectiveness of these policies. The gross enrolment ratio is not only based on caste but also on class. The population belonging to higher income has higher enrolment ratio as compared to lower income groups.

Rural and Urban Disparity: There also a notable difference between interstate and rural and urban enrolment in India. The National Sample Survey data reveals that 39% of urban relevant age group population attended College or University in 2009-10 as compared to 16.5% in rural areas.

Disparity between Government and Private Educational Institution: Over the years the private educational institutions have significantly increased their role. With good quality faculty, attractive physical infrastructure and innovative models and strategies they are able to get more enrolment than government institutions especially for technical and professional courses. The campus recruitment strategy is another attraction for them to get good number of student enrolment.

Course-wise Enrolment and Medium of Instruction: There is wide course wise divide among the students enrolment. Arts and science once considered being important disciplines in developing knowledge about basic science and social sciences in developing knowledge about social world, political administration, economy, socio-cultural problems and issues are no more attractive to students as they think it only imparts generalized skills without focus on employability. As a result Business, Commerce and Management courses along with Professional and Diploma courses have more enrolment compared to basic science and social sciences. Similarly there is wide disparity in education imparted through English medium and regional languages. Though Indian education system follows three language systems, very Indian state demands to give importance to their state language resulting in continued language contravaries.

The above discussion on various levels of disparity in enrolment of student's to educational institutions shows that there is an urgent need to reduce different kinds of disparities at education for a country like India to compete at global level and given the demographic change. Equality in education

and reduction in disparity in enrolment does not mean only to promote education to all the disadvantaged sections of society but to see that the enrolled candidates successfully complete their educations and get palced in the job market. Getting opportunity for employment is the biggest challenge both for the aspiring individuals as well as the society. Research and studies have shown that employability is a very big problem in present society. Unemployment among the educated is comparatively increasing compared to uneducated and the rate of unemployment is even higher with the level of education.

Conclusion:

The Central and State Governments of India have taken lot of initiatives to improve the quality of education and make it more employable in nature. By introducing several bills and accreditation regulatory authorities it has tried to transform the knowledge centres into centres of excellence. With all this employant generation in India is said to be inadequate to the growing demography. Without focusing on a paradigm shift in Indias aoproach to education and employment development becomes impossible. India's economic policies need a significant revival in the growth of decent jobs because the labour participation of women has been not only less but declining. According to the study based on NSSO condcted by Neeth N (2014) the pattern of inclusion and exclusion of women employment across various social groups provide evidence of increasing socal inequality in female employment. An on going research by Erin E Fletcher et al., (2017) also support the fact that there is low labour participation of women in labour market though urbanization, change in women's education and fall in fertility of children per women have reduced. The possible constraints of gender disparity in employment inspite of enrolment and education is pointed as priority given to housework, role of women as caregivers, working hours and incresing incidence of workplace abuse and lack of vocational training Quality jobs are also needed for the rural folks in order to have an access to economic mobility same is the case with all the supressed classes and minorities. An Economic survey says the quality of education determines the quality of human

capital therefore we need to focus on skill based education and give importance to creativity and original thinking not only among the students even teaching faculty. Teaching fraternity should also be held accountable for the kind of unemployability of the next generation. Encouragement should be given to make use of technology that would enable to reach even remote places for an enclusive enrolment and of course employment. Expenditure on education in India also needs to be increased which was 4% in 2012-13 which is very low as Kothari Commission recommended 6% way back in1986 itself. The role of government or people in power is also very important in bringing policy changes in education system of the country they need to be more practical than making false promises. Finally there is a need for re-defining the whole purpose of education to make it more suitable to the present demanding situation and to make use of the potentialities of the young and dynamic population.

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