

**AN ENQUIRY INTO THE TRENDS OF FEMALE
EDUCATION AT SCHOOL LEVEL IN MODERN
INDIA**



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CHAPTER – VII

SUMMARY, FINDINGS, RECOMANDATIONS AND CONCLUSION

1. Summary of the Study:

The present study is attempted to discuss about policies, schemes, committees and commissions on elementary and secondary education in India. And to analyse the trends of elementary and secondary education in India. And to elevate financing of education in India. The study is carried out by examining various aspects relating primary, upper primary, secondary and higher secondary such as students' enrollment, teachers' employment, and number of schools. And this study observing, five year plan wise allocation, expenditure on education and share of states' and centre expenditure on education.

The specific objectives of the study are:

1. To review the development of elementary and secondary education in India.
2. To study the policies, programmes, schemes, committees and commissions on elementary and secondary education in India.
3. To analyse the trends in students' enrollment, teachers' employment, and number of schools for elementary and secondary education in India.
4. To examine the financing of education in India.
5. To study the secular trend that gives correct estimates of the changing status of female in modern India over a period of time.
6. To study that the trends of the gender parity deterrents which explains why India has failed to achieve gender parity so far.
7. To identify the actual level of gender gap that helps the education policy makers to chalk out appropriate corrective action.
8. To forecast to estimate the time gap and suggest by which time gender parity could be achieved under different alternatives.

Based on the objectives to be achieved, the following hypothesis were formulated:

1. There is no gender discrimination in the students' enrollment, teachers' employment in elementary education in India.
2. There is no gender discrimination in the students' enrollment, teachers' employment in secondary education in India.
3. There is no gender discrimination in the selected secondary education variables.
4. There is no gender discrimination in the selected senior secondary education variables.
5. There is no time gap to achieve gender parity.

The present study covers the time period of 25 years i.e., from 1991-1992 to 2015-2016 for which the uniform and comparable secondary data is available. However, secondary data collected from Ministry of Human Resource Development Bureau of Planning, Monitoring & Statistics New Delhi, Statistics of School Education, Education Statistics at a Glance, School Education in India, District Information System of Education, Analysis of Budgeted Expenditure on Education, Government of India.

In order to pursue the objectives outlined earlier, the following methodology is used to analyse different aspects. The study is carried out with simple tools such as percentages, annual growth rates, compound annual growth rate, average annual growth rate, linear trend values, correlation, coefficient of variation, analysis of variance, gender parity index, gender gap, percentage gender gap.

The study tried to discuss about the policies, programmes, schemes, committees, and commissions related to elementary and secondary level education in India.

The study attempted to analyse trends in students' enrollment in elementary and secondary level education, trends in number of teachers employed in elementary and

secondary level education and to know about the how many schools are existed related to elementary and secondary level education.

The study tried to describe about the financing of education in India. In detail, this study discussed about, five year plan wise allocation and expenditure on education. And share of states' and central government expenditure on education, And to know the state and central wise GDP (Gross Domestic Product) percentage share on education, And to identify the plan and non-plan wise expenditure on education In India.

The study is organized into seven chapters, in which Chapter I present the Introduction of study through presenting introduction about the study, need for the study, scope of the study, objectives of the study, hypothesis of the study, data sources, nature of the data, techniques of analysis, statistical techniques employed and scheme of analysis. Chapter II is intended to present Review of Literature relating to Elementary and Secondary level Education in India. Policies, Programmes, Schemes, Committees, and Commissions related to Elementary and Secondary level Education in India outlined in Chapter III. Trends in Elementary Education in India is attempted in Chapter IV. This chapter consists two sections, one is trends in Primary Education in India and second one is trends in Upper Primary Education in India. Chapter V is intended to present Trends in Secondary Education in India. This chapter consists two sections, one is trends in Secondary Education in India and second one is Trends in Higher Secondary Education in India. Financing of Education in India is examined in Chapter VI. Chapter VII is devoted to present Summary Findings Recommendations and Conclusion.

2. Major Findings of the Study:

The following are the major findings of the study:

- There are glaring gender differences between boys and girls in the enrollment of elementary and secondary education in India.

- In the year 1991-1992, in case of primary education, the girl's enrollment was only 42.3 million while the boy's enrollment was 58.6. In case of upper primary education, the girls' enrollment was only 13.6 million while the boys' enrollment was 22.0 million. In case of secondary education, the girls' enrollment was only 5.0 million while the boys' enrollment was 10.0 million. In case of higher secondary education, the girls' enrollment was only 2.0 million while the boys' enrollment was 4.2 million.

