

Trends in India's Public Spending on Elementary Education

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Abstract - For a developing nation like India, where social and economic progress go hand in hand, education is crucial. It often includes undergraduate, graduate, and doctorate programmes in addition to pre- and post-doctoral degrees. It also has a significant impact on the process of turning out educators. Consequently, it is necessary for survival. As a result, this page provides information about current educational developments in India as well as problems and solutions. The research was conducted in a review environment using material found via keyword searches on search engines such PubMed & Google Scholar. Even while higher education has expanded significantly over the last several years, it is still under risk because of issues such as the quota system and privatisation, among others. Therefore, a variety of strategies must be developed to enhance India's higher education system.

Keywords - Privatization, elementary education, Indian education system, economic growth

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INTRODCUTION

Education at the elementary level is considered a public benefit since it has a wider impact on society. As a result, the primary obligation of the concerned state is elementary education. All children must be given free and compulsory education till they are fourteen years old, as stated in Indian Constitutional Article 45th, 'the state should attempt to offer universal health coverage education for children until they finish the age of fourteen years' Evidently, this statement raises the state's responsibilities in the provision of primary school education.[1]

In the early 1990s, India's economy implemented NEP and then SAP in order to speed up development and make better use of available resources. Public spending on the social sector and education in particular will be severely reduced as a result of these reforms. As a result, the Indian government has vowed to carry out structural reforms that are human-centered and offer social safety nets to protect the vital social sectors such as basic education, primary health care, and others. we'll look at how public spending on primary education has changed over time. This program's structural modifications seek to reduce the role of the state and increase private engagement in all sectors in order to increase the efficiency of assets. A reduction in spending on education is a direct result of this policy shift. Time series data on public education spending before and after the SSA are

evaluated to determine changes in public spending.[2]

Decisions and sensible results are guided by policy, which is a principle and norm. In the eyes of the government, it is an essential instrument for achieving better results in a limited amount of time. Laws and regulations designed to attain certain objectives are what we mean by education policy, which is also a set of rules and laws founded on systematic principles. It examines the government's goals, strategy, and programmes for putting such policies into action. Below, you can find an outline of India's educational policies, as well as primary education policies. This section gives an overview of education policy in order to better comprehend the government's role, duty, and commitment as well as their attempts to accomplish various duties in the educational system.[3]

Education in India before to independence was highly centralised and only the most fortunate citizens had the opportunity to get it. The literacy rate was extremely low as a result of this.[4]

To strengthen the country's sense of identity and self-reliance, several reforms have been undertaken to the educational system since independence. Education was a top concern for India's founding fathers. As stated in Indian Constitutional Article 45, every state must offer free & education to all children between both the

ages of six and fourteen during the ten-year period of Constitutional implementation. S. Radhakrishnan led the University Education Commission, while A Lakshmana Mudaliar chaired the Secondary Education Commission after Independence. Both committees were created in 1951-53. An adequate NPE for India's education sector's holistic growth was also advocated for by the committee. The Committee's report for 1966 was submitted.[5]

IMPROVEMENT OF EDUCATION

In order to put the suggested educational policies into practise, numerous programmes were developed, some of which are discussed below.[6]

Intervention in the School System (ISIS)

It was launched in 1977-78 with the intention to reach out to children between the ages of 6 and 14 who have been unable to attend school due to social and cultural factors. For the first several years of its existence, the programme was only available in 10 of the most educationally backward states in the country. In spite of the fact that the programme was able to reach those outside the system and provide an opportunity for education, it failed to achieve success due to a lack of enthusiasm among teachers, ambiguity in curriculum and text books, lack of community participation and a lack of emphasis on mainstreaming.[7]

OBB - Operation Black Board - 1987

OBB is a government-sponsored initiative that strives to ensure that all elementary schools in the nation have access to the bare necessities. Part of NPE-POA, it was designed to address issues such as an unappealing school atmosphere, poor physical facilities, and a lack of educational resources for primary school students. Essential learning and teaching tools were supplied to every school under this programme, including: blackboards; maps; charts; books; a library; toy and game sets; a small library; as well as some equipment for work-based learning. Architectural plans for schools are developed in response to local need. The Jawahar Rjgar Yojana programme of the state government supplemented the funding supplied by the federal government for school construction and equipment.[8] A total of 5, 23,000 basic schools & 1, 27,000 upper primary school have received funding for academic infrastructure improvement. The government also approved 1,50,000 new primary school teachers, 76,000 additional upper primary teachers, and 83,000 additional third-grade teachers.

