

PART - 2

OUTLAY ON EDUCATION

## CHAPTER - II

### EXPENDITURE ON EDUCATION IN GENERAL

#### (All Levels of Education)

##### I

In this Chapter we study the growth of total recorded educational expenditure incurred on all levels of education since 1950-51. Here we anticipate in a sense the results of the subsequent chapters concerned with the growth of expenditure on education according to level and type of education separately.

We attempt to answer the following questions:

How much has been spent on education at current prices and in real terms? What is the proportion of national income devoted to education? What is the proportion of public expenditure on education to total recorded educational expenditure? Has the direct expenditure per pupil increased or decreased? To what extent has the relative position of the component parts of education changed in terms of expenditure incurred?

Before we start finding answers to the questions posed above, let us clarify what exactly we mean by education. Education may be said to cover not only the instruction and training in schools and colleges but also on-the-job training,

training in the armed forces and even education in home as well as in church.<sup>1</sup>

Such a broad definition, however, valid, is of no use to us. We must be more specific and have therefore adopted the much narrower meaning of education. Here we confine our study to what is commonly known as formal education, i.e. dissimination of knowledge by way of instruction in educational institutions both of general and professional types. These cover institutions giving pre-primary, elementary, secondary and higher (University and Colleges) education.

The fact that we confine our study to formal education should not be taken to imply that other types of education are not important. But it is true, by and large, that formal education provides the most important base on which other forms of education can build usefully. Also, it is difficult to distinguish the cost of education imparted in other forms, say on job or at home.

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<sup>1</sup> (A) See F. Machulp: "The Production and Distribution of Knowledge in the United States". Princeton University Press, 1962.

(B) In this context the observation made by John Vaizey is worth mentioning: "The broad, liberal tradition has made education synonymous with training in simple and advanced skills, and with cultural and recreative pursuits of every kind, so that the elementary idea of education as that is done in schools has been modified by the growing identity of education with every aspect of social life". p.7, Chapter 1, "The Costs of Education" - George Allen and Unwin Ltd., 1958.

The formal education system of India consists of three levels of education. First level of education includes pre-primary, primary and middle schools (latter two are known as 'elementary schools' also) Second level covers high schools - general, professional and special and Third level includes institutions of higher education such as universities and colleges - general, professional and special - and also research institutions.

Since the statistical data available in the publications of the Ministry of Education pertain to Recognised Institutions of three levels, our study had to be restricted to these institutions. This makes our definition of education still narrower. Recognised institutions are "those in which the courses of study followed are those prescribed or recognised by the government or by a university or by a Board of Secondary and Intermediate education constituted by law and which satisfy one or more of these authorities, as the case may be, that to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the government or the university or the board".<sup>2</sup>

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<sup>2</sup> See p.ix, Explanations, No.2 - 'Education in India - Vol.I, 1957-58, Ministry of Education, Government of India.

Un-recognised institutions do exist in the country and their number is not negligible. Nor is their enrolment insignificant. These institutions prepare students for such university or professional examinations which can be taken privately i.e. without having completed a specified period of school or college education. Also these un-recognised institutions function as supplementary to formal institutions of learning in that students undergoing formal instructions also enroll in these un-recognised institutions for additional instructions.

## II

### Growth of Expenditure in Current Prices :

#### (A) Direct Expenditure (Public + Private) :

From Table I it can be seen that total recorded educational expenditure (i.e. direct plus indirect expenditure) increased from Rs.1114.2 million in 1950-51 to Rs.3384.8 million in 1960-61. This gives a decennial growth rate of 203.8 per cent. Of this, direct expenditure was Rs.880.9 million (or 79.0 per cent) in 1950-51 which went upto Rs.2514.6 million (or 74.3 per cent) in 1960-61, giving a decennial growth rate of 185.4 per cent. This shows that in terms of absolute outlay direct expenditure increased, but as a proportion of total recorded educational expenditure, it declined. It was 4/5th of the total

expenditure on education in 1950-51, but declined to 3/4th of the latter in 1960-61. The growth of direct expenditure according to level of education is as follows. At the first level of education it increased to Rs.1307.8 million in 1960-61 from Rs.484.4 million in 1950-51, i.e. by 170.0 per cent. At the second level the decennial growth rate of direct expenditure was 194.2 per cent and at the third level it was 217.7 per cent. In other words, in absolute amount, direct expenditure at the second level increased from Rs.226.0 million in 1950-51 to Rs.665.0 million in 1960-61 and at the third level it went up to Rs.541.8 million in 1960-61 from Rs.170.5 million in 1950-51.

Decline in the proportion of direct expenditure to total recorded educational expenditure means an increase in the proportion of indirect expenditure to total. This proportion was 21.0 per cent in 1950-51, whereas in 1960-61 it was 25.7 per cent. Its decennial growth rate was also higher at 273.0 per cent. Still the absolute direct expenditure is nearly three times the indirect expen<sup>diture</sup> on education.

Table II provides information relating to the relative growth of educational expenditure and of national income. During the period, 1950-51 to 1960-61, national income increased by 48.4 per cent, whereas total educational expenditure

increased by 203.8 per cent, approximately four times higher than the growth of national income. As a result, the proportion of national income devoted to education moved up from 1.2 per cent in 1950-51 to 2.4 per cent in 1960-61. What should we infer from this observation? If we treat expenditure on education as investment, it means that outlay on this type of investment increased from 1.2 per cent in 1950-51 to 2.4 per cent in 1960-61. Thus the proportion of national income devoted to education has doubled within a decade. This raises an interesting question regarding the relationship between the level of national income and the level of outlay (recorded expenditure only) on education. Is it that the demand for education rises faster than national income? Or is that more resources have to be devoted to education to build up human capital alongside investment in physical capital with a view to achieving high rate of growth in national income? In an underdeveloped country it is more likely that the latter than the former is the case. The Indian Plans emphasize the latter aspect of growth in education.

Thus the growth of educational expenditure has been more rapid than that of national income.

From Table III it can be observed that total public expenditure (i.e. direct plus indirect public expenditure) on

education in 1950-51 was Rs.757.6 million or 68.0 per cent of the total educational expenditure. It increased to Rs.2518.3 million or to 74.3 per cent of total in 1960-61, indicating a growth of 232.4 per cent. This growth rate is higher than that of the total recorded educational expenditure. Expenditure on formal education imparted in recognised institutions met out of private sources increased by 143 per cent during the period from 1950-51 to 1960-61. Therefore, private expenditure on education which comprised 32 per cent of total expenditure on education in 1950-51 was reduced to 25.7 per cent in 1960-61. The above observation can be taken to show that the development of education in India is increasingly becoming the responsibility of the public sector. Public direct expenditure as a proportion of total direct expenditure increased from 66.9 per cent in 1950-51 to 71.3 per cent in 1960-61. At the same time, public indirect expenditure as a proportion of total indirect expenditure increased from 71.8 per cent in 1950-51 to 83.2 per cent in 1960-61.

Thus, the proportion of indirect expenditure met out of government funds throughout the period was higher than the proportion of direct expenditure.

