

HIGHER EDUCATION AND PARTICIPATION OF INDIGENOUS PEOPLE IN INDIA: SOME REFLECTIONS

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***Abstract.** Indigenous people are the most impoverished and socially disadvantaged groups in India. They account for 8.2% of the total Indian population. This group stands at the lower strata of access and participation in higher education despite constitutional protection and strong Government affirmative action policies. The Gross Enrolment Ratio (GER) of these groups has improved significantly during the last decade, but the participation in absolute terms is much below the national average. This paper examines issues concerning higher education access and equity for communities of Indigenous people, gender disparity*

within this group and also highlights their unique problems which may require divergent policy responses.

Keywords: higher education, social equity, India, access, indigenous

Introduction

Higher education has been found to be significantly related to the human development index and more for the disadvantaged groups¹. Similarly, the lack of such education causes the inverse to occur; i.e. the greater the level of higher education in a society, whether in stock or flow forms, the greater the level of human development can be, through its influence on two main components of human development index: life expectancy, and GDP per capita².

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. The higher education system in India grew rapidly after independence³. Today, Indian higher education is comprised of 33,657 institutions, made up of 634 universities and 33,023 colleges; it is the largest higher education system in the world in terms of the number of institutions. Amongst the total enrolled students in India, 86% are enrolled in undergraduate programmes, 12% are enrolled in postgraduate programmes, 1% in research and 1% in diploma/certificate courses. The discipline-wide data reveals that amongst the total enrolled students, 36.39% are in the arts, 18.42% study science, 17.11% are in commerce/management, 16.86% study engineering/technology, 3.85% study medicine, and 3.36% are in education⁴ (UGC 2012).

However, the Gross Enrolment Ratio (GER) is low when compared to other countries, including the developing countries. The GER for higher education, which has risen from 0.7% in 1950-51, to about 15% in 2010, is still very low compared to the worldwide average.

Indian society is characterised by high degree of structural inequalities, based on the institutions of caste and ethnicity⁵. Indigenous people are among the most socially and educationally disadvantaged groups in India. Indigenous people have different histories

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- 1 Joshi, K.M. Human Capital and the Economic Benefits of Education: Understanding the Investment Arguments, *Working Paper*, 2006, No. 1/06, OSED.
 - 2 Tilak, J. *Education for Development in Asia*. New Delhi: Sage Publications. 1994.
 - 3 Agarwal, P. *Higher education in India: The need for change*. New Delhi, Indian Council for Research on International Economic Relations. 2006 [accessed on 23 March 2008] <www.icrier.org/publication/working_papers_180.html>.
 - 4 UGC. Higher Education in India at a Glance. 2012 [interactive] [accessed on 15 July 2012] <http://www.ugc.ac.in/ugcpdf/208844_HEglance2012.pdf>.
 - 5 Thorat, S., & Motilal, M. Persistent Poverty – Why do Scheduled Castes and Scheduled Tribes Stay Chronically Poor. *Paper presented at the 2005 PRCIIPA SEMINAR 29–30 September*. New Delhi: PRCIIPA. 2005.

of social and economic deprivation, and the underlying causes of their educational marginalisation are also strikingly distinct.

This paper makes an attempt to examine the access and participation of the most disadvantaged group of Indian population through enrolment, GER, enrolment by level, and gender disparity. This paper also discusses the affirmative action in practice and suggests few policy notes.

Higher Education in India: Access and Participation

Access to higher education is generally measured by enrolment ratio. In India, GER data remains the acceptable source for introspecting access to higher education. Three alternative sources, namely Selected Education Statistics (SES), National Sample Survey (NSS) and Population Census (PC) provide data on GER despite their limitations. We shall consider SES and Statistics of Higher and Technical Education data published by the Ministry of Human Resource Development (MHRD) for subsequent discussion.

GER (in higher education) for India was 15.0% in 2009-10 and disaggregating the same we found it 12.7 % for females and 17.1 % for males. There were considerable inter-state variations in GER of higher education. The States with more than national average are as follows: Andhra Pradesh (16.9%), Chattisgarh (20.0%), Goa (28.3%), Haryana (19.1%), Maharashtra (21.4%), Himachal Pradesh (23.9%), Jammu and Kashmir (18.2%), Tamil Nadu (19.%) and Uttrakhand (36.0 %). The States with GER below national average: Assam (9.0%), Bihar (11.0 %), Jharkhand (9.4%), Kerala (13.1%), Odisha (11.3%), Punjab (10.8%), Uttar Pradesh (10.9%), and West Bengal (11.9%). Surprisingly, Punjab is one of the most economically sound States of the nation and Kerala has the highest literacy in India.

