



ECONOMIC REFORMS PERCEPTION OF EDUCATIONAL DEVELOPMENTS IN INDIA: A COMPOSITE ANALYSIS

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Abstract

Education is vital to the human resources development and empowerment in the stages of growth of a nation. Investment in education and educational institutions should be viewed as an investment for economic prosperity. Investment in human capital, lifelong learning and quality education help in the development of society and nation. Education along with participation of women in workforce has been universally recognized as an important element in the adoption of small family norms, which is essential for family planning. There has been a considerable improvement in the entry of women in all sectors of employment in the State. It is needless to say that education is the pre-requisite for the development of a society. Among the various resources, the importance of education in human resource development has been recognized worldwide by all the sections of the society. Literacy and education could be reasonably good indicators of sustainable development. It is an important component of development process. Through the growth of educational facilities has been tremendously improved, yet the rate of improvement is not found impressive to reduce the disparity in gender literacy. Based on the context, the present paper mainly aims to explore the development of education in India over the period of time. The present study tries to trace the trends in sex wise and level wise Enrollment, Teachers Strength, Number of Institutions and Expenditure on education in India since independence; to analyse the extent of inequalities in education in India; and to offer possible strategies for strengthening the education and the reduction of gender inequalities in India. It is observed that the total enrolment in pre-primary education programmes has increased from 13.9 million to 41.3 million. During the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796. The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million). There has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and children with special needs also. It is also found that despite an impressive increase in adult literacy rate during the period 2001-2011, wide regional differentials in adult literacy levels persist. There has also been impressive progress towards bridging gender gap in enrolment and retention in elementary education. Between 2000-01 and 2013-14, the enrolment of girls as percentage of total enrolment in primary education has increased from 43.8 per cent to 48.2 per cent, while the enrolment of girls as percentage of total enrolment in upper primary education increased from 40.9 per cent to 48.6 per cent. Since the education is potent remedy for most of the ills of the society a country can reduce poverty, improve productivity, ease population pressure and offer its children a better future through enhancing the quality of education.. To conclude, there was significant gap in the literacy development especially increases in the literacy rate and considerable reduction in the gender gap in relation to literacy rate due to periodical effects of the government in India. A “Package Approach” comprising the multi dimensional remedies is required for developing the overall education.

“Plants are shaped by Cultivation and Humans by Education”

“The greatest revolution in a country is the one that affects the status and living conditions of its women”

Jawaharlal Nehru

Rationale

Education is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. While the Government is committed to providing primary education and certain facilities/subsidies for higher education, given the higher cost involved in the establishment of higher education institutes, we are witnessing the entry of private sector to run educational institutions. On the need for education, Mahatma Gandhi, who once said that education not only moulds the new generation, but reflects a society’s fundamental assumptions about itself and the individuals which compose it. The famous philosopher Einstein while discussing the need for education has projected the following fundamentals: To educate the individual as a free individual; to understand and use critical thinking skills; To educate the individual as a part of society –



virtually all our knowledge, our clothes, our food is produced by others in our society, thus, we owe Society and have responsibility to contribute back to Society; and through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statue of marble which stands in the desert and is continually threatened with burial by the shifting sand. The hands of service must ever be at work, in order that the marble continue to lastingly shine in the sun. It is to be stated that schools have become the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world. Investment in education and educational institutions should be viewed as an investment for economic prosperity. Investment in human capital, lifelong learning and quality education help in the development of society and nation.

Nobody can deny the fact that the participation of all human resources are highly inextricable for the process of development, and enhancing the multidimensional role of women which will contribute to the development of the whole society. Women can play a more important role in the world economy in bettering economic and social conditions if their considerable potential is realized. It can be underscored that enhancing the economic productivity of women will promote their role in development, in the arenas of increasing economic efficiency and growth, contributing to family welfare, poverty removal, preserving and conserving the valuable enriched environment, and bringing population stability. Importance of improvement (Women's) education, health and access to the labour force, and underlined that deliberate effort, is required to include women effectively in the development process. There is need for laying stress on designing of programme for the advancement of the specific circumstances of each country /region in terms of the country's stage of development and its socio-Cultural, regions, political and economic characteristics. Further special stress is needed to the most disadvantaged groups of women in society. Across the world, attempts to improve the social and economic status of women have been made, not only because of their demographic importance, but because they hold the key to potential for change. Gandhi echoed the same feelings when he said, "Women is the incarnation of Ahimsa". This is the eastern view about women. In the west, Shakespeare's Hamlet identified women with all types of weakness of Life Force, "Sexuality woman is nature's contrivance for perpetuating its highest achievement". Gender inequality refers to disparity between individuals due to gender. Gender systems are often dichotomous and hierarchical; binary gender systems may reflect the inequalities that manifest in numerous dimensions of daily life. Gender inequality stems from distinctions, whether empirically grounded or socially constructed.

