



STATUS OF EDUCATION IN INDIA

Dr. Kabita Kumari Sahu¹

¹Lecturer in Economics, North Orissa University, Baripada, Odisha

ABSTRACT

The objective of this paper is to analyse the status of education in India in terms of education stage wise distribution of students, gross enrolment ratio and caste wise distribution of students. Educational Expenditure as a per cent of GDP is highest in case of Saudi followed by India, Bangladesh and it is lowest in Pakistan. In case of India, it is 3.8 and it comes under the Countries with low EDI. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km. The average percent of approved outlay in case of technical education was 49.97 percent of total educational outlay. In case of girls the gross enrolment ratio is 96.70 in 2010-11. The educational expenditure in India also not so uniform in its regions and the level of education. There is urgent need to increase the expenditure on education by States and central government with a view to increase the share of the State governments in achieving the target of expenditure on education as 6 percentage of GDP. Policymakers should concentrate on improving the efficiency of existing educational funds. Qualitative improvement in education must get top priority in educational policy in India.

KEY WORDS: Education, Enrolment, Expenditure, Policy, Quality

INTRODUCTION

India is a vast country with over 1.2 billion people (Census, 2011). Close to 200 million children study in primary and secondary schools (NSSO Report). In the post-independence era, Govt. of India decided to provide basic education to all children. India has done excellent work in universalizing primary education and resolved the issue of access to schools and enrolment. Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Indian education system is largest in Common wealth countries and 2nd largest in the world next to USA. Government of India and States increasingly recognize education as a critical input for human capital development, employment or jobs, economic growth, and are putting major financial and technical resources into this effort. Public expenditure per student is the public current spending on education divided by the total number of students by level, as a percent of GDP per capita. Public expenditure (current and capital) includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private's entities). Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. Significant efforts have been made in the last fifty years to universalize elementary education.

THE LITERATURE REVIEW

The existing literature on status of Education in India is Vast and extensive. Ved Prakash (2007) mentioned the trends in the expansion of higher education and he examined the variations in participation across states, gender and social groups. He analyzed

the trends in financing of higher education in India. The trends show that spending on education is not given its deserved importance now-a-days. To increase this, it is very important to increase the Gross Enrolment Ratio (GER) at the higher education level. As the demand for higher education is increasing, the resource allocation at the same time is declining. So these trends should be reversed and spending on education should increase. According to the Kothari commission the expenditure should grow at the rate of growth double to the rate of economic growth. It should spend 6 percent of GNP (Gross National Product). Firstly it has suggested that there should be full time compulsory education to all children. Secondly, the private school system must be brought into the control of common school system. Thirdly, for the equalization of the educational opportunities, there should be implementation of the Scholarship programme and also a loan scholarship scheme for the higher education system.

INTERNATIONAL COMPARISON OF KEY EDUCATIONAL PARAMETERS

Gross enrolment ratio and percent of public expenditure on education as percent of GDP are two educational indicators considered to compare status of education in few countries. Table-1 presents countries with high, medium and low EDI. The countries belongs to high EDI are range having greater than 0.950, countries belongs to medium EDI ranges from 0.800 to 0.950, countries belongs to low EDI ranges from <0.800. Public expenditure on education as a percent of GDP is also presented there in the table.

Table-1 International Comparison of Key Educational Parameters

Countries	Gross Enrolment Ratio				Public Exp. on Education as % Of GDP
	Primary	Lower Secondary	Upper Secondary	Tertiary	
Countries with High Education Development Index (EDI > 0.950)					
USA	99	102	88	83	5.6
UK	107	103	107	60	5.4
France	111	115	117	56	5.9
Germany	101	102	96	-	4.6
Sweden	97	104	102	82	7.4
Norway	98	102	127	80	7.7
Countries with Medium Education Development Index (EDI =0.800 to 0.950)					
Brazil	140	114	94	24	4.4
Mexico	109	104	55	24	5.4
China	113	101	50	20	-
Egypt	101	96	75	34	-
Indonesia	117	77	50	17	0.9
Countries with Low Education Development Index (EDI <0.800)					
Sri lanka	98	95	70	-	-
Soudi Arab	91	87	88	28	6.8
India	119	75	43	11	3.8
Pakistan	87	33	11	5	2.3
Bangladesh	109	64	34	6	2.5
Nigeria	103	37	31	10	-

Source- World Bank Database

It is clear that educational expenditure as a percent of GDP is highest in case of Norway and it is lowest in Germany out of these six countries. Here also it is clearly visible that Expenditure as a percent of GDP is highest in case of Mexico and lowest in Indonesia. These are the Countries with Medium EDI. It is 4.4, 5.4 and 0.9 in case of Brazil, Mexico and Indonesia respectively. It shows the Countries with low EDI. Educational Expenditure as a percent of GDP is highest in case of Saudi followed by India, Bangladesh and it is lowest in Pakistan. In case of India, it is 3.8 and it comes under the Countries with low EDI.

