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An analysis of youth education in India

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Abstract
This paper estimates the district-wise educational attainment patterns in Indian youth in primary, secondary, higher secondary and higher education (subdivided into technical and non-technical education. The estimates shows that :- i) there is evident rural urban disparity where in rural areas higher percentage of youth have primary and middle education (district-wise) but in urban areas the trend reversed, they have higher percentage of youth having secondary and higher secondary education. ii) The number of districts with high percentage of youth graduates in urban areas are almost double than those in rural areas. There is clear spatial concentration in rural areas where the percentage is higher which is in southern west strip of India i.e. Andhra Pradesh and Tamil Nadu. iii) There is a clear Geographical divide in the percentage of graduates who attain Technical and Non-Technical degrees, with high percentage of the Technical Graduates (out of total, district wise) clustered in South India whereas Non-Technical graduates clustered in Northern and North-Eastern States with evident Spill over effects. iv) SC / ST divide in Technical Education, A clear social class divide is seen in Technical Education, where the Scheduled Castes and Scheduled Tribes lag behind the overall population in terms of Technical Education attainment. But no such spatial divide is evident. v) When comparing Technical education among males and females, a definite divergence in seen two aspects, 1) On an overage higher percentage of males have a technical degree as compared to females. 2) Spatial divergence i.e. districts with higher percentage.

Keywords: technical, non-technical, education

Introduction
This paper is a contribution to understand the educational attainment patterns among Indian Youth. In National Youth Policy (2014), 'youth' is defined as a person of age between 15-29 years. The same work-in definition has been used in this paper. In India youth comprises 27.5% of the entire population. Currently, the youth contributes about 34% Gross National Income of India. But, there still exists a huge potential to increase this contribution by increasing their productivity and one of the means to increase productivity is education [1].

Article 26 of the 1948 'Declaration of Human Rights' gives everyone the right to education, and also states that, - "Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit" (United Nations, 1948). The educational attainment of the young population is an important indicator of the country's overall and socioeconomic development. The educational attainment of young generation of the age group 15-29 also reflects the achievement of the educational sector (e.g. Govt. policies) in the past 20 years [2].

The 1931 census, for the first time systematically categorised certain castes as 'depressed classes'. Thereafter, the Government of India act,1935, for the first time, provided for notification of socially disadvantaged castes as 'Scheduled Castes', and a list of such castes was accordingly notified in the Government of India [Scheduled Castes] order,1936. 'Scheduled Castes' are defined in Article 366[24] of the constitution of India, as- "such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under article 341 to be scheduled castes for the purpose of the constitution [3].

The economics and social development of any economy depends on the education system of the country. As the demographic dividend of India is tilted towards Youth currently, India will require higher educational levels among youth to grow. This paper will try to shed some light on the existing patterns of educational levels in India among Youth by mainly focussing on primary and secondary education divide and technical and non - technical education divide.

Background
The youth in any country are crucial for its growing economic development and demographic evolution. The youth population, which typically forms the main working force in country, is expected to bring in new innovative skills that will help to enrich the human resources of a country.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. The National

Commission to Review the Working of the Constitution recommended that all children enjoy the fundamental right to free and compulsory education.

In order to achieve UEE (Universalisation of Elementary Education, the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness thenation's human resource potential.

The Centrally sponsored programmes implemented in the Education Sector under Ministry of Human Resource Development are Sarva Shiksha Abhiyan(SSA), Kasturba Gandhi Balika Vidyalaya, National Programme for Education of Girls at Elementary Level (NPEGEL), Mid-Day Meal Scheme(MDMS), Mahila Samakhya, Rashtriya Madhyamik Shiksha Abhiyan(RMSA), Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence, Scheme for construction and running of Girl's Hostel for Secondary and Higher Secondary Schools, Scheme of Vocationalisation of Secondary Education at +2 level, Scheme of ICT, Inclusive Education for the Disabled at Secondary School (IEDSS), Quality Improvement in School, Strengthening of Teachers‟ Training Institutions Adult Education and Skill Development Scheme, Scheme for Providing a Quality Education in Madarsas (SPQEM), National Means cum Merit Scholarship Scheme, Scheme for Infrastructure Development in Minority Institutions (IDMI), National Scheme for Incentive to the Girl Child for Secondary Education 90.00 19. Appointment of Language Teachers, setting up of New Polytechnics and Strengthening of Existing Polytechnics, Pre-matric Scholarship Scheme, Eklavya Model Residential School (EMRS) etc [4].

The Centrally Sponsored Schemes in lieu of higher education (technical and non-technical) are National Scheme of Apprenticeship Training, Support for Distance Education & Web Based Learning (NPTEL), Indian National Digital Library in Engineering, Science & Technology (INDEST-AICTE) Consortium, National Programme of Earthquake Engineering Education (NPEEE), Technology Development Mission, Direct Admission of Students Abroad etc [5].

