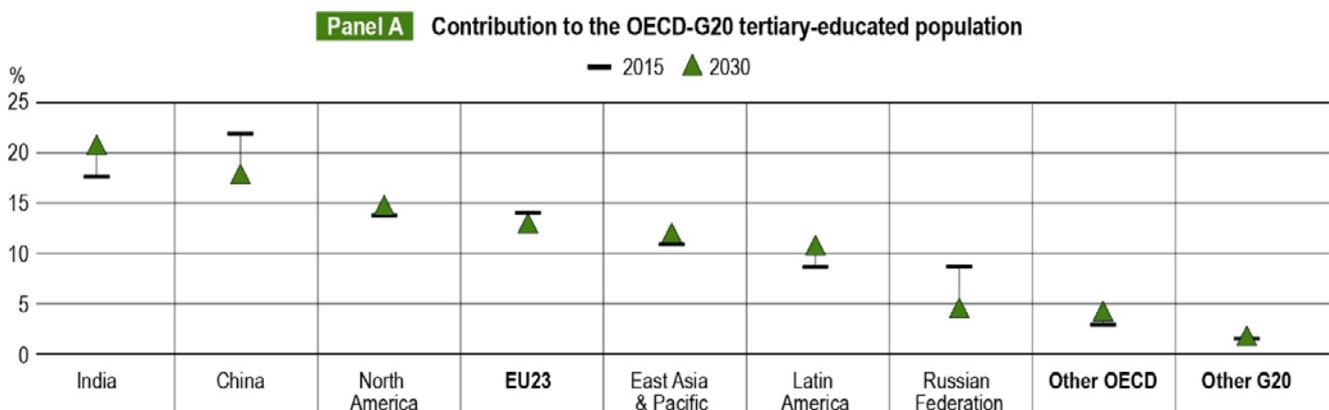


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## India

- **In India, 71% of adults do not have upper secondary education.** Even among younger adults, 70% of women have not attained upper secondary education, compared to 58% of men.
- The share of tertiary-educated adults is growing in India. **By 2030, tertiary-educated adults from India are expected to make up more than one-fifth of the tertiary-educated population across OECD and G20 countries.**
- **The majority of Indian students in tertiary education are enrolled in private institutions,** where the ratio of students to teachers is much lower than in public institutions.
- Although the share of doctorate holders among the adult population is very low, **India accounted for one in every ten doctoral student graduating in the G20 countries in 2017.**

**Figure 1. Regions' projected contributions to the global tertiary-educated population of 25-34 year-olds (2015 to 2030)**



**Note:** Countries and regions are ranked in descending order of their projected regions contribution to the OECD-G20 tertiary-educated population of 25-34 year-olds in 2030.

**Source:** (OECD, 2018<sup>[2]</sup>).

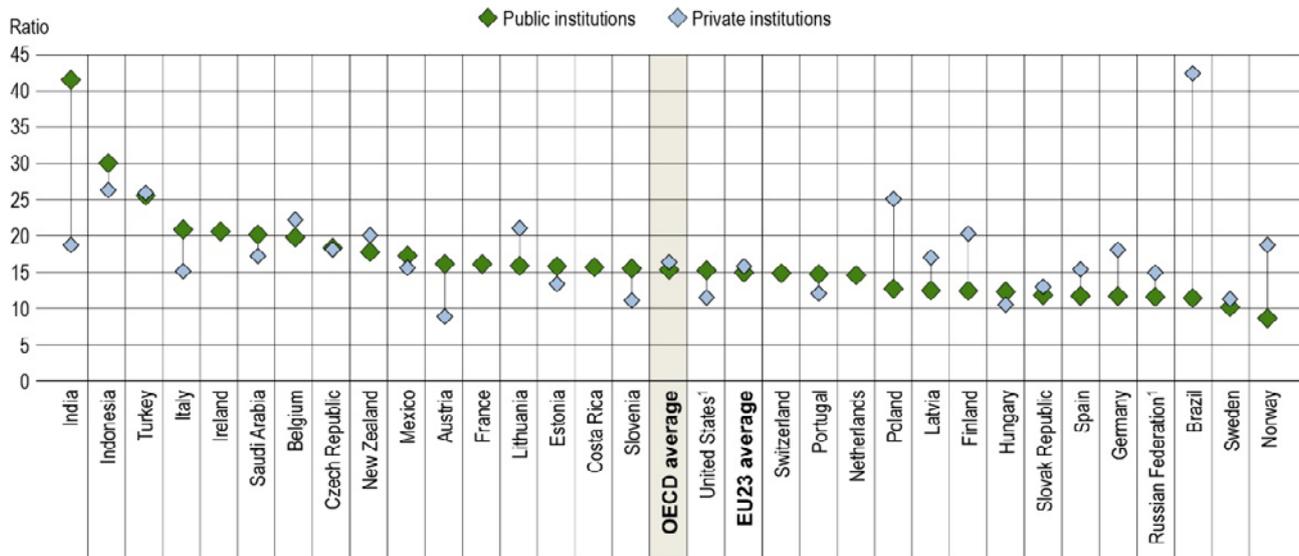
## Educational attainment is still low in India, especially for women