DISTRIBUTION OF THE POPULATION AS PER STAGES OF EDUCATION IN INDIA

The number of students enrolled in school at several different grade levels like

Primary, Upper primary, Elementary, Secondary/Senior Secondary and Higher education. The United Nations Educational, Scientific and Cultural Organization (UNESCO), describes 'Gross Enrolment Ratio' (GER) as the total enrolment within a country "in a specific level of education, regardless of age, expressed as a per cent of the population in the official age group corresponding to this level of education. Achieving universal enrolment in primary school, and high attendance among those enrolled, has been a major policy focus in developing countries for the last decade. There is little evidence that families vary their demand for schooling in response to education quality, such as more teacher attendance or a remedial curriculum, but this question has only been looked at over the shorter term.

Table- 2 Estimated Population by Education Stages and Age Group (In Crore)

Stages of Education	Age Group	Total	SC	% SC	ST	% ST
Primary	06-11	12.1	2.1	17.35	1.1	9.09
Upper Primary	11-14	7.4	1.2	17.52	0.6	8.10
Elementary	06-14	19.4	3.4	15.95	1.7	8.76
Sec./ Senior Secondary	14-18	9.4	1.5	15.32	0.8	8.51
Hr. Education	18-24	12.4	1.9	16.46	0.9	7.25
All Education	06-24	41.3	6.8	17.35	3.4	8.23

Source-Educational statistics at a glance, Government of India

The table-2 shows the estimated population by stages of education. There are five stages of education such as Primary education (6-11 age groups), upper primary education (11-14 age group), elementary education (6-14 age group), secondary or senior secondary education (14-18 age group) and higher education (18-24 age groups). Other columns show the total, SC and ST students and per cent of SC and ST are calculated from the total students. Per cent of SC is highest in case of Upper Primary stages of education and the per cent of ST is highest in case of Primary level education. Scheduled tribe have 17.35 % and scheduled caste have 8.23 % students in all educational levels in India.

ALLOCATION & EXPENDITURE ON EDUCATION OF THE CENTRAL GOVERNMENT IN INDIA

Major share of expenditure on education is incurred by the central and state departments of education. In addition, many other departments also undertake education and training activities. The financial implication required a new sharing of responsibility between the Central government and the State government. Central government have the larger responsibility to improve and increase the allocation and expenditure on education. But it is found that the contribution of the Central government to education is relatively small as compared to the State government. Regardless of the source there are no reliable reports on the distribution of government resources. Making it very difficult to track how much of the allocation actually reach the school system for which they have been budgeted.

Table- 3 Sector-wise Allocation & Expenditure of the Central Govt. during tenth Plan and eleventh plan (Value in Rs. Crore)

Name of the Scheme	X th Plan (2002-07)		XI th Plan(2007-12)	
	Expenditure	percent	Expenditure	percent
University & Hr. Edn.	4180.10	50.83	50661.00	59.64
Language Development	578.17	7.03	1100.00	1.29
Distance Learning, Scholarships and ICT	16.66	0.20	6734.00	7.92
Book Promotion	45.88	0.55	70.00	0.08
Planning and Admn.	32.96	0.40	78.00	0.09
Technical Education	3368.58	40.96	26300.00	30.96
Total (HE)	8222.35	100	84943.00	100
Elementary Education	45462.09	90.19	125380.00	67.79
Secondary Education	3808.51	7.55	6000.00	3.24
Adult Education	1131.13	2.24	53550.00	28.95
Total (SE&L)	50401.73	100	184930.00	100
Total Education	58624.08	199.98	269873.00	199.98

