सत्यमेव जयते

Government of India
Ministry of Human Resource Development

Education For All
Towards Quality with Equity

National University of Educational Planning and Administration

Education For All

Towards Quality with Equity

INDIA

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सत्यमेव जयते

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Foreword

The international agenda of Education for All (EFA) as per the agreed Dakar Framework of Action (2001) has been central to the focus and implementation of education development over the last decade and a half. As the current EFA agenda approaches the 2015 deadline, it gives me pleasure to present the National EFA-2014 Review for India. The review not only tracks the progress made towards the EFA goals but also highlights experiences in different parts of India, as well as the lessons learnt in the process.

India has come a long way since the Jomtien meeting which pledged to focus on basic education. The steady progress toward universal elementary educationa over two decades saw the momentum further strengthened with enactment of the Right of Children to Free and Compulsory Education (RTE) Act 2009 which makes it the right of every Indian between 6-14 years of age to gain admission for education to complete 8 years elementary schooling. The heartening facts are near universal access for 199 million children and an equity dividend with gender parity at elementary level education. Furthermore of the 14.6 million children who joined elementary schools between 2007-08 and 2012-13 56% were girls 32% from disadvantaged groups of Scheduled Castes and Scheduled Tribes and 59 % Muslims. School infrastructure has climbed up to 1.4 million schools with 7.72 million teachers so that 98% habitations have a primary school (class I-V) within one kilometer and 92% have an upper primary school (class VI-VIII) within three kilometer walking distance. Out of school children and dropout rates have reduced substantially, through not evenly, across all social groups. Teacher shortage and quality of teaching – learning processes and learning outcomes are the new challenges which the schooling system is facing given the sharp increase in enrolments over a short period of time and the unique challenge of bringing education to first generation learners with parental and community aspirations to ensure a good education for them.

One of the world's largest Mid Day Meal program provides 108 million children school meals daily to help retention.

In the EFA pantheon, of goals, India has added its own resolve to focus on quality education and to understand whether children's achievements are improving over time in an equitable manner. Three rounds of National Achievement Surveys (NAS) have been completed for class III, V and VIII levels. In the latest NAS report on class III overall Class III Children were able to answer 64% of language item correctly and 66% of mathematics questions correctly.

The dynamics of education and its role in national development and social transformation make it essential that educational programs keep continuously renewing in order to maintain its relevance to the changing societal needs, personal needs of learner and to the emerging national development priorities. For India the current review exercise has been very valuable both in the term of reflecting the achievements towards the EFA goals as well as for determining the priorities for the next phase of the international agenda for Education. India stands committed to providing quality education and providing relevant skills to its children to its children in a concerted manner in the decade ahead.

I would like to place on record my appreciation for the efforts put in by the distinguished academicians at the National University for Education Planning and Administration (NUEPA) for undertaking the EFA review and consultations. I would also like to thank all the members of National EFA-2015 Review Team for their valuable guidance and support, and above all to all the State Governments and Union Territory Administrators in country whose educators, teachers and academician and communities have all contributed unstintingly to his massive national endeavor of reaching the EFA goals in the country

Date: 09th July, 2014
New Delhi.

(**Rajarshi Bhattacharya**)

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Preface

Providing free and compulsory education to all children is a goal that is enshrined in the Indian Constitution as a Fundamental Right. This, indeed, is also the focus of the World Declaration on 'Education for All', adopted nearly 25 years ago, in Jomtien. The World Education Forum, held in Dakar (2000), reiterated the commitment of the global community and approved a comprehensive set of goals in the areas of early childhood care in education, primary education, gender, youth and adolescent, adult education and quality of education. Following this commitment, India prepared a National Plan of Education (2002) delineating various programmes and strategies for achieving various Education for All (EFA) Goals. Subsequently, the mid- term assessment of progress of EFA goals, undertaken in 2005, underscored the concern for equity and inclusion and highlighted the need for accelerating the efforts for achieving EFA goals. India, undoubtedly, has made substantial progress towards achieving EFA goals during the last two decades. Adoption of Right of Children to Free and Compulsory Education Act (RTE), 2009 has given further impetus to the national efforts for ensuring quality education for all in a time- bound manner.

The present document, titled 'India: Education for All – Towards Quality with Equity' presents a comprehensive review of the progress made in this regard with respect to each of the EFA goals and the challenges that remain to be addressed. I would like to place on record my special thanks to my colleague, Prof. K. Ramachandran, for preparing the Report. I would also like to thank the Ministry of Human Resource Development, Government of India for providing this opportunity to NUEPA for preparing this Report and extending support in its preparation.

(R. Govinda)

New Delhi
August 1, 2014

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Abbreviations

AWC	Anganwadi Centres
AWW	Anganwadi Workers
BPL	Below Poverty Line
BRCs	Block Resource Centres
CABE	Central Advisory Board of Education
CBSE	Central Board of Secondary Education
CE	Continuing Education
CEC	Continuing Education Centres
CRC	Cluster Resource Centre
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
DISE	District Information System for Education
EBB	Educationally Backward Block
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education for All
EGS	Education Guarantee Scheme
EMIS	Educational management Information System
EVS	Environmental Studies
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoI	Government of India
GP	Gram Panchayat
GPI	Gender Parity Index
ICDS	Integrated Child Development Services
ICT	Information and Communication Technology
IEDC	Integrated Education for Disabled Children
JSS	Jan Shikshan Sansthan
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid-Day Meal Scheme
MHRD	Ministry of Human Resource Development
MoWCD	Ministry of Women and Child Development
MS	Mahila Samakhya
MSJ&E	Ministry of Social Justice and Empowerment
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCTE	National Council for Teacher Education
NDC	National Development Council

NGOs	Non-Governmental Organisations
NIOS	National Institute of Open Schooling
NLM	National Literacy Mission
NLMA	National Literacy Mission Authority
NPE	National Policy on Education
NPEGEL	National Programme for Education of Girls at Elementary Level
NP-MDMS	National Programme of Mid-Day Meal in Schools
NSQF	National Skills Qualification Framework
NUEPA	National University of Educational Planning and Administration
NVEQF	National Vocational Education Qualification framework
OBCs	Other Backward Classes
OOSC	Out of School Children
PRIs	Panchayati Raj Institutions
PPP	Public-Private Partnership
PSK	Prarambhik Shiksha Kosh
PTA	Parent Teacher Association
REPA	Right to Education Protection Authority
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RSC	Residential School complex
RTE	Right to Education
SC	Schedule Caste
SCERT	State Council of Educational Research and Training
SCPCR	State Commission for Protection of Child Rights
SCR	Student Classroom Ratio
SE & L	School Education & Literacy
SES	Selected Education Statistics
SLMA	State Literacy Mission Authority
SMC	School Management Committee
SPD	State Project Director
SRCs	State Resource Centres
SSA	Sarva Shiksha Abhiyan
SSC	Sector Skill Councils
SSE	Statistics of School Education
ST	Schedule Tribe
TET	Teacher Eligibility Test
TLC	Total Literacy Campaign
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TPR	Teacher Pupil Ratio
U-DISE	Unified District Information System for Education
UEE	Universalisation of Elementary Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UT	United Territory
VE	Vocational Education
VEC	Village Education Committee

Executive Summary

India has made significant progress towards the goal of Education for All during the past few years. Keeping in view the pace of progress achieved till 2000, several programmes have been formulated and implemented since 2001 to advance the goal of Education for All. These policies and programmes have been implemented through the collaborative efforts of Government of India and the State/UT Governments, and through district level decentralized management structures, involving local bodies.

Early Childhood Care and Education

Efforts to integrate various facets of ECCE into services provided by the *Anganwadi Centres* established under the Integrated Child Development Services (ICDS) Scheme and to expand institutionalized ECCE services, including pre-school sections attached to schools, have resulted in substantial increase in the number of children receiving pre-school education. The number of children of age 3 to 5+ years who received pre-school education under the ICDS Scheme increased from 16.7 million in 2001-02 to 35.3 million in 2012-13. Available data indicates that the total enrolment in pre-primary education programmes has increased from 13.9 million in 1999 to 41.3 million in 2010.

Universalisation of Elementary Education

The principal programme for universalisation of primary education is the *Sarva Shiksha Abhiyan (SSA)*. The overall goals of the SSA are: (i) all children in schools; (ii) bridging all gender and social category gaps at primary and upper primary stages of education (iii) universal retention; and (iv) elementary education of satisfactory quality.

Progress towards universal access and enrolment: During the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796. Nationally, about 98 per cent of the rural habitations have a primary school within a distance of 1 km. The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million). The NER in primary education has improved to about 88.1 per cent in 2013-14. The relatively lower level of NERs in upper primary and secondary education continue to a cause for concern. The NERs, however, vary widely among States/UTs.

Bridging social category gaps in elementary education: There has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and children with special needs (CWSN). Between 2000-01 and 2013-14, the GER in primary education

for SC children has increased from 96.8 per cent to 113 per cent, while the GER in upper primary education increased from 65.3 per cent to 98.3 per cent. The GER for ST children in primary education has increased by 12.1 percentage points while the GER in upper primary education has increased by 31.1 percentage points during the period 2000-01 to 2013-14. The number of Muslim children enrolled as percentage of total enrolment in elementary education was 13.7 per cent in 2013-14 (the share of Muslim population in the total population was 13.43 per cent in 2001). The total coverage of CWSN in elementary education in 2013-14 was 2.6 million (95.3 per cent of the total number of CWSN identified).

Progress towards universal retention: Available data relating to drop-out rates indicate that during the period 2000-01 to 2008-09, the over-all drop-out rate for Classes I-V declined by 15.8 percentage points. The drop-out rate for Classes I-VIII has declined by 11.4 percentage points during this period. There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined from 9.1 per cent to 4.7 per cent. The dropout rate, though declining from year to year, still remains a major challenge. The transition rate (from primary to upper primary stage) increased from 81.1 per cent in 2007-08 to 89.6 per cent in 2012-13.

Learning and Life Skills for Young People and Adults

Enhanced enrolment in secondary education: Universalisation of secondary education is viewed as a priority task in the context of the effort to enable young people to acquire the knowledge and skills that are required to enter the world of work or for further education. Between 2000-01 and 2013-14, the enrolment in secondary/higher Secondary education has increased from 27.6 million to 59.6 million; the GER in secondary education increased from 51.7 per cent to 76.6 per cent while the GER in higher secondary education increased from 27.8 per cent in to 52.2 per cent.

Expansion of skill development opportunities: Under the National Skill Development Policy 2009, the target for skill training of 500 million people by the year 2022 has been set by the Government of India. Out of this target, about 50 million people are expected to be skilled through programmes within the education sector. During the year 2013-14, a total of 955,000 people were covered under vocational education and skilling programmes. The National Skill Qualification Framework (NSQF) was notified in December 2013 by the National Skill Development Authority.

Youth literacy rate: The literacy rate for population in the age group 15-24 years has shown an upward trend. The youth literacy rate has increased from 76.43 per cent to 86.14 per cent during the period 2001-2011. A positive factor is that the percentage increase in youth literacy rate has been higher for females (14.1 percentage points) than that for males (5.9 percentage points). Nationally, the gender gap in youth literacy rate declined from 16.4 percentage points in 2001 to 8.2 percentage points in 2011. Rural/Urban and wide regional differentials in youth literacy rates continue to persist.

Adult Literacy

The National Literacy Mission (NLM) launched in 1988 provided an added impetus to the adult education movement in India. During the period 1988 to 2008, 127.45 million persons were made literate through NLM interventions. The NLM was recast in 2009 and its new variant the *Saakshar*

Bharat (Literate India) Mission was launched in September 2009 with a renewed focus on female literacy. The Mission seeks to impart functional literacy to 70 million adults (60 million females) in the age group of 15 years and above.

Growth in literacy rate among population aged 7 years and above: India has made considerable progress in improving literacy rate among population aged 7 and more during the period 2001-2011. The literacy rate among population aged 7 and above increased from 64.84 per cent in 2001 to 72.99 per cent in 2011. During the period 2001 to 2011, a total of 202.75 million persons (98.11 male and 104.64 female) were made literate.

Adult literacy rate (age 15 years and above): The adult literacy rate has also shown an upward trend. During the period 2001 to 2011, the adult literacy rate has increased from 61 per cent in 2001 to 69.3 per cent in 2011. The increase in literacy rate has been higher for females (11.5 percentage points) than that for males (5.4 percentage points). Despite an impressive increase in adult literacy rate during the period 2001-2011, wide regional differentials in adult literacy levels persist.

Gender Parity and Equality

There has also been impressive progress towards bridging gender gap in enrolment and retention in elementary education. Between 2000-01 and 2013-14, the **e**nrolment of girls as percentage of total enrolment in primary education has increased from 43.8 per cent to 48.2 per cent, while the **e**nrolment of girls as percentage of total enrolment in upper primary education increased from 40.9 per cent to 48.6 per cent. The **e**nrolment of girls as percentage of total enrolment in Classes IX-XII (secondary and higher secondary education) increased from 38.8 per cent in 2000-01 to 47.1 per cent in 2013-14. The Gender Parity Index (GPI) for GER in primary education improved from 0.82 in 2000-01 to 1.03 in 2013-14, while the GPI for GER in upper primary education improved from 0.75 to 1.08 during this period. The GPI for GER in secondary education improved from 0.79 in 2004-05 to 1.0 in 2013-14 while the GPI for GER in higher secondary education improved from 0.80 to 0.98 during this period. The GPI for adult literacy rate improved from 0.65 in 2001 to 0.75 in 2011 while the GPI for youth literacy rate improved from 0.81 to 0.91 during this period.

Quality of Education

A series of programmes have been implemented by the Central and State/UT Governments to foster quality education and improve student learning outcomes. The SSA has been investing a substantial proportion of its funds in recruitment of additional teachers for Government schools. This has brought about a substantial improvement in teacher availability. The total number of teachers engaged in teaching in schools imparting elementary education has increased from 5.2 million in 2006-07 to 7.7 million in 2013-14. The Pupil-Teacher Ratio (PTR) at the primary level has improved from 36:1 in 2006-07 to 25:1 in 2013-14. However, some States still have higher PTR. To monitor children's learning levels of students in Classes III, V and VIII, three cycles of National Achievement Surveys (NAS) have been conducted since 2001. The purpose of these surveys is to obtain an overall picture of what students in specific Classes know and can do and to use these findings to identify gaps, diagnose areas that need improvement and formulate policies and interventions for improving student learning. The NAS (Cycle III; Class V) conducted in 2010 and the NAS (Cycle III; Class III) conducted in 2012-13 indicated that the average achievement of students in selected subject areas varied across the States/UTs. The

surveys also indicated that the States/UTs also varied in the range between their lowest and highest achieving students, and that students from the General Category performed better than their peers belonging to Scheduled Castes, Scheduled Tribes and other backward classes. The results of NAS for Class III conducted in 2012-13, showed that overall Class III students were able to answer 64 per cent of language items and 66 per cent of mathematics questions correctly.

Issues which Need Increased Attention

Despite substantial progress towards the goal of Education for All, education sector in India faces several challenges. Some of the issues which need increased attention include: (i) quality-related deficiencies in ECCE programmes; (ii) lower enrolment rates in upper primary and secondary/higher secondary education; (iii) higher drop-out rates in elementary and secondary education, especially among children belonging to socially and economically disadvantaged population groups; (iv) lower level of student attendance rate at primary and upper primary stages of education in some of the educationally backward States; (v) lower level of participation in education of children with special needs; (vi) unsatisfactory level of student learning; (vii) deficiencies relating to teacher quality and teaching-learning process; (viii) difficulty in sustaining the involvement of the volunteer teachers in adult education programmes and in creating sustainable demand for literacy; (ix) inadequate vocational education and training facilities; and (x) shortage of funding for some of the education sector development programmes.

Education Development Priorities

The main education development priorities include: (i) ensuring universal access to quality ECCE services with equity and inclusion; (ii) ensuring equitable access to quality elementary, secondary, higher secondary and tertiary education; (iii) bridging gender and social category gaps and inequalities in access to education, teaching-learning process and learning outcomes; (iv) significantly improving the quality of education to ensure improved student learning at all levels; (v) improving teacher quality and performance; (vi) effective use of information and communication technologies (ICTs) for education; (vii) expanding opportunities for skill development and vocational education and training; (viii) raising literacy level among youth and adults and building a system that support continuing education and lifelong learning; (ix) ensuring increased and well-targeted financing of education programmes in conformity with the policy consensus that investment on education be gradually increased to reach a level of six per cent of the Gross Domestic Product (GDP); (x) institutionalizing a responsive, participatory and accountable systems for governance of education sector; and (xi) professionalising and improving school leadership along with introduction of sound quality management systems.

A major development relating to education sector in India in the past few years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operative on 1 April 2010, has laid a solid foundation on which future policies and programmes relating to elementary education could be built. Aligning the policies and practices with the objectives of the RTE Act and achieving the goal of providing good quality free and compulsory education to all children in the age group 6-14 years will continue to be one of the key education development priorities.

Chapter 1

Introduction

1.1 The Development Context and Priorities

1.1.1 Demographic and planning context

India is the largest democracy in the world with a population of 1.21 billion (Census of India, 2011). India's population increased from 1.028 billion (532.2 million males and 496.5 million females) in 2001 to 1.21 billion (623.7 million males and 586.5 million females) in 2011, the decadal absolute growth of population being 181.46 million (91.50 million males and 89.95 million females). Decadal growth rate of population during 2001-2011 was 17.64 per cent (17.19 per cent for males and 18.12 per cent for females) compared to 21.54 per cent during 1991-2001. The population growth rate has decelerated from 1.97 per cent per annum between 1991 and 2001, to 1.64 per cent per annum between 2001 and 2011. The deceleration reflects a decline in the Total Fertility Rate (TFR), which is estimated to have fallen to 2.6 per cent and is expected to decline to 2.3 per cent in the first half of the present decade. Some States have reached, or are close to reaching, the replacement level of fertility. Fertility levels in the other states are also falling, but still remain much higher than the replacement level. A significant fact is that for the first time, the child population in the age group 0-6 years has come down during 2001-2011 due to a declining trend in Total Fertility Rate.

India is a vast country comprising 29 States and seven Union Territories (UTs) with diverse socio-cultural contexts and widely varying geographical and climatic conditions. Under a federal structure, the Centre and the States share the responsibilities for the planning and implementation of national development programmes. There are well defined constitutional provisions and mechanisms for sharing of resources and responsibilities between the Centre and the States. The Constitution was amended in 1976 to change education from a State subject to a concurrent one which implies that the responsibility for development of education is shared by the Central and State Governments. As envisaged in the National Policy on Education-1986 (revised in 1992), development of education is pursued as a 'meaningful partnership between the Centre and the States'. While the Planning Commission of the Government of India prepares the Five-Year National Development Plans in consultation with all the States/UTs and other stakeholders, the National Development Council, with representation of Chief Ministers of all States/UTs, ensures the national character and focus in the entire process of planning and the formulation of programmes. Besides, State/UT Governments also plan and implement programmes of education development keeping in view State/UT-specific situations and needs.

1.1.2 Overall development policy directions and priorities

The developmental programmes in India are guided by the Five-Year National Development Plans. The XIIth FYP (2012-17) envisions: 'Faster, Sustainable, and More Inclusive Growth'. One of the developmental priorities is to bring the economy back to rapid growth while ensuring that the growth

is both inclusive and sustainable. The XIIth Plan is guided by a vision of India moving forward in a way that would ensure a broad-based improvement in living standards of all sections of the people through a growth process which is faster than in the past, more inclusive and also more environmentally sustainable. The main thrust of the XIIth Plan is to accelerate growth in agriculture, achieve a much faster growth in manufacturing to provide employment to the country's young and increasingly educated population, address the challenge of managing the infrastructure sectors to ensure that these sectors expand sufficiently to support growth and to face up to the enormous challenges posed by urbanization. Another priority task is to ensure that growth the benefits of growth reach all segments of the society, including the disadvantaged groups such as the Scheduled Castes (SCs), Scheduled Tribes (STs), other backward classes (OBCs), Minorities and other disadvantaged groups in the society.

1.2 The Context of Education Development

The goal of Education for All has been high on the agenda of the Government of India since the adoption of the Constitution of India in 1950 and the commencement of development planning since 1951. Successive development policies and five-year plans have pursued this goal during the last six decades. Substantial progress towards the Education for All goals has been made during the past few years.

As a follow-up to the Dakar Framework of Action for EFA, attempts were made to link national education development goals and targets with the global EFA targets. A 'National Plan of Action for Education for All' was formulated in 2002 with a view to contextualize the Dakar goals and strategize policies and programmes for achieving the EFA goals. The Plan of Action highlighted the sense of urgency to reach the goal of Education for All. Programme for achiving the goal of Education for All were incorporated into the Xth, XIth and XIIth Five-Year national development plans.

Box 1.1: Dakar Framework for Action

Education for All: Meeting our collective commitments

Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000

EFA Goals

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Goal 6: Improving all aspects of quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

There are broadly four stages of school education in India. These are the primary, upper primary, secondary and higher secondary stages of education. The primary and upper primary stages constitute the elementary stage of education. The national system of education envisages a 10+2 pattern of school education. This pattern envisages five years of primary, three years of upper primary, two years of secondary and two years of higher secondary education. There have been variations among States/UTs in the organizational pattern for the first 10 year of schooling with some of them having a four-year primary, three-year upper primary and three-year secondary education structure. The States that have seven-year elementary and three-year secondary education cycle have taken steps to realign to eight-year elementary education and two-year secondary education cycle. The pre-primary stage, which is being considered as a critical stage for laying the foundation for primary education, is currently not a part of the formal education structure. The current policy framework envisages ensuring access to ECCE opportunities mainly through the Integrated Child Development Services (ICDS) in public channel and through other service providers, particularly for reaching the marginalized and vulnerable groups.

Available data indicate a positive trend in the number of children attending pre-school education. The net enrolment rate in primary education was estimated at 88 per cent in 2013-14. The annual drop-out rate in primary education has also shown a declining trend. Significant progress has also been made in bridging the gender and social category gaps in elementary education. The progress towards universalisation of elementary education has brought about substantial increase in enrolment in secondary education. The past few years have also seen a huge increase in the demand for higher education. There has also been a substantial increase in literacy rate since 2001.

Though huge progress has been made during the past few years, the education system in India still faces several challenges as it seeks to further enhance access to and quality of education at all levels of education. The relatively higher dropout rates and unsatisfactory student learning levels continue to cause concern. Despite significant accomplishments, the slow progress in reducing the number of non-literates continues be a concern. Gender and regional disparities in literacy rate also continue to persist. Large gender gap in literacy rate also remains a major concern.

The public spending on education increased rapidly during the past few years. Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 per cent in 2004-05 to over 4 per cent in 2011-12. During the XIth FYP, about 43 per cent of the public expenditure on education was incurred for elementary education, 25 per cent for secondary education and 32 per cent for higher education (XIIth FYP, Planning Commission, Government of India) The ability to address the challenges facing the education sector and fully implement the planned programmes will depend heavily on resource availability. A key challenge relates to the need for maintaining a level of financial, material and human resources that are required to support both expansion and qualitative improvement of education at all levels and the utilization of the existing/available financial and human resources more efficiently.

1.3 Major Policies, Strategies and Interventions for Education and Learning

Education occupies a strategic position in India's development priorities. Successive development policies and Five-Year national development plans have accorded high priority to education development. The key developments that guided the development of school education and literacy programmes in India are indicated in Box 1.2.

Box 1.2: Key developments that guided the development of education in India

1986 National Policy on Education 1986 (NPE 1986) adopted.

1987 Several large centrally-assisted schemes/programmes such as 'Operation Blackboard' and the 'scheme for restructuring and reorganization of teacher education' launched.

1988 National literacy Mission (NLM) launched

1992 National Policy on Education 1986 revised.

1994 District Primary Education Programme (DPEP) launched to universalize primary education in selected districts.

1995 Centrally-assisted National Programme of Nutritional Support to Primary Education, popularly known as the Mid-Day Meal Scheme (MDMS) launched.

1999 A separate Department of School Education and Literacy created within the Ministry of Human Resource Development, Government of India.

2001 (i) Sarva Shiksha Abhiyan, the flagship programme for universalisation of elementary education, launched; (ii) Adoption of the National Policy on Empowerment of Women. The policy supported the provision of childcare facilities, including crèches at work places of women.

2002 (i) The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right; (ii) Commitment to the provision of early childhood care and education to children below the age of six years reiterated. The Constitution (Eight-sixth Amendment) Act, 2002 envisaged substitution of new article for article 45. The substituted article 45 states "The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years"; (iii) The Tenth Five-Year Plan (2002-2007) launched.

2003 National Youth Policy, 2003 formulated.

2004 (i) Education Cess introduced for raising additional financial resources needed to fulfill Government's commitment to universalize elementary education; (ii) EDUSAT, a satellite exclusively dedicated to education launched to harness modern technology for delivery of education of good quality to all, including hard-to-reach groups.

2005 National Curriculum Framework (NCF-2005) for school education formulated.

2007 Eleventh Five-Year Plan (2007-2012) launched;

2009 (i) The Right of Children to Free and Compulsory Education Act, 2009 enacted. The Act makes it incumbent on Governments to provide for free and compulsory education to all children of the age of six to fourteen years. Section 11 of the Act also states, "with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children"; (ii) The National Literacy Mission (NLM) recast with a special focus on female literacy and the "Sakshar Bharat" (Literate India) programme launched as the national adult education programme on 8 September 2009; (iii) The revised National Curriculum Framework for teacher Education formulated; (iv) The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in March 2009, with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years; (v) Revised Centrally-sponsored Scheme of Inclusive Education for the Disabled at Secondary Stage approved; (vi) The Centrally-Sponsored Scheme "Construction & Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools approved.

2010 (i) The Right of Children to Free and Compulsory Education (RTE) Act 2009 came into force from 1 April 2010; (ii) All States/UTs notified State RTE Rules. Central RTE Rules apply to Union Territories without legislation; (iii) The Sarva Shiksha Abhiyan (SSA) Framework aligned to RTE Act; (iv) Revised Centrally-Sponsored Scheme of ICT@ Schools approved.

2011 The revised Centrally-Sponsored Scheme "Vocationalisation of Higher Secondary Education" approved.

2012 The Twelfth Five-Year Plan (2007-2012) launched;

2013 (i) National Early Childhood Care and Education (ECCE) Policy adopted; (ii) The Integrated Child Development Services, the flagship programme of Government of India for ECCE restructured and strengthened.

2014 National Youth Policy, 2014 adopted.

1.3.1 Constitutional provisions

The original Article 45 in the Directive Principles of State Policy in the Indian Constitution had mandated the State to endeavour to provide free and compulsory education to all children until they complete the age of fourteen years within a period of ten years from the commencement of the Constitution. The national resolve to achieve universal elementary education gained further momentum with the adoption of the Constitution (Eighty-sixth Amendment) Act, 2002 which inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Constitution (Eighty-sixth Amendment) Act, 2002 also enjoins the State "to provide early childhood care and education to all children until they complete the age of six years". Article 46 of the Indian Constitution enjoins that "the State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". Similarly, Article 30[1] provides for the rights of the minorities to establish and administer educational institutions of their choice.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A in the constitution of India, came into force in the country on 1 April 2010. The RTE Act, 2009 provides for the following:

- Entitles every child of the age of six to fourteen years with the right to free and compulsory education in a neighbourhood school till completion of elementary education; It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education by every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education;

- Makes provisions for a non-admitted child to be admitted to an age-appropriate class;

- Specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments;

- Lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), building and infrastructure, school working days and teacher working hours;

- Rational deployment of teachers by ensuring that the specified Pupil-Teacher Ratio is maintained for each school, rather than just as an average of the State or District or Block, thus ensuring that there is no urban-rural imbalances in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief;

- Appointment of appropriately trained teachers i.e. teachers with the requisite entry level and academic qualifications;

- Prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fees; (d) private tuition by teachers; and (e) running of schools without recognition;

- Requires the appropriate government and every local authority to "ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds";

- Development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child-friendly and child-centred learning;

- Protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights which shall have the powers of a civil court; and

- A private unaided school, not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority, shall admit in Class I, to the extent of at least 25 per cent of the strength of that Class, children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education to them.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was amended in 2012 and the RTE Amendment Act came into force with effect from 1 August 2012. The Amendment Act *interalia* provides for: (i) inclusion of children with disability as contained in the Persons with Disabilities Act 2005 and the National Trust Act under the purview of RTE Act and providing them free and compulsory education, and providing option for home-based education for children with severe disability; (ii) protection of the rights of minorities provided under Article 29 and 30 of the Constitution while implementing the RTE Act; (iii) exemption of Madrasas, Vedic Pathsalas and educational institutions imparting religious instruction from the provisions of the RTE Act.

1.3.2 Policy framework for education development

National Policy on Education 1986 (revised in 1992): A key milestone in India's march towards Education for All was the adoption of the National Policy on Education 1986 (revised in 1992) which states "In our national perception, education is essentially for all". Some of the key thrust areas of the National Policy on Education 1986/92 include; (i) national system of education which implies that "up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality"; (ii) early Childhood Care and Education (ECCE) "both as a feeder and a strengthening factor for primary education and for human resource development in general"; (iii) focus on universal access and enrolment, universal retention of children upto 14 years of age; and a substantial improvement in the quality of education to enable all children achieve essential levels of learning; (iv) emphasis "on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality"; (v) widening of access to secondary education with emphasis on enrolment of girls, Scheduled Castes (SCs), Scheduled Tribes (STs), particularly in science, commerce and vocational streams; (vi) education for women's equality, with special emphasis on the removal of women's illiteracy and obstacles inhibiting their access to, and

retention in, elementary education; (vii) the introduction of systematic, well-planned and rigorously implemented programmes of vocational education aimed at developing a healthy attitude amongst students towards work and life, enhancing individual employability, reducing the mismatch between the demand and supply of skilled manpower, and providing an alternative to those intending to pursue higher education without particular interest or purpose; (viii) making adult education programmes a mass movement involving literacy campaigns and comprehensive programmes of post-literacy and continuing education for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working condition; (ix) overhauling of the system of teacher education with emphasis on continuing professional development of teachers, establishment of District Institutes of Education and Training (DIET) with the capability to organize pre-service and in-service training of elementary school teachers, and upgradation of selected secondary teacher training colleges.

National Policy on Early Childhood Care and Education (2013): A National Policy on Early Childhood Care and Education was adopted in September 2013. The Policy envisages promotion of inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below six years of age. The policy lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development with focus on *care and early learning* for every child. The key goals of the policy include: Universal access with equity and inclusion; Quality in ECCE; and Strengthening capacity, monitoring and supervision, advocacy, research and review.

National Youth Policy: The National Youth Policy, 2003 reiterated the country's commitment to the composite and all-round development of the youth and adolescents of India. The objectives of the National Youth Policy 2003 included providing the youth with proper educational and training opportunities and facilitating access to information in respect of employment opportunities and to other services, including entrepreneurial guidance and financial credit. The National Youth Policy, 2014 policy seeks to empower youth of the country to achieve their full potential. The main objectives of the policy are to: (i) to create a productive workforce that can make a sustainable contribution to India's economic development; (ii) develop a strong and healthy generation equipped to take on future challenges; (iii) instill social values and promote community service to build national ownership; (iv) facilitate participation and civic engagement at levels of governance; and (v) support youth at risk and create equitable opportunity for all disadvantaged and marginalized youth. The priority areas of NYP 2014 include: education, employment and skill development, entrepreneurship, health and healthy lifestyles, sports, promotion of social values, community engagement, participation in politics and governance, youth engagement, inclusion and social justice. In the National Youth Policy, 2014 document, the youth age-group is defined as 15-29 years.

1.3.3 Five-Year national development plans

The Xth FYP (2002-2007) envisaged all children completing five years of schooling by 2007; reduction in gender gaps in literacy rates by at least 50 per cent by 2007; and increase in literacy rates to 75 per cent within the Plan period. The XIth FYP (2007-2012) sought to reduce dropout rates in elementary education from 52.2 per cent in 2003-04 to 20 per cent by 2011-12; develop minimum standards of educational attainment in elementary school, and through regular testing monitor effectiveness of education to ensure quality; increase literacy rate for persons of age 7 years and above to 85 per cent; lower gender gap in literacy to 10 percentage points; increase the percentage

of each cohort going to higher education from the present 10 per cent to 15 per cent by the end of the XIth Plan.

The XIIth FYP (2012-2017) has accorded high priority to the expansion of education, ensuring that educational opportunities are available to all segments of the society, and ensuring that the quality of education imparted is significantly improved. The Twelfth Plan targets for school education and literacy include: (i) ensuring universal access and, in keeping with the letter and spirit of the RTE Act, providing good-quality free and compulsory education to all children in the age group of 6 to 14 years; (ii) improving attendance and reduce dropout rates at the elementary level to below 10 per cent and lower the percentage of out-of-school children (OoSC) at the elementary level to below 2 per cent for all socio-economic and minority groups and in all States/UTs; (iii) increasing enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 per cent, at the higher secondary level to over 65 per cent; (iv) raising the overall literacy rate to over 80 per cent and reducing the gender gap in literacy to less than 10 per cent; (v) providing at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs); and (vi) improving learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by Class II and skills of critical thinking, expression and problem solving by Class V.

1.3.4 Strategic approaches

The approach to education development is based on the following four mutually supporting strategic priorities, often referred to as four Es.

- ***Expansion:*** The strategy is focused on making educational facilities and learning opportunities available for and accessible to all children, young people and adults. Expansion involves establishing educational facilities in under-served or un-served locations in order to ensure that all children, young people and adults, especially those children in rural and remote areas, have access to education as well as to relevant vocational education and training programmes.

- ***Equity and inclusion:*** The focus of equity/inclusion is on bridging the gender and social category gaps in participation in education. It recognises the right of every individual to education without discrimination on any grounds and according priority to education of the excluded, vulnerable, under-served and other disadvantaged groups. The main thrust is to ensure that educational opportunities are available for and accessible to all segments of the society. The approaches include special initiatives for enhancing access to quality education for disadvantaged and weaker sections of the community such as the Scheduled Castes, Scheduled Tribes, other backward classes, children belonging to Muslim community and differently-abled children. The focus on equity and inclusion also envisages approaches that would help meet the learning needs of diverse groups of pupils and provide opportunities for all learners to become successful in their learning experiences.

- ***Excellence:*** Achieving excellence by improving the quality and relevance of education and enabling all children and young people to achieve expected/specified learning outcomes remains a key goal of education sector development programmes in India. The core elements of the strategy for achieving excellence include: (i) strengthening the quality of teaching–learning processes through comprehensive concerted large scale efforts with simultaneous attention to how these processes translate into better

outcomes; (ii) enhancing the motivation, capacity and accountability of teachers for improving learning outcomes at all levels; (iii) improving governance of educational institutions through institutional focus on quality, based on principles of autonomy, accountability and performance, along with measures for re-defining the recruitment criteria, eligibility of teachers and merit-based processes of recruitment in these institutions; (iv) encouraging innovations and diversity of approaches in matters of curricula, pedagogies and community engagements in order to respond to the diversity of learner groups, and (v) strengthening the monitoring and accountability mechanisms.

- ***Employability:*** High priority is accorded to the task of enhancing employability of the products of the education system. Specific measures for enhancing employability include renewed focus on vocational education and making secondary education more job-relevant through skills training within the schools, equipping secondary schools with teachers/trainers who have technical skills and with facilities that are required to impart technical and vocational skills. Vocational education at the secondary stage is redesigned to promote diversification of educational opportunities so as to enhance individual employability, and reduce the mismatch between demand and supply of skilled manpower.

1.3.5 Key programmatic interventions for expanding ECCE services

Integrated Child Development Services (ICDS): The principal public initiative for ECCE is the Integrated Child Development Services (ICDS) which aims at responding to the challenge of providing pre-school education, on one hand, and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality, on the other. The ICDS seeks to improve the nutritional and health status of children in the age-group 0-5+ years; lay the foundation for proper psychological, physical and social development of the child; reduce the incidence of mortality, morbidity, malnutrition and school dropout; achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

1.3.6 Key programmatic interventions for universalisation of elementary education

Sarva Shiksha Abhiyan (SSA): The principal programme for universalisation of primary education is the *Sarva Shiksha Abhiyan (SSA),* a Centrally-sponsored scheme being implemented in partnership with State/UT Governments. The programme has been in operation since 2000-01. The overall goals of the SSA are: (i) all children in schools; (ii) bridge all gender and social category gaps at primary and upper primary stages of education (iii) universal retention; and (iv) elementary education of satisfactory quality. The SSA is the primary vehicle for implementing the aims and objectives of the RTE.

National Programme of Mid-Day Meal in Schools (NP-MDMS): With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among primary school children, the National Programme of Nutritional Support to Primary Education was launched in August 1995. During 2008-09, the Scheme was extended to cover children in upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools'. The programme aims at (i) improving the nutritional status of children in Classes I-VIII, (ii) encouraging poor children, belonging to disadvantaged sections, to attend schools more regularly and help them concentrate on classroom activities, and (iii) providing nutritional support

to children at elementary stage of education in drought-affected areas during summer vacation. The National Programme of Mid-Day Meal in Schools is now covering all children studying in Classes I-VIII in Government, Government-aided and Local Body schools, National Child Labour Projects schools, and Madrasas and *Maqtabs* supported under SSA.

1.3.7 Key programmatic interventions for imparting learning and life skills for young people and adults

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): The centrally-sponsored scheme 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)' was launched in March 2009 with the objective of making secondary education of good quality available, accessible and affordable to all young persons in the age group 14-15 years. The scheme envisages enhancing enrolment in Classes IX-X by providing a secondary school within a reasonable distance of every habitation to enable universal access to secondary education by 2017 and universal retention by 2020; improving the quality of education through making all schools conform to prescribed norms; and removing gender, socio-economic and disability barriers.

Scheme of vocationalisation of secondary education: The scheme of vocational education was launched in 1988. The main objectives of the scheme were to provide diversification of educational opportunities so as to enhance individual employability, and reduce the mismatch between demand and supply of skilled manpower. Vocational education was introduced as a distinct stream intended to prepare students for identified occupations spanning several areas of activities. The scheme of vocationalisation of education was revised in 2011. The revised scheme seeks to increase access of students to vocational education and employable skills.

National Skill Development Mission: In order to create a pool of skilled personnel in adequate numbers in line with the employment requirements in various sectors of the economy, with particular emphasis on the 20 high growth and high employment sectors, the Government had set up in 2007 a Skill Development Mission comprising an agglomeration of programmes and appropriate structures aimed at enhancing training opportunities for new entrants to the labour force. The Mission seeks to train 500 million skilled personnel by 2022. The Mission encompasses the efforts of several ministries of the Central Government, State Governments and the private sector. The Skill Development Mission envisages inter alia large scale expansion of the existing public sector skill development infrastructure and its utilisation, greater involvement of private sector in skills training with effective public private-partnership, and the establishment of a National Skills Qualification Framework.

Programmes offered under Saakshar Bharat Mission: The programmes under Saakshar Bharat which support the efforts designed to meet the learning needs of out-of-school adolescents and youth include Functional Literacy, Basic Education Programme, Vocational Skill Development Programme and Continuing Education Programme.

1.3.8 Key programmatic interventions for improving adult literacy

National Literacy Mission (NLM) (1988-2008): The National Literacy Mission (NLM) was launched in 1988 to impart functional literacy to non-literates in the age group 15-35 years in a time-bound manner. The NLM aimed at imparting functional literacy to non-literates in the age group 15-35 years in a time-bound manner. The NLM adopted a mass campaign approach known as the Total Literacy Campaigns (TLC) as the main strategy for the eradication of illiteracy. The National Literacy Mission

sought to ensure that the Total Literacy Campaigns and Post-Literacy Programmes successfully moved on to continuing education which provided opportunities for life-long learning.

'Saakshar Bharat' Mission (2009 onwards): In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that female literacy is a force multiplier in all actions for social development, the National Literacy Mission (NLM) was recast with renewed focus on female literacy and its new variant, *Saakshar Bharat* (Literate India), was launched in September 2009 as India's National Literacy Mission. The Saakshar Bharat Mission envisions a "fully literate society through improved quality and standard of adult education and literacy". The main goals of the Mission, to be achieved by 2017, are: (i) raising literacy levels to 80 per cent (from 73 per cent in 2011), reducing gender gap in literacy rate to 10 percentage points (from over 16 percentage points in 2011), and (iii) bridging urban-rural and social group disparities in literacy level.

1.3.9 Key programmatic interventions for bridging gender gaps in education

Interventions supported under the SSA: In addition to programmatic interventions to promote girls' education within the mainstream elementary education system, girls' education is pursued through two special schemes for girls. These are (i) *National Programme for Education of Girls at Elementary Level (NPEGEL),* which is implemented in Educationally Backward Blocks (EBB) to reach the 'hardest-to-reach' girls, especially those not in school; and (ii) *Kasturba Gandhi Balika Vidyalaya (KGBV)*, which provides for setting up residential schools at the upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC) and minority communities.

Mahila Samakhya (MS) Programme: The MS programme, started in 1989 is a programme designed to promote education and empowerment of women in rural areas, particularly those from the socially and economically marginalized groups. The MS programme recognises the centrality of education in empowering women to achieve equality and seeks to bring about change in women's perception about themselves and the perception of society with regard to women's traditional roles. The main focus of the MS programme is on developing capacities of poor women to address gender and social barriers to education and for the realisation of women's rights at the family and community levels.

1.3.10 Key programmatic interventions for fostering quality education

Interventions supported under the SSA: The key interventions supported under the SSA for fostering quality elementary education include: Renewal of curriculum based on the national Curricular Framework, 2005; Provision of free textbooks for pupils in Classes I to VIII; Introduction of continuous and comprehensive evaluation; Increasing teacher availability; In-service teacher training to upgrade pedagogical competence of teachers; orientation of head teachers to academic management, financial management and human resource management; creation of an academic support system to provide decentralised academic support, training and supervision to teachers through the establishment of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs); and learning enhancement programmes that are designed to improve the quality of teaching-learning process and learning outcomes.

Restructuring and Reorganisation of Teacher Education: The Centrally-Sponsored Scheme (CSS) of Restructuring and Reorganisation of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE),1986. The programme emphasised the need for a decentralised system for the professional preparation of teachers, and envisaged the establishment

of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs). The scheme has been revised in order to meet the challenges facing the teacher education system arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels, the corresponding increase in the demand for teachers and to fulfill the statutory obligations with regard to teacher preparation and continuing professional development of teachers under the Right of Children to Free and Compulsory Education Act (RTE Act), 2009.

1.4 The Relevance of EFA in the Indian Context

The global EFA initiative provided an added impetus to the programmes for achieving the goal of Education for All in India. The Gross Enrolment Ratios in primary (Classes I-V; age 6-10 years) and upper primary education (Classes VI-VII; age 11-13 years) during 2000-01 were 95.7 per cent and 58.6 per cent respectively. The gender gaps in GERs at the primary and upper primary levels respectively were 19 percentage points and 16.8 percentage points during 2000-01. The Gross Enrolment Ratio in secondary/ higher secondary education (Classes IX-XII; age 14-17 years) was only 33.7 per cent. The overall drop-out rates in Classes I-V, Classes I-VIII) and Classes I-X were 40.7 per cent, 53.7 per cent and 68.6 per cent respectively.

The EFA initiatives continue to be relevant in the Indian context. India attaches high priority to the development of human capabilities since human capabilities are considered to be important instrumentalities to raise the productive capacity of the economy and to ensure that growth is more inclusive in the sense that the marginalized and disadvantaged sections of the society will be able to access the opportunities thrown up by the growth process. It is recognized that a well-educated population is essential for India's economic and social development. India has a young population. This 'demographic dividend' can contribute substantially to India's growth potential if the young population is equipped with the relevant knowledge, skills, values and attitudes that are required for life and work. It is also recognized that to reap this demographic dividend, it would be necessary to ensure that the youth enter the world of work with higher levels of education and the skills needed to support rapid growth. The EFA initiatives emerge to be very relevant in this context

Chapter 2

Tracking Progress on Goals

2.1 Early Childhood Care and Education (ECCE)

Early Childhood Care and Education (ECCE) encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. The National Early Childhood Care and Education Policy, 2013 conforms to the vision of holistic and integrated development of the child, with a focus on care and early learning at each sub-stage of the development continuum, in order to support children's all round and holistic development.

The ECCE services in India are made available through three channels - public, private and Non-governmental organisations. The major public initiative is the Integrated Child Development Services (ICDS) Scheme, which is coordinated by the Ministry of Women and Child Development, Government of India. Private-un-aided ECCE services (nurseries, kindergartens and pre-primary classes/sections in private schools) constitute a significant proportion of institutions delivering pre-primary education in the country, especially in urban areas. In addition, several NGOs have been engaged in conducting small-scale innovative ECCE programmes focused on children of disadvantaged population groups.

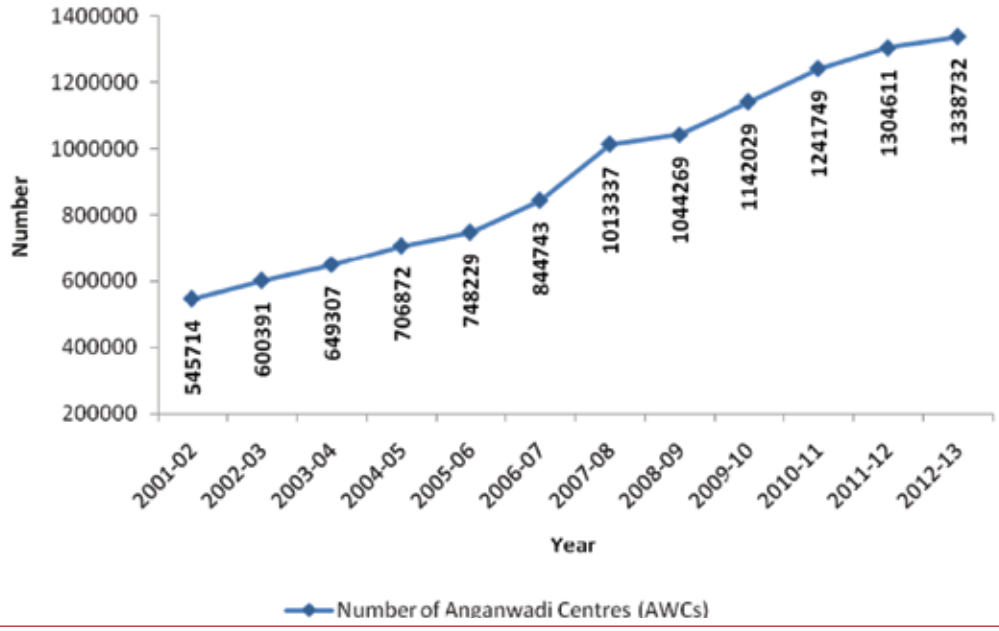
2.1.1 ECCE services under the Integrated Child Development Service (ICDS)

The ICDS Scheme is one of the world's largest programmes for early childhood development. The main programmatic interventions within ICDS include: (i) provision of supplementary nutrition for children of age 6 months to 5+ years (71 months) and pregnant and lactating mothers, (ii) pre-school education for children of age 3-5+ years, (iii) immunization of children from vaccine preventable diseases and immunization of pregnant women against tetanus; (iv) health check-ups, including health care of children less than six years of age, ante-natal care of expectant mothers and post-natal care of nursing mothers; (v) referral services for sick or malnourished children; and (vi) nutrition and health education to adolescent girls and women, especially in the age group of 15-45 years, so as to enable them to look after their own health, nutrition and development needs, as well as that of their children and families. All services under ICDS converge at the *Anganwadi* – a village courtyard - which is the main platform for delivering these services.