In 1950-51, direct public expenditure accounted for 88.4 per cent, 44.6 per cent and 46.4 per cent of the total direct



expenditure (public plus private) incurred on first, second and third level of education respectively. In 1960-61, the corresponding proportions were 91.6 per cent, 56.6 per cent and 49.4 per cent respectively (See Chapter VIII).

More interesting is the allocation of public direct expenditure incurred on levels of education. In 1950-51 the allocation was somewhat like this: 66.4 per cent was the share of elementary education, 20.2 per cent of secondary education and 13.4 per cent of higher education. After ten years the relative share of elementary education declined to 59.8 per cent, whereas that of other two levels increased. It was 25.3 per cent and 14.9 per cent for secondary and higher education respectively.

Of the total direct expenditure of Rs.880.9 million incurred on all levels of education in 1950-51, expenditure on teachers' salaries was of the order of Rs.609.0 million. It formed 69 per cent of the total direct expenditure in 1950-51. This proportion rose to 72.1 per cent in 1960-61. Thus, teachers' salaries is the single important item of direct expenditure.

Non-salary expenditure accounts for nearly 31 per cent of total direct expenditure in 1950-51. Its proportion declined to 28 per cent in 1960-61 (See Table IV).

We obtain, more or less an identical picture of the preponderance of salary expenditure with respect to at least first two levels of education - elementary education and secondary education. At the first level it accounted for 87 per cent of the direct expenditure, whereas at the second level it formed 66.7 per cent of the direct expenditure, both in 1960-61. At the third level of education it was lowest at 44.7 per cent of the direct expenditure in 1960-61.

This reveals that the proportion of non-salary expenditure to direct expenditure is high for the higher levels of education than that for the first level of education. It, then, goes to show that the non-salary expenditure becomes more important as we pass on from low levels of education to high levels of education.

(B) Indirect Expenditure :

Total indirect expenditure, as was observed earlier, increased by 273 per cent during the decade of 1950's. Expenditure on buildings is the most important item of indirect expenditure. It increased from Rs.99.3 million in 1950-51 to 428.2 million in 1960-61, giving a decennial growth rate of 331.2 per cent which is higher than that of total recorded educational expenditure as well as that of direct and indirect expenditure taken separately. It accounted for 49 per cent of total indirect expenditure in 1960-61.

Expenditure on buildings can properly be regarded as an item of capital expenditure. But we do not know how much of this is incurred on construction and how much on maintenance. In the earlier chapter we observed that other items of capital expenditure, namely furniture and equipment, are possibly included in 'miscellaneous' items of indirect expenditure. Therefore, part of expenditure on miscellaneous items can be considered as capital expenditure. Miscellaneous items formed 14.7 per cent of total indirect expenditure in 1960-61.

Expenditure on direction and inspection, on scholarships and on hostel charges accounted for 8 per cent, 22.6 per cent and 5 per cent respectively of the total indirect expenditure in 1960-61 (See Table V). These three items of indirect expenditure can better be regarded as items of current expenditure.

Expenditure on direction and inspection can be regarded as expenditure on educational administration. Expenditure on hostel charges in India is mainly on running expenses. Maintenance of hostel buildings should come under buildings.

Expenditure on scholarships and on other financial concessions which was Rs.34.5 million in 1950-51 went up to Rs.200.2 million in 1960-61. This gives a decennial growth rate of 480.3 per cent. The growth rate obtained is much higher

than that obtained for total recorded educational expenditure as well as for direct expenditure and indirect expenditure separately.

By combining direct expenditure, expenditure on direction and inspection, on scholarships and hostel charges, we get a rough estimate of current expenditure on education. This method of readjustment of the items of direct and indirect expenditures on the basis of current and capital expenditures shows that current expenditure accounted for nearly 86 per cent of the total recorded educational expenditure in India in 1950-51. The proportion declined to 83.4 per cent in 1960-61. Capital expenditure formed 16.6 per cent of the total in 1960-61 (See Table VI). In the United States in 1958 the proportions of current and capital expenditures to total educational expenditure were 79.8 per cent and 20.2 per cent respectively. In the case of O.E. & C.D. area the corresponding proportions were 82.1 per cent and 17.9 per cent respectively in 1958.<sup>3</sup>

### III

#### Growth of Total Recorded Educational Expenditure in Constant Prices :

While appraising the growth of recorded educational

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3 See Table 5 - 'Current, Capital and Total Expenditure on Education', p.111 in "Targets for Education in Europe in 1970". - Policy Conference on Economic Growth and Investment in Education, Washington, 16th-20th October, 1961. O.E.C.D.

expenditure in terms of constant prices we are making use of the method devised in the last chapter.<sup>4</sup>

(i) Direct Expenditure :

Firstly we examine the growth of total direct expenditure in real prices. Direct expenditure is mainly comprised teachers' salaries. To express salary expenditure in terms of constant salary-per-teacher, we need salary-index. From Table VII, it can be seen that average salary per teacher was Rs.769.5 in 1950-51, and it went up to Rs.1235.1 in 1960-61. This gives a decennial growth rate of 60.5 per cent over the period. The percentage rise of 60.5 in the case of salary-index, it is observed, is higher than the percentage rise of 11.7 and 22.8 with regard to wholesale prices and consumer prices respectively.

Direct salary expenditure is expressed in terms of constant salary-per-teacher and direct non-salary expenditure in terms of constant wholesale prices. Results obtained show that direct salary expenditure increased from Rs.609.0 million in 1950-51 to Rs.1136.3 million in 1960-61, giving a decennial growth of 86.6 per cent. Direct non-salary expenditure increased in real terms from Rs.271.9 million in 1950-51 to Rs.618.5 million in 1960-61, indicating a growth rate of 127.5

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4 For indices adopted in expressing the growth of total recorded educational expenditure in terms of constant prices, see Table VII.

per cent, which is higher than that obtained for direct salary expenditure.

In terms of composite-index, total direct expenditure moved up from Rs.880.9 million in 1950-51 to Rs.1754.8 million in 1960-61, obtaining a decennial growth rate of 99 per cent (See Table VIII). This is lower by 86.3 per cent compared to the growth rate of total direct expenditure expressed in current prices. At the first level of education direct expenditure in constant prices increased by 72.9 per cent whereas at the second and the third level, the growth rates were 141.3 per cent and 166.4 per cent respectively.

(ii) Indirect Expenditure :

In Table VIIIA is given information with regard to the growth of indirect expenditure in terms of constant prices.

Expenditure on buildings is expressed in terms of constant cost of building.<sup>5</sup> It rose to Rs.307.2 million in 1960-61 from Rs.99.3 million in 1950-51, indicating a growth rate of 209.4 per cent. In terms of constant salary, expenditure on direction, inspection and on hostel charges, increased from Rs.45.7 million in 1950-51 to Rs.70.5 million in 1960-61, giving

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5 The index has been constructed by the National Building organization, Ministry of W. and H. Government of India for the Delhi region only, but it is not available in a published form.

a decennial growth of 54.3 per cent. Expenditure on scholarships which is expressed in constant cost of living index, increased from Rs.34.5 million in 1950-51 to Rs.163.0 million in 1960-61, showing a decennial growth rate of 372.4 per cent. The growth rate in scholarships is much higher than that obtained for total recorded educational expenditure as well as for total direct and indirect expenditures. Miscellaneous expenditure in terms of constant wholesale prices increased from Rs.53.8 million in 1950-51 to Rs.115.1 million in 1960-61. This gives a decennial growth of 114 per cent.

