



AN ANALYSIS OF EDUCATION SECTOR IN INDIA

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Abstract

Education one of the essential element of human development for any nation. The advancement of the social sector of an economy is central to the nation's sustainable, equal and just development. For the growth of developing countries like India the key elements are entrepreneurship and innovation which can influenced by investment in human capital. Countries economic and social progress also influenced by employability which reflects by education sector. 'Gender equality', 'Zero Hunger', 'Poverty eradication' are the important goals which can be attained through providing quality education. Well-structured education system can lead the vital role towards the thriving society, avoiding disparities among different social groups. In India lower and higher education both are achieved remarkable progress in recent past. Since, India is a developing country, it is required to improve the quality education as a part of human development which is responsible for more employability and nation development. In this backdrop the study made an attempt to identify the lower education, higher education and University administration status in India. For this purpose the secondary data has been collected from various sources like journals, magazines, commission reports, books etc.

Key Words: Education, GER, Literacy Rates, India.

History of Indian Education System

During the Britishers period the state system of education can be traced back in the year 1813, when the East India Company accepted the responsibility of the formal education of the Indians. A sustainable change in the History of India's education policy was influenced by Thomas Babington Macaulay through his 'Minute on Indian Education'. In 1854, the draft, 'Woods Despatch' was named after Sir Charles Wood, and it suggested the advancement of primary schooling using vernacular languages and English to be the medium for college-level education. The objective was to promote the art, literature and philosophy of Europe. The dispatch was popularly known as the 'Magna Carta of English Education in India' that made attempts to modernize higher education in India. Consequently, Calcutta University, established in 1857, became the first university in modern India. Due to the complaint regarding the non-implementation of Woods Despatch, the 'Hunter Commission' was formed under the chairmanship of Sir William Hunter. The commission recommended the expansion of primary schools, preference for literate candidates in lower level government jobs, the establishment of secondary schools in partnership with the government, diversified course structure for secondary schools and vocational courses, and discouragement of missionary schools. There after another commission was setup in 1902, under the presidency of Sir Thomas Raleigh to enquire the universities condition.

In 1890 Guru Das Benerjee, the first Vice Chancellor of Calcutta university emphasize the urgency of incorporating the mother tongue as a medium of instruction which served the basis of normal education system. In 1096, the National Education Council was established, with the aim of impart scientific and technical knowledge on national lines and promote text books in vernacular languages along with English which is being a compulsory subject. At the time of independence, the Indian Education System was facing numerous challenges and the government of India updated educational policies, and schemes, established commissions and implemented recommendations to address, the same.



In the post-independence era, under the constitution, the government of India has entrusted with various obligations to ensure quality education for all. The 73rd, 74th, and 86th amendments given importance towards the right to free and compulsory education for children in the age group of 6 to 14 years, it is known as the Right to Education Act 2009.

Government initiatives and schemes

To improve the education across the country the government has taken some initiatives and schemes implemented towards development of Indian education system. The Mid-day Meal scheme renamed as PM Poshan in 2021 was launched in 1995. Sarva Siksha Abhiyan launched in 2001, the scheme was in line with the RTE act 2009 to provide value education all over the country. National Programme for Education of Girls at Elementary Level, implemented with the aim of improve the enrollment rate of girls. Kasturba Gandhi Balika Vidyalaya implemented to promote and encourage girls to step up to upper level courses. Particularly girls belongs to minority, SC, ST, OBC etc. Rastriya Madhyamik Sikha Abhiyan launched in 2009, with the aim of increasing the enrollment rate.

Education Policy

The government of India has introduced National Education Policies beginning in 1968. National education policy 1986, revised of 1992, intended towards upgrading India's education in 21st century. The Right to Education act 2009 considered for the inclusive approach in education.

Higher Education

The higher education system in India achieved remarkable progress in ensuring justice and equality towards educational opportunities. Radhakrishnan Commission established in 1948, with the aim of improve the university education and standard of teaching. During the years from 1947 to 1967, as a result of increasing demand for higher education and efforts of the government, the number of universities increased more than three times and the number of colleges more than two times.

Objectives of the study

The objectives of the present study are as follows

1. To know the background of the education system in India.
2. To evaluate the literacy rate and gross enrollment ration at school level.
3. To know the growth of schools, colleges and universities in India

Methodology

The present study depends on secondary data and is in analytical and descriptive nature. The data collected about the school education, college and university education in India. The secondary data have been collected from the various secondary sources such as books, journals and other annual reports. The data collected for the 7 to 16 years span concern to literacy rates, GER, recognized schools, colleges and universities in India.

Data Analysis

Table No: 1 Literacy Rates as per the Indian census

Census Year	Total	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.40	14.4
1971	34.5	46.0	22.0



1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2010	64.8	75.3	53.7
2011	73.0	80.09	64.6

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

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

The above table no 1 reveals that the literacy rates as per Indian census. As per the above table, it can be observed that, male literacy rate is more than the female literacy rates during the years from 1951 to 2011 census. It can also be seen that the total literacy rate has been increased remarkably from the year 1951 to 2011. The literacy rate became 73 from 18.3, almost 4 times increased.

Table No: 2 Gross Enrolment Ratio during the year from 2005-06 to 2017-18.