- In the year 2015-2016, the girl's enrollment in primary education was 62.3 million while the boy's enrollment was increased to 66.8 million. The girls' enrollment in upper primary education was 32.9 million while the boys' enrollment was increased up to 34.7 million. The girls' enrollment in secondary education was 18.6 million while the boys' enrollment was increased to 20.5 million. The girls' enrollment in higher secondary education was 11.7 million while the boys' enrollment was increased to 13.0 million.

- There are glaring gender differences between male and female in the teacher's employment of primary education in India.

- In the year 1991-1992, in case of primary education, the female's employment was only 492 thousand while the males' employment was 1152 thousand. In case of upper primary education, the females' employment was only 365 thousand while the males' employment was 714 thousand. In case of secondary education, the females' employment was only 277 thousand while the males' employment was 542 thousand. In case of higher secondary education, the females' employment was only 153 thousand while the males' employment was 337 thousand.

- In the year 2011-2012, the females' employment in primary education was 995 thousand while the males' employment was increased to 1259 thousand. The females' employment in upper primary education was 895 thousand while the males' employment was increased up to 1179 thousand. The females' employment in secondary education was 462 thousand while the males' employment was

increased to 701 thousand. The females' employment in higher secondary education was 520 thousand while the males' employment was increased to 783 thousand.

- In the case of student enrollment, girls' enrollment was less than boys' enrollment in each stage throughout the study period and other side in case of teachers' employment, female employment was less than male employment in each stage throughout the study period.
- In the year 1991-1992, the number of schools in primary education was only about 5.66 lakh. And the number of schools in upper primary education was only about 1.52 lakh. And the number of schools in secondary education was only about 0.62 lakh. And the number of schools in higher secondary education was only about 0.20 lakh.
- In the year 2015-2016, the number of schools in primary education was about 8.41 lakh. And the number of schools in upper primary education was about 4.30 lakh. And the number of schools in secondary education was about 1.40 lakh. And the number of schools in higher secondary education was about 1.13 lakh.
- In the study period, in case of primary education, the favorable trend is that girl enrollment registered the highest compound annual growth rate (CAGR) of 1.63 per cent as against 0.55 per cent for boys and 1.03 per cent for the total. And the girl enrollment registered the highest average annual growth rate (AAGR) of 1.68 per cent as against 0.58 per cent for boys and 1.07 per cent for total.
- In the study period, in case of upper primary education, the favorable trend is that girl enrollment registered the highest compound annual growth rate (CAGR) of 3.75 per cent as against 1.92 per cent for boys and 2.71 per cent for the total. And the girl enrollment registered the highest average annual growth rate (AAGR) of 3.79 per cent as against 1.94 per cent for boys and 2.73 per cent for total.

- In the study period, in case of secondary education, the favorable trend is that girl enrollment registered the highest compound annual growth rate (CAGR) of 5.63 per cent as against 3.04 per cent for boys and 4.07 per cent for the total. Also the girl enrollment registered the highest average annual growth rate (AAGR) of 5.67 per cent against 3.06 per cent for boys and 4.10 per cent for total.
- In the study period, in case of higher secondary education, the favorable trend is that girl enrollment registered the highest compound annual growth rate (CAGR) of 7.64 per cent as against 4.82 per cent for boys and 5.93 per cent for the total. And the girl enrollment registered the highest average annual growth rate (AAGR) of 7.74 per cent as against 4.94 per cent for boys and 6.03 per cent for total.
- In the study period, at each stage of school education, the favorable trend is that, girl enrollment registered highest compound annual growth rate (CAGR) and average annual growth rate (AAGR).
- In the study period, in case of primary education, the female employment registered the negative compound annual growth rate (CAGR) of 0.04 per cent as against - 0.01 per cent for male and -0.02 per cent for the total. And the female employment registered the highest average annual growth rate (AAGR) of 3.73 per cent as against 0.52 per cent for male and 1.65 per cent for total.
- In the study period, in case of upper primary education, the favorable trend is that female employment registered the positive compound annual growth rate (CAGR) of 4.59 per cent as against 2.54 per cent for male and 3.32 per cent for the total. And the female employment registered the highest average annual growth rate (AAGR) of 4.73 per cent as against 2.64 per cent for male and 3.39 per cent for total.
- In the study period, in case of secondary education, the favorable trend is that female employment registered the positive compound annual growth rate (CAGR) of 2.59 per cent as against 1.29 per cent for male and 1.77 per cent for the total. And

the female employment registered the highest average annual growth rate (AAGR) of 0.03 per cent as against 0.01 per cent for male and 0.02 per cent for total.