Above individual results when brought together show that the total indirect expenditure increased from Rs.233.3 million in 1950-51 to Rs.655.8 million in 1960-61, giving a decennial growth of 181.0 per cent. Whereas during the same period total direct expenditure rose by 99 per cent.

On the basis of the growth of total direct and indirect expenditures/<sup>we</sup> get the growth of total recorded educational expenditure in real terms. It increased from Rs.1114.2 million in 1950-51 to Rs.2410.6 million in 1960-61, indicating a real growth rate of 116.3 per cent as against the growth rate of 203.8 per cent when expressed in current prices. In terms of constant wholesale prices and constant consumer prices, the increase in total recorded educational expenditure works out

to 171.9 per cent and 147.4 per cent respectively whereas in terms of constant salary-per-teacher, the increase is 89.3 per cent. The growth rate of 116.3 per cent gives an average annual increase of nearly 8 per cent.

Current expenditure on education in real terms increased from Rs.961.1 million in 1950-51 to Rs.1988.3 million in 1960-61. This gives a decennial growth of 106.7 per cent. Capital expenditure went up from Rs.153.1 million in 1950-51 to Rs.422.3 million in 1960-61, giving a decennial growth of 175.8 per cent (See Table VIIIB).

#### Expenditure Per Pupil :

Progress of education can also be assessed by analysing the trend in per-pupil ~~direct~~ expenditure. From Table IX it can be observed that in current prices per pupil total expenditure of Rs.46.0 in 1950-51 went up to Rs.73.0 in 1960-61, giving a decennial growth rate of 58.7 per cent. Direct expenditure per pupil was Rs.36.6 in 1950-51 and Rs.54.1 in 1960-61, indicating a decennial growth rate of 49 per cent. Indirect expenditure per pupil of Rs.9.6 in 1950-51 increased to Rs.18.8 in 1960-61, showing a decennial growth of 95.8 per cent. Current expenditure per pupil increased from Rs.39.7 in 1950-51 to Rs.61.0 in 1960-61, giving a decennial growth of 53.7 per cent. Per pupil capital expenditure was Rs.6.3 in 1950-51 and Rs.12 in



1960-61. This gives a decennial growth of 90.1 per cent.

Adjusted in terms of composite index, the total expenditure per pupil increased by 13 per cent over the whole decade of the 1950's. It went up from Rs.46.0 in 1950-51 to Rs.52.0 in 1960-61. Direct expenditure per pupil in terms of composite index increased by only 4.1 per cent whereas indirect expenditure per pupil increased by 46.6 per cent. Current expenditure per pupil increased by 8.3 per cent in real terms. As against this, per pupil capital expenditure increased by 43.6 per cent (See Table IXA).

How does the gain in per pupil real expenditure compare with that of per capita income? Per capita income in real terms increased by 16 per cent (in 1960-61 prices) during the period 1950-51 to 1960-61 whereas, as observed earlier, total expenditure per pupil increased by 13 per cent. This might be taken to show that the quality of education in India has improved with the improvement in the general economic standards of the nation. How has this improvement in expenditure per pupil been distributed over various levels and types of education?

In current prices, at the first level of education the direct expenditure per pupil increased from Rs.21.7 in 1950-51 to Rs.31.2 in 1960-61 an increase of 43.8 per cent. At the

second level it went up from Rs.156.9 in 1950-51 to <sup>Rs.</sup>190.9 in 1960-61, a gain of 21.6 per cent. At the third level, direct expenditure per pupil shows a decennial growth rate of 28.3 per cent. It was Rs.409.9 in 1950-51 and Rs.525.7 in 1960-61. In terms of current prices the increase of 43.8 per cent with respect to the first level of education is the highest compared to that of 21.6 per cent and 28.3 per cent with respect to the second and the third level of education respectively. Still the direct expenditure per pupil in absolute terms at the second level was six times the direct expenditure per pupil at the first level. Similarly the direct expenditure per pupil at the third level was seventeen times the direct expenditure per pupil at the first level.

At the first level, the direct expenditure per pupil declined by 14.2 per cent at pre-primary stage but rose by 43.8 per cent at the elementary stage. At the second level, the direct expenditure of a professional school increased by 44.6 per cent whereas that of non-professional school increased by 18.3 per cent. At the third level of education, the direct expenditure per pupil of general education colleges and special education colleges increased by 29.5 per cent and 20.6 per cent respectively. As against this, the direct expenditure per pupil of professional education colleges increased by 4.4 per cent (See Table IXB).

In constant prices the direct expenditure per pupil at the first level of education declined by 7.8 per cent, at the second level it declined by 0.3 per cent. Only at the third level of education it increased by 7.3 per cent (see Table IXC). This, then, goes to show that only the higher education standard has improved with the improvement in the general economic standards of the nation. As against this, the standard of the first level of education has possibly gone down whereas that of the second level of education has more or less remained unaltered.

From Table IXC it can also be observed that the direct expenditure per pupil of general education schools of the second level in real terms declined by 1.2 per cent. As against this, the direct expenditure per pupil of general education colleges increased by 6.5 per cent. Direct expenditure per pupil of professional schools increased by 8.2 per cent whereas that of professional colleges declined by 6.5 per cent. Here it must be pointed out that the decline in the direct expenditure per pupil of professional colleges is mainly because of the decline in the direct expenditure per pupil of teachers' training colleges. As observed later in the chapter on higher education the direct expenditure per pupil of vocational and technical colleges (excluding teachers' training colleges) increased by 4 per cent in real prices over the period. Above

observation, then, can be taken to show that compared to the standard of elementary education, the standards of general higher education and professional education at both the other levels of education have improved.

#### Teacher-Pupil Ratio :

Table X gives information relating to changes in teacher-pupil ratio over the period.

Total number of students (i.e. students at all levels of education) increased by 91.7 per cent, whereas the total number of teachers by 86.4 per cent. This gives more students per teacher in 1960-61. Teacher-pupil ratio was 1:31.4 in 1960-61 whereas in 1950-51 it was 1:30.5. This means that teacher-pupil ratio declined by 2.9 per cent over the whole decade of 1950's.

Teacher-pupil ratio according to level of education shows that at the first level as well as at the second level of education it declined by 5.2 per cent and 6.5 per cent respectively. Teacher-pupil ratio at the first level was 32.6 in 1950-51 and 34.3 in 1960-61. At the second level it was 16.9 in 1950-51 and 18.0 in 1960-61. Only at the third level of education it increased (i.e. less students per teacher) by 3 per cent. There it was 16.6 in 1950-51 and 16.1 in

1960-61. In other words, there were less students per teacher in 1960-61.

