
A STUDY ON EDUCATIONAL STATUS IN INDIA

Article Particulars

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Dr.R.VEERACHAMY & Mr.R.DINESH KANNAN

Assistant Professors, PG and Research Department of Economics
Thiagarajar College, Madurai, Tamil Nadu, India

Abstracts

Education plays an important role in facilitating the social and economic progress as it opens up opportunities leading to both individual and group entitlements. Education is the most crucial input that empowers people with skills and knowledge giving them access to productive employment in future. In recent years sustained and high levels of economic growth provide a unique opportunity and momentum for faster social sector development. Investing in education plays a key role in meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasised education as an important parameter for any inclusive growth in an economy. The policies have to focus on inclusive rather than divisive growth strategies. Corporate India moving towards this sector is laudable, but it is clear that deficiency in education cannot be met by mere expansion of private schools in urban areas. "Public education is as indispensable as public health care, no matter what supplementary role private schools and private medical care can play"(Prof. Sen, 2008).

Keywords: Amartya Sen, NFHS-3, Fundamental Rights, tenth plan, Formal Education, UNESCO

Introduction

Major indicators to measure the status of literacy and educational attainment of any society pose statistical challenges, particularly in developing countries like India, where the Population and size of the problems is a major deterrent for venturing into innovative economic growth products from different sources the present state of education. The role of reliable, relevant, accurate and up to date educational statistics in effective planning and policy formulation and for optimal use of resources can hardly be overrated. The major sources of economic development and information on literacy, participation in education of the population are the administrative records of the Ministry of Human Resource Development and the nation-wide surveys and Population Censuses. From the findings of the latest such large scale statistical exercises viz. Population Census 2001, NFHS-3 (2005-06) and NSSO survey on Participation & Expenditure in Education (July 2007 - June 2008) the changing scenario of education in India in the new millennium emerges.

Education is Fundamental Rights

The Constitution of India was amended at the beginning of the tenth plan period

to make education a fundamental right of the child between the ages of 6-14 years. While great strides have been made in providing access to education, the right itself cannot be said to have been realized for all children. The challenge for SSA is to be able to address the needs for access and quality education for each child. This will require a strong rights orientation within the programme. In very broad terms the following 2 dimensions of work are crucial for the 2nd phase of SSA under the 11th plan: (i) Improvement of the quality of education imparted in the primary and upper primary schools through a range of coherent and comprehensive strategies with clearly defined goals that help in measuring progress. Quality of education is a much discussed issue and there is no clear consensus on what constitutes quality, how to measure it, or whether it can be measured at all. The focus on the most vulnerable groups of children who are still out of school would require partnership with NGOs and a commitment to a rights based, equity oriented approach. Equity needs to permeate each process under SSA beginning with planning. Equity issues need to become a central theme in the discussion and vision for quality improvement.

Types of Education

In how many ways, people get education is the type of education. Generally people get education by following method.

Formal Education: The education provided by educational institution (school, college, universities) is formal education. Such as education has determined certain curriculum, textbook, time, place, certificates, grades and levels. In such education, after completion of certain level educational institution provides certificates of merit.

Non-formal Education: Non formal education is opposite of formal education. In such education has not determined certain curriculum, textbook, place, time, grades and levels. There is no bound of any age group. Anyone can take part in such education. Such education is provided outside of schools, colleges and universities. Computer education, mobile repairing, radio-TV repairing etc. skilled based education is example of non-formal education.

Education of Economic Growth

There are two very basic reasons for expecting to find some link between education and economic growth. First of all at the most general level it is intuitively plausible that living standards have risen so much over the last millennium and in particular since 1800 because of education. Progress of the sort enjoyed in Europe was not observed in the illiterate societies that have gradually merged into the world economy over the last two hundred years. To the most casual observer it must seem that there is a link between scientific advance and the way in which education has facilitated the development of knowledge. Education is needed for people to benefit from scientific advance as well as to contribute to it. Secondly, at a more specific level,

a wide range of econometric studies indicates that the incomes individuals can command depend on their level of education.