While comparing with 2004-2005 data, we can conclude that in all of the States GER has improved. But the growth rate variation has also been considerable. The States with high growth are Chattisgarh, Himachal Pradesh, Maharashtra, Sikkim and Uttrakhand (Table 1.1).

In addition, considerable differences exist between male and female GER in higher education. The States where GER of females is higher than that of males are Goa, Himachal Pradesh, Kerala, Meghalaya, Punjab and Uttarakhand. The States with low female GER are Assam, Bihar, Jharkhand, Odisha, Rajasthan and Uttar Pradesh. In spite of the increase in GER from 2004-2005 to 2009-2010 in all of the States, the States that have been unable to enhance their female GER proportionately are Assam, Bihar, Jharkhand and Odisha.

Enrolment in higher education increased over the period as expected. In 2009-2010, total enrolment in higher education was roughly 20.74 million (60% of males and 40% of females, similar to the representation of males and females during 2004-2005).

Of all students enrolled in 2009-2010, 0.92 million (0.44%) were enrolled in Ph.D./M.Phil. programmes, 1.83 million (8.84%) in postgraduate programmes, 13.87

million (66.89%) in undergraduate programmes and 3.44 million (16.61%) in open universities.

Of all students enrolled in Ph.D./M.Phil. programmes, 40.6% were female students. Similarly, of all students enrolled in undergraduate and postgraduate programmes, 41.64% and 43.94% were female respectively. Of 3.44 million students enrolled in open universities, 38.49% were female students.

Indigenous People: an Overview

Indigenous people in India are generally considered to be Adivasis, meaning indigenous people or original inhabitants of the country. The Adivasis or the Tribals or Scheduled Tribes (STs) constitute the second largest social group (the first being Scheduled Castes) in India and account for approximately 8.2% of the total population. The total number of indigenous communities recognised by the government as STs is 701, each with their distinct cultures, social practices, religions, dialects, and occupations⁶. Thus, different tribal groups are highly heterogeneous, and their differences are a function of the environment in which they live, the degree of exposure to the mainstream Hindu population, government involvement in their daily lives, their economic status, and past history. The tribes are scattered in all States and Union Territories in India, except for the states of Haryana, Punjab, Delhi, and Chandigarh⁷.

Indigenous people are heavily concentrated in the north eastern states of Arunachal Pradesh, Meghalaya, Mizoram, and Nagaland, although they constitute a small percentage within the total indigenous population of India. Despite the protection given to indigenous population in the constitution of India (1950), they remain the most disadvantaged ethnic group in India on three important development indicators: health, education and income. The tribes have a low status within the wider communities and are often physically and socially isolated rather than absorbed in to the mainstream population. Traditional indigenous communities are mainly characterised by relative geographical isolation, which causes political, economic and social discrimination. They are dependent on natural resources for their survival and are spiritually linked to their lands⁸.

Currently, indigenous people lag behind the general population in literacy and educational attainment⁹. This disparity is even more marked among indigenous women, who have the lowest literacy rates in the country¹⁰.

6 For more information see Ministry of Tribal Affairs. *Annual Report 2008–2009*. New Delhi: Ministry of Tribal Affairs. 2009.

7 Bose, A., Tyagi, R. P. & Sinha, U.P. *Demography of Tribal Development*. New Delhi: B.R. Publishing Corporation. 1990.

8 D'Souza, N. G. *Empowerment and Action: Laya's Work in Tribal Education. India IEP Case Study*. Mumbai: Asian South Pacific Association for Basic and Adult Education (ASPBAE). 2003.

9 Xaxa, V. Protective discrimination: Why scheduled tribes lag behind scheduled castes. *Economic and Political Weekly*. 2001,36(29), 2765–72

10 Maharatna, A. Demographics Perspectives on India's Tribes. New Delhi: Oxford University Press. 2005. Bhasin, V. Status of tribal women in India. *Studies on Home and Community Science*, 1(1), 1-16. 2007.

