A Study on Present Performance and Public Expenditure of Higher, Secondary, Primary and Women Education in India-An Overview

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Abstract

In this an anarticle, Author would like to focus the present position of higher education, secondary eudcation and primary education and also wanted to know on what are the different kinds of expenditure should be incurred on development and growthness of edeucation. Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels:federal, state, and local. Child education is compulsory. The Nalanda University was the oldest university-system of education in the world. Western education became ingrained into Indian society with the establishment of the British Raj.Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

Key words: Education- Nalanda- society- fundamental- establishment- Constitution- Government

Introduction

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth $40 billion in 2008 and will increase to $68 billion by 2012. However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. As of 2008, India's post-secondary high schools offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of

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582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. Monastic orders of education under the supervision of a guru was a favored form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform.The priest class, the *Brahmins*, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the*Kshatriya*, were trained in the various aspects of warfare. The business class, the *Vaishya*, were taught their trade and the working class of the *Shudras* was generally deprived of educational advantages. The book of laws, the *Manusmriti*, and the treatise on statecraft the *Arthashastra* were among the influential works of this era which reflect the outlook and understanding of the world at the time. Secular Buddhist institutions cropped up along with monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centers became increasingly visible from the period between 200 BCE to 400 CE.The important urban centers of learning were Taxila (in modern day Pakistan) and Nalanda, among others.These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as Buddhist literature, logic, grammar, etc. By the time of the visit of the Islamic scholar Alberuni (973–1048 CE), India already had a sophisticated system of mathematics.

With the arrival of the British Raj in India the modern European education came to India. British Raj was reluctant to introduce mass education system as it was not their interest. The colonial educational policy was deliberately one of reducing indigenous culture and religion, an approach which became known as Macaulayism.ame="Nivedita">Kum. With this the whole education as well as government system went through changes. Educated people failed to get job because the language in which they got education had become redundant.B. Nivedita, "The Destruction of the Indian System of Education," Adapted from a speech given to the Vivekananda Study Circle, IIT-Madras, January 1998. The system soon became solidified in India as a number of primary, secondary, and tertiary centers for education cropped up during the colonial era.ame=Blackwell92-93>Blackwell, 91–92 Between 1867 and 1941 the British increased the percentage of the population in Primary and Secondary Education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However this was much lower than the equivalent figures for Europe where in 1911 between 8 and 18% of the population were in Primary and Secondary education.Ferguson, Niall (2003). *Empire: How Britain made the Modern World*. Penguin. p. 191. ISBN 0141007540. Additionally literacy was also improved. In 1901 the literacy rate in India was only about 5% though by Independence it was nearly 20%.ame="LiteracyScenarioInIndia">"Literacy Scenario in India (1951–1991)". Retrieved December 29, 2009.

Following independence in 1947, Maulana Azad, India's first education minister envisaged strong central government control over education throughout the country, with a uniform educational system.ame=SripatiandThiruvengadam150>

Sripati and Thiruvengadam, 150 However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the central government.ame=SripatiandThiruvengadam 150/> The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.ame=SripatiandThiruvengadam150-151>Sripati and Thiruvengadam, 150–151 The central government of India formulated the National Policy on Education (NPE) in 1966 and also reinforced the Programme of Action (POA) in 1996.ame=I09RA-208>*India 2004: A Reference Annual (53rd edition)*, 208 The government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan,ssa.nic.in India's initiative for Education for All) and setting up of *Navodaya Vidyalaya* and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product.ame=I09RA-208/> While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

Present education in India

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level.Present education in India

Children lining up for school in Kochi.

The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India.[9] The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various curriculum bodies governing school education system are:

  i.   The state government boards, in which the majority of Indian children are enrolled.
  ii. The Central Board of Secondary Education (CBSE) board.
  iii. The Council for the Indian School Certificate Examinations (ICSE) board.
  iv. The National Institute of Open Schooling (NIOS) board.
  v.   International schools affiliated to the International

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Baccalaureate Programme and/or the Cambridge International Examinations.

vi. Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.

vii. Autonomous schools like Woodstock School, Auroville, Patha Bhavan and Ananda Marga Gurukula.

