



JOURNEY OF SECONDARY SCHOOL EDUCATION DURING FIVE-YEAR PLANS IN INDIA

Shaweta Miglani

Research Scholar,

Department of Education and Community Service,
Punjabi University, Patiala-147002, India

Abstract: Secondary education holds a critical segment in the education chain as it caters to the needs and desires of the most imperative slice of the population i.e. adolescents who are the source of the prospect human and social capital of the country. Still, secondary education continues to be the most neglected segment of school education in India. This paper makes an honest attempt to cover up the journey of secondary education right after the independence till date by reviewing its position in all the five-year plans. Further, a brief analysis of the budgetary allocation to secondary education has also been presented to show the reason behind its stunted growth in the country.

Index Terms - Secondary education, five-year plans, school education, budgetary allocation.

I. INTRODUCTION

For several decades, it has squabbled in the literature that secondary education needs to be stretched out both as a retort to amplified social demand as well as a feeder cadre for higher education. Hence, leaving little to no prominence to its added significant purposes. Furthermore, it has been debated that investment in secondary education is crucial for national development as it capitulates substantial social and economic returns [1,2]. Despite this, secondary education continues to be the most neglected segment of school education in most of the developing countries, including India. After a long battle, it is progressively recognized that secondary education holds a critical segment in the education chain. Secondary education caters to the needs and desires of the most imperative slice of the population i.e. adolescents who are the source of the prospect human and social capital of our nation. Secondary education supplies an obligatory link to the entire education that forms the interconnectivity to the higher education system by providing the requisite inputs. With the rise in bottom-up pressure, which is the result of the massive growth of primary education and the top-down pressure due to the resource of prospective inputs for higher education for its extension. There is also a burning requirement to forfeit elite unhindered consideration to only and wholly to secondary education.

The predicament of secondary education can be visualized by the situation that there is around 125.4 million illiterate youth amongst the ages of 15-24 in the world [3]. Unfortunately, 99.5% of them i.e. a large number of 124.8 million live in the developing countries, out of which 51.8% i.e. more than half are found in South Asia, and again unluckily our country India is a habitat to 62% of them. This fact divulges a shocking truth that India single-handedly is residing place to slightly less than one-thirds i.e. approximately 40.4 million or 32.2% of all the illiterate youth of the humankind [3].

II. SECONDARY EDUCATION IN FIVE-YEAR PLANS

Five-Year Plans are consolidated and incorporated national economic programs. The very first Five-Year Plan was implemented in the Soviet Union in the late 1920s by Joseph Stalin. After independence, our nation launched its first FYP in 1951, under the socialist influence of first Prime Minister Jawaharlal Nehru. The process was initiated by setting up of the Planning Commission in March 1950. The Planning Commission was given the responsibility of assessing all the resources existing in the country, enhancing those resources which were scarce, formulating new plans for the maximum effective & impartial utilization of available resources and lastly determining the priorities. This Planning Commission has been replaced by NITI Aayog, i.e. National Institute for Transforming India Aayog, established by Prime Minister Narendra Modi on 1st January 2015.

First five-year plan (1951-1956): The first plan had the target to bring 15% of the children of the eligible age group to the secondary schools in comparison to the already existing (i.e. 1950-51) 11% of the students in the secondary schools. It was specified that primarily and, secondary school education must be thoroughly & closely associated with the psychological needs of the adolescents. Secondly, it should be substantially related to the existing socio-economic situation, the official schemes for social and economic reconstruction and the directive principles of State policy positioned in the Constitution. For equipping the youth satisfactorily, it was suggested to give secondary education a vocational bias necessarily to fulfil the needs of the socio-economic condition. The creation of leadership quality was viewed as a responsibility of secondary education specifically of the intermediate level as this was generally an end for formal education, for the majority of the students. For the same, appropriate multilateral or unilateral schools supplying parallel courses along with the recruits for vocational guidance were advocated [4].

Second five-year plan (1956-61): This particular plan provided a considerable emphasis on the diversification of secondary education. The problems and significant issues concerning secondary education were reviewed by a commission called the Secondary Education Commission that presented its report in 1953, so this plan worked on the recommendations made by this commission only. This commission observed the inadequacies of the secondary school system and pinpointed essential problems such as the traditional methods of teaching, extreme emphasis on the study of the English language, gigantic size of the class etc. A need for re-orientation in secondary education as a whole was advocated through piecemeal reforms that need to be instigated from time to time. This commission made proposals for bringing about a vast diversity and comprehensiveness in educational courses and did not consider any synthetic division between general/cultural education and practical/vocational/technical education. Another provision, demanding for courses in Languages, Science, Social Studies & Craft as a common core in all secondary schools was also recommended for general implementation. The commission proposed the establishment of new multipurpose schools as well as technical schools either independently or as a part of multipurpose schools [5].

