

ESTIMATION OF GROSS ENROLMENT RATION (GER) CONSIDERING DEATH RATE

Tushar Kanti Ghara¹

¹Joint Director of Public Instruction &
State Nodal Officer, AISHE, WB
Govt. of West Bengal
Bikash Bhavan, Salt Lake City, Kolkata 700091
Mobile – 9433062223

Amiya Pahare²

²OSD, MPHEQIP &
State Nodal Officer, AISHE MP
Govt. of Madhya Pradesh
192 AVN Tower, MP Nagar, Bhopal
Mobile - 9425075205

ABSTRACT : *One of the education development indicator is Gross Enrolment Ratio (GER). The estimation of GER for the years other than census year is crude and it is based on age-wise population figures. The mortality data for each age are not available. Based on uniformity assumption on death rate, GER has been estimated. The estimated GER is much higher than the usual GER calculated.*

Index Terms : *Gross Enrolment Ratio (GER), death rate, age-wise population, estimation*

I. INTRODUCTION

The National Youth Policy (NYP-2014) launched in February 2014 proposes a holistic ‘vision’ for the youth of India, which is “To empower youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”. The NYP-2014 has defined ‘youth’ as persons in the age-group of 15-29 years. Government of India has formulated the National Policy for Skill Development and Entrepreneurship in 2015 to provide an umbrella framework to all skilling activities being carried out within the country, and to align these to common standards and link skilling with demand centres.

India has the relative advantage at present over other countries in terms of distribution of youth population. As per India’s Census, the total youth population increased from 168 million in 1971 to 422 million in 2011. India is seen to remain younger longer than China and Indonesia, the two major countries other than India which determine the demographic features of Asia.

A negative aspect of Youth in India is that the sex ratio in youth population is consistently decreasing from 1991 onwards. The reduction in sex ratio of youth is found to be much more than that of the overall population. It has come down to 939 in 2011 as compared to 961 in 1971 and is projected to decline further to 904 in 2021. The percentage share of currently married female in the age group 15-19 has come down drastically from 69.57 in 1961 to 19.47 in 2011 showing a welcome shift in the level of married women in younger age groups. Mean age at effective marriage for females in India has come up to 22.3 in 2014 as compared to 19.4 in 1995. Crude Death Rate (CDR) has come down from 14.9 in 1971 to 6.7 in 2014 at the National level. Literacy rate in India reached 73% as per 2011 census. Female literacy rate (64.6%) is still much lower than the male literacy rate (80.9%).

The student enrollment in higher education is highest (i.e. 77.93% of total) at Under Graduate level during 2017-18. Youth being enthusiastic, vibrant, innovative and dynamic in nature is the most important section of the population. Youth shows strong passion, motivation and will power which also make them the most valuable human resource for fostering economic, cultural and political development of a nation. A country’s ability and potential for growth is highlighted by the size of its youth population. Youth are the creative digital innovators in their communities and participate as active citizens, eager to positively contribute to sustainable development. This section of the population need to be harnessed, motivated, skilled and streamlined properly to bring rapid progress for a country. Youth are often excluded from decision-making processes and generally looks at untraditional avenues for civic engagement. The diversity of situations explains why youth are considered both a source of concern and a beacon of hope and positive thinking. The complexity of today’s social, economic, political and environmental issues constitutes a significant challenge, it also offers tremendous opportunities for youth to show their strengths as a strong self-organizing force with the potential for innovation and for embracing change.

Education is central to development and to the improvement of the lives of young people globally, and as such has been identified as a priority area in internationally agreed development goals and the World Programme of Action for Youth. Education is important in eradicating poverty and hunger and in promoting sustained, inclusive and equitable economic growth and sustainable development. Increased efforts towards education accessibility, quality and affordability are central to global development efforts. Worldwide, 10.6% of young people are illiterate, lacking basic numerical and reading skills, and as such lack the means to be able to sustain a living through full and decent employment. With youth unemployment and underemployment at persistently high levels worldwide, and with many young working poor lacking even primary-level education, such youth unemployment and underemployment rates act to jeopardize social inclusion, cohesion and stability. In 2013, about 225 million youth, or 20% of all youth in the developing world, are “idle” – not in education, employment or training.