In addition, NUEPA (National University of Educational Planning and Administration)[and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

Indian Department of Education	
Ministry of Human Resource Development	Kapil Sibal
National education budget (20112012)	
Budget	₹52,057 crore (US$9.89 billion)
General Details	
Primary Languages	Hindi, English, or State language
System Type	Federal, state, private
Established Compulsory Education	April 1, 2010
Literacy (2011[1])	
Total	74%
Male	82%
Female	65%
Enrollment ((N/A))	
Total	(N/A)
Primary	(N/A)

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Secondary	(N/A)
Post Secondary	(N/A)
Attainment	
Secondary diploma	15%
Post-secondary diploma	7%

Primary education

The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India.[13]) The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions.[13] However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions.[13] 80% of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country.[14]

School children, Mumbai

However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Education has also been made free[13] for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.[15]

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system.[16] 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states.[16] The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.[16]

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states.[16] Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme.[16] The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

Private education

School wall of a Private School in India. According to current estimates, 80% of all schools are government schools[14] making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated.[17] According to some research, private schools often provide superior results at a fraction of the unit cost of government schools.[18][19][20] However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation[*citation needed*].

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama.[17] The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools and more teachers in private schools are female[*citation needed*]. There is some disgreement over which system has better educated teachers. According to the latest DISE survey, the percentage of untrained teachers (paratechers) is 54.91% in private, compared to 44.88% in government schools and only 2.32% teachers in unaided schools receive inservice training compared to 43.44% for government schools. The competition in the school market is intense, yet most schools make profit.[17] However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% -*source : fortress team research*).

Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of schoolchildren in Hyderabad's slums attend private schools.[20]

Private schools are often operating illegally. A 2001 study found that it takes 14 different licenses from four different authorities to open a private school in New Delhi and could take years if done legally.[20] However, operation of unrecognized schools has been made illegal under the Right of Children to Free and Compulsory Education Act[15] which has also significantly simplified the process of obtaining recognition.

Homeschooling

Homeschooling is legal in India, though it is the less explored option. The Indian Government's stance on the issue is that parents are free to teach their children at home, if they wish to and have the means. HRD Minister Kapil Sibal has stated that despite the RTE Act of 2009, if someone decides not to send his/her children to school, the government would not interfere.[21]

Secondary Education

Older students

The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system.[22] Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children were attending schools in 2001–02, which means that two-third of the population remained out of school.[23]

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing.[24] A significant new feature has been the extension of SSA to secondary education in the form of the Madhyamik Shiksha Abhiyan[25]

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education.[9]but which was converted into Inclusive Education at Secondary Stage[26] Another notable special programme, the *Kendriya Vidyalaya* project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the *Kendriya Vidyalaya* project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.[9]

A multilingual web portal on Primary Education is available with rich multimedia content for children and forums to discuss on the Educational issues. India Development Gateway [27] is a nationwide initiative that seeks to facilitate rural empowerment through provision of responsive information, products and services in local languages.

Higher education

Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.
— *Prime Minister Manmohan Singh in 2007*[28]

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Indian Institute of Management,Ahmedabad. India's higher education system is the third largest in the world, after China and the United States.[29] The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state.[30] Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 33 institutes which are of national importance.[30] Other institutions include 16000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions.[30] The emphasis in the tertiary level of education lies on science and technology.[32] Indian educational institutions by 2004 consisted of a large number of technology institutes.[33] Distance learning is also a feature of the Indian higher education system.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering .[33] The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of

India.[34]However the IIT's have not had significant impact on fundamemtal scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science(IACS), Indian Institute of Science IISC), Tata Institute of Fundamental Research (TIFR), Harishchandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector (i.e. Harvard or Cambridge) or the public sector (i.e.UC Berkeley).