- In the study period, in case of higher secondary education, the favorable trend is that female employment registered the positive compound annual growth rate (CAGR) of 6.31 per cent as against 4.31 per cent for male and 5.01 per cent for the total. And the female employment registered the highest average annual growth rate (AAGR) of 7.59 per cent as against 4.46 per cent for male and 5.38 per cent for total.
- In the study period, at each stage of school education, the favorable trend is that, female employment registered highest compound annual growth rate (CAGR) and average annual growth rate (AAGR) except primary education CAGR.
- In the study period, in case of primary education, the favorable trend is that the positive compound annual growth rate (CAGR) of 1.66 per cent. And the average annual growth rate (AAGR) was recorded 1.79 per cent. In case of upper primary education the favorable trend is that the positive compound annual growth rate (CAGR) of 4.42 per cent. And the average annual growth rate (AAGR) of 4.54 per cent. In case of secondary education, the favorable trend is that the positive compound annual growth rate (CAGR) is 3.47 per cent. And the average annual growth rate (AAGR) was recorded 3.68 per cent. In case of higher secondary education, the favorable trend is that the positive compound annual growth rate (CAGR) is 7.43 per cent. And the average annual growth rate (AAGR) was recorded 7.84 per cent.
- There is a strong, positive, and significant correlation between boys' and girls' enrollment in primary education is 0.9653, in upper primary education is 0.9947, in secondary education is 0.9977, and in higher secondary education is 0.9957 in India.
- There is a strong, positive and significant correlation between boys and girls enrollment in all stages of school education in India.

- There is a moderate, positive, and significant correlation between male and female employment in primary education is 0.677. And positive, and significant correlation between male and female employment strong, in upper primary education is 0.9684, in secondary education is 0.9298, and in higher secondary education is 0.9687 in India.
- There is a strong, positive and significant correlation between male and female employment in all stages of school education in India except in primary education.
- The Coefficient of Variation for the data pertaining to the girls is higher (15.51 per cent) than for the boys (7.29 per cent) under primary education. In case of upper primary education, girls is higher (30.59 per cent) than for the boys (16.60 per cent). In case of secondary education, girls is higher (41.15 per cent) than for the boys (24.01 per cent). In case of higher secondary education, girls is higher (51.41 per cent) than for the boys (33.06 per cent), which suggest that girls enrollment data is less consistent than the boys enrollment data.
- The Coefficient of Variation for the data pertaining to the female is higher (24.37 per cent) than for the male (5.63 per cent) under primary education. In case of upper primary education, female is higher (27.63 per cent) than for the male (15.56 per cent). In case of secondary education, female is higher (17.06 per cent) than for the male (10.72 per cent). In case of higher secondary education, female is higher (37.75 per cent) than for the male (24.57 per cent), which suggest that female employment data is less consistent than the male employment data.
- In the study, in all stages of school education, Analysis of Variance for the student enrollment and teachers employment is significant. Because calculated F value is greater than the critical value (values taken from the F table) results are significant and rejected the null hypothesis.
- In parity index, in girl enrollment, there were deficit of 27.816 per cent in 1991-1992 and only 6.737 per cent in 2015-2016 under primary education. In case of

upper primary education, in girl enrollment, there were deficit of 38.182 per cent in 1991-1992 and only 5.187 per cent in 2015-2016. In case of secondary education, in girl enrollment, there were deficit of 50.0 per cent in 1991-1992 and only 9.268 per cent in 2015-2016. In case of higher secondary education, in girl enrollment, there were deficit of 52.381 per cent in 1991-1992 and only 10 per cent in 2015-2016.

- In parity index, in female employment, there were deficit of 57.292 per cent in 1991-1992 and only 20.969 per cent in 2011-2012. In case of upper primary education, in female employment, there were deficit of 48.880 per cent in 1991-1992 and only 24.088 per cent in 2011-2012. In case of secondary education, in female employment, there were deficits of 48.893 per cent in 1991-1992 and only 34.094 per cent in 2011-2012. In case of higher secondary education, in female employment, there were deficit of 54.599 per cent in 1991-1992 and only 33.589 per cent in 2011-2012.
- In case of primary student enrollment, there was 8.15 million gender gap in 1991-1992 which was decreased to 2.25 million by 2015-2016. In case of upper primary student enrollment, there was 4.2 million gender gap in 1991-1992 which was decreased to 0.9 million by 2015-2016. In case of secondary student enrollment, there was 2.5 million gender gap in 1991-1992 which was decreased to 0.95 million by 2015-2016. In case of higher secondary student enrollment, there was 1.1 million gender gap in 1991-1992 which was decreased to 0.65 million by 2015-2016.
- In case of primary teacher recruitment, there was 330 thousand number gender gap in 1991-1992 which was decreased to 132 thousand number by 2011-2012. In case of upper primary teacher recruitment, there was 174.5 thousand number gender gap in 1991-1992 which was decreased to 118.5 thousand number by 2011-2012. In case of secondary teacher recruitment, there was 132.5 thousand number gender gap in 1991-1992 which was decreased to 119.5 thousand number by 2011-2012. In case of higher secondary teacher recruitment, there was 92 thousand number gender gap in 1991-1992 which was increased to 131.5 thousand number by 2011-2012.

