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Expenditure Pattern in Higher Education in India - AISHE Data Analysis

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ABSTRACT: Higher education is the modern world's 'basic education'. In short, there are both economic and non-economic incentives to the individuals and to the society at large, for expansion of higher education. Investment in higher education is not just a step towards improvement of productivity and better income distribution, but also quite importantly, an action towards fostering higher autonomous citizens who will be able to decide more intelligently. The expenditure pattern in higher education has disparity over the states in India. In this communication, an attempt has been made to find the disparity pattern among the states in India. The study is based on the data available in AISHE.

Keywords: expenditure per student, expenditure per staff, rank, slope, correlation

"Education without character is a social sin, character formation among students for holistic development is the corner stone of education. Education makes students emotionally intelligent, socially competent, intellectually sound and morally upright"- Mahatma Gandhi

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I. INTRODUCTION

"Higher education is no longer a luxury; it is essential for survival. Higher education is the modern world's 'basic education'. In short, there are both economic and non-economic incentives to the individuals and to the society at large, for expansion of higher education. Investment in higher education is not just a step towards improvement of productivity and better income distribution, but also quite importantly, an action towards fostering higher autonomous citizens who will be able to decide more intelligently on the alternative life style they could have. Education helps man to climb up the social and corporate ladder for success in life. The contribution of education is significant not only in the improvement of basic needs like health and nutrition but also in the strengthening of democracy and political stability. Inadequate investment in education makes the people illiterate and backward. It is the main cause for slow growth of developing and underdeveloped economics. Education induces the process of economic growth by making available the manpower in right quantity and right quality. The economic development of a country by providing economic infrastructure, harmonizing conflicts between private and social interests, increasing labour productivity through education depends on the budgetary expenditure on social sectors. It has an influence on work, transport, health care and educational facility. Expenditure on education comes from two major sources. The first source is the funding by the union and the state governments. Another source is that the amount spent by the households on the payment of fees, the purchase of books, stationery, uniforms, cost of conveyance, private coaching and maintenance of schools. Education is the engine of economic growth and social change. It creates motivation for progress and brings revolution in the ideas necessary for the progress of the country. It is also one of the human rights set out in the U.N. Charter. Education not only increases the economic returns but also has a significant effect on poverty, income distribution, health, fertility, mortality, population growth and overall quality of human life.

India has now embarked on a new era of economic policy by adopting a set of measures for structural adjustment which involves increasing reliance on market forces and bringing down fiscal deficits both for the centre and the state. The educational financing system in India is under severe strain, through the objective of effective Universalisation of Elementary Education (UEE) for all children up to 14 years is yet to be a reality. Socioeconomic and regional equality of education is yet to be improved. In order to take note of the effects of the New Economic Policy on social sector investment in general and educational sector in particular, it is necessary to identify the significant aspects of structural reforms in India, the measures already taken and the expected direction of the reforms. The total budget expenditure on education consists of expenditure incurred by the union and state governments. Though the budgetary expenditure of the union government on education is small, it may assume much significance as it can set directions for development, induce state governments to

take up new programme, mobilize more resources to take advantage of Central Schemes that require matching shares by the State Governments, and on the whole, contribute significantly to educational development in the country.

Table –1 showing expenditure on Education in National Budgets

Year	Expenditure on Education (in crores)	Index Number	% increase
1991-92	22,393.69	100.00	
1992-93	25,030.30	111.77	11.77
1993-94	28,279.69	126.28	12.98
1994-95	32,606.22	145.60	15.30
1995-96	38,178.09	170.49	17.09
1996-97	43,896.48	196.02	14.98
1997-98	48,552.14	216.81	10.61
1998-99	61,578.91	274.98	26.83
1999-00	74,816.09	334.09	21.50
2000-01	82,486.48	368.35	10.25
2001-02	79,865.70	356.64	-3.18
2002-03	85,507.34	381.84	7.06
2003-04	89,079.25	397.79	4.18
2004-05	96,694.10	431.79	8.55
2005-06	1,13,228.71	505.63	17.10
2006-07	1,37,383.99	613.49	21.33
2007-08	1,61,419.92	720.83	17.50
2008-09	1,86,498.58	832.82	15.54

