

AN ANALYTICAL EVALUATION OF ELEMENTARY EDUCATION IN INDIA

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ABSTRACT

Elementary education is the introductory foundation of all levels of education. It faces both inter-sector and intra-sector competition in budget allocation for finances. Backups in the public provisioning of education, inadequacy in spending, malfunctioning of seminaries, and huge deficiency in the education sector are linked as main factors responsible for the detention in India's progress towards UEE. After the preface of SSA, the finances inflow is increased vastly. But the application of these finances is a question to be addressed in order to understand the effectiveness of the system. Given the failure of resources it's obligatory on the part of the government to ameliorate the effectiveness of resources. The debate on the government part in backing of Elementary education dates back to Indian independence. Several educational panels have been formed to address various issues relating to backing of Elementary education. Review of literature on backing of Elementary education revealed that while some studies have justified traditional argument of adding popular allocation, others have concentrated on rallying of finances of backing of Elementary education. Regarding the rallying of finances for Elementary education assessing education cess, cut down the unproductive expenditure on defence and internal security and reducing the subvention to advanced education, preface of Public Private Partnership (PPP) are suggested as some of the measures. All these studies have concentrated on the issue of backing of Elementary education at the macro position. But no attempt was made to dissect the effectiveness of the public spending on Elementary education relating the spending and issues. The present study made an attempt to fill this research gap. Thus, the study focuses on assaying the specialized effectiveness of education backing at Elementary position across countries in India and translucency and responsibility issues.

Keywords: Resources, Education, Elementary, Expenditure, Finance, Mobilization, Efficiency.

Introduction

Finance is generally appertained to furnishing finances for marketable conditioning, but public backing or public expenditure is appertained to the charges incurred by the government for conservation of government liabilities and stimulates weal of the society. Backing is a profitable exertion of the government to give and manage necessary resources for satisfying the requirements of the people. Education is an important determinant of human development and human weal. In this regard it's considered as a public good, which produces wide variety of positive externalities and social advantages to the society. The conception of National Education System in India implies that over to a given position, all scholars irrespective of estate, coitus or position, have access to education of a similar quality. Education sector in India is entering significant share under social sector in all five time plans and budgets. It was also included in the 'National Programme of Minimum Needs' in five time plans of the central government. Either, Government of India (GOI) has appointed panels and commissions to deal with different issues related to education policy and backing of education. Utmost of these panels and programs have explosively recommended that the government should enhance the public spending on education to six per cent of the public income and at least half of this share should be spent on

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Elementary education. In this environment this present study attempts to measure the effectiveness of public spending on Elementary education across different countries in the country after the preface of SSA. The study has policy applicability as it substantially concentrates on understanding the effectiveness of the resources spent on Elementary education, effectiveness of the being institutions in incing responsibility and translucency in the application of finances.

Role of Education

Education is a introductory element of human capital. It captures capability of acquiring knowledge, communication and participation in community life. Quality of profitable and social well being is totally erected on strong foundation of education. It's a key to increase profitable effectiveness and social thickness and it increases the overall productivity and intellectual inflexibility of the labour force. By adding the value and effectiveness of labour, it helps to raise the poor from poverty. The aggregate effect of human capital has been the subject matter of an active debate in growth proposition. The neo-classical growth models particularly Solow (1957) explained differences in per capita income between nations and regions through differences in productivity. This productivity of a labour has unproductive relation with educational openings. Education has both the natural and necessary values; it's desirable not only for individualities but also for the society as a whole. Education is a major determinant of differences in productivity; in addition introductory education produces lesser social benefits than private benefits. As education position increases from Elementary to advanced position, private benefits will be lesser than social benefits. This indicates lesser investment in the Elementary position is more significant as it's the foundation for the posterior advanced levels of education. It was observed that one time increase in the primary training of the pool would raise output by 23 per cent. Further, the rate of return to primary education is lesser than rate of return to advanced education. Education has the specific of both consumption good as well as capital good. It's also a way to dwindle the inequality, ameliorate the productivity. Likewise, it has positive relationship with standard of living, productivity and negative relation with poverty and fertility.

