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Public policy on education and trends in expenditure on elementary education

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Abstract

A policy is a principle or directive that directs actions and produces logical results. It is regarded as a crucial instrument the government can use to accomplish greater results in predetermined time frames. Similar to this, education policy is a set of laws and regulations based on logical concepts to accomplish particular objectives. It considers the government's goals, the strategy to be used, and the programmes to put the policies into practise. The policies for primary education in India are provided below in their entirety. Moreover, the objectives, goals, aims, and programmes started by the government to attain the long-elusive goal and its accomplishments have been seen here. This overview of educational policies aims to understand the role, responsibility, and commitment of the government and also realise their efforts to achieve certain tasks in the system.

Keywords: Policy, government, primary education, commitment

Introduction

Since India's independence, one of the country's top priorities in terms of educational progress has been to make primary school available to all citizens. Article 45 of the Indian Constitution, which went into effect on 26 January 1950, mandated that all children up to the age of 14 be required to attend school, and that this education would be provided free of charge. This target date was set for 10 years from now. However, this was not possible for the state for another 50 years. Several public interest litigation petitions seeking enforcement of the Unnikrishnan judgement were filed in several High courts. However, on a worldwide scale, international accords such as the Jomtein Declaration, the Dakar Declaration, and the UN Convention on the Rights of the Child have mandated that all children have access to free and compulsory education. Collectively, this heightened pressure on parliament to change the constitution to recognize the right to education. The Indian government recognized the importance of education and made it a constitutional guarantee with the passage of the Eighty-Sixth Amendment Act in 2002. To ensure that all children between the ages of 6 and 14 have access to free and compulsory education in a manner determined by the state,

Article 21-a (part III) was added to the fundamental right portion of the constitution via the 86th amendment. The Right of Children to Free and Compulsory Education Act of 2009 was formally notified on August 27th, 2009. Gaining access to the much-desired "Right to Education" was no easy feat. This paper attempts to analyze the shift in discourse on the right to free and compulsory education from directive principle to basic right in order to have a better understanding of this topic.

Statement of the problem

The fundamental building block of all educational levels is elementary education. Budget allocation for funding is subject to both intra- and inter-sector rivalry (Pandit, 1972). The main causes of the delay in India's development towards UEE are attributed to bottlenecks in the public provision of education, insufficient funding, failing schools, and a substantial deficit in the education sector. The amount of money flowing in has significantly grown since SSA was implemented. But in order to comprehend the effectiveness of the system, it is important to address the issue of how these money are used. The government is required to increase resource efficiency due to the limited supply of

resources. Enhancing accountability and openness will help the community participate in achieving the UEE goal. In this light, the current study aims to assess the effectiveness of public spending on primary education in the nation's various states following the implementation of SSA. Due to its primary focus on understanding the effectiveness of resources allocated to elementary education and the effectiveness of current institutions in guaranteeing accountability and transparency in the use of funds, the study has policy importance.

Objectives of the study

1. To research how different Indian states finance elementary education.
2. To investigate the connection between primary education costs and results.

Materials and Methods

Data sources

The study solely relies on secondary data for the years 1990–1991 to 2010–2011 in order to comprehend the changes in trends in spending for elementary education and their implications at the national level and across the states. Secondary data were gathered from a variety of issues of the National Council of Education Research and Training (NCERT), the Annual Status of Education Report (ASER) published by PRATHAM, the Ministry of Human Resource and Development's (MHRD) An Analysis of Budgeted Expenditure on Education and Selected Educational Statistics (SES) reports, the Sarva Shiksha Abhiyan (SSA) reports, and the National University for Educational Planning's (NUEP) District Information System for Education (Using primary data gathered from headmasters, teachers, and resource people in the sample districts, the second section of the study—which examines the transparency and accountability concerns—looks into the issues of transparency and accountability.

Analytical tools

The Study analysed data using a variety of statistical and mathematical approaches. Average, Standard Deviation (SD), Coefficient of Variation (CV), Compound Annual Growth Rate (CAGR), Correlation, and Regression analysis are some of the statistical techniques.

Results and Discussion

Education development programmers

The 2002 Sarva Shiksha Abhiyan (SSA)

By 2010, every child between the ages of 6 and 14 would have access to an elementary education because to the Sarva Shiksha Abhiyan, which was established in 2000–2001. SSA is a coordinated, time-bound technique used in collaboration with the states.

Sarva Shiksha Abhiyan's Goals

1. All children must attend school, Education Guarantee Scheme centres, alternate schools, and back-to-school camps by the year 2003; 2. All children must complete five years of primary schooling by the year 2007; 3. All children must complete eight years of schooling by the year 2010; additionally, the programme focuses on elementary

education of satisfactory quality with an emphasis on education for life; 4. All gender and social disparities must be eliminated at the primary stage by the year 2007 and at the upper primary level by the year 2010; and 5. Universities and colleges must

The mission mode is an effort to enhance the functioning of the educational system and deliver community-owned, high-quality elementary education. The Sarva Shiksha Abhiyan places a special emphasis on the educational requirements of girls, SC and ST children, and other kids in challenging situations. The adoption of a mission mode approach through the regular Education Department employees is expected to offer the highest emphasis to community monitoring, transparency in programme design, and implementation of capacity building at all levels. The majority of the current programmes, including those that receive foreign assistance, have been included into the scheme's general framework with the district serving as the unit of programme execution.