Expansion of ICDS projects and Anganwadis: The ICDS Scheme covers all the States and Union Territories in the country. The expansion of ICDS contributed significantly to the increased coverage of ECCE services. The number of projects under the ICDS scheme has increased from 4,068 to 7,025 projects during the period 2001-02 to 2012-13.

The number of Anganwadi Centres (AWCs) increased by 145 per cent (from 545,714 to 1,338,732 centres) during the period 2001-2002 to 2012-13 (Figure 2.1.1). The number of Anganwadi Centres (AWCs) providing supplementary nutrition for children aged 6 months to 5+ years increased by 188 per cent (from 427,862 to 1,231,276 centres) while the number of Anganwadi Centres (AWCs) conducting pre-school education increased by 138 per cent (from 516,781 to 1,231,687 centres) during this period.

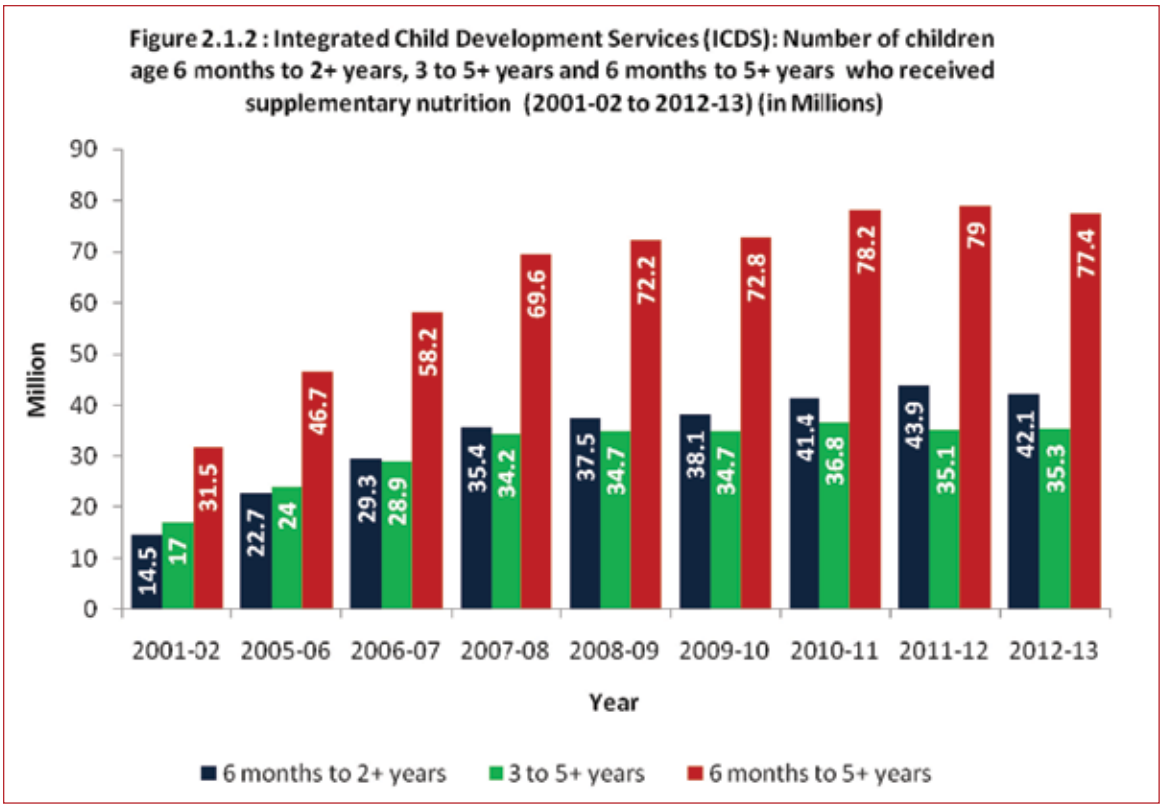
Figure 2.1.1: Integrated Child Development Services (ICDS): Number of operational Anganwadi Centres (AWCs) (2001-2002 to 2012-2013)



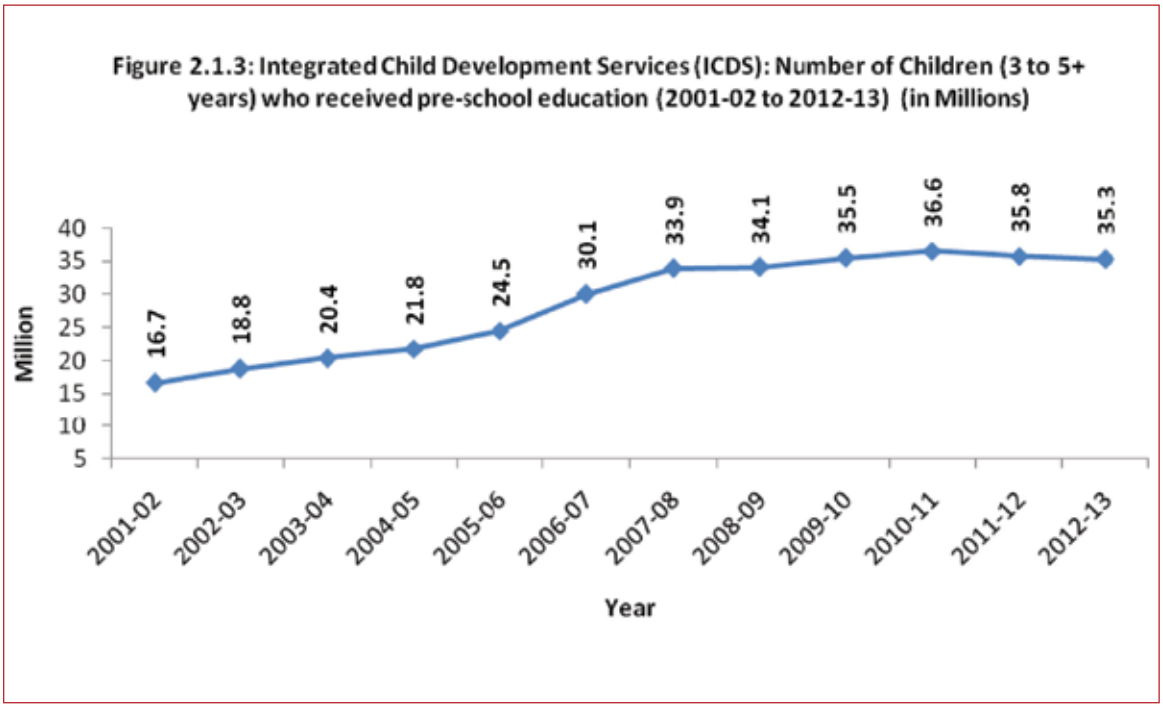
Source: Ministry of Women and Child Development, Government of India

Children who received supplementary nutrition under ICDS: The total number of children of age 6 months to 2+ years who received supplementary nutrition increased by 190 per cent (from 14.5 million to 42.1 million) during the period 2001-02 to 2012-13 while the total number of children of age 3-6 years, who received supplementary nutrition increased by 108 per cent (from 17.0 million to 35.3 million). The total number of children in the age group 6 months to 5+ years covered under the supplementary nutrition component of the ICDS scheme increased by 146 per cent (from 31.5 million to 77.4 million) during the period 2001-02 to 2012-13 (Figure 2.1.2).

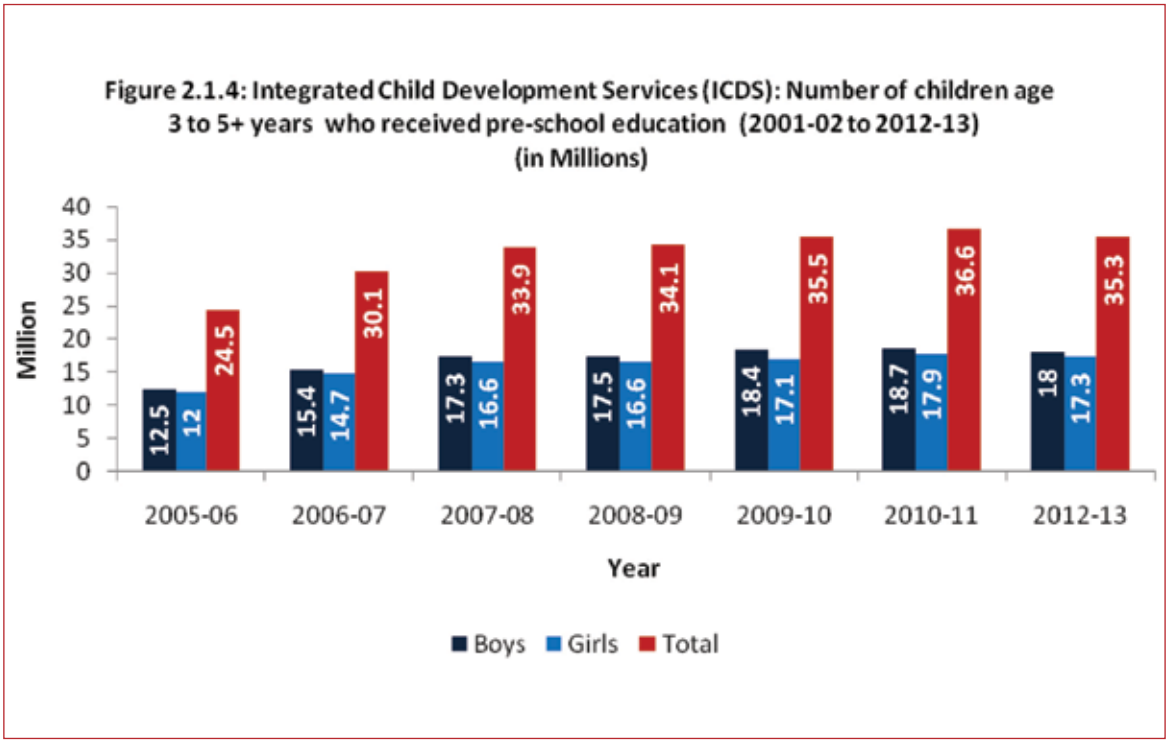
Children who received pre-school education: The total number of children of age 3-5+ years, who received pre-school education in Anganwadi Centres increased by 112 per cent (from 16.7 million to 35.3 million) during the period 2001-02 to 2012-13 (Figure 2.1.3). During the period 2005-06 to 2012-13, girls who received pre-school education in Anganwadis increased by 5.3 million while boys who received pre-school education increased by 5.5 million (Figure 2.1.4). Girls constituted 49 per cent (17.3 million) of the total number of children who received pre-school education during the year 2012-13. The number of boys who received pre-school education increased by 44 per cent during the period 2005-06 to 2012-13 while the number of girls who received pre-school education increased by 44.2 per cent.



Source: Ministry of Women and Child Development, Government of India



Source: Ministry of Women and Child Development, Government of India



Source: Ministry of Women and Child Development, Government of India

2.1.2 ECCE services through formal schools

In addition to pre-school education programmes provided by the Anganwadis under the ICDS scheme, pre-school education opportunities are provided to children in the age group 3-5 years through a large number of pre-school sections/classes attached to schools. The number of pre-school sections/classes attached to schools increased from 115,372 in 2002-03 (Seventh All India Education Survey, 2002) to 215,931 during the year 2012-13 [Unified District Information System for Education (U-DISE), NUEPA]. The enrolment in pre-primary sections/classes attached to schools increased from 8.8 million in 2005-06 to 12.9 million in 2013-14. The share of enrolment in pre-primary classes to total enrolment in primary classes increased from 6.7 per cent in 2005-06 to 9.7 per cent in 2013-14 while the enrolment in pre-primary sections/classes attached to schools increased from 8.8 million to 12.9 million during this period (U-DISE), NUEPA. A recent study in three States indicated that 86 per cent of children, in the age group of 3-4 years, were attending pre-primary classes regularly (Ambedkar University, Delhi, 2013).

2.1.3 ECCE services provided by Non-Governmental Organisations (NGOs)

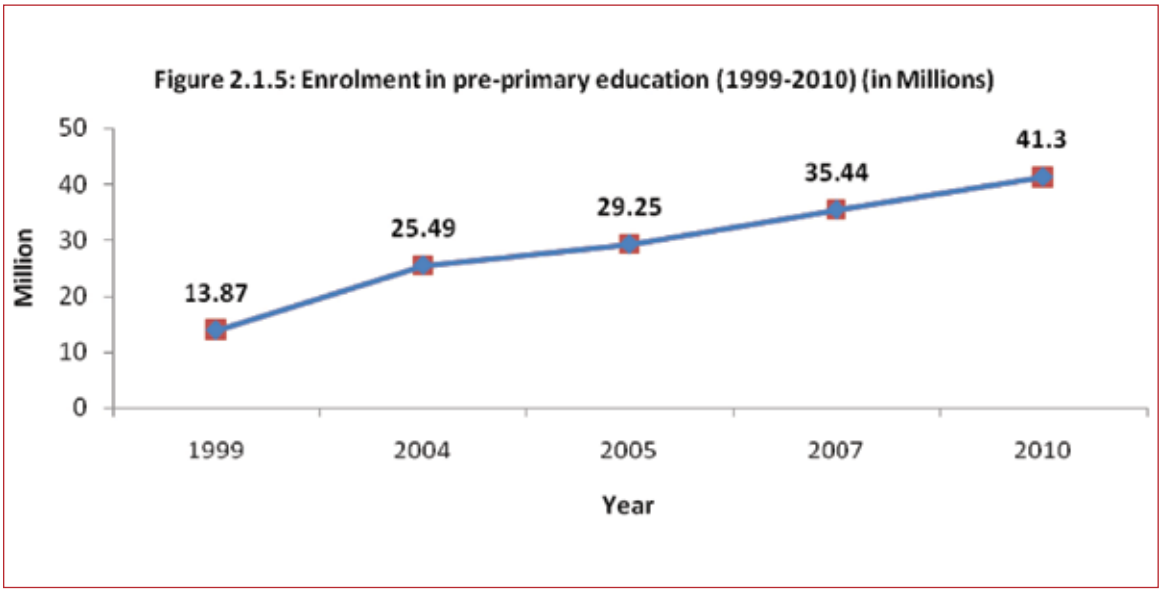
Pre-school education programmes are also run by national and local NGOs which get financial assistance from grant-in-aid schemes of the government and national and international aid agencies. The ECCE services provided by voluntary and non-governmental organizations (NGOs) play an important role in reaching children from socially and economically disadvantaged groups like tribal people, migrant labourers, slum dwellers and rural children in difficult circumstances.

2.1.4 ECCE services through pre-schools run by private providers

The private sector is steadily expanding and penetrating even into the rural and tribal areas as a provider of pre-school education. The number of private-unaided pre-schools has increased substantially during the last decade. A recent study in three States indicates that there is a phenomenal rise in private pre-schooling in rural and tribal areas although there are distinct State-wise differences. There is, however, a significant issue of quality due to lack of a regulatory system (Ambedkar University, Delhi, 2013).

2.1.5 Enrolment in pre-primary programmes

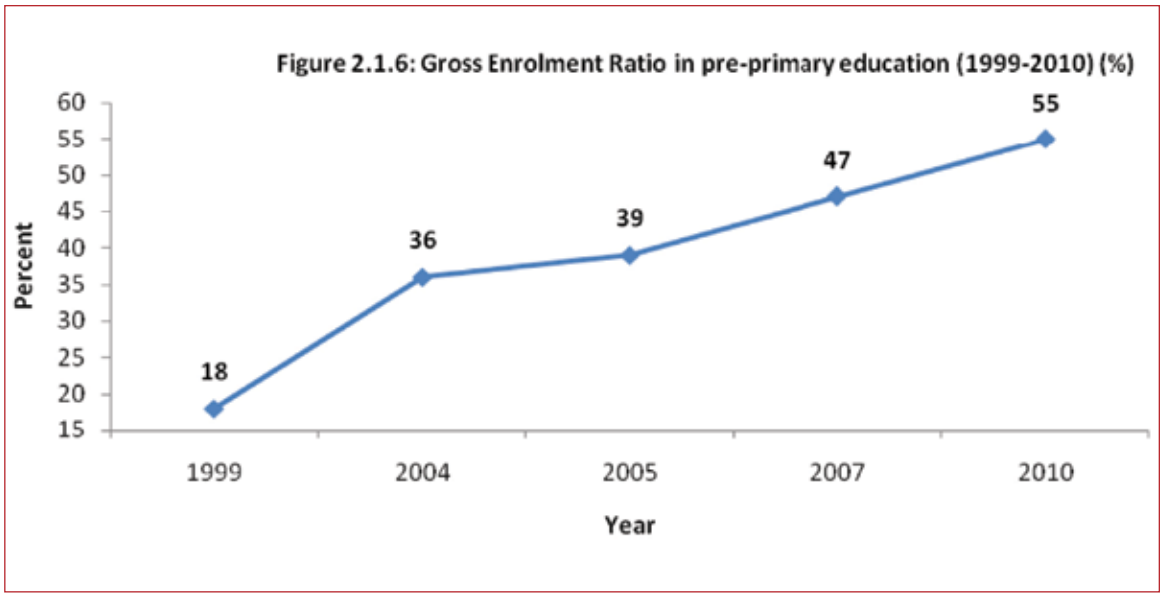
As a result of the phenomenal expansion of the ICDS scheme, private ECCE initiatives and expansion of schools with pre-primary classes, the overall enrolment in pre-primary education programmes has registered considerable increase during the past few years (Figure 2.1.5). A recent study in three States indicates that 86 per cent of children in the age group of 3-4 years were attending pre-primary classes regularly (Ambedkar University, Delhi, 2013). The enrolment in pre-primary education programmes increased by almost three times (from 13.9 million in 1999-2000 to 41.3 million in 2010-11) (EFA Global Monitoring reports, UNESCO).



Source: EFA Global Monitoring Reports, 2001 to 2010, UNESCO

2.1.6 Gross Enrolment Ratio in pre-primary education

The Gross Enrolment Ratio in pre-primary education has increased by 37 percentage points (from 18 per cent to 55 per cent) during the period 1999 to 2010 (Figure 2.1.6).



Source: EFA Global Monitoring Reports, 2001 to 2010, UNESCO

2.1.7 Proposed actions for expansion of ECCE services

Though substantial progress has been made, India has a long struggle ahead to achieve the goal of universal provision of early childhood care and education. The National Policy on Early Childhood Care and Education, 2013 seeks to achieve universal access to ECCE opportunities with equity and inclusion mainly through Integrated Child Development Services (ICDS) in public channel and through other service providers, particularly to reach the marginalized and vulnerable groups, and by facilitating the inclusion of children with special needs; and (iii) adoption of an urban strategy to address the specific unmet needs of children in urban slums. The quality of ECCE programmes are expected to be ensured by (i) formulating a developmentally appropriate National Early Childhood Care and Education Curriculum Framework; (ii) laying down basic quality standards and specifications for ECCE valid across public, private and non-governmental service providers; (iii) ensuring provision of appropriate and adequate play and learning materials; and (iv) conducting ECCE programme evaluation and child assessment.

The policy envisages strengthening capacity, monitoring and supervision, advocacy, research and review. Strengthening capacity involves (i) professionalization of ECCE sector at all levels with skills and qualifications specified for various personnel providing ECCE; (ii) strengthening the training of personnel required for the ECCE component; and (iii) strengthening existing training institutes for early childhood development like the National Institute for Public Cooperation and Child Development (NIPCCD), including its Regional Centres and its outreach institutes like Anganwadi Workers' Training Centres (AWTCs), Middle Level Training Centres (MLTCs) and establishing new ones, wherever necessary, within a stipulated timeframe. In recognition of the social and geographical diversity of the country, the policy allows for flexibility to ensure that services respond to local needs and with locally available resources.

The institutional and implementation arrangements, as per the policy, involve the establishment of National ECCE Council with corresponding Councils at State and District-level Units/entities. Other supportive measures to improve ECCE services include: (i) strengthening supportive supervision and monitoring of ECCE programmes based on a systematic Monitoring Framework; (ii) increased aggregate spending to improve child well-being in the early years of childhood; (iii) supporting research to generate indigenous/local knowledge and to ensure a more evidence-based approach towards planning, implementation and monitoring of ECCE programmes and interventions; and (iv) establishing partnerships to achieve the objectives of the policy and support the efforts of the Government.

The formulation of the National Policy on Early Childhood Care and Education, 2013 was followed by the development of a National Curriculum Framework and Quality Standards for ECCE. The Ministry of Women and Child Development, Government of India has initiated measures to enable all States/UTs to develop and pilot the implementation of the early childhood education curriculum in the ICDS context. The National ECCE Curriculum Framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. The framework is intended to be a guiding document for ECCE service providers across all regions. The Quality Standards Framework identifies the key principles, indicators and exemplary good practices required for assuring quality in ECCE services. It is a framework that assists the ECCE centres and service providers in developing and maintaining dynamic quality programmes that reflect the objectives, the programme standards and practices of the ECCE policy. After piloting of the curriculum, each State/UT would develop Annual Contextualized Curriculum in their local vernacular/mother tongue for 3-5+ years to be transacted in the AWCs after the training of different functionaries on ECCE. This is a significant step which acknowledges that curricular transaction in child's first language is important in early years too.

A significant development is the specific budget provision (Rs. 26.54 billion) for ECCE in the budget estimates of the Ministry of Women and Child Development, Government of India for the XIIth Plan period (2014-15). The budget provision includes Rs. 5.73 billion for meeting expenditure on printing ECCE Activity Book for 37 million children, expert team on call, consultation for drafting policy framework and printing of child assessment cards; Rs. 5.22 billion for meeting the cost of conducting ECCE day at each Anganwadi Centre in a month; and Rs. 15.59 billion for the provision of Pre-School Education Kit to both Anganwadi Centres and mini Anganwadi Centres.

As a part of the effort to enhance ECCE opportunities for young children, the ICDS Scheme has been restructured and strengthened in terms of programmatic interventions and service package as well as programme management, monitoring and supervision. The Anganwadi Centres have been repositioned as a "vibrant ECD Centre" to become the first village outpost for health, nutrition and early learning with adequate infrastructure and human resources for ensuring a continuum of care in a life-cycle approach to early childhood care and development. The core package of six services offered by the ICDS has been reorganized and reformatted. Early Childhood Care and Education has been strengthened as a core service of the Anganwadi Centre, with dedicated four hours of early childhood education sessions followed by supplementary nutrition, growth monitoring and other related interventions. Besides content/quality enrichment in ECCE, including early stimulation

through Mother Child Card package as well as early detection of delayed developmental milestones and early interventions for children with special needs is being undertaken. Fixed monthly village ECCE day is proposed to be organized with local community participation for parent/community involvement and awareness generation. Care and nutrition counseling service for mothers of children of age below three years has been introduced as one of the core services, with prioritized home visits, including monitoring and promotion of young child growth and development.

2.2 Universalisation of Elementary Education

Universalisation of elementary education in India implies universal access and enrolment, universal retention, bridging gender and social category gaps in primary and upper primary education, and elementary education of satisfactory quality.

The Sarva Shiksha Abhiyan (SSA) has been supporting several interventions to facilitate universal access and enrolment. These interventions have contributed substantially to the expansion of primary and upper primary schooling facilities and increase in enrolment. One of the key SSA priority tasks for achieving universal elementary education has been to ensure that all children in the age group 6-13 years have access to schools imparting elementary (primary and upper primary) education within a reasonable distance from the residence of children. The RTE Act provides for children's access to elementary schools within the defined area or limits of neighbourhood. A neighbourhood school is a school located within the defined limits or area of neighbourhood, which has been notified by the State Government under the RTE Rules. The norm followed by most States is to ensure availability of schools imparting primary education within a distance of 1 km. and schools imparting upper primary education within a distance of 3 km. from the habitation of residence of children. In the case of hilly terrain, sparsely populated and urban areas etc. relaxations in the distance norm have been made.

During the year 2002, there were 1,209,521 rural habitations located in 586,986 villages with a rural population of about 780 million (Seventh All India School Education Survey, NCERT; Reference date: September 30, 2002). (A habitation is a distinct cluster of houses existing in a compact and contiguous manner, with a local name and its population being not less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas. Village refers to revenue village, which has definite surveyed boundaries. A revenue village may comprise several habitations). During the year 2002, the percentage of rural habitations served by primary sections within a distance of one kilometer was 85.63, including 51.55 per cent having facilities within the habitations themselves. There were 173,757 (14.37 per cent) habitations (accounting for 5.83 per cent of rural population), which were not served by primary sections in September 2002. The percentage of habitations served by an upper primary school or section within three kilometers was only 80.91 per cent in 2002. Of the total 1,209,521 habitations, 230,941 (19.09 per cent) habitations (accounting for 19.09 per cent of rural population) did not have upper primary schooling facility within a distance of three kilometers.

The SSA interventions which had a direct bearing on the progress towards the goal of universal access and enrolment include the following:

- *Opening of new primary schools:* Since the commencement of the SSA, a total of 207,995 new primary schools were sanctioned to cover unserved habitations. Of the new primary schools sanctioned, 202,248 (97%) schools have been opened and made functional upto the academic year 2013-14. As a result, about 98 per cent of rural habitations have a primary school within a distance of 1 km.

- *Opening of new upper primary schools:* Since the commencement of the SSA, a total of 159,499 new upper primary schools were sanctioned under SSA to cover unserved habitations. Of the new upper primary schools sanctioned, 155,363 (97%) schools have been opened and made functional upto the academic year 2013-14. About 96 per cent of rural habitations have an upper primary school within a distance of 3 km.

- *Construction of additional classrooms:* Up to 2013-14, sanctions were issued for construction of a total of 1,603,789 additional classrooms. This has contributed to substantial improvement in the average Student Classroom Ratio (SCR), which improved from 36 in 2006-07 to 28 in 2013-14.

- *Provision of residential schools and hostels in remote tribal/forest/hilly/desert areas:* In view of the fact that there are many sparsely populated areas with low density of population and there are many children in urban areas in need of care and protection, the SSA has provided residential facilities. Upto 2013-14, a total of 790 residential schools with an enrolment capacity of 86,750 students were sanctioned. Of the residential facilities sanctioned, 767 facilities (97.1 per cent) have been established.

- *Transportation/escort facilities:* Transport/escort facility was sanctioned for 147,600 children living in sparsely populated areas wherein opening of schools is not viable and for urban deprived children. A total of 55,647 children were provided transport/escort facility by the end of 2013.

- *Provision of uniforms:* Financial provisions were made for providing two sets of uniforms to all girls, SC/ST children and children belonging to Below Poverty Line families, wherever the State Governments have incorporated provision of school uniforms as a child's entitlement in their State RTE rules, and where the State Governments are not already providing uniforms from the State budgets.

- *Special training for mainstreaming and age-appropriate admission of out-of-school children*: The RTE Act makes specific provision for special training for age-appropriate admission for out-of-school children. During the year 2012-13, financial provision was made for providing special training to 2.8 million out-of-school children, including never-enrolled children and those who dropped out before completing elementary education.

2.2.1 Progress towards universal access

Growth of schooling facilities: Concerted efforts since 2000-01 by the Central and State Governments, private providers, civil society organizations and communities have resulted in significant improvement in the availability of schools imparting primary/upper primary/elementary education in all parts of the country (Table 2.2.1). There are several categories of schools in the country. These are schools with only primary section; schools with only upper primary section; schools with primary and upper primary sections; schools with primary, upper primary and secondary sections; schools with upper primary and secondary sections; schools with primary, upper primary, secondary and higher secondary sections;

Table 2.2.1: Number of primary schools, schools imparting upper primary education and schools imparting elementary education (2000-01 to 2013-14)

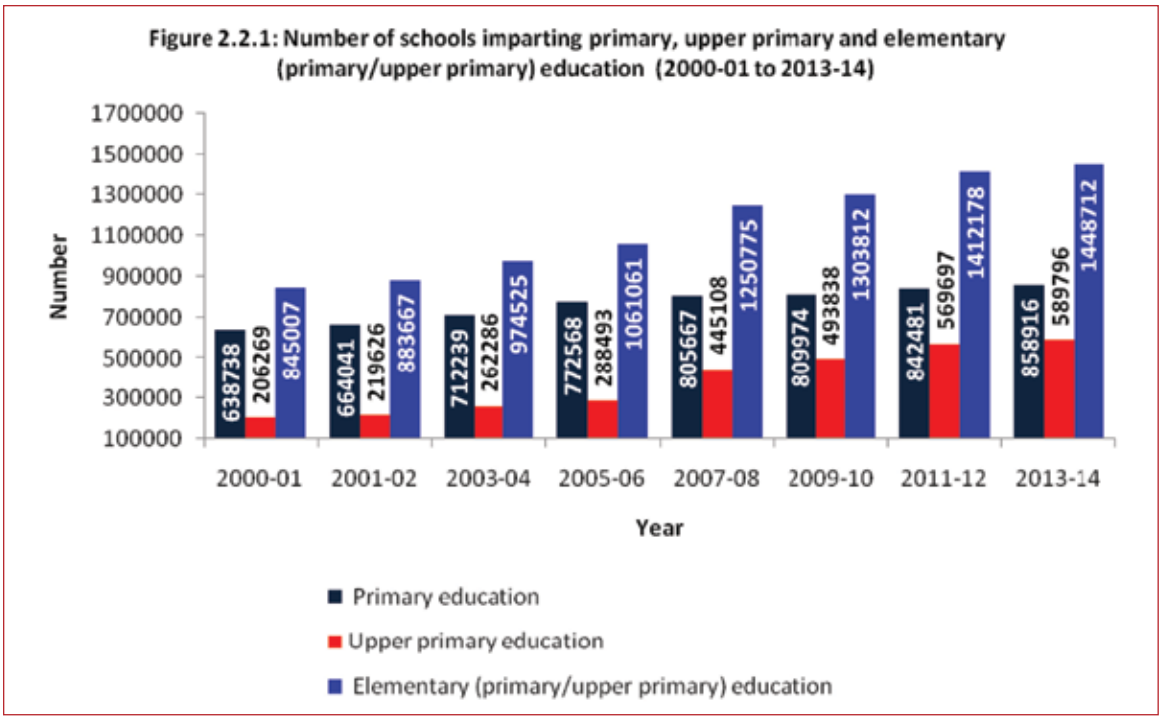
Year	Number of primary schools (schools with only primary section)	Number of schools imparting upper primary education	Number of schools imparting elementary education
2000-01	638,738	206,269	845,007
2001-02	664,041	219,626	883,667
2002-03	651,382	245,274	896,656
2003-04	712,239	262,286	974,525
2004-05	767,520	274,731	1,042,251
2005-06	772,568	288,493	1,061,061
2006-07	784,852	305,584	1,090,436
2007-08	805,667	445,108	1,250,775
2008-09	809,108	476,468	1,285,576
2009-10	809,974	493,838	1,303,812
2010-11	827,244	535,080	1,362,324
2011-12	842,481	569,697	1,412,178
2012-13	853,870	577,832	1,431,702
2013-14	858,916	589,796	1,448,712

Source: Statistics of School Education, 2007-08, MHRD, GoI; and Unified District Information System for Education (U-DISE), National University of Educational Planning and Administration (NUEPA).

schools with upper primary, secondary and higher secondary sections; schools with only secondary section; schools with secondary and higher secondary sections; and schools with only higher secondary section. The term 'primary school' refers to schools with only primary section. Schools imparting upper primary education include schools with only upper primary section; schools with primary and upper primary sections; secondary/higher secondary schools with upper primary sections, and secondary/higher secondary schools with both primary and upper primary sections. Schools imparting elementary education include those with only primary or upper primary sections, schools with both primary and upper primary sections, secondary and higher secondary schools with upper primary section; and secondary/higher secondary schools with both primary and upper primary sections.

Growth of schools imparting primary education: During the period 2000-01 to 2013-14, the total number of primary schools (schools with only primary section) has increased by 34.5 per cent (from 638,738 to 858,916 schools). The total number of schools imparting upper primary education has increased by 185.9 per cent (from 206,269 to 589,796), while the total number of schools imparting elementary education (schools with primary or upper primary sections, schools with primary and upper primary sections, and secondary/higher secondary schools with primary and or upper primary section) has increased by 71.4 per cent (from 845,007 to 1,448,712) during the same period (Figure 2.2.1).

The total number of schools in the country during the year 2013-14 was 1,518,160 (U-DISE, NUEPA). The total number of schools with primary section in 2013-14 was 1,200,772. The ratio of primary to upper primary sections was 2.04 in 2013-14, while the ratio of primary to secondary sections and that of secondary to higher secondary sections were 2.60 and 2.19 respectively.



Source: Statistics of School Education, 2007-08, MHRD, GoI; U-DISE, NUEPA.

2.2.2 Progress towards universal enrolment

Enrolment in primary education (Classes I-V): Between 2000-01 and 2013-14, enrolment in primary education increased steadily up to 2010-11 and then showed a declining trend (Table 2.2.2). The enrolment in primary education reached the highest level in 2011-12 (137.1 million) and then declined

Table 2.2.2: Enrolment in primary, upper primary and elementary education (2000-01 to 2013-14) (in Millions)

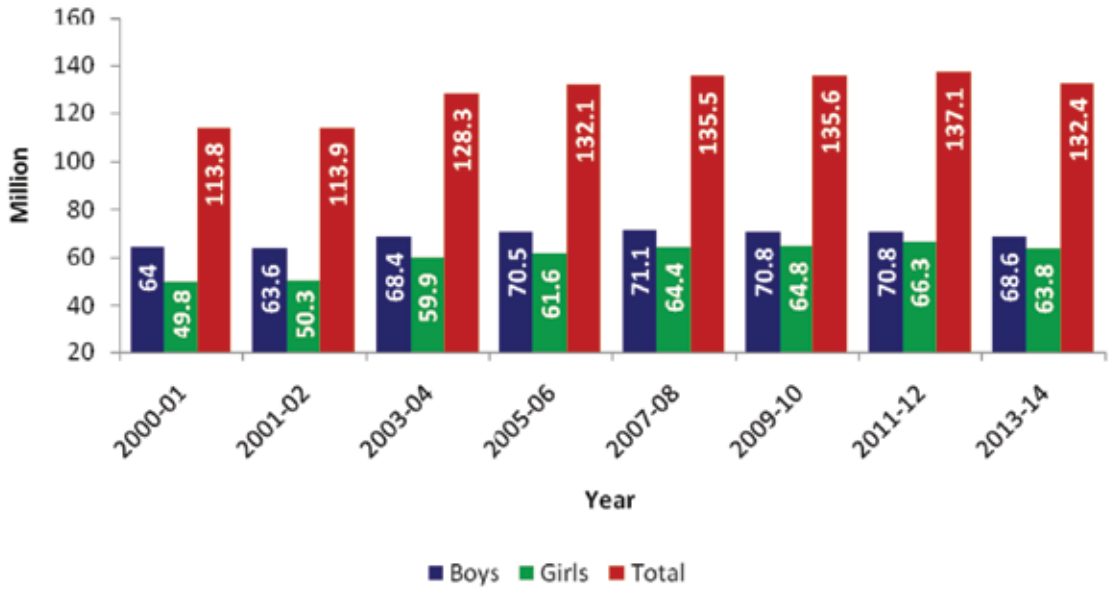
Year	Primary education (Classes I-V)			Upper Primary education (Classes VI-VIII)			Elementary education (Classes I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	64.0	49.8	113.8	25.3	17.5	42.8	89.3	67.3	156.6
2001-02	63.6	50.3	113.9	26.1	18.7	44.8	89.7	69.0	158.7
2002-03	65.1	57.3	122.4	26.3	20.6	46.9	91.4	77.9	169.3
2003-04	68.4	59.9	128.3	27.3	21.5	48.8	95.7	81.4	177.1
2004-05	69.7	61.1	130.8	28.5	22.7	51.2	98.2	83.8	182.0
2005-06	70.5	61.6	132.1	28.9	23.3	52.2	99.4	84.9	184.3
2006-07	71.0	62.7	133.7	29.8	24.6	54.4	100.8	87.3	188.1
2007-08	71.1	64.4	135.5	31.0	26.2	57.2	102.1	90.6	192.7
2008-09	70.0	64.5	134.5	29.4	26.0	55.4	99.4	90.5	189.9
2009-10	70.8	64.8	135.6	31.8	27.6	59.4	102.6	92.4	195.0
2010-11	70.5	64.8	135.3	32.8	29.3	62.1	103.3	94.1	197.4
2011-12	70.8	66.3	137.1	31.8	30.1	61.9	102.6	96.4	199.0
2012-13	69.6	65.2	134.8	33.2	31.7	64.9	102.8	96.9	199.7
2013-14	68.6	63.8	132.4	34.2	32.3	66.5	102.8	96.1	198.9

Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

to 134.8 million in 2012-13 and to 132.4 million in 2013-14. Between 2011-12 and 2013-14, the total enrolment in primary education decreased by 4.7 million, while the enrolment of girls and boys decreased by 2.5 million and 2.2 million respectively.

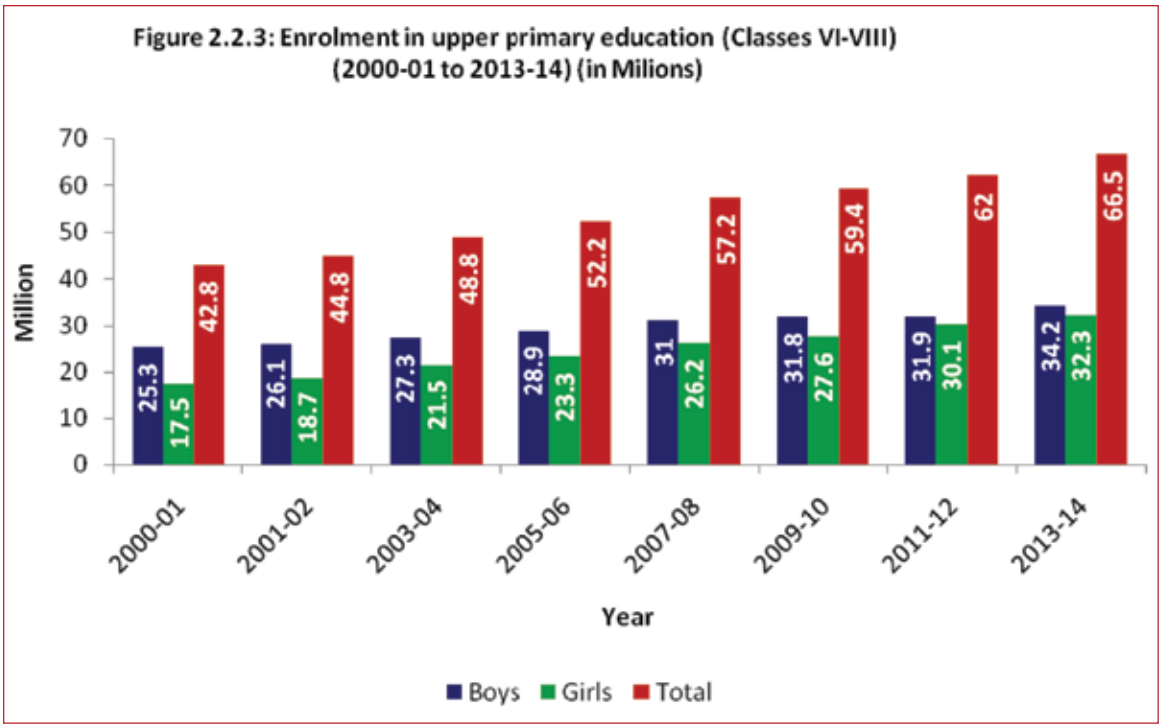
The overall increase in enrolment in primary education during the period 2000-01 to 2013-14 was 18.6 million while the overall increase in enrolment of boys and girls respectively was 4.6 million and 14.0 million during this period (Figure 2.2.2). The enrolment in primary education is stabilising in many States and declining in some of the States. One of the reasons for the decline in enrolment in primary education is the declining child population age 0-6 years. The child population in the age group 0-6 years has declined by 5.05 million between 2001 and 2011 (Census of India, 2001 & 2011).

Figure 2.2.2: Enrolment in primary education (Classes I-V) (2000-01 to 2013-14) (in Million)



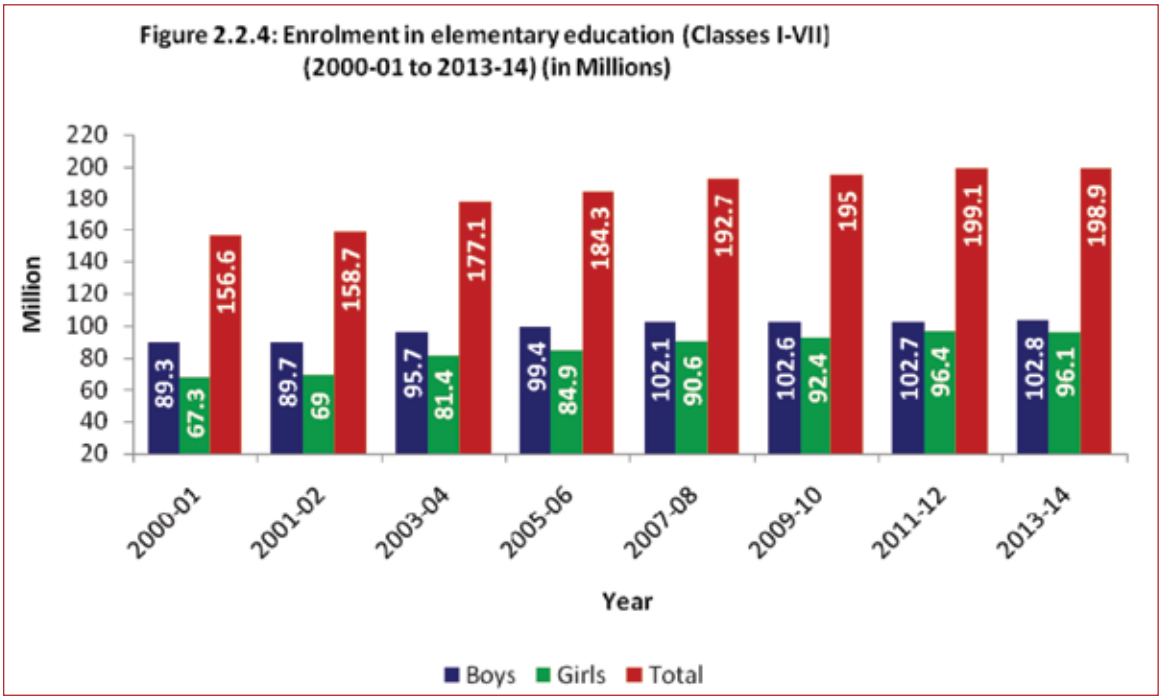
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Enrolment in upper primary education (Classes VI-VIII): Between 2000-01 and 2013-14, the enrolment in upper primary education increased by 23.7 million (from 42.8 million to 66.5 million) (Figure 2.2.3). Enrolment of girls increased by 14.8 million (from 17.5 million to 32.3 million) while that of boys increased by 8.9 million (from 25.3 million to 34.2 million) during the same period. The total enrolment in upper primary education has increased by 55.4 per cent during the period 2000-01 to 2013-14. The increase in enrolment has been much higher for girls (84.6 per cent) than that for boys (35.2 per cent). The enrolment at the upper primary education has been increasing steadily with more children moving from primary to upper primary stage of education. The transition rate to upper primary stage of education has increased from 83.7 per cent in 2006-07 to 89.6 per cent in 2013-14 (U-DISE, NUEPA).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Enrolment in elementary education (Classes I-VIII): Between 2000-01 and 2013-14, enrolment in elementary education increased steadily upto 2012-13 before witnessing a declining trend during



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

the academic year 2013-14. The enrolment in elementary education reached the highest level in 2012-13 (199.7 million) and then declined to 198.9 million in 2013-14 (Table 2.2.2 & Figure 2.2.4). The overall increase in enrolment in elementary education during the period 2000-01 to 2013-14 was 42.3 million (from 156.6 million to 198.9 million). Enrolment of girls has increased by 28.8 million (from 67.3 million to 96.1 million) while that of boys increased by 13.5 million (from 89.3 million to 102.8 million) during the same period. The total enrolment in Classes I-VIII has increased by 27 per cent during the period 2000-01 to 2013-14. The percentage increase in enrolment in elementary education has been higher for girls (42.8 per cent) than that for boys (15.1 per cent).

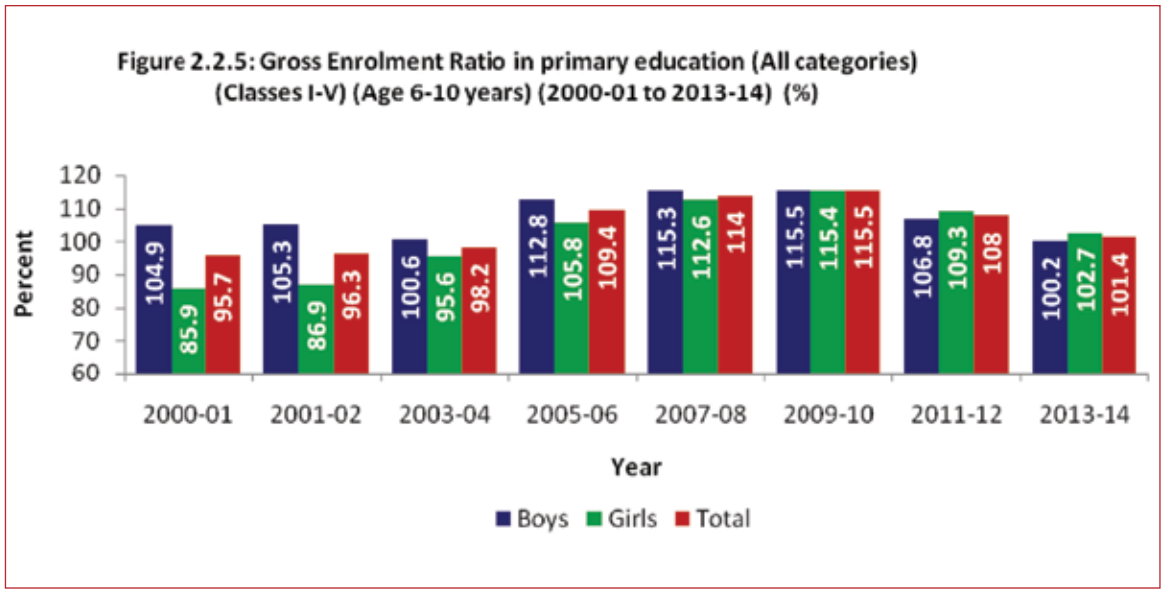
Trends in Gross Enrolment Ratios (GERs): Between 2000-2001 and 2013-14, the GERs in primary, upper primary and elementary education has increased substantially, especially in upper primary education (Table 2.2.3)

Table 2.2.3: Gross Enrolment Ratio in primary, upper primary and elementary education (2000-01 to 2013-14) (%)

Year	Primary stage (Classes I-V)			Upper Primary stage (Classes VI-VIII)			Elementary stage (Classes I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2001-02	105.3	86.9	96.3	67.8	52.1	60.2	90.7	73.6	82.4
2002-03	97.5	93.1	95.3	65.3	56.2	61.0	85.4	79.3	82.5
2003-04	100.6	95.6	98.2	66.8	57.6	62.4	87.9	81.4	84.8
2004-05	110.7	104.7	107.8	74.3	65.1	69.9	96.9	89.9	93.5
2005-06	112.8	105.8	109.4	75.2	66.4	71.0	98.5	91.0	94.9
2006-07	114.6	108.0	111.4	77.6	69.6	73.8	100.4	93.5	97.1
2007-08	115.3	112.6	114.0	81.5	74.4	78.1	102.4	98.0	100.3
2008-09	114.3	114.4	114.4	77.9	74.4	76.2	100.5	99.1	99.8
2009-10	115.5	115.4	115.5	84.5	78.3	81.5	103.8	101.1	102.5
2010-11	115.4	116.7	116.0	87.7	83.1	85.5	104.9	103.7	104.3
2011-12	106.8	109.3	108.0	72.9	76.3	74.5	93.3	96.3	94.7
2012-13	104.8	107.2	106.0	80.6	84.6	82.5	95.6	98.6	97.0
2013-14	100.2	102.7	101.4	86.3	92.8	89.3	95.1	99.1	97.0

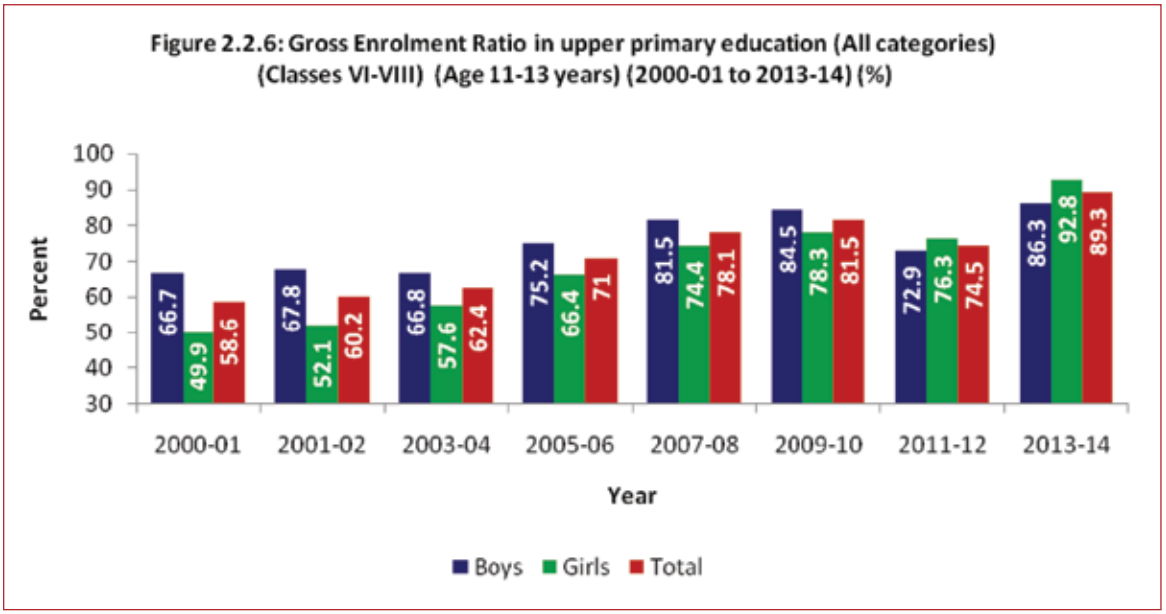
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in primary education: The GER in primary education increased from 95.7 per cent in 2000-01 to 116.0 per cent in 2010-11 and then declined to 101.4 per cent in 2013-14. the overall increase in enrolment ratio in primary education during the period 2000-01 to 2013-14 was 5.7 percentage points (from 95.7 per cent in to 101.4 per cent). The GER for boys declined by 4.7 percentage points, while the GER for girls increased by 16.8 percentage points during this period (Figure 2.2.5).