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, Indian Institute of Planning and Management has been notified by the UGC that they have no right to award any degrees, however, this has not deterred IIPM to issue full-page advertisement with "MBA" written in large font, which may mislead students who do not understand the regulatory fine-prints and implications of pursuing an unrecognized degree.[36] Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of

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deemed-universities. [37] In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation. [38]

Government of India is aware of the plight of higher education sector and has been trying to bring reforms, however, 15 bills are still awaiting discussion and approval in the Parliament.[39] One of the most talked about bill is Foreign Universities Bill, which is supposed to facilitate entry of foreign universities to establish campuses in India. The bill is still under discussion and even if it gets passed, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. [40] One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, andJawaharlal Nehru University in 2005 and 2006.[42] Six Indian Institutes of Technology and the Birla Institute of Technology and Science – Pilani were listed among the top 20 science and technology schools in Asia by *Asiaweek*.[43] The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the *Financial Times* of London in 2010[44] while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment.

Technical education

Main (Administrative) Building, IIT Roorkee

From the first Five Year Plan onwards India's emphasis was to develop a pool of scientifically inclined manpower.[46] India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament.[47] At the Central(federal) level, the Indian Institutes of Technology, the National Institutes of Technology and the Indian Institutes of Information Technology are deemed of national importance.[47]

The Indian Institutes of Technology are among the nation's premier education facilities.[47] Since 2002, Several Regional Engineering Colleges(RECs) have been converted into National Institutes of Technology giving them Institutes of National Importance status.[47] The UGC has inter-university centres at a number of locations throughout India to promote common research, e.g. the Nuclear Science Centre at theJawaharlal Nehru University, New Delhi.[48] Besides there are some British established colleges such as Harcourt Butler Technological Institute situated in Kanpur and King George Medical University situated in Lucknow

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which are important center of higher education.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as

1. Institution of Engineers (India)
2. Institution of Chemical Engineering (India)
3. Institution of Electronics and Tele-Communication Engineers (India)
4. Indian Institute of Metals
5. Institution of Industrial Engineers (India)
6. Institute of Town Planners (India)
7. Indian Institute of Architects

that conduct Engineering/Technical Examinations at different levels(Degree and diploma) for working professionals desirous of improving their technical qualifications.

Open and Distance Learning

At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning. At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 15 lakhs, serviced through 53 regional centres and 1,400 study centres with 25,000 counsellors. The Distance Education Council (DEC), an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities. While distance education institutions have expanded at a very rapid rate, but most of these institutions need an up gradation in

their standards and performance. There is a large proliferation of courses covered by distance mode without adequate infrastructure, both human and physical. There is a strong need to correct these imbalances. [49]

Literacy

According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74%.[50] Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas.[50] Female literacy was at a national average of 65% whereas the male literacy was 82%.[50] Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8% literacy.[50] The 2001 statistics also indicated that the total number of 'absolute non-literates' in the country was 304 million.[50]

Attainment

School children in Tamil Nadu

World Bank statistics found that fewer than 40 percent of adolescents in India attend secondary schools.[3] *The Economist* reports that half of 10-year-old rural children could not read at a basic level, over 60% were

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unable to do division, and half dropped out by the age 14.[18]

An optimistic estimate is that only one in five job-seekers in India has ever had any sort of vocational training.[51]

Higher education

As per Report of the Higher education in India, Issues Related to Expansion, Inclusiveness, Quality and Finance,[52] the access to higher education measured in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960–61. By 2006/7 the GER increased to about 11 percent. By 2012, (the end of 11th plan objective) is to increase it to 15%.

Women's education

Girls in Kalleda Rural School, Andhra Pradesh.

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out.[53] According to a 1998 report by U.S.