Education for All

(EFA) Global Monitoring report 2008, released by UNESCO marks the midway in the ambitious movement to expand learning opportunity to every child by 2015. The UNESCO defined six EFA goals,

- Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met to equitable access to appropriate learning and life skills programme;
- Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015;
- Improving all aspects of quality of education and ensuring excellence so that recognised and measurable learning outcomes are achieved, especially in literacy, numeracy and in essential life skills.

Objectives and Methodology

Objectives

On the basis of the Survey of relevant literature, the specific objectives are formulated for the present study as follow:

1. To study the education status of India,
2. To study the education institutions in India,
3. To study the students enrolments by different levels in India,
4. To study finance allocation for education in India.

Methodology

The present study has primarily attempted to study the growth economic status of India. Hence the required data to analyse its objectives were collected from the various issues of public government reports such as selected education statistics, and allied statistics and education in India. The study has also attempted to study education expenditure in the last 10 years. The data were collected from Government reports and documents for following research.

Education in India

Education plays an important role in facilitating the social and economic progress as it opens up opportunities leading to both individual and group entitlements. Education is the most crucial input that empowers people with skills and knowledge giving them

access to productive employment in future. Improvement in education not only enhances efficiency but also augments the overall quality of life. Looking into the advantages of Sarva Shiksha Abiyan (SSA) with an allocation of Rs.210 crore, a new scheme for Universal Secondary Education has been proposed by the Central Government on the lines of SSA.

Table 1 Literate population in India 2011 census
Total literate population (Rs. crore) Literacy rate (%)

	Total	Rural	Urban	Total	Rural	Urban
Total	778,454,120	493,020,878	285,433,242	74.04	68.91	84.98
Male	444,203,762	288,047,480	156,156,282	82.14	78.57	89.67
Female	334,250,358	204,973,398	129,276,960	65.46	58.75	79.92

Source: Census of India-various, Government of India.

Literate population in India in India

The data related Literate population in India for the period of 2011 are provided in table - 1. India has an average literacy rate of 74.04 per cent, male literacy is 82.14 per cent and female literacy is 65.46 per cent. India nation is one of the better performing countries at international level in terms of overall education. As per 2011 census India had a literate population of 778,454,120of which male constitutes 444,203,762 and the female counts 334,250,358. Among the four zones of the city south zone performed higher literacy rate when compared to other zones. As per 2011 census India had a literate population of 778,454,120of which rural constitutes 493,020,878 and the urbane counts 285,433,242. Among the rural and urban division urban literacy level is better literacy rate when compared to rural. India has an average literacy rate of 74.04 per cent, urban literacy is 84.98 per cent and rural literacy is 68.91 per cent. Still India rural area need to be more focus, Indian educational support must focus to rural educational system.

Table 2 Literacy Rate in India (1951 - 2011)

Years	Persons (%)	Male (%)	Female (%)
951	18.33	27.16	8.86
1961	28.3	40.4	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.83	75.26	53.67
2011	74.04	82.14	65.46

Source: Census of India-various, Government of India.

Literacy Rate in India (1951 - 2011)

The data related Literate population in India for the period of 1951 to 2011 are provided in table - 2. India has an average literacy rate of 18.33 per cent, male literacy is 27.16 per cent and female literacy is 8.86 per cent at the time of Independent. There are after our country gives more focus

to the education so that literate population rate was increased in every census. After

the Independent education was concurrent list so both state and central government focus to education. During these period lot of educational instructions were established through out the country. At 2011 population census the average literacy rate of 74.04 per cent, male literacy is 82.14 per cent and female literacy is 65.46 per cent. Still one fourth female population are illiterate in India.

Literacy rates

In earlier censuses up to 1981, it was customary to work out the literacy rate taking into account the total population. Since literacy rate is more meaningful if the sub-population in the age group 0-6 is excluded from the total population, it was decided in 1991 to calculate literacy rate for the population seven years and above. The same concept has been retained in all censuses since 1991. The literates excluded the children in the age group of 0 - 6 who are by definition treated as illiterate. The literacy rate is the number of literates per 100 population of aged 7 +. As per 2011 Census, the overall literacy rate of India is 74.04 per cent. The male literacy rate is 82.14 per cent and female literacy rate is 65.46 per cent. The 2001 rates for India stand at 64.8 for total; 75.3 for males and 53.7 for females. Kerala stands first of all the states with 90.92 per cent literacy rate. Tamil Nadu ranks 14 among all the state with 80.33 per cent which is higher than national level.