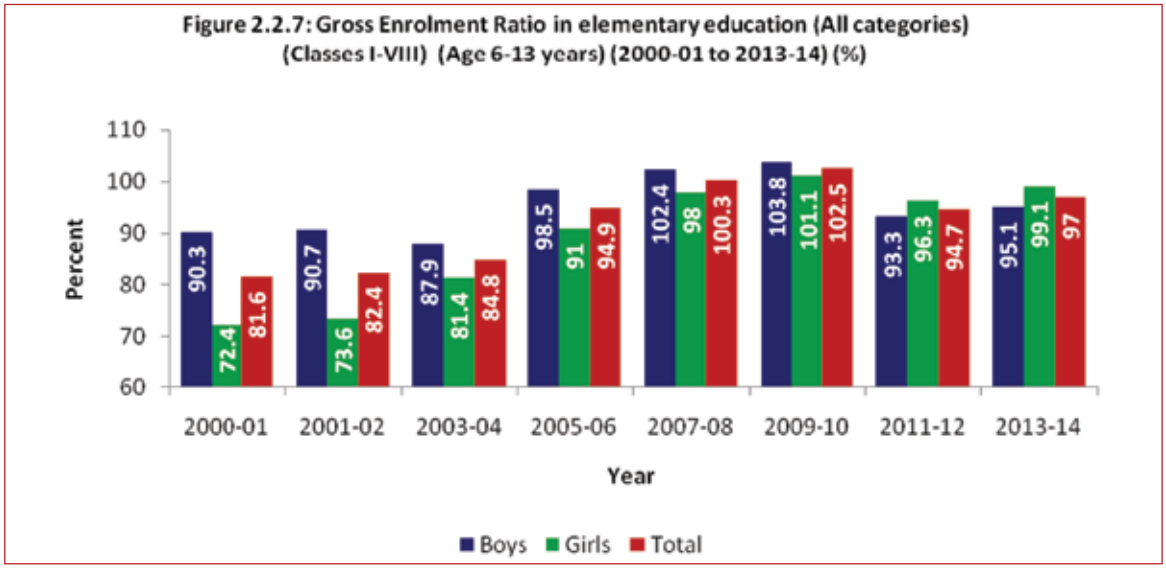
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in upper primary education: During the period 2000-01 to 2013-14, the Gross Enrolment Ratio in upper primary education (Classes VI-VIII; Age 11-13 years) increased by 30.7 percentage points. GER for boys increased by 19.6 percentage points, while the GER for girls increased by 42.9 percentage points during this period (Figure 2.2.6).



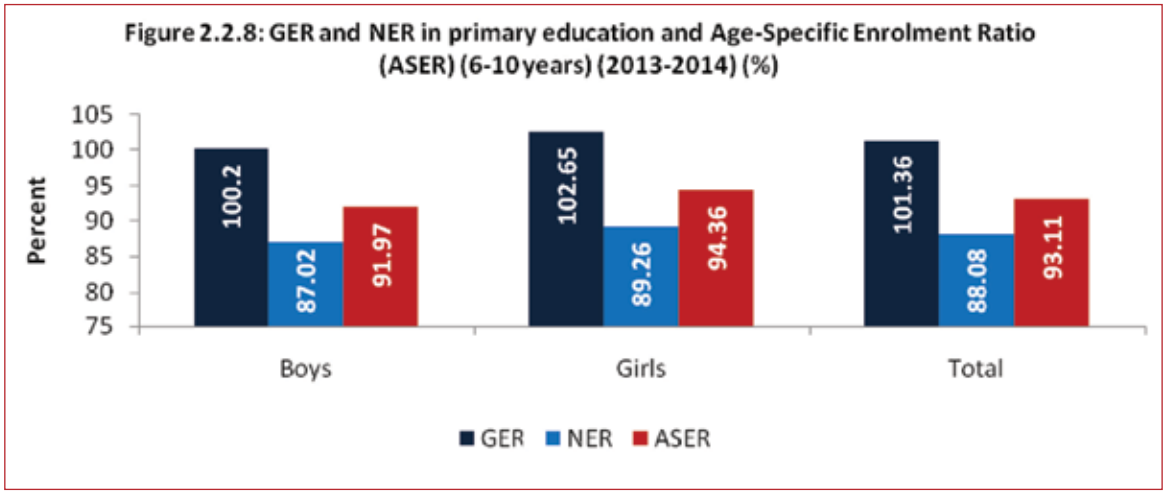
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in elementary education: The Gross Enrolment Ratio in elementary education (Classes I-VIII; Age 6-13 years) has increased by 15.4 percentage points during the period 2001-02 to 2013-14 (Figure 2.2.7). The GER increased by 4.8 percentage points for boys, while the GER for girls increased by 26.7 percentage points.



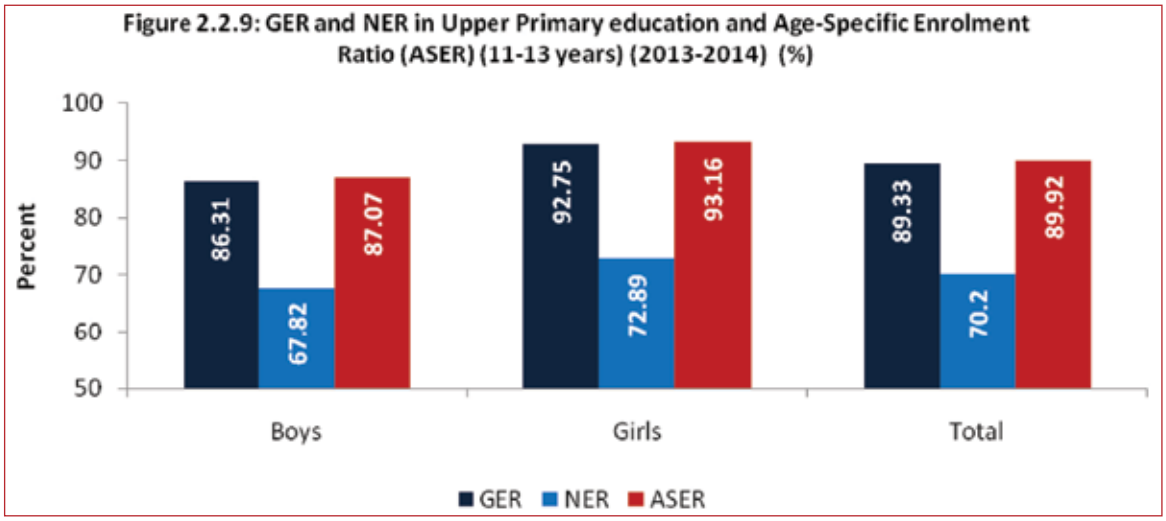
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Net Enrolment Ratio (NER) in primary education and Age-Specific Enrolment Ratio (ASER): Based on the available data, the Net Enrolment Rate (NER) in primary education (age 6-10 years) was estimated at 84.5 per cent in 2005-06 (U-DISE). The NER has increased to 88.08 per cent in 2013-14. The NER was higher for girls (89.26 per cent) than that for boys (87.2 per cent). The Age-Specific Enrolment Ratio (children of a specific single-age/age group, i.e. 6 to 10+ years or 11 to 13+ years, enrolled, irrespective of level of education, as a percentage of the population of the same single/age-group) for children of age 6-10 years was 93.11 per cent for the year 2013-14. The ASER was also higher for girls (94.36 per cent) than that for boys (91.97 per cent) (Figure 2.2.8).



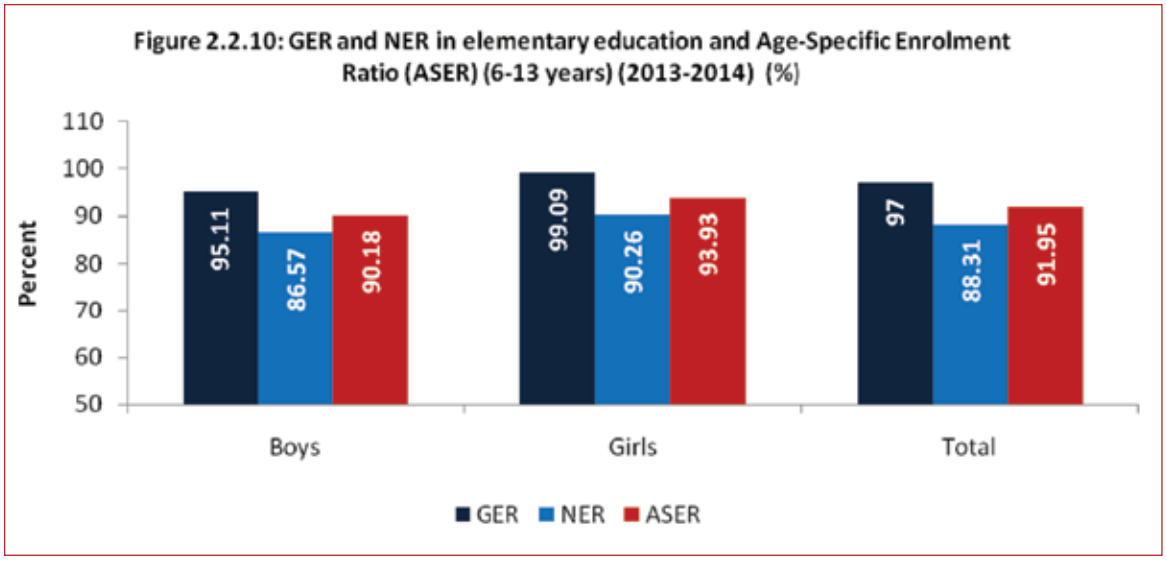
Source: U-DISE, NUEPA

Net Enrolment Ratio (NER) in upper primary education and Age-Specific Enrolment Ratio (ASER): Based on the available data, the NER in upper primary education (11-13 years) was estimated at 43.1 per cent in 2005-06 (U-DISE). The NER in upper primary education has increased to 70.2 per cent in 2013-14. The NER was higher for girls (72.89 per cent) than that for boys (67.82 per cent). The Age-Specific Enrolment Ratio (ASER) for children of age 11-13 years was 89.92 per cent for the year 2013-14 (Figure 2.2.9). The ASER was also higher for girls (93.16 per cent) than that for boys (87.07 per cent). Although the NER in upper primary education increased by 27.1 per cent during the period 2005-06 to 2013-14, the relatively lower NER at upper primary stage remains a cause for concern.



Source: U-DISE, NUEPA

Net Enrolment Ratio (NER) in elementary education and Age-Specific Enrolment Ratio (ASER): The NER in elementary education (6-13 years) was 88.31 per cent for the year 2013-14 (Figure 2.2.10). The NER in elementary education was higher for girls (90.26 per cent) than that for boys (86.57 per cent). The ASER for children of age 6-13 years was 91.95 per cent for the year 2013-14. The ASER was higher for girls (93.93 per cent) than that for boys (90.18 per cent) for the year 2013-14.



Source: U-DISE, NUEPA

Regional disparities in enrolment ratios: While the national average for GER in primary education (Classes I-V) was 101.65 in 2013-14, it ranged between 80.59 per cent in Lakshadweep and 149.15 per cent in Manipur (U-DISE, NUEPA). In all, 22 States/UTs had a GER of 100 per cent and above for Classes I-V. The GER for boys ranged between 83.42 per cent in Lakshadweep and 145.68 per cent in Manipur, while the GER for girls ranged between 81.89 per cent in Dadra & Nagar Haveli and 152.81 per cent in Manipur (Annexure 2.2.1 and 2.2.2).

The national average for GER in upper primary education (Classes VI-VIII) was 89.33 per cent in 2013-14. The GER ranged between 72.43 per cent in Jammu & Kashmir and 138.84 per cent in Sikkim (U-DISE, NUEPA). In all, 13 States/UTs had a GER of 100 per cent and above for Classes VI-VIII. The GER for boys ranged between 67.32 per cent in Uttar Pradesh and 132.96 per cent in Sikkim, while the GER for girls ranged between 73.33 per cent in Jammu & Kashmir and 144.98 per cent in Sikkim (Annexure 2.2.1 and 2.2.3)

While the national average for GER in elementary education (Classes I-VIII) was 97 per cent in 2013-14, it ranged between 80.27 per cent in Lakshadweep and 136.95 per cent in Manipur.(U-DISE, NUEPA). In all, 17 States/UTs had a GER of 100 per cent and above for Classes I-VIII. The GER for boys ranged between 79.41 per cent in Jammu & Kashmir and 134.1 per cent in Manipuri, while the GER for girls ranged between 81.23 per cent in Jammu & Kashmir and 139.97 per cent in Manipur (Annexure 2.2.1 and 2.2.4).

Available data relating to NER in primary education indicates that while the average NER in upper primery education was 88.08 per cent in 2013-14, the NER in primary education ranged between 68.99 per cent in Jammu & Kashmir and 97.51 per cent in Goa (U-DISE). In all, 10 States/UTs had a NER of 90 per cent and above for primary education. The NER for boys ranged between 68.28 per cent in Jammu & Kashmir and 96.96 per cent in Goa, while the NER for girls ranged between 69.79 per cent in Jammu & Kashmir and 98.11 in Goa (Annexure 2.2.5 and 2.2.6).

Available data relating to NER in upper primary education indicates that while the average NER was 70.2 per cent in 2013-14, the NER in upper primary education ranged between 55.32 per cent in Jammu & Kashmir and 93.26 per cent in Delhi (U-DISE). The NER for boys ranged between 54.74 per cent in Jammu & Kashmir and 90.57 per cent in Delhi, while the NER for girls ranged between 55.97 per cent in Jammu & Kashmir and 96.69 per cent in Delhi (Annexure 2.2.5 and 2.2.7).

2.2.3 Bridging social category gaps in elementary education

Bridging social category gaps in access to and participation in elementary education has been one of the major goals of the SSA. While several programmatic interventions to reduce social category gap in education are pursued within the mainstream elementary education system, certain context-specific interventions are undertaken to tackle problems relating to participation in education of disadvantaged groups such as the Scheduled Castes (SCs), Scheduled Tribes (STs), children belonging to the Muslim community and children with special needs (differently-abled children). The SSA has also given attention to children living in remote and scattered habitations, urban-deprived children, and children affected by periodic migration.

A key intervention undertaken under the SSA for reducing the social gap in education has been the provision of adequate infrastructure for elementary schooling in districts with concentration of economically and socially disadvantaged population groups. The SSA has been targeting geographical

areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far. A total of 399 special focus districts have been identified for implementing context-specific and targeted interventions/strategies under SSA for education of children belonging to the disadvantaged social groups. These districts include 34 districts with more than 20,000 out-of-school children, 36 districts with relatively higher gender gap, 143 districts with retention rate at the primary level below 60 per cent, 61 districts with high SC population (25 per cent and above), 88 districts with high Muslim population (20 per cent and above), 82 districts affected by Left-wing extremists, 94 border area districts and 121 districts where the Prime Minister's 15 point programme is being implemented.

A number of strategies have been adopted to ensure increased enrolment and participation of disadvantaged social groups, including SC, ST, Muslims and children with special needs (CWSN). These include, but are not limited to, opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks & uniforms, MDM, increasing the number of seats in tribal schools, curricular adaptation for inclusion, support to Madrasas/Maktabs, curricular and pedagogic reforms, innovative activities funded from the Innovation Head of SSA, and schemes like Kasturba Gandhi Balika Vidyalaya (KGBV) etc. As a result of these interventions, participation in elementary education of children belonging to these groups has improved substantially.

2.2.3.1 Enrolment of SC children in primary, upper primary and elementary education

The SSA has been promoting diverse strategies designed to enhance participation in elementary education of SC children. In addition to the strategies such as opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks and uniforms, Mid-Day Meal, curricular adaptation for inclusion, pedagogic reforms etc. that have been adopted to ensure increased participation of disadvantaged social groups, certain specific intervention have been implemented to enhance participation of SC children in elementary education. The main thrust has been to develop context-specific interventions to tackle problems relating to participation of SC children in elementary education. Some of these specific strategies include: (i) providing adequate infrastructure for elementary schooling in districts with concentration of SC population; (ii) provision of financial assistance to each district for special innovative activities to promote education of SC children; (iii) programmes to sensitise teachers to promote equitable learning opportunities and to address issues relating to class discrimination; and (iv) statutory representation of SC members in Village Education Committees and School Management Committees.

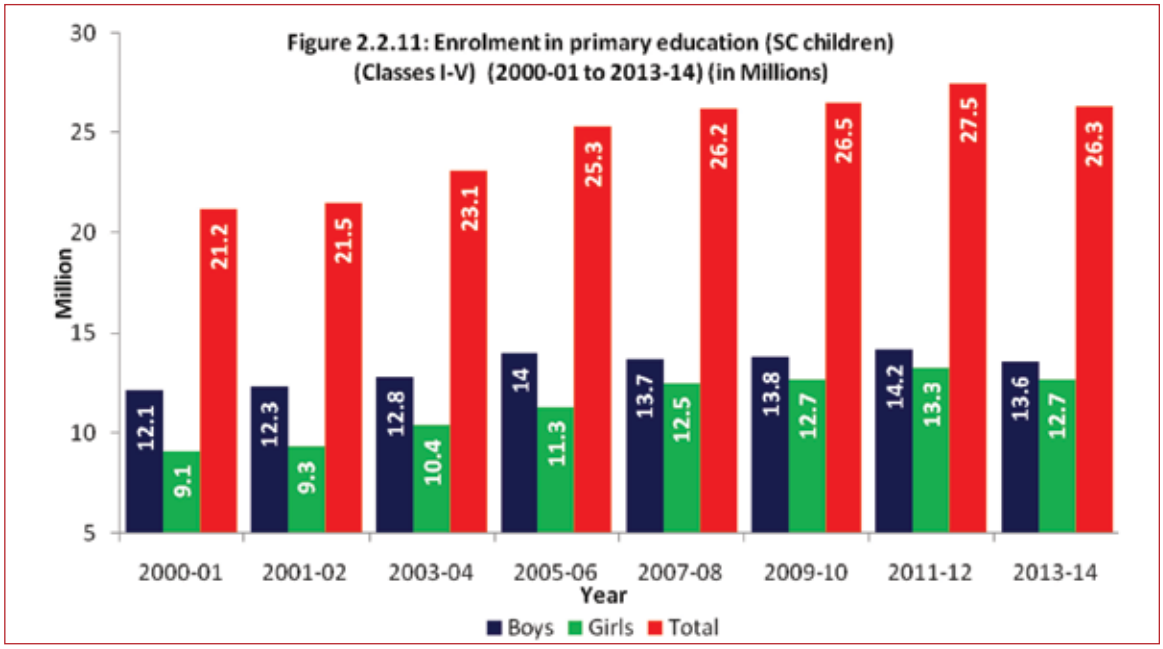
The SSA interventions have had a positive impact in terms of enhanced enrolment in elementary education of children belonging to Scheduled Castes during the past few years. (Table 2.2.4)

Enrolment of SC children in primary education: Between 2000-01 and 2013-14, the enrolment of SC children in primary education increased by 5.1 million (from 21.2 million to 26.3 million). The enrolment of boys belonging to SC in primary education has increased by 1.5 million (from 12.1 million to 13.6 million, while the enrolment of girls increased by 3.6 million (from 9.1 million to 12.7 million) during this period (Figure 2.2.11). The total enrolment of SC children in primary education has increased by 24.1 per cent. The percentage increase in SC enrolment in primary education during the period 2000-01 to 2013-14 was higher for girls (39.6 per cent) than that for boys (12.4 per cent).

Table 2.2.4: Enrolment in primary (Classes I-V), upper primary (Classes VI-VIII) and elementary (Classes I-VIII) education (SC children) (2000-01 to 2013-14) (in Millions)

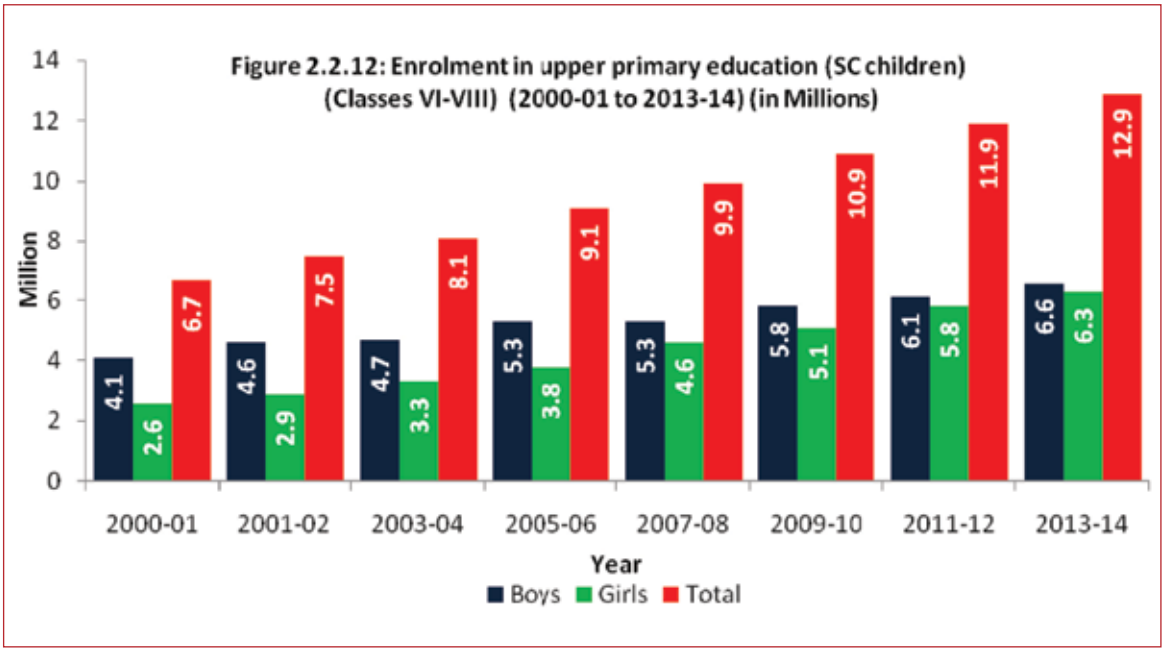
Year	Primary education (Classes I-V)			Upper Primary education (Classes VI-VIII)			Elementary education (Classes I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	12.1	9.1	21.2	4.1	2.6	6.7	16.2	11.7	27.9
2001-02	12.3	9.3	21.5	4.6	2.9	7.5	16.9	12.2	29.1
2002-03	11.9	9.7	21.7	4.4	3.1	7.5	16.3	12.8	29.1
2003-04	12.8	10.4	23.1	4.7	3.3	8.1	17.5	13.7	31.2
2004-05	13.8	11.0	24.8	5.1	3.6	8.7	18.9	14.6	33.5
2005-06	14.0	11.3	25.3	5.3	3.8	9.1	19.3	15.1	34.4
2006-07	14.4	11.8	26.2	5.4	3.9	9.3	19.8	15.7	35.5
2007-08	13.7	12.5	26.2	5.3	4.6	9.9	19.0	17.1	36.1
2008-09	13.8	12.7	26.5	5.6	4.9	10.5	19.6	17.6	37.2
2009-10	13.8	12.7	26.5	5.8	5.1	10.9	19.6	17.8	37.4
2010-11	14.1	13.0	27.1	6.0	5.3	11.3	20.1	18.3	38.4
2011-12	14.2	13.3	27.5	6.1	5.8	11.9	20.3	19.1	39.4
2012-13	14.1	13.2	27.3	6.4	6.2	12.6	20.5	19.4	39.9
2013-14	13.6	12.7	26.3	6.6	6.3	12.9	20.2	19.0	39.2

Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

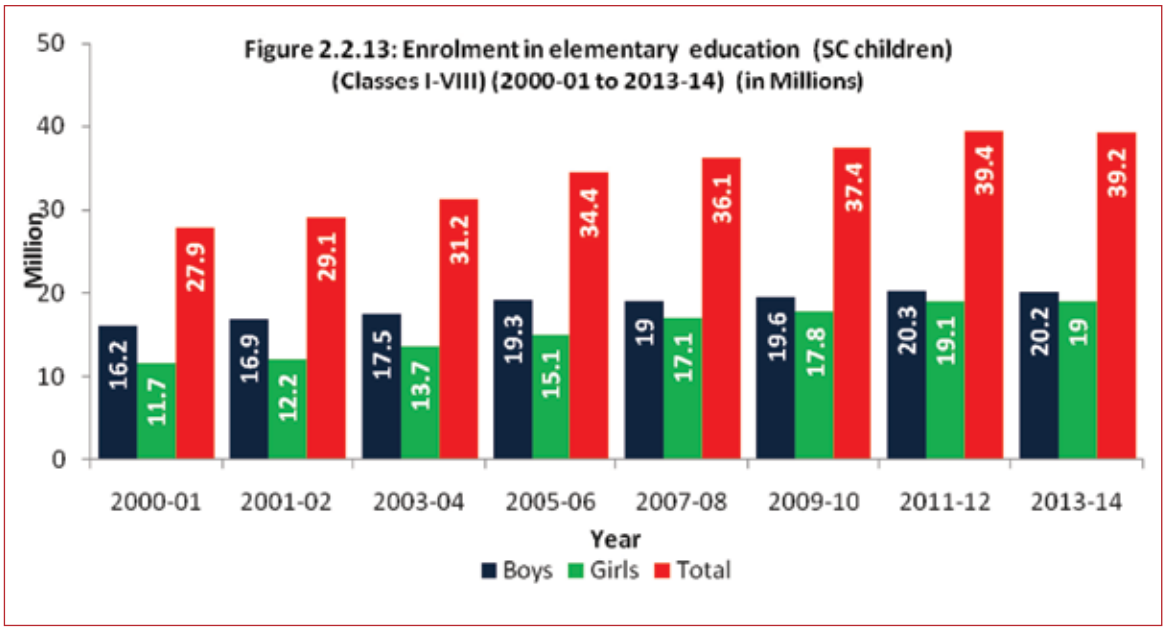
Enrolment of SC children in upper primary education: Between 2000-01 and 2013-14, the enrolment of SC children in upper primary education increased by 6.2 million (from 6.7 million to 12.9 million). The enrolment of boys belonging to SC has increased by 2.5 million (from 4.1 million to 6.6 million), while the enrolment of girls increased by 3.7 million (from 2.6 million to 6.3 million) during this period (Figure 2.2.12). The total enrolment of SC children in upper primary education has increased by 92.5 per cent. The percentage increase in SC enrolment in upper primary education during the period 2000-01 to 2013-14 was higher for girls (142.3 per cent) than that for boys (61 per cent).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Enrolment of SC children in elementary education: Between 2000-01 and 2013-14, the enrolment of SC children in elementary education (Classes I-VIII) has increased by 11.3 million (from 27.9 million to 39.2 million). The enrolment of boys belonging to SC in elementary education has increased by 4 million (from 16.2 million to 20.2 million), while the enrolment of girls increased by 8.3 million (from 11.7 million to 19 million) during this period (Figure 2.2.13). The total enrolment of SC children in elementary education has increased by 24.7per cent. The percentage increase in SC enrolment in elementary education during the period 2000-01 to 2013-14 was also higher for girls (62.4 per cent) than that for boys (24.7 per cent).

Gross Enrolment Ratios in primary, upper primary and elementary education (SC children): Between 2000-01 and 2013-14, the GERs for SC children in primary, upper primary and elementary education have registered steady increase (Table 2.2.5)



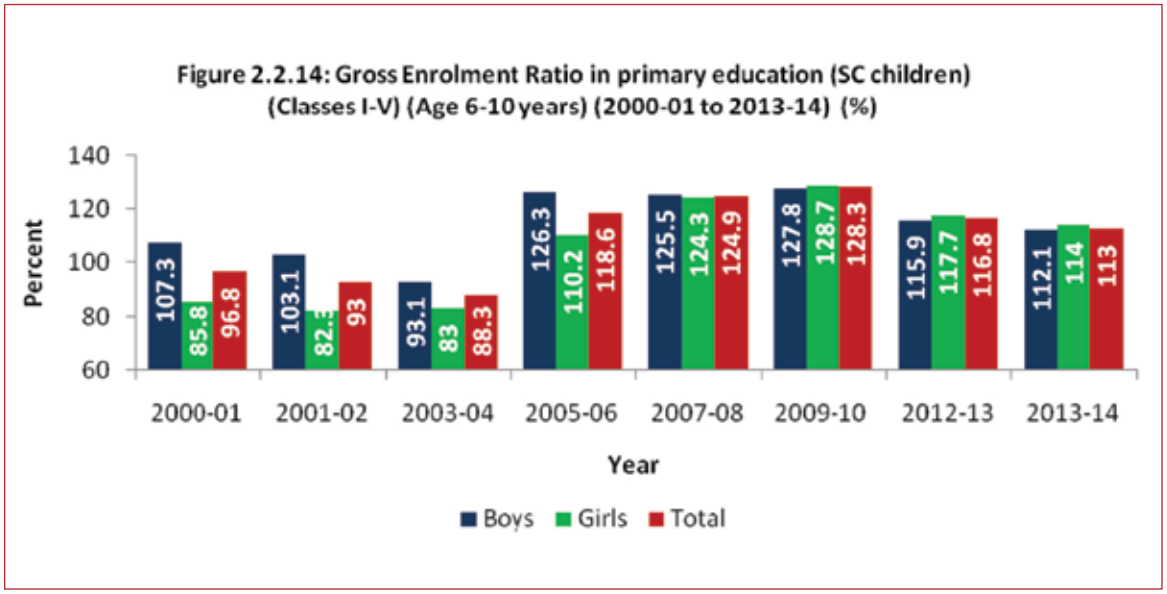
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Table 2.2.5: Gross Enrolment Ratios in primary, upper primary and elementary education (SC children) (2000-01 to 2013-14) (%)

Year	Primary education (Classes I-V)			Upper primary education (Classes VI-VIII)			Elementary education (Classes I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	107.3	85.8	96.8	76.2	53.3	65.3	97.3	75.5	86.8
2001-02	103.1	82.3	93.0	80.3	57.7	69.6	95.7	74.6	85.6
2002-03	101.4	89.4	95.6	63.2	48.6	56.3	87.1	74.4	81.1
2003-04	93.1	83.0	88.3	79.4	63.4	71.9	89.0	77.2	83.4
2004-05	123.3	106.6	115.3	77.9	61.5	70.2	106.5	90.3	98.8
2005-06	126.3	110.2	118.6	81.0	65.1	73.5	109.5	93.7	102.0
2006-07	131.6	115.4	123.8	83.1	63.3	75.7	113.5	97.8	106.0
2007-08	125.5	124.3	124.9	82.1	78.1	80.2	109.3	107.3	108.4
2008-09	130.2	130.1	130.1	86.8	83.6	85.3	114.1	112.9	113.5
2009-10	127.8	128.7	128.3	90.5	86.6	88.6	113.9	112.9	113.5
2010-11	131.3	132.7	132.0	93.8	90.6	92.3	117.3	116.9	117.1
2012-13	115.9	117.7	116.8	96.7	103.0	99.7	109.1	112.6	110.8
2013-14	112.1	114.0	113.0	95.0	101.9	98.3	105.9	109.7	107.7

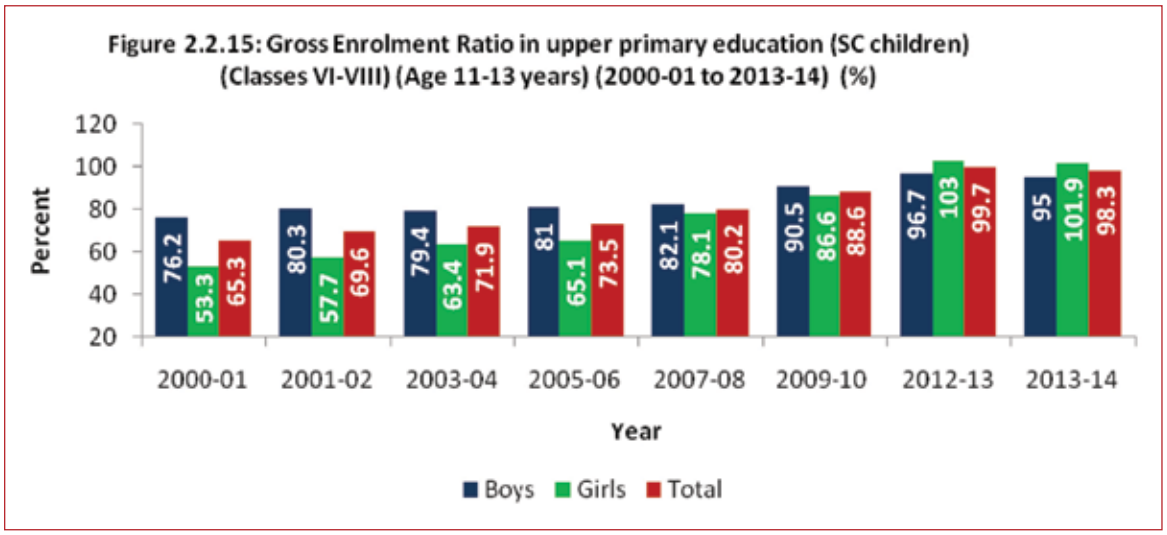
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in primary education (SC children): Between 2000-01 and 2013-14, the Gross Enrolment Ratio (GER) for SC children in primary education has increased by 16.2 percentage points (from 96.8 per cent to 113 per cent). The increase in GER was substantially higher for SC girls (28.2 percentage points) than that for SC boys (4.8 percentage points) during this period (Figure 2.2.14).



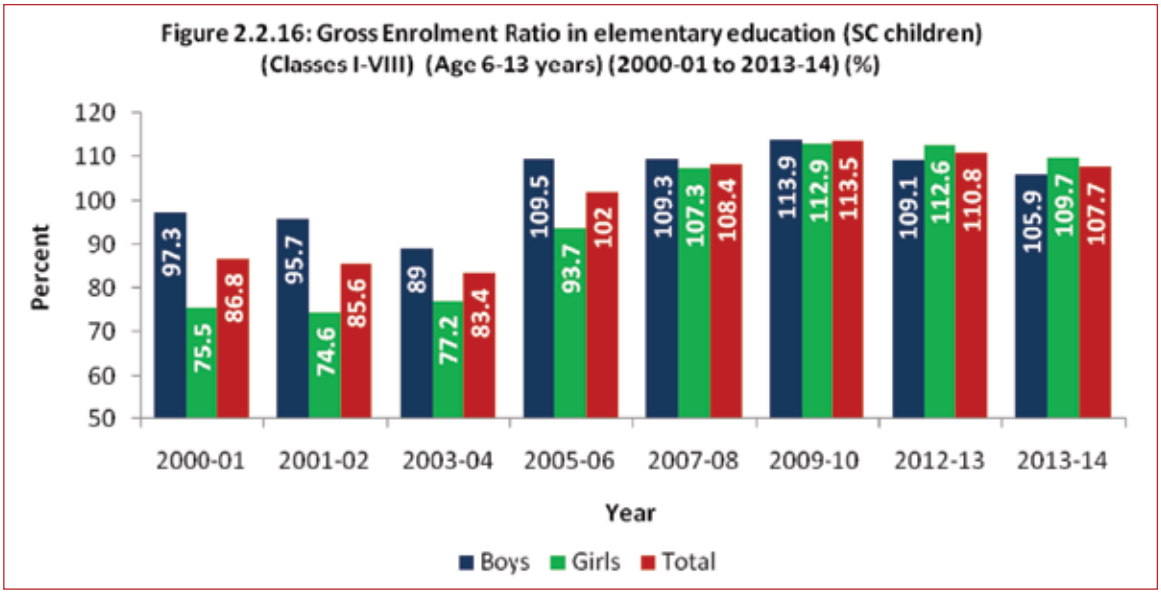
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in upper primary education (SC children): Between 2000-01 and 2013-14, the Gross Enrolment Ratio (GER) for SC children in upper primary education has increased by 33 percentage points (from 65.3 per cent to 98.3 per cent). The increase in GER in upper primary education was higher for SC girls (48.6 percentage points) than that for SC boys (18.8 percentage points) during this period (Figure 2.2.15).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in elementary education (SC children): Between 2000-01 and 2013-14, the Gross Enrolment Ratio (GER) for SC children in elementary education has increased by 20.9 percentage points (from 86.8 per cent to 107.7 per cent). The increase in GER in elementary education was higher for SC girls (34.2 percentage points) than that for SC boys (8.6 percentage points) during this period (Figure 2.2.16).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

SC children enrolled as percentage of total enrolment in elementary education: During the year 2013-14, the number of SC children enrolled as percentage of total enrolment in elementary education was 19.72 per cent while the share of SC population in the total population was 16.6 per cent in 2011 (Census 2011). Girls constituted 48.46 per cent of the total SC children enrolled in elementary education during the year 2013-14 (U-DISE, NUEPA). The number of SC girls enrolled as percentage of total SC enrolment has increased from 47.76 percent in 2007–08 to 48.76 percent in 2013-14.

2.2.3.2 ***Enrolment of ST children in primary, upper primary and elementary education***

School enrolment of children from Scheduled Tribes has registered substantial increase during the past few years (Table 2.2.6). The SSA has been promoting diverse strategies designed to enhance participation in elementary education of ST children. In addition to the strategies such as opening of neighbourhood schools, transportation, escort and residential facilities as per need, free textbooks and uniforms, Mid-Day Meal, curricular adaptation for inclusion, pedagogic reforms etc. that have been adopted to ensure increased participation of disadvantaged social groups, certain specific interventions have been implemented to enhance participation of ST children in elementary education.

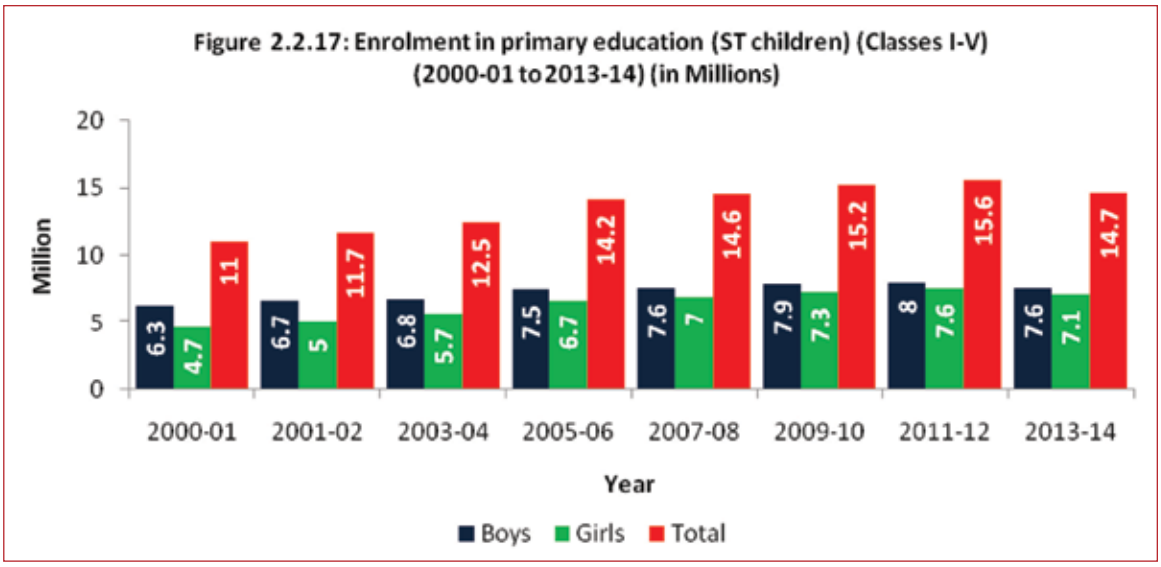
Table 2.2.6: Enrolment in primary, upper primary and elementary education (ST children) (2000-01 to 2013-14) (in Millions)

Year	Primary education (Classes I-V)			Upper primary education (Classes V-VIII)			Elementary education (Classes I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000-01	6.3	4.7	11.0	1.9	1.2	3.1	8.2	5.9	14.1
2001-02	6.7	5.0	11.7	2.1	1.3	3.7	8.8	6.3	15.1
2002-03	6.4	5.4	11.8	1.9	1.3	3.2	8.3	6.7	15.0
2003-04	6.8	5.7	12.5	2.1	1.5	3.6	8.9	7.2	16.1
2004-05	7.4	6.4	13.7	2.4	1.8	4.2	9.8	8.2	18.0
2005-06	7.5	6.7	14.2	2.5	2.0	4.5	10.0	8.7	18.7
2006-07	7.6	6.8	14.4	2.6	2.0	4.6	10.2	8.8	19.0
2007-08	7.6	7.0	14.6	2.6	2.1	4.7	10.2	9.1	19.9
2008-09	7.9	7.3	15.2	2.7	2.3	5.0	10.6	9.6	20.2
2009-10	7.9	7.3	15.2	2.8	2.3	5.1	10.7	9.6	20.3
2010-11	7.7	7.2	14.9	2.8	2.6	5.4	10.5	9.8	20.3
2011-12	8.1	7.6	15.7	3.1	3.0	6.1	11.2	10.6	21.8
2012-13	7.8	7.4	15.2	3.3	3.1	6.4	11.1	10.5	21.6
2013-14	7.6	7.1	14.7	3.3	3.2	6.5	10.9	10.2	21.1

Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

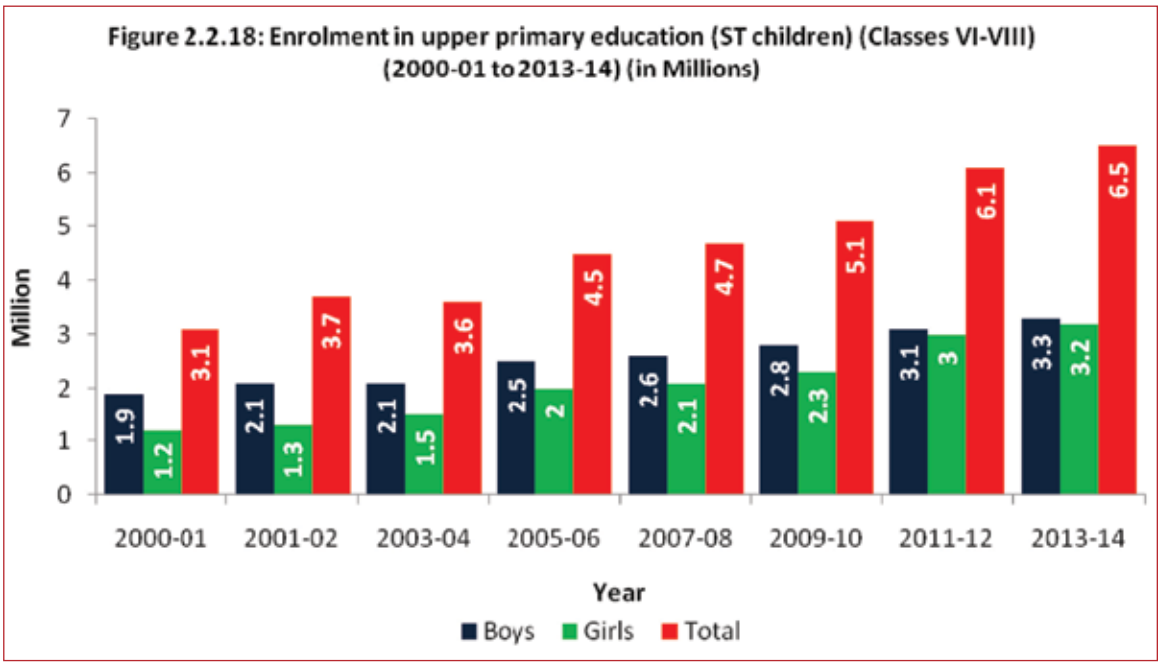
Some of the specific strategies adopted to promote education of children belonging to Scheduled Tribes include: (i) providing adequate infrastructure for elementary schooling in districts with concentration of ST population; (ii) provision of financial assistance to each district for special innovative activities to promote education of ST children; (iii) special coaching/remedial classes for improving learning outcomes of ST children; (iv) recruitment of local tribal teachers; (v) deployment of tribal coordinators at the State level and tribal-dominated districts to monitor SSA activities and to help in coordination of activities of the Ministry Tribal Affairs; and (vi) providing adequate representation of ST members in Village Education Committees and School Management Committees. These have contributed significantly to the enhanced participation in elementary education of children belonging to Scheduled Tribes.

