

EDUCATION AT A GLANCE 2016

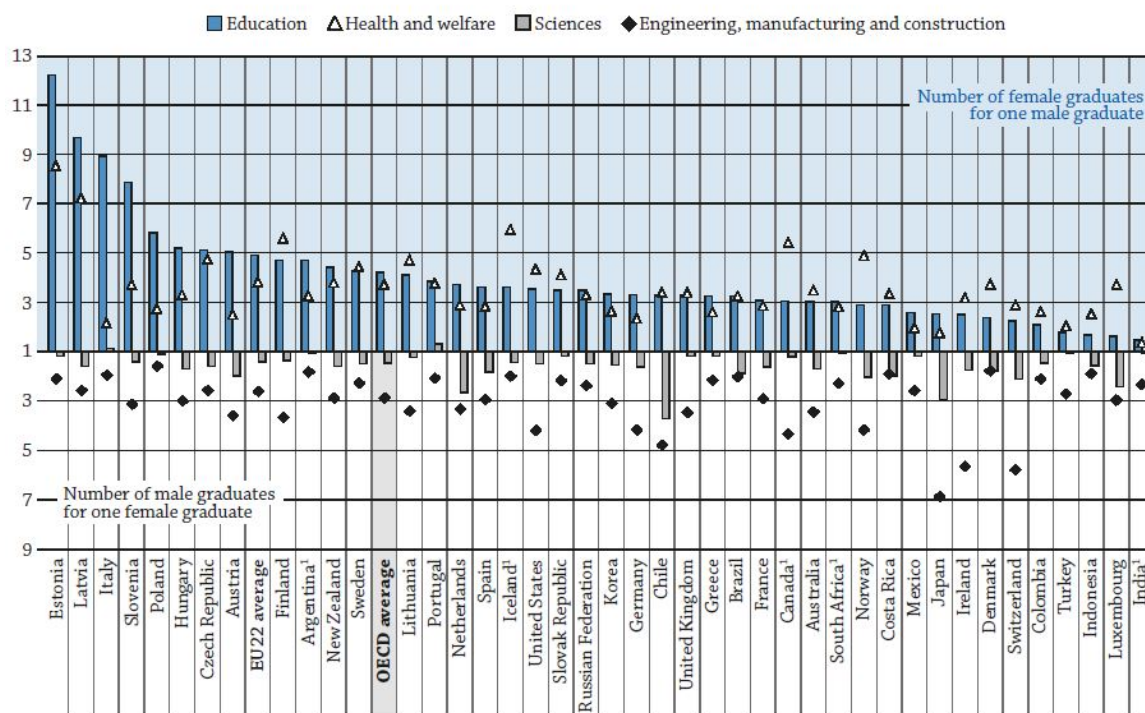
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

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

India

- Despite the lower share of adults with tertiary education, India has a **relatively balanced gender distribution across the various fields of tertiary education** compared to other OECD and partner countries, especially in fields such as education, humanities and arts, and health and welfare.
- In 2013, nearly **half of all first-time tertiary graduates in India were female**.
- Vocational education and training in India remains overshadowed by the emphasis on general programmes.** Fewer students than average are enrolled in vocational programmes at the upper secondary level, although the enrolment rate for vocational programmes at the post-secondary non-tertiary level is above both OECD and G20 averages. Graduation rates from vocational programmes in India are also one of the lowest among the OECD and partner countries.
- Although the **share of foreign students in India is very low**, many Indian students pursue studies abroad. They make up a significant share of international students in master's and doctoral or equivalent programmes in Australia, the United Kingdom and the United States.

Figure 1. Gender ratio for all tertiary graduates, by field of education (2014)



1. Year of reference 2013.

Countries are ranked in descending order of the number of female graduates for one male graduate in the field of "Education".

Source: OECD, Table A3.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396834>

Gender gaps in education persist

- In 2013, 49% of first-time graduates in India from bachelor's or equivalent programmes were female, compared with 54% from master's or equivalent and 38% from doctoral or equivalent programmes. This is not far from the averages across the G20 countries of 55% from bachelor's, 52% from master's and 44% from doctoral or equivalent programmes.
- Although men and women have almost equal representation in most fields of tertiary education, women are still under-represented in the fields of engineering, manufacturing and construction (where there are two men for every woman) and agriculture (three men for every woman) (Figure 1). Women are also over-represented in the field of services, with 3.5 women for every man.
- Only 19% of graduates from upper secondary vocational programmes in India were women. Of these, 67% pursued social sciences, business and law, while only around 17% pursued engineering, manufacturing and construction. This pattern is similar to the G20 averages of 62% and 16% respectively. In contrast, India has one of the highest shares of female graduates from post-secondary non-tertiary vocational education among the OECD and partner countries, at 71%, behind only Austria (74%), Denmark (73%) and Poland (75%).

