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## An Economic Impact of Policy Perspective on Quality Education in Tamil Nadu

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*This paper attempts to estimate the contribution of public expenditure on social sector to economic growth by using the central government expenditure and state government expenditure on education. It has been examining infrastructure facilities such as total number of schools, drinking water facility, toilet facility, electricity connection, playground, student-teacher ratio etc. in Tamil Nadu. This work also concentrates to dropout rates in school at various level of education in Tamil Nadu. This study based on secondary data from various budget documents, MHRD reports, SCERT reports and NUEPA reports. It has been observed that the public expenditure on education is positively associated with increasing gross enrollment ratio in Tamil Nadu. This work suggests to the government to focus must be given on small towns, rural areas, remote villages and backward regions where GER is very low compare to the urban area. Government should allow a fee policy after studying the unit cost of education at different levels, programmes, quality and scale of education. Government should formulate policy on strengthen to education sector in Tamil Nadu.*

Keywords: School Education, Expenditure, Enrollment and Dropout Rates.

### Introduction

Education in every sense is one of the fundamental factors of development. Any country can achieve sustainable economic development without substantial investment in human capital. Education provides one with the best opportunities of becoming successful in the modern society. In terms of knowledge, qualities, skills, attitudes, and capacities, education enables individuals to become conscious subjects of their growth and active responsible participants in a systematic process of building a new world order. Education enriches people's understanding of themselves and of the world and promotes entrepreneurship and technological advances. In addition, it improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people productivity and creativity plays a very crucial role in securing economic and social progress and improving income distribution. Education strengthens democracy by imparting to the citizens the tools needed to fully participate in the Government.

## Literacy Rate

During the sixty years of after independence, the literacy rate in Tamil Nadu had increased 80 per cent of literacy rate it is more than our national average. The literacy rate increased from 36.4 per cent in 1961 to 80.1 per cent during 2011 census. The rise in the literacy rate over the years could be attributed to better inputs in primary education. Similar trend was also noticed at all-India level.

Table -1.1-1: Decadal Trends in Literacy Rate 1961 to 2011  
(in percent)

Year	Tamil Nadu			All-India		
	Male	Female	Total	Male	Female	Total
1961	51.6	21.1	36.4	40.4	15.3	28.3
1971	59.5	30.9	45.4	45.9	22.0	34.5
1981	68.1	40.4	54.4	56.4	29.8	43.6
1991	73.1	51.3	62.7	64.1	39.3	52.2
2001	82.3	64.4	73.5	79.6	54.3	65.4
2011	86.8	73.4	80.1	80.9	64.6	73.0

Source: Directorate of Census Operation, Tamil Nadu.

The literacy rate in Tamil Nadu was comparatively better than the All India rate (73 per cent). However, the decadal gains in literacy rate in Tamil Nadu has slowdown in 2001 to 2011 decade which is a cause for concern. Further, literacy rate in Tamil Nadu have been slower than the all India gains since 1981. This implies that the State can't yet rest on its laurels in the area of education and literacy and sustained efforts is still required. Among the 15 major states, Tamil Nadu ranked third in respect literacy rate, Kerala (93.91 per cent) and Maharashtra (82.91 per cent). Among the gender, the literacy rates of males were higher than the females in Tamil Nadu as well as at all-India. The literacy gap between males and females and rural and urban was lower in Tamil Nadu as compared to all India.

## Education Development Index

The National University of Educational Planning and Administration (NEUPA) and the Government of India (Ministry of Human Resource Development, Department of School Education and Literacy) have jointly computed an Educational Development Index (EDI) separately for primary and upper primary levels of education and also a composite index for the entire elementary education. It is exclusively based on the District Information System for Education (DISE) data for the year 2012-13. A set of 24 indicators like access, infrastructure, teachers and outcomes have been used in computing this index. The indicators used were predetermined by Ministry of Human Resource Development. The index has been constructed separately for 7 Union Territories and 28 States in India for the year of 2012-13 and ranking has been given in the descending order. The composite index revealed that Tamil Nadu occupied the first place with regard to primary level, 7<sup>th</sup> place in the case of upper primary level and 3<sup>rd</sup> place for the entire elementary education at all India level. Among the southern states, Tamil Nadu stood first in Primary level, second place in Upper Primary level and first place in entire

elementary education.