Enrolment of ST children in primary education: School enrolment of children from Scheduled Tribes (ST) has registered substantial increase during the past few years. Between 2000-01 and 2013-14, the enrolment of ST children in primary education increased by 3.7 million (from 11 million to 14.7 million). Enrolment of boys belonging to ST in primary education has increased by 1.3 million (from 6.3 million to 7.6 million), while the enrolment of girls increased by 2.4 million (from 4.7 million to 7.1 million) during this period. The total enrolment of ST children in primary education has increased by 33.6 per cent during the period 2000-01 to 2013-14. The percentage increase in ST enrolment in primary education during the period 2000-01 to 2013-14 was higher for girls (51.1 per cent) than that for boys (20.6 per cent) (Figure 2.2.17).



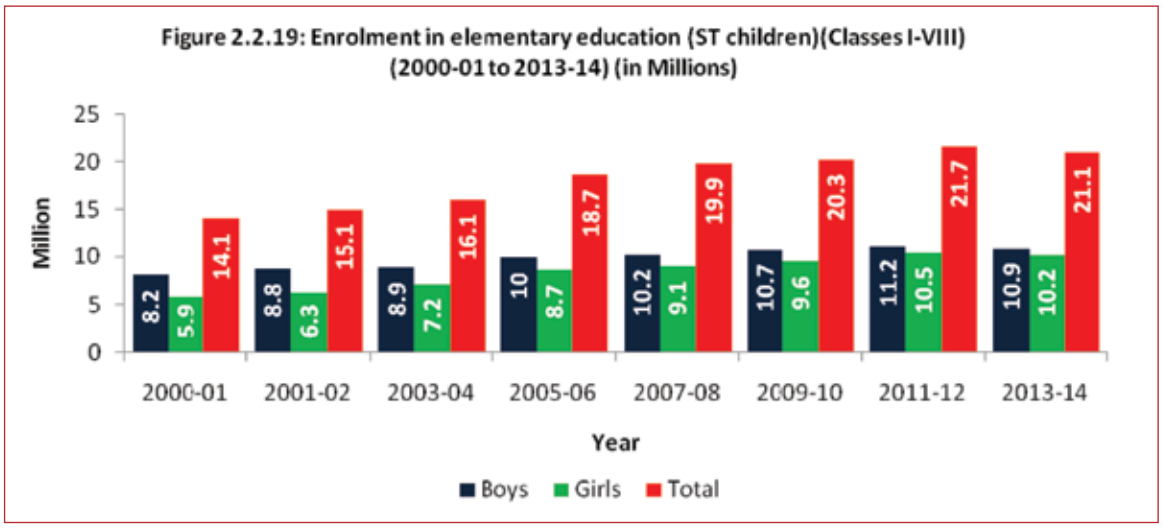
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Enrolment of ST children in upper primary education: Between 2000-01 and 2013-14, the enrolment of ST children in upper primary education increased by 3.4 million (from 3.1 million to 6.5 million). The enrolment of boys belonging to ST in upper primary education has increased by 1.4 million (from 1.9 million to 3.3 million, while the enrolment of ST girls increased by 2 million (from 1.2 million to 3.2 million) during this period. The total enrolment of ST children in primary education has increased by 109.7 per cent during the period 2000-01 to 2013-14. The percentage increase in ST enrolment in primary education during the period 2000-01 to 2013-14 was higher for girls (166.7 per cent) than that for boys (73.7 per cent) (Figure 2.2.18).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Enrolment of ST children in elementary education: Between 2000-01 and 2013-14, the enrolment of ST children in elementary education increased by 7 million (from 14.1 million to 21.1 million). The enrolment of boys belonging to ST in elementary education has increased by 1.7 million (from 8.2 million to 10.9 million, while the enrolment of ST girls in elementary education increased by 4.3 million (from 5.9 million to 10.2 million) during this period. The total enrolment of ST children in elementary education has increased by 49.7 per cent during the period 2000-01 to 2013-14. The percentage increase in ST enrolment in elementary education during the period 2000-01 to 2013-14 was also higher for girls (72.9 per cent) than that for boys (20.7 per cent) (Figure 2.2.19).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

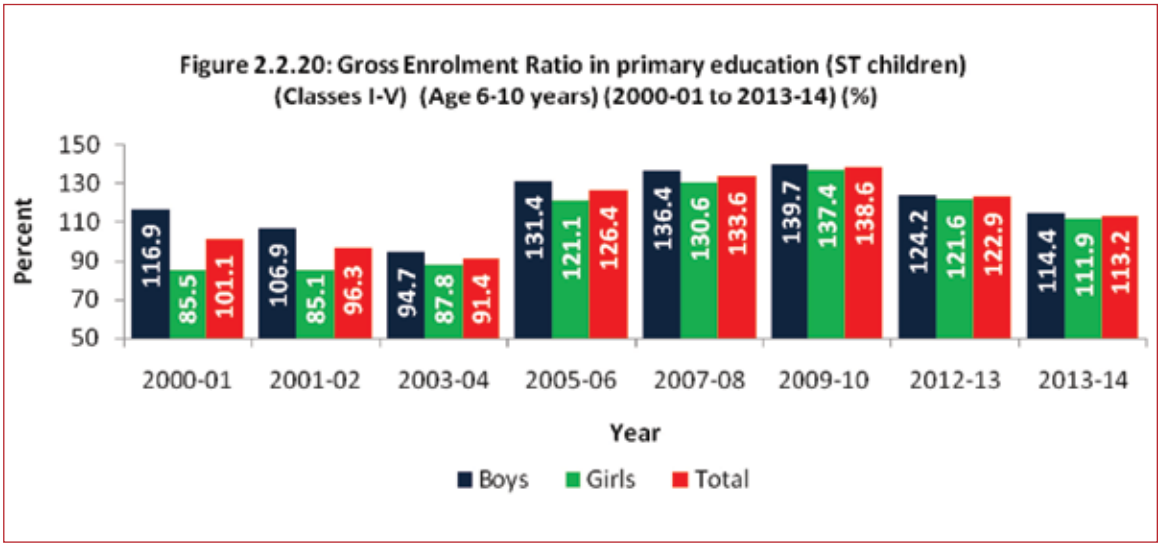
Gross Enrolment Ratio for ST children in primary, upper primary and elementary education: Between 2000-01 and 2013-14, the Gross Enrolment Ratios (GERs) for ST children in primary, upper primary and elementary education have registered steady increase (Table 2.2.7).

Table 2.2.7: Gross Enrolment Ratios in primary, upper primary and elementary education (ST Children) (2000-01 to 2013-14)

Year	Primary (Classes I-V)			Upper Primary (Classes V-VIII)			Elementary (Classes I-VIII)		
	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)
2000-01	116.9	85.5	101.1	72.5	47.7	60.2	102.5	73.5	88.0
2001-02	106.9	85.1	96.3	82.1	57.3	70.3	99.8	77.3	88.9
2002-03	104.8	92.3	98.7	55.0	40.8	48.2	86.7	73.9	80.5
2003-04	94.7	87.8	91.4	84.0	66.6	75.7	90.6	81.1	86.1
2004-05	128.1	115.5	121.9	73.9	59.5	67.0	108.5	95.8	102.4
2005-06	131.4	121.1	126.4	77.5	64.9	71.5	111.9	101.3	106.7
2006-07	134.4	124.0	129.3	80.2	68.2	74.4	114.7	104.2	109.6
2007-08	136.4	130.6	133.6	81.1	70.2	75.8	116.3	108.9	112.7
2008-09	142.7	138.8	140.8	86.0	77.5	81.9	122.0	116.6	119.4
2009-10	139.7	137.4	138.6	87.8	78.8	83.4	121.1	116.4	118.9
2010-11	137.2	136.7	137.0	90.7	87.0	88.9	120.5	118.7	119.7
2012-13	124.2	121.6	122.9	97.1	99.9	98.4	114.8	114.2	114.5
2013-14	114.4	111.9	113.2	90.5	92.2	91.3	105.9	105.0	105.5

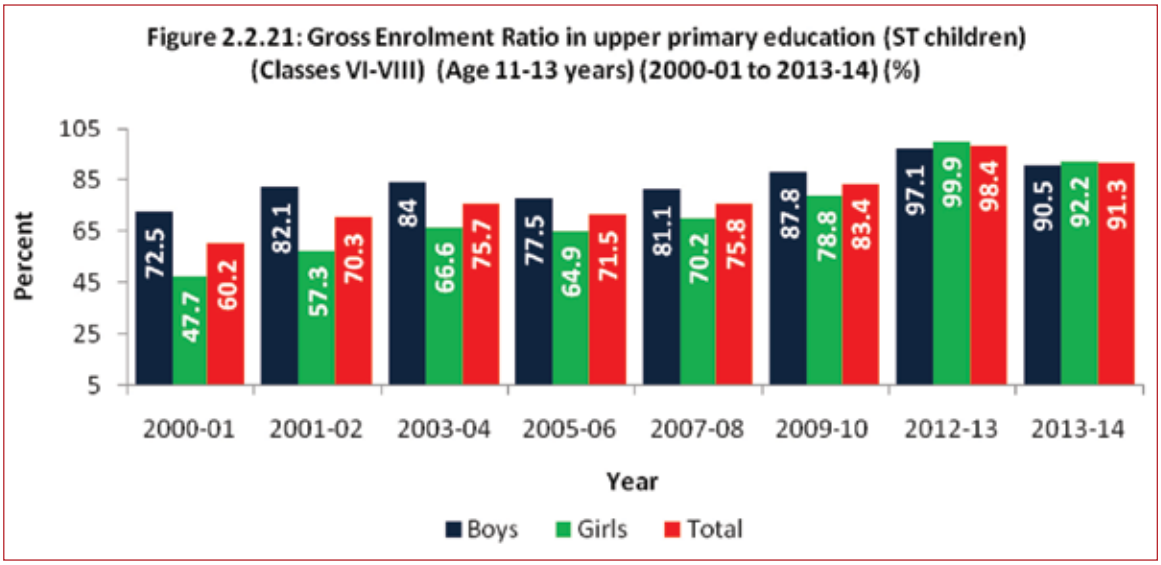
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in primary education (ST children): Between 2000-01 and 2013-14, the GER (ST children) in primary education has increased by 12.1 percentage points (from 101.1 per cent to 113.2 per cent). While the GER for boys declined by 2.5 percentage points, the GER for girls increased by 26.4 percentage points during this period (Figure 2.2.20).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

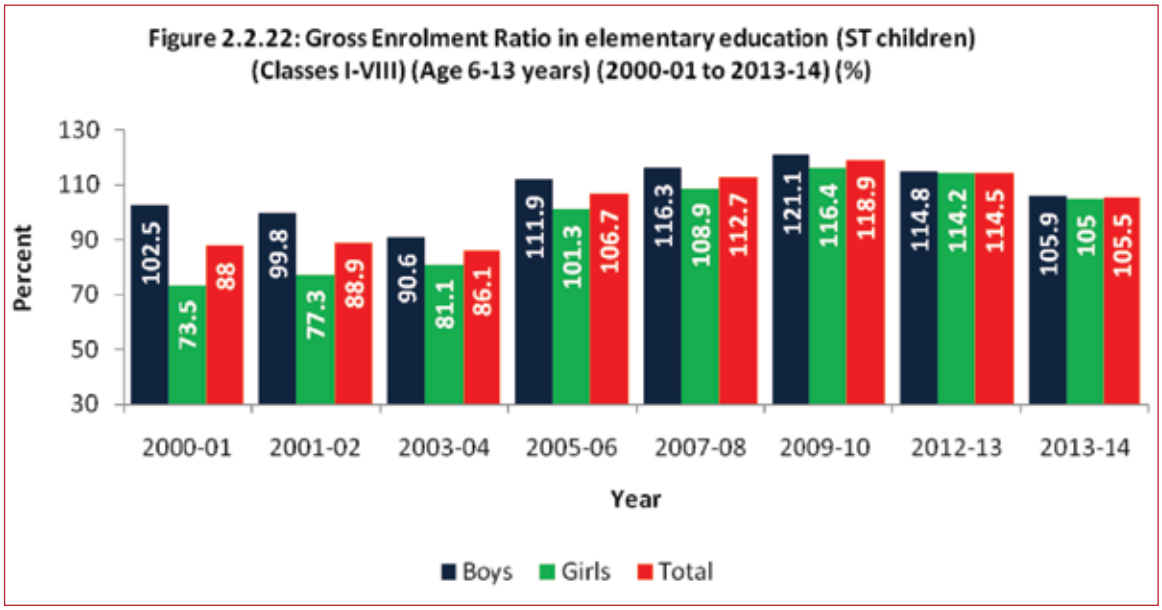
Gross Enrolment Ratio in upper primary education (ST children): The GER (SC children) in upper primary education increased by 31.1 percentage points during the period 2000-01 to 2013-14. The GER for boys increased by 18 percentage points, while the GER for girls increased by 44.5 percentage points during this period (Figure 2.2.21).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in elementary education (ST children): The Gross Enrolment Ratio (GER) in elementary education for ST children increased by 17.5 percentage points (from 88 per cent to 105.5 per cent) during the period 2000-01 to 2013-14. The GER for boys increased by 3.4 percentage points, while the GER for girls increased by 32.5 percentage points during this period (Figure 2.2.22).

Figure 2.2.22: Gross Enrolment Ratio in elementary education (ST children) (Classes I-VIII) (Age 6-13 years) (2000-01 to 2013-14) (%)



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

ST children enrolled as percentage of total enrolment in elementary education: During the year 2013-14, the number of ST children enrolled as percentage of total enrolment in elementary education was 10.63 per cent while the share of ST population in the total population was 8.66 per cent in 2011 (Census 2011). Girls constituted 48.46 per cent of the total SC children enrolled in elementary education during the year 2013-14. The number of ST girls enrolled as percentage of total ST enrolment has increased from 47.64 per cent in 2007-08 to 48.46 percent in 2013-14 (U-DISE, NUEPA).

2.2.3.3 Education of children belonging to Muslim communities

The framework for implementation of SSA acknowledges the importance of interventions to promote education of children belonging to Muslim communities. In order to enhance participation of children belonging to Muslim communities in elementary education, various initiatives have been undertaken under the SSA. Some 121 districts with high Muslim population have been identified for targeted interventions under SSA for enhancing access to elementary education and eliminating infrastructure gaps through opening of 1,470 new primary schools and 445 upper primary schools, construction of 45,541 additional classrooms and recruitment of 32,728 teachers during 2011-12. The States have been urged to cover out-of-school children going to Madrasas/Maqtabs. The interventions focused on enhancing access to education have contributed to increased enrolment of Muslim children in primary and upper primary education.

As a part of the effort to bring about qualitative improvement in Madrasas to enable Muslim children to attain standards of the national education system in formal education subject areas of study, a Scheme for Providing Quality Education for Madrasas (SPQEM) is under implementation. The main features of the scheme include (i) strengthening capacities in Madrasas for teaching of the formal education subjects of study like science, mathematics, language, social studies; (ii) training of teachers every two years in new pedagogical practices; (iii) providing science/mathematics kits in primary/upper primary level madrasas, (iv) strengthening of libraries/book banks and providing teaching-learning materials to madrasas, and (v) encouraging linkages of madrasas with the National Institute for Open Schooling (NIOS) as accredited centres for providing formal education which will enable children studying in such madrasas to get certification for Classes V, VIII, X and XII.

Muslim children enrolled as percentage of total enrolment in primary, upper primary and elementary education: During the year 2013-14, the number of Muslim children enrolled as percentage of total enrolment in elementary education was 13.73 per cent in 2013-14 while the share of Muslim population in the total population was 13.43 per cent in 2001 (Census of India, 2001). Girls constituted 49.81 per cent of the total Muslim children enrolled in elementary education during the year 2013-14 (U-DISE, NUEPA). The percentage of Muslim girls enrolled as percentage of total enrolment of Muslim children in primary education has increased from 48.84 per cent in 2007–08 to 49.81 per cent in 2013-14. (The share of Muslim females in total Muslim Population was 48.35 as per Census, 2001). The estimated number of out-of-school Muslim children has decreased from 2.1 million in 2005-06 to 1.1 million in 2009, i.e. from 9.97 per cent to 7.67 per cent of the population of Muslim children in the age group 6-14 years (SRI-IMRB survey, 2009).

2.2.3.4 *Education of children with special needs*

The *Sarva Shiksha Abhiyan* (SSA) seeks to ensure that every child in the age group of 6-14 years with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The RTE Act, 2009 was amended in 2012 and the RTE Amendment Act, 2009 which came into force with effect from 1 August 2012, provides for inclusion of children with disability as contained in the Persons with Disabilities Act 2005 and the National Trust Act under the purview of RTE Act and providing them free and compulsory education. Further, the RTE Act also provides to parents of children with severe and profound disabilities the right to opt for home based education. The Act has been instrumental, to a large extent, in changing public perceptions about the abilities of children with special needs (CWSN).

Under the SSA, the focus of the education programme for children with special needs has been on mainstreaming children with special needs (CWSN) in regular schools and supporting their participation in the schooling process. The main components of the interventions for children with special needs include (i) identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, appointment of resource teachers and therapists, establishing resource rooms to provide specialized support to children with disabilities, and provision of ramps, handrails and disabled-friendly toilets, monitoring and evaluation and a special focus on girls with special needs; (ii) special training for children with special needs with a view to preparing them for schools and promoting their effective inclusion in elementary education; (iii) home-based education for children

with severe and profound disabilities with the objective of preparing children with special needs for schools and for life by imparting to them basic life skills; (iv) financial support for integration of children with special needs, as per specific proposal. These provisions have resulted in increased identification and enrollment of CWSN. Progress achieved include the following:

- Household surveys and special surveys have been conducted by all States to identify children with special needs. The number of CWSN identified increased from 1.46 million in 2003-04 to 2.72 million in 2013-14.

- The enrolment of CWSN has gone up from 1.17 million in 2003-04 to 2.35 million (86.45 per cent of CWSN identified) in 2013-14. In addition, 33,900 CWSN are enrolled in school readiness programmes and 206,000 children were provided home-based education. The total coverage of CWSN is 2.6 million, which is 95.3 per cent of the total number of CWSN identified.

- Some 3.6 million government school teachers have been given orientation on inclusive education through in-service teacher training while 2.6 million teachers have been provided 3-6 day specific training on inclusive education of CWSN. Besides, general teachers have also been oriented on specific disabilities/need.

- An important aspect of interventions for children with special needs is making schools barrier- free for easy access. By 2012-13, about 771,000 schools have been provided with barrier-free access.

- Since many children with special needs are not able to attend school for lack of essential aids and appliances, required aids and appliances are being provided to these children in collaboration with the Ministry of Social Justice and Empowerment. Assistance is also being provided by charitable organizations, NGOs and corporate sector.

- The focus of SSA is to impart quality inclusive education, with an emphasis on strengthening retention of CWSN. Initiatives undertaken under inclusive education for the retention of CWSN include surgeries, provision of transport and escort and therapeutic support. During the year 2013-14, 52,733 CWSN have been provided corrective surgeries, 156,000 CWSN have been given transport and escort support and 259,000 CWSN have been provided therapeutic assistance. Around 80.6 per cent of CWSN have been provided with assistive devices. In addition to this, 21,646 resource persons have been appointed to provide on-site support to teachers in teaching CWSN. Besides, CWSN are also provided with free text books, Braille & large print books for visually challenged, free uniforms, mid-day meal, special training and age appropriate admissions.

The programmes for inclusive education of children with special needs are implemented in collaboration with a large number of NGOs. During the year 2013-14, about 764 NGOs/special schools were involved in providing support to inclusive education. These NGOs have been providing technical assistance for the planning of inclusive education, awareness generation, community mobilization, early detection, identification and assessment of children with special needs and preparation of individualised educational plan, development of training materials, training of in-service teachers and key resource persons, provision of assistive devices, computer literacy, parent counseling etc..

A major challenge in inclusive education is to ensure that as far as possible, every child with special needs is mainstreamed and provided the needed resource support. In pursuance of this objective and with the view to enriching academic assistance to CWSN, the National Council of Educational Research and Training (NCERT) has developed exemplar materials on inclusive pedagogy and practices with the key objective of enhancing the skills of regular teachers on handling CWSN in a mainstream classroom so that teachers could extend need-based academic support to CWSN.

2.2.4 Out-of-school children (OoSC)

The number of out-of-school children has declined steadily since 2001. The number of out-of-school children in the age group 6-14 years was estimated at 32 million in 2001 (Census 2001). This represented 28.2 per cent of the population in the age group 6-14 years in 2005-06. A national level study commissioned by the Ministry of Human Resource Development (MHRD), Government of India through an independent agency [Indian Market Research Bureau (IMRB)] conducted in 2005, estimated the number of out-of-school children at 13.45 million during the year 2005-06. According to this survey, the number of out-of-school children accounted for 6.94 per cent (4.34 per cent in urban and 7.8 per cent in rural areas) of the total number of children in the age group 6-14 years in 2005-06 (Table 2.2.8). The IMRB survey conducted in 2009 indicated that the number of out-of-school children declined from 13.45 million in 2005-06 to 8.15 million in 2009-10. These surveys indicated that the percentage of out-of-school children to total population in the age group 6-14 years has decreased from 6.94 per cent in 2005-06 to 4.28 per cent in the year 2009-10. A study to assess the number of out-of-school children was commissioned in 2013-14. The study is in progress and the report is expected to be ready by September 2014.

Table 2.2.8 : Out-of-School Children (OoSC) in the age group 6-14 years

Year	Number of out-of-school children (in Millions)	Percentage of out-of-school children to total population in the age group 6-14 years (%)
2005-06	13.45	6.94
2009-10	8.15	4.28

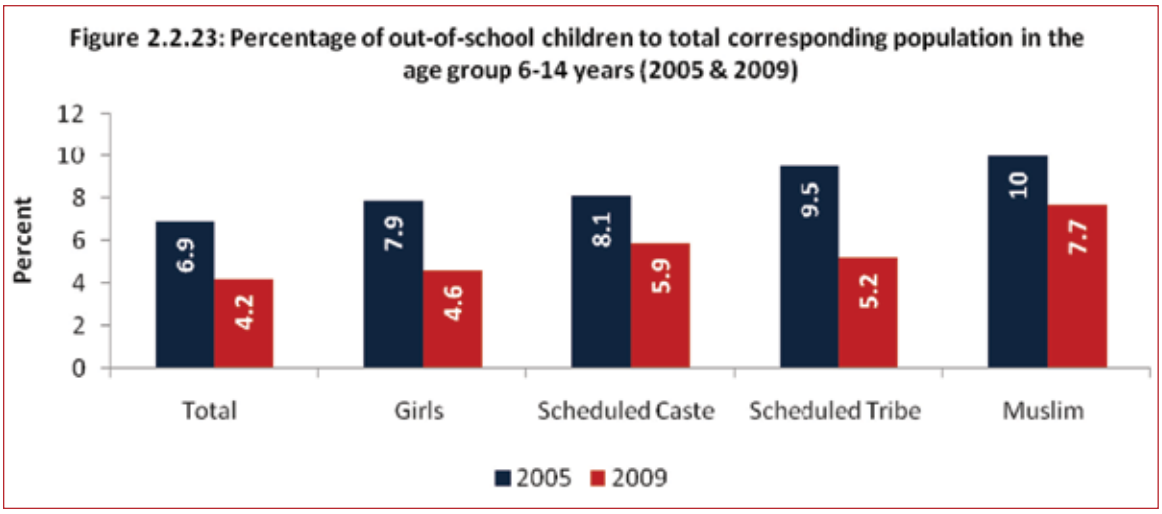
Source: Reports of IMRB surveys 2005 & 2009

There has been a decline in the percentage of out-of-school children across gender and all social categories such as Scheduled Castes, Scheduled Tribes and Muslim. The results of the surveys conducted in 2005 and 2009 indicated that the percentage of out-of-school girls to total girls in the age group 6-14 years decreased from 7.9 per cent in 2005 to 4.6 per cent in the year 2009. The percentage of out-of-school SC children to total SC population in the age group 6-14 years decreased from 8.1 per cent in 2005 to 5.9 per cent in the year 2009; the percentage of out-of-school ST children to total ST population in the age group 6-14 years decreased from 9.5 per cent to 5.2 per cent during this period, while the percentage of out-of-school Muslim children to total Muslim population in the age group 6-14 years decreased from 10 per cent in 2005 to 7.7 per cent in the year 2009 (Figure 2.2.23).

Table 2.2.9 : Out-of-school children in the age group 6-13 years in different population/social categories (2005 & 2009)

Category	Out-of-school children (in million)		Decrease (absolute number) (in million)	Decrease (%)
	2005	2009		
All	13.46	8.15	5.31	39.4
Total Girls	6.69	4.04	2.65	39.6
SC	3.10	2.31	0.79	25.6
ST	1.66	1.07	0.59	35.5
Muslim	2.25	1.88	0.37	16.4

Source: SSA, Government of India; "Planning Commission Working Group on Elementary Education", 2011

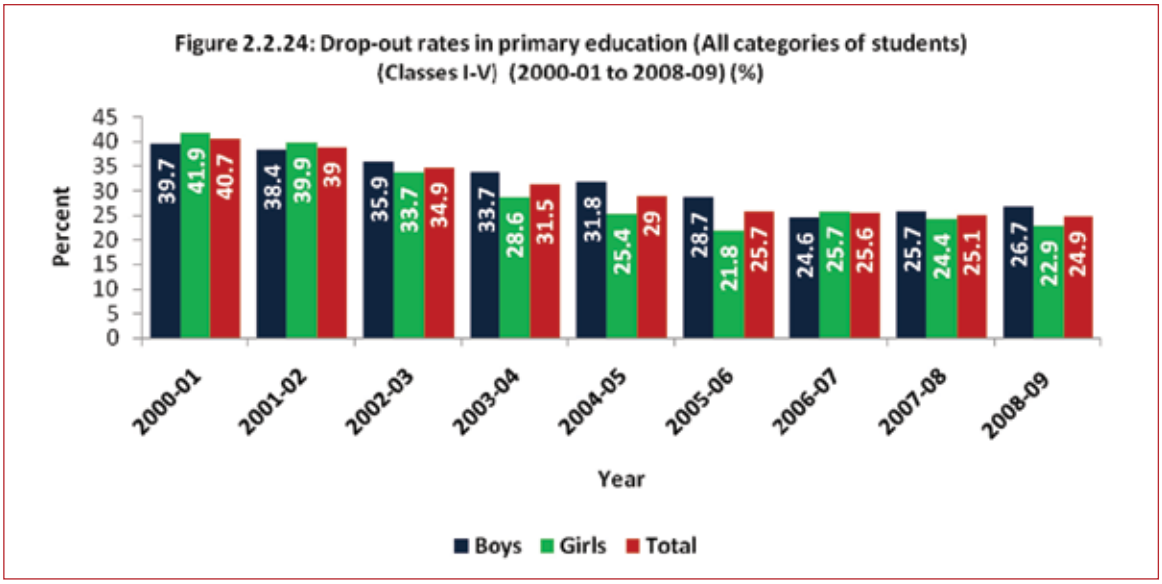


Source: Reports of IMRB surveys 2005 & 2009

2.2.5 Progress towards universal retention

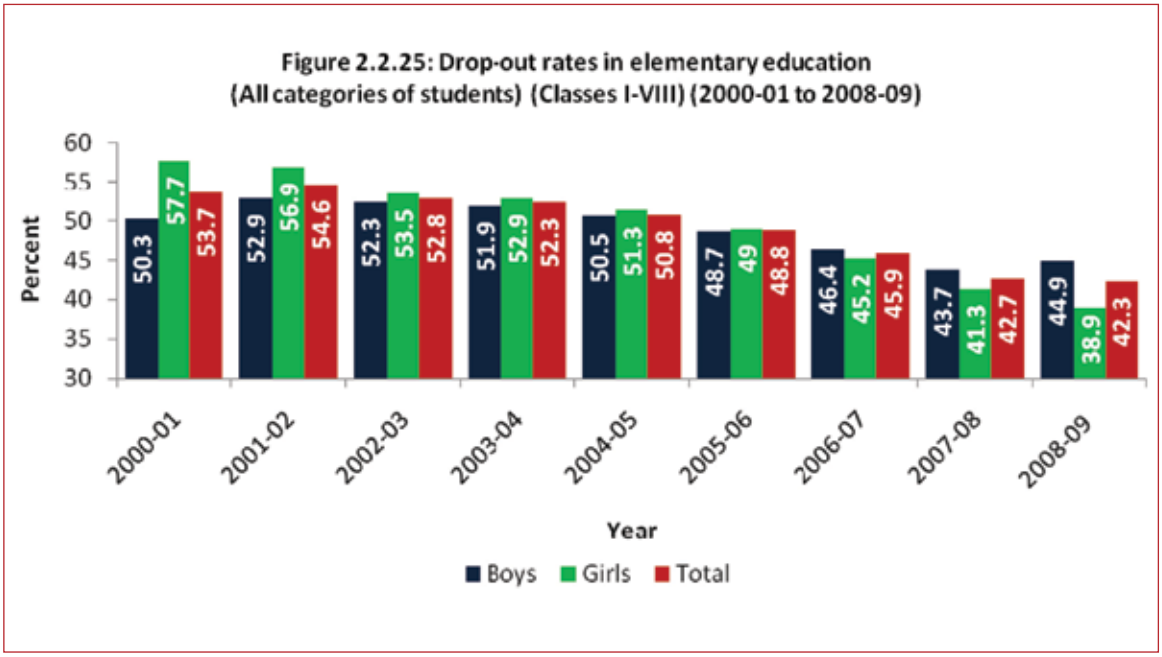
One of the goals of the *Sarva Shiksha Abhiyan (SSA)* has been to achieve universal retention by enabling children enrolled in Class I to complete eight years of elementary education. The investment made in terms of expansion of schooling facilities, bridging gender and social category gaps in elementary education, and quality improvement initiatives, including improved school infrastructure, enhanced teacher availability, sustained academic support, Mid-day meal programme, awareness generation, increased community participation, curricular reforms and a rights-based approach, have contributed substantially to reduction in drop-out rates and improved retention rates in primary, upper primary and elementary education.

Overall drop-out rate in primary education (Classes I-V): Available data relating to drop-out rates indicates that during the period 2000-01 to 2008-09, the over-all drop-out rate for Classes I-V declined by 15.8 percentage points. The decline in drop-out rates for girls (19 percentage points) was higher than that for boys (13 percentage points) (Figure 2.2.24).



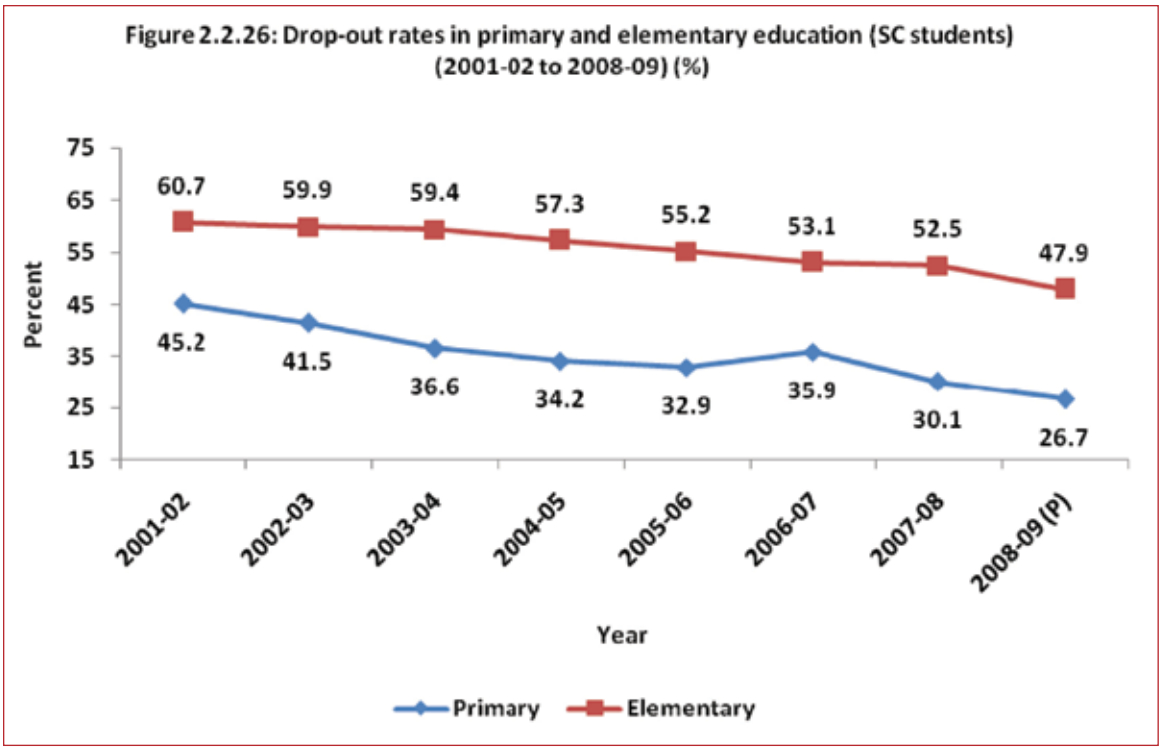
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI.

Drop-out rate in elementary education (Classes I-VIII): The drop-out rate for Classes I-VIII declined by 11.4 percentage points during the period 2000-01 to 2008-09. The decline in drop-out rates for girls (18.8 percentage points) was higher than that for boys (5.4 percentage points) (Figure 2.2.25).



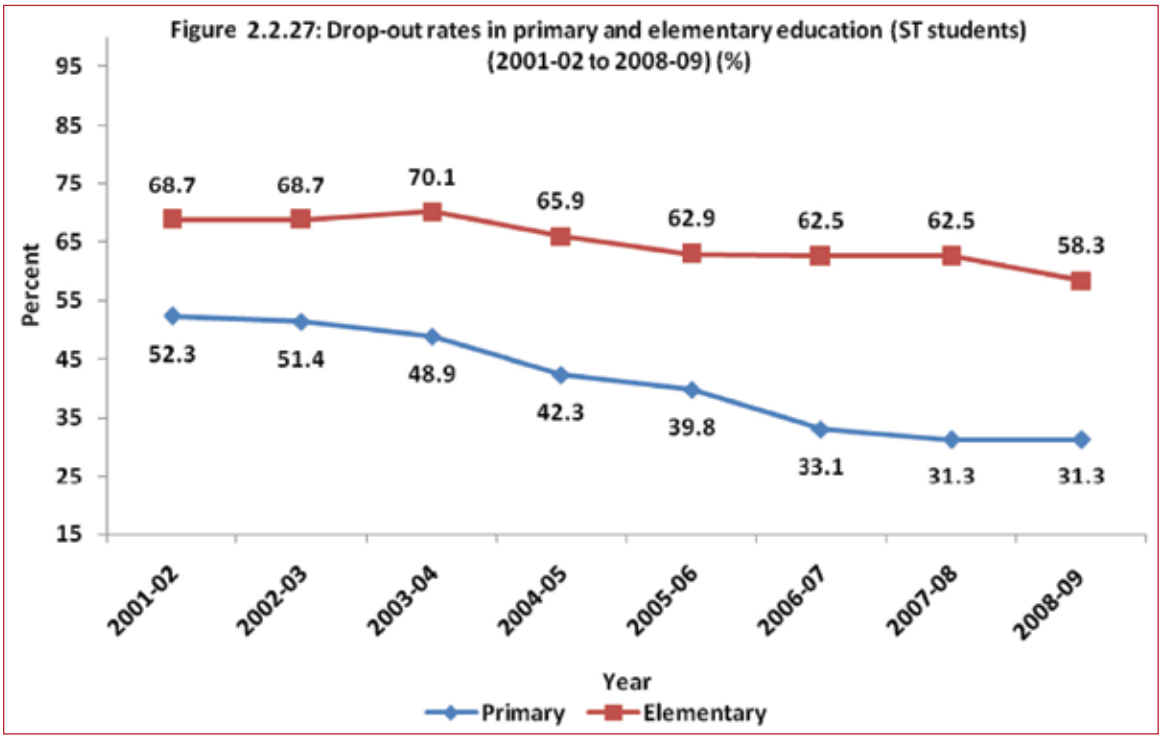
Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI.

Drop-out rates in primary and elementary education (SC students): During the period 2000-01 to 2008-09, the over all drop-out rate for SC students at primary stage (Classes I-V) declined by 18.5 percentage points. The over-all drop-out rate for SC students at the elementary stage (Classes I-VIII) declined by 12.8 percentage points during this period (Figure 2.2.26).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI.

Drop-out rate in primary and elementary education (ST students): During the period 2000-01 to 2008-09, the over-all drop-out rate for ST students in primary education (Classes I-V) declined by 21 percentage points. The over-all drop-out rate for ST students in elementary education (Classes I-VIII) declined by 10.4 percentage points during this period (Figure 2.2.27).



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI.

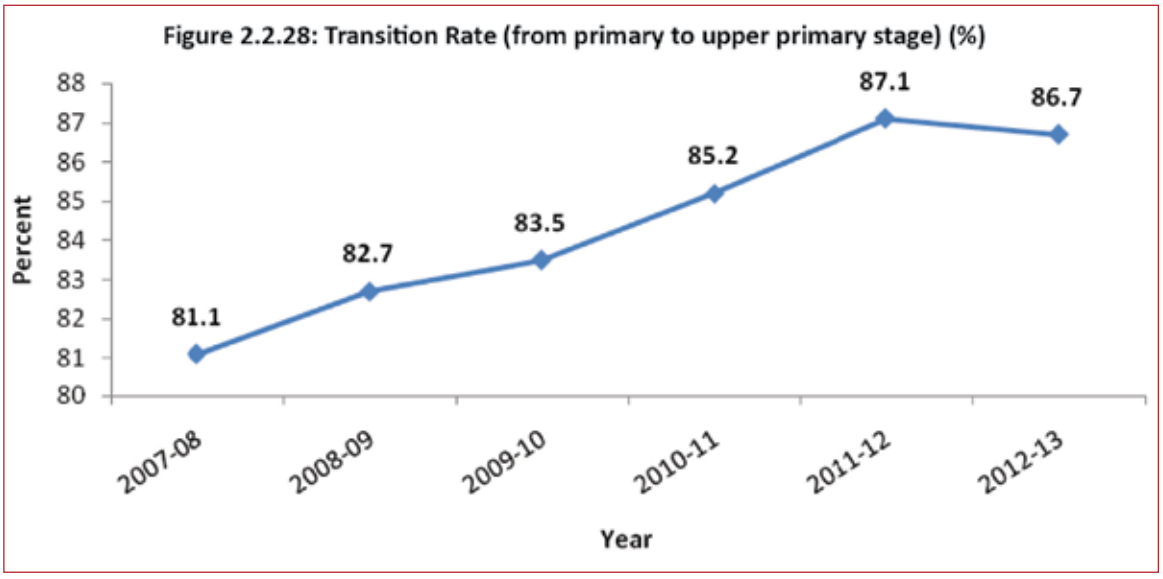
Decline in drop-out rates: During the academic year 2009-10, 9.1 per cent of pupils at the primary stage of education (Classes I-V) had dropped out (Table 2.2.10). The annual drop-out rate was higher in Class I (10.2 per cent) and in Class V (15.9 per cent). There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined to 4.7 per cent. The annual drop-out rate was higher in Class I (5.4 per cent) and in Class V (6.4 per cent). The dropout rate, though declining from year to year, still remains a major challenge.

Table 2.2.10: Annual drop-out rates by grade/class at primary level (2009-10 & 2012-13)

Grade	Drop-out rate (%)		
	2009-10	2012-13	Decline (Percentage points)
Class I	10.2	4.8	5.4
Class II	6.7	2.3	4.4
Class III	7.2	3.6	3.6
Class IV	6.2	3.5	2.7
Class V	15.9	9.5	6.4
Primary Stage	9.1	4.7	4.4

Source: U-DISE, NUEPA

Transition to upper primary education: A majority of primary schools do not have upper primary sections attached to them; consequently, many children have been dropping out after completing primary education. Opening of new upper primary sections/schools within reasonable walking distance from the habitations of residence of children has enabled children to continue their education beyond the primary stage. This has resulted in improvement in the transition rate. The transition rate has increased from 81.1 per cent in 2007-08 to 87.1 per cent in 2011-12 and then marginally declined to 86.7 per cent in 2012-13 (Figure 2.2.28).



Source: U-DISE, NUEPA

Student attendance in schools: A study commissioned by the Government of India on measuring student and teacher attendance in 2012-13 covering 27 states reported significant improvement in the average overall attendance with regard to both teachers and students in comparison with a similar study conducted in 2006-7, covering 23 States. The study indicated that the average student attendance at the primary stage increased from 68.5 per cent in 2006-07 to 76.2 per cent in 2012-13 while the average student attendance at the upper primary stage increased from 75.7 per cent in 2006-07 to 77.8 per cent in 2012-13. In the case of teachers, the overall attendance at the primary stage improved from 81.7 per cent to 84.3 per cent and from 80.5 per cent to 81.3 per cent at the upper primary stage during the period 2006-07 to 2012-13.

Some States showed considerable improvement in student attendance rate. For instance, in the State of Bihar, student attendance at the primary stage increased from 42.2 per cent in 2006-07 to 63.6 per cent in 2012-13 and from 36.8 per cent to 59.7 per cent at upper primary level. Uttarakhand showed decline in students' attendance both at primary and Upper primary levels (from 80.0 per cent to 76.5 per cent at the primary stage and from 83.2 per cent to 81.3 per cent at the upper primary stage). The reason for the decline in students' attendance is attributed to a major natural calamity in the State in 2013.

2.2.6 Financing elementary education

Expenditure on elementary education as percentage of total expenditure on education by Education and other Departments: Financial allocations for elementary education from Central and State Governments have been consistently increasing during the past few years. A significant factor is the consistently high priority given to elementary education within the Education Sector expenditure. The expenditure on elementary education as percentage of total expenditure on education by Education and other Departments for the years 2007-08, 2008-09 and 2009-10 respectively was 44.6 percent, 43.6 per cent and 41.8 per cent respectively (Table 2.2.11).

Table 2.2.11: Expenditure on education by Education and other Departments by Sector (2007-08 to 2009-10)

Sub-Sector	Expenditure on education (2007-08) (Rs. Billion)			Expenditure on education (2008-09) (Rs. Billion)			Expenditure on education (2009-10) (Budget estimate) (Rs. Billion)		
	States/ UTs	Centre	Total	States/ UTs	Centre	Total	States/ UTs	Centre	Total
Elementary Education	514.0	181.2	695.2	648.3	219.4	867.7	763.9	222.7	986.6
Secondary Education	332.3	25.8	358.1	417.6	51.0	468.6	531.9	71.2	603.1
University and Hr. Education	243.7	137.6	381.4	312.3	163.7	476.0	345.4	210.0	555.4
Adult Education	1.6	2.2	3.8	2.6	2.1	4.7	2.8	4.6	7.4
Technical Education	67.2	52.3	119.5	93.5	79.3	172.8	104.1	103.3	207.4
Total (Education)	1,158.8	399.2	1,558.0	1,474.3	515.5	1,989.8	1,748.1	611.8	2,359.9

Source: Education Statistics at a Glance, 2011, Ministry of Human Resource Development, Government of India

***Central budget allocations and releases for the SSA programmes*:** The Centre-State fund sharing pattern in the SSA up to the year 2015 is 65:35 for all States except for North-East States which is 90:10. The Central Budget allocations and releases for the SSA increased from Rs.50.8 Billion and 51.1 Billion respectively in 2004-05 to 238.8 Billion and 238.4 Billion in 2012-13 (Table 2.2.12). The expenditure against available budget (including State share) increased from Rs. 65.9 Billion in 2004-05 to Rs. 442.8 Billion in 2012-13.

Table 2.2.12: Central budget allocations and releases for the SSA programmes (2004-05 to 2012-13) (Rs. in Billion)

Year	GoI budget allocation	GoI releases	Expenditure (including State share)
2004-05	50.8	51.1	65.9
2005-06	78.1	75.2	99.9
2006-07	111.0	108.4	147.8
2007-08	131.7	114.3	155.7
2008-09	131.0	126.1	190.4
2009-10	131.0	127.8	210.4
2010-11	198.4	195.9	313.5
2011-12	210.0	207.8	378.3
2012-13	238.8	238.4	442.8

Source: Ministry of Human Resource Development, Government of India

2.2.7 Principles guiding current programmatic initiatives

India has achieved considerable progress towards the goal of universal elementary education. As indicated earlier, the Right of Children to Free and Compulsory education (RTE) Act 2009 which came into force on 1 April 2010 has given an added impetus to the efforts to promote universal elementary education. The revised SSA has been designated as the vehicle to realize the provisions contained in the RTE Act 2009. The current programmatic initiatives to promote universal elementary education are guided by the following principles:

- Holistic view on education and a systemic revamp of the content and process of education with significant implications for curriculum, teacher education, and educational planning and management;

- Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children belonging to Scheduled Castes, Scheduled Tribes, minority communities, landless agricultural workers, and children with special needs, etc.- can avail of the opportunity;

- Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of

the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs;

- Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92, i.e. a decisive intervention to bring about a basic change in the status of women;

- Centrality of teachers, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially girls from marginalized backgrounds;

- Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive measures; and

- Convergent and integrated system of educational management that is a pre-requisite for implementation of the RTE Act.

2.3 Learning and Life Skills for Young People and Adults

The education of young people and adolescents has been an important component of the education sector development programmes in India. The issues related to education and training of young people and adolescents fall under the purview of different ministries of the Government of India, including the Ministry of Youth and Sports, Ministry of Labour, Ministry of Human Resource Development (MHRD), Ministry of Women and Child Development, Ministry of Social Justice and Empowerment, and Ministry of Health and Family Welfare.

Several programmatic interventions have been formulated to create enabling conditions to effectively address the issues relating to adolescent and youth development. The main focus of these programmes in the context of the EFA initiatives have been on facilitating the upward mobility of students from elementary to secondary/senior secondary education, vocationalising education, building a system that support continuing education and life-long learning, and promoting skill development.

2.3.1 Facilitating upward mobility of students from elementary to secondary and higher secondary education

The success of SSA in achieving substantial progress towards universal elementary education has brought in its wake the challenge of expanding access to secondary education. Universalisation of secondary education is viewed as a priority task in the context of the effort to enable young people to acquire the necessary skills to enter the world of work or for further education. The interventions within the 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)', launched in March 2009, have contributed significantly to the acceleration of efforts aimed at expanding access to secondary education and improving the quality of education at secondary stage, while ensuring equity. The interventions under the RMSA include the following:

- Up-gradation of upper primary schools to secondary schools, strengthening of existing government secondary schools run by the State Government and local bodies, and opening of new government secondary schools. The components of infrastructure provided in schools included additional classrooms, science laboratories, lab equipment, computer room, libraries, art/craft/culture room, toilet blocks, drinking water provisions and hostels for teachers in remote areas.

- Quality improvement through the appointment of additional teachers to achieve a Pupil-Teacher Ratio (PTR) of 30:1, appointment of subject teachers, provision of Maths and science kits, training of in-service teachers and head teachers, facilitating ICT-enabled education, curriculum reforms and introduction of continuous and comprehensive evaluation (CCE).

- Addressing equity aspects through the opening of new schools in areas with concentration of SC/ST/ Minority population, special enrolment drive for the weaker sections, appointment of more female teachers in schools, provision of separate toilet blocks for girls, and residential facilities for teachers in remote and hilly areas.