Education along with participation of women in workforce has been universally recognized as an important element in the adoption of small family norms, which is essential for family planning. There has been a considerable improvement in the entry of women in all sectors of employment in the State. In the total population, nearly half were females but they accounted for only 34 per cent of the total worker. This proportion has to be improved for ensuring better and all round economic empowerment.

India is on target to meet its Millennium Development Goal of gender parity in education by 2015. UNICEF's measure of attendance rate and Gender Equality in Education Index (GEEI) capture the quality of education. Despite some gains, India needs to triple its rate of improvement to reach GEEI score of 95% by 2015 under the Millennium Development Goals. In rural India girls continue to be less educated than the boys. According to a 1998 report by U.S. Department of Commerce, the chief barrier to female education in India are inadequate school facilities, shortage of female teachers and gender bias in curriculum.

There is a wide disparity between male and female literacy rates. As per 2001 census the literacy rate was 64.4 per cent and 82.4 per cent for females and males respectively in the state. Though it is gradually rising, the female literacy rate in India is lower than the male literacy rate. According to Census of India 2011, literacy rate of females is 65.46% compared to males which is 82.14% compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. According to the National Sample Survey Data of 1997, only the states of Kerala and Mizoram have approached universal female literacy rates. According to majority of the scholars, the major factor behind the improved social and economic status of women in Kerala is literacy. From 2006-2010, the percent of females who completed at least a secondary education was almost half that of men, 26.6% compared to 50.4%. In the current generation of youth, the gap seems to be closing at the primary level and increasing in the secondary level. In rural Punjab, the gap between girls and boys in school enrollment increases dramatically with age as demonstrated in National Family Health Survey-3 where girls age 15-17 in Punjab are 10% more likely than boys to drop out of school. Although this gap has been reduced significantly, problems still remain in the quality of education for girls where boys in the same family will be sent to higher quality private schools and girls sent to the government school in the village.



Thus, it is needless to say that education is the pre-requisite for the development of a society. Among the various resources, the importance of education in human resource development has been recognized worldwide by all the sections of the society. Literacy and education could be reasonably good indicators of sustainable development. It is an important component of development process. Through the growth of educational facilities has been tremendously improved, yet the rate of improvement is not found impressive to reduce the disparity in gender literacy. Based on the context, the present paper mainly aims to explore the inequalities in education in India over the period of time.

Earlier Studies

Education in India has been quite an extensively discussed topic throughout the nation's six and a half decade history. Over the past few decades, the literature has covered the entire gamut of possible topics, including comparing India to other nations, examining relevant trends in urban and rural areas, and studying the role of social services such as health care and education in human development. Understanding the varying experiences of Indian states in strengthening education has been an important topic. Recent literature has focused on understanding how economic growth best strengthen the educational status, reducing the disparities in education, paying special attention to post-reform trends. There have a number of studies on education status, Rural Urban disparities, Gender disparities, Drop Out Status, Educational infrastructure, Developmental Programmes- Kothari R(1970) ; Pittman & Haughwout (1987) ; Cairns, Cairns & Neckerman (1989); Fetler (1989); Gupta D, (1991) ; Vallerand and Bissonnette (1992) ; Fortier & Guay (1993); Dreze J, Sen A. (1995) ; Hymel et al (1996) ; Rumberger and Larson (1998): Dreze & Kingdon (1999); Bayly S. (1999); Sharma KL, (1999); Sara et al. (2000); Anitha BK. (2000); Hasan M. (2001). Hannum E.(2002); Kulkarni PM. (2002); Thorat S, Aryama, Negi P.(2005). Desai S, Adams CD, Dubey A.(2006).; Sabha & Gauri (2012) ; Mondal & Majumder (2013) ; Josheph (2014) ; to mention a few.

