

GROWTH OF EDUCATION SECTOR IN INDIA**Dr. Krishne Gowda B S^{1*}**

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Abstract: Development experience in western countries suggests that output can be increased at a much faster rate as compared to increase in physical units such as labour and physical capital. It has possible due to improvement in the quality of human beings in the production system and that too has also been resulted from improvement in education and skills, availability health services, improvement in training facilities etc. Development of any country in the world completely depends on the human resource development. Thus developing human resources means improving the quality of human beings which in turn helps adequately in the process of attaining growth and development of the country's economy. Education is an important factor determining the nature of human resources of a country. The quality of education available in a country determines the quality of human capital. Education simply implies a process of teaching, learning and training set up especially in schools, colleges, universities, technical institutes etc. for improving the level of knowledge. Education is considered as the most important tool for bringing faster economic and social change in any country. Thus education paves the way for developing necessary skills for improving working abilities of people commonly. Thus education is responsible for reduce income inequalities, economic growth, family planning and rural development etc. This paper made an attempt to identify the Government expenditure towards social services in connection with education, health and other sectors, and also to know the growth of education sector in India. The data has been collected from various secondary sources.

Key Words: Education, Expenditure, Policies, Growth, India.

Introduction

The Education is an important factor determining the nature of human resources of a country. The quality of education available in a country determines the quality of human capital. Education simply implies a process of teaching, learning and training set up especially in schools, colleges, universities, technical institutes etc. for improving the level of knowledge. Education is considered as the most important tool for bringing faster economic and social change in any country. Thus education paves the way for developing necessary skills for improving working abilities of people commonly. Thus education is responsible for reduce income inequalities, economic growth, family planning and rural development etc. As compared to many other countries of world, India is still lagging behind in respect of developing a proper educational set up throughout the country. The reason might be the rural back ground and the impact of regional language of concern states. In both government and private educational institutions lot of efforts are needed to improve the spread of education in India by raising enrolment and improving the quality. Compare to the developed countries, India is lagging behind in literacy. The literacy rate in India increased from 18.3 percent to in 1951 to 65.38 percent in 2001 and then to 74.04 percent in 2011.

The level of technical education and training attained by the people of the country can also serve as a measure to judge the quality of population in India. The technical education attained by Indian population is very as compared to developed countries in the world.

Success of education sector depends on the availability of quality teachers in educational institutions. Professional qualification and training received by teachers is also an important issue in this connection. According to the latest report by the Unified-District Information Systems for Education (U-DISE) on school education in India for the country as a whole, only 79 per cent of teachers are professionally qualified. For secondary and higher secondary level, the percentage of professionally qualified teachers is around 77.8 per cent. And 69.7 per cent respectively.

Objectives of the study

The study is based on the following objectives:-

1. To know the literacy rates and education policies in India.
2. To identify the growth of education sector in India
3. To study the expenditure towards education sector in India

Methodology

This study is completely based on secondary sources and descriptive and analytical nature. The secondary data have been collected from various secondary sources such as previous reports, government policy reports, books and other journals. The collected data has been presented in the tables and calculated growth percentages, and comparing growth for periods in education sector.

Significant areas in education sector in India

The following are the significant areas related to growth of education sector in India:-

- a) Elementary education expansion.** Elementary education covers primary and middle schools and thereby covers class I to class VIII students in the age group of 6 to 14 years.
- b) Secondary and senior secondary education.** Secondary and senior secondary education are an important part of school education. In the year 1987-88, Navodaya Vidyalaya were established at rural areas in India for imparting standard and modern education to talented students of rural areas.
- c) Higher education.** After independence, higher education has attained considerable growth. University Grants Commission (UGC) is entrusted to regulate and guide higher educational institutions in India.
- d) Technical and professional education.** In India, attempts were made for developing number of technical and professional educational institutions since independence and their number has increased significantly.
- e) Vocational education.** The Government of India launched a plan in February 1988 in order to vocationalise secondary education.