### Objectives of the Study

- To compare the southern state-wise expenditure on Social Sector in India
- To examine the infrastructure status of schools in Tamil Nadu.
- To analyses the dropout rates of school education in Tamil Nadu.

### Sources of Data

This study makes use of secondary data relating to literacy rate, state-wise expenditure on social sector, 12<sup>th</sup> Five Year Plan outlay in education, availability of infrastructure facilities in schools and drop-out rates from NUEPA reports, 12<sup>th</sup> Five Year Plan documents, Census Reports, RBI Bulletin on state finance, District Information System for Education, Annual reports of Sarva Shiksha Abiyan and Tamil Nadu Economic Appraisal.

### Expenditure on Social Sector

Most of the social sector subjects fall within the purview of the State for which funding is provided through the Centrally-sponsored schemes. The Government plays a very significant role in the development of the social sector. The share of social sector in total expenditure in Tamil Nadu is higher the other southern states and as well as all India.

Table – 3.0 - 1: State-wise Expenditure on Social Sector  
(Rs. in crores)

Sl. No.	State	2015-16	2016-17	2017-18
1	Tamil Nadu	29350(40.3)	38210(40.6)	43990(41.2)
2	Kerala	12030(33.6)	14700(35.1)	19530(37.1)
3	Andhra Pradesh	30280(35.6)	44060(40.8)	48940(39.0)
4	Karnataka	25100(39.9)	28500(40.0)	32220(38.4)
5	All India	392940(38.7)	494250(40.0)	555520(40.0)

Source: RBI Bulletin on State Finance, March 2018.

Note: Figures in bracket indicates share of social sector expenditure in total expenditure.

Social sector expenditure spends to public health, education, food security, child development and community development etc., Tamil Nadu constantly focus to social sector that is reason for school education gets more funds from social expenditure. States formulate policy to quality of school education to all the sector of student community. In table-2 stated that social sector expenditure Rs. 29,350 crores in 2015-16 it is increase to Rs. 43,990 crores in 2016-17. This

expenditure also strengthens to public health; it is resulted that 92.94 per cent of institutional delivery registered in Tamil Nadu All India level.

Table – 3.0 – 2: 12<sup>th</sup> Five Year Plan Outlay on Education

Sl. No	Component	Outlay (Rs. In Crore)	Percent
1	Primary Education	5517	28.14
2	Secondary and Vocational Education	6675	34.04
3	Higher Education	3659	18.66
4	Tamil Development	211	1.08
5	Technical and Professional Education	2030	10.35
6	Science and Technology	177	0.90
7	Sports and Youth Welfare	1339	6.83
Total		19608	100.00

Source: 12<sup>th</sup> Five Year Plan Document (2012-17), State Planning Commission, Govt. of Tamil Nadu.

Tamil Nadu is 2<sup>nd</sup> ranked followed by Kerala in Institutional delivery. Under the health ministry 1,751 Primary Health Centers functioning in all rural areas. Government gives to free laptop, text books, footwear, bus pass, bi-cycles and special cash incentives, etc., all the school students. This will be increased to enrolment in schools. Social sector expenditure share of total Government of Tamil Nadu expenditure occupied 40.3 per cent in 2015-16 this sign slightly increased 41.2 per cent in 2017-18.

The plan period focus is universal enrolment, universal retention, universal achievement in school education. In India, adopt five-year plan 1950 onwards Central Planning Commission is a nodal agency of formulating a draft of proposal. State planning commission functions of state level agency which means authority making drafts and advisory councils of state governments. Recognizing the significance of education in the development process and the economic imperative of “quality of education for all” during the 12<sup>th</sup> plan period (2012-17), the Government of Tamil Nadu had proposed amount outlay of the amount of Rs. 19,608 crore for education out of the aggregate outlay of Rs. 2,11,250 crores. Education received 9.28 percent of total outlay of twelfth plan period.

#### Infrastructure Facilities in Educational Institutions

The basic infrastructure provided in the primary (I to V standard) and upper primary (VI to VIII standard) and high (IX & X standard) and higher secondary (XI & XII standard) Schools are buildings, toilets, playgrounds, library, kitchen shed, ramp, drinking water, boundary wall etc., not only increases participation of children bust also their retention in schools and also facilitates better academic performance of the students by motivating them. Thus, linking infrastructure availability with educational system provides a simple way understand the development process on the educational front.