Year	Primary Level			Upper Primary Level			Secondary Level		
	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
2005-06	106	113	109	66	75	71	46	58	52
2006-07	108	115	111	70	78	74	47	59	54
2007-08	113	115	114	74	81	78	53	63	58
2008-09	114	115	114	77	83	80	56	65	60
2009-10	114	114	114	79	84	82	59	67	63
2010-11	116	115	116	83	88	85	61	69	65
2011-12	107	106	107	81	83	82	64	69	67
2012-13	107	105	106	85	81	83	67	60	68
2013-14	108	107	107	89	85	87	73	74	74
2014-15	107	106	107	90	87	88	76	76	76
2015-16	107	107	107	91	88	89	77	77	77
2016-17	104	104	104	89	87	88	76	77	76
2017-18	103	103	103	89	87	88	76	77	76

Source: Economic Survey 2019-20

The above table no 2 discloses the Gross Enrolment ratio of primary, upper primary and secondary level during the year from 2005-06 to 2017-18. For 13 years study period, the highest overall GER registered for primary level including male and female. The lowest overall GER registered for secondary level comparatively primary and upper primary level. Another important feature that, in three levels male and female GER almost equal. Overall growth of GER trend is positive in secondary level and upper primary level.

Table No: 3 Number of recognized schools during the years form 1950-51 to 2014-15

Year	(in lakhs)	
	Primary and Upper Primary	Secondary and Senior Secondary
1950-51	2.23	0.07#
1960-61	3.80	0.17#



1970-71	4.99	0.37#
1980-81	6.13	0.52#
1990-91	7.12	0.80#
2000-01	8.45	1.26#
2005-06	10.61	1.60
2006-07	10.91	1.70
2007-08	11.13	1.73
2008-09	11.44	1.86
2009-10	12.14	1.94
2010-11	11.96	2.03
2011-12	11.93	2.12
2012-13*	14.32	3.41
2013-14*	12.80	2.37
2014-15*	12.72	2.45

*Figures related to school education are provisional.

#figures for senior secondary education

Source: Ministry of Human Resource Development, GOI.

The above table no 3 discloses the recognized schools at primary and upper primary and secondary and senior secondary level. Primary and upper primary schools increased from 2.23 lakhs in the year 1950-51 to 12.72 lakhs in the year 2014-15. Secondary and senior secondary schools increased from 0.07 lakhs to 2.45 lakhs from the year 1950-51 to 2014-15.

Table No: 4 Number of recognized Colleges and Universities.

Level/ Year	In Absolute Numbers	
	College	University
1950-51	578	27
1060-61	1819	45
1070-71	3277	82
1980-81	6963	110
1990-91	5748	184
2000-01	10152	254
2005-06	16982	350
2006-07	19812	371
2007-08	23099	406
2008-09	27882	440
2009-10	25938	436
2010-11	32974	621
2011-12	34852	642
2012-13	35525	667
2013-14	36634	723
2014-15	38498	760

Source: Ministry of Human Resource Development, GOI.



The above table no 4 gives the details about recognized colleges and universities in India from the year 1950-51 to 2014-15. As per the 1950-51 census only 578 colleges were there and in the year 2014-15 the total colleges in India are 38498. Really is is a good development as population increased, proportionately needed. Only 27 recognised Universities were in 1050-51 and in the year 2014-15 the total 760 recognized universities recorded.

Table No: 5 Expenditure on Education during the year 2012-13 to 2017-18

Year	Rupees (in Lakhs Crore)	% of total Expenditure	% of social services Expenditure
2012-13	3.13	11.6	47.5
2013-14	3.48	11.6	46.7
2014-15	3.54	10.8	46.1
2015-16	3.92	10.4	42.8
2016-17	4.35	10.2	41.8
2017-18	4.83	10.7	42.4

Source: Economic Survey 2018-19, Educational Statistics, Ministry of Education, GOI

The above table shows that, the expenditure spend on education during the year from 2012-13 to 2017-18. The available data collected from 2012-13 year onwards. It is observed that, the total expenditure was Rs. 3.13 lakh crores, increased to Rs.4.83 lakh crores in the year 2017-18. It is also observed that the overall expenditure in the social sector increased significantly. Even though the total expenditure increased in the social sector, the education sector lagging behind. It is also observed that, continuously absolute expenditure increasing, and there is a declining trend of expenditure as a percentage of total expenditure by the Government.

Findings

- During the study period it is observed that, the male literacy rate is more than the female literacy rate.
- Another important feature is that found from the table number 2 is that, there is no difference in between male and female GER from the year 2005-06 to 2017-18.
- There is a continuous increasing trend in the primary, upper primary and secondary and senior secondary recognized school.
- It is identified that, the number of colleges and universities also increased remarkably.
- In the table number five, it is found that expenditure on education is not up to the mark.

Conclusion

In the post- independence era there were various stage of reforms in Indian education sector. There was a great focus on increasing in the GER. Number of schemes have been implemented by the government to develop the Indian education sector. This outcome of this study is that, infrastructure in insufficient for higher education and expenditure also insufficient for the higher education sector. Another important suggestion is that Post-Graduation studies must have separate campus instead of combining with the degree colleges and for Post-Graduation studies seriously the government should recruit the well qualified teaching professional at right time. The government has to concentrate to develop the government schools and state government universities with appropriate infrastructure to compete with the private educational institutions.



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