Department of Commerce, the chief barrier to female education in India are inadequate school facilities (such as sanitary facilities), shortage of female teachers and gender bias in curriculum (majority of the female characters being depicted as weak and helpless).[54] Conservative cultural attitudes, especially among Muslims, prevents some girls from attending school.[55]

The number of literate women among the female population of India was between 2–6% from the British Raj onwards to the formation of the Republic of India in 1947.[56] Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981.[56] By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India.[57] Recently the Indian government has launched **Saakshar Bharat Mission for Female Literacy**. This mission aims to bring down female illiteracy by half of its present level.

Sita Anantha Raman outlines the progress of women's education in India:

> Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programs for midday meals, free books, and uniforms. This welfare thrust raised primary enrollment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for

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schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centers and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female dropout rates are high.[58]

Sita Anantha Raman also maintains that while the educated Indian women workforce maintains professionalism, the men outnumber them in most fields and, in some cases, receive higher income for the same positions.[58]

The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside of home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household.[59] Women's lower educational levels is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to

female literacy rate and educational level.[60] The survey also suggests a correlation between education and economic growth.

In India, it was found that there is a large disparity between female literacy rates in different states.[61] For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55-60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban areas is also significant in India.[62] Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent.[63]

Rural education

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A primary school in a village in Madhya Pradesh.

Following independence, India viewed education as an effective tool for bringing social change through community development.[64] The administrative control was effectively initiated in the 1950s, when, in 1952, the government grouped villages under a Community Development Block—an authority under national programme which could control education in up to 100 villages.[64] A Block Development Officer oversaw a geographical area of 150 square miles (390 km^2) which could contain a population of as many as 70000 people.[64]

Setty and Ross elaborate on the role of such programmes, themselves divided further into *individual-based*, *community based*, or the *Individual-cum-community-based*, in which microscopic levels of development are overseen at village level by an appointed worker:

> The community development programmes comprise agriculture, animal husbandry, cooperation, rural industries, rural engineering (consisting of minor irrigation, roads, buildings), health and sanitation including family welfare, family planning, women welfare, child care and nutrition, education including adult education, social education and literacy, youth welfare and community organisation. In each of these areas of development there are several programmes, schemes and activities which are additive, expanding and tapering off covering the total community, some segments, or specific target populations such as small and marginal farmers, artisans, women and in general people below the poverty line.[64]

Despite some setbacks the rural education programmes continued throughout the 1950s, with support from private institutions.[65] A sizable network of rural education had been established by the time the *Gandhigram Rural Institute* was established and 5, 200 Community Development Blocks were established in India.[66] Nursery schools, elementary schools, secondary school, and schools for adult education for women were set up.[66]

Parayar School Children

The government continued to view rural education as an agenda that could be relatively free from bureaucratic backlog and general stagnation.[66] However, in some cases lack of financing balanced the gains made by rural education institutes of India.[67] Some ideas failed to find acceptability among India's poor and investments made by the government sometimes yielded little results.[67] Today, government rural schools remain poorly funded and understaffed. Several foundations, such as the Rural Development Foundation(Hyderabad), actively build high-quality rural schools, but the number of students served is small.

Issues

Funding and infrastructure

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Indian School-Girls

One study found out that 25% of public sector teachers and 40% of public sector medical workers were absent during the survey. Among teachers who were paid to teach, absence rates ranged from 15% in Maharashtra to 30% in Bihar. Only 1 in nearly 3000 public school head teachers had ever dismissed a teacher for repeated absence.[68] A study on teachers by Kremer etc. found that 'only about half were teaching, during unannounced visits to a nationally representative sample of government primary schools in India.'.[68]

A study of 188 government-run primary schools found that 59% of the schools had no drinking water and 89% had no toilets.[69] 2003–04 data by National Institute of Educational Planning and Administration revealed that only 3.5% of primary schools in Bihar and Chhattisgarh had toilets for girls.   In Madhya Pradesh, Maharashtra, Andhra Pradesh, Gujarat, Rajasthan and Himachal Pradesh, rates were 12–16%.[70]. In fact, the number of secondary schools is almost half the number of upper primary schools available in the country.