The higher education scenario too is homogeneous to the literacy and general educational attainment trend, reflecting that a rise in literacy and general education attainment enhances enrolment in higher education.

However, traditional indigenous societies are undergoing a rapid change with the mainstreaming policy of the Indian government. For these communities, the process of becoming a part of the mainstream has meant a declining control on their resources and an erosion of their cultural heritage. The major issue affecting indigenous people in India is displacement: not merely displacement by large projects, but resource displacement, thus violating the basic survival rights of tribal communities. Deforestation is another manifestation of resource displacement. This has resulted in decreasing access to forest resources by indigenous communities. Added to resource displacement is project displacement, where development projects have threatened the livelihood of these communities.

The non-indigenous peasants, traders, business and other categories of have moved into the tribal land¹¹. More importantly, displacement has been accompanied by erosion of the identity of indigenous communities, which are being subsumed within the dominant culture while no improvement is made in their socio-economic position.

Indigenous people: Higher Education Enrolment

In 2009-2010, roughly 1.08 million of indigenous students were enrolled in higher education (5.2% of total enrolment in India's higher education). Of the total indigenous student enrolment, roughly 0.40 million (37%) were females and 0.68 million (63%) were males. There has been an appreciable increase during the last decade. The enrolment for indigenous males grew 304.48% between 2000 and 2010, whereas female enrolment grew 399.14% during this period. The annual growth rate in indigenous enrolment during this period was 33.52%. (Table 1.4) The percentage of female indigenous enrolment to total ST enrolment also increased from 32.25% in 2000-2001 to 36.99% in 2009-2010. In 1990-1991, total indigenous student enrolment was 0.09 million (0.07 million males and 0.02 million females). In 1995, it increased to 0.17 million (0.11 million males and 0.06 million females). Similarly, in 2004-2005, the figure increased further to 0.43 million (0.28 million males and 0.15 million females).

On the other hand, of the total number of females enrolled in higher education (2009-2010), the percentage of indigenous females was 4.82%, while of the total number of males enrolled, the percentage of indigenous males was 5.47%.

An analysis by level of education revealed that of the total number of indigenous students enrolled in higher education, 0.36% were enrolled in Ph.D./M.Phil. programmes, 7.25% in postgraduate programmes, 60.38% in undergraduate programmes, 6.87% in

11 Kumar, A., & Joshi, K. M. Family-planning methods among the tribal population in South Gujarat: A case study of access and usage. *Development in Practice*. 2008, 18(2), 258–66.

post-School diploma programmes, 0.28% in postgraduate diploma programmes and 24.85% in open universities (Table 1.2).

An analysis of the same data (2009-2010) for female enrolment in individual levels/programmes of higher education revealed that amongst the total female enrolment in higher education in each programme, 4.26% of female indigenous students were in Ph.D./M.Phil. programmes. Similarly, amongst the total number of females enrolled in postgraduate programmes, 4.01% were indigenous females (this figure was 4.2%, 6.29% and 2.45% for females enrolled in undergraduate programmes, post-school diploma programmes and postgraduate diploma programmes, respectively). In the same manner, an examination of males and their enrolment in individual levels/programmes revealed that amongst the total number of males enrolled in higher education in each programme, 4.14% of male indigenous students were enrolled in Ph.D./M.Phil. programmes. Similarly, amongst the total number of males enrolled in postgraduate programmes, 4.48% were indigenous males (this figure was 5.07%, 4.99% and 4.01% for males enrolled in undergraduate programmes, post-school diploma programmes and postgraduate diploma programmes, respectively).

Indigenous: Gross Enrolment Ratio (GER) in higher education

GER of indigenous students has increased exponentially during the last five years. In 2009-2010, it was 13.1 for males and 7.5 for females, and the aggregate GER of indigenous students was 10.3. In 2004-2005, these figures were 6.31, 3.45 and 4.86, indicating that GER increased with a Compound Annual Growth Rate (CAGR) of 16.2% between 2004-2005 and 2009-2010. Similarly, for the same period, CAGR for indigenous males was 15.7%, and for indigenous females it was 16.8% (Table 1.5).