Knowledge and education are key factors to the full and effective participation of youth in the processes of social, economic and political development. Increased attention to improving participation rates of young people, particularly marginalized youth, is needed to ensure that they acquire the knowledge, capacities, skills and ethical values needed to fulfil their role as agents of development, good governance, social inclusion, tolerance and peace.

The persistent gender gap in education hinders youth development. Gender inequity in education is characterized by, among other things, lack of access to and availability of gender sensitive educational infrastructure, materials and training programmes.

Equally important, poor quality education and training deny young people employment opportunities as well as the resultant earnings and improved quality of life. Ultimately, poor quality education risks reinforcing inequalities and sustaining inter-generational poverty and

marginalization. Many education and training systems do not provide young people with the basic skills needed to escape poverty and unemployment, even when they continue to receive formal education. Non-formal education programmes seek to fill this gap by providing learning and skills development opportunities that are relevant to the context in which young people live and seek their livelihoods. Often provided through youth and community based organizations, non-formal education facilitates the learning of life-relevant knowledge and skills, especially for disadvantaged and marginalized groups.

Commitments made at the international level, including the World Programme of Action for Youth, the Millennium Development Goals and the Education for All goals as well as the Global Education First Initiative, identify education as a key priority area for action. Overall, two in five (42.6 per cent) economically active youth are still either unemployed or working yet living in poverty. As of 2014, 73.3 million youth were unemployed which accounted for 36.7 per cent of the global unemployed. Youth employment is now a top policy priority in most countries across all regions. At the international level, it is being translated into the development of a global strategy for youth employment and embedded into the 2030 development agenda under Sustainable Development Goals.

Thus, education and quality education for youth is most important aspect of a country. The quality and timely education is measured by a number of goals under UN Sustainable Development Goals. In this communication, Gross Enrolment Ratio (GER) is being considered. The GER estimation is being proposed after considering the smoothing of death rates for the states West Bengal and Madhya Pradesh.

II. DATA

Mortality is one of the basic components of population change and related data is essential for demographic studies and public health administration. It is the principal ingredient for population projections and life tables. There is no comprehensive estimate of adult mortality and its determinants in India and states in India. Data limitation has also been the cause of slow pace methodological innovation to estimate adult mortality across the groups. In India, number of deaths in adult ages had increased from 2.2 million in 1991 to 2.6 million in 2011 and remained similar by 2030 under varying mortality scenario.

All India Survey on Higher Education (AISHE) report has been published for the year 2017-2018. Date on enrolment of the states in India for the years 2011-2012 to 2017-2018 are available. Age-wise Population data has been taken from Census 2011.

III. METHOD

GER is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official age population (18 to 23 years for Higher Education) corresponding to the same level of education in a given year.

GER shows the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group.

$$GER_h^t = E_h^t * 100 / P^{x+n,t}_h$$

GER_h^t is Gross Enrolment Ratio at level of education h in the year t

E_h^t is Enrolment at the level of education h in the year t and

$P^{x+n,t}_h$ is Population in age group x to x+(n-1) which officially corresponds to the level of education h in the year t.

Therefore, the total enrolment for a given level of education and Population of the age group (18 to 23 years) corresponding to the specified level in the year t are the data requirements. Population censuses or estimates for age specific population normally obtained from the central statistical office. Enrolment is being taken from AISHE final report published by MHRD.

A high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. The GER exceeds 90% for a particular level of education, the aggregate number of places for pupils is approaching the number required for universal access of the official age group. GER at each level of education should be based on total enrolment in all types of education institutions, including public, private and all other institutions that provide organized educational programmes.

The question of having population figure for the years 2011-2012 to 2017-2018 is the main source of doubts. From age-wise population data, one can get the population figure for the age-group 18 to 23 years by summing and step backing starting from 2011-2012. For 2011-2012 year, $18P_{23,2011}$ is the sum of $18P_{19,2011}$, $19P_{20,2011}$, $20P_{21,2011}$, $21P_{22,2011}$, $22P_{23,2011}$, $23P_{24,2011}$. e.g. $18P_{19,2011}$ is the population corresponding to age 18 lbd. For 2012-2013 year, $18P_{23,2012}$ is the sum of $17P_{18,2011}$, $18P_{19,2011}$, $19P_{20,2011}$, $20P_{21,2011}$, $21P_{22,2011}$, $22P_{23,2011}$ and so on. It is the method adopted by MHRD and has been published in their portal. Apparently, it is true that the estimated population can be taken as population figure. But it is true that during this estimation process, the mortality has taken as nil or uniform. Thus, the calculated GER thus obtained are not the reflection of the desired enrolment status.