- India has by far the highest share of adults without a primary education among the G20 countries. In 2011 almost half of 25-64 year-olds (46%) had not completed primary education, compared to 9% on average across G20 countries. The share of adults without upper secondary education is 71% in India, compared to 36% on average across G20 countries. The younger generation is more likely to have attained this level of education: among 25-34 year-olds the share falls to 64%, but this is still high compared to the average of 25% across G20 countries.
- Tertiary attainment is still low in India but it is rising: 11% of 25-64 year-olds had a tertiary education in 2011, the third lowest rate after the People's Republic of China (10%) and South Africa (7%), rising to 14% among young adults (25-34 year-olds). In contrast, on average across G20 countries, 32% of 25-64 year-old adults have attained tertiary education and 38% of 25-34 year-olds. If current entry patterns continue, an estimated 42% of young Indians will enter tertiary education for the first time in their life, against 66% on average across G20 countries. While other countries offer a variety of short- and long-cycle programmes at tertiary level, bachelor's programmes are the most common in India: Short cycle programmes do not exist, while less than 1% enter tertiary education through long-first degrees at master's level.
- The gender gap in educational attainment remains high across all levels of education. In most countries, young men are more likely than young women to lack an upper secondary qualification and women are also more likely to have obtained a tertiary qualification. In India, it is the opposite: 58% of young men and 70% of young women did not attain upper secondary education, while 16% of young men and 12% of young women attained a tertiary qualification.
- Although tertiary-educated adults make up only a small share of India's population, they still represent the largest share of tertiary-educated adults in OECD and G20 countries and this is likely to grow. India's contribution to the tertiary-educated population of these countries is projected to increase from 17.6% in 2015 to 20.8% in 2030. This expansion is fuelled by both an increase in the share of tertiary-educated adults and a growing population (Figure 1).
- About 1% of India's national tertiary students were enrolled abroad in 2017, most of them in English-speaking countries: 42% of internationally mobile Indian students were studying in the United States, 15% in Australia, 10% in Canada and 5% in the United Kingdom.

## The majority of tertiary students are enrolled in private institutions where the ratio of students to teachers is much lower

- Tertiary students in India are more likely to enrol in private institutions than in other G20 countries but the share falls with increasing education: in 2017, 40% of bachelor's students, 56% of master's students and 74% of doctoral students were enrolled in public institutions. In contrast, on average across G20 countries, 67% of bachelor's students, 70% of master's students and 81% of doctoral students were enrolled in public institutions.
- Higher enrolment in private institutions may be partly due to better learning conditions. While on average across OECD countries there is little difference in the number of students per teaching staff member between public tertiary institutions (15 students per teacher) and private ones (16 students per teacher), the difference in India is striking. There are more than twice as many students for every teacher in public institutions (42:1) as there are in private institutions (19:1) (Figure 2).
- The situation is different at lower secondary level, where students enrolled in private institutions do not benefit from lower student-teacher ratios than their counterparts in public institutions. Both public and private lower secondary schools have a student-teacher ratio of 26:1, well above the G20 averages of 14:1 in private institutions and 17:1 in public institutions.