Above observations with respect to teacher-pupil ratio might also be taken to reflect on the quality of education. They confirm the earlier observation with respect to the first level of education based on the change in the real expenditure per pupil. But this is not so with respect to the second level. While pupil-teacher ratio has increased, direct expenditure per pupil has remained almost constant in real terms. This only means that non-teacher direct expenditure per pupil at the second level has gone up. At the third level, however, both the indices show improvement in quality of education.

It can also be seen that there are less students per teacher as we move up from lower level of education to higher levels of education. A question that is worthwhile raising at this stage is: Are we justified in saying that lower teacher-pupil ratio (or higher pupil-teacher ratio) always indicates deterioration in the quality of education?

In the first years of the present century in most of the European countries the teacher-pupil ratio was as high as 50 at the first level of education.<sup>6</sup> On this basis can it be

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6 See "Targets for Secondary Education in Europe, 1970 - p.78, Table 8. Policy Conference on Economic Growth and Investment in Education, Washington 16th-20th Oct.1961, O.E.C.D.

argued that a fall in teacher-pupil ratio from 32.6 in 1950-51 to 34.5 in 1960-61 and even to 35.6 in 1965-66 shows a deterioration in the quality of education? Could it not be taken as an indication of the better utilisation of teaching capacity in our elementary schools ?

At the second level of education, the teacher-pupil ratio declined no doubt from 17 in 1950-51 to 18 in 1960-61, but it is still lower than the ratio which obtains to-day in some of the advanced countries of Europe. Again one could say that the falling teacher-pupil ratio only indicates better utilization of capacity at this level. By the same token, the rising teacher-pupil ratio (i.e. falling pupil-teacher-ratio) may be no indication of improving quality of education at the third level but of excess capacity increasing at this level - a phenomenon which should, by no means, be welcome in a resource hungry economy like India's.

#### Allocation of Direct Expenditure :

Our next task is to examine the relative shift in the position of the component parts of education in terms of expenditure incurred. Break-up of recorded expenditure according to level and type of education is available with respect only to direct expenditure. To the extent that a higher proportion of indirect expenditure is devoted to higher levels of education,

the proportion of total expenditure devoted to lower levels will be smaller than what the distribution of direct expenditure only suggests. Since indirect expenditure accounts for nearly 25 percent of the total expenditure, disparity in distribution between direct and indirect expenditures among the three levels (and even within each level) could make a significant difference in the distribution of total expenditure.

The allocation of the direct expenditure according to level of education shows that the elementary education accounted for more than one-half of the total direct expenditure in 1950-51. However, its share was <sup>the</sup> lower~~er~~ at 46.5 per cent in 1960-61. As a result, the share of the secondary and college education increased. The share of the second level of education was 31.9 per cent in 1960-61 whereas that of college level was 21.6 per cent.<sup>7</sup> The share of the elementary education further declined in 1965-66. It was 44.4 per cent. The proportionate share of both the secondary and university education was higher at 32.6 per cent and 23.0 per cent respectively.\* At the same time one is tempted to ask the question: What is the proportion of total expenditure on education that ought ideally to be devoted to elementary level? Does this allocation

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7 Above proportions refer to the elementary and secondary levels of education. For elementary stage (i.e. including the expenditure incurred on elementary departments of secondary schools), the proportion of the direct expenditure was 55 per cent in 1950-51 and 52 per cent in 1960-61. Similarly for the secondary school stage, the corresponding proportion was 25.6 per cent in 1950-51 and 26.4 per cent in 1960-61 (See Table I).

\* These proportions are worked out on the basis of the expenditure on education in 1965-66 given in the Report of the Education Commission.

bear some relationship to the level of economic development of a country?

The proportion of the current expenditure, which is very close to our direct expenditure, devoted to elementary education in the United States is 50 per cent at present and almost all the educables of the age-group, 5-14, are in schools. But around 1910, the proportion devoted to elementary education was as high as 70 per cent. For the second level of education in India, the proportion of 32 per cent in 1960-61, was higher than that of 26 per cent for the United States. It is more or less equal to the proportion of the current expenditure devoted to secondary education in France or Germany. The proportion of 22 per cent for the college level in India is equal to the proportion for the U.S. It is twice as high as the proportion of 10 per cent for Germany (See Table XI ).

On the basis of international comparison, it appears that the allocation of the direct expenditure in India has been more in favour of higher levels of education.

The question which ought to be raised here is : Should this tendency be arrested or should the shift in relative allocation in favour of second and third levels of education be allowed to continue ?



Direct expenditure incurred on general education schools of the secondary school stage increased from Rs.189.1 million in 1950-51 to Rs.550.9 million in 1960-61, giving a decennial growth rate of 191 per cent. During the same period direct expenditure incurred on professional schools increased from Rs.36.9 million in 1950-51 to Rs.114.1 million in 1960-61, indicating a decennial growth rate of 209 per cent.

At the third level of education, the direct expenditure incurred on general education colleges and universities went up from Rs.120.8 million in 1950-51 to Rs.350.6 million in 1960-61. This gives a decennial growth rate of 190 per cent. Direct expenditure incurred on professional higher education moved up from Rs.42.2 million in 1950-51 to Rs.158.0 million in 1960-61, suggesting a decennial growth rate of 274 per cent.

Thus, the growth rates for professional school and college education are higher than those for non-professional school and college education.

In terms of absolute outlay, however, we continue to spend more on non-professional schools and colleges than on professional schools and colleges. The direct expenditure incurred on general education schools of the secondary stage in 1960-61 was nearly five times the direct expenditure incurred on professional schools. The direct expenditure incurred on

general education colleges in 1960-61 was twice as high as the expenditure incurred on professional higher education. The question which arises here is : How much faster should this shift in favour of professional education at the second and the third level be encouraged in the foreseeable future?

The answers to these questions will have to await our analysis of the growth of expenditure and of performance at various levels and types.

TABLE - I

## Growth of Total Recorded Expenditure on Education in Current Prices

(According to Levels and Types of Education)

(In Rs. Million)