In lieu of Scheduled Caste and Scheduled Tribe, Article 46 of the Constitution states: ‘‘The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation’’. Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilised for the benefit of weaker sections in our society [6].

Data and Summary Statistics

1. Evident Rural-Urban disparity in different level of education attainment i.e. across districts, on average, proportion of literates who have attained educational level of Secondary or Higher Secondary in Urban areas clearly outweighs rural areas while the reverse goes for Primary and Upper Primary (Middle) education.

This Paper uses the Census Data of 2011 and conducts a cross-sectional study of 640 Indian districts to establish that there is a clear disparity in different levels educational attainment for the Indian Youth across rural and urban areas. This evidence is clearly seen when a spatial India Map is drawn for the proportion of youth that has attained an educational attainment of Secondary or Higher-Secondary. It is clearly evident that less than 30% of literate youth from rural India gets educational attainment of Secondary or more with a clear clustering in the with the major being in Bihar, Rajasthan, Madhya Pradesh, Uttar Pradesh (BIMARU states) and North-eastern States and parts of Gujarat. Whereas the number of urban districts that have a lower educational attainment for Secondary and upper Secondary is very less and are majorly the same states. What surprisingly follows next is that the rural areas have very high proportion of literate youth having educational attainment of Primary and Middle level education. This implies that it is the lack of provisioning of higher level school education or poor Infrastructure like proper school building, good teaching staff and durables like furniture etc. which may have lead such a disparity. Whereas there have various Governmental Schemes that have specifically aimed at providing elementary levels of education which has contributed a lot to increasing Primary level education in rural areas.

The previous researches are consistent with this finding. Michael ward says "Only 65 per cent of villages have a secondary school within five kilometres. A school located beyond this distance from the village presents an enormous barrier to participate: a student walking over five kilometres to school and back each day would take over two hours, particularly if no road exists or there are rivers to cross, or it is very hot in summer and cold and rainy in the winter and so on"

2. It is observed that there is evident rural urban disparity among the proportion of youth total population that is graduate or more i.e. on an average most of districts in rural areas have a very less (less than 10%) graduate population when compared with urban areas.

To elaborate further, a spatial concentration is also visible i.e. those districts are concentrated in Andhra Pradesh, Tamil Nadu, Kerala, few districts of Maharashtra, Himachal Pradesh, Uttarakhand, Uttar Pradesh, Delhi and Haryana. Whereas for Urban areas, this number is significantly higher and more or less there is no such Spatial concentration across most of the Indian States.

3. Amongst the young Graduates, there is a clear Geographical divide in the proportion of graduates who attain Technical and Non-Technical degrees, with highest proportion of the Technical Graduates (out of total, district wise) clustered in South India and Non-Technical graduates clustered in Northern and North-Eastern States with evident Spill over effects.

Out of the total young graduates within each district, the graduates when classified in broadly 2 categories Technical and Non-Technical graduates leads to a clear interesting spatial pattern depicting that the Southern States like Tamil

Nadu, Telangana, Andhra Pradesh and with strong spill over affects in the nearby states of Kerala and Karnataka have the highest proportion of graduates as Technical whereas highest proportion of Non-Technical Graduates are clustered in the entire North Eastern States and other states like Uttar Pradesh, Bihar, West Bengal and with Strong Spill over effect on neighbouring states of Jharkhand, Madhya Pradesh and parts of Jammu and Kashmir.

This pattern amounts to various plausible explanations, the most of which is the huge presence of Private Engineering Universities in the Southern States. Tamil Nadu, Telangana, Andhra Pradesh Karnataka and Kerala jointly account for about 48.65% of total Engineering seats of the entire country as per the AICTCE approved colleges for academic year 2017-2017. So, such a pattern is bound to happen.

Also, secondly this supports the fact that "jobs do follow people" as most of Tech-based firms are located in Southern part of India.

Absence of such Technical Institutes in states like Bihar, Uttar Pradesh, West Bengal etc. naturally force people either to migrate or pursue Non-tech degrees.

"Access to engineering and technical colleges is relatively high in Andhra Pradesh (2.59 institutions per lakh population in the age group 18-23) followed by Goa (2.34), Karnataka (1.86), Kerala (1.81), Chandigarh (1.59), Maharashtra (1.56), Sikkim (1.41) and Tamil Nadu (1.27) [Gol 2006]" [9]

There is clear urban and rural divide in technical educational attainment. The urban areas with higher proportion of technical graduates are spread Pan-India whereas in the rural areas the concentration is in the few states of South India.

The number of districts with more than 12% technical graduates in rural areas is 129 whereas in urban areas it is almost three times i.e. 349.

Out of the Total graduates, the proportion of technical graduates for most of the rural areas is less than 12%, this in complete contrast with the urban areas where most of the urban areas have more than 12% of Technical Graduates.

We find that the only clustering of technical graduates with more than 12% in Rural areas is restricted to a few Southern States only with very less Spill-over effect. Whereas a Pan-India clustering of above 12% of Technical graduates can be seen for the Urban areas except leaving a few districts.

