

TERTIARY EDUCATION IN INDIA AMIDST GLOBAL DEVELOPMENTS

Ravinder Jeet Singh

Assistant Professor,

Department of Chemistry,

Samrala Road, A. S. College, Khanna, District Ludhiana, Punjab Pin 141 401

Received: March 10, 2018

Accepted: April 12, 2018

ABSTRACT

The Present Paper highlights the results of some key variables of All India Survey On Higher Education (AISHE Report 2015). The comparison among states at the national level and international trends in light of world development indicators has been made. The data is presented in terms of percentage calculated from the data given in AISHE report 2015-16. A glimpse of trends in Higher education is presented here by including the national achievement survey 2015 conducted by NCERT, Gross enrolment ratio(GER), Gender parity Index(GPI), Number of universities, Enrolment trends etc. from the AISHE report.

Keywords: World Development Indicators, AISHE, GER, GPI

India is one of the 189 countries that took a pledge to attain eight millennium development goals under the United Nations Millennium Declaration (UNDP 2018). The second goal of the declaration was to achieve universal primary education. In 2009 India brought in Right to Education act (RTE act). Enrolment in tertiary education has also increased. There was a spurt of Private Universities in India during the last decade. However recent studies indicate that it is not the quantity but quality of education provided that will enhance the GDP of a country significantly over a period of time (OECD 2015). In this paper a comparative analysis of AISHE report 2015 with world development indicators is presented.

Number of Universities

In 2015-16 there were 799 universities in India. Rajasthan has highest number of 70 universities in India followed by UP, Tamil Nadu, Gujarat and Karnataka with 67, 58, 57 and 52 universities respectively. Among Union territories (UTs), Puducherry has 4 and Chandigarh has 3 universities. Other UTs have got no university (MHRD 2016).

Number of Colleges and College Density

There were 39071 colleges in India in 2015-16. UP and Maharashtra have highest number of colleges 6491 and 4569 respectively. College density per lac of population is 60(highest), 50, 47, 45 and 43 in Telangana, Karnataka, Himachal Pradesh, Andhra Pradesh and Kerala respectively. Puducherry has 55 followed by Andaman & Nicobar islands at 15 colleges per lac of population among UTs(MHRD 2016).

IISc Bangalore is ranked 63, Panjab University Chandigarh is ranked 79, IIT Bombay is ranked 90 among top hundred Asian universities (THE Rankings 2018). (2. www.usnews.com/education/best-global-universities/rankings)

Gross enrollment ratio(GER), (Higher Education age group 18-23 years)

A higher GER indicates greater access to education. It is calculated by dividing the number of students enrolled by the population of that age group. GER can be more than 100% as students of higher age may also get enrolled for a particular level of education. A GER of 100% indicates universal access to education. National GER in India for the year 2015-16 is 24.5 In 2015-16 Bihar had lowest GER 14.3 among states and Daman Diu has lowest GER 5.7 among union territories. The GERs of Delhi, Tamil Nadu, Sikkim, Telangana, Manipur are 45.4(Highest among states), 44.3, 37.6, 36.3 and 34.2 respectively. A total of seventeen states have GER higher than national average. Among Union territories Chandigarh has highest GER 57.6(highest in India) followed by Puducherry having GER 43.2(MHRD 2016).

Here we can also correlate high GERs with Per Capita Income of states. Per Capita Income of Goa, Delhi, Sikkim, Chandigarh, Puducherry and Haryana are highest in India in the decreasing order. Delhi, Chandigarh and Puducherry have done better in many ways in the education sector.

Among BRICS nations GER is highest in Russian Federation at 80.39, Brazil 50.60, China 43.39, India 26.87 and South Africa 20.83. Turkey has highest GER 94.73, while US has 80.80 and that of Germany is 68.7(World Bank 2018, a). GER of India has increased by 26% over the last five years but to compete at global level a lot needs to be done.