Year	Total recor- ded ex- pendi- ture on education (direct + indirect)	Total direct expen- diture	Direct expenditure											Total indire- ct expen- diture (all levels)
			Direct expenditure (First Level)			Direct expenditure (Second Level)			Direct expenditure (Third Level)			Direct expenditure (Boards of secondary and interme- diate edu- ca- tion)		
			1	2	3	4	5	6	7	8	9	10	11	
1950-51	1114.2	880.9 (79%)	484.4 (55%)	1.2	483.2 (54.8%)	226.0 (25.6%)	189.1	36.9	170.5 (19.4%)	120.8	42.2	2.2	5.3	233.3 (21%)
1951-52	1212.5	983.6	538.0	1.5	536.5	254.7	215.1	39.6	190.9	130.9	50.0	2.2	7.8	228.9
1952-53	1345.1	1077.5	591.5	1.6	589.9	272.9	232.8	40.1	213.1	147.5	53.7	2.5	9.4	267.6
1953-54	1442.6	1158.3	624.9	1.7	623.2	301.8	261.3	40.5	231.6	161.3	56.1	2.7	11.5	284.3
1954-55	1613.5	1270.5	687.8	2.0	685.8	324.1	278.1	46.0	258.6	179.8	63.1	3.4	12.3	343.0
1955-56	1855.9	1407.4	764.2	2.5	761.7	360.1	305.5	54.6	283.1	196.3	70.0	3.6	13.2	448.5
1956-57	2017.7	1551.1	840.2	2.9	837.3	392.9	334.9	58.0	318.0	220.2	77.9	4.9	15.0	466.6
1957-58	2347.8	1766.2	973.0	3.3	969.7	441.7	369.5	72.2	351.5	239.3	88.4	6.2	17.6	581.6
1958-59	2608.6	1979.7	1066.1	4.5	1061.6	500.2	418.1	82.1	413.4	274.0	111.9	7.0	20.5	628.9
1959-60	2945.7	2218.0	1176.4	5.1	1171.3	569.3	476.4	92.9	472.3	309.7	131.2	7.7	23.7	727.7
1960-61	3384.8	2514.6 (74.3%)	1307.8 (52%)	5.9	1301.9 (51.7%)	665.0 (26.4%)	550.9	114.1	541.8 (21.6%)	350.6	158.0	9.1	24.1	870.2 (25.7%)

Notes: (i)

Figures in brackets in Cols.2 and 14 denote percentages of direct and indirect expenditures to total recorded expenditure on education.

(ii) Figures in brackets in Cols.3,6 and 9 denote the proportion of total direct expenditure incurred on the first, second and the third level of education.

TABLE - II

## Recorded Expenditure on Education in Relation to National Income

(In Rs. Million)

Year	Total recorded expenditure on education in current prices	Direct expenditure in current prices	Indirect expenditure in current prices	National income in current prices	Recorded expenditure on education as a percentage of national income		
					Total	Direct	Indirect
	1	2	3	4	5	6	7
1950-51	1114.2	880.9	233.3	95,300	1.17	0.92	0.25
1951-52	1212.5	923.6	228.9	99,700	1.22	0.99	0.23
1952-53	1345.1	107.7	267.6	98,200	1.37	1.10	0.27
1953-54	1442.6	1158.3	284.3	1,04,800	1.38	1.10	0.28
1954-55	1513.5	1270.5	343.0	96,100	1.68	1.32	0.36
1955-56	1855.9	1407.4	448.5	99,800	1.86	1.41	0.45
1956-57	2017.7	1551.1	466.6	1,13,100	1.78	1.37	0.41
1957-58	2347.8	1766.2	581.6	1,13,900	2.06	1.55	0.51
1958-59	2608.6	1979.7	628.9	1,16,000	2.07	1.57	0.50
1959-60	2945.7	2218.0	727.7	1,29,500	2.27	1.71	0.56
1960-61	3384.8	2514.6	870.2	1,41,400	2.39	1.78	0.61
Decennial growth rate	203.8%	185.4%	273.0%	48.4%			

Source: Col.4 - based on Table I - 'Comparison of Movement of Net National Output (At Factor Cost) at Current and Constant Prices', p.1 in 'Estimates of National Income: 1948-49 to 1962-63'. Central Statistical Organization, Dept. of Statistics, Cabinet Secretariat, Government of India.

TABLE - III

## Growth of Public and Private Expenditure on Education in India in

(In Rs. Million)

## Current Prices

Year	Direct public expenditure	Indirect public expenditure	Total public expenditure	Direct private expenditure	Indirect private expenditure	Total private expenditure	Allocation of Direct Public Expenditure According to levels of education		
							First level	Second level	Third level
	1	2	3	4	5	6	7	8	9
1950-51	589.9 (66.9%)	167.7 (71.8%)	757.6 (68%)	291.4	65.6	356.6 (32%)	391.7 (66.4%)	119.2 (20.2%)	79.0 (13.4%)
1951-52	658.5	164.0	822.5	325.1	64.9	390.0	435.7	134.3	88.5
1952-53	714.0	201.0	915.0	363.5	66.6	430.1	477.7	142.3	94.0
1953-54	762.0	212.3	974.3	396.3	72.0	468.3	505.4	153.9	102.7
1954-55	847.8	263.6	1111.4	422.7	79.4	501.1	556.9	174.3	116.6
1955-56	949.9	354.4	1304.3	457.5	94.1	551.6	620.4	206.8	122.7
1956-57	1061.4	373.9	1435.3	489.7	92.7	582.4	685.3	235.3	140.8
1957-58	1238.9	460.7	1699.6	527.3	120.9	648.2	800.7	280.3	157.9
1958-59	1392.9	503.9	1896.8	586.8	125.0	711.8	874.5	324.8	193.6
1959-60	1574.3	599.1	2173.4	643.7	128.6	772.3	964.6	387.4	222.3
1960-61	1794.4 (71.3%)	724.3 (83.2%)	2518.3 (74.3%)	720.2	145.9	866.5 (25.7%)	1072.4 (59.8%)	454.4 (25.3%)	267.6 (14.9%)
Decennial growth rate	204.4%	332.0%	232.4%	147%	122.4%	143%	174.0%	286.2%	238.1%

Note: Cols.1 and 2 : Figures in parantheses denote percentages of public direct and public indirect expenditures to total direct (Col.2 of Table I) and indirect (Col.14 of Table I) (public + private) expenditures incurred on education.

Cols.3 and 6 : Figures in parantheses denote percentages of total public and private expenditures to total recorded expenditure on education (Col.1 of Table I).

Cols.7,8,& 9 : Figures in brackets denote the proportion of direct public expenditure incurred on the three levels of education.

TABLE - IV

Direct Salary and Non-Salary Expenditure in Current Prices  
(According to Levels of Education)  
(In Rs. Million)

Year	Total direct expenditure on education in current prices	Direct Salary Expenditure			Direct Non-salary Expenditure				
		Total direct salary expenditure	First level	Second level	Third level	Total non-salary expenditure	First level	Second level	Third level
	1	2	3	4	5	6	7	8	9
1950-51	880.9	609.9 (69%)	384.9	150.4	73.7	271.9 (39.9%)	99.5	75.6	96.8
1951-52	983.6	707.2	443.5	176.2	87.5	276.4	94.5	78.5	103.4
1952-53	1077.5	777.1	488.2	191.7	97.2	300.4	103.3	81.2	115.9
1953-54	1158.3	827.4	512.0	211.1	104.3	330.9	112.5	90.7	127.7
1954-55	1270.5	905.9	567.3	222.9	115.7	364.6	120.5	101.2	142.9
1955-56	1407.4	1004.4	630.0	246.0	128.4	403.0	134.2	114.1	154.7
1956-57	1551.1	1113.7	700.3	269.7	143.7	437.4	139.9	133.2	164.3
1957-58	1766.2	1284.4	821.9	300.1	162.4	481.8	151.1	141.6	189.1
1958-59	1979.7	1431.5	909.2	342.3	180.0	548.2	156.9	153.9	237.4
1959-60	2218.0	1631.2	1026.4	389.4	215.4	586.8	150.0	179.9	256.9
1960-61	2514.6	1823.7 (72.1%)	1137.8 (87.0%)	443.6 (66.7%)	242.3 (44.7%)	690.9 (27.9%)	170.0	221.4	299.5
Decennial growth rate	185.4%	199.4%	195.4%	194.6%	228.8%	154.1%	70.8%	192.7%	209.4%

Note: Cols. 2 & 6: Figures in brackets show percentages of direct salary and non-salary expenditures to total direct expenditure (Col.1).