Objectives

The present study tries to trace the trends in sex wise and level wise Enrollment, Teachers Strength, Drop Outs Number of Institutions and Expenditure on Education in India during 2000-01 -2013-14; to analyse the extent of inequalities in education in India; and to offer possible strategies for strengthening the education in India.

Materials and Method

The study is an explorative study and based on secondary data only. The data relating to year wise and level wise enrollment rate, Number of educational institutions, Teacher Strength and expenditure on education have been gathered from Various Issues of Educational Statistics – At a Glance, published by Government of India, Ministry of Human Resource Development , Bureau of Planning, Monitoring & Statistics, New Delhi, Economic Survey, etc. Further, data retrieved from the official website of the Ministry of Human Resource & Development, Govt., of India,

Major Observations

Early Childhood Care and Education (ECCE)

It is a well known fact that efforts to integrate various facets of ECCE into services provided by the Anganwadi Centres established under the Integrated Child Development Services Scheme and to expand institutionalized ECCE services, including pre-school sections attached to schools, have resulted in substantial increase in the number of children receiving pre-school education. The number of children of age 3 to 5+ years who received pre-school education under the ICDS Scheme has increased from 16.7 million in 2001-02 to 35.3 million in 2012-13. Available data indicates that the total enrolment in pre-primary education programmes has increased from 13.9 million in 1999 to 41.3 million in 2010.

Elementary Education The principal programme for universalisation of primary education is the Sarva Shiksha Abhiyan (SSA). The overall goals of the SSA are: (i) all children in schools; (ii) bridging all gender and social category gaps at primary and upper primary stages of education (iii) universal retention; and (iv) elementary education of satisfactory quality.

With regard to the enrollment, during the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796. Nationally, about 98 per cent of the rural habitations have a primary school within a distance of 1 km. The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million).

Social Category Gaps in Elementary Education: It is also observed that there has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and Children With Special Needs (CWSN). Between 2000-01 and 2013-



14, the Gross enrolment Rate in primary education for SC children has increased from 96.8 per cent to 113 per cent; for upper primary education increased from 65.3 per cent to 98.3 per cent; for ST children in primary education has increased by 12.1 percentage points while it is in upper primary education has increased by 31.1 percentage points during the period 2000-01 to 2013-14.

The number of Muslim children enrolled as percentage of total enrolment in elementary education was 13.7 per cent in 2013-14 (the share of Muslim population in the total population was 13.43 per cent in 2001). The total coverage of Children With Special Needs in elementary education in 2013-14 was 2.6 million .

Drop Out Details: With regard to drop-out rates indicate that during the period 2000-01 to 2008-09, the over-all drop-out rate for Classes I-V declined by 15.8 percentage points. The drop-out rate for Classes I-VIII has declined by 11.4 percentage points during this period. It is appreciable to note that there has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined from 9.1 per cent to 4.7 per cent. The dropout rate, though declining from year to year, still remains a major challenge. Further the transition rate (from primary to upper primary stage) increased from 81.1 per cent in 2007-08 to 89.6 per cent in 2012-13.

Enrolment in Secondary Education: It is found that between 2000-01 and 2013-14, the enrolment in secondary/higher Secondary education has increased from 27.6 million to 59.6 million; the Gross Enrolment Rate in secondary education has increased from 51.7 per cent to 76.6 per cent and in higher secondary education it has increased from 27.8 per cent in to 52.2 per cent.

Gender Parity and Equality

There has also been impressive progress towards bridging gender gap in enrolment and retention in elementary education. Between 2000-01 and 2013-14, the enrolment of girls as percentage of total enrolment in primary education has increased from 43.8 per cent to 48.2 per cent, while the enrolment of girls as percentage of total enrolment in upper primary education increased from 40.9 per cent to 48.6 per cent. The enrolment of girls as percentage of total enrolment in Classes X-XII (secondary and higher secondary education) increased from 38.8 per cent in 2000-01 to 47.1 per cent in 2013-14. The Gender Parity Index (GPI) for GER in primary education improved from 0.82 in 2000-01 to 1.03 in 2013-14, while the GPI for GER in upper primary education improved from 0.75 to 1.08 during this period. The GPI for GER in secondary education improved from 0.79 in 2004-05 to 1.0 in 2013-14 while the GPI for GER in higher secondary education improved from 0.80 to 0.98 during this period. The GPI for adult literacy rate improved from 0.65 in 2001 to 0.75 in 2011 while the GPI for youth literacy rate improved from 0.81 to 0.91 during this period.