Table 3 State wise literacy Rate in India 2011 census

1	Nct of Delhi	86.34	82.67	86.43
2	Rajasthan	67.06	62.34	80.73
3	Uttar Pradesh	69.72	67.55	77.01
4	Bihar	63.82	61.83	78.75
5	Sikkim	82.20	79.82	89.26
6	Arunachal Pradesh	66.95	61.59	84.57
7	Nagaland	80.11	75.86	90.21
8	Manipur	79.85	77.15	85.98
9	Mizoram	91.58	84.31	98.10
10	Tripura	87.75	85.58	93.61
11	Meghalaya	75.48	71.15	91.33
12	Assam	73.18	70.44	88.88
13	West Bengal	77.08	72.97	85.54
14	Jharkhand	67.63	62.40	83.30
15	Orissa	73.45	70.78	86.45
16	Chattisgarh	71.04	66.76	84.79
17	Madhya pradesh	70.63	65.29	84.09
18	Gujarat	79.31	73.00	87.58
19	Damman & diu	87.07	81.51	88.87
20	Dadra & nagar haveli	77.65	65.89	90.86
21	Maharashtra	82.91	77.09	89.84
22	Andra Pradesh	67.66	61.14	80.54
23	Karnataka	75.60	68.86	86.21
24	Goa	87.40	84.26	89.31

25	Lakshadweep	92.28	91.92	92.38
26	Kerala	93.91	92.92	94.99
27	Tamil Nadu	80.33	73.80	87.24
28	Puducherry	86.55	81.02	89.09
29	A & n island	86.27	84.39	89.60
30	India	74.04	68.91	84.98

Source: Census of India in 2011

Table 4 Literacy Rate and literacy gap of India 2011

S.No	State / U.T	Literacy rate			Literacy gap
		Persons	Male	Female	
1	Kerala	93.91	96.02	91.98	4.04
2	Lakshadweep (UT)	92.28	96.11	88.25	7.86
3	Mizoram	91.58	93.72	89.40	4.32
4	Tripura	87.75	92.18	83.15	9.03
5	Goa	87.40	92.81	81.84	10.97
6	Daman & Diu (UT)	87.07	91.48	79.59	11.89
7	Puducherry (UT)	86.55	92.12	81.22	10.9
8	Chandigarh (UT)	86.43	90.54	81.38	9.16
9	NCT of Delhi	86.34	91.03	80.93	10.1
10	Andaman & Nicobar Islands (UT)	86.27	90.11	81.84	8.27
11	Himachal Pradesh	83.78	90.83	76.60	14.23
12	Maharashtra	82.91	89.82	75.48	14.34
13	Sikkim	82.20	87.29	76.43	10.86
14	Tamil Nadu	80.33	86.81	73.86	12.95
15	Nagaland	80.11	83.29	76.69	6.6
16	Manipur	79.85	86.49	73.17	13.32
17	Uttarakhand	79.63	88.33	70.70	17.63
18	Gujarat	79.31	87.23	70.73	16.5
19	Dadra & Nagar Haveli (UT)	77.65	86.46	65.93	20.53
20	West Bengal	77.08	82.67	71.16	11.51
21	Punjab	76.68	81.48	71.34	10.14
22	Haryana	76.64	85.38	66.77	18.61
23	Karnataka	75.60	82.85	68.13	14.72
24	Meghalaya	75.48	77.17	73.78	3.39
25	Orissa	73.45	82.40	64.36	18.04
26	Assam	73.18	78.81	67.27	11.54
27	Chhattisgarh	71.04	81.45	60.59	20.86
28	Madhya Pradesh	70.63	80.53	60.02	20.51
29	Uttar Pradesh	69.72	79.24	59.26	19.98
30	Jammu & Kashmir	68.74	78.26	58.01	20.25
31	Andhra Pradesh	67.66	75.56	59.74	15.82
32	Rajasthan	67.06	80.51	52.66	27.85
33	Arunachal Pradesh	66.95	73.69	59.57	14.12
34	Jharkhand	67.63	78.45	56.21	22.24
35	Bihar	63.82	73.39	53.33	20.06
	India	74.04	82.14	65.46	16.68