Cols.3,4, &5: Figures in brackets refer to the proportion of salary expenditure to direct expenditure incurred on the first, second and the third level of education.

TABLE - V

## Growth of Indirect Expenditure on Education in India

(In Rs. Million)

Year	Total Direct expenditure in current prices	In Current Prices					Scholarship expenditure
		1	2	3	4	5	
			Expenditure on buildings	Expenditure on Hostels	Expenditure on direction and inspection	Miscellaneous expenditure	
1950-51	233.3		99.3	18.3	27.4	53.8	34.5
1951-52	228.9		98.0	21.6	30.8	41.5	37.0
1952-53	267.6		117.6	19.8	31.4	53.4	45.4
1953-54	284.3		115.1	21.1	33.3	58.3	56.5
1954-55	343.0		137.9	23.8	35.4	78.0	67.9
1955-56	448.5		196.4	26.5	40.0	103.4	82.2
1956-57	466.6		227.8	28.9	41.2	76.0	90.7
1957-58	581.6		277.9	37.8	47.7	112.6	105.6
1958-59	628.9		286.3	40.8	56.8	116.2	128.8
1959-60	727.7		338.7	43.6	64.4	126.9	154.1
1960-61	870.2		428.2 (49.2%)	43.1 (5.1%)	70.1 (8.0%)	128.6 (14.7%)	200.2 (23.0%)
Decennial growth rate	273%		331.2%	135.5%	155.8%	139%	480.3%

Source: Col. 7 - Based on Table XI - "Statistics of Scholarships, stipends, free studentships and other financial concessions" - Vol. II - 'All-India Tables' - Education in India' - 1950-51 to 1960-61, Ministry of Education, Government of India.

Cols. 2, 3, 4, 5, & 6: - Figures in parentheses denote the proportion of the indirect expenditure incurred on buildings, hostels, direction and inspection, miscellaneous and scholarships.

TABLE - VI

Expenditure on Education Classified into Current and Capital Expenditure in Current Prices  
(In Rs. Million)

Year	Total current expenditure on education	Total direct expenditure on education	Expenditure on direction and inspection	Expenditure on hostels	Scholarships expenditure	Total capital expenditure on education	Expenditure on building	Miscellaneous expenditure
	1	2	3	4	5	6	7	8
1950-51	961.1 (86.0%)	880.9	27.4	18.3	34.5	153.1(14%)	99.3	53.8
1951-52	1073.0	983.6	30.8	21.6	37.0	139.5	98.0	41.5
1952-53	1174.1	1077.5	31.4	19.8	45.4	171.0	117.6	53.4
1953-54	1269.2	1158.3	33.3	21.1	56.5	173.4	115.1	58.3
1954-55	1397.6	1270.5	35.4	23.8	67.9	215.9	137.9	78.0
1955-56	1556.1	1407.4	40.0	26.5	82.2	299.8	196.4	103.4
1956-57	1711.9	1551.1	41.2	28.9	90.7	305.8	229.8	76.0
1957-58	1957.3	1776.2	47.7	37.8	105.6	390.5	277.9	112.6
1958-59	2206.1	1979.7	56.8	40.8	128.8	402.5	286.3	116.2
1959-60	2480.1	2218.0	64.4	43.6	154.1	465.6	338.7	126.9
1960-61	2828.0 (83.4%)	2514.6	70.1	43.1	200.2	556.8	428.2	128.6
Decennial growthrate	194.2%	185.4%	156%	135.5%	480.3%	263.7%	331.2%	139%

Note: Cols. 1 and 6 : Figures in brackets refer to the proportion of current and capital expenditures to total recorded expenditure on education.



TABLE - VII

Indices used in Expressing the Growth of Direct Salary and Non-Salary Expenditure and Indirect Expenditure in Constant Prices

Year	Direct salary expenditure in current prices (Rs. Million)	Number of teachers (All levels) (1 ÷ 2)	Average annual salary per teacher (Rs.)	Salary-index (1950-51=100)	Index Number of wholesale prices (1950-51=100)	Cost of living index (consumer prices) (1950-51=100)	Building cost index (1950-51=100)
1950-51	609.0	7,91,382	769.5	100.0	100.0	100.0	100.0
1951-52	707.2	9,38,793	843.1	109.5	99.5	103.1	-
1952-53	777.1	8,83,326	880.1	114.4	90.2	103.1	-
1953-54	827.4	9,42,376	878.3	114.1	90.5	105.0	107.2
1954-55	905.9	10,19,205	889.0	115.5	86.6	98.0	109.3
1955-56	1004.4	10,80,746	929.2	120.7	72.7	95.1	112.5
1956-57	1113.7	11,50,423	968.4	125.8	94.2	105.9	119.9
1957-58	1284.4	12,08,619	1062.4	138.0	97.0	110.9	129.9
1958-59	1431.5	12,86,793	1112.3	144.5	101.0	116.8	128.9
1959-60	1631.2	13,80,448	1180.0	153.3	104.7	121.8	131.9
1960-61	1823.7	14,75,755	1235.1	160.5	117.7	122.8	139.4
Decennial growth rate	199.4%	86.4%	60.5%	60.5%	11.7%	22.8%	39.4%

Note: Col.3 - Obtained by dividing the number of teachers by the direct salary expenditure, <sup>4</sup> the number of teachers.

Col.4 - Prepared on the basis of the growth of average annual salary per teacher (Col.3).

Col.5 - Based on Reports on Currency and Finance - 1957-58 (Statement 20) and 1962-63 (Statement, 8), Reserve Bank of India.

Col.6 - Based on Reports on Currency and Finance - 1956-57 (Statement 20), 1957-58 (Statement 21) and 1962-63 (Statement 11), Reserve Bank of India.

Col.7 - Based on the information supplied by the National Buildings Organization, Ministry of W. and H., Government of India.

TABLE - VIIIGrowth of Direct Expenditure on Education in ConstantPrices

(In Rs. Million)

Year	Direct salary expenditure in constant salary-per- -teacher	Direct non-salary expenditure in constant wholesale prices	Total direct expenditure in combined (1+2)
	1	2	3
1950-51	609.0	271.9	880.9
1951-52	645.8	277.7	923.5
1952-53	679.3	333.0	1012.3
1953-54	725.1	365.5	1090.6
1954-55	784.3	421.0	1205.3
1955-56	832.1	554.3	1386.4
1956-57	885.3	463.0	1348.3
1957-58	967.0	496.5	1463.5
1958-59	990.6	542.8	1533.4
1959-60	1064.1	560.5	1624.6
1960-61	1136.3	618.5	1754.8
<u>Decennial growth rate</u>	86.6%	124%	99.1%

Note: Col.1 - is expressed in terms of constant-salary-per-teacher (See Col.4, Table VII).