Education is a part of the National Common Minimum Programme (NCMP) in India. It highlights how crucial education is to the advancement of a country. The NCMP's significant announcements include;

1. To gradually boost spending on education to about 6% of GDP
2. An education cess would be imposed over all central government taxes to help pay for this increase in education spending and to improve the quality of education.
3. To make sure that no one is denied an education owing to poverty or economic illiteracy.
4. To declare the right to an education for all children between the ages of 6 and 14 to be a fundamental right.
5. To promote universal education through its signature initiatives, including the Mid Day Meal and Sarva Shiksha Abhiyan.

Trends In India's spending on elementary education

Because elementary education benefits society more broadly than secondary education, it is seen as a public good. Therefore, the primary duty of the concerned state is to provide elementary education. According to the proper language of Article 45 of the Indian Constitution, "the state shall endeavour to provide, within the 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." Clearly, this statement strengthens the state's obligation to provide for elementary education.

The New Economic Policy (NEP) and Structural Adjustment Programmes (SAP) were implemented in India's economy from the beginning of the 1990s in order to boost economic growth and ensure resource utilisation was effective. These adjustments result in a large decrease in public spending on the social sector as a whole and on education in particular. To protect the vital social sectors like primary health care, elementary education, and others, the Indian government has pledged to implement economic reforms with a human face and preserve social safety networks.

Table 1: Percentage share of expenditure on education at different levels under five-year plans

Five Year Plans	Elementary Education	Secondary Education	Adult Education	Higher & University	Technical Education	Others	Total Education Outlay (Rs. in Crores)
I st	55.56	13.07	-	9.15	13.07	9.15	153
II nd	34.80	18.68	-	17.58	17.95	10.99	273
III rd	34.13	17.49	-	14.77	21.22	12.39	589
An. P**	36.58	22.28	8.80	12.44	17.41	22.91	4727
IV th	30.41	17.81	-	24.81	13.49	0.00	786
V th	34.76	17.11	-	22.48	11.73	11.62	912
VI th	33.04	20.95	8.85	22.09	10.79	4.19	2530
VII th	37.32	24.00	6.16	15.73	14.19	3.58	7633
VIII th	46.94	17.85	9.43	7.73	14.21	14.21	19600
An. P##	23.22	16.41	-	23.84	25.08	11.46	323
IX th	57.1	21.3	1.7	8.7	8.1	3	20381
X th	58.00	20.00	2.00	9.20	8.30	2.50	43825
XI th ©	46.46	19.84	2.22	20.00	8.48	3.00	238608

Trends in budget allocation for education

The budget is a declaration that details the economy's annual allotments and expenditures. Table show the expenditure on education at various levels by education departments and other departments under revenue account. The data shows that while funding for adult education fluctuates, spending on elementary, secondary, and university education has improved over time. Following secondary education during the reference period, elementary education enjoyed a dominant share that ranged between 41% and 50%. Up to 2003–2004, funding for elementary education rose. Later,

higher education took over that role. Spending on elementary education increased quicker (16.25) during the first decade than on secondary (15.61) or higher education (14.62), while adult education had negative growth (-3.54). Higher education had a higher CAG (25.26) in the second decade, followed by secondary education (15.18) and primary education (13.19). There was positive increase in adult education. Throughout the whole period, higher education spending increased more quickly than other levels.

Table 2: Budgeted expenditure on education at different levels (revenue account)