Vocational programmes are less attractive to students than academic programs

- Although only 3% of Indian upper secondary students are enrolled in vocational programmes, nearly all post-secondary non-tertiary students are in vocational programmes. This is in stark contrast to the G20 averages, where 29% of all upper secondary students and 63% of post-secondary non-tertiary students are enrolled in vocational programmes.
- India also has one of the lowest graduation rates from vocational programmes among the OECD and partner countries: less than 2% of students graduate from upper secondary vocational programmes, and only around 1% from post-secondary non-tertiary vocational programmes. Nearly three-quarters of post-secondary non-tertiary vocational graduates in India studied the field of education, while around one-quarter studied health and welfare.

Tertiary education is still expanding inside and outside India

- About 99.9% of all first-time tertiary graduates studied bachelor's or equivalent programmes.
- In 2014, the first-time graduation rate for tertiary education in India was 47%, with 32% graduating from bachelor's or equivalent, 3% from master's or equivalent and 0.1% from doctoral or equivalent programmes. Although this is lower than the G20 average first-time graduation rate for all tertiary education of 45%, it is higher than the rates for the other partner countries from Asia: China (23%) and Indonesia (24%).
- Across OECD and partner countries, India has the highest percentage of students who graduate from science programmes with a master's or equivalent degree (26%).
- Only 0.12% of all students in tertiary education in India are foreign students (that is, not Indian citizens), making it the country with the lowest share of foreign students in tertiary education across all OECD and partner countries.
- The United States is by far the most popular destination for Indian students enrolled in master's and doctoral or equivalent programmes abroad. Some 57% of Indian students pursuing their studies abroad chose the United States, followed by Australia (15%) and the United Kingdom (11%). These countries are English speaking and use English for instruction, making them more attractive to Indian students. India is second only to China in the number of its students it sends to attend master's and doctoral or equivalent programmes in these countries: 19% of international students in the United States come from India at these levels, 15% in Australia and 6% in the United Kingdom.
- India has one of the lowest shares of people reporting satisfaction with their life today, across the OECD and partner countries, for all levels of educational attainment. Only 43% of people with upper secondary and post-secondary non-tertiary education report satisfaction with their life today, and 67% among the tertiary educated. However, 72% of those with upper secondary and post-secondary non-tertiary education expect to be satisfied with their life in five years time, and 84% of those with tertiary education. This is similar to the pattern observed in other emerging economies, such as China, Indonesia and South Africa.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are 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 (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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 <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=IND&treshold=10&topic=E0>.

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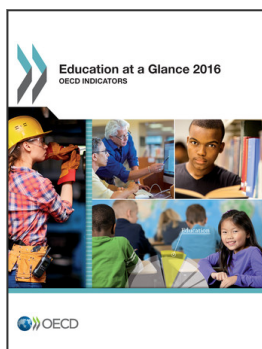
Key Facts for India in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	India		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	**	**	66%	46%
	Upper secondary or post-secondary non-tertiary	**	**	81%	67%
	Tertiary	**	**	88%	80%
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
	15-29 year-olds	**	**	12%	17%
Table A3.4	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
	Short-cycle tertiary	**		56%	
	Bachelor's or equivalent	49%		58%	
	Master's or equivalent	54%		57%	
	Doctoral or equivalent	38%		47%	
Vocational Education and Training (VET)					
Table C1.3a	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
	Upper secondary education	97%	3%	56%	44%
Financial Investment in Education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary education	**		USD 8 477	
	Secondary education	**		USD 9 811	
	Tertiary (including R&D activities)	**		USD 15 772	
Early Childhood Education and Care (ECEC)					
Table C2.3	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	**		0.8%	
Teachers					
Table D2.2	Ratio of students to teaching staff	2014			
	Primary education	**		15 students per teacher	
	Secondary education	**		13 students per teacher	
	Tertiary education	**		17 students per teacher	
Tertiary Education					
Table A1.2	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
	Short-cycle tertiary	**	**	8%	8%
	Bachelor's or equivalent	**	**	21%	16%
	Master's or equivalent	**	**	14%	11%
	Doctoral or equivalent	**	**	1%	1%
Other: Education and Social Outcomes					
Table A8.3a	Life satisfaction today and in five years for 25-64 year-olds, by educational attainment ¹	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
	Upper secondary or post-secondary non-tertiary	43%	72%	83%	87%
	Tertiary	67%	84%	92%	94%

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

1. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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