Col.2 - is expressed in terms of constant wholesale prices (See Col.5, Table VII).

Col.3 - Col. 1 + 2.

TABLE - VIIIA

## Growth of Total Indirect Expenditure on Education in Constant Prices

Year	(In Rs. Million)				
	1	2	3	4	5
	Expenditure on buildings in constant cost of building	Expenditure on direction and inspection and on hostel charges (Salary expenditure in constant salary-per-teacher)	Expenditure on scholarships in constant cost of living index	Miscellaneous expenditure in constant whole-sale prices	Total indirect expenditure in constant indices (composite-index) (1+2+3+4+5)
1950-51	99.3	45.7	34.5	53.8	233.3
1951-52	98.0	47.8	35.8	41.7	223.3
1952-53	117.6	44.8	44.0	59.2	265.6
1953-54	107.3	47.7	53.8	64.6	273.4
1954-55	126.2	51.2	69.3	90.0	336.7
1955-56	174.6	55.1	86.4	142.2	458.3
1956-57	191.7	55.7	85.6	80.7	413.7
1957-58	214.0	62.0	95.2	116.3	487.5
1958-59	222.1	67.5	110.2	115.0	514.8
1959-60	256.8	70.5	126.5	121.2	575.0
1960-61	307.2	70.5	163.0	115.1	655.8
Decennial growth rate	209.4%	54.3%	372.4%	114.0%	181.0%

TABLE - VIIIB

## Growth of Total Recorded Expenditure on Education in

(In Rs. Million)

## Constant Prices

Year	Direct expenditure in constant prices	Indirect expenditure in constant prices	Total educational expenditure in constant prices (composite-index)(1+2)	Total educational expenditure in constant salary-per-teacher prices	Total educational expenditure in constant wholesale prices	Total educational expenditure in constant consumer prices	Current expenditure on education in constant prices	Capital expenditure on education in constant prices
	1	2	3	4	5	6	7	8
1950-51	880.9	233.3	1114.2	1114.2	1114.2	1114.2	961.1	153.1
1951-52	923.5	223.3	1146.8	1107.3	1218.6	1175.1	1007.1	139.7
1952-53	1012.3	265.6	1277.9	1175.8	1491.2	1304.7	1101.1	176.8
1953-54	1090.6	273.4	1364.0	1264.3	1594.0	1374.0	1192.1	171.9
1954-55	1205.3	336.7	1542.0	1397.0	1863.2	1646.4	1325.8	216.2
1955-56	1386.4	458.3	1844.7	1537.5	2552.8	1951.5	1527.9	316.8
1956-57	1348.3	413.7	1762.0	1603.9	2141.9	1905.3	1489.6	272.4
1957-58	1463.5	487.5	1951.0	1701.3	2420.4	2117.0	1620.7	330.3
1958-59	1533.4	514.8	2048.2	1805.3	2582.7	2233.4	1711.1	337.1
1959-60	1624.6	575.0	2199.6	1921.5	2813.4	2418.5	1821.6	378.0
1960-61	1754.8	655.8	2410.6	2108.8	3030.3	2756.4	1988.3	422.3
Decennial growth rate	98.1%	181.0%	116.3%	89.3%	171.9%	147.4%	106.7%	175.8%

Note: Cols. 1 and 2 - Based on Tables VIII and VIIIA.

Col. 3 - Cols. 1 + Col. 2.

Cols. 4, 5, &amp; 6 - Total recorded expenditure on education is expressed in terms of constant salary-per-teacher, constant wholesale prices and constant consumer prices respectively.

Col. 7 and 8 - Direct expenditure and indirect expenditure in constant prices are adjusted according to current and capital expenditure.

TABLE - IX

Direct Expenditure Per Pupil in Current Prices

Year	Total recorded educational expenditure	(In Rs. Million )										Total number of students (million)	Total expenditure per pupil (1+6)	Direct expenditure per pupil (2+6)	Indirect expenditure per pupil (Infs.) (3+6)	Current expenditure per pupil (4+6)	Capital expenditure per pupil (5+6)
		1	2	3	4	5	6	7	8	9	10						
1950-51	1114.2		880.9	233.3	961.1	153.1	24.2	46.0	36.4	9.6	39.7						6.3
1951-52	1212.5		983.6	228.9	1073.5	139.5	25.4	47.6	38.7	8.9	42.2						5.4
1952-53	1345.1		1077.5	267.6	1174.1	171.0	26.3	51.1	41.0	10.1	44.2						6.9
1953-54	1442.6		1158.3	284.3	1269.2	173.4	28.0	51.5	41.3	10.2	45.3						6.2
1954-55	1613.5		1270.5	343.0	1397.6	215.9	30.0	53.7	42.3	11.4	46.6						7.1
1955-56	1855.9		1407.4	448.5	1556.1	299.8	32.5	57.1	43.3	13.8	47.8						9.3
1956-57	2017.7		1551.1	466.6	1711.9	305.8	34.6	58.3	44.8	13.5	49.4						8.9
1957-58	2347.8		1766.2	581.6	1957.3	390.5	36.6	64.1	48.2	15.9	53.4						10.7
1958-59	2608.6		1979.7	628.9	2206.1	402.5	39.9	65.4	49.6	15.8	55.2						10.2
1959-60	2945.7		2218.0	727.7	2480.1	465.6	43.1	68.3	51.4	16.9	57.5						10.8
1960-61	3384.8		2514.6	870.2	2828.0	556.8	46.4	73.0	54.2	18.8	61.0						12.0
Decennial growth rate	203.8%		185.4%	273.0%	194.2%	263.7%	91.7%	58.7%	49.0%	95.8%	53.7%						90.1%