The physical targets, under the RMSA, for the period 2009-10 to 2011-12, included opening of about 11,000 new Government secondary schools, strengthening of about 44,000 government secondary schools, and appointment of 179,000 additional teachers to improve Pupil-Teacher Ratio and provision of subject teachers. Sanctions were issued for opening of 9,636 new secondary schools, strengthening of 34,300 schools, and appointment of 95,992 teachers up to 2011-12. For assessment of learning outcomes at Class X level, the National Council of Educational Research and Training (NCERT) has been assigned the task of developing the national assessment tools and execute the study by 2015.

In addition to the Government schools, the RMSA now includes, within its ambit the government-aided schools. Support to Government-aided schools, however, are limited to quality improvement initiatives such as teacher training, sensitization programme etc.. The scheme is being implemented by the State and UT Government through societies established for implementation of the scheme. The programmes aimed at enhancing access to elementary education has resulted in phenomenal growth in the number of secondary/higher secondary schools and increased enrolment in secondary and higher secondary education (Table 2.3.1).

Enrolment in secondary and higher secondary education: The number of secondary schools/sections (Classes IX & X) and higher secondary schools/sections (Classes XI-XII) has increased from 126,047 in 2000-01 to 237,111 in 2013-14 (Table 2.3.1). The expansion of secondary and higher secondary schools/sections has resulted in considerable increase in enrolment in secondary and higher secondary education. Between 2000-01 and 2013-14, the enrolment in secondary/higher Secondary education has increased by 32 million (from 27.6 million to 59.6 million). The enrolment of boys has increased by 14.6 million (from 16.9 million to 31.5 million) while the enrolment of girls increased by 17.4 million (from 10.7 million to 28.1 million) during this period (Table 2.3.1). The percentage increase in enrolment was much higher for girls (162.6 per cent) than that for boys (86.4 per cent) during the period 2001-01 to 2013-14.

Table 2.3.1: Number of secondary/higher secondary schools and enrolment in secondary/higher secondary education (2000-01 to 2013-14)

Year	Number of secondary/higher Secondary schools	Enrolment in Secondary/Senior secondary education (in Millions)		
		Boys	Girls	Total
2000-01	126,047	16.9	10.7	27.6
2001-02	133,492	18.4	12.1	30.5
2002-03	137,207	19.5	13.7	33.2
2003-04	145,962	20.6	14.4	35.0
2004-05	152,049	21.7	15.4	37.1
2005-06	159,667	22.3	16.1	38.4
2006-07	169,568	23.0	16.9	39.9
2007-08	172,990	25.2	19.3	44.5
2008-09	193,200	25.6	19.9	45.5
2009-10	190,643	26.7	21.5	48.2
2010-11	200,184	28.3	22.9	51.2
2012-13	228,914	29.0	25.6	54.6
2013-14	237,111	31.5*	28.1*	59.6*

**Enrolment figures for 2013-14, include enrolment in secondary/ higher secondary schools and enrolment in courses offered by the National Institute of Open Schooling (NIOS).*

Source: Educational Statistics at a Glance, 2011, MHRD, GoI; U-DISE, NUEPA.

Gross Enrolment Ratios (GER) in secondary and higher secondary education: Between 2004-05 and 2013-14, the GERs in secondary (Classes IX-X; age 14-15 years) and higher secondary (Classes XI-XII; age 16-17 years) education has increased substantially (Table 2.3.2).

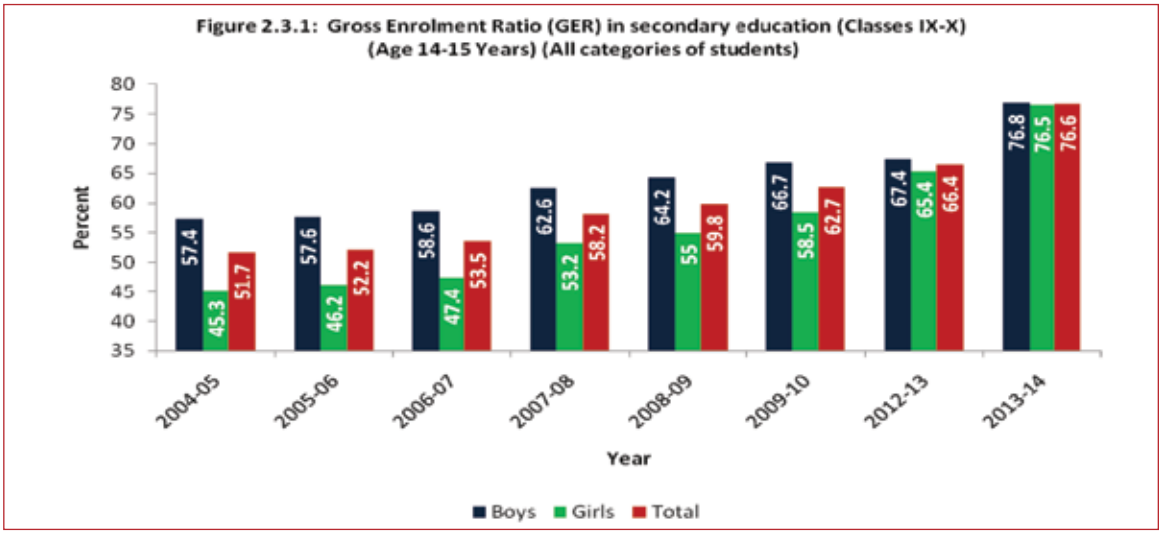
Table 2.3.2 Gross Enrolment Ratios in secondary and higher secondary education (2004-05 to 2013-14) (All categories of students) (%)

Year	GER in secondary education (Classes IX-X) (Age 14-15 years) (%)			GER in higher secondary education (Classes XI-XII) (Age 16-17 years) (%)		
	Boys	Girls	Total	Boys	Girls	Total
2004-05	57.4	45.3	51.7	30.8	24.5	27.8
2005-06	57.6	46.2	52.2	31.4	25.2	28.5
2006-07	58.6	47.4	53.5	31.5	26.1	28.9
2007-08	62.6	53.2	58.2	36.3	30.4	33.5
2008-09	64.2	55.0	59.8	37.0	31.2	34.3
2009-10	66.7	58.5	62.7	38.3	33.3	35.9
2010-11	69.0	60.8	65.0	42.2	36.1	39.3
2012-13	67.4	65.4	66.4	39.6	38.2	39.0
2013-14*	76.8	76.5	76.6	52.8	51.6	52.2

**GER calculation for the year 2013-14 is based on enrolment in secondary/ higher secondary schools and enrolment in courses offered by the National Institute of Open Schooling (NIOS).*

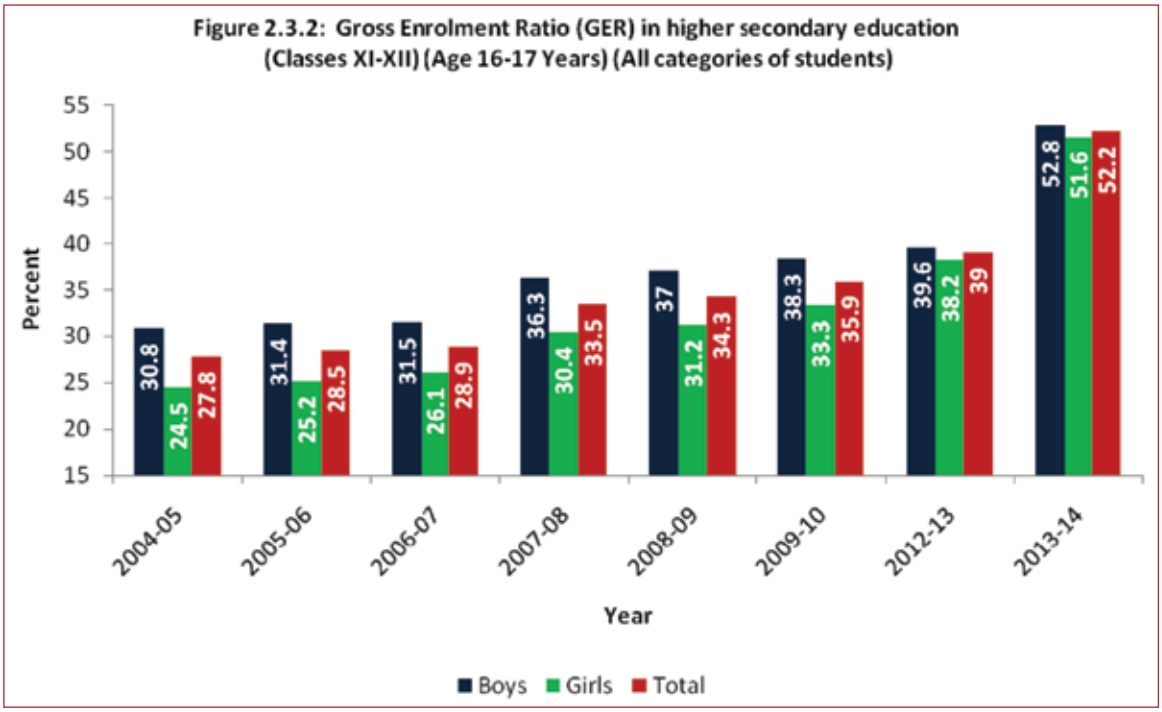
Source: Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics in School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

The GER in secondary education has increased by 24.9 percentage points (from 51.7 per cent in to 76.6 per cent) during this period. (GER calculation for the year 2013-14 is based on enrolment in secondary and higher secondary schools as well as enrolment in courses offered by the National Institute of Open Schooling. The increase in GER has been higher for girls (31.2 percentage points) than that for boys (19.4 percentage points) during the period 2004-05 to 2013-14 (Table 2.3.2; Figure 2.3.1).



Source: Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics in School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio in higher secondary education: During the period 2004-05 to 2013-14, the GER in higher secondary education (Classes XI-XII; age 16-17 years) increased by 24.4 percentage points (from 27.8 per cent in to 52.2 per cent). The GER increased by 22 percentage points for boys, while the GER for girls increased by 27.1 percentage points during this period (Table 2.3.2).



Source: Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics in School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

GER in secondary education (SC students): Data for the period 2004-05 to 2013-14, indicate that the GER for SC students in secondary education (Classes IX-X; Age 14-15 years) increased by 33.3 percentage points (from 45.4 per cent in 2004-05 to 78.7 per cent in 2013-14). The increase in GER has been higher for SC girls (41.8 percentage points) than that for boys (26 percentage points) during this period (Table 2.3.3).

Table 2.3.3: Gross Enrolment Ratio in secondary and higher secondary education (SC students) (2004-05 to 2009-10) (%)

Year	GER in secondary education (Classes IX-X) (Age 14-15 years) (%)			GER in higher secondary education (Classes XI-XII) (Age 16-17 years) (%)		
	Boys	Girls	Total	Boys	Girls	Total
2004-05	52.2	37.6	45.4	26.6	19.1	23.2
2005-06	54.8	40.3	48.1	27.9	20.9	24.7
2006-07	58.3	44.6	51.9	29.2	21.8	25.8
2007-08	55.8	48.9	52.6	30.1	25.3	27.9
2008-09	57.4	51.8	54.8	30.9	26.6	28.9
2009-10	71.2	63.5	67.6	37.4	33.5	35.6
2010-11	74.0	67.5	70.9	40.3	36.1	38.3
2013-14	78.2	79.4	78.7	50.0	51.1	50.5

Source: Educational Statistics at a Glance, 2011, MHRD, GoI; U-DISE, NUEPA

GER (SC students) in higher secondary education: During the period 2004-05 to 2013-14, the GER in higher secondary education (Classes XI-XII; Age 16-17 years) increased by 27.3 percentage points (from 23.2 per cent to 50.5 per cent). The GER increased by 23.4 percentage points for boys, while the GER for girls increased by 32.0 percentage points during this period (Table 2.3.3).

Gross Enrolment Ratio (ST students) in secondary education: During the period 2004-05 and 2013-14, the GER for ST students in secondary education has increased by 33 percentage points (from 37.2 per cent to 70.2 per cent). The GER for boys increased by 27 percentage points, while the GER for girls increased by 39.6 percentage points during this period (Table 2.3.4).

Table 2.3.4: Gross Enrolment Ratio in secondary and higher secondary education (2004-05 to 2013-14) (ST students) (%)

Year	GER (Secondary education (Classes IX-X) (Age 14-15 years) (%)			GER (higher secondary education (Classes XI-XII) (Age 16-17 years) (%)		
	Boys	Girls	Total	Boys	Girls	Total
2004-05	43.3	30.5	37.2	21.5	12.6	17.2
2005-06	44.7	33.0	39.1	21.7	13.1	17.5
2006-07	47.5	35.6	41.8	23.4	14.7	19.2
2007-08	48.8	37.2	43.3	24.3	16.2	20.3
2008-09	51.8	40.9	46.6	26.3	18.6	22.5
2009-10	54.2	44.2	49.4	31.4	22.3	26.9
2010-11	57.1	49.1	53.3	32.7	24.8	28.8
2013-14	70.3	70.1	70.2	36.7	34.1	35.4

Source: Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics in School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

Gross Enrolment Ratio (ST students) in higher secondary education: During the period 2004-05 to 2013-14, the GER in higher secondary education increased by 18.2 percentage points (from 17.2 per cent to 35.4 per cent). The GER increased by 15.2 percentage points for boys, while the GER for girls increased by 21.5 percentage points during this period (Table 2.3.4).

Net Enrolment Ratios in secondary and higher secondary education: The net enrolment rate (NER) in secondary education (age 14-15 years) was 45.6 per cent in 2013-14 (45.5 per cent for boys and 45.7 per cent for girls) (U-DISE, NUEPA). The NER in higher secondary education (age 16-17 years) was 30.4 per cent in 2013-14 (30.6 per cent for boys and 30.6 per cent for girls) (U-DISE, NUEPA).

Open and Distance Learning Programmes: Initiated as a project in 1979 by the Central Board of Secondary Education, the Open and Distance Learning Programmes have now emerged as an important system of education for meeting the learning needs of young people in India. The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by making available courses/ programmes of study through Open and Distance Learning (ODL) mode up to pre-degree level. Keeping in view the diversified needs of the target groups, NIOS offers five categories of programmes. The programmes offered by the NIOS include Open Basic Education for learners aged above 14 years, including adolescents and adults, at A, B and C levels that are equivalent to Classes III, V and VIII of the formal school system, secondary education course, higher secondary education course, vocational education courses/programmes and life enrichment programmes. The NIOS operates through five departments at its headquarters, 19 Regional Centres, two Sub-Regional Centres, one cell and 6700+ accredited institutions (study centres) in India and abroad. It has a current cumulative enrolment of about 2.59 million students at secondary and higher secondary levels as well as vocational courses which makes it the largest open schooling system in the world. It has also received many awards and accolades for its achievements during the last few years for serving the educational needs of the disadvantaged groups. A total of 560,867 students (Male: 378,390: Female: 182,477) were enrolled in the secondary and higher secondary level and vocational courses during the academic session 2013-14.

Table 2.3.5: National Institute of Open Schooling (NIOS) Category-wise enrolment Admission Status during the academic session 2013-14

Student category	Enrolment	Percentage to total enrolment
General	384,852	68.62
Scheduled castes	59,495	10.61
Scheduled tribes	48,894	8.72
Other backward castes	65,229	11.63
Differently-abled	1,855	0.33
Ex-servicemen	542	0.10
Total	560,867	100.0

Source: National Institute of Open Schooling (NIOS)

The total number of students enrolled included 237,211 students (Male: 165,024: Female: 72,187) in secondary education courses and 286,574 students (Male: 197,616: Female: 88,958) in higher secondary courses.

2.3.3 Building a system that supports continuing education and life-long learning

Continuing education programme within the National literacy Mission (NLM): A nationwide effort for adult and continuing education was set in motion with the establishment of the National Literacy Mission (NLM) in 1988. The NLM sought to ensure that that the Total Literacy Campaign and the Post-Literacy Programmes successfully move on to continuing education which provide life-long learning. The Continuing Education Scheme, launched under the NLM in 1995, provided a learning continuum to the efforts of the Total Literacy and Post-Literacy Programmes in the country. The main thrust of the Scheme of Continuing Education has been on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs), which provided area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promoted social and occupational development. Apart from establishing CECs, the scheme also provided for undertaking diverse activities such as (i) Equivalency Programmes enabling adult learners to continue their learning till they are able to achieve equivalence levels with Classes III to VIII and beyond in the formal school system or through open and distance learning system; (ii) Quality of Life improvement Programmes to equip learners and the community with essential knowledge, skills, attitudes and values to raise their standards of living; (iii) Individual Interest Promotion Programmes providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and aesthetic interests; and (iv) Skill Development and Income Generating Programmes facilitating the participants to acquire or upgrade their vocational skills and take up income- generating activities

Continuing education programme within the Saakshar Bharat Mission: The Saakshar Bharat mission (new variant of National Literacy Mission) launched in 2008 seeks to enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal education system; impart to non- and neo-literates relevant vocational skills to improve their earning and living conditions; and promote a learning society by providing opportunities to neo-literate adults for continuing education. The Basic Education Programme is designed to achieve the goal of enabling the neo-literates to continue their learning beyond basic literacy and acquire basic education equivalent to 10 years of education in formal education system or through the open learning system. The National Literacy Mission Authority has undertaken the task of developing competency levels for flexible basic education at Level I, Level II and Level III, which roughly are equivalent to five, eight and ten years of formal schooling. The vocational education (skill development) Programme seeks to equip non- and neo-literate adults with vocational skills to improve their living and earning conditions. Under the programme, skill development training (relating to different vocations like confectionery and food processing, carpentry, plumbing, tailoring and embroidery, toy making, artificial jewellery, beauty-care etc.) is imparted to those having rudimentary level of education. The main purpose of the Continuing Education Programme (CEP) is to provide opportunities to neo-literates and other targeted beneficiaries for life-long learning. Under the programme an Adult Education Centre (AEC) has been set up in each Gram Panchayat in the districts covered by the programme. The programme envisages the provision of facility for a library and reading room which are expected to be gradually equipped with ICT devices. The CEP involves short-term thematic courses on health awareness/care, food and nutrition, water conservation/drinking water/sanitation/population/development/education issues, AIDS/STD, consumer awareness/rights, legal literacy and other topics of interest and relevance to the lives of the learners; group discussion; vocational and skill development; sports, recreation and cultural activities; information and awareness, and technology demonstration.

Scheme of assistance to voluntary agencies for adult education and skill development: The main objective of the scheme of assistance to voluntary agencies for adult education and skill development is to secure involvement of the voluntary sector in the effort of the Government to promote functional literacy, skill development and continuing education among adults. The scheme comprises three components: State Resource Centres (SRCs), Jan Shikshan Sansthans (JSSs) and assistance to voluntary agencies. The SRC provides academic and technical resource support to adult and continuing education programme through the development and production of materials and training modules. The SRCs provide technical and academic support to State Literacy Mission Authorities in the implementation of Saakshar Bharat Mission. The Jan Shikshan Sansthans provide vocational training to non-literates, neo-literates as well as school dropouts by identifying such skills as would have a market in the region of their establishment. Skill development training is being imparted in more than 350 vocational courses including cutting and tailoring, beauty culture and health care, fashion design, electrical and electronics, automobile repair, soft toys making, agriculture and allied courses, cottage industry courses, handicrafts, bakery and confectionery, textile technology, leather technology etc.. A total of 250 Jan Shikshan Sansthans were functional during the year 2013-14.

2.3.4 Vocational education and training

In India, acquisition of work-related skills by adolescents and youth take place through both formal and unorganized/informal structures. The unorganized/informal sector constitutes over 90 per cent of the work force in India. In most cases, skill formation in the work-force involved in the unorganized sector takes place through informal channels like family occupations and on-the-job training under master craftsmen without having any structural system for acquiring or upgrading skills or with no linkages to the formal education and training and certification. Training needs in the unorganized sector are very diverse. The formal structure includes vocational education and training in schools at the post-secondary stage, technical training in specialized institutions such as the Industrial Training Institutes, apprenticeship training and higher technical education imparted through professional colleges.

Several Ministries and departments of the Government of India are involved in imparting vocational education and training. At the national level, the Director General of Employment and Training (DGE&T), Ministry of Labour is the nodal department for formulating policies, laying down standards, conducting trade testing and certification, etc. in the field of vocational training. At The State level, the State Government Departments are responsible for vocational training programmes. The Ministry of Human Resource Development, Government of India is responsible for the formulation and implementation of vocational education and training in schools at the secondary and post-secondary stages, technical training in specialized institutions, and higher technical education, imparted through professional colleges.

Vocationalisation of secondary education: The Centrally-sponsored Scheme of "Vocationalisation of Secondary Education" was launched in 1988, to be implemented at the higher secondary stage of education (Classes XI-XII). The Scheme envisaged selection of vocational courses on the basis of assessment of human resource needs. The main objectives of the scheme, as spelt out in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and

to provide an alternative for those pursuing higher education. Vocational education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities. About 150 vocational courses of two years' duration in the broad areas of agriculture, business and commerce, engineering and technology, health and paramedical, home science and science and technology are offered at the higher secondary stage.

A review of the Scheme of "Vocationalisation of Secondary Education" undertaken by the Ministry of Human Resource Development, Government of India, had brought to focus several weaknesses of the Scheme. The weaknesses in the scheme included the lack of provision for vertical and horizontal mobility for students of vocational stream, grossly inadequate linkage of schools with industry, paucity of trained teachers, low quality teaching-learning material, absence of constant updating of curriculum and course content not in tune with the requirement of industry. A revised Scheme of Vocationalisation of higher Secondary Education" was put in operation in 2011 to address some of the weaknesses in the earlier scheme. The components of the Scheme include establishment of new vocational schools, strengthening existing vocational schools, assistance to vocational schools under Public Private Partnership (PPP) mode, in-service training for existing vocational education teachers, induction training of 30 days duration for new vocational education teachers, development of competency-based modules for each individual vocational course, assistance to reputed NGOs to run short duration innovative vocational education programmes, pilots in Class IX in some selected States, and establishment of a Vocational Education Cell within the Central Board of Secondary Education (CBSE).

The revised vocational education programmes propose to integrate the general academic education, vocational education, vocational training and higher education as a comprehensive system under the National Vocational Education Qualification Framework (NVEQF). The NVEQF represents a nationally integrated education and competency-based skill framework that would provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in education and/or skill system. The key elements of the NVEQF are to provide national principles for providing vocational education leading to international equivalency; multiple entry and exit between vocational education, general education and job markets; progression within vocational education; transfer between vocational education and general education; and partnership with industry/employers.

A pilot, based on the NVEQ, was launched in Haryana State in 40 schools in 2012. The project has shown good results in terms of linkages established with industry for determining standards, curriculum, teacher training, and assessment by State School Boards and the placements in jobs. The pilot covers four sectors of information technology, security, retail and automobile, for which industry provided the job roles and national occupational standards. Based on the experience gained, the scheme was approved for implementation in seven more States. These States are Andhra Pradesh (46 schools), Assam (60 schools), Himachal Pradesh (100 schools), Karnataka (250 schools), Sikkim (40 schools), Uttar Pradesh (100 schools) and West Bengal (93 schools). Based on the encouraging experience gained through the implementation of the pilot project in Haryana, it is felt that the vocational education scheme needs further revision to incentivize more and more schools to take up vocational education in Class IX and to include components for systematic coordination with industry.

2.3.5 Promoting skill development

A National Policy on Skill Development was formulated by the Ministry of Labour & Employment in February 2009. The objective of the policy is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global labour market. It aims to increase productivity of workforce both in the organized and the unorganized sectors, increase participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

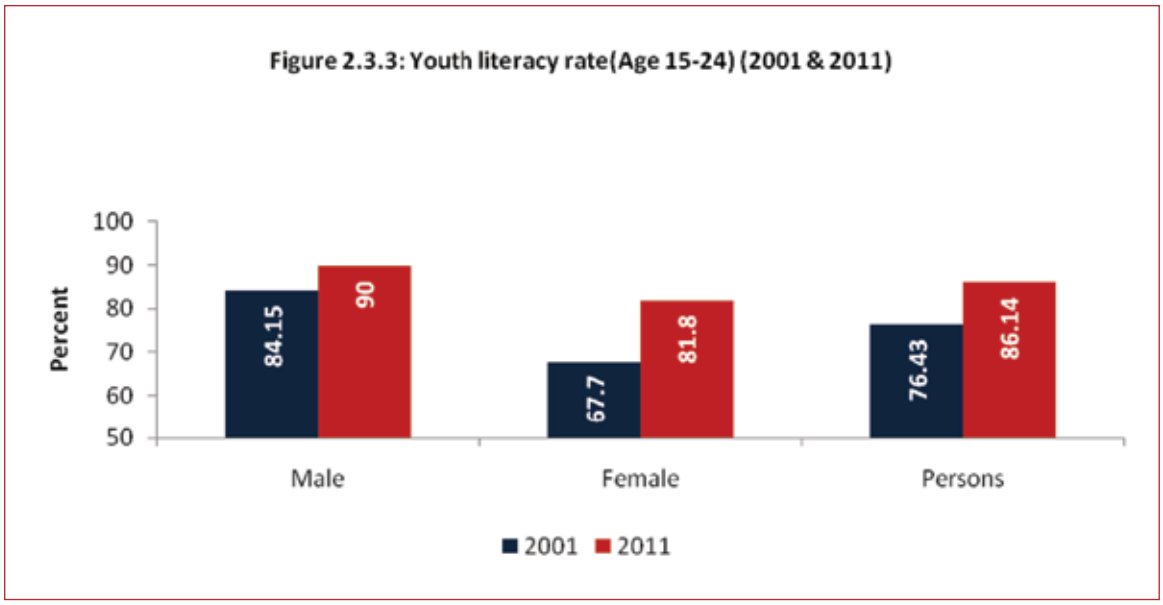
The National Skill Qualification Framework (NSQF) was notified in December 2013 by the National Skill Development Authority. The key elements of the NVEQF have been retained in the NSQF. The key features of the NSQF include multiple entry and exit, horizontal and vertical mobility, outcome-based learning, credit accumulation and transfer, life-long learning, competency-based curriculum aligned to National Occupational Standard, recognition of prior learning, and third party assessment and certification.

Under the National Skill Development Policy 2009, the target for skill training of 500 million people by the year 2022 has been set by the Government of India. Out of this target, about 50 million people are expected to be skilled through programmes being implemented by the Ministry of Human Resource Development (MHRD), Government of India (GoI). A total of 955,000 people are covered under vocational education and skilling programmes being organized by various organizations supported by the Department of School Education and Literacy, MHRD, GoI. The progress achieved up to the year 2013-14 includes the following:

- The National Institute of Open Schooling (NIOS) is covering a total of 199,000 students under vocational education and training (25,000 per annum under skill training programme and 170,000 students who opt for vocational subjects at secondary and senior secondary level);
- Under the 'Jan Shikshan Sansthan' component of the adult education programme, about 500,000 persons per annum are being skilled;
- About 137,000 students per annum have been covered under the vocational education programme offered by schools affiliated to the Central Board of Secondary Education (CBSE);
- About 119,000 students have been covered under the scheme of Vocationalisation of Secondary and Higher Secondary Education.

2.3.6 Youth literacy rates (15-24 years)

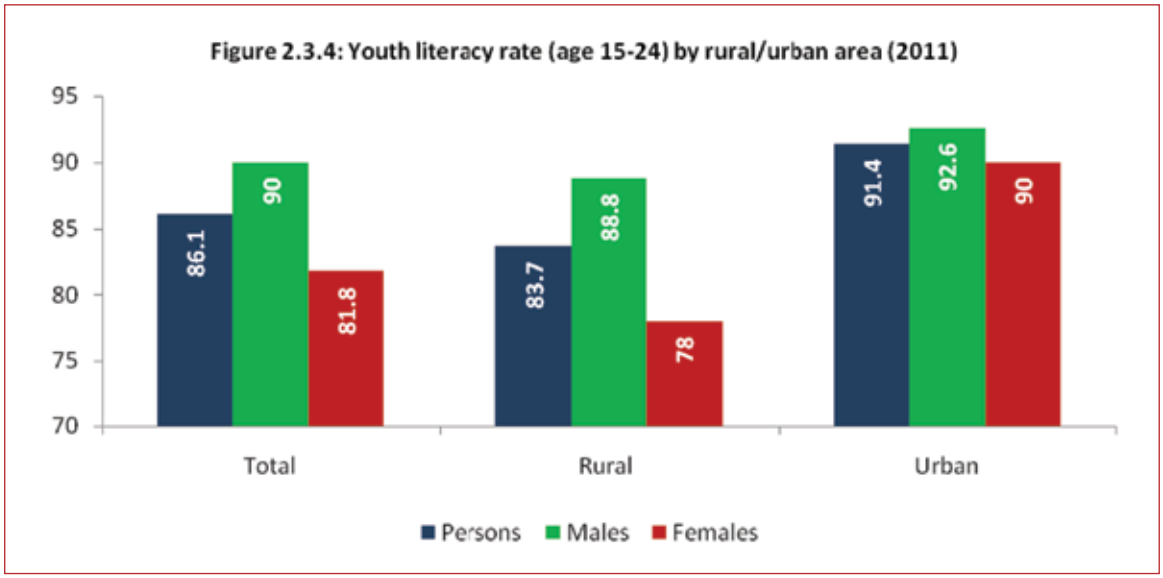
The increased enrolment at the elementary and secondary stages and the expansion of adult education programmes have resulted in substantial increase in youth literacy rate (15-24 years) during the period 2001-2011.The youth literacy rate increased by 9.71 percentage points (76.43 per cent to 86.14 per cent) during the period 2001-2011 (Census of India, 2001 & 2011). The increase in youth literacy rate (age 15-24 years) was higher for females (14.1 percentage points) than for males (5.85 percentage points). The gender gap in youth literacy rate declined from 16.44 percentage points in 2001 to 8.2 percentage points in 2011 (Figure 2.3.3).



Source: Census of India, 2001 & 2011

Rural/Urban differentials in youth literacy rates continue to persist. The rural/urban differentials are higher for females (12 percentage points) than for males (3.8 percentage points) (Figure 2.3.4).

Regional differentials in youth literacy rates: Despite an impressive decadal increase of 10.1 percentage points in youth literacy rate, there are wide regional differentials in literacy rate. The youth literacy rates ranged between 99 percent in Kerala and 72.3 per cent in Bihar, the difference being 26.7 percentage points. Seventeen States and Union Territories achieved a youth literacy rate of 90 per cent and above. (Annexure 2.3.1 and 2.3.2)



Source: Census of India, 2001 & 2011

The youth literacy rate for males ranged between 99 per cent in Kerala and 79.6 per cent in Bihar. while the youth literacy rate for females ranged between 99 per cent in Kerala and 63.7 per cent in Bihar, the difference being 35.3 percentage points.

The youth literacy rate for females ranged between 99 per cent in Kerala and 63.7 per cent in Bihar, the difference being 35.3 percentage points. The State/UT-wise % is at Annexure 2.3.1.

2.3.7 Current thrusts

Education constitutes an important area for achieving the first objective of the National Youth Policy-2014. The policy recognises that "in order to create a productive youth workforce, it is essential that the youth of the country have access to the right set of tools and opportunities to make a sustainable contribution". It states that 'the youth must have equitable access to high quality education and be able to develop the necessary skills that are required by the labour market to ensure that they are gainfully employed" It also notes that "given that a large proportion of the workforce is self-employed, entrepreneurship must be encouraged amongst the youth and they must be supported through the process".

Two key priorities identified by the NYP 2014 to promote youth education include: (i) building capacity and improving quality in the system and (ii) promoting skill development and life-long learning. Building capacity and quality in the system is expected to include:

- capacity improvements in both secondary and higher education, including physical infrastructure improvements, expanded reach to regions with lower enrolments and outcomes as well as enhanced teacher selection and recruitment programmes, to support increased access and equity;
- building into the RMSA a monitoring and evaluation system to ensure that the objectives of existing schemes are not diluted or lost and that youth from disadvantaged groups and regions are effectively mainstreamed; monitoring of the expansion of capacity in existing higher education institutions to ensure that the quality is not compromised;
- reviewing the success of existing quality improvement programmes, revising strategies that have proved ineffective and scaling up successful programmes;
- clearly defining the role of government vis-a-vis private sector in the delivery of education, and exploring new PPP models and developing appropriate regulation systems, accreditation procedures, policies and incentives to enable private education providers to take on the challenge of expanding and improving secondary education;
- developing appropriate mechanisms for financing both secondary and higher education, and undertaking pilot projects in order to determine the most appropriate mechanisms for financing education.

The suggested measures for promoting skill development and lifelong learning include:

- building inter-linkages between systems such as formal education, vocational training, skilling programmes, literacy and basic education in order to promote skill development and lifelong learning;

- developing *a standardized qualifications framework* like the National Skill Qualification Framework (NSQF) and tools to translate qualifications between different education and skilling programmes, including improved *student certification and accreditation mechanisms* that verify institutions, in order to enable individuals to transition between learning systems, building skills and acquiring qualifications most suitable to their own development and employer needs;

- development of an overarching policy or coordinating framework to govern education for youth aged 15-24 years in the context of the plans for increasing the flexibility of the education system and introducing new types of education offerings such as community college degrees, vocational training credits that can be transferred to higher education institutions etc.

- As a part of the efforts to promote employment and skill development, the policy envisages strengthening the skill development system, including promoting PPPs, implementing the National Skills Qualifications Framework (NSQF), strengthening the institutional structure, increasing regional equity and access and improving the apprenticeship programme. The policy has identified three critical areas that need to be prioritized: (a) ensuring youth can benefit from skill development opportunities, (b) clearly defining stakeholder roles, and (c) building interlinkages between systems and stakeholders.

The XIIth FYP indicates future priorities for strengthening the skill development system. These include promoting PPPs, implementing the National Skills Qualifications Framework (NSQF), strengthening the institutional structure, increasing regional equity and access and improving the apprenticeship programme. The focus is on three priorities: (a) ensuring youth can benefit from skill development opportunities, (b) clearly defining stakeholder roles, and (c) building inter-linkages between systems and stakeholders.

2.4 Adult Literacy

According to the criteria followed in Censuses in India, a person aged seven years and above with the ability to both read and write, with understanding in any language, is treated as literate. A person, who can only read but cannot write, is not considered 'literate'. People who are blind but can read in Braille have been treated as literates. All children in the age group 0-6 years are treated as illiterate by definition even if the child has been going to a school and has picked up reading and writing skills. In the Censuses prior to 1991, children below five years of age were treated as illiterates and population aged 5 and above was classified as 'literate' or 'illiterate'. Since the ability to read and write is not developed until one has time to develop these skills, in 1991 Census, it was decided that all children in the age group 0-6 years be treated as illiterate by definition and population aged seven and above only be classified as either 'literate' or 'illiterate'. Therefore, for calculating literacy rate, the sub-population group in the age group of 0-6 years is excluded from the total population and only the population aged seven years and above is considered for working out the literacy rate (effective literacy rate).

Adult education/literacy programmes in India are designed to extend educational option to those adults who have lost the opportunity of formal education but feel the need for learning and joining different types of education programme, including literacy, basic education, vocational education (skill development), equivalency, physical and emotional development, practical arts, applied science and recreation. In India, the main focus of adult education has been on basic literacy since a large number of the population continues to be illiterate. A series of adult education programmes were implemented

since the first Five-Year Plan period, the most prominent of them being the National Literacy Mission (NLM) launched in 1988 following the formulation of the National Policy on Education (NPE) 1986/1992.

The initial target of the NLM was to impart functional literacy to 30 million non-literates by 1990 and additional 50 million by 1995. Since the inception of the NLM in 1988, 127.45 million persons were made literate. Females constituted 60 per cent of the learners.. About 23 per cent of learners belonged to Scheduled Castes (SC) and 12 per cent of them belonged to Scheduled Tribes (ST). By the end of the Tenth Five-Year Plan (2002-07), the NLM had covered 597 districts of the country under Total Literacy Campaign (TLC), 485 districts in Post-Literacy Phase (PLP) and 328 districts under Continuing Education Programme (CEP). Under the Continuing Education Programme 197,612 Continuing Education Centres (CECs) and 20,939 nodal CECs were set up in 328 districts. A total of 26 State Resource Centres were set up to extend pedagogical support to literacy programmes in the respective States, and 221 Jan Shikshan Sansthans were established to impart skill development training. The programmes under the NLM had generated increasing demand for primary education.

Despite significant accomplishments, illiteracy continued to be a concern at the beginning of the XIth Five-Year Plan period (2007-2012). According to 2001 Census there were 304 million illiterates in the country, with 100 million in the age group 15-35 years and 160 million in the 35+ age group. Gender and regional disparities also continue to persist. Large gender gap in literacy rate remained a major concern. The National Literacy Mission (NLM) was, therefore, recast with a renewed focus on female literacy and the *Saakshar Bharat* (Literate India) Mission was launched on the International Literacy Day, 8 September 2009 as India's National Literacy Mission. The Mission is designed to impart functional literacy to 70 million adults (60 million females) in the age group of 15 years and above in districts in rural areas that had adult female literacy of 50 per cent or below in 2001. Besides, 35 districts affected by left wing extremism are also being covered under the Mission. According to these criteria, 410 districts qualify for coverage under the Mission. The programmes offered under Saakshar Bharat include Functional Literacy programme, covering 70 million non-literate adults (60 million women), Basic Education Programme for 1.5 million adults, Vocational Skill Development Programme for 1.5 million persons and Continuing Education Programme. Auxiliary target of the Mission is to cover 1.5 million adults under basic education programme and an equal number under vocational skill development programme.

Functional Literacy Programme aims to promote achievement of the objective of imparting functional literacy to non-literate adults. Functional literacy implies achieving self-reliance in reading, writing, arithmetic (numeracy). The learners are also provided with learning activities relating to conservation of the environment, awareness of rights and entitlements, financial inclusion, participation in the democratic institutional practices and process of development. The programme involves instructor-based teaching-learning, in mother tongue, of about 300 hours, spread over three months or more depending on the motivation of learners and local conditions. Successful completion of the programme would enable the learner to read and comprehend text such as newspaper headings, road signs etc., apply skills of writing in day-to-day activities like writing applications and letters and filling up of application forms, etc., and compute simple problems involving multiplication and division. Each successful learner is issued a certificate based on an assessment of expected learning outcomes.

The Basic Education Programme is designed to achieve the goal of enabling the neo-literates to continue their learning beyond basic literacy and acquire basic education equivalent to 10 years of education in formal education system or through the open learning system. The National Literacy

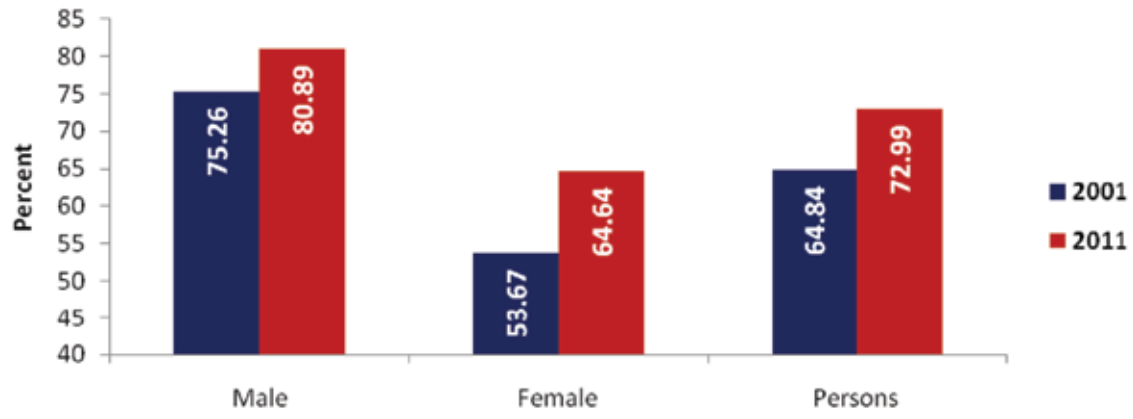
Mission Authority has undertaken the task of developing competency levels for flexible basic education at Level I, Level II and Level III which are roughly equivalent to five, eight and ten years of formal schooling. The Vocational Education (Skill development) Programme seeks to equip non- and neo-literate adults with vocational skills to improve their living and earning conditions. Under the programme skill development training (relating to different vocations like confectionary and food processing, carpentry, plumbing, tailoring and embroidery, toy-making, artificial jewellery, beauty-care etc.) is imparted to those having a rudimentary level of education. The main purpose of the Continuing Education Programme (CEP) is to provide opportunities to neo-literates and other targeted beneficiaries for lifelong learning. Under the programme an Adult Education Centre (AEC) has been set up in each Gram Panchayats (cluster of revenue villages under local local self-government) in the districts covered by the programme. The programme envisages the provision of facility for a library and reading room which are expected to be gradually equipped with ICT devices. The CEP involves short-term thematic courses on health awareness/care, food and nutrition, water conservation/drinking water/sanitation/population/development/education issues, AIDS/STD, consumer awareness/ rights, legal literacy and other topics of interest and relevance to the lives of the learners; group discussion; vocational and skill development; sports, recreation and cultural activities; information and awareness; technology demonstration.

Up to March 2014, the Saakshar Bharat programme was in operation in 383 out of 410 targeted districts of 25 States (Andhra Pradesh combined) and one UT. About 154,000 Adult Education Centers (AECs) have been set up, 96.2 million learners have been identified in the survey and 24.7 million participants (including 17.8 million women, 5.72 million SCs, 1.17 million STs and 2.02 million Minorities) have been certified as literate by National Institute for Open Schooling (NIOS).

2.4.1 Literacy rate among population aged 7 years and above

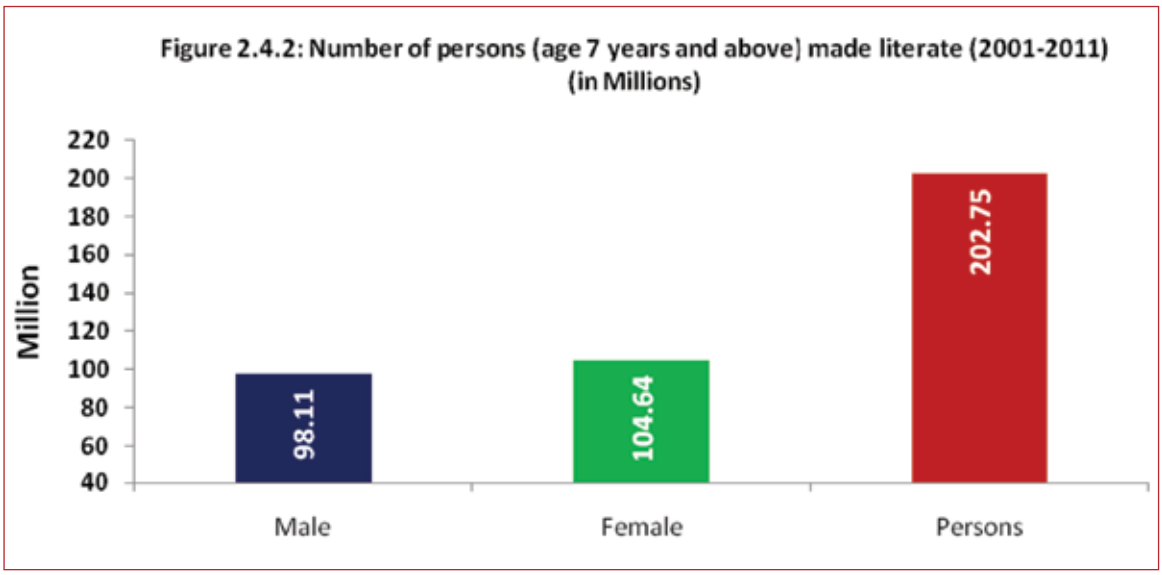
India has made considerable progress in improving literacy rate among population aged 7 years and above during the period 2001-2011. One of the main targets relating to literacy in the Eleventh Five-Year Plan (2007-2012) was achieving 80 per cent literacy rate by the year 2012. Literacy rate for population aged 7 years and more grew by 8.15 percentage points from 2001 to 2011. Male literacy grew by 5.63 percentage points while female literacy grew by 10.97 percentage points (Figure 2.4.1).

Figure 2.4.1: Growth in literacy rate among population aged 7 years and above (2001--2011) (%)



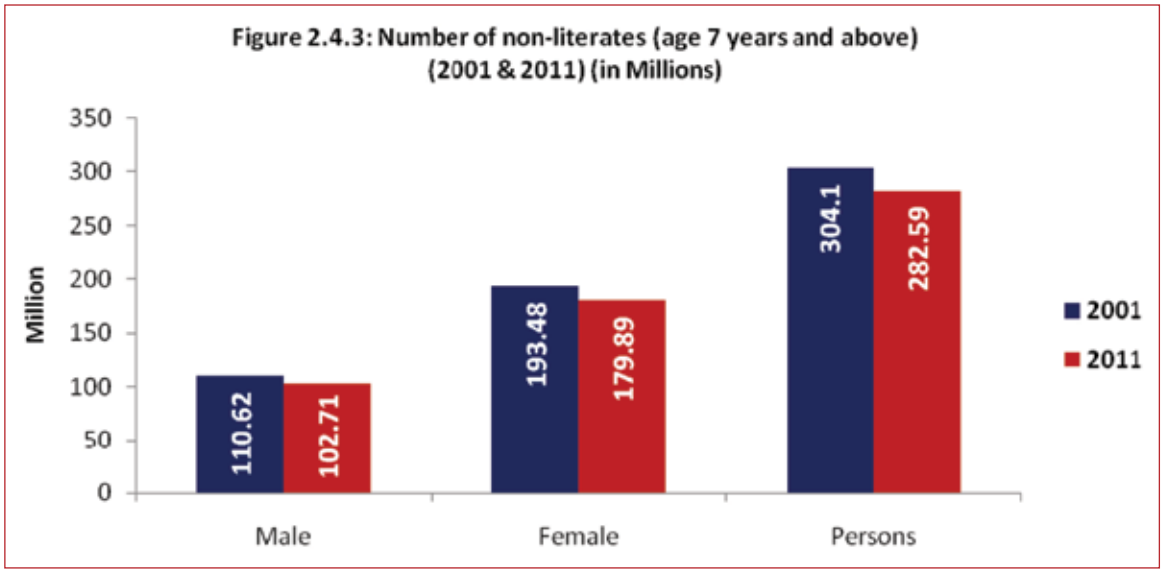
Source: Census of India, 2001 & 2011

Number of persons aged 7 years and above made literate: A total of 202.75 million persons (Male: 98.11 million; Female: 104.64 million) age 7 years and more were made literates during the period 2001-2011 (Figure 2.4.2). One of the positive trends during the period 2001-2011 was that out of a total of 202.75 million literates added during the decade, females (104.64 million) outnumbered males (98.11 million).



