

Public Spending on Technical Education in India: Inter-State Comparison

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The paper examines public spending on technical education in India by both the Centre and the States. The rationale for the same becomes relevant when the economy has been undergoing structural changes over a span of time and the demand pattern for skills of different kinds has changed in different sectors, especially in the manufacturing sector. The study aims to make a comparison in public spending on technical education and its proportion to the Gross State Domestic Product (GSDP) among 15 major states from 1991-1992 to 2011-2012 at constant prices. Inter-state comparison perceives that the states of Bihar and Uttar Pradesh, economically and educationally backward, registered a negative growth rate in expenditure on technical education. Empirical results show that per student expenditure has risen appreciably in the 1990s, while after 2001-2002 it declined at both current and real prices. The per student expenditure is lower in the poor states which engrossed consideration toward more public spending in the destitute regions of the nation.

I Introduction

With its phenomenal growth, higher education system in India has emerged as the second largest system in the world only after China, producing the second largest stock of scientific and technical manpower. The spectacular growth has also helped the nation in achieving self-reliance in manpower needs and even to 'export' manpower to the advanced countries (Tilak 2015). In India, technical education has become a prime instrument especially since the industrial revolution. It is largely through it that the modern industrial civilizations ensures sustained supply of necessary skills, expertise and professionals with persistent improvements in material standard of living and also keep up fundamental scientific inventions, technological progress and innovations, and growth of productivity (Maharatna 2014). Further, for achieving quality in higher education, an economy needs better knowledge and achievements of science and technology which further integrate into national and local expertise (UNESCO, 1996). The National Knowledge Commission [NKC] (2007) has also emphasized the role of technical and skilled education in the form of specialized research

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