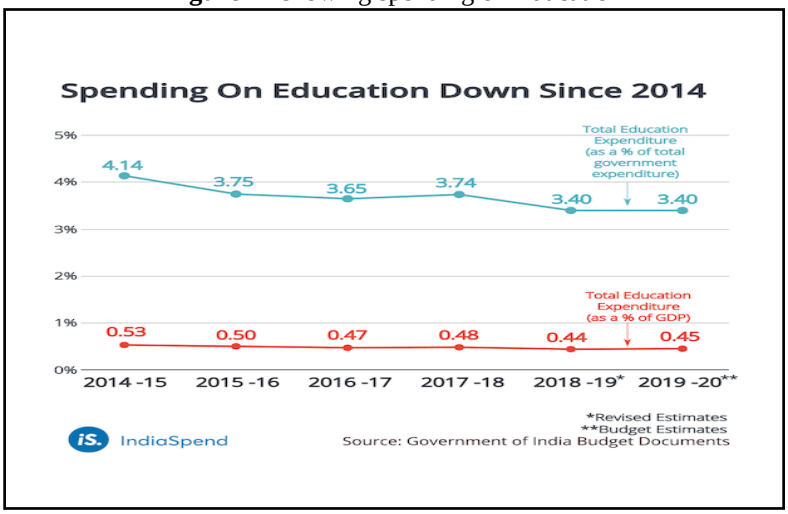
Recent estimates suggest that the private returns to education in India indeed rise with the level of education, and it is highest for tertiary education. Agarwal (2014) estimates the marginal rates of return to primary, middle, secondary, higher secondary and graduate levels to be 5.5 per cent, 6.2 per cent, 11.4 per cent, 12.2 per cent and 15.9 per cent respectively. Returns are highest for graduate levels in both rural and urban India. He also finds that the return to vocational education is higher than general secondary education.

The first pertains to the opportunity cost of time and credit constraints faced by households. In order to ensure that credit constraints do not deter individuals from investing in pursuing higher education, developed and developing countries, including India, have taken measures on the supply side to ensure availability of credit to individuals pursuing vocational education and tertiary education. The second explanation is that individuals would not invest in higher education, even if credit and interest rate subsidies were available, if a college degree did not translate into employability. The seven dimensions of expenditure on higher education are as follows :

a. The massive expansion of enrolment;
b. The incapacity of the state to fund such an expansion;
c. The vigorous emergence of the private higher education;
d. The tendency to cost sharing by students and their parents;
e. The importance of accountability;
f. The emergence of new providers; and
g. The need for funding by the states to reduce growing inequalities in access.

The trend suggests that growth in government spending during initial years after independence was quite impressive whereas relatively slower growth has been observed later on, particularly after 1991. With the advent of economic reforms during 1990s, budgetary allocations to higher education have been squeezed off and this sector has suffered badly. Unsatisfactory funding pattern is mainly responsible for this crisis of higher education across different state in the country.

Figure –1 showing spending on Education



Higher education is the key to more lucrative jobs, but despite the potential returns, household spending on higher education in India is abysmally low. A new paper in the Economic and Political Weekly by S. Chandrasekhar of Indira Gandhi Institute of development Research, Mumbai and others shows this and highlights the considerable regional variations in household spending on higher education within India. They also find that the pattern of regional disparity in educational loans resembles that of household expenditure on higher education, with southern states accounting for more than 70% of educational loans in India. Demand for both higher education and educational loans depends on a household's economic status. Poorer households are less likely to participate in higher education and account for a smaller share of outstanding education loans. The authors argue that poorer households are more risk-averse and may face greater uncertainty in finding jobs, which lowers their perceived returns from education. They also highlight concerns about employability and the cost of borrowing for education as the biggest deterrents for investment in higher education for households.

Government allocation for higher education increased by 0.42% from Rs 34,862.46 crore in 2017-18 to Rs 35,010.29 crore in 2018-19. But the proportion of the allocation to the total budget fall in the period-from 1.62%, by 0.19 percentage points, to 1.43%. Within the higher education budget, the government reduced grants for central universities from Rs 7,261.42 crore in 2017-18 to Rs 6,445.23 crore in 2018-19. Support for IITs too fall from Rs 7,503.5 crore in 2017-18 to Rs 5,613 crore.

Capital expenditure for higher education was zero in 2015-16. The government, in the 2016-17 budget speech, announced the launch of Higher Education Financing Agency (HEFA), a joint venture of the ministry of human resource and development and Canara Bank, to help premier institutions build infrastructure. In 2016-17, capital expenditure rose to Rs 1 crore when HEFA was formed. In 2017-18, it increased to Rs 250 crore; in 2018-19, the allocation increased 10 times to Rs 2,750 crore. HEFA will provide Rs 1,00,000 crore in the next four years. Till now, about Rs 12,700 crore of loan has already been sanctioned, said the year-end report by ministry of human resource and development, released on January 11, 2019.

