



EDUCATIONAL EXPENDITURE IN INDIA: AN ANALYSIS OF GOVERNMENT SCHEMES AND PROGRAMMES

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Article DOI: <https://doi.org/10.36713/epra7174>
DOI No: 10.36713/epra7174

ABSTRACT

The study concentrates on the educational expenditure in India with a prior attention to the schemes and programmes introduced by the central government. Free and compulsory education for children between 6 to 14 years is a mile stone in the education sector. The government has introduced several programmes for the inclusiveness of all sections in to the mainstream. The enrolment of marginalised section was mainly by the impact of the step taken by the central government. The study tried to give an analytical view of the extensiveness with respect to the money spent by the government to create a successive story in the field of education. Various programmes were introduced by the central government to ensure education for all. Different schemes are implemented with a unique objective to give a perfect platform for educating the people; especially it is shown in the field of higher education. Many of the students are a part of the central schemes to fulfil their dream career through scholarships and education loans provided by the government. A large number of marginalised community were attracted by the Scholarships and educational loans provided by the government. As an impact of this, a drastic change was happened in the field of education.

KEY WORDS: Education, Expenditure, Central Government, Social Sector Development.

INTRODUCTION

Education is the strongest and sharpest weapon to change the society. The type of education acquired will surely be reflected in the views or words we exhibit. If we learn religious education then we will be more religious or if we learn moral education, we will behave with keeping more moral values or if we learn more social principles then we will tend to treat all the people equally. Finally all these kinds of education will change our perspective on how we treat others. The point is that education is an important tool to build a wonderful sculpture and the sculpture will unite our society with love, care and unity.

Education is an important tool for social transformation. Baba Saheb Dr. B. R. Ambedkar was opined that education was the first and foremost weapon to conquer the world of equality. Education is the base for building a better standard of living, equal treatment to all in the society and even better employment opportunities. In this regard the importance of education and educational expenditure in India is much more important. After liberalisation

government was gave more attention to provide a better social sector development. As a part of it government of India announced large number of schemes and programmes for various fields. Each scheme has a crystal clear objective and provides much more concentration to fulfil this. The central government as well as the state government is giving much attention to pursue the programmes for the development of entire society as well. The government is ensuring a chance to uplift by various schemes and programmes with varieties of facilities.

The study is focused on some aspects in education sector. The development of education is a necessary condition for transforming the society from deprivation to development. The main aim is to identify various schemes existed in the educational sector. There are central sector schemes and centrally sponsored schemes to ensure better facilities and inclusive development strategy in the education sector. The study concentrated on the government schemes and programmes for the development of education and the public spending by the government in this field. There are a large number of educational



programmes are there for facilitating better education to all. Here various government schemes as well as government spending on education are considered because development of education is a pre-requisite for the overall development of a country. Trends in educational expenditure in the contemporary scenario are shown by some of the central sector schemes for education and centrally sponsored schemes for education.

OBJECTIVES

The important area covered under this study is summarised to the following objectives. Which are given below.

- To identify various government schemes for the development of education sector.
- To channelize the central government transfers to various educational schemes.
- To analyse the role of government schemes on the development of education.

METHODOLOGY

The study is purely based on the secondary data on educational expenditure in India. The data presented in this study are self-explanatory on the educational expenditure in India by the government. The study only considers the spending of central government. Mainly the public spending on various governments schemes or programmes for facilitating education to all. Some schemes on the education sector is operated and funded by both the central government as well as the state government, but here takes only the central governments expenditure on education. The study gives much priority to the schemes on educating the people by the central government. The study follows centrally sponsored schemes and central sector schemes on education provided by the government. These schemes are deliberated as the mile stone for the development deep rooted for facilitating better life. The study identifies various educational programmes by the central government and portrait the total educational expenditure in India. The paper itself provides an explanatory analysis of educational expenditure and various schemes existing in India. A holistic approach is considered for the study so the overall expenditure and major schemes are discussed here. The brief analysis over the schemes and expenditure are carried out for providing an understanding over it.

RIGHT TO EDUCATION (RTE) ACT 2009

The Constitution (86th Amendment) Act, 2002 inserted Article 21 – A in the Constitution of India provide free and compulsory education of all children in the age group of 6 -14 years as a fundamental right in such a manner as the state may , by law, determine. The right of children to free and compulsory education (RTE) Act, 2009, which

represents the consequential legislation envisaged under Article 21 – A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21 – A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates ‘free and compulsory’. Free education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.



- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning. (Ministry of Human Resource Department, 2019 February 11)

EDUCATIONAL EXPENDITURE IN INDIA

The government has taken much more effort for the development of agriculture, small scale industry, power, irrigation, education and health after liberalisation. The decentralisation process become more effective and it ensures the plan and non – plan activities with similar concerns over the transfers. The state revenue contributes much more to the development of these sectors than the centres contribution to this. The interesting fact is that these all are the responsibility of states and state will ensure much more funds to these sectors as per their requirements and needs. Even though the prime responsibility of centre is centre's support to the states for the development of these areas with a strong backup of adequate funds. Government of India provides funds for the execution of various programmes under various heads through different channels like Finance Commission, Planning Commission (now it is NITI Aayog) and Central Ministries. All these funds are transferred through budget allocation by the central government. The Central Government provides its major support and actions on key sectors through the budget spending. The entire spending on the basic areas of the economy are flow through this budget expenditure under various heads as revenue expenditure and capital expenditure on it. Here the budget expenditure on education sector is shown in the Table – 1 (see Appendix). The table describes the educational expenditure as ratio to the aggregate expenditure of the centre. It also expresses the educational expenditure to what percentage of Gross Domestic Product (GDP).

Table – 1 (see Appendix) shows a fluctuations in the educational expenditure as ratio to aggregate expenditure over the years. It is same in the case of educational expenditure as percentage to GDP. Up to 2010 it shows a declining trend and then it improves and then displays a stagnant phase in the spending

process. It explains a creeping development in the education sector.

Education is one of the important sectors contributing more in the social sector development of the states. That means it plays a vital role in the development of states and the development of its population. So for the betterment of primary, secondary and higher education we need more funds. The central Government is giving priority for higher education by providing more schemes and programmes. Table - 2 (see Appendix) gives a clear picture about the educational expenditure made by the government from 2000 – 01 to 2018 – 19. It supports the percentage data given in the Table – 1 and the Table – 2 (see Appendix) clearly picture the flow as well as yearly movement of educational expenditure and we can see the magic when we compare both table – 1 and table – 2 (see Appendix). that the year wise spending on education shows an upward movement only but the educational expenditure as percentage to GDP displays upward as well as downward movement of the expenditure. The yearly expenditure on education increasing but the percent to GDP is not showing a stagnant upward movement. Here the noticing point is that the yearly rise in the educational expenditure is not relevant, the significant point is how much of GDP is spend for the development of educational sector. The rise in amount is not a concern but the percentage rise in it is a matter of development and we can say that the rise in amount spends on education is just an increase in the spending not the development on it. Here, for a developing economy the development of all the sectors are relevant than a growth in sectors.

SCHEMES INTRODUCED FOR THE DEVELOPMENT OF EDUCATION

In order to uplift the society through education, the central government has introduced varieties of schemes with various objectives. Schemes can be sub divided into three that is

- Schemes for Elementary Education
- Schemes for Secondary Education
- Schemes for Higher Education

The central government has divided the schemes under various heads for the smooth handling of it. The categorisation is depends on the type of education it provides under the specialised scheme. Each scheme is targeted different category of children and ensures the education of the mentioned category so each scheme is catering the needs of diverse groups. There are a large number of schemes existed in the development of education, but some schemes are merged with another, not working, catering the same category, similar programmes are there and some are stopped. The schemes in education sector are mainly Centrally Sponsored Schemes and Central Sector Schemes. Which are introduced by the central government for the



upliftment of education for all in the society. Some of the important schemes are given in Table – 3(see Appendix).

The other important areas or targets covered by the schemes are providing financial and other supports to the World class Central Universities, degree colleges in educationally backward districts, incentivising state governments for expansion of higher education institutions, interest subsidy on educational loans for students from economically backward sections to pursue technical or professional education, supporting uncovered state universities and colleges, strengthening science based higher education and research in university, inter universities research institute for policy and evaluation etc.

CHALLENGES FACED BY THE EDUCATIONAL SYSTEM

We have a number of centrally sponsored schemes and central sector schemes to facilitate better education to all categories of people in the society. The right to education act ensures free and compulsory education of children the age of 6 to 14. The government introduced various schemes with wide varieties of objectives. It aims to incorporate all in the mainstream of education by giving much attention to the backward section. Government targeted to adopt inclusiveness in education sector through the above mentioned schemes. There are so many challenges that push back the schemes into behind the screen. Some of the challenges faced by the government schemes in education are pointed out in the following bulletins.

