



EDUCATION AT A GLANCE 2017

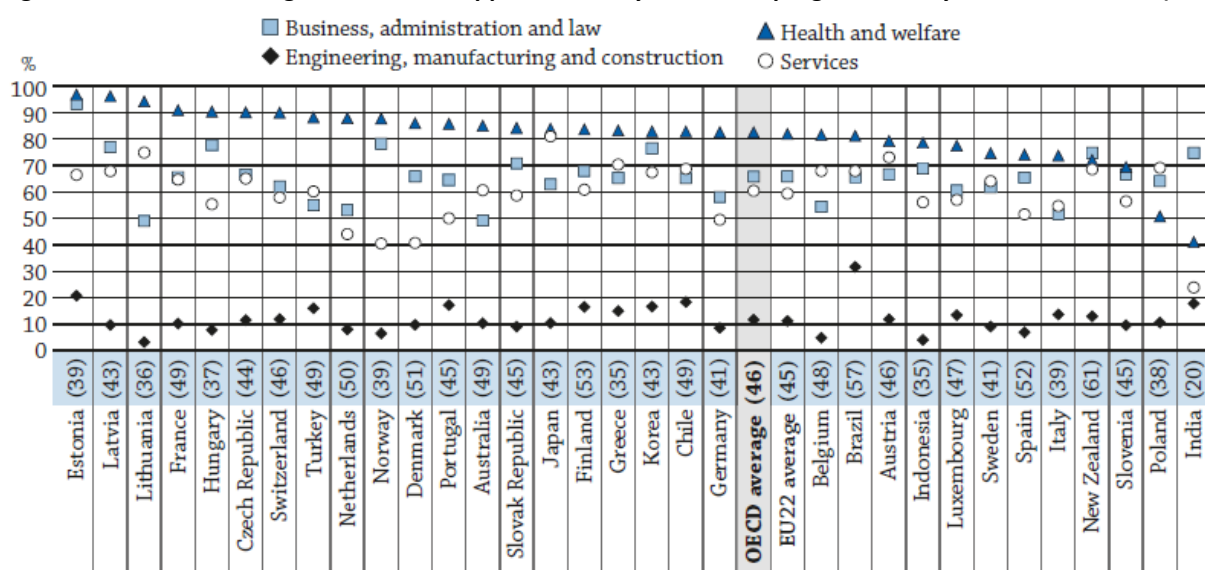
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

The topics covered in this country note were selected according to data availability.

India

- **As of 2015, social sciences, journalism and information was the most popular field of study among tertiary graduates**, with the share of students enrolled in the field being almost three times the G20 average and higher than all the OECD countries, behind only Argentina.
- **Public expenditure per student is lower in private institutions than public institutions.** It is also substantially lower than the average public expenditure per student among G20 countries at primary, lower secondary and upper secondary education. **However, at tertiary level this trend reverses.**
- **General programmes are much more attractive to young people than vocational ones** with 30 times more students at secondary level. The share of students undergoing vocational training in 2014 was the lowest of any of the G20 and OECD nations.
- **Among general programmes, India has achieved gender parity in tertiary enrolment for all fields of study except one: engineering, manufacturing and construction.** However, the same cannot be said for vocational programmes, where the share of women is lower than that for men in all fields except business administration and law.

Figure 1. Share of female graduates from upper secondary vocational programmes, by field of education (2015)



Note: The number in parentheses corresponds to the share of female graduates (all fields combined). Countries are ranked in descending order of the share of female graduates from upper secondary vocational programmes in health and welfare. **Source:** OECD/UIS/Eurostat (2017), Table A2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Social sciences have overtaken natural sciences and engineering as a field of study

- In contrast to the past dominance of natural sciences and engineering as fields of study, there has been a surprising shift in preferences in India. In 2015, 33% of tertiary graduates had studied the field of social sciences, journalism and information, behind only Argentina, where the share was 36%. India's share is almost three times the G20 average of 12% and more than three times the OECD average of 10%.
- However, these preferences change at different stages of education. Social sciences dominate at bachelor's level, at 37% of graduates. At the master's level, business administration and law overtakes the social sciences, with 24% of graduates compared with 17%. At the doctoral level, natural sciences, mathematics and statistics becomes the most popular field, with 27% of graduates, compared to 13% for the social sciences and 12% in business administration and law.
- Services appear to be the least popular field of study among young adults at all stages of education in India. While a similar trend is seen across G20 and OECD countries, with only 3% and 5% of graduates respectively, the share of graduates who enrolled in this field in India is negligible.
- As of 2015, social sciences, journalism and information had the highest share of new entrants in tertiary education (36%), followed by business administration and law (18%) and natural sciences, mathematics and statistics (15%). This is more than three times the share of new entrants in social sciences across the OECD or the EU, where the average share is 10% each.
- India has near equal representation of women and men in all general tertiary education programmes except engineering, manufacturing and construction, which has only 28% women. This is in line with the OECD average of 24% of women students. In fact, India has better gender parity than OECD countries in other fields of study. On average across OECD countries men are over-represented in the information and communication technologies (ICT) related fields, (19% of women students compared to India's 44%), and women are over-represented in health and welfare related fields (76% women compared to India's 58%).

