

# Status of the States of India in View of Development Indicators of Higher Education Based on Aishe 2016-17

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## Abstract —

*Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical of problem solving and other high-level cognitive, interpersonal and social skills. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. The rural-urban classification in population and thereby among institutes pictures diversity. The development agenda are related. Different development indicators have been studied based on AISHE 2016-17 data. The participation in terms of distribution of institutes and enrolment has been studied.*

**Keywords—** Rural-Urban, Population, Enrolment, Indicator, private, AISHE

## I. INTRODUCTION

The vision of RUSA (Rashtriya Uchchar Shiksha Abhiyan) are higher levels of access, equity and excellence in the State higher education system with greater efficiency, transparency, accountability and responsiveness. One of the components is 'expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in un-served and under-served areas by way of up-gradation and consolidation'.

The others are also to 'correct regional imbalances in access to higher education' and 'states would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50% of the State share'. It has also been stated that the improvement in equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes may be done by new colleges, new professional colleges, vocationalisation of higher education, etc. The State Government must ensure at least 4% of its GSDP (Gross Domestic Products) for the State Higher Education Sector within 3 years.

Our vision is to transform lives through education, recognizing the important role of

education as a main driver of development and in achieving the other proposed development indices. It is an urgency to a single, renewed education agenda that is holistic, ambitious and inspirational, leaving no one behind. It is transformative and universal, attends to the 'unfinished business' of the development, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. It is accepted as null that education is a key to achieve full employment and poverty eradication. It will focus on access, equity and inclusion, quality in learning outcomes within a lifelong learning approach. It will commit to address all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. It is committed to make the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind to achieve the right to education for all. So, it is also committed to support gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender based discrimination and violence towards quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. It is also committed to strengthen science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision. A strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda are based on data collection, analysis and reporting at the country level. It is recommended to increase public spending

on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education. Based on draft UNESCO report 2015, a set of development indicators have been considered to gauge the development in higher education of the states in India (Ghara 2016). In this communication, it is intended to assess the distribution of institutions cross-section (state)-wise through few key parameter indicators as suggested in UNSDG 2030 in all types of institutes. The trend in enrolment and number of institutions has also been studied.

## II. METHODOLOGY

AISHE has been taken as main source of data in India. The population data have been shared from Census 2011 and projections of MHRD for the years 2011,2012,2013,2014,2015 & 2016. The following variables are being used for analysing the higher education growth through private participation considering AISHE survey data for the years 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-17 and part of 2017-18. The AISHE survey for 2016-2017 is also closed and 2017-18 is about to start. The responses from the states of India till 2016-2017 have accepted as final data. The reports were available from the portal [www.aishe.gov.in](http://www.aishe.gov.in). The author being APEX user of the portal (as approved by MHRD), the state-wise reports downloaded and put into the common database. The reports are considered and the following variables (X) are being considered for analysis –percentage of private colleges/institutions as per AISHE 2016-2017(X1); percentage of enrolment in self-finance courses as per AISHE 2016-2017(X2); percentage of government institutions (college & standalone) 2017-18(X3); percentage of government-aided institutions (college & standalone) 2017-18 (X4); institutional density (number of all institutions per 1000 sq kilometres area) in 2017-18 (X5); college population index (number of only colleges per one lakh suspected (18-

23 years of age) population) in 2017-18 (X6); average enrolment per institution – college & standalone in 2016-17 (X7); share (% of the suspected population) of population enrolled in 2016-17(X8). The 29 states of India have been considered here due to the reason of availability of reliable data in both the sources. The states are Andhra Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

## III. RESULTS & DISCUSSION

India is 3rd in enrolment in the world. In term of GER, India is 6th in the world as per 2014. The volume has been increased through the number of institutions (university, college and standalone) and the enrolment. Percentage of rural area in India is 94.3 and the population in rural per square area is 279. Percentage of rural population is 68.8 and that of female is 69.1. But the participation of private in terms of enrolment in the years 2011-12, 2012-13, 2013-14, 2014-15 & 2015-16 are respectively 38.59, 40.75, 41.42, 42.97 & 42.00 for India.

$X_{ij}$  is the value of  $X_i$  (ith variable) corresponding to jth state;  $i=1(1)8(p)$  and  $j=1(1)29$ .