Third five-year plan (1961-66): This Plan raised the need for reorganization of secondary schools in order to cater to a broader range of abilities and aptitudes and provide diversified educational service. For the same, many measures were visualized like upgrading of high schools into higher secondary schools, growing multipurpose schools with provision of a variety of elective subjects in addition to the academic course, extending as well as improving the facilities for the teaching of science, improving examination & evaluation system, magnifying the conveniences for vocational education, stipulating educational & vocational guidance and much more. The plan made general science as a compulsory subject in all the secondary schools, along with this more than 9,500 schools out of 21,800 secondary schools were allotted science of an elective standard in order to provide a more pleasing foundation for the additional growth of science education at a higher level. Supporting measures were also proposed for improving as well as strengthening the teaching of science such as reviewing and then modifying science syllabi in force in different States; preparing teacher's hand-books, science text-books, student's manuals and supplementary reading material. A central organization for science education was proposed to synchronize and lead the whole programme of science teaching & the training of science teachers

Furthermore, a scheme of science talent search was decided to be introduced to identify the capable talent at the secondary stage so that they would be provided with ample prospects for their growth. Consolidation and improvement of quality in all aspects of secondary education was emphasized in this plan via improving craft teaching, an organization of school libraries, effective use of audio-visual techniques, by many other measures. It was proposed to strengthen the institutions already established, and the idea of expansion was narrowed down to only 331 new schools

In the first two plans, the number of secondary schools were elevated from 7288 to 16,600 from 1950-51 to 1960-61, while the enrollment in a secondary level increased from almost 1.2 million to 2.9 million. However, girls' enrollment was less than one-fifth of the total number of students enrolled in secondary schools displaying alarming gender disparity. Only about 4.2% of girls availed high school education as compared to about 18.4 % of boys towards the end of the Second Plan, therefore in the Third Plan, the number of girls in schools was predicted to be nearly doubled. However, still, the proportion as a whole would be low, just 7 % as compared to 24 % of boys [6].

Fourth five-year plan (1969-74): This Plan prioritized the expansion of elementary education and regarding secondary education, the only effort made was to enrich the content to improve the quality of secondary education. It was stated in this plan "A major task in the field of post-elementary education is to provide a large variety of vocational courses for children who do not intend to continue their general education beyond the elementary stage. These courses have to be of varying durations, depending upon the trades and vocations proposed to be learnt." Therefore, in order to train students for employment opportunities after the secondary stage, it was felt necessary to formulate a number of additional courses to fulfil the market demand along with the vocational courses that were already being provided after 10th class in various polytechnics, industrial training institutes, nursing schools, etc. The provision was made for pilot projects for initiating the new vocations, and this plan expected to enrol 3.1 million additional pupils in secondary schools [7].

Fifth five-year plan (1974-78): Again, this plan emphasized a lot on the Elementary education, concerning secondary education, the existing trend at that time in the increase of enrolment was made the focus. An enrolment target of another 15 lakh in classes IX-XI/XII was proposed for 1977-79. The percentage of children of the age-group 14-18, enrolled in classes IX-XI/XII was targeted to increase from 20% in 1973-74 to 25% in 1978-79. Vocationalisation at the secondary stage was also suggested to be commenced in selected areas for the period of the subsequent two years to implement well-conceived and completely well-thought programmes. It can be effortlessly concluded that there was no focus on secondary education in this particular plan [8].

Sixth five-year plan (1980-85): This plan recognized secondary education as a means of social mobility and economic independence and further advocated that secondary education facilities need to be extended to rural as well as backward areas. It also stressed that the access of secondary education must be provided to the weaker, backward sections of the society. So for preparing human resources for economic development, the internal efficiency of the secondary system was urged along with updating the curriculum, especially science and mathematics, production of the better quality instructional material. Reinforcement of science teaching and laboratory equipment was hinted; an appropriate kit for secondary education would also be designed, produced and supplied to secondary schools. One of the critical concerns of this plan was vocationalisation of secondary education, communicating the employment links between education and development. For the provision of relevant practical skills, predominantly for learning by doing, certain agencies such as Krishi Udyog, Van Vikas Kendras, and other vocational training centres were suggested to be utilized. After the completion of the tenure of this plan, enrolment in secondary and higher secondary levels increased from about 10 million in 1979-80 to about 17 million in 1984-85. The 10+2 pattern of education was adopted by 20 States and 9 Union Territories, although not wholly implemented in some of these States [9].