Drinking water is an important aspect for school infrastructure development. The proportion of high and higher secondary school having drinking water facility in Tamil Nadu was lower than in primary and upper primary schools. Boundary walls are very necessary for the security of school premises and its property. In the absence of boundary wall, the maintenance of school buildings will be difficult. The proportion of primary schools without boundary walls was higher among primary and upper primary schools as compared to high and higher secondary schools.

These schools may certainly need to have boundary walls to avoid any possible untoward incidents in the school's premises. Availability of girl's toilet is essential in schools also to ensure better participation and retention of girls in schools. At the primary and upper primary level 4.6 per cent of the schools and even at the high and higher secondary level 2 per cent of schools did not have the facility in the state. Electricity is considered as one among the important basic indicators of the school infrastructure. However, 3.5 per cent of the primary and upper primary schools and 2.7 per cent of the high and higher secondary schools still did not have electricity in the State. In order to facilitate the physically challenged children it is necessary that every school should have a ramp. However, the position was bad in primary and upper primary schools as compared to high and higher secondary schools.

Availability of playgrounds is necessary so that the children can take part in sports and games which is necessary for the overall development of their personality. But, 24.9 per cent of primary schools did not have playgrounds and denied sports and game facilities to the pupil. The schools are expected to be conscious about the health and hygiene of the students; schools need to provide separate toilets for boys and girls to enable hygienic condition.

Table –4.0 – 1: Availability of Infrastructure Facilities in Schools 2016-17 (in per cent)

Sl. No	Category	Primary and Upper Primary	High and Higher Secondary
1	Schools with Drinking Water	99.2	98.4
2	School with Boundary Wall	77.1	86.1
3	School with Girls Toilets	95.6	98.0
4	School with Electricity	96.5	97.3
5	School with Ramp	61.3	84.8
6	School with Playgrounds	75.1	-
7	School with Boys Toilets	62.6	-
8	School with Kitchen Shed	88.8	-
9	School with Library	-	95.8
10	School with Hostel for Boys	-	8.7
11	School with Hosted for Girls	-	7.2
12	School having Internet Facility	-	49.8
13	School with First Aid Room	-	27.1
14	School with Auditorium	-	26.2
15	School with Parents Teacher Association	-	66.3

Source: District Information System for Education, NUEPA, New Delhi.

However, 38.4 per cent of the primary schools did not have toilet for boys and they allowed them to urinate in the open.

Libraries are a very important element in any educational institution as they serve as knowledge source for the students. However, 4.2 per cent of high and higher secondary schools did not have library facilities. This is a matter of serious concern and needs to be resolved at the earliest. To provide level playing field by bridging the digital divide, develop skills and improve the quality of human resources internet connectivity is provided is school for e-learning. About half of the high and higher secondary schools have the facility.

### Dropout Rate

The dropout rate is the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year. During the three-year period 2010-11 to 2012-13, there was a gradual decline in the dropout rate at the primary and upper primary levels. At the primary level the dropout rate of girls was higher than the boys. It was conspicuous among ST girls. At the upper primary level, even though the dropout level was on the decline it was considered to be on higher side as compared to the primary level. The dropout level of girls was marginally higher than the boys. Among SCs the dropout rate at the upper primary level was slightly higher than the ST's. The dropout rates of girls among SC's and boys in ST's were higher the respective counterparts. The major reasons for dropping out were the lack of interest in studies which translates to either the lack of interest of the parents to educate the children or the children were forced into work to earn money due to poor economic condition of the households.

Table – 5.0 -1: Primary and Upper Primary – Dropout Rate  
(in percent)

Category	Primary			Upper Primary		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
SC						
Boys	0.90	0.88	0.85	1.98	1.87	1.74
Girls	0.92	0.88	0.85	2.01	2.04	1.84
Overall	0.91	0.88	0.85	1.99	1.96	1.79
All Category						
Boys	0.98	0.94	0.92	1.80	1.77	1.70
Girls	1.01	0.97	0.94	1.79	1.71	1.71
Overall	1.00	0.95	0.93	1.79	1.74	1.70

Source: Project Director, Sarva Shiksha Abiyan, Chennai.