Elementary Education in India – The Conceptual Framework

Elementary education distributes larger positive externalities to the society. Some economists considered education as pure public good and others contended that education as a merit good. But market mechanisms don't operate more efficiently with respect to public and merit goods. This applies to education also, where market fails in the valuation of education leading to hamstrung allocation of resources. This specific has been used to justify the explanation for public intervention in provision and backing of education. The United Nations Organization (UNO) also assured that 'Everyone has the right to education. Education shall be free at least in the Elementary position and Elementary stages. Technical and professional and advanced education shall be generally accessible to all on the base of merit. This protestation reiterates the fact that human beings should have desire and enjoy the education occasion. The conception of National Education System in India implies that over to a given position, all scholars irrespective of estate, coitus or position, have access to education of a similar quality. Education sector in India is entering significant share under social sector in all five time plans and budgets. It was also included in the 'National Programme of Minimum Needs' in five time plans of the central government. Either, Government of India (GOI) has appointed panels and commissions to deal with different issues related to education policy and backing of education. Utmost of these panels and programs have explosively recommended that the government should enhance the public spending on education to six per cent of the public income and at least half of this share should be spent on Elementary education. Still, the state and central governments aren't been allocating six per cent of public income to education.

Educational Expenditure and its Benefits

Elementary education is an important input for the development of a nation. Numerous development economists, particularly endogenous growth proponents have emphasized the significance of education in profitable development. Farther Elementary education is considered as a social good which substantially depends on government resource. Expenditure on Elementary education is one of the important tasks of the Governments. Due to inadequate resource base education sector is sector is in competition with other sectors in allocations of finances. If a country has abundant resource base also there's no problem of choice in allocating resources and it can invest sufficient share on each and every sector. But inadequate resource base produce introductory profitable problem of choice, which guides the decision about resource allocation. Various studies have shown that numerous countries have significantly spent on education sector but their performance in outgrowth is veritably poor. The empirical

literature has shown how inefficiency in transfer of educational expenditure prevents better educational issues (Nigeria, Uganda, Tanzania and others). Thus it's important to explore the relationship between resources allocation to education and issues of education across different countries in India. Issues related to the acceptability of backing, effectiveness and efficacy of the expenditure, equity and equal distribution of benefits are important issues in the provision of public backing of Elementary education in India. These enterprises have come more applicable in recent decades as the government's target is shifted from expenditure towards issues. numerous countries in India are considered as dragging countries, as they've not reached their asked levels of participation and issues yet; because these countries still have patient inadequacy in terms of educational installations. In this regard the present study makes an attempt to dissect the differences in the expenditure of the countries on Elementary education in India and their performance in achieving the standard issues and the results are presented in this section. In other words, an education system has produced some kind of output videlicet registration, reducing powerhouse, retention rate, and transition rate, GER, GPI and others. Sum of these labors are called as educational issues. To understand the effectiveness of the system it's important to relate the educational issues with educational expenditure across the countries in India.

Enhancement in Efficiency with Elementary Education

Efficiency is one of the main pointers to determine how the public resources are employed for the development of the society. The conception of effectiveness is about the relationship between inputs and labors. Farrell (1957) supported the conception of productive effectiveness, 'it is important to know how far a given assiduity can be anticipated to increase its output by simply adding its effectiveness. The input- output rate is extensively used to measure effectiveness in the system. Still, compared to productivity dimension, the effectiveness conception incorporates the idea of the product possibility frontier, which indicates doable output levels given the scale of education operation. The lesser the output for a given input or the lower the input for a given output is the ways to achieve the effectiveness. In educational system effectiveness can be achieved through controlling and covering the educational resources into better educational issues. A distinction can be made between specialized effectiveness and allocative effectiveness. Specialized effectiveness earnings are a movement towards the product possibility frontier. Still, each point of specialized effectiveness doesn't make profitable sense. It's captured by allocative effectiveness. Allocative effectiveness reflects the link between the optimal combination of inputs taking into account costs and benefits and the output achieved. Thus, assessing allocative effectiveness in the public expenditure on education requires the dimension of the inputs and labors entering into the educational conditioning. pointers of educational inputs under SSA are preceptors payment, expenditure on civil workshop, preceptors entitlement, academy operation entitlement, and academy development entitlement, force of free textbook books, schoolteacher training and tutoring literacy outfit. The pointers of educational issues have increased in registration rate, completion rate, learning achievement levels and gender equality in educational attainment. This effectiveness score helps to measure the performance of educational issues across the countries. Further it also helps to understand the possible factors impacting on specialized effectiveness.