Curriculum issues

Modern education in India is often criticized for being based on rote learning rather than problem   solving. *BusinessWeek* criticizes the Indian curriculum, saying it revolves around   rote learning[71] and *ExpressIndia* suggests   that students are focused on cramming.[72]

Participation

At the lower secondary level (grades nine and 10), enrolment rate is 52%, while at the senior secondary level (grades 11 and 12), it is 28%. While the enrollment rate in pre-school is merely 18%, there is a 48% drop-out rate in elementary education.*(source : Fortress Team Research)*

Controversy

In January 2010, the Government of India decided   to   withdraw Deemed university status from as many as 44 rations were not being kept in mind by the management of these institutions and that "they were being run as family fiefdoms".[73] The University Grant Commission found 39 fake institutions operating in India.[74] Only 10% of manufacturers in India offer in-service training to their employees, compared with over 90% in China.[75]

Initiatives

Non-formal education center in Udaipur, Rajasthan. Educational program by Seva Mandir, an NGO working for the development of the rural and tribal population in Udaipur and Rajsamand districts of southern Rajasthan

The madrasah of Jamia Masjid mosque inSrirangapatna.

Elementary School in Chittoor. This school is part of the 'Paathshaala' project. The school currently educates 70 students.

Following India's independence a number of rules were formulated for the backward Scheduled Castes and the Scheduled Tribes of India, and in 1960 a list identifying 405 Scheduled Castes and 225 Scheduled Tribes was published by the central government.[76] An amendment was made to the list in 1975, which identified 841 Scheduled Castes and 510 Scheduled Tribes.[76] The total percentage of Scheduled Castes and Scheduled Tribes combined was found to be 22.5 percent with the Scheduled Castes accounting for 17 percent and the Scheduled Tribes accounting for the remaining 7.5 percent.[76] Following the report many Scheduled Castes and Scheduled Tribes increasingly referred to themselves as *Dalit*, a Marathi language terminology used by B. R. Ambedkar which literally means "oppressed".[76]

The Scheduled Castes and Scheduled Tribes are provided for in many of India's educational programmes.[77] Special reservations are also provided for the Scheduled Castes and Scheduled Tribes in India, e.g. a reservation of 15% in *Kendriya Vidyalaya* for Scheduled Castes and another reservation of 7.5% in *Kendriya Vidyalaya* for Scheduled Tribes.[77] Similar

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reservations are held by the Scheduled Castes and Scheduled Tribes in many schemes and educational facilities in India.[77] The remote and far-flung regions of North East India are provided for under the Non Lapsible Central pool of Resources (NLCPR) since 1998–1999.[78] The NLCPR aims to provide funds for infrastructure development in these remote areas.[78]

Women from remote, underdeveloped areas or from weaker social groups in Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala,Gujarat, Uttar Pradesh, and Uttarakhand, fall under the *Mahila Samakhya Scheme*, initiated in 1989.[79] Apart from provisions for education this programme also aims to raise awareness by holding meetings and seminars at rural levels.[79] The government allowed ₹ 340 million (US$6.5 million) during 2007–08 to carry out this scheme over 83 districts including more than 21, 000 villages.[79]

Currently there are 68 *Bal Bhavans* and 10 *Bal Kendra* affiliated to the *National Bal Bhavan*.[80] The scheme involves educational and social activities and recognising children with a marked talent for a particular educational stream.[80] A number of programmes and activities are held under this scheme, which also involves cultural exchanges and participation in several international forums.[80]