Gender Parity Index (GPI)

For calculating Gender Parity Index (GPI), GER is calculated separately for boys and girls. GER for girls divided by GER for boys gives GPI. A GPI of 1 indicates parity between boys and girls, GPI between 0 to 1 indicates disparity in favour of boys and a GPI more than 1 indicates disparity in favour of girls. The role of calculating GPI is to promote gender equality and women empowerment (UNSD).

Kerala and Goa have highest gender parity indices at 1.32 and 1.23 respectively followed by HP, Delhi and J & K with 1.20, 1.12 and 1.12 respectively indicating higher enrolment of girls. Among UTs Lakshadweep has 2.48, Daman and Diu 2.01 indicating high disparity in favour of girls. Here attention needs to be drawn to GPI values of Punjab and Haryana which are 1.10 and 1.02 respectively. These ratios indicate parity slightly in favour of girls, These states have a big issue of female foeticide. GPI is on the lower side in states of Bihar 0.80, Gujarat 0.80, Andhra Pradesh 0.77 and Tripura 0.70 have lowest GPI in favour of boys.

Gender Parity Index for China 1.003, Pakistan 0.854, Sri Lanka 0.979, Bangladesh 1.079, Brazil 0.974, Russian Federation 1.008, central African republic 1.014(2016), USA .998, Germany 0.994, France 0.992, Japan 0.999, UK 0.997, India 1.12 (Highest), Afghanistan 0.691(World Bank 2018, b).

Pak 0.872, Great Britain 1.31, China 1.19, Japan 0.926, France 1.23, Brazil 1.40, Japan 0.93, Russian Federation 1.21, Germany 0.96, SA 1.48(2014), Togo 0.53, Afghanistan (0.28) 2014 Qatar 6.94, Bermuda 2.32. Among the BRICS countries Brazil has a higher enrolment of girls followed by Russia. Afghanistan has a very low GPI.

Number of Temporary teachers

This has been calculated by dividing the total number of temporary teachers in a state divided by Grand total of Teachers for that particular state.

States with higher percentage of temporary teachers in Higher Education are J&K 26.0%, West Bengal 25.5%, Mizoram 17.6%, Bihar 14.7%, Chhattisgarh 12.5 etc. Among UTs Andaman and Nicobar Islands 53.1% and Goa 17.8% have highest percentage of temporary teachers. Lowest number of temporary teachers are 2.43% in Tamil Nadu and lowest 1.7% percentage is in Rajasthan. Among UTs Puducherry has lowest 3.2% of temporary teachers (MHRD 2016).

Expenditure of Education

The percentage of expenditure on education is below the National GDP in respect of the major states such as Chhattisgarh, Andhra Pradesh, Odisha, Goa, Uttarakhand, Uttar Pradesh, Puducherry, Rajasthan, West Bengal, Madhya Pradesh, Kerala, Jharkhand, Haryana, Karnataka, Maharashtra, Punjab, Chandigarh, Tamil Nadu, Gujarat, Telangana and Delhi.

Sixteen states and union territories have spent higher percentage of Gross State Domestic Product on education as compared to national average. Uttarakhand, Uttar Pradesh, Puducherry, Arunachal Pradesh, Chattisgarh, Meghalaya, Bihar, Tripura, J & K, Nagaland, Himachal Pradesh, Assam, Sikkim, Manipur, A & N islands, Mizoram spent higher percentage of Gross State Domestic Product in the increasing order. Mizoram has spent maximum 7.41%, Maharashtra has spent minimum 0.35% in 2010-11(MHRD 2013).

Among BRICS countries the expenditures on education as percentage of total GDP in 2015 was Brazil 5.99, Russia 3.86(2012). India 3.89, China (Data not available), South Africa 6.02. Micronesia spent 12.46% (highest in the world) followed by Bhutan 7.36% (World Bank 2018, c).