Seventh five-year plan (1985-90): The key thrust areas in this plan were the accomplishment of universal elementary education, the abolition of illiteracy in 15-35 year age-group. However, for secondary education, provisions were made to promote distance learning techniques and open school systems. Certain norms were laid down for the establishment of secondary schools that would be strictly monitored to evade unplanned growth and proliferation of economically non-viable and educationally unproductive schools. This plan announced girl's education free up to the higher secondary stage and advocated strengthening & universalization of the teaching of science and mathematics. Provisions for updating and modernization of science curricula, improving laboratories & libraries and ensuring the quality of science teachers by in-service training programmes were made. Environment education was added as an essential aspect of science education. A significant momentum was given to vocationalisation of the higher secondary stage in order to link education with productivity, and vocational education was proposed to be diversified to cover different fields like agriculture, industry, trade & commerce, and services. For the same, an Expert Committee was set up. The wide coverage of the media was suggested for effective utilization in order to improve secondary education and also suggested construction of vital audio-visual material including a variety of educational software for broadcasting & telecasting.

It is well known that the strategies of the Seventh Plan underwent a change in the mid of the Plan period due to the adoption of the National Policy on Education (NPE) in 1986. Working on the lines of NPE, new Centrally Sponsored Schemes (CSSs) for vocationalisation of the higher secondary stage, enhancement of science education and an environmental course in school education came into existence along with new Central schemes of Navodaya Vidyalayas and National Open School. Schemes like Integrated Education, Educational Technology, and Computer Literacy Studies (CLASS) project, which was already working were further reinforced. The Open School affiliated to CBSE was converted into an autonomous National Open School in 1989 [10, 11].

Eighth five-year plan (1992-97): This Plan was launched in the background of acceptance of the recommendations of the Report of the Narasimha Rao Committee that eradicated the qualms regarding the continuation of existing CSSs in the education sector and further introduced new CSSs with approval from Planning Commission. It was brought forward that the further expansion of secondary schools would be synchronized in such a manner that new schools would be opened on a selective basis, principally to gratify the needs of deprived sections (girls and SC/ST and in rural areas). The plan emphasized quality improvement and intensifying the internal efficiency of the existing (10+2) system. The need for the provision for re-entry of drop-outs into the education system at later stages was visualized. For improving access to secondary education, an open channel of education would be provided to overcome socio-economic and locational constraints which restrict student's entry in regular institutions. These open education programmes were planned to be imparted via multi-media packages and contact centres. Under NPE, enhancement of science education, implementation of new CSSs for vocationalization of the higher secondary stage, and programmes for providing environmental orientation to school education came into existence. Students were also diverted into the vocational stream under this plan. The proposal of starting state-level open schools in all the States was made. CLASS Project was decided to be continued in a modified form and was marked to cover 15,000 higher secondary schools by 1997. In order to provide plentiful opportunities for career development and professional growth to the aspirants who had completed vocational courses, bridge courses were promoted [12].

Ninth five-year plan (1997-2002): The focus in the Ninth Plan concerning secondary education was majorly on reducing disparities, refurbishing curricula while emphasizing vocationalisation & employment oriented courses, reforming teachers' training, expanding as well as diversifying open learning system and lastly extending the use of ICT in schools. Furthermore, hostel facilities and free education for girls, integrated education for the disabled also gained considerable attention. Various Central institutes/organizations like NCERT, NOS, K.V. and N.V. were further made stronger [13].

