

Review of Rural India's Elementary Educational Expenditure Development

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ABSTRACT

A majority of cross-country and inter-state studies looked at academic achievement, spending, and results. Numerous studies aim to overcome these challenges, but the outcomes were inconsistent due to differences in the type and quantity of factors studied, the methodologies used in each research, and the reference period. This analytical review aims to explore trends in educational access and to delineate different groups which are vulnerable to exclusion from educational opportunities at the elementary stage. This review has drawn references from a series of analytical papers developed on different themes, including regional disparity in education, social equity and gender equity in education, the problem of drop out, education of the children of migrants, inequity in educational opportunities, health and nutrition, and governance of education, among others.

Key words; Elementary Education, Social Inequities, Literacy Rate, Enrollment Ratios, Private And Public Schools, Socio-Economic Elements.

INTRODUCTION

The paper presents a brief review of the state of elementary education in India with particular focus on regional disparities and social inequities in provision. The paper makes an effort to identify gaps in our understanding which point to the need for further research and also identifies strategies that have had some success in addressing issues of access to elementary education in India. Psacharopoulos compared the rate of interest on elementary education investment in 32 rich and developing nations. He analyzed the rates of return to education for private and public schools and found that the rate of return to elementary school (whether public or private) is the greatest of all. The study discovered that perhaps the impact on education in underdeveloped nations is larger than in more developed nations. Furthermore, there is evidence that education funding in underdeveloped nations has increased. This might be because the government believes that education would encourage economic growth and supply the trained labor required for the development.

Psacharopoulos (1973)

Elementary Educational Expenditure Development

Blaug utilized the taxonomy approach to investigate elementary education and development disparities using a variety of variables, including the literacy rate as a source component and enrollment ratios, proportion of girls, and percentage of unqualified instructors as stream function. According to the outcomes, the taxonomy technique was effective in rating, categorizing, and analyzing the elementary educational advancement of different states **Blaug (1979)**.

Nair investigated the effects of numerous socio-economic elements on the process of intellectual development and the degree of their interaction in a study of trade and elementary educational transformation in Kerala. He analyzed the historical variables that influenced Kerala's educational growth and compared the structural characteristics of the state's educational system to those of other states. For comparison, a technique for determining the additional cost of elementary education was proposed and implemented. The key finding would be that a nation's economic marginalization does not have to stymie educational growth. Educational advancement played only a limited function as a facilitator for improving economic equality since it did not result in more work possibilities or a reduction in the disparities in educational achievement between economic backgrounds **Nair (1978)**.

The study elementary education and provincial growth in Rural India (**Chaudhry and Nair, 1981**) looked at the importance of education in Rural India's rural development. They devised an educational development index and calculated regional differences in academic development. It was discovered that economic and educational growth had a favorable link, and it was determined that education, as a rising prevalence, will play an essential role in eliminating regional inequities.

Brewer investigated educational disparities in rural regions. They concentrated on inequalities in the usage of elementary educational opportunities in Andhra Pradesh's rural districts. They looked at the enrolment rates ratios of various income categories and genders. Whereas sex segregation occurred regardless of economic status, it was shown to be more prevalent in impoverished households. Elementary education had bigger discrepancies than elementary and elementary levels education, according to the findings. The research determined that elementary educational disparity is an issue that affects all aspects of society, including social, economic, and political life **Brewer (2010)**.

State-by-state research (**Arrow 1993**) questioned previously different assessments of the Finance Commission (9th Finance Commission) and Tilak and Kar's estimates for investment disparities in elementary education (1994). Their research was mostly based on **Colclough (1996)** technique for determining investment needs to fund universal education, with some modifications. In replacement of previous spending and official registration information, the capital requirements for 17 major Rural Indian states were assessed using data on the contribution margin of schooling and data on compliance. The findings revealed that universalizing

elementary education will need a significant amount of money. And it was discovered that Bihar and Uttar Pradesh were the worst of the 17 states, with Kerala being the only one that was completely devoted to UEE.

The Kerala state just needed 0.6 % of SDP to attain UEE. However, the state of Bihar required 5.7 % of its SDP and an annual contribution of almost 8% of SDP to achieve UEE. On a national basis, the results suggest that about 1.2 % of GDP is now spent on basic education, but that this needs to be quite doubled, with roughly 3.1 % of GDP given to UEE in Rural India. According to the findings, funding alone will not be enough to improve the situation unless suitable socio-political adjustments and pledges are provided by the government, organizations, educators, and parents.