Number of Non Teaching staff per hundred teaching staff

In Manipur there are 1532 and in Telangana 1282 non teaching staff per hundred teaching staff. Among union territories Andaman and Nicobar islands have highest proportion of non teaching staff relative to teaching staff (3320 per hundred teaching staff)(MHRD 2016).

Female Teaching Staff

Highest percentage of female teaching staff is in the state of Kerala at 58.0%, followed by Meghalaya 55.8%, Punjab 55.4%, Delhi 52.7%, Nagaland 52.2%. Among union territories highest percentage of female teaching staff is 58.4% in Chandigarh followed by 32.5% in Lakshadweep.

Lowest percentage of female teaching staff is 17.6% in Bihar and 26.4% Jharkhand(MHRD 2016).

Pupil Teacher Ratio (All Institutions)

Bihar and Jharkhand have highest pupil-teacher ratio at 50 and 48 respectively (Regular Mode Courses). Dadra and Nagar Haveli 27, Sikkim 12, Andhra Pradesh, Karnataka, Tamil Nadu and Kerala have 13, Puducherry 9.

Programme wise outturn

Highest enrolment is in Bachelor of Arts (B.A) followed by Bachelor of Science (B.Sc. Course). Electronics is most favourite among engineering streams. There was 28.44% enrolment in B.A., 11.80% in B.Sc., 10.87% in Commerce, 12.18% in B.E/Btech, 1.7% in M.Sc. courses. 52.1% girls enrolled for Architecture. Only 27.9% girls enrolled for Engineering and Technology Courses. Among engineering courses Mechanical Engineering tops the enrolment chart and only 4.3% girls enrolled for mechanical engineering. Of the total students enrolled for education courses girls form the 62.8%.

Ph enrolment

There has been an increase of 7.8% rise in PhD enrolment at National Level in 2015-16 as compared to 2014-15.

States of Arunachal Pradesh, Assam, Gujarat, Haryana, J&K, Jharkhand, Karnataka, Kerala, MP, Maharashtra, Mizoram, Odisha, Punjab, Sikkim, Tamil Nadu and Uttar Pradesh have shown continuous upward trend in Ph.D enrolments through regular mode from the year 2012-13 to 2015-16

Significant increase in enrolment is observed in the states of Odisha (+63%), Mizoram(+660%), Tripura (+54%), J and K (+43%), Gujarat (+39.97%), Sikkim (+75.76%). Union territories Puducherry and Chandigarh have shown a increase in Ph.D enrolment by +80.62% and +31.3% respectively. It indicates an increased interest in research particularly in eastern states.

Rests of the states have registered a decrease in the PhD enrolment. Goa (-34.58%), Delhi (-25.95%), Telangana (1.07%), Nagaland (-18.27%), Rajasthan(-11.93%), Chattisgarh -30.44%)(MHRD 2016)

Enrolment in Post Graduation (PG) and Undergraduate Courses (UG)

Enrolment in post graduation courses has increased by 6.13% in India in 2015-16. In Arunachal Pradesh enrolment in Post Graduation increased by 64.9%, in Gujarat by 38.9% and in Assam by 37.9%. In all 25 states/Union Territories show an increasing trend.

A 8.47% decrease of PG enrolment in Puducherry is significant which has seen a fall in enrolment for third continuous session followed by 5.2% decrease in Madhya Pradesh.

An increase of 0.4% is observed in UG enrolment. Union territories have registered a significant increase in UG enrolment. 88.3% increase in Lakshadweep followed by 13.0% in Dadra and Nagar Haveli. Whereas among states highest increase of 9.2% in UG enrolment is observed in Sikkim, 9.1% increase in Odisha and 6.9% increase in Kerala. Decrease in UG enrolment is significant in Arunachal Pradesh at 13.0%, 7.5% decrease in Haryana and 5.8% decrease in Andhra Pradesh. Haryana has observed a fall in UG enrolment for four continuous sessions since 2012-13. In J & K fall in UG enrolment has been observed for three continuous sessions since 2013-14. In Uttarakhand and Manipur UG enrolment has decreased for two continuous sessions since 2014-15. Growing trend of IELTS coaching centers and increasing trend of studying abroad has started to show its effect on enrolment in colleges, the picture will clear in the future AISHE reports,

