

Tracking GER Progress In Higher Education: A Five-Year Perspective For Inclusive Planning

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Abstract

This paper analyzes trends in Gross Enrolment Ratio (GER) in higher education in India from 2018-19 to 2022-23, focusing on both general and Scheduled Caste (SC) categories. Using secondary data sourced from the AISHE (All India Survey on Higher Education) reports, the study highlights gender disparities, progress trends, and implications for educational planning. The findings provide insights to aid policymakers in targeting interventions to bridge gaps and improve equitable access to higher education.

Keywords Higher Education, GER, Gender Disparity, Scheduled Caste, Educational Planning, AISHE Data, India.

1. Introduction

The Gross Enrolment Ratio (GER) is a key indicator reflecting the level of access to higher education in a country. Improving GER is a national priority under India's educational reforms, particularly in alignment with the National Education Policy (NEP) 2020. Analyzing GER trends across gender and social categories is vital for informed planning and inclusive policy-making.

This paper presents an analysis of GER trends for the general population and Scheduled Caste (SC) groups over a five-year period, drawing on secondary data from the AISHE reports for 2018-19 to 2022-23. The goal is to assess progress and suggest planning directions for enhancing participation in higher education.

2. Objectives of the Study

- To analyze trends in GER in higher education over the last five academic years.
- To examine gender disparities in GER trends.
- To assess GER trends for Scheduled Caste (SC) groups.

- To provide planning recommendations for improving GER and achieving educational equity.

3. Data Source

The study is based on secondary data extracted from the following AISHE reports:

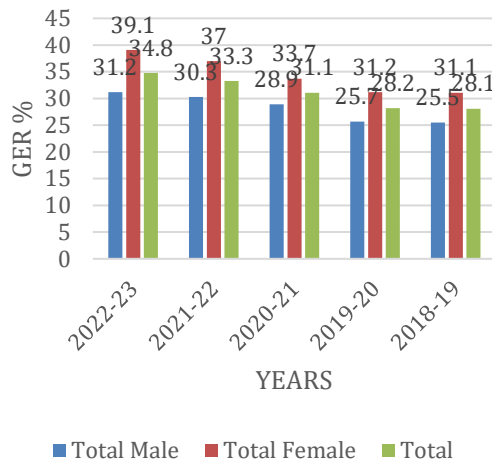
- AISHE 2018-19
- AISHE 2019-20
- AISHE 2020-21
- AISHE 2021-22
- Provisional data for 2022-23

4. Data Analysis

4.1 Gross Enrolment Ratio Trends (Total Population)

Year	Total Male	Total Female	Total
2018-19	25.5	31.1	28.1
2019-20	25.7	31.2	28.2
2020-21	28.9	33.7	31.1
2021-22	30.3	37.0	33.3
2022-23	31.2	39.1	34.8

FIG.: 1 GENDER -WISE GROSS ENROLMENT RATIO IN HARYANA

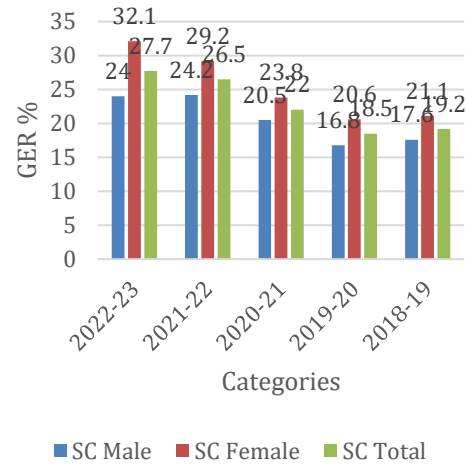


A steady increase is seen in overall GER from 28.1% in 2018-19 to 34.8% in 2022-23. Female GER consistently exceeds male GER throughout the period, indicating progressive improvement in female participation.

4.2 Gross Enrolment Ratio Trends (Scheduled Caste Population)

Year	SC Male	SC Female	SC Total
2018-19	17.6	21.1	19.2
2019-20	16.8	20.6	18.5
2020-21	20.5	23.8	22.0
2021-22	24.2	29.2	26.5
2022-23	24.0	32.1	27.7

Figure :2 Category-Wise GER in Haryana



Significant progress is observed in SC GER, rising from 19.2% in 2018-19 to 27.7% in 2022-23. Female SC GER has shown remarkable gains, surpassing SC male GER each year, a positive trend for targeted equity interventions.

5. Discussion

The consistent upward trend in GER across both general and SC categories reflects the effectiveness of government initiatives such as scholarships, reservations, and community outreach. The higher female GER points toward improving gender equity in higher education, a key objective under NEP 2020.

However, while SC GER has improved, the gap between SC and overall GER remains considerable, indicating a need for continued focused efforts. The relative success in improving SC female GER suggests that gender-sensitive interventions are working and should be further strengthened.

6. Planning Implications

- Bridge the SC-General GER gap through targeted scholarships, mentoring, and outreach programs.
- Enhance support systems for SC male students, whose GER improvement is lagging behind females.

- Expand women-centric initiatives in higher education, leveraging the successful rise in female GER.
- Strengthen data-driven monitoring to continuously track GER improvements and inform policy.

7. Conclusion

The study highlights encouraging progress in GER trends over the past five years, especially in enhancing female participation and improving access for SC groups. While gaps remain, the trends provide a positive foundation for future planning. Sustained, targeted policy interventions will be critical to achieving equitable and inclusive higher education in India.

References

1. AISHE Survey Published Reports 2018-19, 2019-20, 2020-21, 2021-22, and Provisional Data for 2022-23.