India's minorities, especially the ones considered 'educationally backward' by the government, are provided for in the 1992 amendment of the Indian National Policy on Education (NPE).[81] The government initiated the Scheme of Area Intensive Programme for Educationally Backward Minorities and Scheme of Financial Assistance or Modernisation of Madarsa Education as part of its revised Programme of Action (1992).[81]Both these schemes were started nationwide by 1994.[81] In 2004 the Indian parliament allowed an act which enabled minority education establishments to seek university affiliations if they passed the required norms.[81]

In 1964, Bharat Heavy Electricals Limited, Trichy Chapter's Executive director R.S.Krishnan started R.S.Krishnan Higher Secondary School, Trichy based on the Central Board of Secondary Education syllabus mainly for BHEL employee's children.

Central government involvement

Budget

As a part of the tenth Five year Plan (2002–2007), the central government of India outlined an expenditure of 65.6% of its total education budget of ₹ 438.25 billion (US$8.33 billion) i.e. ₹ 287.5 billion (US$5.46 billion) on elementary education; 9.9% i.e. ₹ 43.25 billion (US$821.75 million)on secondary education; 2.9% i.e. ₹ 12.5 billion (US$237.5 million) on adult education; 9.5% i.e. ₹ 41.765 billion (US$793.54 million) on higher education; 10.7% i.e. ₹47 billion (US$893 million) on technical education; and the remaining 1.4% i.e. ₹6.235 billion (US$118.47 million) on miscellaneous education schemes.[82]

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), India has the lowest public expenditure on higher education per student in the world.[83]

See also: Education in India Five Year Plan Expenditure

Public Expenditure on Education in India

During the Financial Year 2011-12, the Central Government of India has allocated Rs 38,957 crores for the Department of

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School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 21,000 crores, is for the flagship program 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 21,000 crores is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009. In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been seen on this front. Although the country targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Expenditure on education has steadily risen from 0.64% of GDP in 1951-52 to 2.31% in 1970-71 and thereafter reached the peak of 4.26% in 2000-01. However, it declined to 3.49% in 2004-05. There is a definite need to step up again. As a proportion of total government expenditure, it has declined from around 11.1 per cent in 2000–2001 to around 9.98 per cent during UPA rule, even though ideally it should be around 20% of the total budget. A policy brief issued by [Network for Social Accountability (NSA)][84] titled "[NSA Response to Education Sector Interventions in Union Budget: UPA Rule and the Education Sector][85]" provides significant revelation to this fact. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in the private expenditure on education also. [As per the available information, the private out of pocket expenditure by the working class population for the education of their children in India has increased by around 1150 percent or around 12.5 times over the last decade].

Legislative framework

"   The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.[87]

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the government could not be held to court if the actual letter was not followed.[88] However, the enforcement of this directive principle became a matter of debate since this principle held obvious emotive and practical value, and was legally the only directive principle within the Indian constitution to have a time limit.[88]

Following initiatives by the Supreme Court of India during the 1990s the Ninety-third amendment bill suggested three separate amendments to the Indian constitution:

- The constitution of India was amended to include a new article, 21A, which read:

The State shall provide free and compulsory education to all children of the age of six to fourteen years in a such manner as the State may, by law, determine.[90]

- Article 45 was proposed to be substituted by the article which read:

Provision for early childhood care and education to children below the age of six years: The State shall endeavour to provide early childhood care and education for all children until complete the age of sixteen years.[90]

- Another article, 51A, was to additionally have the clause:

...a parent or guardian [shall] provide opportunities education to his child or, as the case may be, [a] ward between the age of six to fourteen years.[90]

The bill was passed unanimously in the *Lok Sabha*, the lower house of the Indian parliament, on November 28, 2001.[91] It was later passed by the upper house—the *Rajya Sabha*—on May 14, 2002.[91] After being signed by the President of India the Indian constitution was amended formally for the eighty sixth time and the bill came into effect.[91] Since then those between the age of 6–14 have a *fundamental right* to education.[92]

Article 46 of the Constitution of India holds that:

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