Tenth five-year plan (2002-07): The tenth Plan admitted that financing of secondary had undergone a decline in terms of percentage expenditure on education from Sixth Plan onwards and recognized the blow on secondary education due to the initiatives taken under the Universalization of Elementary Education, that had upshot an amplified demand for the expansion of secondary education. After reviewing the scheme of vocationalisation of education, where only 10% of the students opted for the vocational stream against the target of 25% by 2000, it was put forward in the plan that the scheme had not appealed to the stakeholders due to deficiency of industry-institute linkages, manpower demand surveys and many other academic constraints. The main drive in this particular plan was to match the amplified demand for secondary education by boosting the opening of new secondary schools, increasing the capacity of already existing schools, using measures like implementing double shifts, upgrading the upper primary schools in backward areas to secondary ones, expansion accompanied by diversification of open schools & distance education system. Another action proposed was for the Kendriya Vidyalaya Sangathan to open new schools in partnership with other voluntary agencies along with setting up an additional 150 KVs (fully funded by the government). Even not-for-profit organizations like the R.K. Mission, the DAV Trust, that were already running reputed schools were considered for providing one-time grant/ seed money for the encouragement of setting up more schools of their kind. Few centrally sponsored schemes for quality improvement in secondary schools were promised like the advancement of Science laboratories, promotion of Yoga, providing environmental orientation to school education and international Mathematics/ Science Olympiad. For the same, state governments were allotted the role of developing training modules intended for in-service training of teachers, providing adequate infrastructure and research inputs. Keeping in view the demand for I.T., some centrally sponsored schemes like Computer Education and Literacy in Schools, i.e., CLASS, and Educational Technology, were reworked. Again State governments were allotted the responsibility to organize Computer Education Plans, i.e. CEP for computer literacy and education. So, the significant stress on secondary education was on improving access and decreasing disparities by highlighting & promoting Common School System in which it was made compulsory for schools located in any particular area to admit students from low-income neighbourhood families.

In 2004-05, the enrolment is approximately 1.02 lakh of existing secondary, and 0.50 lakh of existing higher secondary schools reached 24.3 million and 12.7 million respectively. Gross Enrollment Rate (GER) for secondary education i.e. 9th & 10th was 51.65% while for higher secondary i.e. 11th & 12th was 27.82% resulting in a combined GER of 39.91%. Further, the drop-out rate at the secondary level was left high, i.e. 62% [14].

Eleventh five-year plan (2007-12): This plan aimed to raise the minimum level of education to class 10th & consequently to universalize the access to secondary education, assuring superior quality secondary education with a better focus on Mathematics, Science, & English and reduce gender, regional & social gaps in enrolment, drop-out & retention. Secondary schooling entertained a major driving force during this plan, with the introduction of a centrally sponsored scheme Rashtriya Madhyamik Siksha Abhiyan (RMSA), launched in 2009-10 with a funding pattern of 75:25 between Centre and States, in general, and 90:10 for Special Category and the non-NER States. The target in this plan was to provide secondary & higher secondary school within 5 & 7-8 kilometres distance respectively of every habitation. This vision of ensuring universal secondary education was targeted to be achieved by 2017 (i.e. it was supposed to be done by the end of the 12th Five Year Plan) while the target for GER was set at 75% for secondary stage and the combined GER (secondary and senior secondary) of 65%. Another dimension was to ensure 100% enrolment and retention up to the higher secondary stage by 2020. It was also advocated that secondary education should be universal but not compulsory. In addition to universal enrolment, universal retention and pleasing quality of learning were also put on the precedence. Furthermore, the responsibility for providing access to secondary education was laid on the shoulders of the state government under this plan. Regardless of its delayed launch, i.e. in the third year of Plan, RMSA took fine steps forward in the direction of its goal, compared to the goal of enrolling an additional 3.2 million students during the period, 2.4 million additional students were successfully enrolled in secondary schools. The previous schemes like ICT in schools, girls child incentive, IEDC, etc. were decided to be included under a new umbrella Centrally sponsored scheme (CSS) called SUCCESS i.e. Scheme for Universal Access and Quality at the Secondary Stage with significant objectives of universalizing access with a huge reduction in gender, social, and regional gaps with respect to enrolment, drop-out, and retention; and improving quality emphasizing science and mathematics. For the same individual-specific interventions were made like setting up 6000 high-quality Model Schools at the block level, upgrading already existing (15000) primary schools to secondary schools, along with making an increase in the intake capacity of existing secondary schools.

Furthermore, a target of 3.43 lakh additional classrooms and 5.14 lakh teachers was prepared to strengthen the infrastructure in existing schools. A few more targets like 100% trained teachers in all schools, expansion of K.V.s and N.V.s in underserved areas and accomplishing PTR of 25:1 by 2011–12 were also set forward. Adoption of NCF 2005, NET/SET of NCERT/CBSE/SCERT/State Boards for improving quality in secondary education where the other movements in this plan [15].

This plan laid the Central allocation outlay for secondary education was Rs. 54,945 crores, but an amount of only Rs. 17,723 crores i.e. just 32.26% of the proposed outlay was spent.