As per experts opinion - the government should focus more on state public universities if it wants to improve the gross enrollment ratio and quality of education. The government would be required to upgrade and invest in central and state universities as well as the affiliated colleges. Also, 65% of the budget of the University Grants Commission, the higher education regulator, is utilized by central universities and their colleges while state universities and their affiliated colleges get only the remaining 35%.

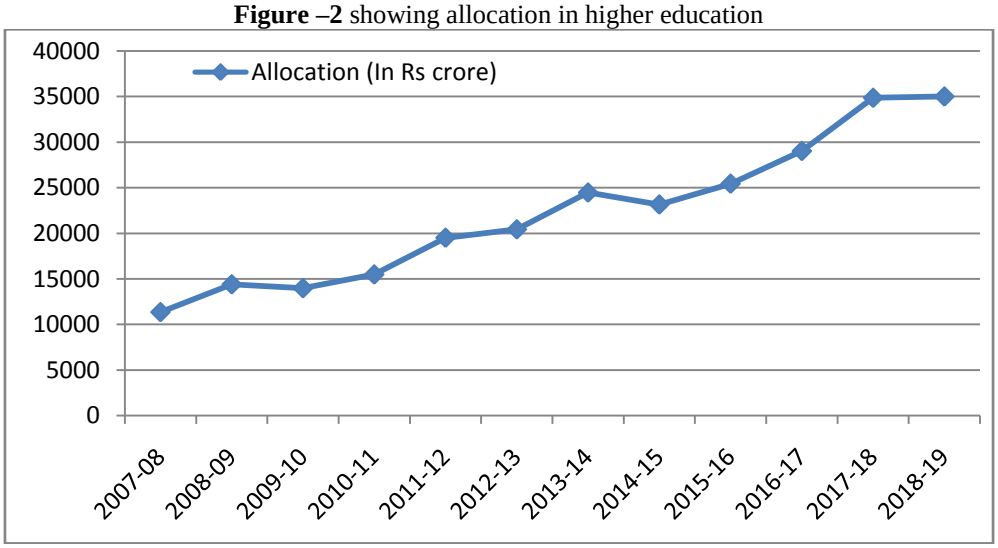
Table –2 showing allocation in higher education and expenditure as % of union budgets

Year	Allocation (in Rs crore)	Expenditure (as % of Budget)
2007-08	11340.00	1.60
2008-09	14389.00	1.60
2009-10	13963.33	1.37
2010-11	15471.79	1.40
2011-12	19505.07	1.55
2012-13	20423.25	1.45

2013-14	24465.17	1.47
2014-15	23152.48	1.29
2015-16	25439.24	1.43
2016-17	29026.33	1.47
2017-18	34862.46	1.62
2018-19	35010.29	1.43

India's expenditure on higher education as a percentage of its total budget has remained largely stagnant, covering around an average 1.47% over 12 years to 2018-19. Higher education was allocated around Rs 35,000 crore in 2018-19--that is a small amount for a country like India. State universities are funded partly by the central government through the University Grants Commission and Rashtriya Uchchatar Shiksha Abhiyan (RUSA or National Higher Education Scheme) and partly by state governments. In 2018-19, the government's allocation for RUSA was Rs 1400 crore, up by Rs 100 crore since 2017-18. The allocation for UGC reduced from Rs 4922.74 crore to Rs 4722.75 crore. Indian universities have consistently ranked low in global university rankings. Not a single Indian university has ranked in the top 200, as per the Times Higher Education World University Rankings 2019 and only five institutes made it to the top 500. These rankings are mainly based on the number of teachers, quality of teaching, amount of research and the quality of the research. India's central universities suffer acutely for want of teaching resources--33% of vacancies remained unfilled as on July 2018, as India Spend reported on August 16, 2018. Also, India's expenditure on research is 0.62% of the GDP, lower than all the countries in the BRICS group and less than one-third of the United States (2.74%) and Europe (1.85%). In funding higher education, the largest share goes to premier institutions such as Indian Institutes of Technology, Indian Institutes of Science Education and Research and central universities. There is little push to widespread undergraduate education.

Figure –2 showing allocation in higher education



It is important to examine how far students from poor households are able to access higher education in India. We look at the problem of unequal access to higher education by gender and region (rural-urban) in the backdrop of economic inequalities. Inequality in higher education is examined in terms of gross enrolment ratio, gross attendance ratio (GAR) and higher education attainment (HEA). Women in rural areas have remained doubly deprived; being women and living in rural areas (Raju 2008).

DATA

The data used here are the responses of the states in All India Survey on Higher Education (AISHE) for 32 states in India for the years 2012-13 to 2018-19. The variables used here are enrolment, number of teaching staff, number of non-teaching staff, total receipts and total expenditure for the institutes – college, university and standalone institute. The states considered are - Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka,

Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand, and West Bengal.