Figure 2. Ratio of students to teaching staff in tertiary education, by type of institution (2017)



1. Tertiary includes programmes outside tertiary level - see Annex 3 for further details.

Countries are ranked in descending order of the ratio of students to teaching staff in tertiary public institutions.

Source: OECD/UIS/Eurostat (2019), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## While attainment at doctoral level is low, India accounts for one in every ten doctoral graduates across G20 countries

- In India, almost 29 000 individuals graduated with a doctorate in 2017, the same number as in Germany and the United Kingdom. Although doctorate holders represent a small share of the population in India, about 10% of total graduates from doctoral programmes across G20 countries were from India in 2017.
- The largest share of doctoral graduates in India, 29%, studied the broad field of natural sciences, mathematics and statistics, compared to 22% on average across G20 countries. Women accounted for 43% of doctoral graduates in India in 2017, just below the G20 average of 47%.

## References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]  
<https://doi.org/10.1787/f8d7880d-en>.

OECD (2018), "How is the tertiary-educated population evolving?", *Education Indicators in Focus*, No. 61, <https://doi.org/10.1787/a17e95dc-en>. [2]

For more information on Education at a Glance 2019 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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:  Education GPS

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

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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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.

## Key Facts for India in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	India		OECD average		G20 average	
<b>Tertiary education</b>							
<b>Educational attainment of 25-64 year-olds</b>							
<b>2018</b>							
Table A1.1	Short-cycle tertiary	1%		7%		9%	
	Bachelor's or equivalent	10%		17%		16%	
	Master's or equivalent	**		13%		7%	
	Doctoral or equivalent	**		1%		**	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>							
<b>2008</b>   <b>2018</b>   <b>2008</b>   <b>2018</b>   <b>2008</b>   <b>2018</b>							
Table A1.2	Men	**	16%	31%	38%	**	35%
	Women	**	12%	40%	51%	**	41%
	Total	**	14%	35%	44%	**	38%
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2018</b>							
Table A3.1	Short-cycle tertiary	**		82%		**	
	Bachelor's or equivalent	**		84%		**	
	Master's or equivalent	**		88%		**	
	Doctoral or equivalent	**		92%		**	
	All tertiary levels of education	**		85%		**	
<b>Upper secondary and Vocational education and training (VET)</b>							
<b>Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary education	22%		41%		37%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A3.3	Employment rate	**		78%		**	
	Unemployment rate	**		7%		**	
	Inactivity rate	**		16%		**	
<b>Early childhood education and care (ECEC)</b>							
<b>Enrolment rate of 3-5 year-olds in education</b>							
<b>2017</b>							
Table B2.2	ECEC and primary education	**		87%		**	
<b>Share of children enrolled in private institutions</b>							
<b>2017</b>							
Table B2.3	at pre-primary level (ISCED 02)	77%		34%		42%	
<b>Financial resources invested in education</b>							
<b>Total expenditure on educational institutions, by level of education</b>							
<b>2016</b>							
		USD/student <sup>1</sup>	% GDP	USD/student <sup>1</sup>	% GDP	USD/student <sup>1</sup>	% GDP
Table C1.1 and C2.1	Primary	**	**	USD 8 470	1.5%	**	**
	Lower secondary	**	**	USD 9 884	0.9%	**	**
	Upper secondary	**	**	USD 10 368	1.1%	**	**
	Tertiary (including R&D)	**	**	USD 15 556	1.5%	**	**
<b>Teachers, the learning environment and the organisation of schools</b>							
<b>Share of female teachers, in public and private institutions</b>							
<b>2017</b>							
Table D5.2	Primary	**		83%		87%	
	Lower secondary	**		69%		72%	
<b>Average class size by level of education</b>							
<b>2017</b>							
Table D2.1	Primary	**		21		20	
	Lower secondary	**		23		21	

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

1. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.