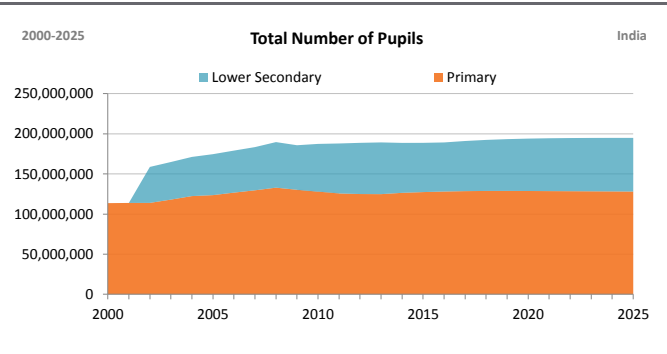
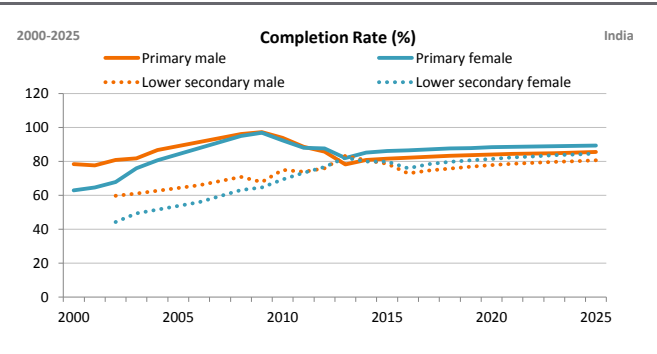
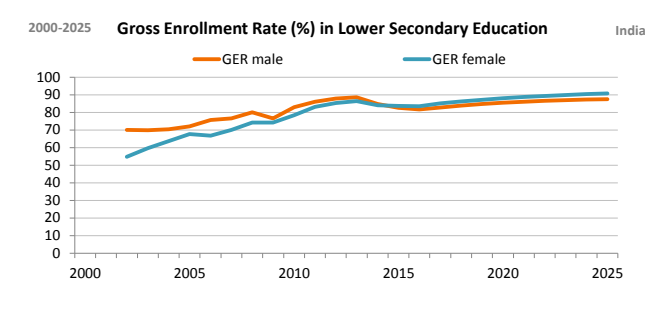
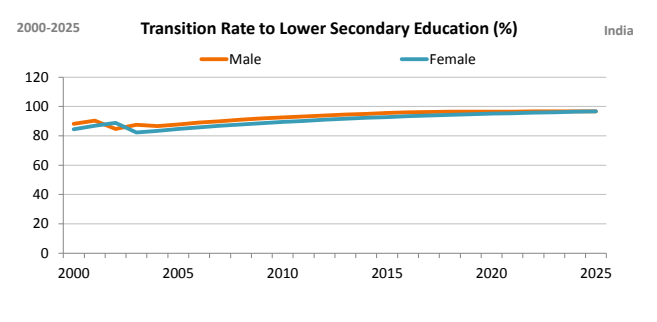
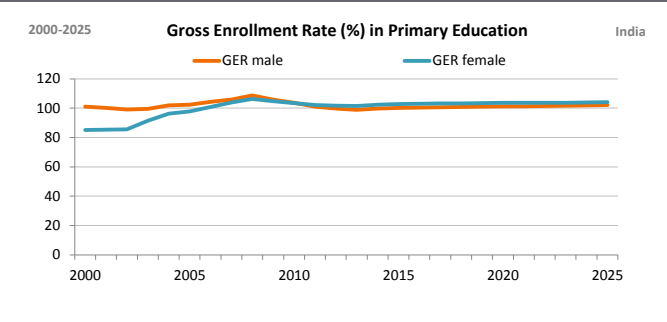
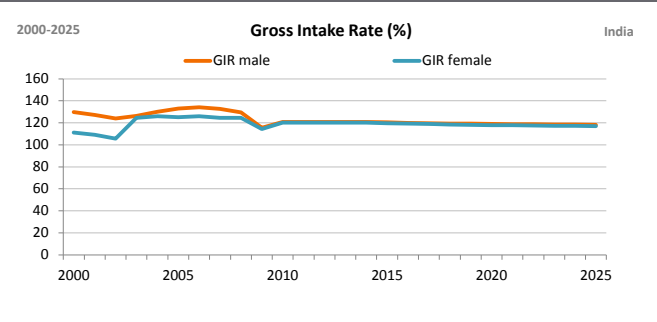


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

India



DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR) Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Gross Enrollment Rate (GER) Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Transition Rate The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

Completion Rate The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Primary Education At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	2000	113,612,541	130	111	101	85	78
2001	113,826,978	127	109	100	85	78	65
2002	113,883,060	124	106	99	86	81	68
2003	117,992,382	126	125	100	91	82	76
2004	122,360,323	130	126	102	96	87	81
2005	123,550,173	133	125	102	98	#N/A	#N/A
2006	126,703,987	134	126	104	101	#N/A	#N/A
2007	129,562,166	133	124	106	104	#N/A	#N/A
2008	132,869,426	129	125	109	106	96	95
2009	130,255,080	116	114	106	105	97	97
2010	127,944,536	121	120	104	103	94	92
2011	125,664,262	121	120	101	102	88	88
2012	124,914,361	121	120	100	102	86	88
2013	124,787,305	121	120	99	101	78	82
2014	126,421,521	121	120	100	102	81	85
2015	127,369,025	120	120	100	103	82	86
2016	128,060,505	120	119	100	103	82	87
2017	128,538,929	120	119	101	103	83	87
2018	128,785,386	119	119	101	103	83	88
2019	128,800,546	119	118	101	103	84	88
2020	128,706,947	119	118	101	104	84	88
2021	128,581,062	119	118	101	104	84	89
2022	128,447,909	119	118	101	104	85	89
2023	128,314,917	118	117	102	104	85	89
2024	128,180,991	118	117	102	104	85	89
2025	128,026,705	118	117	102	104	86	89

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
	2000	#N/A	88	85	#N/A	#N/A	#N/A
2001	#N/A	90	87	#N/A	#N/A	#N/A	#N/A
2002	44,828,235	85	89	70	55	60	44
2003	46,845,207	87	82	70	60	61	49
2004	48,798,352	87	83	70	64	#N/A	#N/A
2005	51,033,922	88	85	72	68	#N/A	#N/A
2006	52,325,161	89	86	76	67	66	56
2007	53,837,023	90	87	77	70	#N/A	#N/A
2008	56,787,869	91	88	80	74	71	63
2009	55,463,959	92	89	77	74	68	65
2010	59,421,002	93	89	83	78	75	69
2011	62,256,940	93	90	86	83	74	73
2012	63,801,312	94	91	88	85	76	77
2013	64,467,838	94	92	89	86	83	82
2014	62,235,629	95	92	85	84	81	80
2015	61,337,380	95	93	83	84	79	80
2016	61,163,920	96	93	82	84	73	76
2017	62,457,387	96	94	83	85	75	78
2018	63,572,867	96	94	84	86	76	80
2019	64,523,867	96	95	85	87	77	81
2020	65,278,578	96	95	85	88	78	81
2021	65,845,309	97	95	86	89	79	82
2022	66,231,626	97	96	86	89	79	83
2023	66,521,450	97	96	87	90	80	84
2024	66,721,663	97	96	87	90	80	84
2025	66,860,005	97	97	88	91	81	85

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development