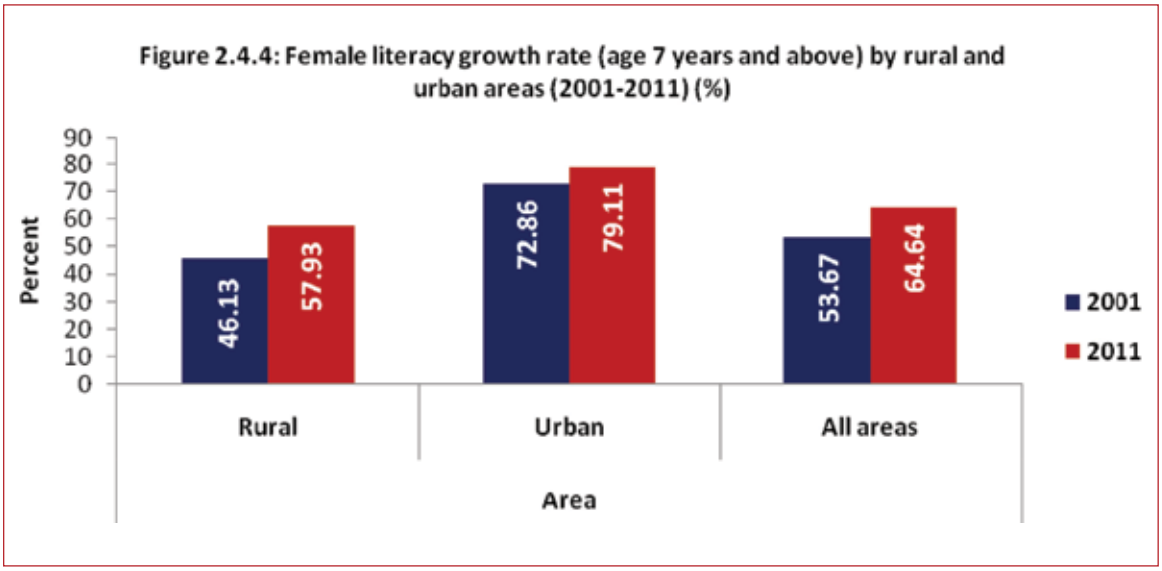
Source: Census of India, 2001 & 2011

Decrease in the number of non-literates: Despite growth in population, the number of non-literates in the country decreased by 21.51 million (from 304.10 million to 282.59 million) during the period 2001-2011. The number of male non-literates decreased by 7.91 million (from 110.62 million to 102.71 million) during this period while the number of female non-literates decreased by 13.59 million (from 193.48 million to 179.89 million) during the period 2001-2011 (Figure 2.4.3).



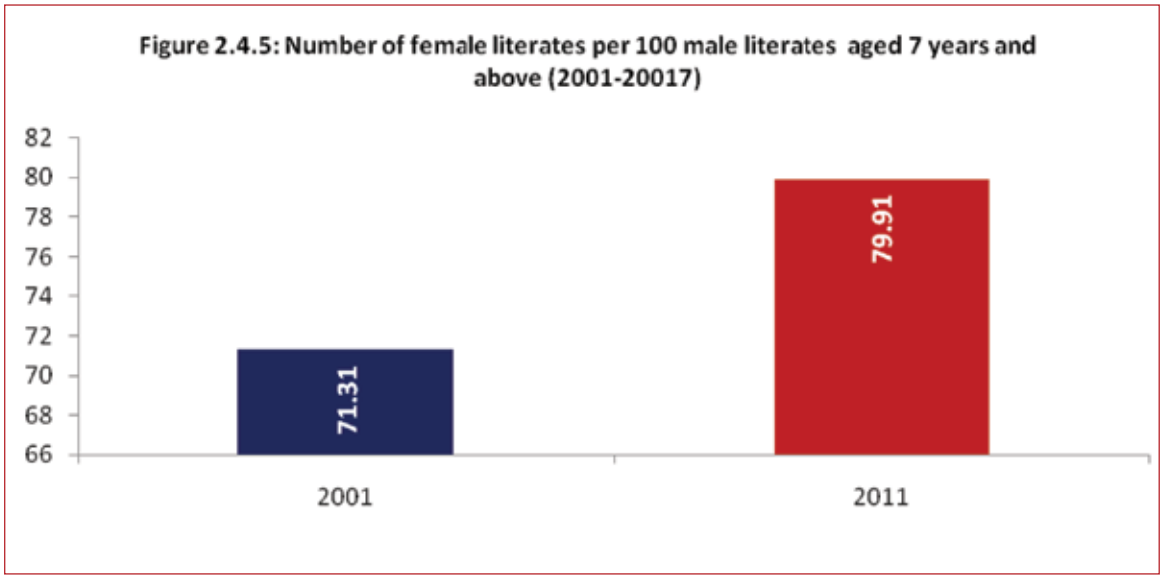
Source: Census of India, 2001 & 2011

Female literacy growth rate by rural and urban areas (2001-2011): Female literacy rate (All areas) grew by 10.97 percentage points (from 53.67 per cent in 2001 to 64.64 per cent in 2011) from 2001 to 2011. Female literacy rate (rural areas) grew by 11.8 percentage points (from 46.13 per cent in 2001 to 57.93 per cent in 2011) from 2001 to 2011. Female literacy rate (Urban areas) grew by 6.25 percentage points (from 72.86 per cent in 2001 to 79.11 per cent in 2011) from 2001 to 2011 (Figure 2.4.4).



Source: Census of India, 2001 & 2011

Improvement in gender parity in literacy rates: The number of female literates per 100 male literates has gone up from 71 to 80 during the period 2001-2011 (Figure 2.4.5).

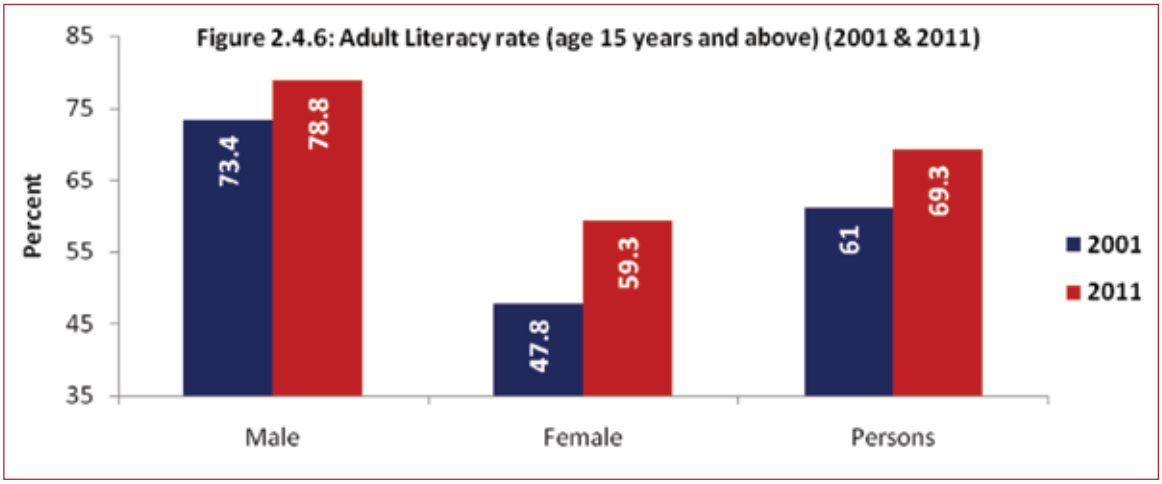


Source: Census of India, 2001 & 2011

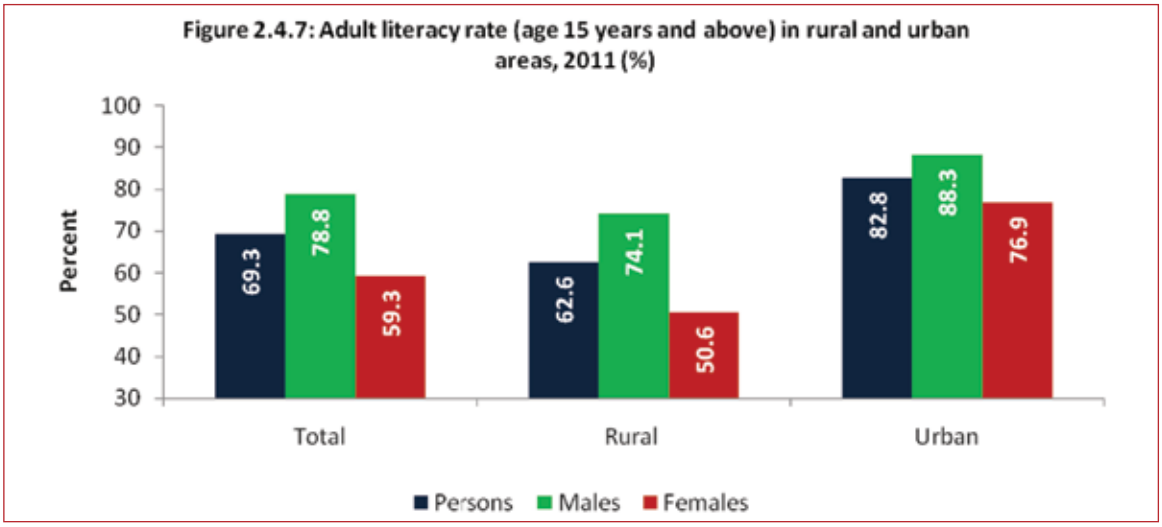
Differentials in male and female literacy rates among population aged 7 years and above: Between 1991 and 2001, literacy rates for males, aged seven years and above, increased from 64.13 per cent to 75.26 per cent, the decadal increase in literacy rate being 11.2 percentage points. The literacy rates for males, aged seven years and above, further increased from 75.26 per cent in 2001 to 80.89 per cent in 2011, the decadal increase in literacy rate being 5.63 percentage points. Thus, approximately four out of every five males in the country were literate in 2011. The literacy rate for females, aged seven years and above, increased from 39.3 per cent in 1991 to 53.7 per cent in 2001 and to 64.6 percent in 2011. The decadal increase in literacy rate during 1991-2001 was 14.4 percentage points while the decadal increase in literacy rate during 2001-2011 was about 11 per cent. Thus, approximately two out of every three females in the country were literate in 2011.

2.4.2 Adult literacy rate (age 15 years and above)

During the period 2001 to 2011, the adult literacy rate (age 15 years and above) increased by 8.3 percentage points (from 61 per cent in 2001 to 69.3 per cent in 2011). The adult literacy rate for males increased by 5.4 percentage points (from 73.4 per cent to 78.8) during this period while the adult literacy rate for females increased by 11.5 percentage points (from 47.8 per cent in 2001 to 59.3 per cent in 2011).



Source: Census of India, 2011



Source: Census of India, 2011

During the year 2011, the adult literacy rate (age 15 years and above) in rural areas was 62.6 per cent compared to 82.8 percent in urban areas, the difference being 20.2 percentage points. The adult literacy rate for males in rural areas was 74.1 percent compared to 88.3 percent in urban areas, the difference being 14.2 percentage points. The adult literacy rate for females in rural areas was only 50.6 percent compared to 76.9 percent in urban areas, the difference being 26.3 percentage points. This indicates that almost 50 percent of females, aged 15 years and above, remain non-literate.

Gender and regional disparities in adult literacy rates: Despite an impressive increase in literacy rate among population aged 15 years and above during the period 2001-2011, wide gender and regional disparities in adult literacy levels persist. Nationally the gender gap was 19.5 percentage points, 9.5 per cent more than the targeted 10 per cent. Only seven States/UTs had achieved the target of reducing gender gap in adult literacy rates to less than 10 percentage points. These States/UTs include Andaman & Nicobar Islands (9.5 percentage points), Goa (9.1 percentage points), Kerala (4.6 percentage points), Lakshadweep (9.1 percentage points), Meghalaya (5.1 percentage points), Mizoram (4.8 percentage points), and Nagaland (8.4 percentage points).

The literacy rate for population, aged 15 years and above, during the year 2011 ranged between 93.5 per cent in Kerala and 55.4 per cent in Bihar, the difference being about 38.1 percentage points. Only 12 States and Union Territories achieved a literacy rate of 80 per cent and above. These States/UTs are Kerala (93.5 per cent), Lakshadweep (91.6 per cent), Mizoram (91.3 per cent), Goa (87.7 per cent), Goa (87.7 per cent), Daman & Diu (86.1 per cent), Tripura (85.8 per cent), Andaman & Nicobar Islands (85 per cent), NCT of Delhi (84.8 per cent), Chandigarh (84.8 per cent), Puducherry (84.4 percent), Himachal Pradesh (80.4 per cent) and Maharashtra (80.2 per cent) (Annexure 2.4.1 and 2.4.2).

During the year 2011, the literacy rate for males aged 15 years and above ranged between 96 per cent in the Union Territory of Lakshadweep and 67.5 per cent in the State of Bihar. Twenty one States and Union Territories achieved a male literacy rate of 80 per cent or more. The State/UT-wise % is at Annexure 2.4.1.

During the year 2011, the literacy rate for females aged 15 years and above ranged between 91.3 per cent in Kerala and 42.2 per cent in Bihar, the difference being 49.1 percentage points. Only four States and one Union Territory have achieved a female literacy rate of 80 per cent or more. The State/UT-wise % is at Annexure 2.4.1. Gender gap in adult literacy rates ranged between 4.6 percentage points in Kerala and 32.5 percentage points in Rajasthan (Annexure 2.4.3).

2.4.3 Current thrusts

The XIIth Five-Year plan (2012-17) envisages revamping of Saakshar Bharat in order to transform the programme into a life-long learning and literacy support system for the country. The main thrusts would include the following:

- Providing opportunities to meet all types of learning needs, including functional literacy, basic education, vocational education, physical and emotional development, arts, culture, sports and recreation. The participant groups would include all adults in the age group of 15 years and above who missed the opportunity of formal education as well as adults who wish to learn outside the formal system of education. To facilitate more equitable access to and participation in education, the revamped programme would create appropriate infrastructure, especially in difficult, backward, tribal and rural areas, and enhance culture of learning and education by eliminating barriers to participation

in educational activities through the use of ICT, awareness generation, mobilization, environment building and well-designed and targeted guidance and information.

- Strengthening the existing multi-purpose Adult Education and Skill Development Centres and setting up new Centres, wherever necessary, to offer a range of adult learning and education programmes to meet local needs of the adults and setting secondary level institutions in under/unserved blocks and Community Colleges at the district level to support higher levels of adult education.

- Development of objective criteria to assess learning outcomes, skill development, prior learning and equivalency, based on which assessment of learning outcomes and certification could be undertaken; and development of partnerships with accredited national and State-level agencies, open and distance learning system, and integration of the life-long learning and literacy programmes with the formal education system for horizontal and vertical mobility by establishing equivalency frameworks to facilitate credit transfer among formal, non-formal and informal education.

- Remodelling and strengthening of the existing programme structures, including the National Literacy Mission Authority at the national level, the State Literacy Mission Authorities at the State level and the Lok Shiksha Samitis at the District, Block and the Gram Panchayat Level, as well as the resource support bodies in order to align them to the life-long learning and literacy framework.

- Facilitating active involvement of public authorities at all administrative levels, civil society, private sector, community and adult learners' organisations in the development, implementation and evaluation of adult learning and education programmes.

2.5 Gender Parity and Equality

2.5.1 Key programmatic initiatives for bridging gender gap in elementary education

Women constitute 48.46 per cent of the total population of India in 2011 (Census of India, 2011). The goal of bridging gender gap in education and women's empowerment has received priority attention in all Five-Year Plans. The *Sarva Shiksha Abhiyan* (SSA) provides a special focus on education of girls. Bridging gender gaps in elementary education continues to be a key goal of the SSA. The SSA has mainstreamed gender concerns in all activities under the programme. In addition to programmatic interventions undertaken to promote girls' education within the mainstream elementary education system such as ensuring the availability of primary and upper primary schools within the habitation as prescribed under the RTE Rules, provision of uniforms, textbooks etc., girls' education is pursued through certain specific interventions subsumed under SSA namely, the National Programme for Girls Education at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV).

National Programme for Education of Girls at Elementary Level (NPEGEL): The National Programme for Education of Girls at Elementary Level (NPEGEL) launched in 2003 is implemented in Educationally Backward Blocks (EBB) and addresses the needs of girls who are 'in' and 'out' of school. Since many girls become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class, the NPEGEL emphasises the responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Recognising the need for support services to help

Box 2.5.1: Key programmatic thrusts under SSA for promoting girls' education

- Ensuring the availability of primary schools within one kilometer of the habitation of residence of children and upper primary schools within three kilometers of the habitation;
- Provision of separate toilets for girls;
- Recruitment of 50 per cent of women teachers;
- Early childhood care and education centres in or near schools in convergence with Integrated Child Development Services (ICDS) scheme to free girls from sibling care responsibilities;
- Special training for mainstreaming out-of-school girls;
- Teachers' sensitization programmes to promote equitable learning opportunities for girls;
- Gender-sensitive teaching-learning materials, including textbooks;
- Intensive community mobilization efforts;
- "Innovation fund' for need-based interventions for ensuring girls' attendance and retention.
- National Programme for Girls Education at Elementary Level (NPEGEL);
- Residential programme for education of disadvantaged girls in educationally backward Blocks --Kasturba Gandhi Balika Vidyalaya (KGBV).

girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work, provisions have been made for incentives that are decided locally based on needs, and through the provision of ECCE services in non-ICDS areas to help free girls from sibling-care responsibilities and attend schools. An important aspect of the programme is the effort to ensure a supportive and gender sensitive classroom environment in the school. By the end of 2012-13, under NPEGEL, 41.2 million girls have been covered in 3,353 Educationally Backward Blocks in 442 districts. Under the NPEGEL 41,779 Model School Clusters have been established. At the cluster level, one school is developed into a resource hub for schools within the cluster. The model cluster school functions as a repository of supplementary reading materials, books, equipment materials for games and vocational training, a centre for teacher training on gender issues and for organizing classes on additional subjects like self-defence and life skills. The model cluster school serves to motivate other schools in the cluster, to build a gender sensitive school and classroom environment. The NPEGEL follows up on girls' enrolment, attendance and learning achievement by involving village level women's and community groups.

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme: The Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential upper primary schools for girls from Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC) and Muslim communities. KGBVs are set up in educationally backward blocks where schools are at great distances and are a challenge to the security of girls and often compel them to discontinue their education. The KGBVs reach out to adolescent girls who are unable to go to regular schools, out-of-school girls in the 10+ age group unable to complete primary school, younger girls of migratory populations in difficult areas of scattered populations that do not qualify for primary/upper primary schools. The Scheme is being implemented in 27 States/UTs. Up to the year 2012-13, 3,609 KGBVs have been sanctioned and 366,500 girls were enrolled in these KGBVs during the year 2012-13 as against the targeted enrolment of 373,000 girls.

***Mahila Samakhya Programme*:** The *Mahila Samakhya* (MS) programme was started in 1989 for the education and empowerment of women in rural areas, particularly those from the socially and economically marginalized groups. The main focus of the programmatic interventions under the MS programme has been on developing capacities of poor women to address gender and social barriers to education and for the realisation of women's rights at the family and community levels. The core activities of the MS programme are centred around issues of health, education of women and girls, accessing public services, addressing issues of violence and social practices, which discriminate against women and girls, gaining entry into local governance and seeking sustainable livelihoods. The programme involves the formation of women's collectives or *Mahila Sanghas* at the village level by women facilitators (*sahayoginis)* for mobilizing women. The MS programme activities involve dissemination of information, awareness-building and facilitating collective actions on core themes and development of supportive structures such as *Mahila Shikshan Kendras* for the education of older girls and young women who have been never enrolled or have dropped out of school. The *Mahila Shikshan Kendras* provide condensed courses and create a cadre of educated women in backward regions. These Kendras provide condensed quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs among girls, and adult women. The MS programme also involves setting up of *Nari Adalats* (women's courts) for addressing issues such as violence against women, among others.

During the year 2012-13, the MS programme was implemented in 121 districts (563 Blocks) in ten States (Andhra Pradesh, Assam, Bihar, Chattisgarh, Gujarat, Jharkhand, Karnataka, Kerala, Uttarakhand, and Uttar Pradesh. A total of 47,073 village level women's collectives (Mahila Sanghas) have been formed with a membership of 1.23 million women from 36,792 villages. The Sanghas have been further organized into 248 federations of which 77 are fully autonomous. Concurrently, 20,048 Kishori Sanghas (girls' collectives) have been formed with a membership of 453,800 girls. The *Kishori sanghas* are the sites where adolescent girl's issues and life skills are addressed. The *Kishori sangha* has emerged as an effective means of reaching older out-of-schools girls and of bringing girls into the mainstream of education. Over 15,000 women are representing in Panchayats as elected representatives. The Sanghas and federations are involved in the implementation of the Right to Education Act. The evaluation of the MS programme has acknowledged Mahila Samakhya as a unique process-oriented programme which has demonstrated ways of empowering rural poor and marginalised women and thereby enabling their effective participation in the public domain and in educational and learning processes.

2.5.2 Progress towards gender parity and equality in elementary and secondary education (All categories of students)

Between 2000-01 and 2013-14, substantial progress has been made towards gender parity in elementary and secondary education. Progress in regard to some of the key indicators of gender parity is indicated in the following sections:

***Girls enrolled as percentage of total enrolment in primary, upper primary and elementary education*:** Between 2000-01 and 2013-14, the enrolment of girls as percentage of total enrolment registered substantial improvement at all levels of school education (Table 2.5.1).

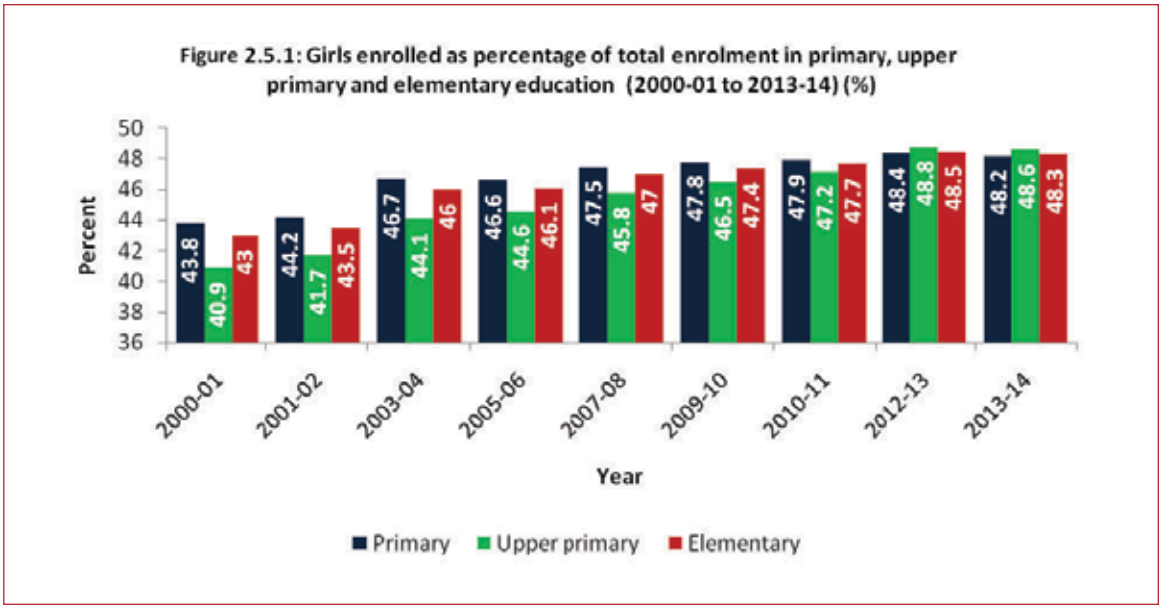
The enrolment of girls as percentage of total enrolment in primary education (Classes I-V) increased from 43.8 per cent in 2000-01 to 48.4 per cent in 2012-13 and then marginally declined to 48.2 per

cent in 2013-14. The overall increase in the enrolment of girls as percentage of total enrolment in primary education was 4.4 percentage points during the period 2000-01 to 2013-14 (Table 2.5.1 & Figure 2.5.1). The improvement has been more pronounced at the upper primary stage. The **e**nrolment of girls as percentage of total enrolment in upper primary education (Classes VI-VIII) increased from 40.9 per cent in 2000-01 to 48.8 per cent in 2012-13 and then marginally declined to 48.6 per cent in 2013-14. The overall increase in the **e**nrolment of girls as percentage of total enrolment in upper primary education was 7.7 percentage points during the period 2000-01 to 2013-14. The **e**nrolment of girls as percentage of total enrolment in elementary education (Classes VI-VIII) increased from 43 per cent in 2000-01 to 48.5 per cent in 2012-13 and then declined to 48.3 per cent in 2013-14. The overall increase in the **e**nrolment of girls as percentage of total enrolment in elementary education was 5.3 percentage points during the period 2000-01 to 2013-14 (Table 2.5.1 & Figure 2.5.1)

Table 2.5.1: Girls enrolled as percentage of total enrolment and ratio of girls' enrolment to boys' enrolment by level of education (primary, upper primary, elementary and secondary education) (2000-01 to 2013-14)

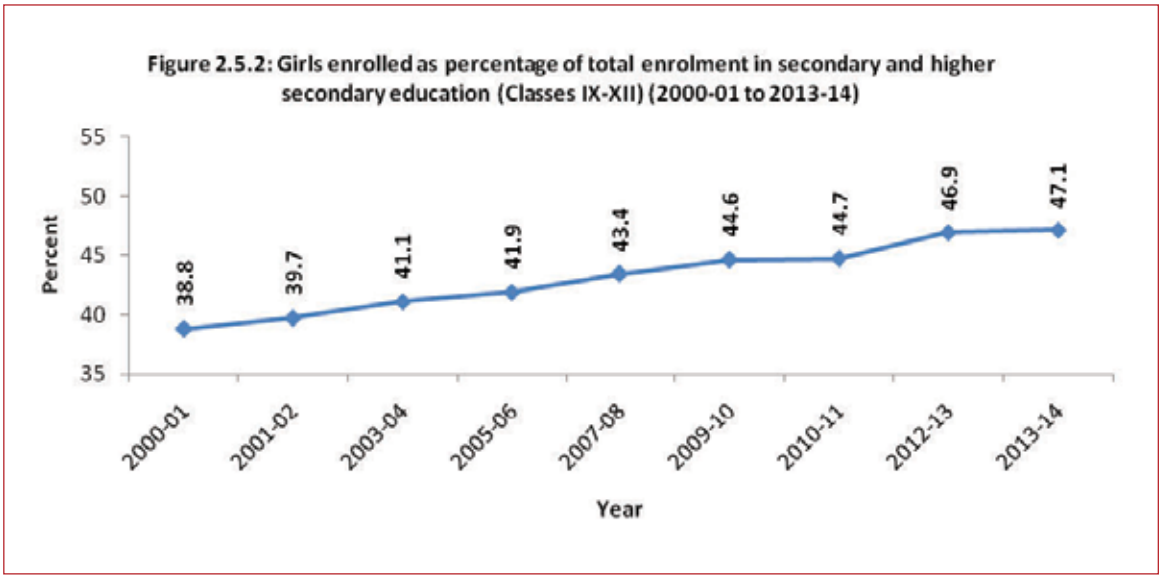
Year	Enrolment of girls as percentage of total enrolment (%)			Ratio of girls' enrolment to boys' enrolment			Enrolment of girls as percentage of total enrolment (%)	Ratio of girls' enrolment to boys' enrolment	
	Primary	Upper primary	Elementary	Primary	Upper primary	Elementary	Secondary and higher secondary	Secondary	Higher secondary
2000-01	43.8	40.9	43.0	0.78	0.69	0.75	38.8	63	63
2001-02	44.2	41.7	43.5	0.79	0.72	0.77	39.7	65	66
2002-03	46.8	43.9	46.0	0.88	0.78	0.85	41.3	70	70
2003-04	46.7	44.1	46.0	0.88	0.79	0.85	41.1	70	70
2004-05	46.7	44.3	46.0	0.88	0.80	0.85	41.5	71	71
2005-06	46.6	44.6	46.1	0.87	0.81	0.85	41.9	73	72
2006-07	46.9	45.2	46.4	0.88	0.83	0.87	42.4	73	74
2007-08	47.5	45.8	47.0	0.91	0.85	0.89	43.4	77	77
2008-09	48.0	46.9	47.7	0.92	0.88	0.91	43.7	78	78
2009-10	47.8	46.5	47.4	0.92	0.87	0.90	44.6	81	81
2010-11	47.9	47.2	47.7	0.92	0.89	0.91	44.7	82	81
2011-12	48.4	48.6	48.4	0.94	0.95	0.94	--	--	--
2012-13	48.4	48.8	48.5	0.94	0.96	0.94	46.9	89	88
2013-14	48.2	48.6	48.3	0.93	0.95	0.94	47.1	89	89

Source: Statistics of School Education, 2007-08, MHRD, GOI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11; U-DISE, NUEPA



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Girls enrolled as percentage of total enrolment in secondary and higher secondary education: The **e**nrolment of girls as percentage of total enrolment in secondary and higher secondary education (Classes IX-XII) registered substantial improvement during the past few years. Between 2000-01 and 2013-14, the **e**nrolment of girls as percentage of total enrolment in Classes IX-XII (secondary and higher secondary education) increased by 8.3 percentage points (from 38.8 per cent in 2000-01 to 47.1 per cent in 2013-14. (Figure 2.5.2)

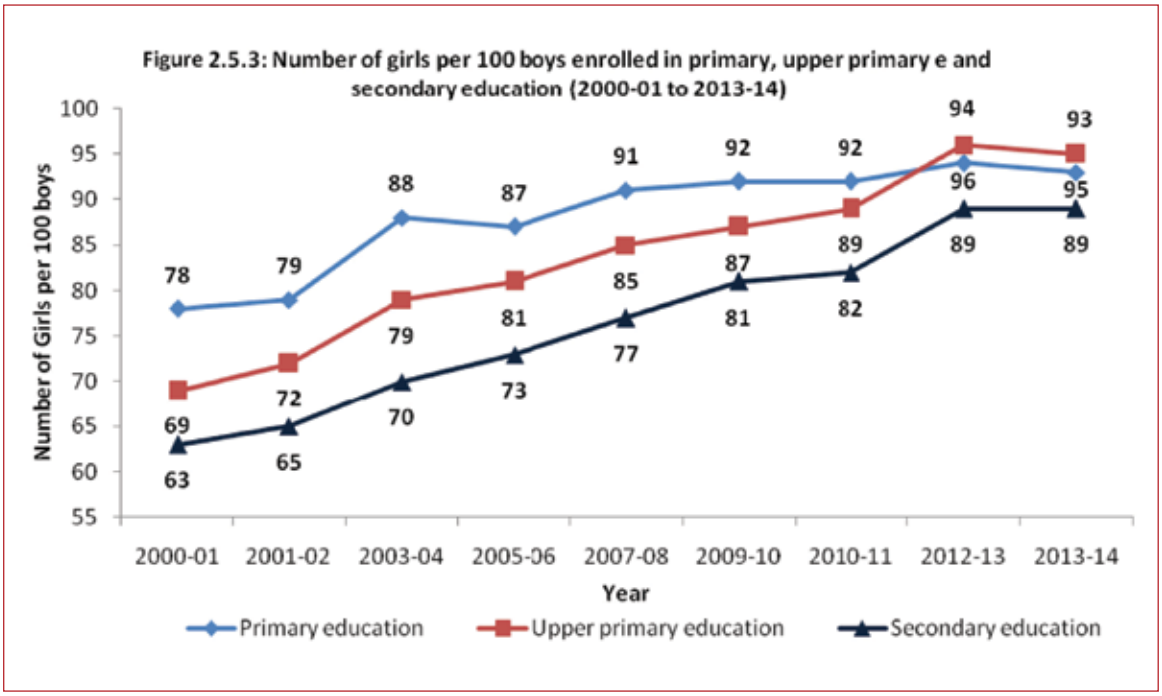


Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Improvement in ratio of girls' enrolment to boys' enrolment in primary, upper primary and elementary education: Between 2000-01 and 2013-14, the ratio of girls' enrolment to boys' enrolment registered substantial improvement at all levels of school education (Table 2.5.1). The ratio of girls' enrolment to boys' enrolment increased from 0.78 to 0.93 in primary education, from 0.69 to 0.95 in upper primary education, and from 0.75 to 0.94 in elementary education. During the period 2000-01 to 2013-14, the number of girls per 100 boys enrolled in primary education increased from 78 to 93, while the number of girls per 100 boys enrolled in upper primary education increased from 69 to 95 (Table 2.5.1 & Figure 2.5.3). During the year 2013-14, there was only a marginal difference in the ratio of girls' enrolment to boys' enrolment in primary education (0.93), upper primary education (0.95) and elementary education (0.94).

Improvement in ratio of girls' enrolment to boys' enrolment in secondary and higher secondary education: Between 2000-01 and 2013-14, there has been considerable improvement in the ratio of girls' enrolment to boys' enrolment in secondary and higher secondary education (Table 2.5.1). The number of girls per 100 boys enrolled in secondary education increased from 63 to 89 during this period (Figure 2.5.3). The ratio of girls' enrolment to boys' enrolment in higher secondary education also improved from 0.63 to 0.89 during the period 2000-01 to 2013-14 (Table 2.5.1).

Gender Parity Index for GER in primary, upper primary, elementary and secondary education. The Gender Parity Index (GPI) for GER in primary/upper primary, elementary and secondary education has been improving steadily since 2000-01 (Tables 2.5.2 and 2.5.3).



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

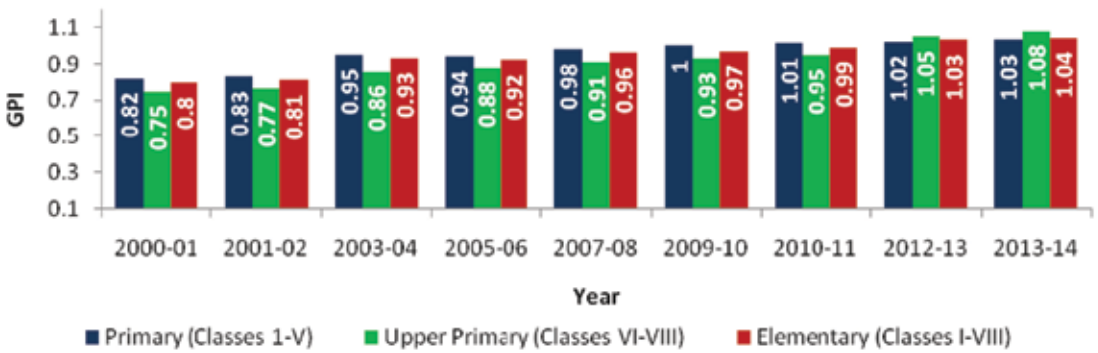
Table 2.5.2: Gender Parity Index (GPI) for GER in primary, upper primary and elementary education (2000-01 to 2013-14)

Year	GPI (All categories of students)			GPI (SC students)			GPI (ST students)		
	Primary	Upper primary	Elementary	Primary	Upper primary	Elementary	Primary	Upper primary	Elementary
2000-01	0.82	0.75	0.80	0.80	0.70	0.78	0.73	0.66	0.72
2001-02	0.83	0.77	0.81	0.80	0.72	0.78	0.80	0.70	0.77
2002-03	0.96	0.86	0.93	0.88	0.77	0.85	0.88	0.74	0.85
2003-04	0.95	0.86	0.93	0.89	0.80	0.87	0.93	0.79	0.90
2004-05	0.95	0.88	0.93	0.87	0.79	0.85	0.90	0.81	0.88
2005-06	0.94	0.88	0.92	0.87	0.80	0.86	0.92	0.84	0.91
2006-07	0.94	0.89	0.93	0.88	0.76	0.86	0.92	0.85	0.91
2007-08	0.98	0.91	0.96	0.99	0.95	0.98	0.96	0.87	0.94
2008-09	1.00	0.96	0.99	1.00	0.96	0.99	0.97	0.90	0.96
2009-10	1.00	0.93	0.97	1.01	0.96	0.99	0.98	0.90	0.96
2010-11	1.01	0.95	0.99	1.01	0.97	1.00	1.00	0.96	0.99
2012-13	1.02	1.05	1.03	1.02	1.07	1.03	0.98	1.03	0.99
2013-14	1.03	1.08	1.04	1.02	1.07	1.04	0.98	1.02	0.99

Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Gender Parity Index for GER in primary/upper primary and elementary education (All categories of students): The Gender Parity Index (GPI) for GER in primary, upper primary and elementary education has been improving steadily since 2000-01. The GPI for GER in primary education (Classes I-V) improved from 0.82 in 2000-01 to 1.03 in 2013-14. The GPI for GER in upper primary education (Classes I-V) improved from 0.75 to 1.08 while the GPI for GER in elementary education (Classes I-VIII) improved from 0.80 to 1.04 during this period (Table 2.5.2; Figure 2.5.4).

Figure 2.5.4: Gender Parity Index (GPI) for GER in primary, upper primary and elementary education (All categories of students) (2000-01 to 2013-14)



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

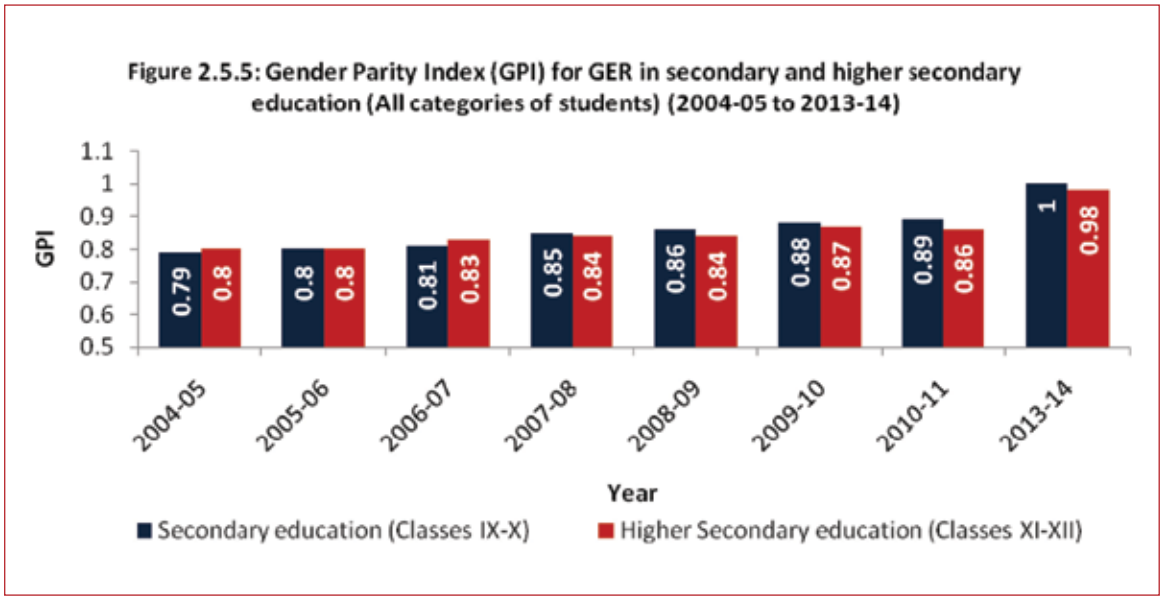
***Improvement in Gender Parity Index for GER in secondary education (All categories of students)*:** The Gender parity index (GPI) for GER in secondary education has also been improving steadily during past decade (Table 2.5.3).

Table 2.5.3: Gender Parity Index (GPI) for GER in secondary and higher secondary education (2004-05 to 2013-14)

Year	Secondary stage (Classes IX-X) (Age 14-15 years)			Higher Secondary stage (Classes XI-XII) (Age 16-17 years)		
	GPI (All)	GPI (SC)	GPI (ST)	GPI (All)	GPI (SC)	GPI (ST)
2004-05	0.79	0.72	0.70	0.80	0.72	0.59
2005-06	0.80	0.74	0.74	0.80	0.75	0.60
2006-07	0.81	0.77	0.75	0.83	0.75	0.63
2007-08	0.85	0.88	0.76	0.84	0.84	0.67
2008-09	0.86	0.90	0.79	0.84	0.86	0.71
2009-10	0.88	0.89	0.82	0.87	0.90	0.71
2010-11	0.89	0.91	0.86	0.86	0.90	0.76
2013-14	1.00	1.02	1.00	0.98	1.02	0.93

Source: Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.

The GPI for GER in secondary education (Classes IX-X) improved from 0.79 in 2004-05 to 1.0 in 2013-14 while the GPI for GER in higher secondary education improved from 0.80 to 0.98 during this period (Table 2.5.3 and Figure 2.5.5).



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

2.5.3 Gender parity in elementary and secondary education (SC students)

The number of SC girls enrolled as percentage of total SC enrolment in primary education (Classes I-V) increased from 42.9 per cent in 2000-01 to 48.4 per cent in 2012-13 and then marginally declined to 48.3 per cent in 2013-14. The overall increase in the number of SC girls enrolled as percentage of total SC enrolment in primary education was 5.4 percentage points during the period 2000-01 to 2013-14 (Table 2.5.4). The improvement has been more pronounced at the upper primary stage. The number of SC girls enrolled as percentage of total SC enrolment in upper primary education (Classes VI-VIII) increased from 38.8 per cent in 2000-01 to 49.2 per cent in 2012-13 and then declined to 48.8 per cent in 2013-14. The overall increase in the number of SC girls enrolled as percentage of total SC enrolment in upper primary education was 10 percentage points during the period 2000-01 to 2013-14. The number of SC girls enrolled as percentage of total SC enrolment in elementary education (Classes I-VIII) increased from 41.9 per cent in 2000-01 to 48.6 per cent in 2012-13 and then marginally declined to 48.5 per cent in 2013-14. The overall increase in the number of SC girls enrolled as percentage of total SC enrolment in elementary education was 6.6 percentage points during the period 2000-01 to 2013-14 (Table 2.5.4).

Table 2.5.4: SC/ST Girls enrolled as percentage of total SC/ST enrolment in primary (Classes I-V), upper primary (Classes VI-VIII) and elementary (Classes I-VIII) education (2000-01 to 2013-14)

Year	SC Girls enrolled as percentage of total SC enrolment			ST Girls enrolled as percentage of total ST enrolment		
	Primary	Upper primary	Elementary	Primary	Upper primary	Elementary
2000-01	42.9	38.8	41.9	42.7	38.7	41.8
2001-02	43.3	38.7	41.9	42.7	35.1	41.7
2002-03	44.7	41.3	44.0	45.8	40.6	44.7
2003-04	45.0	40.7	43.9	45.6	41.7	44.7
2004-05	44.4	41.4	43.6	46.7	42.9	45.6
2005-06	44.7	41.8	43.9	47.2	44.4	46.5
2006-07	45.0	41.9	44.2	47.2	43.5	46.3
2007-08	47.7	46.5	47.4	47.9	44.7	45.7
2008-09	47.9	46.7	47.3	48.0	46.0	47.5
2009-10	47.9	46.8	47.6	48.0	45.1	47.3
2010-11	48.0	46.9	47.7	48.3	48.1	48.3
2011-12	48.4	48.7	48.5	48.4	49.2	48.6
2012-13	48.4	49.2	48.6	48.7	48.4	48.6
2013-14	48.3	48.8	48.5	48.3	49.2	48.3

Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Ratio of SC girls' enrolment to SC boys' enrolment in primary/upper primary/elementary education: Between 2000-01 and 2013-14, the ratio of SC girls' enrolment to SC boys' enrolment registered substantial improvement at all levels of school education (Table 2.5.5). The ratio of SC girls' enrolment to SC boys' enrolment increased from 0.75 to 0.93 in primary education, from 0.63 to 0.96 in upper primary education, and from 0.72 to 0.94 in elementary education.

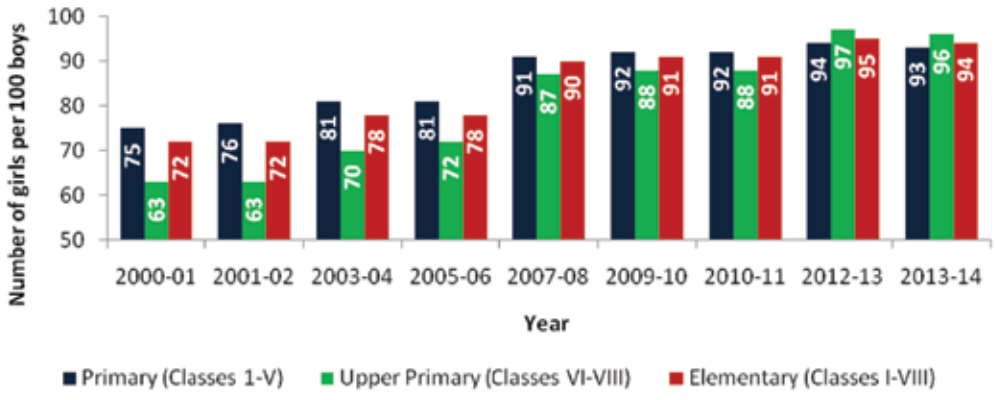
Table 2.5.5: Ratio of SC/ST girls' enrolment to SC/ST boys' enrolment in primary (Classes I-V), upper primary (Classes VI-VIII) and elementary (Classes I-VIII) education (2000-01 to 2013-14)

Year	Ratio of SC girls' enrolment to SC boys' enrolment			Ratio of ST girls' enrolment to ST boys' enrolment		
	Primary	Upper primary	Elementary	Primary	Upper primary	Elementary
2000-01	0.75	0.63	0.72	0.75	0.63	0.72
2001-02	0.76	0.63	0.72	0.75	0.62	0.72
2002-03	0.82	0.71	0.79	0.84	0.68	0.81
2003-04	0.81	0.70	0.78	0.84	0.71	0.81
2004-05	0.80	0.71	0.77	0.86	0.75	0.84
2005-06	0.81	0.72	0.78	0.89	0.80	0.87
2006-07	0.82	0.72	0.79	0.89	0.77	0.86
2007-08	0.91	0.87	0.90	0.92	0.81	0.89
2008-09	0.92	0.88	0.90	0.92	0.85	0.91
2009-10	0.92	0.88	0.91	0.92	0.82	0.90
2010-11	0.92	0.88	0.91	0.94	0.93	0.93
2011-12	0.94	0.95	0.94	0.94	0.97	0.95
2012-13	0.94	0.97	0.95	0.95	0.94	0.95
2013-14	0.93	0.96	0.94	0.93	0.97	0.94

Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Number of SC girls per 100 SC boys enrolled: During the period 2000-01 to 2013-14, the number of SC girls per 100 SC boys enrolled in primary education increased from 75 to 93, while the number of SC girls per 100 SC boys enrolled in upper primary education increased from 63 to 96 and the number of SC girls per 100 SC boys enrolled in elementary education increased from 72 to 94 during this period. (Figure 2.5.6).

Figure 2.5.6: Number of SC girls per 100 SC boys enrolled in primary, upper primary and elementary education (2000-01 to 2013-14)

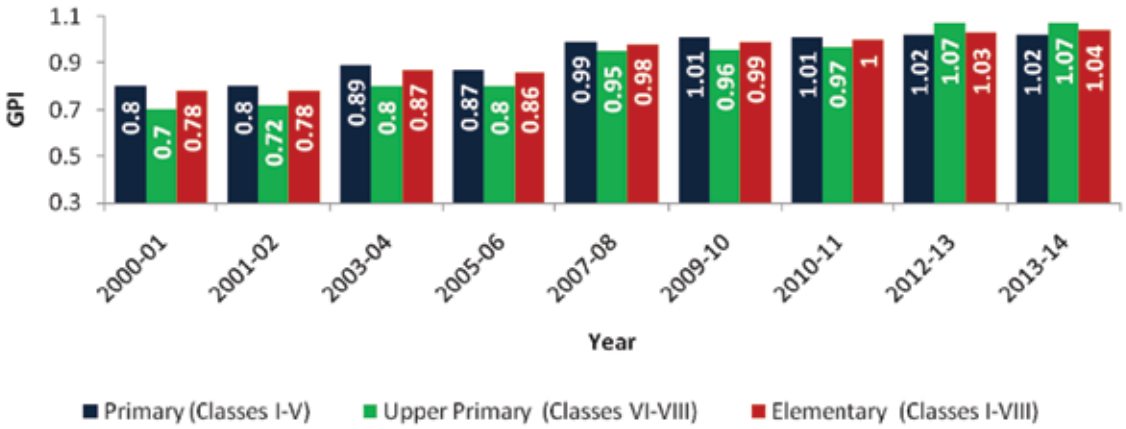


Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Gender Parity Index (GPI) for GERs in primary, upper primary and elementary education (SC students): The Gender parity index (GPI) for GERs in primary, upper primary and elementary education for SC students has been improving steadily since 2000-01. The GPI for GER in primary education (Classes I-V) for SC students improved from 0.80 in 2000-01 to 1.02 in 2013-14 (Figure 2.5.7). The GPI for GER in upper primary education (Classes VI-VIII) for SC students improved from 0.70 to 1.07 while the GPI for GER in elementary education (Classes I-VIII) for SC students improved from 0.78 to 1.04 during this period (Table 2.5.2).