The Gender Parity Index (GPI) for Gross Enrolment Rate in primary, upper primary and elementary Education has been improving steadily since 2000-01. The Gender parity Index for Gross Enrolment Rate in primary education (Classes I-V) improved from 0.82 in 2000-01 to 1.03 in 2013-14. The Gender parity Index for Gross Enrolment Rate in upper primary education (Classes I-V) improved from 0.75 to 1.08 while the GPI for Gross Enrolment Rate in elementary education (Classes I-VIII) improved from 0.80 to 1.04 during this period.

Teacher Strength: The total number of teachers engaged in teaching in schools imparting elementary education has increased from 5.2 million in 2006-07 to 7.7 million in 2013-14. The Pupil-Teacher Ratio (PTR) at the primary level has improved from 36:1 in 2006-07 to 25:1 in 2013-14.

Issues and Challenges

Despite substantial progress towards the goal of Education for All, education sector in India faces several challenges. Some of the issues which need increased attention include: (i) quality-related deficiencies in general education; (ii) lower enrolment rates in upper primary and secondary/higher secondary education; (iii) higher drop-out rates in elementary and secondary education, especially among children belonging to socially and economically disadvantaged population groups; iv) lower level of student attendance rate at primary and upper primary stages of education in some of the educationally backward States; (v) lower level of participation in education of children with special needs; (vi) unsatisfactory level of student learning; (vii) deficiencies relating to teacher quality and teaching-learning process; (viii) difficulty in sustaining the involvement of the volunteer teachers in adult education programmes and in creating sustainable demand for literacy; (ix) inadequate vocational education and training facilities; and (x) shortage of funding for some of the education sector development programmes.



Hence, the main education development priorities include: (i) ensuring universal access to quality ECCE services with equity and inclusion; (ii) ensuring equitable access to quality elementary, secondary, higher secondary and tertiary education; (iii) bridging gender and social category gaps and inequalities in access to education, teaching-learning process and learning outcomes; (iv) significantly improving the quality of education to ensure improved student learning at all levels; (v) improving teacher quality and performance; (vi) effective use of information and communication technologies (ICTs) for education; (vii) expanding opportunities for skill development and vocational education and training; (viii) raising literacy level among youth and adults and building a system that support continuing education and lifelong learning; (ix) Ensuring increased and well-targeted financing of education programmes in conformity with the policy consensus that investment on education be gradually increased to reach a level of six per cent of the Gross Domestic Product (GDP); (x) institutionalizing a responsive, participatory and accountable systems for governance of education sector; and (xi) professionalising and improving school leadership along with introduction of sound quality management systems.

A major development relating to education sector in India in the past few years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operative on 1 April 2010, has laid a solid foundation on which future policies and programmes relating to elementary education could be built. Aligning the policies and practices with the objectives of the RTE Act and achieving the goal of providing good quality free and compulsory education to all children in the age group 6-14 years will continue to be one of the key education development priorities.

Conclusion

Education is potent remedy for most of the ills of the society. Education is the main instrument for transformation in any society. The economic and social returns to education for women are substantial. By educating its women, a country can reduce poverty, improve productivity, ease population pressure and offer its children a better future. A “Package approach” is required for developing female education. It is obvious to observe from this article that there has been significant improvement in the literacy rates of both male and female and however, the female literacy rate been increased at faster rate than that of male literacy rate over the period of time. But still the gap in the literacy level between male and female exist. To conclude, there was significant gap in the literacy development especially increases in the literacy rate and considerable reduction in the gender gap in relation to literacy rate due to periodical effects of the government in India. As Dr. Justice A.S Anand pointed out “Fight for gender equality is not a fight against men. It is a fight against tradition that have chained them—a fight attitudes that are ingrained in the society—it is a fight against system—a fight against proverbial Lakshman Rekha which is different for men and different for women. The society must rise to the occasion. It must recognize & accept fact that men and women are equal partners in life. They are individual who have their own identity”. The Great Thinker, Plato also supports state regulated system of education. According to him education does not mean the storing up of external knowledge but the bringing of the soul into proper environment for the development of the state further a state can regulate crime by adopting a proper system of education. Plato gives more importance to education than any other Greek thinkers. Since the education is potent remedy for most of the ills of the society a country can reduce poverty, improve productivity, ease population pressure and offer its children a better future through enhancing the quality of education. To conclude, there was significant gap in the literacy development especially increases in the literacy rate and considerable reduction in the gender gap in relation to literacy rate due to periodical effects of the government in India. A “Package Approach” comprising the multi dimensional remedies is required for developing the overall education.