At national level an increase of 1.2% is observed in enrolment at various levels through regular mode. This increase was 7.0% in 2013-14 and 2014-15 sessions. The increase of 10.6% enrolment at various levels in Odisha is maximum among states. In Lakshadweep the increase of 78.9% in overall enrolment owes to more than 88% jump in UG enrolment alone. Overall enrolment in Arunachal Pradesh fell by 7.2% followed by 6.5% decrease in Haryana.

The Results of National Achievement Survey 2015

This assessment is carried by NCERT among a selected sample of students from a small proportion of schools in particular state for class III, V, VIII and X. The test provides an idea of learning achieved at state level and National Level. The results for English, Math and Science for class X are presented here (NCERT 2015).

English: Nagaland has the highest mean score of 303 in English followed by 299 in Goa, 279 in Mizoram and 269 in Meghalaya. 7 states/union territories have achievement significantly higher and 21 states/union territories have achievement significantly lower than National Mean score (250).

Maths: Odisha has highest mean score of 265 followed by Kerala and Telangana at 260. 4 states/union territories have achievement significantly higher and 21 states/union territories have achievement significantly lower than National Mean score (250)

Science: Kerala has the highest mean score of 276 followed by Karnataka at 266. 3 states/union territories have achievement significantly higher and 24 states/union territories have achievement significantly lower than National Mean score (250).

More or less same is the scenario in case of Social Science and Modern Indian Languages

REFERNCES

1. MHRD 2013. Government of India, Ministry of Human Resource and Development (Department of Higher Education, Planning and Monitoring Unit New Delhi 2013. Analysis of Budgeted Expenditure on Education 2009-10 to 2011-12. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/ABE_2009-12.pdf
2. MHRD 2016. Govt. of India, Ministry of Higher Education New Delhi 2016, All India Survey on Higher education(AISHE) Final Report 2016-17. Retrieved from <http://aishe.nic.in/aishe/viewDocument.action?documentId=227>
3. NCERT 2015. What Students Know and Can Do. A Summary of National Achievement Survey Class X 2015. Retrieved from <http://www.ncert.nic.in/departments/nie/esd/pdf/NASSummary.pdf>
4. OECD/Eric A. Hanushek/Ludger Woessmann (2015), Universal Basic Skills: What Countries Stand to Gain, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264234833-en>.
5. THE Rankings 2018. World University Rankings, Times Higher Education, <https://www.usnews.com/education/best-global-universities/rankings>
6. UNDP 2018. Retrieved from www.in.undp.org/content/india/en/home/post-2015/mdgoverview.html Education Quality and Economic Growth
7. UNSD, Millenium development Goal Indicators. United Nations Statistics Division. Retrieved from <https://www.unstats.un.org/unsd/mdg/Metadata.aspx>
8. World Bank 2018, a. United Nations Educational, Scientific, and Cultural Organization (UNESCO Institute for Statistics. Gross Enrolment Ratio, Both Sexes. Retrieved from <https://data.worldbank.org/indicator/SE.TER.ENRR>
9. World Bank 2018, b. World Development Indicators. United Nations Educational, Scientific, and Cultural Organization (UNESCO Institute for Statistics. Literacy Rate Youth (Ages 15-24), Gender Parity Index. Retrieved from <https://data.worldbank.org/indicator/SE.ADT.1524.LT.FM.ZS>
10. World Bank 2018, c. World Development Indicators. United Nations Educational, Scientific, and Cultural Organization (UNESCO Institute for Statistics. Government expenditure on education, total (% of GDP). Retrieved from <https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>

**A leader has the vision and conviction that a dream can be achieved. He
inspires the power and energy to get it done.**

~ Ralph Nader