Despite this increase, GER still varies widely across states. The states that have improved significantly as reflected by CAGR: Andhra Pradesh (27.02%), Jammu and Kashmir (131.8%), Karnataka (27.8%), Odisha (18.6%), Sikkim (33.89%), Tamil Nadu (25.4%), Tripura (24.6%), Uttar Pradesh (20.62%) and Uttarakhand (38.41%). Those that have demonstrated low growth are: Assam (-1.6%), Gujarat (6.8%), Madhya Pradesh (3.9%), and Manipur (4.91%). Although some states have shown impressive growth in terms of ST GER, but in many states viz., Assam (7.1), Jharkhand (5.1), Odisha (3.1), Madhya Pradesh (5.2), Maharashtra (6.5), Gujarat (8.5), Jammu and Kashmir (8.7), Rajasthan (8.4) and Tripura (8.2), GER is still very low. The states with high CAGR of ST females are: Andhra Pradesh (25%), Jammu and Kashmir (164%), Karnataka (28.41%), Odisha (41.7%), Rajasthan (23.29%), Uttarakhand (46.5%), Sikkim (30.6%), Uttar Pradesh (23.8%), Tripura (29.4%) and Tamil Nadu (29.75). In some states the indigenous female GER is very low: Assam (4.8), Gujarat (6.3), Rajasthan (5.5), Odisha (1.2), Maharashtra (3.7), Madhya Pradesh (3.8), and Jharkhand (2.9). The overall indigenous students GER in these states is also low.

Indigenous people and Gender Parity Index (GPI) in higher education

GPI for indigenous students in India is 0.57 (Table 1.3). The states with greater access to higher education for indigenous females observed through high GPI are as follows: Himachal Pradesh (0.88), Kerala (1.05), Uttarakhand (1.31) and Sikkim (0.87). Conversely, the states with low GPI are: Odisha (0.24), Bihar (0.41), Jharkhand (0.39), Rajasthan (0.49), Andhra Pradesh (0.32) and Maharashtra (0.39). The improvement in GPI in these states from 2004-2005 to 2009-2010 was not appreciable. The states in which GPI declined from 2004-2005 to 2009-2010 are: Assam (0.74 to 0.51), Andhra Pradesh (0.34 to 0.32), Jharkhand (0.62 to 0.39), Maharashtra (0.44 to 0.39), Manipur (0.78 to 0.71) and Sikkim (1.11 to 0.87).

Conclusion and Policy Notes

Despite the experience and outcomes of social exclusion for indigenous groups, there are also some critical actions in the ways in which it takes place, which have led to struggle for equal rights. The exclusion of indigenous people is based on a set of economic and cultural factors that have determined their isolation. Traditionally, indigenous people have lived in more remote areas of the country and in closer proximity to forests and natural resources. The remote and difficult geographical terrain inhabited by indigenous people has isolated them from the mainstream Indian society.

The histories of exploitation and marginalisation of Indigenous people have led to diverse connotations and nuances of education as a path to social mobility. The history of movements of Indigenous people is quite different in that basic livelihood needs and the efforts to retain access to forests and natural resources took central stage in their struggles for dignity and a better life, while access to education remained a secondary issue¹².

The movements for social mobility have produced quite different results in terms of access to higher education for this group. Access and participation of this community in higher education across different States reflects heterogeneous outcomes. Some States show drastic improvement, as reflected by their compound annual growth rate. Gender disparity in access to higher education among Indigenous people requires urgent apposite intervention.

Even though the data reflect indistinct engagements of access and participation for Indigenous people when considered in absolute figures, the comparative data for the last decade demonstrate a steep rise.

12 Surajit, S. Tribal Solidarity Movements in India: A Review. In Shah, G. (ed.) *Social Movements and the State: Readings in Indian Government and Politics*. New Delhi: Sage Publications. 2002. Patni, R.N., & Dash, J. Tribal and Indigenous of India: Problems and Prospects. New Delhi: APH Publishing Corporation. 2002.

What factors have played a vital role in enhancing access and participation of this disadvantaged group? The most prominent policy for promoting access to higher education has been reservations. The policy of reservation in higher education is based on the assertion that participation of disadvantaged groups has been low, and reservation would enhance their participation¹³. Central government has reserved 7.5% of seats in higher education institutions for Indigenous people. The percentage of reservation varies across the States in accordance with the population of these groups in respective States. It is also found that once the indigenous groups cross the secondary education level, their decision to go for higher education is not significantly affected by their economic conditions, as happens in the case of poor students from general category¹⁴. This clearly implies that reservation is helping in improving enrolment, irrespective of the economic status, once the threshold of school education is crossed¹⁵. Reservation policies at all levels of higher education both redistribute indigenous students upward in the university quality hierarchy, and attract into universities significant numbers of students from these groups who would not otherwise have pursued higher education¹⁶. Along with reservation, the governmental provision of scholarships, special hostels, meals, book loans and other schemes exclusively for Indigenous students have encouraged their participation¹⁷.