II. RESULT

The variables have been extracted from institute levels for all three categories – college, university & standalone institute for all seven years 2012-13 to 2018-19. We have calculated expenditure per student (EXS) and also expenditure per staff (EXST). Based on the calculated variables, the states ranked. The states are also been categories as 'significant' and 'non-significant'.

EXS12 = Expenditure per student/enrolment for the year 2012-13, etc..
EXST12= Expenditure per staff/Teacher for the year 2012-13, etc..
REXS12 = Rank based on expenditure per student/enrolment for the year 2012-13, etc..
REXST12 = Rank based on expenditure per staff/teacher for the year 2012-13, etc..

Table - 3 showing rank based on RES for the years 2012-13 to 2018-19

State/UT	REXS12	REXS13	REXS14	REXS15	REXS16	REXS17	REXS18
Andhra Pradesh	26	4	1	21	26	16	23
Arunachal Pradesh	7	6	25	16	11	9	6
Assam	5	27	30	7	15	5	24
Bihar	27	5	29	28	25	19	27
Chandigarh	20	21	27	18	20	23	32
Chhattisgarh	30	9	17	1	1	8	16
Delhi	3	2	19	14	17	1	14
Goa	32	18	10	10	14	15	28
Gujarat	13	14	5	17	2	28	22
Haryana	10	11	15	13	18	20	26
Himachal Pradesh	31	31	31	30	30	32	30
Jammu and Kashmir	2	17	9	3	31	12	29
Jharkhand	1	1	7	11	16	17	18
Karnataka	28	30	18	23	22	29	21
Kerala	14	8	2	5	8	7	11
Madhya Pradesh	22	16	24	26	24	11	17
Maharashtra	9	7	8	6	10	14	9
Manipur	8	26	4	9	13	27	12
Meghalaya	29	29	28	31	27	31	5
Mizoram	17	15	13	25	32	30	8
Nagaland	4	12	6	4	3	6	2
Odisha	23	22	23	27	29	4	25
Puducherry	16	13	26	8	19	22	13
Punjab	11	32	32	22	28	13	15
Rajasthan	24	28	21	20	23	25	19
Sikkim	25	24	20	32	21	24	7
Tamil Nadu	18	19	12	29	9	18	20
Telangana	15	23	16	24	4	3	1
Tripura	6	3	3	15	5	10	3
Uttar Pradesh	12	10	14	2	7	2	4
Uttarakhand	21	25	22	12	6	21	31
West Bengal	19	20	11	19	12	26	10

The correlation coefficient from year-to-year are 0.38526, 0.48424, 0.41569, 0.51906, 0.36107 and 0.24084. The minimum and maximum spending per student are in the state of Jharkhand & Goa for 2012-13, the same are in the state of Jharkhand & Punjab for 2013-14, the same are in the state of Andhra Pradesh & Punjab for 2014-15, Chattrisgarh & Sikkim for 2015-16, Chattrisgarh & Mizoram for 2016-17, Delhi & Himachal Pradesh for 2017-18 and Telengana & Chandigarh for 2018-19.

Table -4 showing rank based on REST for the years 2012-13 to 2018-19

State	REST12	REST13	REST14	REST15	REST16	REST17	REST18
Andhra Pradesh	25	6	3	23	21	14	21
Arunachal Pradesh	13	13	24	16	15	13	4
Assam	12	30	30	13	19	8	27
Bihar	31	19	27	27	31	31	30
Chandigarh	18	17	29	10	13	17	32
Chhattisgarh	29	10	19	3	3	11	17
Delhi	15	12	15	15	28	19	26
Goa	32	5	8	5	6	6	25
Gujarat	17	14	5	19	10	29	20
Haryana	7	7	17	14	18	24	23
Himachal Pradesh	30	31	31	30	27	32	29
Jammu and Kashmir	5	16	4	2	30	10	28
Jharkhand	9	11	2	9	25	26	22
Karnataka	23	27	11	21	14	23	15
Kerala	10	4	14	4	5	3	10
Madhya Pradesh	26	21	26	26	23	16	19
Maharashtra	8	9	13	8	12	18	8
Manipur	4	26	7	17	11	25	12
Meghalaya	28	28	6	31	26	27	3
Mizoram	11	8	9	24	32	22	5
Nagaland	2	3	1	6	1	1	2
Odisha	21	22	23	25	29	4	24
Puducherry	1	1	28	1	2	5	11
Punjab	6	32	32	22	24	7	14
Rajasthan	27	29	25	20	22	28	18
Sikkim	19	18	20	32	17	20	9
Tamil Nadu	14	15	12	29	8	15	16
Telangana	16	23	22	28	4	2	1
Tripura	3	2	10	12	7	9	7
Uttar Pradesh	20	20	21	7	16	12	6
Uttarakhand	24	25	16	11	9	21	31
West Bengal	22	24	18	18	20	30	13