- Privatisation of education.
- Shortage of government funds.
- Poor implementation.
- Absence of proper checking and correction mechanism.
- Inadequacy of trained practitioners.
- Redtapism.
- Political ideological differences.

- Wastage of resources.
- Type of education that acquire (general education).
- Out dated systems.
- Lack of planning and coordination.
- Political intervention and corruption.
- Absence of field level evaluation process.
- Lack of effective evaluation mechanism.
- Lack of awareness about the schemes.
- Poor response by the people.

CONCLUSION

Education is a pre-condition for feed the society in a better way. It facilitates the society to earn better standard of living by providing employment opportunities. It also helps us to teach moral values. Now a days there are a lot of programmes or schemes introduced by the government for educating the marginalised or excluded masses in the society. The government has spent more on the education by providing financial assistance to those who have suffered its lack. The public spending on education is increased year by year and newer policies are introduced for adopting inclusive development strategy. We have a number of government schemes for educational development of the society but the problem is that some schemes are not functioning under proper governance, some are inefficient to meet the objectives under the programme, in some cases funds are inefficient to meet the expenses, Unable to reach the exact beneficiaries, some schemes are not familiar to the common people, inefficient implementation causes difficulty in accessibility, some are not much competent to the parallel programmes. If we overcome these difficulties then the government will be the sole supplier of a better education to its society thereby better employment, standard of living and that will leads to the improvement in national income finally we realize the dream of a developed economy.

APPENDIX

Table- 1
 Expenditure on Education - As Ratio to Aggregate Expenditure

Year	Educational Expenditure - Ratio (All States & Union Territories)	% to GDP
2000 - 01	17.4	2.8
2001 - 02	16.2	2.6
2002 - 03	15.1	2.5
2003 - 04	12.6	2.3
2004 - 05	12.7	2.3
2005 - 06	14.2	2.2
2006 - 07	14.0	2.2
2007 - 08	13.8	2.2
2008 - 09	14.3	2.3
2009 - 10	15.3	2.4
2010 - 11	16.6	2.5



2011 - 12	16.3	2.5
2012 - 13	16.4	2.5
2013 - 14	16.5	2.6
2014 - 15	16.0	2.6
2015 - 16	15.3	2.6
2016 - 17	14.7	2.6
2017 - 18	15.0	2.6
2018 - 19	14.4	2.5

Source: State Finances: A Study of Budgets

Table - 2
Total Educational Expenditure in India from 2000 - 2001 to 2018 - 2019
(Rupees in Lakh)

Year	Total Expenditure	Year	Total Expenditure	Year	Total Expenditure
2000 - 2001	5878291	2006 - 2007	8957829	2012 - 2013	24540153
2001 - 2002	5909545	2007 - 2008	10077529	2013 - 2014	27353492
2002 - 2003	6125331	2008 - 2009	12127626	2014 - 2015	31542573
2003 - 2004	6427986	2009 - 2010	15167029	2015 - 2016	34949413
2004 - 2005	6937113	2010 - 2011	18761733	2016 - 2017	38692595
2005 - 2006	7814737	2011 - 2012	21606660	2017 - 2018	43124984
				2018 - 2019	49792300

Source: Handbook on statistics of Indian economy

Table - 3
Schemes Introduced for the Development of Education

Sl no.	Name of the scheme
1	Sarva Shiksha Abhiyan
2	Mid-Day Meal Programme
3	Programme for Strengthening of Teachers Training Institute
4	Schemes for Infrastructure Development of Private Aided/Unaided Minority Institutes(IDMI)
5	Mahila Samakhya
6	Strengthening for Providing Quality Education in Madrassas(SPQEM)
7	Rashtriya Madhyamik Shiksha Abhiyan(RMSA)
8	Inclusive Education for Disable at Secondary Stage (IEDSS)
10	Scheme for Incentives to Girls at Secondary Stage
11	National Merit cum Means Scholarship
12	Scheme for Financial Assistance for Appointment of Language Teachers
13	Scheme for Adolescence Education Programme
14	Scheme for Opening of Girl Hostel
15	Scheme for Model School
16	Scheme for introducing and promoting Information and Communication Technology at School
17	Scheme for Vocationalisation of Secondary Education
18	Saakshar Bharat
19	Scheme for State Resource Centre (SRCs)
20	Jan Shikshan Santhans (JSSs)