India has 94.34% are rural area as per Census 2011. It is more for the states like Maharashtra, Andhra Pradesh, Mizoram, Madhya Pradesh, Bihar, Chhattisgarh, Odisha, Rajasthan, Uttarakhand, Assam, Nagaland, Meghalaya, Manipur, Jammu & Kashmir, Sikkim, Himachal Pradesh and Andaman & Nicobar Islands. The most urban state is Chandigarh. West Bengal is on 10th position.

About 68% of the population are living in rural areas. It is more than 75% in the states like Rajasthan, Jharkhand, Chhattisgarh, Uttar Pradesh, Meghalaya, Odisha, Assam, Bihar and Himachal Pradesh. It is as low as near 3% in Delhi and Chandigarh.

Table - showing institutional data, population, Institutional Density and CPI in 2016

State	Number of			2016	ID	CPI
	U	C	SA	TP		
Andhra Pradesh	33	2696	951	5548650	22.6	66.3
Assam	22	560	92	3713244	8.6	18.2
Bihar	23	806	172	11403681	10.6	8.8
Chandigarh	3	26	7	179685	315.8	20.0
Chhattisgarh	25	742	90	3106323	6.3	27.6
Goa	3	69	13	173315	23.0	49.0
Gujarat	63	2505	338	7201594	14.8	40.4
Haryana	39	1174	331	3185213	34.9	48.5

Himachal Pradesh	25	337	95	735616	8.2	62.1
Jammu and Kashmir	13	330	90	1319420	1.9	32.8
Jharkhand	19	314	55	3790851	4.9	10.2
Karnataka	57	4108	1383	7052447	28.9	78.7
Kerala	22	1431	543	3021991	51.4	66.0
Madhya Pradesh	49	2976	476	8846960	11.4	39.6
Maharashtra	53	4605	1999	13306153	21.6	50.0
Manipur	6	91	16	288846	5.1	39.1
Meghalaya	10	69	23	342100	4.5	29.8
Mizoram	3	30	15	129705	2.3	37.0
Nagaland	5	67	17	245957	5.4	36.2
Odisha	24	1090	414	4640028	9.8	32.9
Puducherry	4	86	14	155259	185.1	67.0
Punjab	30	1111	435	3205329	31.3	49.2
Rajasthan	79	3429	658	8818503	12.2	47.2
Sikkim	7	26	8	78139	5.8	52.5
Tamil Nadu	58	2442	952	7187371	26.5	48.0
Tripura	5	57	12	4018650	7.1	1.8
Uttar Pradesh	76	7263	1038	24702585	34.4	33.9
Uttarakhand	29	496	134	1211463	12.3	54.4
West Bengal	42	1329	395	10891236	19.9	16.2
<b>India</b>	<b>887</b>	<b>42885</b>	<b>11618</b>	<b>141537252</b>	<b>16.8</b>	<b>39.1</b>

U-University, C-College, SA-Standalone, TP – Total Populatoin, ID-Institutional Density, CPI-College Population Index  
Source : AISHE and MHRD Report

Considering institutional density ( number of institutions per 1000 sq km area of land = number of institutions x 1000/Area) in higher education for the states in India 2016-2017 the top 13 states are Chandigarh, Puducherry, Kerala, Haryana, Uttar Pradesh, Punjab, Karnataka, Tamil Nadu, Goa, Andhra Pradesh, Maharashtra, West Bengal and Gujrat. In view of College Population Index ( number of institutions per 100000 susceptible (18-23 years of age) population = number of institutions x 100000/Population in the age group 18-23 years ), the top states are Tripura, Bihar, Jharkhand, West Bengal, Assam, Chandigarh, Chhattisgarh, Meghalaya, Jammu & Kashmir, Odisha, Nagaland, etc..

In both the cases, higher the value better is the status. Education is in common agenda of the

States and Central Government. It is thought that the more the share of the Government (both State and Central) better is the status. The percentage of such institutions are more for the states are Mizoram,

Tripura, Chandigarh, Assam, Manipur, Sikkim, Himachal Pradesh, Chhattisgarh, Jammu & Kashmir, Puducherry, Goa, Nagaland, Odisha, Uttarakhand, West Bengal, Madhya Pradesh, etc.. The solution for better accessibility is the private participation on higher education.