The question of beneficiaries' status within Indigenous people group has been raised in the context of reservation. Reservations or quotas as methods for promoting affirmative action are not affirmative action *per se*. Affirmative action is open-ended and without any fixed number. All of these instruments are aimed at serving as a "corrective" for past governmental, social or individual bias against groups or minorities based upon caste, class, greed or ethnicity.

Another important aspect with regard to the participation is high dropout and repetition. This is more evident in professional programmes. This occurrence is more common among the indigenous community. Low quality of schooling, rather than economic factors, is the main attributable reason.

The evidence on rates of return to education, showing high rates of returns to primary schooling (rates being higher for indigenous than all other categories), taken together with the evidence on the redistributive effects of public expenditure on education, suggests that expanding primary education would not only be a profitable investment,

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- 13 Joshi, K.M. An Exploration of Private Sector Financing of Higher Education in the Philippines and Its Policy Implications for India. *Journal of Faculty of Educational Sciences*, Ankara Universities. 2007,40 (2), 321-346.
 - 14 Sundaram, K. On Backwardness and Fair Access to Higher Education: Results from NSS 55th Round Surveys 1999-2000. *Economic and Political Weekly*. 2006, 41(50), 1011-1024.
 - 15 Basant, Rakesh., & Gitanjali, Sen. Who Participates in Higher Education in India? Rethinking the Role of Affirmative Action. *Economic & Political Weekly*. 2010, 45(39), 62-70.
 - 16 Weisskopf., T. Impact of Reservation on Admissions to Higher Education in India. *Economic & Political Weekly*. 2004, 39(39), 4339-4349.
 - 17 Joshi, K.M. Higher education and the largest impoverished and marginalized group of the Indian population: reviewing enrolment and access to higher education among tribals in India. *Asian Social Work and Policy Review*. 2010, 4(2), 57-65.

but would promote equity, as general primary education tends to redistribute resources towards the poor/deprived segment. This argument, however, does not oppose the investment in higher education for the deprived indigenous.

Unfortunately, various measures taken by the government to enhance and foster access amongst these deprived groups have not been appropriately supported by implementation and evaluation data. The Government should maintain data on transition rate, survival rate, graduation rate, drop-out and wastage. These data should be as per the sub-castes and sub-tribes amongst Indigenous. The policy framed on the basis of these data will definitely serve better results and lead to optimum utilisation of scarce resources. The issue of drop-out and wastage is prominent in technical courses, especially at graduate and higher level. The data reflection in this regard shall be useful in arriving at appropriate policy measures.

The majority of the students among these communities are unaware of future opportunities. The selection of streams and subjects in the post secondary period is also greatly influenced in ignorance. All institutions in the tribal belt should have a guidance and counselling cell. This cell is also expected to play a vital role at the time of induction of indigenous students into colleges.

In order to reduce the drop-out amongst indigenous students, especially of those pursuing their education in the field of engineering, medicine, management and pure sciences, it is necessary to provide for effective orientation-cum-remedial coaching centres. These centres would enable indigenous students to bridge the gap resulting from their earlier educational and social deprivation. It is also likely to improve the level of comprehension amongst these students.

Financial allocations under different schemes for Indigenous people are insufficient, and encourage even below-average performers to pursue higher education, leading to the situation where fewer resources are available for the deserving. Disparities in educational attainments are related to sub-castes, location and social groups, but are also strongly related to other indicators such as income, gender, region and place of residence. Therefore, we need to develop a meaningful and comprehensive framework that would account for the multi-dimensionality of differences that still persist amongst these groups.

A deprivation index could be used to provide weighted scores to students, and the cumulative score could be used to supplement financial assistance to students. The criteria and the amount of financial allocation need to be revisited so that the opportunity cost can also be taken care of in part, and the resources are optimally utilised for the appropriate stakeholder. This would also address the problem of intra- and inter-generational equity within these underprivileged groups.