21	Scheme for Teacher Education
22	Rashtriya Uchchar Shiksha Abhiyan(RUSA)
23	Scheme for National Initiative for Design Innovation
24	Scheme for National Research Professorship(NRP)
25	Scheme for Establishment of New Central Universities
26	Uplifting and promoting National Tribal University
27	Schemes for Apprenticeship Training
28	Support for Distance Education and Web Based Learning(NPTEL)
29	Technology Development Mission
30	National Program for Education of Girls at Elementary Education (NPEGEL)
31	Beti Bachao, Beti Padhao
32	Kasturba Gandhi Balika Vidyalaya
33	Saakshar Bharat Mission

Source: Annual Report of Department of Social Justice and Empowerment

Table - 4
Popular Educational Schemes in India

Sl. No	Name of the scheme	Specification
1	Sarva shiksha Abhiyan (SSA)	<ul style="list-style-type: none"> • Introduced in 2001. • Providing Universal Elementary Education (UEE). • Both central government and state government are work together. • Covers the children between the ages 6 to 14. • Includes children from all social groups.
2	National Program for Education of Girls at Elementary Education (NPEGEL)	<ul style="list-style-type: none"> • Introduced in 2003. • Initiated by government of india. • It is a part /component of SSA. • Providing extra support for girl's education. • Gender sensitive project. • Ensure good education for girls at elementary level. • Focus is to break gender stereotype system.
3	Mid-Day Meal Programme	<ul style="list-style-type: none"> • Introduced in 1995. • Otherwise known as National Programme of Nutritional Support to Primary Education. • Objective is to remove classroom hunger among children. • Ensure to provide adequate nutrition to the children. • It increases the attendance and enrolment of children.
4	Beti Bachao, Beti Padhao	<ul style="list-style-type: none"> • Introduced in 2015. • It is a popular central government scheme for girl education. • Ensure education for girl children. • Aims to remove discrimination in girl education and provide assistance for education. • Programme is used to eradicate gender discrimination. • It spreads the awareness for girl education. • Main aim is to protect girl child from female foeticide and infanticide.
5	Kasturba Gandhi Balika Vidyalaya	<ul style="list-style-type: none"> • Introduced in 2004. • Objective is to setting up of residential schools for girls belonging to minority communities at the upper prim ary level. • This scheme provides reservation of 25% to girls from BPL families and 75% to girls from ST, SC, OBC and other backward communities. • Aims to give quality education to girls from disadvantaged groups.
6	Schemes for Infrastructure Development in Private Aided/Unaided Minority	<ul style="list-style-type: none"> • Aim is to improve the quality of education. • This scheme is started to ensure better infrastructure in unaided/aided minority schools. • The preference of coverage of this scheme is the places having more than 20 per cent minority population. • It treats special educational needs, encourages educational facilities,



	Institutes(IDMI)	girls needs in schools and other infrastructure facilities in schools to the children from backward section.
7	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	<ul style="list-style-type: none"> • Introduced in 2009. • Launched to improve the accessibility and quality of secondary education. • It ensures secondary education without any discrimination in gender, caste, religion, socio- economic differences and disability.
8	National Scheme of Incentives to Girls for Secondary Education	<ul style="list-style-type: none"> • Introduced in 2008. • It is a centrally sponsored scheme. • Aims to increase the enrolment of young girls to the secondary education. • Married girls, girls studying in private unaided schools and central government schools are excluded. • It promotes the secondary education of girl child in the age group 14-18, those who passed class VIII to encourage the secondary education.
9	Saakshar Bharat Mission	<ul style="list-style-type: none"> • Introduced in 2009. • Motive is to increase the national literacy rate to 80 per cent. • Concentration is given to education of adult women. • Reduce the literacy gap between male and female and keeps a distance not more than 10 per cent.
10	Rashtriya Uchchar Shiksha Abhiyan(RUSA)	<ul style="list-style-type: none"> • Introduced in 2013. • It is a centrally sponsored scheme. • Scheme for the development of higher education in India. • It provides strategic funding to the higher educational institutions in the country. • The funding pattern in the ratio of 60:40 by centre and state respectively for General Category States and 90:10 for Special Category States. • The scheme was purely norm and outcome based. • Objective is to improve the overall quality and improve the equality in higher education.

Source: Department of School Education and Literacy, Ministry of Human Resource Development.

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