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Table .1 Level wise Students Strength Distribution

Level / Year	Primary	Upper Primary	Elementary	Secondary	Senior Secondary	Higher Secondary	Higher Education
1950-51	0.41	0.22	0.38	NA	NA	NA	NA
1960-61	0.5	0.34	0.47	NA	NA	NA	NA
1970-71	0.63	0.45	0.59	NA	NA	NA	NA
1980-81	0.67	0.53	0.63	NA	NA	NA	NA
1990-91	0.75	0.61	0.71	NA	NA	NA	NA
2000-01	0.82	0.75	0.8	NA	NA	NA	NA
2005-06	0.94	0.88	0.92	0.80	0.80	0.80	0.69
2006-07	0.94	0.90	0.93	0.81	0.83	0.82	0.96
2007-08	0.98	0.91	0.96	0.85	0.84	0.85	0.70
2008-09	0.99	0.93	0.97	0.86	0.85	0.85	0.72
2009-10	1.00	0.94	0.98	0.88	0.87	0.88	0.74
2010-11	1.01	0.95	0.99	0.88	0.86	0.87	0.86
2011-12	1.01	0.99	1.00	0.93	0.92	0.93	0.88
2012-13	1.02	1.05	1.03	0.96	0.94	0.99	0.89
2013-14	1.03	1.08	1.04	1.00	0.98	1.00	0.92
2014-15	1.03	1.09	1.05	1.01	0.99	1.01	0.92

Source: Education at a Glance -Ministry of Human Resource Development, Govt of India.

Table.2 Teachers Strength Distribution

Type of School/ Year	Primary	Upper Primary	Secondary	Senior Secondary	Higher Education
1950-51	20	18	NA	19	NA
1960-61	21	32	NA	26	NA
1970-71	27	38	NA	33	NA
1980-81	33	42	NA	38	NA
1990-91	41	50	NA	45	NA
2000-01	55	62	54	42	NA
2005-06	65	67	61	62	NA
2006-07	66	65	63	61	NA
2007-08	80	67	61	58	NA
2008-09	73	71	60	60	NA
2009-10	84	75	63	63	NA
2010-11	76	80	61	65	59
2011-12	79	76	66	66	64
2012-13	NA	NA	NA	NA	64
2013-14	NA	NA	NA	NA	64
2014-15	NA	NA	NA	NA	63

Source: Education at a Glance Ministry of Human Resource Development, GOI



Table. 3 Pupil Teachers Ratio (PTR)

Type of School/ Years	Primary	Upper Primary	Secondary	Senior Secondary	Higher Education
1950-51	24	20	NA	21	NA
1960-61	36	31	NA	25	NA
1970-71	39	32	NA	25	NA
1980-81	38	33	NA	27	NA
1990-91	43	37	NA	31	NA
2000-01	43	38	31	35	NA
2005-06	46	34	32	34	26
2006-07	44	34	31	34	NA
2007-08	47	35	33	37	20
2008-09	45	34	32	38	21
2009-10	41	33	30	39	24
2010-11	43	33	30	34	26 [#]
2011-12	41	34	32	33	24 [#]
2012-13*	28	25	NA	NA	23 [#]
2013-14*	25	17	26	41	25 [#]
2014-15*	24	17	27	38	24 [#]

Source: Education at a Glance -Ministry of H R D, Govt of India.

Table. 4 Level Wise Number of Educational Institutions

Level/ Year	In Hundred				(in Absolute numbers)	
	Primary	Upper Primary	Secondary	Senior Secondary	College	University
1950-51	2097	136	NA	74	578	27
1960-61	3304	497	NA	173	1819	45
1970-71	4084	906	NA	371	3277	82
1980-81	4945	1186	NA	516	6963	110
1990-91	5609	1515	NA	798	5748	184
2000-01	6387	2063	877	384	10152	254
2005-06	7726	2885	1060	536	16982	350
2006-07	7849	3056	1122	574	19812	371
2007-08	7878	3252	1138	592	23099	406
2008-09	7788	3656	1221	642	27882	440
2009-10	8199	3941	1222	717	25938	436
2010-11	7485	4476	1312	721	32974	621
2011-12	7143	4788	1283	841	34852	642
2012-13	8539	5778	2189	1224	35525	667
2013-14	8589	4215	1335	1036	36634	723
2014-15	8471	4251	1353	1093	38498	760

Source: Education at a Glance -Ministry of Human Resource Development, Govt of India.