The percentage of private institutions are more for the states like Uttar Pradesh, Rajasthan, Andhra Pradesh, Jharkhand, Tamil Nadu, Haryana, Bihar, Punjab, Madhya Pradesh, Karnataka, Maharashtra, Kerala, Gujarat, Puducherry, Uttarakhand, West Bengal, Meghalaya, etc.. In establishing government-aided institutions may be looked as the beneficiary to the people are more for the states like Nagaland, Odisha, Goa, Chandigarh, Maharashtra, Meghalaya, Gujarat, West Bengal, Punjab etc..

The percentage of enrolment in higher education for India under self-financing scheme in 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 are respectively 38.59, 40.75, 41.42, 42.97 and 42.00. It is less than 10% for 2011-2012 in the states

like Manipur, Mizoram, Chandigarh, Bihar, Jammu & Kashmir, Jharkhand; between 10% to 20% in the states like Assam, Goa, West Bengal, Sikkim; between 20% to 40% in the states like Uttarakhand, Tripura, Odisha, Chhattisgarh, Meghalaya, Maharashtra, Rajasthan, Himachal Pradesh, Karnataka, Nagaland, Haryana; more than 40% in the states like Puducherry, Gujarat, Punjab, Andhra Pradesh, Madhya Pradesh, Tamil Nadu. It is less than 10% for 2012-2013 in the states like Manipur, Mizoram, Bihar, Jammu & Kashmir; between 10% to 20% in the states like Assam, Goa, West Bengal, Chandigarh, Jharkhand; between 20% to 40% in the states like Uttarakhand, Tripura, Odisha, Sikkim, Chhattisgarh, Meghalaya, Rajasthan, Himachal Pradesh, Karnataka; more than 40% in the states like Puducherry, Maharashtra, Gujarat, Kerala, Punjab, Andhra Pradesh, Madhya Pradesh, Haryana, Uttar Pradesh, Tamil Nadu. It is less than 10% for 2013-2014 in the states like Manipur, Mizoram, Bihar, Jammu & Kashmir; between 10% to 20% in the states like Assam, Goa, West Bengal, Chandigarh, Jharkhand, Tripura, Sikkim, Nagaland; between 20% to 40% in the states like Odisha, Uttarakhand, Meghalaya, Chhattisgarh, Karnataka, Rajasthan, Himachal Pradesh; more than 40% in the states like Puducherry, Maharashtra, Gujarat, Kerala, Haryana, Madhya Pradesh, Andhra Pradesh, Tamil Nadu, Uttar Pradesh. It is less than 10% for 2014-2015 in the states like Manipur, Mizoram, Bihar, Jammu & Kashmir; between 10% to 20% in the states like Assam, Goa, West Bengal, Chandigarh, Jharkhand, Tripura, Sikkim, Nagaland; between 20% to 40% in the states like Odisha, Uttarakhand, Meghalaya, Chhattisgarh, Karnataka, Rajasthan, Himachal Pradesh, Kerala; more than 40% in the states like Puducherry, Maharashtra, Gujarat, Haryana, Madhya Pradesh, Andhra Pradesh, Tamil Nadu, Uttar Pradesh. It is less than 10% for 2015-2016 in the states like Manipur, Mizoram, Bihar, Jammu & Kashmir; between 10% to 20% in the states like Assam, West Bengal, Chandigarh, Jharkhand, Tripura; between 20% to 40% in the states like Goa, Odisha, Uttarakhand, Meghalaya, Chhattisgarh, Karnataka, Rajasthan, Himachal Pradesh, Sikkim, Maharashtra, Nagaland; more than 40% in the states like Puducherry, Gujarat, Kerala, Haryana, Madhya Pradesh, Andhra Pradesh, Tamil Nadu, Uttar Pradesh, Punjab (Ghara 2016). It is also observed that percentage of enrolment is increasing over the years in general for most of the states. In case of West Bengal there is an increase by 1.35% in last 6 years.

#### IV. CONCLUSIONS

The participation in higher education is increasing in almost all states. For West Bengal, it is a sharp increase. The enrolment in higher education from rural areas is higher than national average for the states like Uttar Pradesh, Andhra Pradesh & Tamil Nadu. It is marginally higher than national

average in the states like Punjab, Puducherry, Madhya Pradesh, Kerala, Gujarat & Haryana. In respect of indicators and private participation, the destination for higher education is changing. Few states are still looking the higher education as their state issues and development are directed through establishment and interest on government & government-aided institutions. The ultimate change may be better analysed by detailed micro-level data. But till the date new destination are Chandigarh, Puducherry, Haryana. The equity in access is still in question.

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