Bhatty conducted a field assessment in Rural India to investigate elementary educational inequality. The study was motivated by the fact that, despite the inclusion of providing access to elementary education in the Rural Indian constitution, Rural India's educational impoverishment remained evident even after fifty years of existence. The majority of this research was collected through a survey of field research. It examined the concerns of financial restrictions, academic performance, and parental commitment as potential effects on educational choice inside a family, as well as contributing to the achievement picture of educational impoverishment at the state level. It went on to say that the direct expense of elementary education, which placed a significant financial strain on families, and the poor quality of functional annotation, which decreased children's interest in learning, were the elementary causes of educational disparity. Furthermore, income was discovered to be the elementary source of academic failure. Finally, the research suggested that the state should play a critical role in lowering private education expenses and enhancing education quality **Bhatty (1998)**.

Tilak looked at the funding of elementary education in Rural India throughout the 1990s. He noted that perhaps the tendency in education finance during the 1990s was downward, with government expenditure on education falling from 1.6 % of total revenue in 1996-97 to 0.1 % in 1997-98, and per-pupil spend falling as well. He predicted that UEE will require an extra 137 thousand crores in funding over the following 10 years, or roughly 14 thousand crores each year, or around 0.7 % of national output. 'Finance is merely a required condition, not a sufficient condition, for reaching the UEE in Rural India,' he said in his study **Tilak (2007b)**.

Sipahimalani investigated the funding of the elementary education system In Rural India in the 1990s, comparing public expenditures on elementary education between regions and throughout time. The study looked at how real investment and actual expenditure per student varied by state, as well as the effect of household expenditures in sending children to the government, private aided, and private unaided schools. Furthermore, a correlation between public spending and enrolment in elementary schools in several states was attempted. Between 1991-92 and 1996-97, overall real public spending on elementary education increased at a rate of 5.3 % per year, before rising to 5.8 % per year in 1997-98. The research stated that a greater rate of real spending increase than that seen in the 1990s is necessary to allow all children up to the age of fourteen to attend elementary schools. While all states raised funding for elementary education, the majority of

educationally underdeveloped states will need to spend further in the future. It proposed a cooperative investment by the central government, individual states, and households to address the educational demands of the 21st century **Sipahimalani (2000)**.

Acharya analyzed the misconceptions and realities of redistribution in elementary education under panchayatraj. The major goal of this research was to find out how the elementary school system functioned under the Panchayatyraj, according to respondents from various groups. The majority of respondents believe that the academic performance of students has declined during the last five years. Nearly 85% of guardians and 83 % of school inspectors, as well as 63% of teachers and 63% of presence panel members, understand the level has truly decreased, but 73% of Panchayat members disagree. Furthermore, a number of teachers, representatives of the attendance advisory board, and Panchayatraj members believed that the current methods for the teacher selection process were not based on performance, so they came to the conclusion that teachers should have been selected strictly on merit, with no predilection for prospective representatives **Acharya (2002)**.

De et al., investigated Himachal Pradesh's basic education. By this report, Himachal Pradesh had the lowest education level at the time of its independence, but it has recently proven tremendous improvements in education. It took second place among 16 main states in terms of literacy, and the Total Literacy Campaign (TLC) of the 1990s had a key role. Himachal Pradesh had been fighting and reducing the gap across counties and individuals who were not properly serviced by the education system, according to statistics. The survey discovered that literacy rates in underserved areas of the community had increased dramatically. In 1996, the DPEP performed a baseline assessment study in Himachal Pradesh's four problematic districts. In some areas, the results were quite excellent. According to the study, the hill society's character and nature are to blame for the people of Himachal Pradesh's achievement **De et al., (2002)**.

Backward and forward links that promote basic education have been noted by **Ramachandran**. It was critical to establish backward and forward links in order to create an atmosphere in which all children not only attend school but also profit from it. Education levels grew across the board, with notably quick improvements in Rajasthan, Orissa, and Madhya Pradesh, while Uttar Pradesh and Bihar trailed behind. While national average sex ratios have improved in most locations, the trend is expected to continue in Himachal Pradesh, Gujarat, Haryana, Punjab, and New Delhi, according to the study. Although the elementary education rate has increased in Himachal Pradesh, with about 98 % of school-aged children registered and getting an education, the parity ratio has decreased from 976 in 1991 to 970 in 2001 **Ramachandran (2003)**.

Rana et al. investigated the condition of elementary education in West Bengal. According to their findings, the government has played a good role in the growth of elementary education in West Bengal, although there are still some issues. Poor participation, apparent class inequalities, power, and gender inequality all hampered access to education for socially disadvantaged groups. It was urged that the

government's attempts in delivering basic education, primarily to the poorest members of society, should be acknowledged **Rana et al. (2003)**.

In Himachal Pradesh, Kaushik and Karol analyzed elementary education as a foundation of economic and social development. They showed Himachal Pradesh's outstanding rise in educational attainment, which increased from 21.36 % in 1961 to 77.13 % in 2001. Himachal Pradesh was found to be seven to twelve percentage points ahead of all nearby states. They came to the conclusion that the actual progress of education in Himachal Pradesh started in the latter quarter of the nineteenth century when the state articulated and adopted an integrated and well-thought-out educational strategy **Kaushik and Karol (2003)**.