Source: 2011 Census of India

The data related literacy rate and literacy gap of India (state and Union Territory) 2011 are provided in table - 4. In India following state and union territory literacy rate is

very high they are Kerala (93.91), Lakshadweep (UT) (92.28), Mizoram (91.58), Tripura (87.75), Goa (87.40), Daman & Diu (UT) (87.07) and Puducherry (UT) (86.55). Among these state Kerala state literacy gap between male and female is very narrow ie. Only 4.04. In Kerala educational achievements very high compare to the other states. At the same time literacy gap also very narrow. It leads to developed the people Human Development Resources as significant level. The overall female literacy gap the entire country is 16.68 per cent. The highest female literacy gap is found in the following states Utarakhand (17.63), Gujarat (16.5), Dadra & Nagar Haveli (UT) (20.53), Haryana (18.61), Orissa (18.04), Chhattisgarh (20.86), Madhya Pradesh (20.51), Uttar Pradesh (19.98), Jammu & Kashmir (20.25), Rajasthan (27.85), Jharkhand (22.24) and Bihar (20.06). These state gaps is more than national average. If literacy gap is that area socio economic condition is poor.

The lowest female literacy gap is found in the following states Kerala (4.04), Lakshadweep (UT) (7.86), Mizoram (4.32), Tripura (9.03), Chandigarh (UT) (9.16), Andaman & Nicobar Islands (UT) (8.27), Nagaland (6.6) and Meghalaya (3.39). Specifically Meghalaya state literacy gap is only 3.39 per cent.

The data related Literate gap in India for the period of 1991 to 2011. India's literacy gap is 24.85 at 1991 census. In the 2001 census the literacy gap is further narrow 21.59 in the 2001 census. In the latest 2011 population census literate gap is further narrow 16.68. This is one of the positive indicators for the education development.

Table 5 School Age Population and Enrolment 2009-10

Age Group	Sex	Enrolment in Lakhs			% of Enrolment
		Elementary Education	School Education	Total	
6-11	Boys	31.90	0.14	32.04	21.36
	Girls	30.10	0.22	30.32	20.22
	Total	62.00	0.37	62.37	41.58
11-14	Boys	19.35	10.05	29.40	19.60
	Girls	18.00	9.77	27.77	18.52
	Total	37.35	19.82	57.17	38.12
14-16	Boys	-	9.44	9.44	6.29
	Girls	-	9.33	9.33	6.22
	Total	-	1876	18.76	12.51
16-18	Boys	-	5.41	5.41	3.61
	Girls	-	6.27	6.27	4.18
	Total	-	11.68	11.68	7.79
Total 6-18	Boys	-	25.04	76.29	50.87
	Girls	-	25.59	73.69	49.13
	Total	-	50.63	149.98	100.00

Source: Director of Elementary and School Education Chennai-6

The data related School Age Population and Enrolment 2009-10 (State and Union Territory) 2011 are provided in table - 5.

In the age group of (6-18) 149.98 lakhs students are studying in the India. At schools age (6-11) in India 62.37 lakhs are studying in the regular primary schools their percentage to the total students is 41.58 to total students. In the age group of (11-14) 57.17 lakhs students are studying their percentage is 38.12 per cent. In the age group of (14-16) 18.76 lakhs students are studying their percentage is 12.51 per cent. In the age group of (16-18) 11.68 lakhs students are studying their percentage is 7.79 per cent.