India's Education Expenditure Trends

The most relevant & standard indicator to examine the priority assigned to education or elementary education in budgeting is the proportion of education and primary education expenditure in GDP. This

metric demonstrates the nation's dedication to achieving Universal Primary Schooling. Expenditures on education in general as well as on primary education in particular are shown in Table 3.2, as well as their percentage of GDP.[9] These numbers show how high the United States values education, especially primary and secondary school education. Over a period of time, GDP, education spending in general, and primary education spending in particular have all risen significantly and more than 10 times since 1990-91. For the sake of calculating the growth rate, the full time period was separated into two parts: before and after the SSA. A comparable annual growth rate of roughly 15% has been recorded in GDP and education spending in the era before the SSA was implemented. However, spending on primary education has grown at a pace of 16.25 percent over the last five years. This is a positive development. A greater growth rate may be attributed to increased expenditures in 1999-2000, according to statistics obtained from the National Bureau of Economic Research (NBER). On primary education, Rs. 34068.78 crore was spent and the percentage of expenditure on education in GDP was 4.19 percent in that year.[10]

The following year saw much of the same. Since 1990-91 to 2010-11, 4.28 percent of the GDP has been spent on education, the highest percentage in the last 20 years. A rise from Rs 34068.78 crores in 1999-2000 to Rs 39274.60 crores in 2000-01 was recorded for primary education spending. In the years after the SSA, education spending as a percentage of GDP began to decline. After the SSA, education spending as a percentage of total government spending could never rise over 3%. There were no more than 1% of GDP spent on primary education throughout the same era. It fluctuated between 1.91 & 1.5%.[11]

In the post-SSA era, the growth rate is lower than it was in the pre-SSA period. Spending on education expanded at a compound annual rate of 13.84 percent between 2000-01 but 2010-11 and at a rate of 11.41 percent in primary education. Both of these growth rates are less than the 14.46 percent GDP growth rate. Over the course of the last two decades, GDP and spending have grown at a roughly identical 13 percent annual pace. However, spending on primary education has increased by 12.82 percent over the last five years. Rise in education spending in general and for primary educational has maintained pace with the growth in GDP, according to this data. The three variables have all risen at the same pace in the last year. However, the percentage rise in education expenditures throughout the reference period was not high enough to warrant a conclusion that public spending on education grew in tandem with GDP growth. Since the SSA, the percentage has dipped only a little bit.[12] In comparison to the six percent proposed by several committees including the Kothari committee (1966), the Sakia committee (1996), as well as the NPE of 1968 and 1986, the

amount spent on education is much lower. There is also a proposal that three percent of the entire education budget should be devoted to primary education.

Table 1: Shows the percentage of GDP that is spent on K-12 education and postsecondary education.

Years	GDP	Expenditure on Education	Expenditure on Elementary Education	% of Education in GDP	% of Elementary Education in GDP
2000-01	510954	19615.85	9076.28	3.84	1.78
2001-02	589086	22393.69	10367.83	3.80	1.76
2002-03	673221	25030.30	11321.50	3.72	1.68
2003-04	781345	28279.69	13071.14	3.62	1.67
2004-05	917058	32606.22	15133.05	3.56	1.65
2005-06	1073271	38178.09	18433.93	3.56	1.72
2006-07	1243546	43896.48	21543.63	3.53	1.73
2007-08	1390148	48552.14	24083.17	3.49	1.73
2008-09	1598127	61578.91	30191.07	3.85	1.89