According to the report Investment on Education in Rural India: A Short Note (**Bose et al.**,), overall state spending on education in Rural India hovered around 3% of GDP, much below the Kothari Commission's 1966 baseline of 6% of GDP. It also emphasized the insufficiency of projected income and expenses, which stemmed mostly from the central government's refusal to invest adequately in education and indeed the government's preference for elementary education over elementary education as a percentage of overall capital expenditure. It stuck to the Majumdar committee's advice of resources needed to accomplish UEE (1998-2007) and mobilized more resources. To provide sufficient finances for education, this report advised taxing on the wealthy and privileged, as well as a fee on corporation taxes, personal taxes, and shipping fees (**Bose et al.**, , 2003).

Majumdar investigated at how elementary education differed in Andhra Pradesh, Kerala, Maharashtra, and Tamil Nadu. The report argues the need of addressing the difficulties of universal elementary education and elementary education development concurrently rather than sequentially. Elementary education was found to be highly constrained, with the exception of a few educationally advanced parts of the country, since this younger age group from poor areas won't have access to elementary education. These were discovered that practically all decisions pertaining to school-related events were made at the state and local level. There used to be a case to be made for enhancing supported schools as a potentially successful way of closing the gap between affluent adolescents and their underprivileged upper-class companion **Majumdar (2005)** s.

Jha evaluated the present programs/policies and budgetary promises of the Rural Indian states in delivering UEE in Guaranteeing Elementary Education, a Note on Policy and Procurement in Contemporary Rural India. The study discovered a few barriers that are mostly to blame for Rural India's slow growth. These include a lack of public education supply, insufficient investment, and the failure of schools as well as other key institutions. Furthermore, the government's policy measures over the previous several years have not shown encouraging results in terms of tackling the massive deficits in the educational system. In today's official discourses, there is a stronger feeling of urgency to resolve structural issues and move forward quickly **Jha (2007)**.

Wu et al., looked into the SSA program's funding of elementary education in Rural India. The planning panel decided to introduce a new funding model for SSA that splits funds 50:50 between the centre and the states. The previous financing arrangement was 75:25, and money was distributed consistently. The better-off states benefited from this trend, whereas the laggard states did not. SSA has boosted total resources for elementary education, with anticipated investment and distribution per kid both significantly increasing. The development commission's aim to create a new uniform financing pattern had a negative impact on the SSA programme. States that were better situated financially and socially continued to perform well, while those who were behind remained in the doldrums. The report proposed a number of solutions to the current issues **Wu et al., 2005**.

1. Return to a 75:25 split to alleviate the load of delayed states.
2. To provide better-off states 50:50 shares and lagging states 75:25 shares.
3. The Centre's Grant-in-Aid plan for lagging states.
4. Use varied funding rather than uniform financing.
5. Give laggard states a larger weighting and better-off states a lesser weighting.

Delhi Its most critical gear in the RTE wheel is the parent. They should be constantly reminded of processes and given support with tasks such as online form completion and making complaints. School Administration Committees (SMCs), which the RTE requires in every school, must be given the authority to act as the nodal assessment . additionally in this respect. To that goal, the Delhi government has initiated a variety of measures, including the establishment of a fund to strengthen SMCs **Delhi (2018)**.

Conclusion and policy suggestions

Lok Sabha Unstarred Question No.4873; School Education in India Only six Indian states opposed the executive order: Andhra Pradesh, Maharashtra, and Telangana. Mostly because their reliable indicator implementation of the RTE Act's compulsory Continuous Comprehensive Evaluation (CCE), these states have considerably greater learning outcomes across pupils than the state median. Only 58.46 percent of secondary schools in the United States have implemented the CCE. As a result, in the recent decade, both examinations and assessments were phased out, which runs counter to the RTE Act's aims. The CCE is an educational technique that ensures learning and produces quantifiable results.

The right of children to free and compulsory education (amendment) act ; Pryanka A January 2019 change to the RTE Act amended the previous policy of "not holding" children in grades one through eight in order to protect them from the social stigma of failing. [20] Formalized paraphrase Students in grades 5 and 8 are now required to sit for regular yearly exams. If a student fails, he or she must get further instruction and retake the exam within two months. If a student fails a second time, he or she may be jailed. This

amendment was proposed after some states contended that pupils cannot be appropriately assessed without tests, and that learning levels were regularly found to be inadequate beyond class eight.

While the first batch of EWS kids completes class eight next year, there really is no clarification on who pays for pupils in class nine and beyond, because the 25% quota is no longer necessary after the age of 14. Formalized paraphrase As a result, there is a serious risk of producing a pool of 15-year-old pupils who are unable to join any school and consequently drop out of the schooling institutions entirely. The RTE Act must provide a solution to these problems. Informatics will be used to map schools at the district and state level, and to develop a state- or district-wide directory of institutions for admission and surveillance reasons.

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