Gender Parity Index (GPI) for GERs in secondary and higher secondary education (SC students): The Gender Parity Index for GERs in secondary and higher secondary education for SC students has been improving steadily since 2000-01. The GPI for GERs in both secondary education (Classes IX-X) and higher secondary education (Classes XI-XII) for SC students improved from 0.72 in 2000-01 to 1.02 in 2013-14 (Table 2.5.3).

Figure 2.5.7: Gender Parity Index (GPI) for GER in primary, upper primary and elementary education (SC students) (2000-01 to 2013-14)



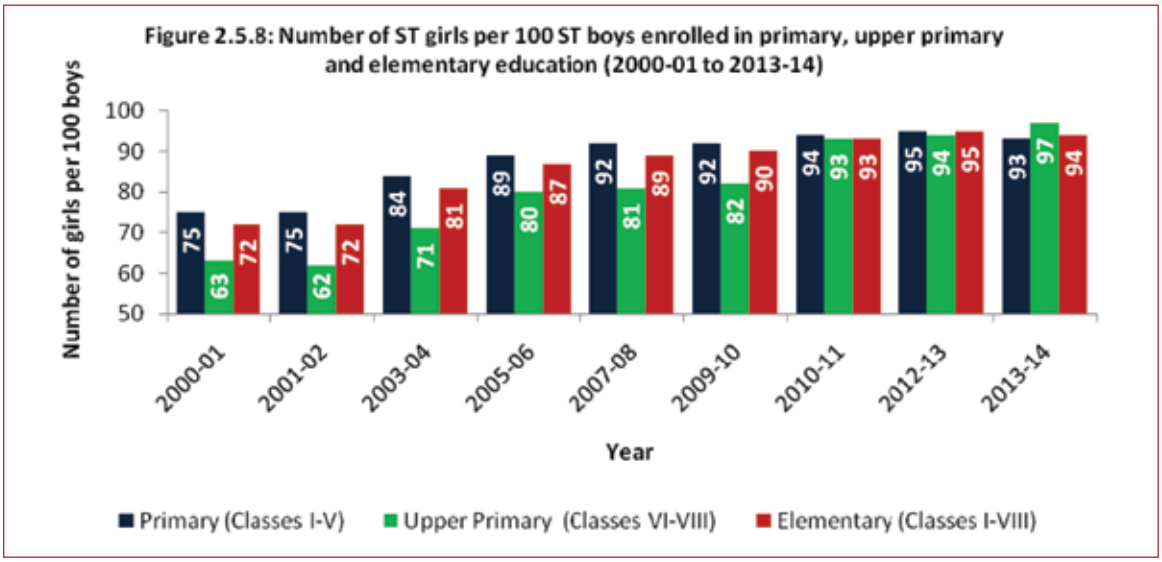
Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

2.5.4 Gender parity in elementary and secondary education (ST students)

The **e**nrolment of ST girls as percentage of total ST enrolment in primary education (Classes I-V) increased from 42.7 per cent in 2000-01 to 48.7 per cent in 2012-13 and then marginally declined to 48.3 per cent in 2013-14. The overall increase in the **e**nrolment of ST girls as percentage of total ST enrolment in primary education was 5.6 percentage points during the period 2000-01 to 2013-14 (Table 2.5.4). The improvement has been more pronounced at the upper primary stage. The **e**nrolment of ST girls as percentage of total ST enrolment in upper primary education (Classes VI-VIII) increased by 10.5 percentage points (from 38.7 per cent in 2000-01 to 49.2 per cent) during the period 2000-01 to 2013-14. The **e**nrolment of ST girls as percentage of total ST enrolment in elementary education (Classes VI-VIII) increased from 41.8 per cent in 2000-01 to 48.6 per cent in 2012-13 and then marginally declined to 48.3 per cent in 2013-14. The overall increase in the **e**nrolment of ST girls as percentage of total ST enrolment in elementary education was 6.5 percentage points during the period 2000-01 to 2013-14 (Table 2.5.4).

Ratio of ST girls' enrolment to ST boys' enrolment in primary, upper primary and elementary education: Between 2000-01 and 2013-14, the ratio of ST girls' enrolment to ST boys' enrolment in primary, upper primary and elementary education registered substantial improvement (Table 2.5.5). The ratio of ST girls' enrolment to ST boys' enrolment in primary education increased from 0.75 in 2000-01 to 0.95 in 2012-13 and then declined to 0.93 in 2013-14. The ratio of ST girls' enrolment to ST boys' enrolment in upper primary education increased from 0.63 to 0.94, while the ratio of ST girls' enrolment to ST boys' enrolment in elementary education increased from 0.72 to 0.94 during the period 2000-01 to 2013-14.

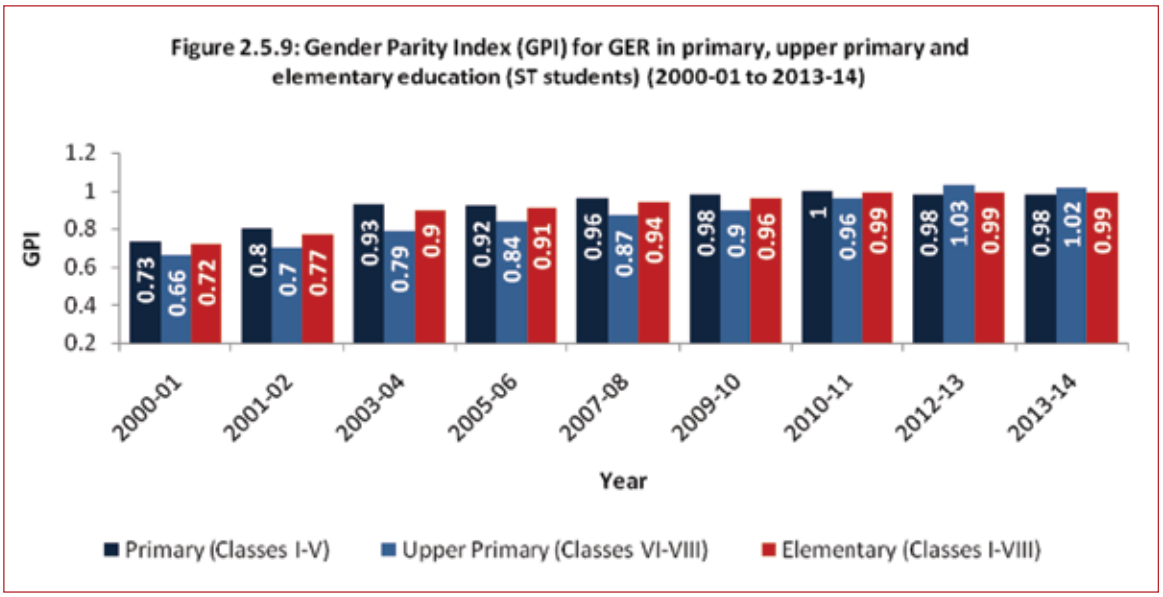
Number of ST girls per 100 ST boys enrolled in primary, upper primary and elementary education: During the period 2000-01 to 2013-14, the number of SC girls per 100 SC boys enrolled in primary education increased from 75 to 93, while the number of SC girls per 100 SC boys enrolled in upper primary education increased from 63 to 97, and the number of SC girls per 100 SC boys enrolled in elementary education increased from 72 to 94 (Figure 2.5.8).



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

Gender Parity Index (GPI) for GERs in primary, upper primary and elementary education (ST students): The Gender parity index (GPI) for GERs in primary, upper primary and elementary education for ST students has been improving steadily since 2000-01. The GPI for GER in primary education (Classes I-V) for ST students improved from 0.73 in 2000-01 to 0.98 in 2013-14. The GPI for GER in upper primary education (Classes VI-VIII) for ST students improved from 0.66 to 1.02 while the GPI for GER in elementary education (Classes I-VIII) for ST students improved from 0.72 to 0.99 during this period (Table 2.5.2; Figure 2.5.9).

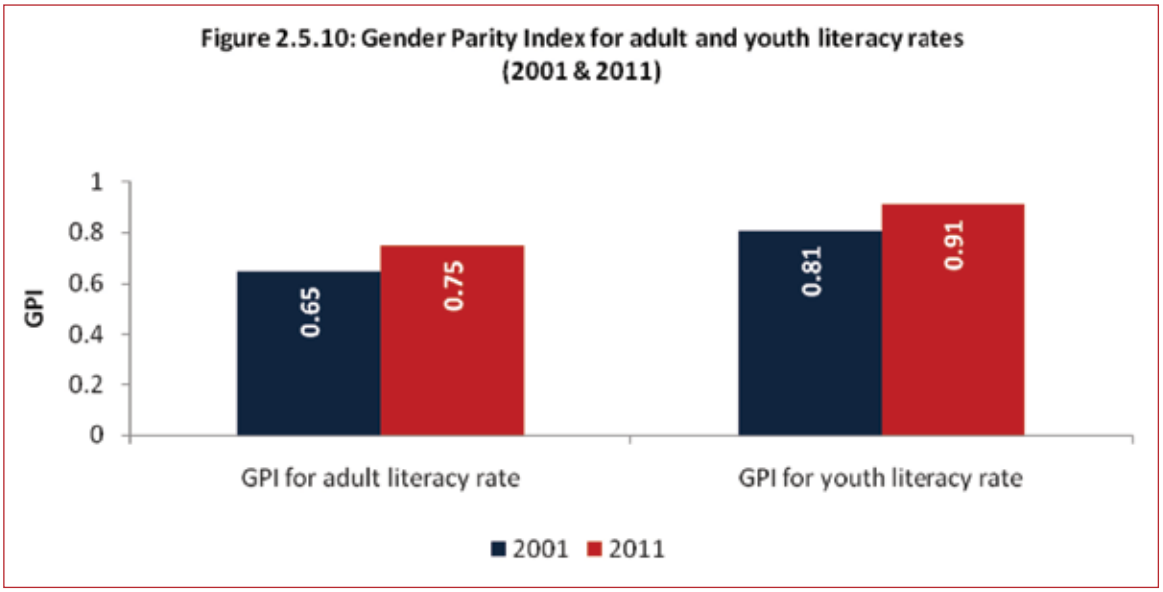
Gender Parity Index (GPI) for GERs in secondary and higher secondary education (ST students): The Gender Parity Index for GERs in secondary and higher secondary education for ST students has been improving steadily since 2000-01. During the period 2004-05 to 2013-14, the GPI for GER in secondary education (Classes IX-X) increased from 0.70 to 1.00 while the GPI for GER in higher secondary education (Classes XI-XII) increased from 0.59 to 0.93 during this period (Table 2.5.3).



Source: Statistics of School Education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

2.5.5 Gender parity in adult and youth literacy rates

Gender parity index for adult and youth literacy rates: The Gender parity index (GPI) for adult and youth literacy rates have shown considerable improvement during the period 2001 to 2011.The GPI for adult literacy rate improved from 0.65 in 2001 to 0.75 in 2011. The GPI for youth literacy rate improved from 0.81 to 0.91 during this period (Figure 2.5.10).

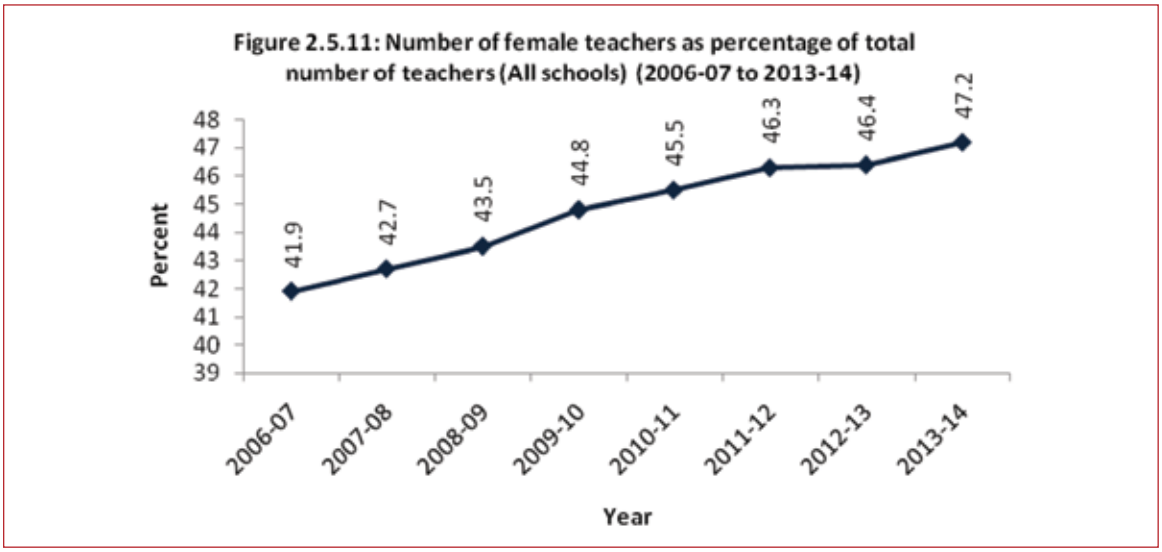


Source: Census of India, 2001 & 2011

2.5.6 Gender parity among teachers

Specific measures have been undertaken to recruit female teachers for Government-managed schools at elementary level during the past few years. The norm of 50 per cent of all teachers recruited under SSA to be female teachers has resulted in considerable improvement in the proportion of female teachers in schools and in the number of female teachers per 100 male teachers.

Female teachers as percentage of total number of teachers: The number of female teachers as percentage of total number of teachers in schools has been increasing steadily during the past decade. U-DISE data relating to all schools indicate that the number of female teachers as percentage of total number of teachers in all schools has increased from 41.9 per cent 2006-07 to 47.2 per cent in 2013-14 (Figure 2.5.11).



Source: U-DISE, NUEPA

2.5.7 Current thrusts

Promoting girls' education and achieving gender equity and equality have been accorded high priority in the XIIth five-year Plan. Interventions to promote girls education are guided by the principle that gender equality in education is both a quality issue and an equity issue. Gender is recognised as a critical cross-cutting equity issue which implies not only making efforts to enable girls to keep pace with boys, but viewing education from the perspective spelt out in the National Policy on Education 1986/92, i.e. a decisive intervention to bring about a basic change in the status of women. Special emphasis is placed on developing gender-sensitive curricula, pedagogical practices, teacher training and evaluation. A key approach to promoting girls' education is to develop all schools to be inclusive and safe places for girls and ensuring increased and more targeted investments for girls' education through strengthened systems for local service delivery that ensure gender equality in elementary education. The specific measures to promote girls' education include strengthening and expanding the special schemes for girls such as the Kasturba Gandhi Balika Vidyala (KGBV) scheme (which provides for setting up residential school at the upper primary level for girls) to provide one more KGBV in educationally backward blocks, with special focus on locations/wards with high migration rates in urban and semi-urban areas, and educationally backward blocks with high concentration of Schedules

Castes, Scheduled Tribes and Muslim populations; strengthening the National Programme for Education of Girls at Elementary Level (NPEGEL) which is a focused intervention to reach the 'hardest to reach' girls, especially those not in school; training of members of the School Management Committees on gender and equity issues; and continuation of the Mahila Samakhya (MS) programme which has been recognized as an effective strategy for creating circumstances for girls' education and empowerment.

2.6 Quality of Education

One of the goals of Sarva Shiksha Abhiyan (SSA) is to provide elementary education that is of equitable quality to every child. During the initial years of SSA, the focus was on ensuring physical access and equity, and building school infrastructure along with recruitment of teachers. Having achieved near-universal access at the primary level, the focus is now on quality improvement and enhancing student learning.

2.6.1 Approaches to fostering quality education

A series of programmes have been initiated by the Central and State/UT Governments to foster quality education and improve student learning outcomes. These programmes seek to bring about a broad shift towards schools and systems that are child-friendly and inclusive, responsive to each child's learning needs and able to ensure student learning. The approaches to fostering quality education at the elementary stage include the following:

Improvement of school infrastructure: An important aspect of the efforts aimed at qualitative improvement of elementary education has been the programmes designed to improve school infrastructure and improvement of learning environment in all schools. About 33 per cent of the total funds invested at the district level are earmarked for infrastructure with a view to creating a supportive environment for learning in schools. The SSA envisages a safe and secure, clean and hygienic school compound, complete with toilet, drinking water facilities, boundary wall, electrification, mid-day meal kitchen and land-scaping. Construction of school buildings, classrooms, toilets, drinking water facilities, rain water harvesting systems and boundary walls is undertaken with the support of local bodies. The SSA encourages community participation in all civil work activities. The community is also encouraged to participate actively in the selection of the site, choice of design and maintenance of the school facility. Up to March 2013, 1.55 million additional classrooms were constructed. This has contributed to substantial improvement in the Student Classroom Ratio (SCR) from 41.1 in 2004-05 to 28:1 in 2013-14. Upto 2012-13, 735,200 toilets and 220,200 drinking water facilities were constructed. Nationally, the percentage of primary and upper primary schools having drinking water facility has increased from 83.1 per cent in 2005-06 to 95.3 per cent in 2013-14. The percentage of primary and upper primary schools with separate girls' toilets has increased from 37.4 per cent in 2005-06 to 84.6 per cent in 2013-14. However, the progress has not been uniform across the country. The average SCR for Bihar is 65. The States with relatively lower percentage of schools with drinking water facilities include Arunachal Pradesh (76 per cent) and Andhra Pradesh (89 per cent). The States with relatively lower percentage of girls' toilet include Jammu & Kashmir (51 per cent), Odisha (62 per cent), Andhra Pradesh (67 per cent), Bihar (67 per cent) and West Bengal (73 per cent).

Increasing teacher availability: The SSA has been investing a substantial proportion of its funds in recruitment of additional teachers for Government schools. This has brought about a substantial increase in the number of teachers. The total number of teachers engaged in teaching in schools

imparting elementary education was 5.22 million in 2006-07. This increased to 7.72 million in 2013-14 (U-DISE, NUEPA). Up to March 2013, 1.48 million additional teachers have been appointed under SSA. In addition, 2.65 million teachers were recruited by the State governments. These efforts have contributed to a sharp improvement in PTR at the primary level from 36:1 in 2006-07 to 25:1 in 2013-14. This achievement brings the national average at par with the norms set under the RTE Act 2009. However, some States still had higher PTR. These include Bihar (53), Uttar Pradesh (39), Jharkhand (39 and Madhya Pradesh (32).

Table 2.6.1: Number of teachers engaged in teaching in schools imparting elementary education and Pupil-Teacher Ratio (2006-07 to 2013-14)

Year	Number of teachers in schools imparting elementary education (in Millions)	% share of female teachers	Pupil-Teacher Ratio (PTR)		
			All schools	Primary level	Upper primary level
2006-07	5.22	41.9	34	36	32
2007-08	5.63	42.7	33	34	31
2008-09	5.79	43.5	32	34	31
2009-10	5.82	44.8	32	33	31
2010-11	6.40	45.5	30	32	29
2011-12	6.69	46.3	30	31	29
2012-13	7.35	46.4	27	28	25
2013-14	7.72	47.2	26	25	--

Source: U-DISE, NUEPA

Training of in-service teachers: Periodic in-service teacher training for up to 20 days in a year, 30 days of induction training for newly recruited teachers, and two-year training for teachers who do not meet professional qualification as laid down by the National Council of Teacher Education (NCTE) constitute an important component of the quality improvement initiative. These programmes are designed to strengthen teacher capabilities in teaching subject contents, especially maths, science and social studies; new pedagogical approaches like handling multi-grade classrooms, inclusive education, and child-centred classroom transactions. The training modules include inputs for specific programmes like early grades reading, teaching of science and maths at upper primary stage, and continuous and comprehensive evaluation. SSA provides for in-service training for about four million teachers annually and for training of about 600,000 untrained teachers to acquire professional qualifications.

Teacher Qualification and Teacher Eligibility Test (TET): The proportion of trained teachers has shown a positive trend during the past few years. The proportion of professionally trained teachers at the elementary stage of education (Classes I-V) increased by 9.3 percentage points during the period 2005-06 to 2013-14 (U-DISE, NUEPA). However, the proportion of trained contract teachers was only 49.37 per cent in 2010-11. About 640,000 teachers in the government schools across the country are yet to acquire the qualifications prescribed by NCTE. Out of these untrained teachers, more than 450,000 are pursuing different programmes supported by government through SSA, to obtain professional qualifications as per the norms. Most of these teachers are in the North-east States, as well as in Bihar (191,000) Uttar Pradesh (150,000) and West Bengal (100,000). In 2012, the Central Board of Secondary Education (CBSE)

conducted the first Central Teacher Eligibility Test (CTET) for those who had completed a course of pre-service teacher training. In all, six CTET examinations have been conducted until February, 2014. At the state level, barring Karnataka, Goa, Sikkim, Meghalaya, Mizoram and Tripura, all the states have conducted at least one round of testing. Some have conducted more. The CTET conducted by CBSE is applicable in case of UTs without legislature.

Strengthening academic support structures: For decentralised training and academic support to teachers, a total of 6,742 Block resource Centres (BRCs) and 77,520 Cluster resource Centres (CRCs) have been set up. The BRCs and CRCs (one CRC each for 6-10 schools) cater to the needs of a group of schools for conducting various in-service training programmes and also for extending regular academic support and supervision to schools. The subject-specific Resource Persons, based in the BRCs and CRCs, conduct training programmes for teachers. They also visit schools in the cluster/block to provide on-site academic support to teachers on pedagogic and content-related issues. The BRCs and CRCs are also involved in academic monitoring of schools, classroom observations and development of resource materials for teachers and students. Monthly meetings of teachers are organized at CRCs for regular sharing of experiences relating to teaching-learning process and to have reflective discussions. The DIETs (District Institute of Education and Training) supervise and mentor these resource centres.

Curricular reforms: Curricular reforms involving revision of syllabus and textbooks based on the National Curriculum Framework, 2005 (Box 2.6.1) prepared by the National Council of Educational Research and Training (NCERT), facilitating learning in age-appropriate classes, improving learning through the provision of library and other supplementary materials and the selection of appropriate pedagogy for various levels of school education, multi-lingual education for tribal children to facilitate their transition from home language/mother tongue to the State language of instruction, and creation of joyful learning systems constitute important aspects of quality improvement initiatives. As of December 2013, 18 States had renewed their curriculum, nine States/UTs using NCERT syllabi, 3 State/UTs using syllabi of neighbouring states and 5 were in the process curriculum renewal and eighteen states had completed revision of their textbooks. Teachers are provided various training packages developed by different academic bodies.

Focussed programmes for ensuring learning: Most of the States have designed specific interventions targeting children in Classes I & II to improve learning outcomes. There are a variety of focussed programmes being currently implemented across states. Chandigarh, Uttar Pradesh, Himachal Pradesh, Uttarakhand, Punjab, Haryana have adopted the NCERT model of early reading; Tamil Nadu, Puducherry, Karnataka, Gujarat and Nagaland are implementing activity-based learning methodology; Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand and Maharashtra have developed their state-specific models for early reading and mathematics; Madhya Pradesh has provided supplementary readers developed by NCERT and conducted teacher training with support from NGOs; Assam is implementing a pilot with 200 schools across two districts. Remaining states will start implementation in 2014-15. Another area of focus has been strengthening teaching and learning of maths and science in upper primary classes. The strengthening of teaching and learning of maths and science in upper primary schools are pursued through focused teacher training along with provision of teaching-learning material for maths and science.

Development of learning indicators: The NCERT has developed learning indicators to determine expected learning outcomes of all classes covering all subjects. Several states (Andhra Pradesh, Bihar,

Box 2.6.1: National Curriculum Framework (NCF)-2005

The National Curriculum Framework (NCF)-2005 prepared by the National Council of Educational Research and Training (NCERT) aims to bring about a significant shift towards schools and systems that are child-friendly and inclusive, and teaching-learning processes that are more based on a constructivist approach, responsive to each child's needs. The NCF-2005 has resulted in a series of initiatives for renewal of school education curriculum at the State level, revision of textbooks and other teaching-learning materials, changes in pedagogy and leaning assessment procedures. Across the country, States are being supported to design and implement comprehensive quality improvement programmes with a view to bringing about renewal of State curriculum keeping in mind the principles underlying NCF-2005, including redesigning of textbooks and other teaching-learning materials, reorientation of the teaching-learning process and learning assessment systems and institutionalization of quality monitoring systems in order to ensure improved student learning.

The NCF-2005 brings into focus the need to arrive at a relevant, balanced set of educational aims describing what the learners should learn. The NCF-2005, identifies educational aims as comprising the following:

- a commitment to democracy and values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights;
- a sensitivity to others' wellbeing and feelings, together with knowledge and understanding of the world which would form the basis of a rational commitment to values;
- a capacity to learn and willingness to unlearn and relearn as means of responding to new situations in a flexible and creative manner; and
- appreciation of beauty and art forms as an integral part of human life.

The NCF-2005 lays down the broad principles for the development of curriculum by the States/UTs and for designing the detailed syllabus and textbooks and other teaching-learning materials. The syllabus for Classes I to VIII prepared by NCERT reflect some of the key principles which need to be taken care of while undertaking curriculum renewal at the State/UT level. These principles include:

- resonance of the values enshrined in the Constitution of India;
- sensitivity to gender, caste and class parity, peace, health and needs of differently-abled children;
- infusion of environment-related and work-based knowledge at all levels of school education and in all subjects of study;
- linkages between school knowledge in different subjects and children's everyday experiences;
- appropriateness of topics and themes for relevant stages of children's development and continuity from one level to the next;
- inter-disciplinary and thematic linkages between topics listed for different school subjects which fall under discrete disciplinary areas; and
- nurturing aesthetic sensibility and values by integrating the arts and India's heritage of crafts in every aspect of the curriculum.

The NCF-2005 envisages development of textbooks that facilitate construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to carry out activities in groups, with continuous and self and peer assessment of learning. Syllabus, textbooks, pedagogic practices and assessment frameworks based on the NCF-2005 have been developed at the National level to facilitate curricular renewal at the State levels. NCF 2005 recognises the diversity of contexts in India and recommends that instead of one textbook for all in a particular State, a menu of quality curricular packages be developed.

Karnataka, Madhya Pradesh, Uttar Pradesh, Odisha) have developed state-specific learning outcomes based on their curriculum. The purpose is to track each child's performance through continuous comprehensive evaluation (CCE).

Development of a framework for teacher performance standards for accountability: The NCERT has developed a framework for *Performance Indicators for Elementary School Teachers (PINDICS)* and shared with the states. These performance standards define the criteria expected when teachers perform their major tasks and duties. These are further delineated as performance indicators that can be used to observe progress and to measure actual result compared to expected result. PINDICs will eventually evolve as the framework for effective teacher performance for effective monitoring and benchmarking across the country.

Development of School leadership: To improve school leadership competence of school headmasters and educational administrators, a new National Centre for School Leadership (NCSL) within the National University of Educational Planning and Administration (NUEPA), has been set up. The NCSL has developed the framework and curriculum for school leadership. The programme has been initiated in the states of Andhra Pradesh, Gujarat, Himachal Pradesh, Mizoram, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Chhattisgarh and Karnataka, Kerala, Daman & Diu and Dadra & Nagar Haveli. The programme will be further expanded to all states in 2014-15

Development of indicators for School performance assessment: The National University of Educational Planning and Administration (NUEPA) is in the process of developing indicators for school performance assessment. The initiatives include (a) development of school performance standards to provide common core and expectations for all schools (b) guidance on strategies for helping schools to improve their performance, and (c) use of the performance standards as the reference or benchmark for both internal and external evaluations of the school. School performance standards will be integrated and interlinked with school leadership and teachers' performance. State programmes on school standards and performance assessment like the Gujarat's-Gunotsav, Odisha's Samiksha and efforts of Karnataka School Quality Assessment Organization (KSQAO) are used as reference points.

Continuous and comprehensive evaluation (CCE): A key aspect of the programmes to foster quality education and student learning has been the efforts under SSA to move towards continuous and comprehensive modes of learning assessment. Under the continuous and comprehensive evaluation process, each child's learning progress is continually tracked as an integral part of the teaching-learning process. CCE has been envisaged in the RTE Act, 2009 as a means to assess the progress taking place in a child over time in different subjects, to identify individual and special needs, accordingly plan teaching-learning situations to help the child and to provide evidence of children's progress to parents and community. As education is concerned with the total all-round development of the child, all aspects of a child's development are expected to be assessed rather than assessing only academic achievement, which is presently the focus. Assessment would cover a range of activities, both 'in' and 'out' of the school classroom. The RTE Act mandates maintaining a profile for each learner. To help States/UTs in their efforts, subject-specific sourcebooks have been developed to support teachers in implementing continuous assessment in line with the principles underlying NCF-2005.

Use of Information and Communication Technology (ICT) in schools: The use of information and communication technology to complement and supplement classroom teaching and learning is pursued as an important strategy for fostering quality education at elementary and secondary stages

of education. Both under SSA and RMSA, States have been assisted to provide computer hardware and related facilities. These facilities would also be leveraged to provide online course content and related materials to students. Key activities include providing computer equipment or labs to schools, development of curriculum based e-learning materials in local languages, and training of teachers in computer use. In order to provide opportunities to secondary school students to build their capacity on ICT skills and make computer-enabled learning a reality, a Centrally-sponsored Scheme of "Information and Communication Technology (ICT) in Schools" was launched in 2004. The Scheme was revised in 2010. The main components of the revised Scheme include (i) partnership with State Governments and Union Territory Administrations for providing computer-aided education in Government and Government-aided secondary and higher secondary schools; (ii) establishment of 150 smart schools to act as 'technology demonstrators'; (iii) teacher-related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation; and (iv) development of e-content. Under the Scheme Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity and setting up of smart schools. Out of the total target of 183,648 Government and Government-aided secondary and higher secondary schools under the Scheme, around 97,000 schools have been covered by the end of academic year 2013-14. Out of the target of setting up of 150 smart schools, 63 smart schools have so far been approved in 12 States and three Union Territories under the Scheme.

National Repository of Open Educational Resources (NROER): The Central Institute of Educational Technology (CIET), NCERT has designed a National Repository of Open Educational Resources (NROER) which is a store house of e-content, targeted at students from Classes I to XII. The aim of the repository is to bring together all digital and digitisable resources for the school system for all Classes and for all subjects in all regional languages. The CIET is in the process of developing an on-line course portal for training and re-training of teachers and teacher educators on ICT in education. All NCERT textbooks are available on the website: ncert.nic.in. The NCERT textbooks are being converted into e-books with additional web resources and hyper-links with virtual labs, digital charts, maps etc.. Some of the textbook such as the Chemistry books for Classes IX to XII have already been converted into e-books and uploaded on NCERT website.

Enhanced funding for quality improvement: SSA funding for quality improvement includes several interventions. These include teacher salary, teacher professional development, capacity building of Block and Cluster-level functionaries, teacher and school grants, child entitlements of textbooks and uniforms, computer-aided learning and specific programmes for enhancing learning. For the year 2012-13, 69 per cent of the total SSA funds were earmarked for quality improvement components.

2.6.2 Assessment of learning levels

National Achievement Surveys: To monitor improvement in children's learning levels and to periodically assess the effectiveness of the education system as whole in terms of student learning, the National Council of Educational Research and Training (NCERT) has been periodically conducting National Achievement Surveys (NAS) since 2001 for Classes III, V and VIII. The survey cycles along with the subject areas covered are given in Table 2.6.2. The purpose of these surveys is to obtain an overall picture of what students in specific Classes know and can do and to use these findings to identify gaps and diagnose areas that need improvement. This information is used to formulate policies and interventions for improving student learning.

Table 2.6.2: Period and subject areas covered by the National Achievement Surveys

Survey Cycle	Period and subject areas covered		
	Class V	Class VIII	Class III
Cycle I	2001-02	2002-03	2003-04
Cycle II	2005-06	2007-08	2007-08
Cycle III	2009-11	2010-13	2012-13
Subject areas covered	Mathematics, Language, Environmental Studies	Mathematics, Language, Science, Social Science	Mathematics, Language

Source: National Council of Educational Research and Training (NCERT)

Findings of National Achievement Surveys (Cycles I & II; Class III): A comparison of the mean scores of the first two cycles of NAS shows that for Class III students, the mean score in Language increased from of 63.12 in Cycle 1 to 67.84 in Cycle 2, while the mean score in Mathematics increased from 58.25 to 61.89. For Class V students, the Environmental Studies (EVS) mean score increased from 50.3 in cycle I (2001-02) to 52.19 in cycle 2; the mean score in Language increased from 58.87 to 60.31, while the mean score in Mathematics increased from 46.51 to 48.46. For Class VIII, the mean score for Social Science increased from 46.19 to 47.89 in cycle 2; the mean score in Science increased from 41.3 to 42.71; the mean score in language increased from 53.86 to 56.49; and the mean score in language increased from 53.86 to 56.49 (Table 2.6.3).

Table 2.6.3: Findings of National Achievement Surveys (Cycles I & II)

Class	Language: Mean score (%)		Mathematics: Mean score (%)		Environmental Studies/Science: Mean score (%)		Social Science: Mean score (%)	
	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
Class III	63.12	67.84	58.25	61.89	--	--	--	--
Class V	58.87	60.31	46.51	48.46	50.30*	52.19*	--	--
Class VIII	53.86	56.49	39.17	42.57	41.30**	42.71**	46.19	47.89

** EVS for Class V; ** Science for Class VIII*
Source: National Council of Educational Research and Training (NCERT)

Learning achievement of students belonging to different categories (Class III): A comparison of the mean scores of the first two Cycles of NAS (Class III) showed that improvements occurred in learning levels in the case of both boys and girls, and students belonging to all social categories. There has also been improvement in learning levels of students in both rural and urban areas (Table 2.6.4).

Table 2.6.4: Findings of National Achievement Surveys (Class III) (Cycles 1 & 2)

Category	Language: Mean score (%)		Mathematics: Mean score (%)	
	Cycle I (2003-04)	Cycle II (2007-08)	Cycle I (2003-04)	Cycle II (2007-08)
Boys	62.94	67.71	58.54	62.16
Girls	63.31	67.96	57.95	61.62
Rural	62.82	67.79	58.15	62.10
Urban	63.87	67.99	58.52	61.10
SC	60.42	67.01	54.60	60.02
ST	64.65	67.12	59.43	60.14
OBC	62.55	68.08	57.15	62.37
General	64.44	68.73	60.92	64.16
Total	63.12	67.84	58.25	61.89

Source: National Council of Educational Research and Training (NCERT)

Learning achievement of students belonging to different categories (Class V): A comparison of the mean scores of the first two Cycles of National Achievement Surveys (Class V) showed that improvements in learning levels in the case of both boys and girls, students in both rural and urban areas, and students belonging to all social categories, except in the case of Scheduled Tribe students. In the case of scheduled Tribe students, there was a marginal decline in the mean scores in Language (from 58.19 during Cycle 1 to 57.22 during Cycle 2) (Table 2.6.5).

Table 2.6.5: Findings of Leaning Achievement Surveys (Class V) (Cycles 1 & 2)

Category	Language: Mean score (%)		Mathematics: Mean score (%)		Environmental Studies (EVS): Mean score (%)	
	Cycle I (2001-02)	Cycle II (2005-06)	Cycle II (2001-02)	Cycle I II (2005-06)	Cycle II (2001-02)	Cycle II (2005-06)
Boys	58.94	60.27	46.90	48.54	50.59	52.15
Girls	58.79	60.35	46.09	48.37	49.99	52.23
Rural	57.67	59.72	46.15	48.63	49.80	52.25
Urban	61.63	63.33	47.32	47.88	51.44	51.99
SC	57.10	59.83	44.97	48.02	48.53	51.64
ST	58.19	57.22	44.12	45.79	49.52	50.79
General	59.54	62.45	47.45	49.88	50.99	52.89
Total	58.87	60.31	46.51	48.46	50.30	52.19

Source: National Council of Educational Research and Training (NCERT)

Learning achievement of students belonging to different categories (Class VIII): A comparison of the mean scores of the first two Cycles of NAS (Class VIII) also showed that improvements in learning levels occurred in the case of both boys and girls in Class VIII and of students belonging to all social categories, except in the case of Scheduled Tribe students. In the case of Scheduled Tribe students, there was a marginal decline in mean score in Science from 41.53 during Cycle I to 40.61 Cycle II (Table 2.6.6). There have also been improvements in learning levels of students in both rural and urban areas.

Table 2.6.6: Findings of Leaning Achievement Surveys (Class VIII) (Cycles 1 & 2)*

Category	Language: Mean score (%)		Mathematics: Mean score (%)		Science: Mean score (%)		Social Science: Mean score (%)	
	Cycle I (2002-03)	Cycle II (2007-08)	Cycle I (2002-03)	Cycle II (2007-08)	Cycle I (2002-03)	Cycle II (2007-08)	Cycle I (2002-03)	Cycle II (2007-08)
Boys	53.07	56.41	38.97	42.93	41.17	42.94	46.15	48.24
Girls	56.30	56.72	39.80	42.50	41.68	42.52	46.33	47.81
Rural	53.65	56.37	39.34	43.16	41.67	42.89	46.66	48.18
Urban	54.11	57.13	38.98	41.21	40.86	42.01	45.64	47.42
SC	50.35	56.21	37.00	41.39	38.46	41.95	42.81	47.48
ST	50.23	53.12	37.76	40.11	41.53	40.61	45.76	45.75
OBC	52.87	57.38	37.33	42.87	39.25	43.41	44.10	48.71
General	56.91	57.59	41.55	44.43	43.60	43.27	48.93	48.46
Total	53.86	56.57	39.17	42.71	41.30	42.73	46.19	48.03

**Cycle 1 (2002-03); Cycle 2 (2007-08)*

Source: National Council of Educational Research and Training (NCERT)

Assessment methods used for NAS: In the first two Cycles, i.e. Cycles I & II, of the National Achievement Surveys (NAS), the data was analysed using the Classical Test Theory (CCT) and average scores were reported as the 'proportion of answers correct'. However, this approach had certain limitations. One of these limitations was that results were specific to that year's test and could not be compared to results from other tests. To overcome these limitations, data from NAS Cycle 3 for Class V was analysed using Item Response Theory (IRT) in addition to the classical approach as is the practice adopted for major international surveys. The scales created using IRT permit future comparison in each subject. IRT uses a mathematical model to link a student's chance of success on a particular test item to two main factors: the student's level of ability and the item's level of difficulty. This model allows scores from tests used in different cycles to be compared – an essential characteristic for monitoring progress over time. The results are reported using 'scale scores' from tests calculated using IRT in place of the percentage correct scores. The chosen scale was from 0 to 500. The scale was normalized with a mid-point of 250. Achievement scores on this scale cannot be interpreted as being equivalent to any particular score on any particular test. Instead they can be used to make meaningful comparisons between States/UTs. The result can identify relatively high achieving States/UTs and those States/UTs in which achievement is relatively low/weak. The standard deviation of the scale was initially set at 50 for the whole population. This meant that the majority of students (about 70 per cent) would have scores in the range 200 to 300. The assessment methods used for the National Achievement Survey (NAS) not only help report the average performance in each State/UT, but also present the range of students' performance across the ability range. The range of achievement is presented as five key 'percentiles': 10^{th}, 25^{th}, 50^{th}, 75^{th} and 90^{th}. For example, the score at the 25^{th} percentile is that which 75% of students achieve or surpass, and the score at the 90^{th} percentile is that which 10% of students achieve or surpass. The range between the 25^{th} and 75^{th} percentile or the 'inter-quartile range' represents the middle 50 per cent of students. The smaller the inter-quartile range, the greater the homogeneity within the State's student cohort.

Findings of National Achievement Surveys (Cycle III; Class V): The National Achievement Survey (NAS) for Class V students conducted in 2010, tested over 122,000 students (from 6,602 schools in 27 States and four Union Territories) in Language, Mathematics and Environmental Studies Key findings of the NAS Cycle 3 for Class V students are as follows:

- ***Achievement in Language (Reading Comprehension):*** The average reading Comprehension achievement of Class V students varied across the States and UTs. There was significant difference between outcomes in high scoring States such as Uttar Pradesh (282), Tamil Nadu (278) and Kerala, and low scoring States/UTs such as Puducherry (222), Bihar (228) and Chandigarh (229). States/UTs also varied in the range between their lowest and highest achieving students as revealed by their inter-quartile score ranges. Some States/UTs such as Puducherry (39), Sikkim (440 and Andaman &Nicobar Islands (51) had relatively homogeneous group of students whilst students in other States such as Uttar Pradesh (93), Tamil Nadu (85) and Jharkhand (81) had students far more diverse in achievement/abilities.

- ***Achievement in Mathematics:*** The average achievement in Mathematics of Class V students varied across the States and UTs. There was significant difference between outcomes in high scoring States such as Uttar Pradesh (298), Tamil Nadu (279) and Karnataka (269), and low scoring States/UTs such as Puducherry (217), Andaman & Nicobar Islands (226 and Chandigarh (226). States/UTs also varied in the range between their lowest and highest achieving students as revealed by their inter-quartile score ranges. Some States/UTs such as Chandigarh (36), Andaman & Nicobar

Islands (37) and Puducherry (40) had relatively homogeneous group of students whilst students in other States such as Uttar Pradesh (85), Tamil Nadu (84) and Karnataka had students far more diverse in achievement.

- ***Achievement in Environmental Studies:*** The average achievement in Environmental Studies of Class V students varied across the States and UTs. There was significant difference between outcomes in high scoring States such as Tamil Nadu (288), Uttar Pradesh (284) and Karnataka (275), and low scoring States/UTs such as Puducherry (222), Chandigarh (226), and Haryana (232). States also varied in the range between their lowest and highest achieving students as revealed by their inter-quartile score ranges. Some States/UTs such as Chandigarh (38), Puducherry (43), and Sikkim (44) relatively homogeneous students in terms of ability whilst students in other States such as Uttar Pradesh (89), Karnataka (84) and Madhya Pradesh (83) had students far more diverse in achievement.

Overall, no significant differences were observed in the average achievement in reading comprehension of girls and boys. Similarly, no significant differences were observed between the achievement level of students in rural and urban areas, although exceptions were found in a small number of States/UTs. The survey indicated that students from the General Category performed better than their peers belonging to Scheduled Castes, Scheduled Tribes and other backward classes.

Findings of National Achievement Surveys (Cycle III; Class III): The National Achievement Survey (NAS) for Class III students conducted in 2012-13, covered 104,000 students (from 7,046 schools in 298 districts in 34 States/UTs) and assessed students' abilities in Language (listening, recognition of words and reading comprehension) and in Mathematics (numbers, basic operations, measurement, data handling, patterns, money and geometry. Key findings of the NAS Cycle 3 for Class III students are as follows:

- ***Overall findings:*** Overall, Class III students in 34 Staes/UTs were able to answer 64 per cent of language items correctly and 66 per cent of mathematics questions correctly.

- ***Students' overall performance in Language:*** The national average score in Language was 257, on a scale ranging from 0 to 500. Fourteen States/UTs scored significantly above the national average of which the high performance was in Tripura (281), Daman & Diu (280), Puducherry (280), and Mizoram (278); Fifteen States/UTs scored significantly below the national average, of which the low performance was in Chhattisgarh (226), Bihar (227), Jammu & Kashmir (232), Rajasthan (238), and Haryana (238);

- ***Ability-wise performance in Language:*** Sixty-five per cent of Class III students were able to listen to a passage with understanding, 86 per cent of Class III students were able to recognise words and 59 per cent of Class III students were able to read a passage with understanding.

- ***Class III Students' performance in Mathematics:*** The national average score in mathematics was 252, on a scale ranging from 0 to 500. Fourteen States/UTs scored significantly above the national average of which the high performance was in Daman & Diu (279), Puducherry (271), Tamil Nadu (271), Dadra & Nagar Haveli (267) and Karnataka (265); Twelve States/UTs scored significantly below the national average, of which the low performance was in Chhattisgarh (222), Bihar (230), Rajasthan (236), Haryana (238), and Jammu & Kashmir (240).

- ***Ability-wise performance in Mathematics of Class III students:*** Sixty-nine per cent of Class III students were able to solve problems based on Addition; 65 per cent of students were able to solve problems based on Subtraction; 63 per cent of students were able to solve problems based on Multiplication; 57 per cent of students were able to solve problems based on Division; 59 per cent of students were able to solve problems based on Place Value; and 66 per cent of students were able to solve problems based on Shapes. 66 per cent of students were able to solve problems related to Measurement; 78 per cent of students were able to solve problems related to Money; 77 per cent of students were able to solve problems on Data Handling; and 69 per cent of students were able to solve problems on Patterns.

The findings of the National Learning Achievement Surveys (NAS) reveal significant differences in the average achievement levels of students between States/UTS. While some difference may be accounted for by contextual factors, the results of the NAS indicate that the quality of learning and educational outcomes are far from equal across the country. NAS results also show great diversity in achievement between the highest and lowest performing students in some States/UTS. Inequity in learning levels indicates that in some States/UTs, more able students are receiving necessary academic support while their less able peers may not be receiving adequate academic support and opportunities to attain acceptable levels of learning.

2.6.3 Current thrusts

The SSA Framework of Implementation has been amended to include additional sections in the chapter on Elementary Education of Equitable Quality. These amendments focus on the need for developing learning indicators for essential levels of learning, focus programmes for ensuring learning which include both foundational programmes for learning of reading and mathematics in Classes I & II and focus on maths and science learning in upper primary classes. The focus is also on measuring student learning outcomes. In 2013-14 provisions have been made in state plans for conducting large scale state level student learning achievement studies.

The focus of SSA during the XIIth FYP is on quality improvement. The SSA has already initiated second generation reforms in the elementary school system based on the RTE Act 2009. The key components of the reform process include: (i) bringing out key learning indicators for each Class of the elementary education cycle at the national level in order to underpin all learning assessment of students, whether through school-based continuous and comprehensive evaluation (CCE) system or external student evaluations like the National Achievement Surveys; (ii) targeted programmes for enhancing Classes I & II foundational learning levels in reading, writing and arithmetic; (iii) focused science and maths programmes for upper primary stage of education in all States/UTs; (iv) multilingual education programmes in tribal areas to promote bridge learning practices from home language to language of instruction in Classes I & II, based on pilots in Odisha, Andhra Pradesh and Chhattisgarh; (v) improving functionality of schools by introducing standardized school monitoring systems, which will include notification of school standards, school leadership training programmes, indicators for teacher effectiveness and school performance indicators.

Chapter 3

Review of EFA Strategies and Sector Management

3.1 Assessment of EFA Strategies

As mentioned in Chapter 1, the approach to education development has been based on four mutually supporting strategic priorities - expansion, equity/inclusion, excellence and employability - which provided the broad directions for programmatic initiatives for realizing the educational development goals in India.