2009-10	1786525	74816.09	34068.78	4.19	1.91
CAG*	15.26	15.60	16.25	0.30	0.87
CV	41.52	45.52	45.94	5.74	4.93
2010-11	1925017	82486.48	39274.60	4.28	2.04
2011-12	2097726	79865.71	40019.36	3.81	1.91
2012-13	2261415	85507.33	41747.26	3.78	1.85
2013-14	2538170	89079.25	46321.21	3.51	1.82
2014-15	2971464	96694.10	51247.87	3.25	1.72
2015-16	3390503	113228.71	52722.41	3.34	1.56
2016-17	3953276	137383.99	62063.29	3.48	1.57
2017-18	4582086	155797.27	69526.25	3.40	1.52
2018-19	5303567	189068.84	80313.91	3.56	1.51
2019-20(RE)	6091485	242504.82	100081.8	3.98	1.64
2020-21(BE)	7157412	272137.44	112249.5	3.80	1.57
CAG**	14.46	13.84	11.41	-0.54	-2.66
CV	42.59	46.76	37.93	6.65	8.86
CAG***	13.42	13.22	12.82	-0.18	-0.53
CV Overall	75.95	77.31	69.85	7.13	8.23

INDIA'S PUBLIC EXPENDITURE ON ELEMENTARY EDUCATION CENTRE AND STATE SHARE

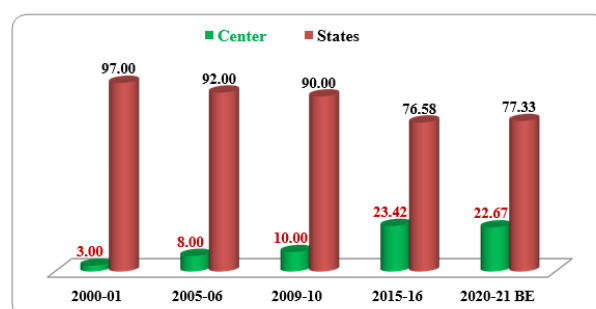
Another way to gauge the level of government support for elementary education is to look at the percentage of the overall primary education budget that is spent by the federal and state governments.[13]

Table 3.9 and Graph 3.5 illustrate how much the federal government and individual states spend on K-12 education. After 2010-2011, the data shows a decrease in the proportion of the state. It dropped from 97% in 2000-01 - 77% in the 2019-20 period. In 2000-01, the central government's share of primary education spending was only 0.02%, but by 2020-21, it will be 22.67%. Changes in education policy are to blame for this trend. It seems that the government is taking on greater responsibility for primary education

with the implementation of CSS. There have been a number of national educational initiatives, including DPEP, MDM, OBB as SSA and many others, which have increased the central government's proportionately large contribution to basic education spending.[14-16]

Table 2: Expenditure in elementary education system in India is broken down into two major categories: the federal government and the states.

Years	Total expenditure (Rs. in Crore)	Percentage	
		Centre	State
2000-01	7956	3.00	97.00
2004-05	15218	8.00	92.00
2005-06	17850	9.00	91.00
2006-07	25115	11.00	89.00
2007-08	27905	10.00	90.00
2008-09	31756	10.00	90.00
2010-11	34489	11.00	89.00
2011-12	35427	12.65	85.69
2012-13	36366	14.31	85.69
2013-14	41874	18.37	81.63
2014-15	50182	23.42	76.58
2015-16	60063	27.86	72.14
2016-17	68710	25.86	74.14
2017-18	85488	25.12	74.88
2018-19	97255	22.32	77.68
2019-20	79001	24.66	75.34
2020-21	110592	22.67	77.33



Graph 1: In India, how much of the country's education budget is spent by the federal and state governments?

CONCLUSION

In order to promote education, education policy plays an important role. With the goal of reducing regional differences among the states, education was moved from the state list to the concurrent list in 1976. International commitments such as the Jomtien Conference (1991), the Dakar Conference (2000), and MDGs 2000 have had a considerable impact on the formulation of robust education policy in the country.. International and national education expenditures were examined in this chapter. Among the BRICS nations, India is ranked the lowest in basic education spending,

whereas among the SAARC countries, India is ranked third.[17]

India's higher education industry is still in danger as a result of a number of difficulties, including a generally low gross enrollment ratio, despite the notable gains achieved in recent years. Therefore, it should concentrate on the holistic growth of the individual as well as the development of their numerous intelligences rather than just their language and logical intellect.[18-19]

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