Table 6 Primary, Middle, High / Higher Sec School and Colleges in India

S.No	States/ Union Territories	Primary Schools	Middle Schools	High / Higher Sec Schools	College Education
1	Andhra Pradesh	62,464	17,957	20,969	1,767
2	Arunachal Pradesh	1,561	664	260	13
3	Assam	31,042	13,023	5,820	325
4	Bihar	45,980	16,245	3,746	817
5	Chhattisgarh	34,034	14,066	4,226	330
6	Goa	1,253	442	457	24
7	Gujarat	17,443	23,927	8,328	593
8	Haryana	13,602	3,196	6,095	179
9	Himachal Pradesh	11,517	5,009	2,964	64
10	Jammu & Kashmir	13,369	5,202	1,498	65
11	Jharkhand	19,818	9,996	1,654	113
12	Karnataka	28,871	27,570	15,261	638
13	Kerala	6,802	3,042	5,525	189
14	Madhya Pradesh	98,463	38,107	9,672	740
15	Maharashtra	42,467	26,863	20,337	2,182
16	Manipur	2,563	769	804	58
17	Meghalaya	6,618	2,259	774	56
18	Mizoram	1,752	1,090	590	23
19	Nagaland	1,662	465	406	42
20	Orissa	49,765	20,013	8,522	700
21	Punjab	13,238	2,477	4,110	231
22	Rajasthan	55,361	34,211	13,667	993
23	Sikkim	772	221	164	5
24	Tamil Nadu	29,364	8,629	7,572	550
25	Tripura	2,151	1,021	713	16
26	Uttar Pradesh	127,247	42,201	15,518	2,050
27	Uttarakhand	15,356	4,263	2,362	107
28	West Bengal	49,913	1,283	8,640	382
29	A&N Islands	226	64	96	3
30	Chandigarh	30	11	126	17
31	D&N Haveli	174	108	44	0
32	Daman & Diu	50	24	28	1
33	Delhi	2,569	640	1,768	89
34	Lakshadweep	21	4	13	2
35	Puducherry	309	112	261	17
	India	787,827	325,174	172,990	13381

Source: Statistics of School Education- 2007-08 ; Statistics of Higher Education-2007- 08.

The data related Primary, Middle, High/Higher Sec School and Colleges in India

Table 7 Drop-out Rates in Classes I-X (6 – 16 age group) in India 2007-08

S.No	States/UTs	Boys	Girls	Total
1	Andhra Pradesh	62.30	64.00	63.13
2	Arunachal Pradesh	63.67	62.21	63.00
3	Assam	75.12	76.34	75.68
4	Bihar	78.27	81.46	79.54
5	Chattisgarh*	-	-	-
6	Goa	41.97	35.56	38.86
7	Gujarat	57.53	61.19	59.11
8	Haryana	33.99	39.15	36.43
9	Himachal Pradesh	26.14	34.23	30.21
10	Jammu & Kashmir	63.62	64.48	63.99
11	Jharkhand*	-	-	-
12	Karnataka	49.93	48.85	49.41
13	Kerala	1.54	-2.59	-0.50
14	Madhya Pradesh	57.99	66.17	61.60
15	Maharashtra	43.41	49.15	46.17
16	Manipur	47.91	40.83	44.60
17	Meghalaya	76.78	75.50	76.14
18	Mizoram	73.15	69.49	71.43
19	Nagaland	74.58	73.39	74.00
20	Orissa	65.07	64.27	64.70
21	Punjab	49.95	50.04	49.99
22	Rajasthan	70.19	73.58	71.45
23	Sikkim	80.63	79.30	79.98
24	Tamil Nadu	38.88	36.51	37.73
25	Tripura	73.48	73.35	73.42
26	Uttar Pradesh	30.27	19.60	26.18
27	Uttarakhand*	-	-	-
28	West Bengal	71.38	74.40	72.80
29	A&N Islands	32.39	30.30	31.38
30	Chandigarh	35.66	41.52	38.46
31	D&N Haveli	52.67	62.14	57.04
32	Daman & Diu	31.83	29.47	30.69
33	Delhi	33.84	38.38	36.04
34	Lakshadweep	26.26	35.67	30.74
35	Puducherry	5.16	-0.94	2.19
	India	56.43	57.29	56.81

Source: Abstract of Selected Educational Statistics 2007-08; Ministry of Human Resources Development; GoI

* Dropout rates are shown combined with the respective parent state; Zero indicates that there is no Drop-out.