Table. 5 Year Wise Expenditure on Education Distribution in India (Rs in crores)

Particulars/ Year	GDP	Total Expenditure	Expenditure on Education	% to Total Expenditure	% of GDP
1950-51	10080	814.14	64.46	7.92	0.64
1960-61	16220	1997.93	239.55	11.99	1.48
1970-71	42222	8787.12	892.36	10.16	2.11
1980-81	130178	36398.39	3884.20	10.67	2.98
1990-91	510954	146711.52	19615.85	13.37	3.84
2000-01	1925017	572160.14	82486.48	14.42	4.28
2005-06	3390503	889713.96	113228.21	12.73	3.34
2006-07	3953276	1033872.60	137383.99	13.29	3.48
2007-08	4582086	1191514.68	155797.27	13.08	3.40
2008-09	5303567	1495733.62	189068.84	12.64	3.56
2009-10	6108903	1734074.75	241256.02	13.91	3.95
2010-11	7248860	1997801.29	293478.23	14.69	4.05
2011-12	8736039	2249526.46	333930.38	14.84	3.82
2012-13	9951344	2619814.66	408421.71	15.59	4.10
2013-14	11272764	2951873.31	465142.80	15.76	4.13

Source: Education at a Glance -Ministry of Human Resource Development, Govt of India

Table. 6 Plan Wise Expenditure on Education in India (in Percent)

Level/ Year	Elementary	Secondary	Adult	University	Technical	Others	Total
I Plan	57.6	5.5	NA	7.8	14.2	15.0	100
II Plan	34.8	18.7	NA	17.6	17.9	11.0	100
III Plan	34.1	17.5	NA	14.8	21.2	12.4	100
IV Plan	50.1	NA	1.7	25.2	10.5	12.5	100
V Plan	51.7	NA	2.1	27.9	9.4	8.9	100
VI Plan	32.1	20.4	5.9	21.4	10.4	9.8	100
VII Plan	57.3	24.0	6.2	15.7	14.2	2.6	100
VIII Plan	47.7	24.0	5.2	9.6	10.1	3.4	100
XI Plan	57.1	21.3	1.7	8.7	8.1	3.0	100
X Plan	65.6	9.9	2.8	9.5	10.7	1.5	100
XI Plan	46.5	19.8	2.2	15.5	11.1	4.9	100

Source: Various Issues of Five Year Plan Documents, Planning Commission, GOI.



Table 7. Gender Parity Index Distribution							
Type of School/ Years	Primary	Upper Primary	Elementary	Secondary	Senior Secondary	Higher Secondary	Higher Education
1950-51	0.41	0.22	0.38	NA	NA	NA	NA
1960-61	0.5	0.34	0.47	NA	NA	NA	NA
1970-71	0.63	0.45	0.59	NA	NA	NA	NA
1980-81	0.67	0.53	0.63	NA	NA	NA	NA
1990-91	0.75	0.61	0.71	NA	NA	NA	NA
2000-01	0.82	0.75	0.8	NA	NA	NA	NA
2005-06	0.94	0.88	0.92	0.80	0.80	0.80	0.69
2006-07	0.94	0.90	0.93	0.81	0.83	0.82	0.96
2007-08	0.98	0.91	0.96	0.85	0.84	0.85	0.70
2008-09	0.99	0.93	0.97	0.86	0.85	0.85	0.72
2009-10	1.00	0.94	0.98	0.88	0.87	0.88	0.74
2010-11	1.01	0.95	0.99	0.88	0.86	0.87	0.86
2011-12	1.01	0.99	1	0.93	0.92	0.93	0.88
2012-13	1.02	1.05	1.03	0.96	0.94	0.99	0.89
2013-14	1.03	1.08	1.04	1.00	0.98	1.00	0.92
2014-15	1.03	1.09	1.05	1.01	0.99	1.01	0.92

Source: Education at a Glance- Ministry of Human Resource Development, Govt of India.