**TABLE - IXA**  
**Expenditure Per Pupil in Constant Prices**

Year	Total educa- tional expendi- ture in constant prices (Rs. million)	Direct expen- diture on edu- cation in constant prices (Rs. million)	Indirect expendi- ture on educa- tion in constant prices (Rs. million)	Current expen- diture on edu- cation in con- stant prices (Rs. million)	Capital expen- diture on edu- cation in con- stant prices (Rs. million)	Total no. of stu- dents (Mil- lion)	Total expen- diture per pupil (1+6) (Rs.)	Direct expen- diture per pupil (2+6) (Rs.)	Indirect expendi- ture per pupil (3+6) (Rs.)	Current expen- diture per pupil (4+6) (Rs.)	Capital expen- diture per pupil (5+6) (Rs.)
1	2	3	4	5	6	7	8	9	10	11	
1950-51	1114.2	880.9	233.3	961.1	153.1	24.2	46.0	36.4	9.6	39.7	6.3
1951-52	1146.8	923.5	223.3	1007.1	139.7	25.4	45.2	36.4	8.8	39.7	6.3
1952-53	1277.9	1012.3	265.6	1101.1	176.8	26.3	48.6	38.5	10.1	41.5	7.1
1953-54	1364.0	1090.6	273.4	1192.1	171.9	28.0	48.7	39.0	9.7	42.6	6.1
1954-55	1542.0	1205.3	336.7	1325.8	216.2	30.0	51.4	40.1	11.3	44.2	7.2
1955-56	1844.7	1386.4	458.3	1527.9	316.8	32.5	53.7	42.7	11.0	47.0	6.7
1956-57	1762.0	1348.3	413.7	1489.6	272.4	34.6	50.9	38.9	12.0	43.1	7.8
1957-58	1951.0	1463.5	487.5	1620.7	330.3	36.6	53.3	40.0	13.3	44.3	9.0
1958-59	2048.21	1533.4	514.8	1711.1	337.1	39.9	51.3	38.4	12.9	42.9	8.4
1959-60	2199.6	1624.6	575.0	1821.6	378.0	43.1	51.0	37.7	13.3	42.2	8.8
1960-61	2410.6	1754.8	655.8	1988.3	422.3	46.4	52.01	37.9	14.1	43.0	9.0
Decennial growth rate	116.3%	98.1%	181.0%	106.7%	175.8%	91.7%	+13.0%	+4.1%	+46.6%	+8.3%	+43.0%

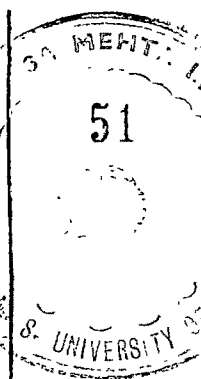


TABLE - IXB

Direct Expenditure Per Pupil By Level and Type of Education in Current Prices  
(In Rs.)

Year	Direct expenditure per pupil of pre-primary education	Direct expenditure per pupil of elementary education	Direct expenditure per pupil of secondary stage of education	Direct expenditure per pupil of general secondary stage schools	Direct expenditure per pupil of professional schools	Direct expenditure per pupil of higher education	Direct expenditure per pupil of general education colleges	Direct expenditure per pupil of professional colleges
	1	2	3	4	5	6	7	8
1950-51	55.4	21.7	156.9	151.1	196.6	409.9	353.7	779.3
1951-52	65.4	23.1	149.8	143.4	212.8	407.0	327.2	821.4
1952-53	57.4	24.7	151.5	145.5	200.5	407.4	368.8	796.6
1953-54	55.1	24.4	158.5	153.7	202.5	366.8	322.6	756.7
1954-55	53.7	25.2	154.3	154.5	230.0	410.5	359.6	747.2
1955-56	54.5	25.9	163.7	152.8	182.0	385.5	327.2	745.5
1956-57	53.4	26.7	163.7	161.3	193.3	447.1	367.0	726.7
1957-58	52.9	29.3	170.0	160.7	240.7	417.4	341.8	710.3
1958-59	54.8	29.3	178.6	167.2	249.0	436.7	391.4	800.0
1959-60	53.6	30.1	183.6	176.4	258.1	498.0	387.1	756.5
1960-61	48.5	31.2	190.9	178.8	284.4	525.7	458.3	813.2
Decennial growth rate	-14.2	+43.8	+21.6	+18.3	+44.6	+28.3	+29.5	+4.4

TABLE - IXC

Direct Expenditure per Pupil By Level and Type of Education in Constant Prices  
(In Rs.)

Year	Direct expendi- ture per pupil of elementary education (Elemen- tary stage)	Direct expendi- ture per pupil of secondary stage of education	Direct expendi- ture per pupil of general secondary stage school	Direct expendi- ture per pupil of profes- sional schools	Direct expendi- ture per pupil of higher education (Third level)	Direct expendi- ture per pupil of general education colleges	Direct expendi- ture per pupil of profess- ional colleges	Direct expendi- ture per pupil of special education colleges
	1	2	3	4	5	6	7	8
1950-51	21.7	156.9	151.1	196.6	409.9	353.7	779.3	301.3
1951-52	22.5	148.6	142.0	212.8	391.2	314.2	714.3	320.6
1952-53	22.4	153.8	146.3	201.9	406.0	360.5	841.2	337.4
1953-54	22.4	159.1	152.5	204.3	365.3	319.8	770.2	305.2
1954-55	22.9	154.1	153.4	216.0	423.2	369.2	793.3	285.7
1955-56	23.2	166.0	153.3	242.3	-	369.5	-	-
1956-57	22.1	159.1	143.7	217.0	382.2	350.2	742.7	300.9
1957-58	22.0	158.3	150.9	239.6	389.7	318.4	710.3	317.6
1958-59	20.8	160.1	153.2	217.3	401.4	352.8	787.8	275.7
1959-60	20.2	164.0	161.6	230.0	432.4	343.3	700.1	275.5
1960-61	20.0	156.6	149.3	212.8	439.7	376.8	728.3	292.5
Decennial growth rate	-7.8%	-0.3%	-1.2%	+8.2%	+7.3%	+6.5%	-6.5%	-1.9%



TABLE - X  
Teacher-Pupil Ratio

Year	Total number of students (all levels) (In '000)	Total number of teachers (all levels) (In '000)	Teacher-pupil Ratio (All levels)	Teacher-pupil ratio		
				(First level)	(second level)	(Third level)
	1	2	3	4	5	6
1950-51	24,200	791	30.5	32.6	16.9	16.6
1951-52	25,400	839	30.3	33.4	17.0	17.1
1952-53	26,300	883	29.8	31.9	17.3	18.0
1953-54	28,000	942	29.7	31.9	17.1	18.3
1954-55	30,000	1,019	29.4	31.4	17.7	18.2
1955-56	32,500	1,018	30.1	31.8	17.6	
1956-57	34,600	1,150	30.1	32.3	18.0	18.1
1957-58	36,600	1,209	30.3	32.6	17.4	18.0
1958-59	39,900	1,287	30.2	33.8	17.1	17.5
1959-60	43,100	1,380	31.2	34.0	16.1	17.3
1960-61	46,400	1,476	31.4	34.3	18.0	16.1
Decennial growth rate	91.7%	86.4%	+2.9%	-5.2%	+6.5%	+3.0%

### Current Expenditure By Level of Education

## Sources and Notes :

1. U.S.A. figures are based on T.W. Schultz's article 'Capital Formation By Education' - The Journal of Political Economy, Vol. LXVIII, No. 6, Dec. 1960.
2. France, Sweden and Germany - World Survey of Education - Secondary Education, III, UNESCO.
3. For India two sets of proportions are given. The first set of proportions is for the levels of education and the second is for the stages of education. The first set of proportions is worked out without transferring the expenditure incurred on elementary departments of secondary (high) schools to elementary schools proper whereas the second set of proportions is calculated after such transfer.
4. 'Others' cover recurring expenditure incurred on Adult Education, Special Education, Administration and unclassified recurring expenditure.