Source- Educational Statistics at a glance, Government of India

Table-3 shows the Sector-wise Allocation & Expenditure in Higher Education and in school education of the Central Govt. during tenth (2002-07) & eleventh Plan (2007-12). During tenth plan for department of higher education, the Central government allocation was highest in Technical education that is 4700.00 (rupees in crore). The per cent of Technical education allocation to total was 49.47 per cent. It was found to be lowest in case of Distance Learning, Scholarships and ICT that is only 52 crore and the percent of of Distance Learning, Scholarships and ICT to total was 0.54% . But the actual expenditure made by the Central government in case of technical education and Distance Learning, Scholarships and ICT was only 40.96 % and 0.30 % respectively. The total allocation by the Central government was 9500 crores. And the expenditure made by the government was 8222.35 crores. During eleventh plan period (2007-2012) the approved outlay was rupees 50661 crores in case of university and higher education while it was lowest in case of book promotion. During the period 2007-08, the per cent of approved outlay in case of technical education was 49.97 per cent of total which is the highest. Likewise it was lowest in case of book promotion. It is observed from the table that the per cent of Fund Certified up to 31.3.08 was highest in university and higher education and lowest in case of book promotion. During the period 2008-09 the per cent of approved outlay in case of university and higher education was 45.84 per cent of total which is the highest. Likewise it was lowest in case of book promotion. The table is divided by two sub departments such as Higher Education and school education. The last part is explaining about school education. It is divided into three levels or stages of education. These are Elementary, Secondary and Higher education.

During tenth plan, the percent of Central government allocation was highest in case of elementary education that is 83.75percent. And it is lowest in case of adult education that is 3.64percent. But it is found that the actual expenditure made by the Central government was more than the allocation that is 90.19percent in the case of elementary education. And the expenditure is lowest and less than the allocation in the case of Adult education. . During eleventh plan period (2007-2012) the percent of approved outlay was highest in elementary education and lowest in secondary education. In the period of 2008-09, there was 81.32% of approved outlay in university and higher education which was highest while lowest in adult education that is 1.68 % . It is clear that the percent of allocation by the Central government is highest in case of technical education. It is also more than university and higher education allocation. But it has found that though the percent of allocation is more on technical education but the percent of expenditure is less than that of allocation while the percent of expenditure is more than that of allocation in case of university and higher education. The approved outlay during the period of 2007-12 is more in case of university and higher education. But it is much less in the sector technical education than university and higher education.

ENROLMENT BY ALL CATEGORIES OF STUDENTS IN INDIA

Enrolment means the number of students take admission in school at several different grade levels like primary, middle school and high school. According to the Annual Status of Education Report (ASER), over 96 percent of all rural children in the age group 6-14 were going to school. And the proportion of girls in the age group of 11-14 not enrolled in schools dropped from 6 percent in 2012 to

5.5 percent in 2013. Children from poorer families are at a greater disadvantage. The drop-out rate for the poorest households is about four times that of the richest ones. Students often drop out because their public school experiences are often so poor that they learn very little even after being enrolled for 4 to 5

years. It is estimated that for every 100 girls that enrol in school in rural India, 40 will reach grade four, 18 will reach grade eight, nine will reach grade 9, and only one will make it to grade 12.19. Enrolment by all Stages from the year 1950-51 to 2010-11 is given in table-4

Table-4 Enrolment by Stages (All Categories of Students) (In Lakhs)

	Primary (Class I –V)			Middle/Upper Primary (Class VI-VIII)			High/Sr. Secondary (Class IX-XII)		
	boys	girls	total	boys	girls	total	boys	girls	total
1950-51	138	54	192	26	5	31	13	2	15
1960-61	236	114	350	51	16	67	27	7	34
1970-71	357	213	570	94	39	133	57	19	76
1980-81	453	285	738	139	68	207	76	34	110
1990-91	570	404	974	215	125	340	128	63	191
2000-01	640	498	1,138	253	175	428	169	107	276
2010-11	705	616	1,321	289	233	522	223	161	384

Source-Educational statistics at a glance

The table-5 explains about the total percent of enrolment of Students. It is showing percent of boys and percent of girls in primary level of education that is from class i to v from the year 1950-51 to 2010-11. Boy's enrolment was highest in the year 2010-11 and lowest in

the year 1950-51. Likewise girls' enrolment was highest in the year 2010-11 (616) and lowest in the year 1950-51 (54). That means there is a significant rise in the enrolment rate of both boys and girls from 1950.