Twelfth five-year plan (2012-17): The objective for secondary education in this plan was to make quality education available, accessible as well as easily affordable to most of the population of 14-18 year age group. The focus of the plan was on fulfilling the lingering needs of access with much concentration on the wants of the disadvantaged people and the remote areas; escalating enrolment at the upper primary as well as secondary levels; upgrading the school infrastructure as per the RTE provisions; reducing drop-out rates, and broad-based enhancement in the quality of education emphasizing learning outcomes.

This plan accepted that the challenge is to radically perk up the access, equity, and quality of secondary education simultaneously. So it prioritized the four areas access, equity, quality, and governance but also placed the highest importance on improving learning outcomes at all levels. It was recommended to compulsorily improve learning outcomes at upper primary level for improving enrolments at the secondary level of school education. It was considered that an impressive chunk of the increase in secondary enrolment should come from students who complete their secondary education rather than those who ultimately drop-out. It was mentioned that in order to fabricate secondary education in a way that it is much more job-relevant, the schools must provide skills training but that requires high investments so that secondary schools are well-equipped with teachers/trainers who are technically skilled and trained, and also the equipment necessary to impart the required technical and vocational skills.

The plan clearly stated that the issue of access has now hurdled at the secondary level in term of growing attendance, escalating enrolments and minimizing drop-outs at the secondary level. The plan proposed significant investments in curriculum reformation, examinations reformation, teacher education & accountability, national assessment capabilities management information systems and, quality assurance, by the government, is the utmost urgent need of the hour. It was stated that in the secondary education sector, private participation should be promoted wherever reasonable. However, it must be the foremost responsibility of the government to offer access to the underprivileged segments of the society and to bridge the existing gaps in rural/urban, male/female, social and regional groups.

The major goals laid in this plans were the accomplishment of near-universal secondary education enrolment with beyond 90% GER, uplifting the GER of the higher secondary level to minimum 65% and lastly declining drop-out rate to less than 25%, all by 2017. It was proposed that consolidation in the secondary level of school education would be accomplished by constructing more and more composite schools from grades 1st to 12th, promoting every third elementary school to a secondary school and upgrading every fourth secondary school into higher secondary by addition of new classrooms & laboratories, strengthening the existing libraries, expanding sports & games facilities and recruiting additional teachers [16,17].

III. NEGLECTING SECONDARY EDUCATION IN BUDGETARY ALLOCATION

Secondary school education has always remained at the back foot in the government policies and agendas, especially in the budgetary allocations. The relative importance of secondary education became a matter of concern in the government policies after the emphasis of National Policy of Education (1966) on school education witnessing the growth of educated unemployment among educated youth in the country and the mismatches in the labour market. Central government's budgetary allocations to secondary education in the five-year plans do not show any systematic pattern. The table given below shows the detailed inter-sectoral composition of total budgetary allocation for education in all five-year plans.

Table 1: Inter-sectoral composition of total budgetary allocation (in percentage) for education in various five-year plans.

Plan	Elementary	Secondary	Higher	Technical	Adult	Others
First	57.6	5.5	7.8	14.2	0.0	15.0
Second	34.8	18.7	17.6	17.9	0.0	11.0
Third	34.1	17.5	14.8	21.2	0.0	12.4
Fourth	50.1	0.0	25.2	10.5	1.7	12.5
Fifth	51.7	0.0	27.9	9.4	2.1	8.9
Sixth	32.1	20.4	21.4	10.4	5.9	9.8
Seventh	37.3	24.0	15.7	14.2	6.2	2.6
Eighth	47.7	24.0	9.6	10.1	5.2	3.4
Ninth	57.1	21.3	8.7	8.1	1.7	3.0
Tenth	65.6	9.9	9.5	10.7	2.8	1.5
Eleventh	45.6	19.8	15.5	11.1	2.2	4.9
Twelfth	48.5	20.8	14.8	11.3	2.1	2.5

Source: CBGA 2011-12, Planning Commission 2002 & 2008.

The perusal of Table 1 clearly shows the lack of priority in the allocation of funds to secondary education in comparison to the primary. During the first five-year plan, the top priority was given to elementary education, neglecting secondary education. This situation changed during the second and third five-year plans but not in favour of secondary school education; the maximum expenditure was done on higher education and technical education. This pattern of public expenditure persisted during fourth, fifth, sixth and seventh Five Year Plans where the secondary school education remained out of focus financially. However, the primary education again became the primary focus during

eighth, ninth, tenth and eleventh Five Year Plans because of highly ambitious and high spending programs like the mid-day meal scheme, SSA and enactment of the RTE Act, 2009.