Education Policies in India

To make education more inclusive and accessible, over the decades, the Government of India has introduced National Education Policies (NEPs) beginning in 1968. The NEPs were revised time to time and targeted towards addressing the contemporary issues about different aspects of the structure of education. Here, three important NEPs are presenting.

National Education Policy 1968

In order to improve India's literacy rate and modernize education, the Kothari commission emphasized on the role of education in increasing productivity through skill development, including moral values, and strengthening national unity.

National Education Policy 1986(Revised in 1992)

The new national policy on education was adopted by parliament in May 1986, with the object of upgrading India's education in 21st century. The policy was introduced and education was transferred from the state list to the concurrent list. The 1986 policy emphasized on changing the existing system to meet the changing needs of the contemporary issues.

National Education Policy 2020

The National Education Policy (NEP 2020) has been introduced to make India's education system future ready to accommodate the need of the society. The NEP 2020 replaced the thirty-four years old education policy to bring transformation and holistic development in education.

Table No: 1. Literacy rates as per Indian Census

Census Year	Total	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

Source: Office of the Registrar General & Census Commissioner, India.

1951-1971: Age Group 5 and above, 1981-2011: Age Group 7 and above.

Interpretation: The above table no 1 shows that, the literacy rates in India as per the census from 1951 to 2011 overall among the males and females. It can be observed that literacy rate has increased over the decades and female literacy rate is low as compared to the country's overall percentage. There is a significant improvement for males as well as females. It is observed that various policies and programs are needed required to improve and encourage the female population and other social backward groups.

Table No: 2 Showing the Growth of Education Sector in India

SL.NO.	Items	1950-51	2007-08	2019-20
1	Number of Primary & Middle Schools	2.23 lakh	11.13 lakh	12.22 lakh
2	Number of Secondary & HS. Schools	7.4 thousand	1.73 lakh	2.85 lakh
3	Total Number of Schools	2.30 lakh	12.86 lakh	15.07 lakh
4	Number of Teachers in Schools	7.51 lakh	60.10 lakh	96.80 lakh*
5	Students enrolled in Schools	238.00 lakh	2,235.00 lakh	2,500.00 lakh*

6	Number of General Colleges	370	13,381	42,343
7	College for Professional Educations	208	6,936	7,081
8	Other Institutions including Degree Colleges	-	2,782	52,627
9	Number of Universities and other equivalent Institute of National Importance	27	406	1,043
10	Gross Enrolment Ration in Elementary Education	32.1%	114%	97.8%
11	Public Expenditure on Education as % of GDP	0.64%	2.9%	3.1%

Source: Economic Survey, 2021-22, p. 171 and Planning Commission Statistics of School Education, GOI.

Figures relates to 2010-11.

Interpretation: The above table no 2 reveals that the growth of education sector in India since 1950-51 to 2019-20. It is observed that, there is a considerable growth in education sector in India. Total number of schools increased from 2.30 lakh in 1950-51 to 15.07 lakh in 2019-20 which includes number of primary and middle schools 12.22 lakh and 2.85 lakh secondary and higher secondary schools. Total number of teachers engaged in schools increased from 7.51 lakh in 1950-51 to 60.10 lakh in 2007-08 and then increased to 96.80 lakh in 2019-20. It is also observed that, total enrollment of students in schools increased considerably from 238.0 lakh in 1950-51 to 2500.00 lakh in 2019-20. Again, it is also seen that, total number of colleges enhanced in a great extent remarkably from 370 in 1950-51 to 42,343 in 2019-20. Another important feature observed that, even professional colleges also enhanced considerably from 208 in 1950-51 to 7,081 in 2019-20. In addition to that, total number of universities and other equal rank institutions national importance also increased from 27 in 1950-51 to 1,043 in 2019-20. Lastly, public expenditure on education as per cent of GDP increased from 0.64 to 3.10 from 1950-51 to 2019-20.