The dimension of effectiveness of the expenditure on education stands important. The main thing of an education system is to give better educational installations with its reasonable financial allocation. How well the education system accomplishes this thing is reflected in the factual education issues attained in relation to its implicit issues, given the available resources and structure installations. The link between the resources used in education systems and broader issues, like productivity, goes through effectiveness. Effectiveness in education spending is important not only because it's public plutocrat but also because of trimming government expenditure on social sectors including education. Due to various constraints the governments are unfit to increase the expenditure on education, but it can increase the educational issues through adding effectiveness of the same position educational inputs in the system.

Process of Fund Flows to Elementary Education in India

Public backing of Elementary education includes central, state and original government expenditure in order to give educational structure. This happens in the below manner

- Public and private expenditure are the two main fiscal sources of education. Public expenditure comes from the expenditure of central government, state government, original government and foreign aid, which is distributed through the Centrally Sponsored Schemes (CSS). Private sources include private donation, NGOs, ménage expenditure etc.,

- The central government expenditure comes from plan allocation, periodic budgets and foreign aid. Expenditure under Five Time Plans is classified into two corridor Plan expenditure and Non-Plan expenditure. Same as the expenditure in the budget is divided in profit budget and Capital budget.
- The bulk of duty profit is collected by the centre while the countries have main responsibility of maintaining and developing the education sector. A part of the resource gap of the state government is met through transfer commanded by the Finance Commission from central government to the countries. States also admit finances from the Planning Commission; directly in the form of central backing to countries and laterally through the central ministries in the form of CSS.
- Along with the ministry of education, other ministries are also furnishing reciprocal support in the form of training, education etc.,

Also, it advised that resource support for enforcing programmes of educational metamorphosis, reducing indigenous difference, achieve UEE and others were to be handed. This policy increased the part and responsibility of the Central government to support the National Integrity character of the education. It recommended indispensable ways which induce fresh resources needed for the system viz., marshaling contributions, raise figure at advanced levels of education and effective saving by effective application of resources. It reiterated the significance of acceptable resources for the education development of the country. Further it prompted for community among the programs and programmes and suggested that for the application of Jawahar Rozgar Yojana (JRY) resources to make substantial educational installations through construction of academy structures. There was also a special attention on the education of girls and to reduce the being gender difference in education. The new policy recommended free training till class 10th standard with equivalency in educational openings among rich and poor, provision of food and effective education at primary position. Every frugality is concerned about the effective use of dread resources to produce maximum output. Due to backups similar as low resource base, corruption in the system, lack of supporting structure, wrong programs of the government resources are likely to be wasted. Due to this, though governments are spending plutocrat they aren't suitable to produce the anticipated issues. Thus, there's a critical for effective use of public resources, which is primary source of all expenditure i.e. social sector expenditure in general and education sector in particular. The World Bank (1999) and other transnational associations made good attempts to measure effectiveness and performance of public expenditure in several sectors like health, education, husbandry etc.

Conclusion

Expenditure on education at the transnational and public levels was also anatomized in this chapter. At the transnational position it's observed that among BRICS countries India stands in least position in expenditure on Elementary education, where as among the SAARC countries India stands in middle order. It spends lower than Maldives, Afghanistan, Bhutan and Nepal but further than Srilanka, Bangladesh and Pakistan. Though countries like Bangladesh and Srilanka are spending lower than India, they've better educational issues in recent decades. Education is honored as a critical input for the holistic development of the frugality. Further, the Elementary education plays a veritably commanding part in acquiring larger positive externalities to the society. The provision of Elementary education is one of the central liabilities of the government. Numerous profitable propositions also suggest substantial part for the government in furnishing of introductory education. All countries in India have accepted the responsibility of furnishing Elementary education to their citizens. Substantial government expenditure was increased on education across the countries, but there's no significant achievement among the countries in terms of educational issues. This chapter makes an attempt to review the available literature to understand the theoretical generalities, its interlink periods with development and problems involved. The important suggestions that surfaced out of the study are that due to inter-state differences in socio profitable status, state specific guidelines or further inflexibility for making applicable changes in the overall perpetration strategy for effective application of scarce resources is important. In depth state specific studies are to be initiated to identify the differences in application of finances and factors responsible for effectiveness in application so that applicable inflexibility element can be introduced in the overall intervention strategies. Further, the structure of SDMC needs to be modified giving further representation to preceptors and parents in order to insure responsibility and translucency in seminaries.

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