Public expenditure on education is well below India's peers

- India's annual public expenditure on educational institutions per student was a mere USD 872 (adjusted for purchasing power parity; PPP) against a G20 average which was just over 7 times higher (USD 6 379) and OECD and EU22 averages which are more than 10 times higher (USD 9 120 and USD 9 444 respectively). Even other developing nations such as Russia and Brazil, fellow members of the Brazil, Russia, India, China and South Africa (BRICS) grouping, have a higher annual public expenditure on educational institutions per student than India at USD 5 015 (PPP adjusted) and USD 4 152 (PPP adjusted) respectively.
- Annual public expenditure on educational institutions per student was significantly higher for public institutions than private ones at primary, lower secondary and upper secondary levels in India, although at the tertiary level the opposite holds true. The differential at the upper secondary level is not as stark as it is at the primary and lower secondary level, where public expenditure is over three times as much in public institutions as private ones, but it is still around twice as much. However, annual public expenditure per student is over five times higher in private institutions than in public institutions at tertiary level (USD 25 877 as opposed to USD 4 666).
- With education falling under the jurisdiction of both the central and regional governments in India, both levels of government contribute financially to education. However, the regional governments spend considerably more than the centre on education, especially at the primary level where the central government's share of public funds is only 21% as opposed to 79% from regional government. These differences become more modest at the tertiary level where central funds account for 43% of public expenditure against 57% from regional government.

General programmes are more popular than vocational programmes, especially among women

- As of 2015, 30% of secondary-level educated young adults graduated from general programmes as opposed to just 1% from vocational programmes. Both these statistics are lower than the corresponding G20 graduation rates of 56% for general programmes and 31% for vocational ones.
- The share of female graduates from upper secondary general programmes was 48% in 2015, 28 percentage points higher than from vocational programmes. Among women pursuing vocational programmes, business administration and law was the most popular field of study, with women making up 75% of the graduates in this field. This figure was higher than the 66% on average for vocational programmes across both OECD and EU22 countries. The other fields, such as engineering, manufacturing and construction; health and welfare; and services, all have a higher share of men graduating in India (Figure 1).

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Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=IND&treshold=10&topic=E0>.

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Key Facts for India in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	India		OECD average		G20 average	
Fields of study							
New entrants to tertiary education							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	7%	59%	9%	78%	9%	72%
	Business, administration and law	18%	43%	23%	54%	23%	48%
	Engineering, manufacturing and construction	9%	28%	16%	24%	18%	23%
Early childhood education							
Expenditure on all early childhood educational institutions							
2014							
Table C2.3	As a percentage of GDP	**		0.8%		**	
	Proportions of total expenditure from public sources	**		82%		**	
Vocational education and training (VET)							
Enrolment in upper secondary education, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	32%	**	37%	25%	38%	18%
Tertiary education							
Educational attainment of 25-64 year-olds							
2016							
Table A1.1	Short-cycle tertiary	1%		8%		10%	
	Bachelor's or equivalent	10%		16%		16%	
	Master's or equivalent	**		12%		9%	
	Doctoral or equivalent	**		1%		**	
Employment rate of 25-64 year-olds, by educational attainment							
2016							
Table A5.1	Short-cycle tertiary	**		81%		**	
	Bachelor's or equivalent	**		83%		**	
	Master's or equivalent	**		87%		**	
	Doctoral or equivalent	**		91%		**	
	All tertiary levels of education	**		84%		**	
Financial investment in education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)							
2014							
Table B1.1	Primary education	**		USD 8 733		**	
	Secondary education	**		USD 10 106		**	
	Tertiary (including R&D activities)	**		USD 16 143		**	
Total expenditure on primary to tertiary educational institutions							
2014							
Table B2.1	As a percentage of GDP	**		5.2%		**	
Total public expenditure on primary to tertiary education							
2014							
Table B4.1	As a percentage of total public expenditure	12.6%		11.3%		12.3%	
Teachers							
Share of female teachers in public and private institutions							
2015							
Table D5.2	Primary education	49%		83%		76%	
	Upper secondary education	**		59%		54%	
	Tertiary education	**		43%		42%	
Ratio of students to teaching staff							
2015							
Table D2.2	Primary education	29		15		19	
	Secondary education	32		13		16	
	Tertiary education	24		16		18	

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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