Table No: 3 Trends in Social Services Expenditure by Government

Items/Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15 RE	2015-16 BE
		As percentage to GDP						
Total Expenditure	28.4	28.6	27.6	27.4	27.0	26.2	28.1	27.0
Expenditure on Social Services of Which	6.8	6.9	6.8	6.6	6.6	6.5	7.0	6.7
(i) Education	2.9	3.0	3.1	3.1	3.1	3.0	3.1	3.0
(ii) Health	1.3	1.4	1.3	1.2	1.3	1.2	1.3	1.3
(iii) Others	2.6	2.3	2.4	2.2	2.2	2.3	2.6	2.4
		As percentage to Total Expenditure						

Expenditure on Social Services of which	23.8	24.1	24.7	24.0	24.4	24.8	24.9	24.9
(i) Education	10.1	10.6	11.4	11.4	11.6	11.6	10.9	11.2
(ii) Health	4.6	4.8	4.7	4.6	4.7	4.6	4.8	4.9
(iii) Others	9.0	8.7	8.6	8.0	8.2	8.6	9.1	8.9
		As percentage to Social Services						
(i) Education	42.6	44.1	46.1	47.7	47.5	46.7	44.0	44.9
(ii) Health	19.5	19.7	19.0	19.0	19.1	18.6	19.3	19.5
(iii) Others	37.9	36.1	34.9	33.3	33.4	34.7	36.7	35.6

Source: Budget Documents of Union and State Governments.

Notes: 1. Social Services includes, education, sports, art and culture; medical and public health, family welfare; water supply and sanitation; housing; urban development; welfare of Scheduled Castes(SC), Scheduled Tribes(ST) and other Back ward Castes (OBC); labour and labour welfare; and social security and welfare, nutrition, relief on account of natural calamities.

2. Expenditure on 'Education' pertains to expenditure on 'Education, Sports, Arts and Culture'.

3. Expenditure on 'Health' includes expenditure on 'Medical and Public Health', 'Family Welfare' and 'Water Supply and Sanitation'.

4. Data for states from 2013-14 onwards is provisional and pertain to budgets of 25 state governments.

5. GDP data from 2011-12 is based on new base year 2011-12.

Interpretation: The above table no 3 gives the details about the trend in social services and expenditure made by state and central government towards education, health and others. It is observed that, total expenditure on education born by both Centre and States as share of per cent of GDP has increased slowly from 2.9 per cent in 2008-09 to 3.1 per cent in 2014-15 and 3.0 per cent in 2015-16. Again it is also observed that, expenditure on education as percentage to social services expenditure enhanced slowly from 42.6 percent in 2008-09 to 47.7 in 2011-12 and then declined to 44.9 per cent in 2015-16.

Weakness of the Educational Sector: In India Education sector is facing the problems such as High Illiteracy, Gender Bias, Poor Growth in Higher Education, Low quality Education, Mismatch between demand and supply of required skill and knowledge, low access of rural people, poor allocation of resources of government, lack of vocational and technical training and lack of agricultural education.

Future Prospects of Educational Sector in India

Education being a significant sector of India, it is important to assess its future prospects and targets. Firstly, the government should provide education for all irrespective of community, cast and crest in the society through various programs of education. Secondly, attaining gender equity is one of the important targets of education sector in India. Gender parity index is an important indicator in this

regard. Finally, spreading higher education is essential because, in India there are few takers of higher education. The less number of people are reaching higher education.

Conclusion

Since independence the Government of India has been making continuous attempts for the development of education sector. Education sector in India has gone through various reforms in the post-independence era. Focus has remained in increasing the enrolment rate and dropout rate among all children and ensuring quality education for all. It is important to address the existing issues with the modern approach and change the course of policy of action. One important feature the government should consider seriously, that is master degree courses are opening at government degree colleges without providing any related amenities concern master degree programs. Even while introducing the education policies, scientific research should be conducted to attain requirements need to introduce effective education policies which are required to improve the quality education. The quality of education facilitates the human resource development, it develops human personality, it promotes cultural standards of the people and it creates good citizens in the country. These all elements through good education system are essential to build good society and make strong Indian Economy.

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