- As forecasted, in case of primary education, in the year 2016-2017 boys' enrollment may be forecasted as 73.0 million while girls' enrollment may be forecasted as 70.3 million. In the year 2024-2025, boys' enrollment in primary education in India may be 77.6 million. While for the same year girls enrollment in primary education in India may be 79.3 million.
- As forecasted, in case of upper primary education, in the year 2016-2017 boys' enrollment may be forecasted as 35.9 million while girls' enrollment may be forecasted as 34.2 million. In the year 2024-2025, boys' enrollment in upper primary education in India may be 41.0 million. While for the same year girls enrollment in upper primary education in India may be 41.6 million.
- As forecasted, in case of secondary education, in the year 2016-2017 boys' enrollment may be forecasted as 20.2 million while girls' enrollment may be forecasted as 18.0 million. In the year 2024-2025, boys' enrollment in secondary education in India may be 23.9 million. While for the same year girls enrollment in secondary education in India may be 22.6 million.
- As forecasted, in case of higher secondary education, in the year 2016-2017 boys' enrollment may be forecasted as 12.4 million while girls' enrollment may be forecasted as 10.9 million. In the year 2024-2025, boys' enrollment in higher secondary education in India may be 15.2 million. While for the same year girls enrollment in higher secondary education in India may be 14.1 million.
- From the results of forecasting, by 2024-2025, girls' enrollment in primary and upper primary education may be overcome the boys' enrollment. Other side, by 2024-2025, girls' enrollment in secondary and higher secondary education may not overcome the boys' enrollment.
- As forecasted, in case of primary education, in the year 2012-2013 males' employment may be forecasted as 1307.6 thousand while females' employment may be forecasted as 1054.9 thousand. In the year 2024-2025, males' employment

in primary education in India may be 1395.4 thousand. While for the same year female employment in primary education in India will be 1401.0 thousand.

- As forecasted, in case of upper primary education, in the year 2012-2013 males' employment may be forecasted as 1150.7 thousand while females' employment may be forecasted as 858.4 thousand. In the year 2024-2025, males' employment in upper primary education in India may be 1421.8 thousand. While for the same year female employment in upper primary education in India may be 1166.4 thousand.
- As forecasted, in case of secondary education, in the year 2012-2013 males' employment may be forecasted as 765.4 thousand while females' employment may be forecasted as 491.0 thousand. In the year 2024-2025, males' employment in secondary education in India may be 892.9 thousand. While for the same year female employment in secondary education in India may be 616.2 thousand.
- As forecasted, in case of higher secondary education, in the year 2012-2013 males' employment may be forecasted as 775.9 thousand while females' employment may be forecasted as 502.4 thousand. In the year 2024-2025, males' employment in higher secondary education in India may be 1033.5 thousand. While for the same year female employment in higher secondary education in India may be 717.1 thousand.
- From the results of forecasting, by 2024-2025, female employment in primary education may be overcome the male employment. Other side, by 2024-2025, female employment in upper primary, secondary and higher secondary education may not overcome the male employment.
- As forecasted, in case of primary education, in the year 2016-2017 number of schools in primary education may be forecasted as 8.74 lakh. In the year 2024-2025, number of schools in primary education in India may be forecasted up to 9.79 lakh.