In 1976, education was transferred to the concurrent list i.e. it became a joint responsibility of state and central government. Later, in 1986 with the implementation of NEP, the share of primary education steadily started to proliferate in the central budgetary allocation. There had been a significant quantitative rise in financial, budgetary spending at the primary level, but the secondary education still lacked the required attention. It can be further validated from the data provided in Table 2 & 3 [18].

Table 2: Showing inter-sectoral expenditure as share of total education expenditure

Year	Expenditure Share Primary Education (%)	Expenditure Share Secondary Education(%)	Expenditure Share Tertiary Education(%)
1951-60	4.43	6.73	20.75
1961-70	1.7	2.73	60.54
1971-80	0.4	6.09	71.84
1981-90	9.56	16.49	60.01
1991-2000	29.6	24.88	33.78
2001-11	52.89	18.38	21.4

Source: Adapted from Dastidar & Chaterjii, Public expenditure in different education sectors and economic growth: The Indian experience [19]

Table 3: Showing inter-sectoral allocation of expenditure in Education from 2001-02 to 2013-14.

Year	Elementary	Secondary	Higher	Technical	Others
2001-02	50.91	33.8	11.34	2.32	1.64
2002-03	49.12	34.91	11.95	2.42	1.59
2003-04	49.57	34.95	11.61	2.28	1.59
2004-05	51.45	30.13	11.67	3.82	2.93
2005-06	46.56	25.8	19.31	7.96	0.89
2006-07	45.17	23.27	19.3	11.98	0.28
2007-08	44.62	22.98	24.47	7.67	0.26
2008-09	42.47	24.24	24.3	8.79	0.2
2009-10	39.63	25.87	23.59	8.91	2.0
2010-11	42.09	24.31	21.34	11.95	0.31
2011-12	44.66	25.62	16.14	13.28	0.3
2012-13	45.21	25.19	14.7	14.62	0.28
2013-14	44.59	24.86	15.29	14.95	0.31

Source: Analysis of Budgeted Expenditure on Education, Various Issues, MHRD.

Let us understand the situation entirely by taking the example of central government expenditure during the 11th plan on the various sectors of education through Table 4 [18].

Table 4: Showing inter-sectoral allocation of Central Expenditure in Education during the 11th plan (in million)

Year	Elementary Education	Secondary Education	Higher Education & Distance Learning	Technical Education	Others
2007-08	203,104	26,277	40,081	21,236	5,305
2011-12	320,272	88,853	107,330	78,261	18,068
2012-13	382,981	97,678	147,781	91,516	19,691

Source: Government of India (2011).

As per the Planning Commission, public expenditure i.e. both Centre and states on education during the 11th Plan was Rs 12,447 billion, out of which 43% was spent on elementary education, 32% on higher education and secondary education got only 25% of the share spent on it. Similarly, in the 12th Plan outlay of education expenditure, the overall outlay increased to Rs 4,537 billion which is 66% more than 11th plan's original outlay of Rs 2,733 billion. The difference in budgetary allocation between primary and secondary education can be easily seen from the allocation in the twelfth plan wherefrom the total budget of Rs. 3,43,028 for Department of School and Secondary Education, SSA was allotted Rs. 1,92,726 2 while RMSA got only Rs. 27,466 which was lower than the allocation for Mid-Day Meal Scheme i.e. Rs. 90,155.

IV. CONCLUSION

Our country's total public spending on education is already very meagre, out of that the significant chunk is allotted to the primary education leaving behind secondary education to struggle with pitiful financial allocation. As per the Economic Survey 2012-13, education had the budgetary allocation of only 3.31 % of GDP which doesn't stand anywhere near the assured level of 6% of GDP as per the recommendation of Kothari Commission (1966). Moreover, the share of education in total budgetary allocation for 2014-15 further decreased from 2012-13 and 2013-14 expenditure. This low percentage of budgetary allocation to the education sector cannot be attributed to the low economic growth of the country. Unfortunately, there is no guarantee that high economic growth or higher tax-GDP ratio in India would prompt higher expenditure on the education sector. To supplement this statement, let us see the data between 2012-13 and 2016-17 (B.E.), the annual growth rate of GDP increased from 5.5% to 7.2%, and tax-GDP ratio increased from 17.26% to 17.82% during this period, and total government expenditure also raised from 27.1% of GDP to 29.5% of GDP. Despite all that, the spending on education decreased from 11.6% to 10.7% of total expenditure in the same duration of time. However, the demands in secondary education today mandate more allocation to fulfil its exact role.

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