Year	Elementary Education		Secondary Education		Adult Education		Higher Education		Total Education Expenditure (Rs. in Crores)
	Expenditure (Rs. in Crores)	% of Total Expenditure	Expenditure (Rs. in Crores)	% of Total Expenditure	Expenditure (Rs. in Crores)	% of Total Expenditure	Expenditure (Rs. in Crores)	% of Total Expenditure	
1990-91	9076.28	46.27	6310.33	32.17	273.15	1.39	3956.09	20.17	19615.9
1991-92	10367.8	46.30	7400.56	33.05	228.52	1.02	4396.78	19.63	22393.7
1992-93	11321.5	45.23	8574.97	34.26	210.97	0.84	4922.9	19.67	25030.3
1993-94	13071.1	46.22	9371.34	33.14	280.01	0.99	5557.2	19.65	28279.7
1994-95	15133.1	46.41	10835.3	33.23	338.31	1.04	6299.53	19.32	32606.2
1995-96	18433.9	48.28	12530.4	32.82	259.71	0.68	6954.07	18.21	38178.1
1996-97	21543.6	49.08	14164.0	32.27	205.74	0.47	7983.11	18.19	43896.5
1997-98	24083.2	49.60	15663.5	32.26	209.80	0.43	8595.67	17.70	48552.1
1998-99	30191.1	49.03	20101.0	32.64	189.45	0.31	11097.4	18.02	61578.9
1999-00	34068.8	45.54	25447.9	34.01	186.53	0.25	15112.9	20.20	74816.1
CAG *	16.25		15.61		-3.54		14.62		15.59
2000-01	39274.6	47.61	26057.5	31.59	226.12	0.27	16928.2	20.52	82486.4
2001-02	40019.4	50.11	25163.5	31.51	359.56	0.45	14323.3	17.93	79865.7
2002-03	41747.3	48.82	27499.0	32.16	402.25	0.47	15858.8	18.55	85507.3
2003-04	47409.5	50.09	29718.6	31.40	460.28	0.49	17064.1	18.03	94652.5
2005-06	52722.4	46.56	29220.1	25.81	396.16	0.35	30890.0	27.28	113229
2006-07	62063.3	45.18	31976.7	23.28	358.14	0.26	42985.8	31.29	137384
2007-08	69526.3	44.63	35805.9	22.98	376.16	0.24	50088.9	32.15	155797
2008-09	80313.9	42.48	45831.7	24.24	344.21	0.18	62579	33.10	189069
2009-10	100082	41.27	62758.6	25.88	815.69	0.34	78848.7	32.51	242505
2010-11	112250	41.25	70337.6	25.85	1882.51	0.69	87667.8	32.21	272137
CAG **	13.19		11.89		15.18		25.26		15.77
CAG ***	13.77		12.18		6.59		17.85		14.29

Share of Centre and state in public expenditure on elementary education in India

Another crucial metric for assessing the government's commitment to supporting primary education is the proportions of the federal and state governments in the overall expenditure on education. The share of federal and state spending on primary education is seen in Table. The data shows that after 2000–2001, the state's share started to decline. It decreased from 97 percent in 1990–1991 to 76.68% in 2009–2010. The center's share of spending on primary education climbed from a very low 3.0% in 1990–1991 to 22.67% in 2010–2011. The education policy modifications are to blame for this development. The data demonstrates that through implementing Centrally Sponsored Schemes (CSS) for basic education, the central government has been taking on greater responsibilities. Initiating several national educational programmers, including DPEP, MDM, Operation Block Board (OBB), SSA, and others has also increased the federal government's share of spending on basic education.

Table 3: Percentage of the Centre and the state in public expenditure on elementary education in India

Years	Total expenditure (Rs. in Crore)	Percentage	
		Centre	State
1990-91	7956	3.00	97.00
1995-96	15218	8.00	92.00
1996-97	17850	9.00	91.00
1998-99	25115	11.00	89.00
1999-00	27905	10.00	90.00
2000-01	31756	10.00	90.00
2001-02	34489	11.00	89.00
2002-03	35427	12.65	85.69
2003-04	36366	14.31	85.69
2004-05	41874	18.37	81.63
2005-06	50182	23.42	76.58
2006-07	60063	27.86	72.14
2007-08	68710	25.86	74.14
2008-09	85488	25.12	74.88
2009-10	97255	22.32	77.68
2008-09	79001	24.66	75.34
2009-10	98500	21.21	78.79
2010-11	110592	22.67	77.33

Source: Analysis of Budgeted Expenditure on Education, MHRD, GOI.

Conclusion

The various plans' expenditure on education demonstrates major changes and the inter-sector competition among various levels of education. According to the data, education spending was only Rs. 153 crores during the first five-year plan and rose to Rs. 238608 crores by the end of the eleventh five-year plan period. Although primary education received the majority of total spending during this time, the real share has decreased, showing fierce rivalry for funding between secondary, higher & university education, and technical education.

The reference period had a favourable improvement in spending on elementary, secondary, and higher education while showing volatility in adult education spending, according to revenue account data on expenditure on education at various levels by education and other departments. Secondary education came in second place to

elementary education throughout this time, with a proportion of between 41 and 50 percent. Later, higher education took over that role. Additionally, it has been noted that the state's proportion of spending has decreased, going from 97% in 1990–1991 to 77.68% in 2009–2010. The center's contribution to spending on primary education climbed from a very low 3.0% in 1990–1991 to 22.67% in 2010–2011.

Analysis of state-by-state education spending revealed that between 2003–2004 and 2010–11, 16 of the 35 states and union territories exhibited a reduction in the share of spending on elementary education, while six states maintained the same level. Only 13 states raised spending during the course of the sample. States like A&N, Bihar, Delhi, A.P., Lakshadweep, Nagaland, Rajasthan, and U.P. have seen a considerable increase. The remaining states and UTs have not undergone much alteration. From 32.60% in 2003–04 to 29.80% in 2004–05 and 27.09% in 2010–11, the regional disparity among the states as shown by CV declined. This suggests that although there was more variety between the states in the first year the SSA was introduced, it decreased in the following years.

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