The major cause of this may be attributed due to the fact the Cost of attaining Technical education is very high and for the people residing in rural areas financing such cost is not an easy task. Moreover, the provisioning of such Educational Institutions is far off from the countryside.

4. SC/ST divide in Technical Education, A clear social class divide is seen in Technical Education, where the Scheduled Castes and Scheduled Tribes lag behind the overall population in terms of Technical Education attainment. But no such spatial divide is evident.

It is observed that the there is an evident divide when the Technical education attainment of the Socially backward classes is compared with that of the total population. The number of districts that have a higher proportion of technical graduates (more than 16%) is the least for ST's i.e. 73, followed by SC's with 79 and overall number for the total population is 129. It shows that that both SC's and ST's are the lagging behind the overall population when comparing technical education attainment. Despite the fact many special schemes have been implemented for the upliftment of the socially backward classes but there still exists a significant difference in Technical Education attainment and we still have a long way to go to reduce these differences to low levels.

5. When comparing Technical education among males and females, a definite divergence in seen two aspects,
1) On an overage higher percentage of males have a technical degree as compared to females.

Districts in Kerala, Tamil Nadu, Telengana and parts of Maharashtra, Gujrat, Orissa, Punjab, Haryana have higher percentage of male technical graduates than that of females.

2) Spatial divergence i.e. districts with higher percentage.

Also evident is the spatial divergence of the distribution of males and females with technical degree i.e. districts in which higher proportion of females have a technical degree as concentrated in Southern States of Tamil Nadu and Andhra Pradesh and a few districts of neighbouring states but for males there is strong concentration in not only Southern States with its spill over effects but also Northern districts of Punjab, Haryana and Delhi.

".....It has also been demonstrated that amongst the students in Higher Education there is a preponderance of urban and richer social sections of the society. We, too, often forget that only 34.1 percent of the students in science are females, and amongst the technical workforce in science laboratories technology laboratories only 10 percent and 20 percent are respectively women" (Suranjan Das, 2007)

Stylized Facts

- Evident Rural-Urban disparity in different level of education attainment i.e. across districts, on average, proportion of literates who have attained educational level of Secondary or Higher Secondary in Urban areas clearly outweighs rural areas while the reverse goes for Primary and Upper Primary (Middle) education. It is clearly evident that less than 30% of literate youth from rural India gets educational attainment of Secondary or more with a clear clustering in the with the major being in Bihar, Rajasthan, Madhya Pradesh, Uttar Pradesh (BIMARU states) and North-eastern States and parts of Gujarat. Whereas the number of urban districts that have a lower educational attainment for Secondary and upper Secondary is very less and are majorly the same states.
- There is clear rural -urban disparity visible among the percentage of youth graduates. The number of districts with high percentage of youth graduates in urban areas is way higher than those in rural areas. There is clear spatial concentration in rural areas where the percentage is higher i.e. Andhra Pradesh, Tamil Nadu, Kerala, few districts of Maharashtra, Himachal Pradesh, Uttarakhand, Uttar Pradesh, Delhi and Haryana. Whereas for Urban areas more or less there is no such spatial concentration across most of the Indian States.
- Amongst the young Graduates, there is a clear

Geographical divide in the percentage of graduates who attain Technical and Non-Technical degrees, with highest percentage of the Technical Graduates (out of total, district wise) clustered in South India and Non-Technical graduates clustered in Northern and North-Eastern States with evident Spill over effects. There is clear urban and rural divide in technical educational attainment. The urban areas with higher proportion of technical graduates are spread in entire southern hemisphere and the northern cluster around Delhi and Punjab whereas in the rural areas the concentration is in the few states of South India i.e. Andhra Pradesh and Tamil Nadu.

- SC/ST divide in Technical Education, A clear social class divide is seen in Technical Education, where the Scheduled Castes and Scheduled Tribes lag behind the overall population in terms of Technical Education attainment. But no such spatial divide is evident. It is observed that the there is an evident divide when the Technical education attainment of the Socially backward classes is compared with that of the total population. The number of districts that have a higher proportion of technical graduates (more than 16%) is the least for ST's i.e. 73, followed by SC's with 79 and overall number for the total population is 129. It shows that that both SC's and ST's are the lagging behind the overall population when comparing technical education attainment. Despite the fact many special schemes have been implemented for the upliftment of the socially backward classes but there still exists a significant difference in Technical Education attainment and we still have a long way to go to reduce these differences to low levels.
- When comparing Technical education among males and females, a definite divergence in seen two aspects, 1) On an overage higher percentage of males have a technical degree as compared to females. Districts in Kerala, Tamil Nadu, Telengana and parts of Maharashtra, Gujrat, Orissa, Punjab, Haryana have higher percentage of male technical graduates than that of females. 2) Spatial divergence i.e. districts with higher percentage.

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