Now, if mortality is taken into consideration, the data gap is obvious due to non-publication of age specific death rate for each age (in lbd) of the states in India. The estimates of death rate for age-groups are also not available for the age-group 18-23 years. Under uniformity, death rate for a state is being taken as the combination of the age-specific death rate/s for the age-group 18 to 23 years. Thus, population figure for 2012-2013 is being estimated experiencing death rate of the population of 2011-2012 with death rate of 2011-2012; population figure for 2013-2014 is being estimated experiencing death rate of the population of 2012-2013 with death rate of 2012-2013 and so on.

Table – showing for West Bengal- death rate, estimated population, Estimated GER and GER with enrolment for the years 2011-2012 to 2017-2018

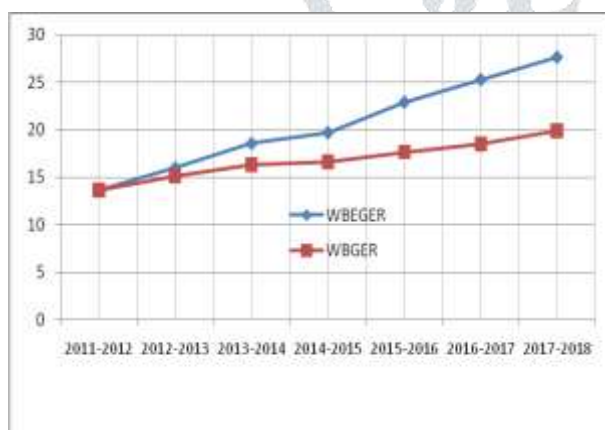
Year	Estimated Population	Enrolment	Estimated GER	GER (as per MHRD)	Death Rate(%)
2011-2012	10971915	1497019	13.64	13.64	6.2
2012-2013	10383825	1658987	15.98	15.14	6.3
2013-2014	9620870	1785382	18.56	16.32	6.4
2014-2015	9230450	1818156	19.70	16.64	6.1

2015-2016	8412700	1926500	22.90	17.66	5.9
2016-2017	7978111	2015996	25.27	18.51	5.8
2017-2018	7369952	2035981	27.63	19.92	5.6

Table – showing for Madhya Pradesh- death rate, estimated population, Estimated GER and GER with enrolment for the years 2011-2012 to 2017-2018

Year	Estimated Population	Enrolment	Estimated GER	GER (as per MHRD)	Death Rate(%)
2011-2012	8548106	1109927	12.98	12.98	8.20
2012-2013	7972497	1348612	16.92	15.53	8.10
2013-2014	7421457	1614560	21.76	18.35	8.00
2014-2015	7154628	1666998	23.30	18.08	7.80
2015-2016	6468961	1620664	25.05	17.93	7.50
2016-2017	6184891	1644446	26.59	17.60	7.10
2017-2018	5793591	1741834	30.06	18.49	6.90

It is observed that estimated GER thus obtained is more for both the states. It is about 1.3 time for West Bengal and 1.2 time for Madhya Pradesh. Thus GER increased from 13.64 in 2011-2012 to 27.63 in 2017-2018 for West Bengal. For Madhya Pradesh, GER increased from 17.08 in 2011-2012 to 30.06 in 2017-2018. Madhya Pradesh GER is more as compared to West Bengal inspite of low death rates and higher number of enrolment, population.



WBEGER – estimated GER for West Bengal
WBGER – GER for West Bengal as per MHRD

MEEGER – estimated GER for Madhya Pradesh
MPGER – GER for Madhya Pradesh as per MHRD

IV. CONCLUSION

It is observed that the estimated GER is more compared to the GER as before if death rate/s are considered into the estimation of population in the age-group 18 to 23 years. The uniformity is a very crude way to guard the limitation of data. If the mortality data for the age group 18-23 years are available, exact estimation can be done. It is sure, the estimation of GER will further increase. This attempt has been done for 2 states of India. It can be extended for all the states in India.

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