The correlation coefficient from year-to-year are 0.381598, 0.444282, 0.195381, 0.452346, 0.466642 and 0.269062. The minimum and maximum spending per student are in the state of Puducherry & Goa for 2012-13, the same are in the state of Puducherry & Punjab for 2013-14, the same are in the state of Nagaland & Punjab for 2014-15, Puducherry & Sikkim for 2015-16, Nagaland & Mizoram for 2016-17, Nagaland & Himachal Pradesh for 2017-18 and Telengana & Chandigarh for 2018-19.

Table –5 showing significance of Z-values of EXS and EXST

State	Z-EXS	Z-EXST
Andhra Pradesh	S	NS
Arunachal Pradesh	NS	NS
Assam	NS	S
Bihar	S	S
Chandigarh	S	S
Chhattisgarh	NS	NS
Delhi	NS	S
Goa	S	NS
Gujarat	NS	NS
Haryana	NS	NS

Himachal Pradesh	S	S
Jammu and Kashmir	NS	NS
Jharkhand	NS	NS
Karnataka	S	S
Kerala	NS	NS
Madhya Pradesh	S	S
Maharashtra	NS	NS
Manipur	NS	NS
Meghalaya	S	S
Mizoram	S	NS
Nagaland	NS	NS
Odisha	S	S
Puducherry	NS	NS
Punjab	S	S
Rajasthan	S	S
Sikkim	S	S
Tamil Nadu	S	NS
Telangana	NS	NS
Tripura	NS	NS
Uttar Pradesh	NS	NS
Uttarakhand	S	S
West Bengal	NS	S

S=significant NS=not-significant both at 5% level

There are 15 states with higher expenditure per student and 14 states with higher expenditure per staff.

It is also observed that there are 20 states in 2012-13 having lower expenditure per student from national average, 21 states in 2013-14 having lower expenditure per student from national average, 25 states in 2014-15 having lower expenditure per student from national average, 21 states in 2015-16 having lower expenditure per student from national average, 17 states in 2016-17, 2017-18 & 2018-19 having lower expenditure per student from national average. Further, it is also observed that there are 20 states in 2012-13 having lower expenditure per staff from national average, 22 states in 2013-14 having lower expenditure per staff from national average, 24 states in 2014-15 having lower expenditure per staff from national average, 22 states in 2015-16 having lower expenditure per staff from national average, 18 states in 2016-17 having lower expenditure per staff from national average, 22 states in 2017-18 having lower expenditure per staff from national average & 15 states in 2018-19 having lower expenditure per staff from national average.

The variables may have slope with number of teaching staff, number of non-teaching staff and the enrolment. The slope for each year were calculated.

Table –6 showing slopes for all 7 years

	Expenditure per staff Vs			Expenditure per student Vs		
Year	Teaching Staff	Enrolment	Non-teaching staff	Teaching Staff	Enrolment	Non-teaching staff
2012-13	-15.02	-0.59	-20.73	-2.88	-0.15	-4.18
2013-14	00.12	-0.16	-01.07	--	-0.03	-0.05
2014-15	-00.02	-0.02	--	-27.94	-30.58	-0.02
2015-16	-94.52	-69.34	-113.76	-21.77	-40.70	-64.73
2016-17	-24.13	-0.64	-27.51	-2.22	-0.09	-2.69
2017-18	-15.03	-0.50	-17.45	-1.27	-0.06	1.49
2018-19	-174.06	-5.61	-199.78	-8.15	-0.36	-9.89

It has been observed that with the increase of the number teaching staff, enrolment and the number of non-teaching staff, the expenditure per staff will decrease. It has also been observed that with the increase of the number teaching staff, enrolment and the number of non-teaching staff, the expenditure per student will decrease.

REMARKS

The study the expenditure pattern among the states in India on higher education is not solely exhaustive just by studying expenditure pattern per student and/or expenditure per staff and its determinants. It requires more micro-data on the receipts and expenditures. The segmented data on the different heads of receipts and expenditures may be extracted from the raw data. It has been observed that expenditure per student and expenditure per staff behaves likewise. The major states plays indifferent role or not in perspective manner. The factor like facility of hostel and recruitment per institution may be the factors for better enrolment. More or less 'quality education' is definitely a major factor on the pattern on expenditure for all the states in India.

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