All attempts to enhance effective access amongst indigenous people will not be successful until the linkage between school and higher education is brought up qualitatively and quantitatively as substantiated through transition rate. Higher secondary schools, irrespective of streams and subjects offered by them, will have to improve drastically. Although the reforms needed in higher education for enhancing effective access for these students will need joint efforts of the Department of Tribal

Development and the Ministry of Education, if this can take place with proper planning, the state will be able to save considerable resources and empower the deprived in a true sense by making them competitive.

Table 1.1. Gross Enrolment Ratio (GER) in higher education – all categories

S. No.	State	2009-10			2004-05		
		Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	21.2	12.3	16.9	14.57	8.55	11.52
2.	Assam	11.5	6.2	9.0	8.17	5.70	6.94
3.	Bihar	14.1	7.5	11.0	8.44	3.19	6.02
4.	Chhattisgarh	24.1	15.8	20.0	9.43	5.54	7.51
5.	Gujarat	18.3	13.2	15.9	11.88	9.29	10.67
6.	Himachal Pradesh	23.1	24.8	23.9	14.59	13.58	14.0
7.	Jammu & Kashmir	18.7	17.6	18.2	6.76	6.29	6.54
8.	Jharkhand	12.4	6.3	9.4	8.66	5.32	7.05
9.	Karnataka	19.8	16.3	18.1	12.72	0.36	11.58
10.	Kerala	12.0	14.2	13.1	8.15	9.96	9.08
11.	Madhya Pradesh	16.5	13.1	14.9	14.15	7.4	11.02
12.	Maharashtra	25.3	16.9	21.4	15.72	10.92	13.24
13.	Manipur	16.8	12.7	14.8	14.81	11.77	13.27
14.	Odisha	16.6	5.9	11.3	13.62	3.48	8.59
15.	Punjab	10.6	10.9	10.8	9.40	11.23	10.24
16.	Rajasthan	11.5	7.4	9.6	7.55	4.31	6.04
17.	Sikkim	26.6	22.8	24.8	10.88	8.15	9.61
18.	Tamil Nadu	20.7	17.2	19.0	13.03	9.95	11.47
19.	Tripura	13.2	9.4	11.4	7.19	5.14	6.16
20.	Uttar Pradesh	12.0	9.5	10.9	9.21	6.84	8.13
21.	Uttarakhand	27.5	45.2	36.0	13.22	12.70	12.97
	INDIA	17.1	12.7	15.0	11.58	8.17	9.97

Source: Selected Educational Statistics and Statistics on Higher & Technical Education (MHRD)

Table 1.2. Enrolment in higher education- by level and category

S. No.	Level	All Categories	Indigenous Students
1.	Ph.D./M.Phil.	92211	3865
2.	Postgraduate	1833507	78409
3.	Undergraduate	13872870	652677
4.	Postgraduate Diploma	89092	3004
5.	Open Universities	3445654	268641

Source: Selected Educational Statistics and Statistics on Higher & Technical Education (MHRD)

Table 1.3. Gender Parity Index in higher education

S. No.	State	2009-10		2004-05	
		All Categories	Indigenous Students	All Categories	Indigenous Students
1.	Andhra Pradesh	0.58	0.32	0.59	0.34
2.	Assam	0.54	0.51	0.70	0.74
3.	Bihar	0.53	0.41	0.38	0.36
4.	Chhattisgarh	0.66	0.59	0.59	0.55
5.	Gujarat	0.72	0.58	0.78	0.67
6.	Himachal Pradesh	1.07	0.88	0.93	0.73
7.	Jammu & Kashmir	0.94	0.79	0.93	0.28
8.	Jharkhand	0.51	0.39	0.61	0.62
9.	Karnataka	0.82	0.59	0.81	0.58
10.	Kerala	1.18	1.05	1.22	1.01
11.	Madhya Pradesh	0.79	0.57	0.52	0.54
12.	Maharashtra	0.67	0.39	0.72	0.44
13.	Manipur	0.76	0.71	0.79	0.78
14.	Odisha	0.36	0.24	0.26	0.08
15.	Punjab	1.03	–	1.20	–
16.	Rajasthan	0.64	0.49	0.57	0.27
17.	Sikkim	0.86	0.87	0.75	1.11
18.	Tamil Nadu	0.83	0.75	0.76	0.55
19.	Tripura	0.71	0.65	0.72	0.47
20.	Uttar Pradesh	0.79	0.59	0.74	0.48
21.	Uttarakhand	1.64	1.31	0.96	0.75
	INDIA	0.74	0.57	0.71	0.55