It is suggested that teacher in all schools should be given additional responsibilities of bringing the children dropping out back to school by convincing or motivating the parents. In addition, a realistic assessment of the problem of the most vulnerable of the children, improving management systems for better tracking and monitoring of school functioning and focus on improvement in teaching-learning process is necessary. Table-5 show that dropout rates of

primary education schedule caste boy's category in 0.90 per cent in 2010-11 it is 0.85 per cent in 2012-13, this analysis find out that almost schedule caste girls dropout rate 0.92 per cent in 2010-11 and it is 0.85 per cent in 2012-13. Compare to all India level analysis Tamil Nadu is top most states in reducing dropout rates.

### Discussions of the Study

School infrastructure can transform to quality of education. Several studies and evaluations confirm the positive link between better school infrastructure and increased enrolment, reduced drop-outs, high enrolment in higher education and reduced poverty. Government spending on productivity enhancing infrastructure, in fact, has a more significant and lasting impact on enrolment than government spending on unconditional subsidies to education sector. While almost major levels of share of school education sector are under the state governments, central government spending has also significance, particularly after reforms periods.

But outcomes have been disappointing both in terms of access and quality. Village-level school conditions are very poor infrastructure but many scheduled students still lack access to basic infrastructure in education. Almost all villages are having primary schools in Tamil Nadu. Electricity supply is often unreliable and water supply unavailable or polluted in many government and private-aided schools. Recent survey from NUEPA 08 per cent of urban government schools and 17 per cent of rural government school's failure to the three basic services like drinking water within premises, sanitation and electricity. Huge inequalities among educational districts, and even within taluk, persist. Scheduled tribes, often because they live in remote, isolated areas, typically fare the worst this section schools still faced problems to basic infrastructure in their schools. Government should allot to more funds in tribal schools.

Why are the government welfare schemes failures in schools? Until recently, government schemes were largely top-down in their approach and supply driven, lacking an integrated approach, focusing on political oriented and poor quality of products it is make to high maintenance cost to beneficiaries. A lack of monitoring and accountability allowed corruption to take hold. As a result, free scheme products are very poor quality, incomplete, unusable and/or inadequately maintained. Although the government favour to tender agencies again agencies have relationship with ruling political party. Finally, objectives of the welfare schemes failure, then government shows to the success of welfare schemes in only by record. In reality, students are partially benefited from schemes and also pay to more maintenance cost to government free schemes products. So, the disparate schemes of different government agencies for related to free schemes and infrastructure must be coordinated. Recognizing the interrelatedness, the twelfth plan, for example, proposes a providing universal access, equity, quality at primary, upper primary, secondary and higher secondary school level and increasing the enrolment in higher education to over 50 per cent. While many these changes are only slowly entering scheme design and showing positive results, huge challenges till remain in providing even basic infrastructure equitable and with reliable service quality in education sector.

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## Recommendations of this Study

The following suggestions are made on a pragmatic basis and with a view to provide a new base-line of action.

- Focus must be given on small towns, rural areas, remote villages and backward regions where Gross Enrolment in School Education is very low compare to the urban area.
- Government should be formulating clear regulatory frame work for private sector participation in school education.
- Governments should be periodically investigating to implementation of compulsory elementary education act rules and regulations by schools' management/authorities.
- Government ensure to providing universal access, equity, quality at school levels.
- School education department provide to platform using ICT equipment's infrastructure in all government school levels.
- There should be a democratic control of school education, which means that it should be administration in schools by a partnership of parents, teachers and private organizations with the sole objective of fulfilling the educational functions and purposes.
- Discrimination between the education of boys and girls should be curbed and both should expand on an equal footing
- Higher level authorities should be check to the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance register.
- Proper awareness campaign should be organized to create the awareness and the importance of education.

## Conclusion

The strength of a country is dependent on its intellectual and skillful citizens. It can be achieved through a well-planned and designed education system. There are many studies that conclude that hands-on learning is effective. Students should be given awareness before going in to higher education that schools ensure to quality of education to all the sectors of the students. Quality of education depends on provide to good infrastructure in schools. In the current scenario government introduced more welfare schemes to school students; it is reduced to drop-out rates in school level. The biggest challenge before the Government of Tamil Nadu is to create awareness and sensitization among people of all societies, especially in rural areas about the needs of women enrollment of higher education and reduce to the dropout rates in school and college level.

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