Table-5 percent of boys and girls in Primary level

Year	Primary (Class I –V)				
	Boys	% Boys	Girls	% Girls	Total
1950-51	138	71.87	54	28.12	192
1960-61	236	67.42	114	32.57	350
1970-71	357	62.63	213	37.36	570
1980-81	453	61.38	285	38.61	738
1990-91	570	58.52	404	41.47	974
2000-01	640	56.23	498	43.76	1,138
2010-11	705	53.36	616	46.63	1,321

Source-Educational statistics at a glance

The table-5 explains about the total percent of enrolment of Students. It is showing percent of boys and percent of girls in primary level of education that is from class I to V from the year 1950-51 to 2010-11. Boy's enrolment was highest in the year 2010-11 and lowest in the year 1950-51. Likewise girls' enrolment was highest in the year 2010-11 (616) and lowest in

the year 1950-51 (54). That means there is a significant rise in the enrolment rate of both boys and girls from 1950. But the percent of boys' enrolment from the total students is highest in the year 1950-51 and lowest in 2002-03. The percent of boys' enrolment is less in the year 2002-03 because in this corresponding year girls' enrolment was 573 and in case of

boys it is 651. So, due to more enrolment of girls the percent of boys is decreasing. It has observed that the percent of enrolment of girls is highest in 2002-03 and lowest in 1950-51.

GROSS ENROLMENT RATIO IN INDIA

Gross Enrolment Ratio (GER) is a statistical measure used in the education sector and by the UN in its Education Index to determine the number of students enrolled inschool at several different grade levels. It is

used to analyze the ratio of the number of students who live in that country to those who qualify for the particular grade level. The United Nations Educational, Scientific and Cultural Organization (UNESCO), describes ‘Gross Enrolment Ratio’ as the total enrolment within a country “in a specific level of education, regardless of age, expressed as a percent of the population in the official age group corresponding to this level of education.

Table-6 Gross enrolment ratio of all categories students from 6-14 years

Year	6-11 Years (Classes I-V)				Total	Ratio
	Boys	% Boys	Girls	% Girls		
1950-51	60.6	142.25	24.8	58.21	42.6	40.92
1960-61	82.6	132.37	41.4	66.34	62.4	50.12
1970-71	95.5	121.50	60.5	76.97	78.6	63.35
1980-81	95.8	119.00	64.1	79.62	80.5	66.91
1990-91	114.0	113.88	85.5	85.41	100.1	75
2000-01	104.9	109.61	85.9	89.75	95.7	81.88
2010-11	112.8	103.10	105.8	96.70	109.4	93.79

Source-Educational statistics at a glance

The table-6 shows percent of students from 6-11 years. The percentage of boys and girls are calculated from the total number of boys and total number of girls respectively. The percent of boys is highest in the year 1950-51 and it is 142.25. Likewise, in case of girls it is 96.70 which are highest in the year 2010-11. Ratio is also calculated in the last column of the table.

CONCLUSION

The policymakers need to focus on improving the quality of education, and make more effective use of public educational funds. Policymakers should concentrate on improving the efficiency of existing educational funds. Qualitative improvement in education, whether we look upon it is a matter of better text-books, improved teaching methods, or examination reform, depends to some extent on additional resources properly employed, but to a larger extent on the ability and sincerity of teachers. Even where the teacher-student ratio, for

example, may not be unfavourable, without special effort on the part of teachers, teaching methods cannot improve or the student enthused or self-disciplined. Experiments such as with internal assessment by institutions for even part of the examination have everywhere emphasised the same aspects and brought out the same deficiencies. It is not so much the resources as objectivity and a certain professional rectitude on the part of teachers and heads of institutions that seem to be required most in this behalf. Educational expenditure is very less in India comparatively other developing countries. India’s spending on education is only 4.1 percentage of its GDP. Education expenditure has a direct and positive impact on GDP. In India the expenditure on education in relation to GDP continues to be much below the desired level. India’s spending on education is only 4.1 percent of its GDP. The poor spending on education reflects the low literacy level in India. The educational

expenditure in India also not so uniform in its regions and the level of education. The reason is that the quantity as well as the quality of services varies according to capacities and priorities of the states to spend on education. National trends in education revenues substantially differ across states. So, by spending on education Indian economy can expect to grow. The expenditure on education should increase over the years. There is urgent need to increase the expenditure on education by States and central government with a view to increase the share of the State governments in achieving the target of expenditure on education as 6 percentage of GDP.

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