Source: Selected Educational Statistics and Statistics on Higher & Technical Education (MHRD)

Table 1.4. Enrolment of indigenous students in higher education in India (2009-2010)

Year	Indigenous people - enrolment		
	Male	Female	Total
1990-91	3,17,684	21,954	87,519
1995-96	1,07,947	43,752	1,51,699
2000-01	1,68,248	80,097	2,48,345
2004-05	2,76,731	1,57,484	4,34,215
	6,81,099	3,99,799	10,80,898

Source: Selected Educational Statistics and Statistics on Higher & Technical Education (MHRD)

Table 1.5. Gross Enrolment Ratio (GER) in higher education – indigenous students

S. No.	State	2009-10			2004-05		
		Male	Female	Total	Male	Female	Total
1.	Andhra Pradesh	26.7	8.5	17.1	8.04	2.74	5.17
2.	Assam	9.5	4.8	7.1	7.36	5.72	7.7
3.	Bihar	18.7	7.7	13.4	9.22	3.34	6.43
4.	Chhattisgarh	19.6	11.5	15.5	9.58	5.24	7.35
5.	Gujarat	10.8	6.3	8.5	7.31	4.87	6.09
6.	Himachal Pradesh	36.3	32.0	34.1	18.31	13.37	15.84
7.	Jammu & Kashmir	9.7	7.7	8.7	0.20	0.06	0.13
8.	Jharkhand	7.4	2.9	5.1	3.76	2.33	3.03
9.	Karnataka	18.5	11.0	14.9	5.46	3.15	4.36
10.	Kerala	13.5	14.2	13.9	7.74	7.80	7.77
11.	Madhya Pradesh	6.7	3.8	5.2	5.59	2.99	4.28
12.	Maharashtra	9.5	3.7	6.5	4.51	1.98	3.25
13.	Manipur	18.3	13.0	15.6	13.79	10.80	12.27
14.	Odisha	5.1	1.2	3.1	2.52	0.21	1.32
15.	Punjab	–	–	–	–	–	–
16.	Rajasthan	11.2	5.5	8.4	7.17	1.93	4.61
17.	Sikkim	40.7	35.3	38.0	8.37	9.29	8.83
18.	Tamil Nadu	11.9	8.9	10.3	4.37	2.42	3.32
19.	Tripura	10.0	6.5	8.2	3.77	1.79	2.73
20.	Uttar Pradesh	78.2	46.0	62.2	32.92	15.80	24.36
21.	Uttarakhand	66.2	86.8	76.3	17.06	12.85	15.02
	INDIA	13.1	7.5	10.3	6.31	3.45	4.86

Source: Selected Educational Statistics and Statistics on Higher & Technical Education (MHRD)

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INDIJOS AUKŠTASIS MOKSLAS IR ETNINIŲ GRUPIŲ MOKYMASIS: TEORINIAI SVARSTYMAI

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***Santrauka.** Etninių grupių atstovai yra labiausiai nuskurdusi ir socialiai diskriminuojama grupė Indijoje. Jie sudaro apie 8,2 proc. visų Indijos gyventojų. Nepaisant Konstitucijoje numatytos paramos ir gausių Vyriausybės skatinamųjų priemonių, ši grupė nepakyla nuo žemiausios pakopos siekdama aukštojo mokslo. Bendra tokių etninių grupių įstojusiųjų asmenų proporcija (The Gross Enrolment Ratio, GER) per pastaruosius dešimt metų ženkliai išaugo, bet absoliutus skaičius rodo žymų atotrūkį nuo nacionalinio vidurkio. Šiame straipsnyje aptariamas aukštojo mokslo prieinamumas ir etninių grupių bendruomenių lygiateisiškumas, lyčių santykis šiose grupėse, pabrėžiamas problemų išskirtinumas ir tai, jog šios problemos reikalauja įvirių politinių sprendimų.*

***Reikšminiai žodžiai:** aukštasis mokslas, socialinė lygiava, Indija, prieinamumas, etnis.*

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