The data related Drop-out Rates in Classes I-X (6 – 16 age groups) in India for the period of 2007-08 was provided in table - 7.

Education System in India

India is the seventh largest country in the world, covering an area of 3,287,782 sq. km. India is a pluralistic society with great diversity in culture, religion and languages. It is

the second most populous country in the world, next to China. According to recent estimates by the Government of India (2000), the population has crossed the one billion mark. India is a Union of twenty-five states and seven Union Territories (UTs), and has adopted a parliamentary form of government with a federal structure. The Constitution of India provides for a division of powers between centre and states, drawing three lists: the union list, the state list and the concurrent list (Government of India, 1967). The central and state governments are jointly concerned by the subjects specified in the concurrent list, education being one of these. The central government can implement policy decisions directly through a network of organizations, such as the Central Advisory Board of Education, the University Grants Commission, etc. State governments also implement educational policies through similar organizations, such as State Boards of Education, State Councils for Educational Research and Training etc.

Literacy Rate in India

The data related Literate population in India for the period of 1951 to 2011 are provided in table - 4.2. India has an average literacy rate of 18.33 per cent, male literacy is 27.16 per cent and female literacy is 8.86 per cent at the time of Independent. There are after our country gives more focus to the education so that literate population rate was increased in every census. After the Independent education was concurrent list so both state and central government focus to education. During these period lot of educational instructions were established throughout the country. At 2011 population census the average literacy rate of 74.04 per cent, male literacy is 82.14 per cent and female literacy is 65.46 per cent. Still one fourth female population are illiterate in India.

Literacy Rate and literacy gap of India

In India following state and union territory literacy rate is very high they are Kerala (93.91), Lakshadweep (UT) (92.28), Mizoram (91.58), Tripura (87.75), Goa (87.40), Daman & Diu (UT) (87.07) and Puducherry (UT) (86.55). Among these state Kerala state literacy gap between male and female is very narrow ie. only 4.04. In Kerala educational achievements very high compare to the other states. At the same time literacy gap also very narrow. It leads to developed the people Human Development Resources as significant level.

The overall female literacy gap the entire country is 16.68 per cent. The highest female literacy gap is found in the following states Utarakhand (17.63), Gujarat (16.5), Dadra & Nagar Haveli (UT) (20.53), Haryana (18.61), Orissa (18.04), Chhattisgarh (20.86), Madhya Pradesh (20.51), Uttar Pradesh (19.98), Jammu & Kashmir (20.25), Rajasthan (27.85), Jharkhand (22.24) and Bihar (20.06). This state gap is more than national average. If literacy gap is that area socio economic condition is poor.

The lowest female literacy gap is found in the following states Kerala (4.04),

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The data related Literate gap in India for the period of 1991 to 2011. Indi's literacy gap is 24.85 at 1991 census. In the 2001 census the literacy gap is further narrow

21.59 in the 2001 census. In the latest 2011 population census literate gap is further narrow 16.68. This is one of the positive indicators for the education development.

Conclusions

"There is in our time no well-educated literate population that is poor; there is no illiterate population that is other than poor." (John Kenneth Galbraith) This simple but forceful message reiterates that education alone can be the salvation for poverty, and up- liftmen of the socially discriminated. In a populous country like India where even with education life is difficult, there can be little hope without it. Poor as well as middle-income group, rural as well as urban all are willing to send their children to school. There is solid evidence from all over the country for this increasing appetite for education across all social groups and across all income groups. In recent years sustained and high levels of economic growth provide a unique opportunity and momentum for faster social sector development. Investing in education plays a key role in meeting the World Bank's social development objectives, which support inclusive growth, social cohesion, and accountability in development. Professor Amartya Sen recently emphasised education as an important parameter for any inclusive growth in an economy. The policies have to focus on inclusive *rather than divisive growth strategies*. Corporate India moving towards this sector is laudable, but it is clear that deficiency in education cannot be met by mere expansion of private schools in urban areas. "Public education is as indispensable as public health care, no matter what supplementary role private schools and private medical care can play"(Prof. Sen, 2008).

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