- As forecasted, in case of upper primary education, in the year 2016-2017 number of schools in upper primary education may be forecasted as 4.69 lakh. In the year 2024-2025, number of schools in upper primary education in India may be increased up to 5.84 lakh.
- As forecasted, in case of secondary education, in the year 2016-2017 number of schools in secondary education may be forecasted as 1.42 lakh. In the year 2024-2025, number of schools in secondary education in India may be increased up to 1.69 lakh.
- As forecasted, in case of higher secondary education, in the year 2016-2017 number of schools in higher secondary education may be forecasted as 1.06 lakh. In the year 2024-2025, number of schools in higher secondary education in India may be 1.38 lakh.
- In the case of composition of total allocation for education in India, during first five year plan, the share of allocation for elementary education is more than fifty per cent i.e., 57.60 per cent. Whereas remaining educational sections allocated 5.5 per cent, 0.0 per cent, 7.8 per cent, 14.10 per cent, and 15.00 per cent for secondary, adult, university, technical and other educational sectors respectively. Whereas during tenth five year plan, the share of allocation for elementary education is 46.5 per cent. On other hand remaining educational sections allocated 19.8 per cent, 2.2 per cent, 15.5 per cent, 11.1 per cent, and 4.9 per cent for secondary, adult, university, technical and other educational sectors respectively.
- The share of allocation for elementary education was high compared to different educational sectors throughout the five year plans. Up to third five year plan, there was no allocation for adult education.
- Elementary education expenditure increasing gradually throughout the plan period. Secondary education expenditure increasing plan by plan. Up to fifth five year plan there was no plan wise expenditure on adult education. Plan wise expenditure on

higher education increasing plan by plan. . Technical education expenditure in increasing trend throughout the plan period.

- In 2000-2001, there were Rs. 72290.53 crore (87.64 per cent) spent on education by state government and Rs. 10195.95 crore (12.36 per cent) spent on education by central government in India. This amount increased up to Rs. 380440.01 crore (75.64 per cent) by state government and Rs. 122489.34 crore (24.36 per cent) by central government in 2014-2015.
- In 1991-1992 public expenditure on education by education and other department recorded Rs. 22393.69 crore with 589086 GDP at current prices and in the same year, the expenditure on education and other department as percentage of GDP was 3.80. Whereas public expenditure was increased up to Rs. 465142.8 crore in the year 2013-2014 for same year GDP at current prices (at factor cost) recorded as 11272764 and the expenditure on education and other department as percentage of GDP was 4.13.
- The percentage of GDP spend by state government shows a diminishing trends. States' share has declined from 3.63 per cent in the year 2000-2001 to 2.53 per cent in 2007-2008 afterwards it has increases and reached at 3.06 percent in 2014-2015.
- The percentage share of central government in GDP was not uniformed in study period. The share recorded 0.51 per cent in the year 2000-2001 and it was increased up to 0.99 per cent in the year 2014-2015.
- The percentage of GDP spend by both central and state government shows a fluctuating trends among study period. Total share has recorded 4.14 per cent in the year 2000-2001 and it reached at 4.04 percent in 2014-2015.
- The analysis shows that share of planned expenditure in the total expenditure on education incurred by centre, state and union territories has increased whereas the share of non- plan expenditure has declined. At state level the planned expenditure

has shown increasing trends its share has gone up from 12.45 percent to 21.83 per cent. The share of non-planned expenditure shows a declining trend its share has decline from 87.55 percent to 78.17 in 2014-2015.

- In the year 2004-2005, 23.48 per cent of the total government expenditure on education is under planned whereas in case of non-planned expenditure it was 76.52 per cent. Whereas in the year 2014-2015, 34.35 per cent of the total government expenditure on education is under planned whereas in case of non-planned expenditure it was 65.65 per cent.
- In the case of Intra-sectorial composition of public expenditure, Government focusing on elementary education since independence. The percentage share of secondary education has shown declining trends. Share of university and higher education in total expenditure was in increasing trend. The share of technical education in total expenditure has increased substantially.

3. Recommendations for the Study:

Based on the results of the Study, the following are the policy suggestions outlined:

- Enrollment of boys is observed to be more than the girls. Hence, efforts should be initiated to improve girl enrollment through necessary counselling to parents.
- Employment of male teachers is detected more than female teachers. Thus, efforts should be started to improve female teacher employment through special recruitment.
- Establish required schools to achieve hundred per cent enrollment of students.
- Increase the share of allocation for secondary, adult, university, and technical education through special policies.
- Central share is very low in education than the states' share. Thus, increases the central share to develop the healthy education through proper budget allocation.

- Increase plan expenditure to development of education through proper budget allocation.

4. Conclusion for the Study:

Basing on the foregoing analysis, this study suggests implementation of special policies and programmes combined with genuine efforts to achieve hundred per cent enrollment of girls in elementary and secondary education in India and to achieve more than fifty per cent or at least fifty per cent teacher employment in elementary and secondary education in India. And thereby establish gender parity in the field of literacy. And to bridge these gaps, the government of India has to take special literacy drive for girls and special employment drive for female.

Only through implementation of 50:50 gender quota could that gender gap be filled within a decade period which greatly facilitates economic empowerment of women in India.