The focus on expansion has helped in making elementary and secondary schooling facilities available within reasonable distances from the habitation of residence of children. It contributed immensely to the establishment of schooling facilities in under-served or un-served locations, which, in turn, has enhanced access to elementary and secondary education for all school-age children, especially children in rural and remote areas. The focus on equity/inclusion has resulted in area-intensive and target-group specific initiatives for enhancing access to quality education for socially and economically disadvantaged and weaker sections such as the Scheduled Castes, Scheduled Tribes, Other Backward Classes, children belonging to Muslim community and differently-abled children. These initiatives have contributed substantially to bridging the gender and social category gaps in participation in education. They also have brought to focus the need to address equity issues not only from the perspective of facilitating enrolment of socially disadvantaged children in schools, but also ensuring their retention/completion and achievement of expected learning outcomes. Reaching out to the girl child, especially those from the disadvantaged population groups, has contributed to substantial progress towards gender parity. The focus on inclusion has accelerated efforts to adopt approaches that would help meet the learning needs of diverse groups of pupils and enable them to become successful in their learning experiences.

The emphasis on promoting excellence in education has resulted in a shift towards qualitative goals and intensification of efforts aimed at improving the quality and relevance of education and enabling all children and young people to achieve expected/specified learning outcomes. There has been a growing realization that all efforts aimed at expanding access to education mean little if, at the end of each stage of education, pupils have not acquired appropriate knowledge, skills, values and attitudes required to prepare them for life. The focus on excellence has contributed to improvement in the provision of infrastructure and human resources for school education, provision of improved curriculum and teaching-learning materials, increased emphasis on improving the quality of teaching-learning process, increased attention to teacher capability and increased focus on specification of expected learning outcomes and measurement of learner achievement levels.

The focus on employability has brought about intensified nation-wide efforts towards skill development and specific measures aimed at enhancing employability of the products of the education system. It has also led to a renewed focus on vocational education and making secondary education more job-relevant through skill training within the schools and equipping secondary schools with teachers/ trainers who have the skills that are required to impart technical and vocational skills.

3.1.1 Education sector management

An effective education sector management frameworks and coordination mechanisms that have been put in place during the past few years. To promote better coordination of initiatives relating to school education and literacy, a separate Department of School Education and Literacy was created in 1999 within the Ministry of Human Resource Development (MHRD), Government of India. Four of the major flagship programmes of the Government of India, namely, the Sarva Shiksha Abhiyan (SSA), the National Programme of Mid-Day Meal (MDM) in Schools, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the Saakshar Bharat programme are administered by the Department of School Education and Literacy, MHRD in collaboration with the State governments. The Department oversees 17 centrally-sponsored schemes and nine central sector schemes. These include the scheme for reorganising and restreucturing teacher education, Scheme for Providing Quality Education in Madrasas, Infrastructure Development in Minority Institutions, Mahila samakhya programme, Inclusive Education for Disabled at Secondary Stage, Information and Communication Technology in Schools, Vocational Education in Secondary Schools and National Scheme of Incentive to Girls for Secondary Education. In addition to Saakshar Bharat, the programme/scheme relating to adult education being implemented by the Department include the Scheme of Support to Voluntary Agencies for Adult Education and Skills Development.

In order to ensure that the priority to universal elementary education is translated into action, the organizational set-up and the monitoring structures for the SSA draw their authority from the highest political levels of the country. At the National level, the SSA Mission comprises a Governing Council and Executive Committee. The Prime Minister of India heads the Governing Council of the National Mission for SSA, which monitors progress made under the different components of the programme. The Minister of Human Resource Development, Government of India chairs the Executive Committee of the National Mission. The National Mission includes representatives from major political parties, non-government sector, educationists, teachers' unions, scientists and eminent experts.

The National Literacy Mission Authority (NLMA), an autonomous entity within the Ministry of Human Resource Development, Government of India is the Nodal Agency at the national level for the overall planning and management of the Saakshar Bharat programme, including release of funds to States and voluntary agencies, mobilization of resources, procurement, mass campaigns, maintenance of national database on illiteracy and adult education, publicity, facilitating techno-pedagogical support, research, monitoring and evaluation. At the State level, the State Literacy Mission Authority (SLMA) is responsible for preparation, implementation and monitoring of the Mission. At the district and sub-district level, the Mission is implemented under the aegis of the *Panchayati Raj* (local government) institutions. The Gram Panchayat, along with communities, are the implementing agencies at the operational level which includes all villages within a Gram Panchayat.

3.2 Enabling/Constraining Factors

3.2.1 Enabling factors

Right of Children to Free and Compulsory Education (RTE) Act, 2009: The main enabling factors, which provided added impetus to the efforts aimed at universalisation of elementary education, have been the Constitution (Eighty-sixth Amendment Act, 2002), which made free and compulsory education a Fundamental Right for all the children in the age group of 6-14 years and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which became operative in the country on 1 April 2010. The RTE Act was followed by a series of initiatives to accelerate progress towards universalisation of elementary education. The RTE Act provides a legally enforceable rights framework with certain time-bound targets. The timeframes mandated by the RTE Act include: (i) Establishment of neighbourhood schools; (ii) Provision of school infrastructure (All weather school buildings; one-classroom-one-teacher; Office cum-store-cum-head teacher room; Toilet and drinking water facilities; Barrier-free access; Library; playground; Fencing/boundary walls; (iii) Provision of teachers as per prescribed PTR; and (iv) Training of untrained teachers.

Holistic approach: The approach adopted for planning and implementation of education programme is characterised by a holistic view of education development with greater linkages and integration between pre-school, elementary education, secondary education and adult education. This has helped in the involvement of and collaboration between different Ministries/departments of the Central and State governments and between other sectors of development in education sector development programmes, especially in programmes aimed at expanding early childhood care and education, unniversalisation of elementary education, adult education and skill development programmes.

Capacity building: A key strategic approach to accelerate progress towards universal elementary education and reduction of adult illiteracy relates to strengthening institutional and human capacities for effective planning and management of educational programmes. Significant progress has been achieved in terms of enhancing capacities of various institutions and educational functionaries at national, state, district and sub-district levels such as the State Councils of Educational Research and Training (SCERTS), district level educational functionaries, District Institutes of Education and Training (DIETs), Block Resource Centres etc which have enabled them to provide academic and professional inputs for planning and management of educational programmes and to organize training programms for teachers and other educational functionaries.

Partnerships with civil society and non-governmental organizations (NGOs) in support of EFA: Participation of non-governmental organizations (NGOs) and voluntary agencies in the implementation of elementary and adult education programmes has been an important aspect of the effort to promote Education for All. The involvement of NGOs and community in the implementation of the SSA and Saakshar Bharat made a significant contribution to enlarging the network of organizations and individuals working towards implementation of elementary and adult education programmes and to develop innovative approaches to achieving the goal of Education for All.

Involvement of private sector: The private sector has been playing an important role in the establishment of schools and expanding access to education. During the year 2013-14, 75.9 per cent

of the 1,448,712 schools imparting elementary education were managed by the Government. Private-aided schools constituted 4.69 per cent of the total number of schools while private-unaided schools constituted 17.4 per cent of the total number of schools imparting elementary education.

The National Programme of Mid-Day Meal (MDM) in Schools: The National Programme of Mid-Day Meal in Schools has been a key enabling factor in enhancing participation of children in elementary education. Many studies have shown that the MDM in Schools has helped in preventing classroom hunger, promoting school participation, fostering social inequity and enhancing gender equity.

Improved monitoring of programme implementation: The systems and the processes put in place for monitoring of programme implementation and progress towards planned targets have contributed to improved planning and management of programmes within the centrally-sponsored programmes being implemented by the Ministry of Human Resource Development, Government of India. The mechanisms that are put in place for monitoring programme implementation include: (i) Monthly progress reports on key indicators and a more detailed quarterly progress report from States to Government of India; (ii) Operationalisation of an online PMIS wherein progress under various interventions is updated in the web portal by all the districts every quarter; (iii) A computerized Educational MIS system, Called U-DISE (Unified District Information System for Education); (iv) Involvement of 41 institutions of repute to make independent and regular field visits to monitor performance of States/UTs; (v) Independent Joint Review Mission (JRM) twice a year to review the progress of SSA; (vi) Sample surveys conducted every three years to assess learning levels of students in Classes III, V, and VIII; (vii) Development of a set of quality monitoring tools to provide quarterly and annual information on several quality-related indices of SSA.

Research and evaluation to support informed policy decisions: The planning and management of SSA interventions are also supported by Research and Evaluation studies. Some of the research studies conducted include Baseline Survey of school scenario in three states in the context of RTE; Development of methodology and tools for study of Classroom processes; National Sample survey for assessment of Teachers' and Students' attendance rate; Study of inclusion and Exclusion of students in primary and upper primary schools; Sample survey for estimation of drop-out rates in North-Eastern States; Impact of Early learning, socialisation and school reading experience in pre-school setting of educational and behavioural outcomes along the primary stage; and Follow up survey for assessment of dropout and retention rate at elementary stage in 21 states. Some of the Research studies in progress include Assessment of access to facilities for primary and upper primary education in tribal areas; Assessment of access to facilities for primary and upper primary education in Muslim predominant areas; National Sample Surveys to estimate out-of-school children.

3.2.2 Constraining factors

Capacity constraints: With a population of more than 1.2 billion, which is still growing, it continues to be an uphill task for the country to keep pace with the expanding demand for elementary and secondary education. India is a vast country with diverse socio-economic and cultural contexts and widely varying geographical and climatic conditions. Capacity constraints relating to programme planning and implementation continue to be a key issue. Consequently, the progress of implementation of planned programmes remains uneven. The school education system in India has been growing in size consistently. The sheer size of the school education system in India poses a major challenge not only for efficient management but also for mobilizing the human, financial and material resources required for further expansion of elementary and secondary education and for improving quality of education.

Shortfall in funding for programmes: Shortfall in funding has been a major constraint in the implementation of some of the programmes designed to further expand school education and adult education programmes and to maintain acceptable level of quality in education. When the RTE Act, 2009 came into force, the resource requirement for meeting its standards and stipulations was estimated by the National University of Educational Planning and Administration (NUEPA). The estimated financial requirements for RTE implementation amounted to Rs. 2,312.33 billion for the period 2010-11 to 2014-15. These estimates were agreed to by the Government and the resources were to be channeled through the SSA. However, there has been substantial shortfall in funding for RTE through SSA (Table 3.1).

Table 3.1: Shortfall in funding for RTE implementation (Rs. in Billions)

Year	Estimated funding requirement (Centre + State)	Estimated Central Share	Budget Estimates	Revised Estimates	Shortfall in funding
2010-11	405.02	239.38	150.00	198.38	40.99
2011-12	439.03	257.65	210.00	210.00	47.65
2012-13	481.53	281.27	255.55	238.76	42.51
2013-14	487.51	280.87	272.58	266.08	24.84
2014-15	499.24	287.40	--	--	--
Total	2,312.33	1,346.57	888.13*	913.22*	155.99**

Source: Ministry of Human Resource Development, Government of India

**Does not include estimates for the year 2014-15; ** Does not include figures for the year 2014-15;*

Funding constraints also affected smooth implementation of the Rashtriya Madhyamik Abhiyan during the period 2009-10 to 2011-12. Due to funding constraints, out of the target of opening 11,000 secondary schools, sanction could be issued for opening of only 9,636 schools. Though the programme envisaged strengthening of 44,000 schools, sanction could be issued for strengthening only 34,300 due to shortfall in funding.

Financial projection for Adult Education during the XIIth Five-Year Plan was Rs. 120.9 billion. However, due to non-availability of adequate funding, the actual allocation was limited to Rs. 36.6 billion.

Shortage of teachers: Another constraining factor is the shortage of teachers. The problem is acute in some states where there is a huge backlog of untrained teachers. The capacity to train teachers is also very limited in these States. The States with large teacher vacancies are indicated in Table 3.2

Table 3.2: States with large teacher vacancies

State	Teacher vacancies against total post sanctioned Under SSA	Vacancies against total post sanctioned under State programme	Total teacher vacancies
Uttar Pradesh	124,196	145,334	269,539
Bihar	166,877	52,189	219,066
West Bengal	62,212	42,988	105,200
Jharkhand	39,539	29,624	69,163
Odhisha	1,917	54,186	56,103
Chhattisgarh	10,314	44,378	54,692

Source: Ministry of Human Resource Development, Government of India

Challenges being faced in the implementation of the Adult Education programme: Saakshar Bharat being the only programme based on voluntary approach with no financial incentive to the Volunteer teachers, boosting voluntarism is clearly a big challenge. Creating explicit sustainable demand for literacy and increasing ownership and priorities of the implementing agencies are some of the other major challenges being faced in the implementation of the Adult Education programme.

3.3 Promising Practices

Several practices followed under some of the programmes have been found to be effective in promoting the goal of Education for All. Some of these include the following:

Programme implementation in Mission mode: A key strategy for accelerating progress towards the goal of Education for All has been the planning and implementation of elementary education, secondary education and literacy/adult education programmes in a mission mode with specific goals/ targets and time-bound implementation plans. The major programmes being implemented in Mission mode include the *Sarva Shiksha Abhiyan, Rashtriya Madhyamic Shiksha Abhiyan and Saakshar Bharat*. The Mission mode has contributed to the acceleration of efforts towards EFA goals through the implementation of planned programmatic interventions in a time bound manner.

Community mobilization towards decentralized planning, management and monitoring: Facilitating community involvement in both elementary and adult education programmes has been an important strategy for accelerating progress towards Education for All goals. With the enactment of the 73rd and 74th Constitutional Amendments, community participation in planning and management of education programmes has been institutionalized. The SSA envisages a participatory and bottom-up approach to planning, right from the habitation/village level. Participation of the community is sought through a series of school-based activities. The RTE Act, 2009 envisages decentralized planning and management of elementary education programmes. The Act, under Section 21, has mandated formation of School Management Committee (SMC). By the end of 2013-14, about 91.1 per cent of government and government-aided schools had constituted SMCs. Most of the States have prepared a training module for imparting training to SMC members to improve their capacity to effectively participate in the planning of school activities. Some States have been involving the SMCs in monitoring the attendance of teachers and students, besides monitoring of child entitlements. These initiatives have contributed to increased community involvement in the planning and monitoring of school activities and participation of *Panchayati Raj* institutions (local self-government bodies in rural areas) and urban local bodies in planning and management of elementary and adult education programmes.

Education Cess: The Government of India has adopted some innovative ways of mobilizing financial resources needed to fulfill Government's commitment to universalize elementary education. One of these initiatives is what is popularly known as the Education Cess. In 2004, the Government of India's Finance Act introduced a two per cent surcharge on all taxes collected for financing elementary education. (Since 2008, an additional one per cent has been levied to create resources for the expansion and strengthening of secondary and higher secondary education). The proceeds from the Education Cess are maintained under a non-lapsable fund called the Prarambhik Shiksha Kosh (PSK), a fund created by the Government of India to be used as a supplementary resource to finance the SSA and the Mid-day Meal Scheme, in addition to other funds allocated by the Government of India for elementary education. The total allocation to the States against the PSK for the above two programmes during the period 2008-09 to 2011-12 is indicated in Table 3.3.

Table 3.3: Funds allocation to the States against the proceeds of Education Cess credited to the Prarambhik Shiksha Kosh (PSK) to be spent on SSA and the MDM (2008-09 to 2011-12)

Year	Allocation to SSA (Rs. in Billion)	Allocation to MDM (Rs. in Billion)
2008-09	72.80	48.54
2009-10	84.16	56.13
2010-11	94.33	63.72
2011-12	119.92	63.42

Source: Ministry of Human Resource Development, Government of India

Assessment and certification of adult learners: For the first time in India's Literacy movement, an innovative concept of "Certified Literate", a transparent assessment and certification system has been designed and operationalised in collaboration with the National Institute of Open Schooling (NIOS). It is this innovative practice that has ultimately become the game-changer as it spurred demand for literacy, made the outcomes of the programme measurable and significantly enhanced overall credibility of the programme. Under this innovative assessment and certification system, biannual assessments are conducted in Gram Panchayats in Saakshar Bharat districts in the months of August and March. On behalf of the National Literacy Mission Authority (NLMA), NIOS oversees the entire integrity of the process. Learners are assessed in reading, writing, arithmetic skills and general awareness, including that of social issues and one's work life environment, through written summative tests in the local language. Only an adult, who conforms to prescribed competency levels is certified as literate and awarded a certificate jointly by NLMA and NIOS. The entire information is in the public domain and can be accessed at NIOS portal www.nios.ac.in. This system has helped in generating enormous confidence in neo-literates and has opened for them avenues for vertical mobility in basic education under Saakshar Bharat.

Promising practices related to ECCE in ICDS: Several innovative and promising practices designed to promote effective supervision and monitoring of the ECCE programme, delivery of preschool education services, and materials and resources have been developed under the ICDS. The promising approaches developed for supervision and monitoring include: (i) Monitoring through Monthly Progress Report (MPR) formats; (ii) Development of Geographical Monitoring and Information System (GMIS) in Andhra Pradesh and Maharashtra; (iii) Strengthening of ECCE at grass root level in Rajasthan through community ownership in nine districts and functioning of District level Coordination committees through the District Institutes of Education and Training (DIETs) and putting in place community-based monitoring system; (iv) Implementation in Odisha of what is referred to as the 'Mamata scheme' which brings "woman at the core of the policy implementation" using government machinery, requiring minimal startup cost, ensuring good governance.

Some of the promising practices attempted to enhance the coverage and quality of ECCE services include: (i) Bhatta Patshala- preschool education to children of migrant labourers in Haryana; (ii) Anganwadi entry campaign in Gujarat- Education for All- annually; (iii) Anganwadi entry Festival in Kerala; (iv) Thematic curriculum in States for 3-6 years: for example Odi Vilayadu Paapa of Tamil Nadu, Nua Arunima of Odisha, Pre-school syllabus for 10 months and activity book (Aduthu Padhuthu Module), story cards (Chitti Patti Kathalu) of Andhra Pradesh; (v) Celebration of ECCE Day by most

States for e.g. Bachpan Divas (Bihar), ECCE Day (Karnataka), Bal Sabha (Madhya Pradesh), Kanya Kelavani (Gujarat); and (vi) Ka Sreni: pre-primary section initiated within the primary schools in Assam.

Some of the promising practices attempted to enhance the quality of material and other pre-school education resources include: (i) Establishment of a Child Media/Resource Laboratory for material development, operational research, advocacy etc.; (ii) Setting up Toy Bank to provide deprived children the opportunity to play with toys and experience play way learning in Gujarat, with the extensive support from community, community-based organizations, NGOs and the officials of Department of Women and Child Development, Government of Gujarat; (iii) Development of pre-school education kit consisting of child-friendly and developmentally appropriate play and learning material, story cards, flash cards, puppets etc..

Chapter 4

Emerging Challenges and Government Priorities

4.1 Major Development Challenges

As indicated in Chapter I, the XIIth FYP (2012 to 2017) of India envisions: 'Faster, Sustainable, and More Inclusive Growth'. The main development challenges that have a strong bearing on socio-economic development in the country include (i) the deceleration in the GDP growth during the past three years, which has hampered progress in expanding the income and employment opportunities and generating the resources needed for financing development programmes and (ii) the insufficient progress achieved towards inclusiveness and ensuring that the benefits of growth reach the disadvantaged groups.

4.2 National Policy Directions in Socio-Economic Development

The policy directions that guide the national development process in the short term relate to the task of reversing the deceleration in growth as quickly as possible by reviving investment in different sectors of development. From a medium-term perspective, the policy initiatives seek to bring the economy back to rapid growth while ensuring that the growth is both inclusive and sustainable. Rapid GDP growth is considered essential for generating the required income and employment opportunities as well as the resources needed for financing infrastructure development and social sector programmes relating to education, health, poverty reduction etc.. The policy initiatives for ensuring rapid economic growth are directed at ensuring accelerated growth in agriculture, achieving a much faster growth in manufacturing to provide employment to the country's young and increasingly educated population, and addressing the challenge of expanding and managing the infrastructure sectors to ensure that these sectors expand sufficiently to support growth and face up to the enormous challenges posed by urbanization.

The policy directions for ensuring inclusive growth aim at ensuring an adequate flow of benefits to the poor and most marginalized, leading to poverty reduction, narrowing the gap between the general population and the disadvantaged groups such as the SCs, STs, OBCs, Minorities, the differently-abled and other marginalized groups; closing gender gaps; improving inter and intra-regional equality; reducing income inequality; promoting empowerment of people and their participation in development processes that have a bearing on their lives; implementing attractive employment programmes; and stronger efforts at health, education and skill development among the disadvantaged groups, and improving the effectiveness of programmes directly aimed at the poor.

The policy direction for promoting inclusive growth also aims at making focused efforts to create adequate livelihood and attractive employment opportunities that are needed for improving living standards for the bulk of the population.

4.3 Implications for Future Education Development

The XIIth FYP recognizes the importance of the development of capabilities that are needed to achieve the objective of faster, more inclusive and sustainable growth. The emphasis is on the development of human capabilities, institutional capabilities and the development of infrastructure. The development of human capabilities is accorded high priority since these capabilities are considered as important instrumentalities that help raise the productive capacity of the economy and since proper development of human capabilities also help ensure that the growth is more inclusive by enabling the disadvantaged sections of the society access the opportunities provided by the growth process.

One of the key implications of the XIIth FYP goal of faster, more inclusive and sustainable growth for education development in the country is the need to create sufficient education and skill development opportunities for the younger population which would enable them to seek appropriate employment/ livelihood opportunities that are needed for improving their living standards. India has a younger population in comparison to advanced economies as well as in relation to the large developing countries. The labour force in India is expected to increase by 32 per cent over the next 20 years, India's young age structure offers a potential demographic dividend for growth. This 'demographic dividend' is expected to add to India's growth potential, provided appropriate programmes are formulated and implemented to enable the younger population to achieve higher levels of education and skill development. Enhancing the extent and quality of education and skill development among the younger population and entrants to the workforce emerges as a priority task in this context.

The policy directions for enabling the younger population achieve higher levels of education and skill development include addressing the residual access and equity gaps in elementary education, facilitating upward mobility of students from elementary to secondary/senior secondary education and senior secondary to higher education, improving quality of elementary/secondary/higher education, with a strong focus on learning outcomes, vocationalizing education and expanding skill development opportunities, and building a system that supports continuing education and life-long learning.

4.4 Vision of Education Towards and Beyond 2015

The education development endeavours in India envisions education of equitable quality for all to harness the nation's human potential and the realization of India's human resource potential to its fullest, with equity and excellence. Some of the policy and programmatic interventions required for the fulfillment of this vision include the following:

Ensuring universal access to quality ECCE services: The RTE Act 2009 states that "with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children". The XIIth FYP (2012 - 2017) envisages acceleration of efforts aimed at enhancing opportunities for pre-school education. In view of the crucial role of ECCE in building strong foundations for learning and development and its role in improving the performance of children in primary schools, the approach to improving access to and quality of ECCE services would focus on maintaining effective synergy with the ICDS through location of *Anganwadi* centres in or in close proximity to primary

school compound and synchronization of the activities of the *Anganwadi* centres with the primary schools.

Addressing the residual access and equity gaps in elementary education: The approach to addressing the residual access and equity gaps in elementary education will involves facilitating enrolment of out-of-school children, ensuring regular attendance of children enrolled in schools and tackling the problem of dropping out before completing the full cycle of elementary schooling, with special focus on girls and socially and economically disadvantaged groups. Key strategies include the following:

- Better targeting of out-of-school children through effective process of identification of these children, including an assessment of their current ability relating to reading, doing simple arithmetic and comprehension etc., enrolment of these children in regular schooling system, and introduction of accelerated learning strategies to mainstream these children into age-appropriate class.

- Provision of residential schools to reach out to children from vulnerable sections of society including children in areas of civil strife, children of migrating populations, children belonging to SC and ST;

- Providing residential facilities with special focus on ST children through conversion of at least five per cent of existing government elementary schools in all Educationally Backward Blocks (EBBs) with more than 50 per cent tribal population into Residential School Complexes (RSCs) having pre-school (non-residential), primary and upper primary sections.

- Special interventions for promoting education of SC children, including process-based interventions such as curricular review to include discussion on caste-based discrimination in textual material, residential schools run with assistance from the Ministry of Social Justice and Empowerment (MSJ&E), convergence on pre-matric scholarships and incentives provided by MSJ&E, and special efforts to ensure learning gains and completion of elementary cycle of education by children and continuation of education beyond elementary education.

- Promoting education of children with special needs (CWSN) through their identification and, placement in general schools, school readiness programmes, provision of aids and appliances, development and production of Braille books and construction of ramps and disabled-friendly toilets, and, through partnership with NGOs and competent private entities, designing curricula and implementation of the programme.

- Improving girls' education through the development of gender-sensitive curricula, pedagogical practices, teacher training and assessment of learning outcomes; making schools inclusive and safe; strengthening and expansion of KGBVs in Educationally Backward Blocks (EBBs), training of members of School Management Committees (SMCs) on gender and equity issues, and increased and more targeted investments for girls' education.

- Enhanced focus on educationally backward minorities by changing the unit of earmarking, targeting and monitoring of interventions for Muslim children from District to Block, and making specific activities of minority institutions, supported under the Ministry of Human Resource Development (MHRD) schemes, a part of the larger district plan prepared for minorities.

- Focused efforts in urban areas for enhancing access to elementary education by children of urban poor families.

Facilitating the upward transition/mobility of students from elementary to higher levels of education: The task of facilitating the upward transition/mobility of students from elementary to higher levels of education involves increasing completion of elementary education by all enrolled children and their transition to secondary level, increasing access to secondary/higher secondary/ tertiary education, ensuring equity, improving the quality of inputs and outcomes, and promoting improved governance and greater accountability. The XIIth FYP goals for secondary education include achieving near universal enrolment in secondary education, with GER exceeding 90 per cent by 2017; and reducing drop-out rate to less than 25 per cent by 2017. The strategic framework for achieving universal enrolment in secondary education includes the following:

- Consolidation and optimum use of existing resources by (i) creating more composite schools having Classes I-XII; (ii) upgrading primary schools into elementary schools in a phased manner and upgrading every third elementary school to a secondary school; and (iii) upgrading every fourth secondary school by adding additional classrooms, laboratories, strengthening libraries and sports and games facilities and teachers.

- Facilitating the participation of the private sector in the establishment of secondary schools through appropriate policies, proper regulation, public-private partnerships and demand-side financing measures that improve accountability and enhance parental choice of schools.

The targets set in the XIIth FYP for higher education include: (i) creating additional enrolment capacity of 10 million students, including one million in open and distance learning, by the end of the Plan period which implies that total enrolment will increase from 25.9 million in 2011-12 to 35.9 million in 2017; raising the GER from 17.9 per cent in 2011-12 to 25.2 per cent in 2017-18 and further to 30 per cent in 2020-21. The strategic framework for expanding access to higher education includes the following:

- Scaling up capacity in existing institutions rather than increasing the number of institutions, with the exception of new institutions needed to address critical regional and social gaps.

- Creating a system of institutional differentiation and distinctiveness to cater to a diverse body of students and the varied needs of employers. The focus is on diversifying higher education opportunities to meet the needs of employers as well as offer a wide range of paths of learning.

- Using the transformative potential of new technologies to improve quality, reduce costs, improve processes and efficiency and reach a larger body of students, while promoting efficient and transparent governance and raising the quality of teaching and research.

Fostering quality education with focus on relevant learning outcomes: It is recognized that given the serious quality issues that persist in the education sector, further expansion of the school and higher education system without quality improvement would be counterproductive for future development of education in India. The Twelfth Plan has articulated the need for improving quality of education at all

stages of education as a key instrument for achieving faster, sustainable and inclusive growth. Quality improvement in elementary education envisages a strong focus on learning outcomes. The quality enhancement initiatives seek to bring about improvements in several aspects of elementary education, including curriculum and learning objectives, learning materials, pedagogic processes, learning assessment frameworks, teacher quality and performance, and school leadership and management. The strategic framework for quality improvement in elementary education envisages the following:

- Integrating pre-school education with primary schooling in order to lay a strong foundation for learning during primary school;

- Prioritising education quality with a system-wide focus on learning outcomes that are assessed through classroom-based Continuous and Comprehensive Evaluation (CCE), independently measured, monitored and reported at the block/district/State levels;

- Focus on early years in school involving early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels by the end of Class II; and targeted programmes for enhancing Classes I & II foundational learning levels in reading, writing and arithmetic;

- Focused science and maths programmes at upper primary stage of education in all States/UTs;

- Multilingual education programmes in tribal areas to promote smooth transition from home language to language of instruction in Classes I & II.

- Specifying clear learning goals/outcomes that have to be achieved by the end of each class or set of classes of the elementary education cycle in order to underpin all learning assessment of students whether through school-based CCE system or external student evaluations like the National Achievement Surveys (NAS).

- Improving teacher training, with an emphasis on effective pedagogy given the realities of Indian classrooms such as multi-age, multi-grade and multi-level contexts, and making teachers' professional development a needs-driven process as opposed to top-down decision wherein curriculum design and delivery is centrally driven;

- Investing in both top-down administrative oversight and bottom-up community-driven monitoring of schools;

- Strengthening practices of good governance in all schools and related institutions that ensure performance-based internal and external accountability for teachers and administrators at all levels and also ensure holistic assessment-driven development of schools;

- Investing in strengthening ongoing and continuous field-based systems of academic support to schools and teachers and in strengthening district and block-level capacity for better management and leadership;

- Supporting States/UTs to set learning goals and investing in independent monitoring of outcomes, while providing States/UTs with substantial autonomy on how to achieve these goals, and providing additional results-based financing to States/UTs;

- Providing a supportive environment for evaluation of innovative practices, and sharing of best practices across States and districts;

- Supporting States/UTs towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education; and

- Ensuring convergence with *Gram panchayats,* Community-Based Organisations (CBOs) and other sectors at school level.

- Improving functionality of schools by introducing standardized school monitoring systems, which will include notification of school standards, school leadership training programmes, indicators for teacher effectiveness and school performance indicators.

The targets set in the XIIth FYP for secondary education also include (i) ensuring quality secondary education with relevant skills, including required competency in mathematics, science, language and communication; (ii) implementation of common curricula and syllabi of nationally accepted standards for Science, Maths and English in all schools in the country; and (iii) developing life skills, including skills of critical and constructive thinking, use of ICT, organization and leadership, and community services. The strategic framework for ensuring quality secondary education envisages: (a) measures aimed at enabling all secondary and higher secondary schools to conform to minimum standards in facilities and quality; (b) facilitating curriculum renewal, improving teaching-learning process and examination reform; (c) improving school leadership; (d) institutionalising the use of ICT and other technologies for improving school management and teaching-learning process; and (e) institutionalising a school quality assessment and accreditation system covering all aspects of school functioning, including scholastic and co-scholastic domains, physical infrastructure, teacher management, school leadership, learning outcomes and satisfaction of pupils and their parents.

Expanding skill development opportunities: Skill development constitutes one of the national priorities of the Government of India. Skill development is considered critical not only for achieving faster, sustainable and inclusive growth but also for providing decent employment opportunities to the growing young population. It is recognized that India's young population must develop skills that are relevant to employment needs in order to ensure employability and to prevent labour demand-supply mismatches. The means for enabling the young population to develop skills that are relevant to employment needs include vocational education and specialised skills training. In 2009, the Government of India launched the National Skill Development Policy (NSDP) with a target for skilling 500 million people by 2020. Some of the future priorities for strengthening the skill development and vocational education system include promoting PPPs, development of an enabling framework that would attract private investment in vocational education and training through Public–Private Partnership (PPP), implementing the National Skills Qualifications Framework (NSQF), strengthening the institutional structure, increasing regional equity and access and improving the apprenticeship programme. The strategic framework for vocationalising education include the following:

- Revamping of the scheme of vocational education at the higher secondary stage and aligning the programme with NVEQF (National Vocational Education Qualifications Framework) and the National Skills Qualifications Framework (NSQF) in order to create clear educational pathways from school to higher education level and provide more options to students to choose vocational modules depending on their aptitude and economic requirements.

- Expanding access to vocational education programme by (i) strengthening existing schools imparting vocational education; (ii) establishing new vocational schools;(iii) training of existing teachers and new teachers in vocational education institutions to equip them, on a continuous basis, with the latest skills and pedagogical techniques in vocational education, and (v) supporting private schools in PPP mode and supporting NGOs for carrying out innovative practices.

- Introduction of vocational education from Class IX onwards;

- Development of competency-based modules for vocational education courses based on national occupation standard brought out by the Sector Skill Councils (SSCs) that determine the minimum levels of competencies for various vocations, and assessment of vocational skills and certification by respective SSCs.

- Development of a comprehensive repertoire of vocational courses comprising modular courses that would allow exit and entry into the job market and further.

- Revision of vocational education curricula every three years to ensure that it remains relevant to the needs of the industry.

- Creation of a mechanism for convergence of vocational courses offered by various ministries, private initiatives and vocational education institutions.

- Providing facilities for apprenticeship training under the Apprenticeship Act for students pursuing vocational courses at +2 level;

- Support to States to set up Vocational Education Cells (similar to the one set up within CBSE), cells in the State Boards of Examinations and encouraging students to take vocational courses along with academic courses either as combination subjects or additional subjects, and allow credit accumulation and transfer on the pattern of CBSE-NIOS collaboration;

- Drawing up a detailed scheme of evaluation by the National and State Boards in collaboration with respective Sector Skill Councils to enable competency-based assessment of students.

Enhancing teacher quality and performance: Enhancing the competence of teachers, their motivation and performance is considered crucial for fostering quality education. The XIIth FYP envisages a number of initiatives towards (i) addressing teacher shortages, particularly through new and rigorous approaches to imparting teaching certifications,(ii) improving the quality of pre-service teacher education, (iii) improving the quality of in-service teacher professional development and options for their upward career mobility with special attention to para-teachers in many States, (iv) enhancing the status of teaching as a profession

and improving teachers' motivation to teach well and their accountability for ensuring learning outcomes, (v) improving the quality of teacher educators. During the XIIth FYP, a National Mission on Teachers and Teaching is proposed to be launched. The major objectives of the National Mission include (i) enhancing the availability of teachers to meet the demands of the education systems; (ii) ensuring that all the existing corps of teachers are provided with continuing professional development opportunities and that teachers are supported with congenial working conditions to ensure high levels of teacher performance; (iii) development of guidelines/frameworks for the improvement of the existing institutional structures and processes involved in the continuing professional development of teachers; (iv) formulating strategies for attracting and retaining talented youth into the teaching profession and significantly raising the social and professional status of teachers; and (v) enhancing quality of teaching, teacher education and training programmes and promoting the use of technology for qualitative improvement of teacher education. The National Mission would focus on teacher-related issues in a holistic manner, dealing with the whole sector of education without fragmenting the programmes based on levels and sub-sectors such as school education, higher education, and technical education etc..

Building a life-long learning and literacy support system: The XIIth FYP (2012-17) envisages the creation of a life-long learning and literacy support system with a view to providing opportunities to meet all types of learning needs, including functional literacy, basic education and vocational education for population in the age group of 15 years and above who missed the opportunity of formal education as well as adults who wish to learn outside the formal system of education. Open and distance learning system, and integration of the life-long learning and literacy programmes with the formal education system for horizontal and vertical mobility by establishing equivalency frameworks to facilitate credit transfer among formal, non-formal and informal education will be important components of the system.

Enhancing financing of education: The education agenda beyond 2015 requires increased and well-targeted financing and effective and efficient utilization of allocated funds. The Central and State/UT governments have been making efforts to provide adequate and equitable financing to educational priorities. There has been a policy consensus that investment on education be gradually increased to reach a level of six per cent of the Gross Domestic Product (GDP). This highlights the need to step up the outlay on education to ensure that it would uniformly exceed six per cent of the GDP by facilitating substantial increase in both public and private sector investment in education to achieve the various education-sector development goals set out for the XIIth Five-Year Plan period and beyond. Furthermore, coordination, monitoring and evaluation will be improved to ensure that the available funds are used efficiently and effectively, and with measurable outcomes and impacts for children and youth, in particular, and socio-economic development, in general.

Chapter 5

Conclusions and Recommendations

5.1 Major Findings

India has made significant achievements in the field of education during the past ew years. Despite substantial progress towards the EFA goals since 2000, the education sector in India faces several challenges. The overall education level of India's population remains lower compared to other emerging market economies. India's mean years of schooling at 5.12 years in 2010-11 was lower than that of some of the other emerging market economies such as China (8.17 years) and Brazil (7.54 years) and significantly below the average for all developing countries (7.09 years) (XIIth FYP, Planning Commission, Government of India).. The XIIth FYP aims at increasing the mean years of schooling to seven years. Some of the issues that need increased attention include the following:

5.1.1 Issues that Need Increased Attention

Quality-related deficiencies in ECCE services: Studies show that children do not have school readiness competencies in cognitive and language domains whey they join primary school despite attending pre-primary classes. This reflects the poor quality of the curriculum. A significant proportion of children are not ready cognitively for primary schooling and nor are school ready for children. Since the possibilities of benefiting from later educational interventions gets reduced if children do not come with the basic foundation leading to cumulative deficit later on (Ambedkar University, Delhi 2014), appropriate interventions need to be formulated and implemented to remove the quality-related deficiencies in ECCE services.

Lower enrolment rates in upper primary and secondary/higher secondary education: The lower NERs at upper primary (64.2 per cent in 2013-14) and secondary level (41.9 per cent) are a matter of great concern. One of the priority tasks in the context of EFA goals is achieving further progress towardsf universal enrolment and retention of enrolled children at the upper primary and secondary stages of education.

Drop-out rates in elementary and secondary education: The XIth FYP had targeted a reduction in dropout rates from 50 per cent to 20 per cent at the elementary stage. Even though the drop-out rates at elementary and secondary stages of education have been declining, the progress has not been satisfactory. The low NER at the upper primary level and the increasing enrolment gap from elementary to secondary level suggests that although a larger number of children are entering the educational system, a significant proportion of them are not progressing through the system to complete elementary/secondary cycle of education. Though the drop-out rate is a matter of concern in the case of all categories of students, drop-out rates among disadvantaged groups, especially for girls from these groups, remain higher than the national average. This brings into focus the need to undertake measures to improve retention in schools of children from socially and economically disadvantaged communities.

Lower level of student attendance rates in schools in some of the educationally backward States: While enrolment levels at the elementary level has been increasing steadily, studies on attendance of students at primary and upper primary stages of education show that there is considerable variation across States in the percentage of enrolled students who are attending school on any given day during the school year. Of particular concern is the fact that some of the educationally backward States have the lowest student attendance rates (below 70 per cent). This highlights need to formulate and implement focused interventions in these States for improving student attendance rates and sustaining high levels of attendance throughout the school year.

Higher proportion of out-of-school children in some States: While there has been a steady decline in the percentage of out-of-school children (OoSC) across gender and social categories, and nationally the proportion of OoSC has been brought down to 4.2 per cent of the population age 6-13 years in 2009-10, the proportion of out-of-school children remain much higher than the national average in a few States. The States of Uttar Pradesh (34 per cent), Bihar (17 per cent), Rajasthan (12 per cent) and West Bengal (9 per cent) accounted for 72 per cent of the 8.1 million OoSC in the country in 2009, The proportion of OoSC in 2009 was higher than the national average for SC children (5.9 per cent), ST children (5.2 per cent) and Muslim children (7.7 per cent). This indicates that some States and children belonging to Muslim community, scheduled caste (SC) and scheduled tribe (ST) need greater and focused attention.

Lower level of participation in education by children with special needs: Children with special needs constituted a significant proportion of OoSC in 2009. It was found that children with disabilities constituted about 34.2 per cent of OoSC in 2009. The maximum number of OoSC belonged to those with mental disabilities (48 per cent), followed by children with speech disabilities (37 per cent). This situation highlights the needs to equip the schools to address the challenging needs of mentally challenged children who are both socially and educationally disadvantaged.

Unsatisfactory level of student learning: One of the key challenges facing the Indian education system is the quality-related deficiencies at each stage of education resulting in unsatisfactory level of student learning – both scholastic and co-scholastic/non-cognitive. There is an increasing concern about the quality of education that the education system is able to provide. The distribution of students on the basis of percent of scores obtained by students who participated in the NAS-2010 (Class V), suggest that learning achievement of a significant proportion of students at the primary stage of education does not measure up to the expected levels. Though the overall mean scores in Language for Class V was 56.06, about one-third (31.5 per cent) of students obtained scores of 40 per cent and below (Annexure 2.6.1). While the overall mean scores in Mathematics for Class V was 53.23, about 35.8 per cent of students obtained scores of 40 per cent and below. Similarly, while the overall mean scores in Environmental Studies (EVS) was 53.39, about 35.1 per cent of students obtained scores of 40 per cent and below. The phenomenon of under-achievement among pupils reflects the quality-related deficiencies facing the education system. Despite important progress, the input mix and the educational processes in schools remain deficient resulting in unsatisfactory levels of student learning. The unsatisfactory levels of student learning underscore the fact that fostering quality education should be the key focus of attention in the coming years.

Lower level of teacher attendance rates in some of the educationally backward States: Improving teacher attendance rates: Studies on attendance of primary and upper primary school teachers show that the teacher attendance rates remain a concern, especially in some of the States. There is

considerable variation across States in the percentage of teachers who were present on the day the schools were visited. Of particular concern is the fact that, in 2012-13, some of the States (Assam, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal) showed a decline in teacher attendance rate compared to the attendance rate in 2006-07. This highlights the need to set up a reliable system for tracking teacher absenteeism and implement effective strategies for reducing teacher absenteeism and sustaining high levels of attendance throughout the school year.

Deficiencies relating to teaching-learning process: Several deficiencies relating to teaching-learning process continue to hamper efforts to improve student learning outcomes and to raise progressively the standard and performance of the education system. A key component of the efforts to improve student learning outcomes is the introduction of a learner-centred approach to education with well-designed learning experiences, which would enable each pupil to attain the expected learning outcomes. One of the challenges in this context is to institutionalize teaching-learning processes that would promote a learner-centred approach to education involving active learning approaches, cooperative learning, and methodologies which would stimulate independent thinking, develop critical thinking and problem-solving skills, develop skills to communicate effectively, promote planning and execution of projects and self-learning which would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualization of his/her potential to the fullest.

Deficiencies relating to teacher quality: The key challenges relating to teacher quality are to ensure that young talent enters the elementary/secondary school teaching profession, that teachers are professionally prepared, academically supported and retained in the profession through appropriate career development and occupational mobility options. Specific teacher-related challenges include: putting in place institutional mechanisms to overcome shortfall of professionally qualified teachers without compromising long-term goals of a sustained cadre of professionally qualified teachers; recruiting teachers who are socially closer to children and who are professionally prepared to meet the learning needs of diverse groups of learners; reforming the curriculum for and process of initial preparation of teachers with the aim of preparing teachers for diverse environments (rural and remote areas) and addressing diversity in the classroom with special focus on addressing the learning needs of children from socially and economically disadvantaged groups; ensuring that in-service teachers have adequate access to subject-specific education through regular refresher courses and that periodic in-service education is complemented with sustained on-site academic support to teachers and in-service education programme address the specificities of teacher needs and classroom concerns; ensuring an effective teacher cadre and career management system that facilitates and enhances teacher quality, motivation and accountability and enable teachers to upgrade their professional qualifications and plan for occupational mobility.

Expansion with consolidation: The creation of a school environment that is supportive of learning has been a priority task since 2001. Apart from opening new schools, SSA has also provided basic facilities in existing and newly opened schools. The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 28 in 2013-14. The percentage of elementary schools having drinking water facility has increased from 84.9 in 2006-07 to 95.3 in 2013-14. Schools with girls' toilets increased from 42.6 per cent in 2006-07 to 84.3 per cent in 2013.14. However, a large proportion of schools continue to be not compliant to the norms and standards for a school stipulated by the RTE Act, 2009. An analysis of U-DISE data related to schools by RTE compliance (10 indicators) indicates that only 8.3 per cent of government schools had complied with all ten parameters stipulated in the RTE Act. About 17.6 per cent of schools had fulfilled nine parameters, 22.3 per cent had

fulfilled eight parameters and 20.96 per cent had fulfilled seven parameters, 15.4 per cent schools had fulfilled six parameters. Making all schools RTE norms complaint and creating a learning environment that is child and learning-friendly and gender-sensitive constitutes a high priority task.

5.2 Directions for Future Education Development

Recognising the importance of education in national development, high priority will continue to be accorded to expansion of education, significantly improving the quality of education imparted, and ensuring that educational opportunities are available to all segments of the society. Key education development priorities include the following:

- Universal access to ECCE services with equity and inclusion, mainly through Integrated Child Development Services (ICDS) in public channel and through other service providers, and addressing quality-related deficiencies in ECCE programmes through (a) introduction of a developmentally appropriate National Early Childhood Care and Education Curriculum Framework, (b) laying down basic Quality Standards and Specifications for ECCE valid across public, private and non-governmental service providers, (c) provision of appropriate and adequate play and learning materials, (d) periodic ECCE programme evaluation and child assessment, and (e) professionalization of ECCE sector by equipping all ECCE personnel with the knowledge and skills required for proving quality ECCE services.

- Equitable access to quality education for all children, young people and adults by (a) addressing the residual access and participation gaps in elementary education by adopting measures to ensure regular attendance of children in schools and devising appropriate strategies to tackle the problem of dropping out before completing the full cycle of elementary education, (b) enhancing the availability, accessibility and quality of secondary and higher secondary education to achieve universalisation of secondary/higher secondary education; and (c) ensuring equitable access to tertiary education by expanding the availability of higher education institutions, as well as alternative learning modes such as open and distance learning modes, narrowing group inequalities in access to higher education, and improving teaching and research across all higher education institutions.

- Bridging gender and social category gaps and inequalities in access to education, teaching-learning process and learning outcomes by ensuring that gender equality and girls' and women's empowerment are promoted throughout the education system; and implementing system-wide initiatives that are needed to tackle the barriers that prevent students from disadvantaged population groups from continuing their education.

- Fostering quality education to ensure improved levels of student learning at all stages of education through curricular reforms, the creation of school/institutional environments that are inclusive, gender-equitable and conducive to learning, institutionalizing teaching-learning processes that are responsive to the learning needs of diverse groups of learners and which would promote the acquisition by each student of the skills and competencies that would enable him/her to be creative, to think critically, to solve problems, to communicate effectively etc. and to acquire the knowledge, skills, attitudes and values conducive to the actualization of his/her potential to the fullest, the adoption of teaching-learning-evaluation processes that are responsive to the learning needs of diverse groups of learners; creating effective institutional leadership; and through the effective use of information and communication technologies (ICTs) for improving the quality of teaching-learning process.

- Improving teacher quality and performance by ensuring that young talent enters the teaching profession; that teachers are professionally prepared, academically supported and sustained in the profession by providing appropriate career development and occupational mobility options; and ensuring that the systems of teacher preparation, and teacher management and development are reformed to ensure adequate supply of qualified and competent teachers to meet the demands of all levels/stages of the education system and that measures are put in place to institutionalize continuing professional development of practicing teachers leading to professionalisation and enhanced capacity of teachers.

- Effective use of information and communication technologies (ICTs) for improving access to education, enhancing the quality of teaching-learning process, training of teachers, and strengthening educational planning and management.

- Expanding opportunities for skill development and for vocational education and training for facilitating acquisition by young people and adults of the skills and competencies for life and work, including skills and competencies that are required for enabling individuals to communicate effectively, to think critically, to solve problems, etc. and technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work.

- Accelerating progress towards the goal of 'functional literacy for all' with special focus on reducing regional disparities and eliminating gender and social category gaps in youth and adult literacy rates, and building a system that promote continuing education and lifelong learning.

- Ensuring increased and well-targeted financing of education programmes in conformity with the policy consensus that investment on education be gradually increased to reach a level of six per cent of the Gross Domestic Product (GDP) and facilitating substantial increase in both public and private sector investment in education to achieve the various education-sector development goals set out for the XIIth Five-Year Plan period and beyond.

- Institutionalizing a responsive, participatory and accountable systems for governance of education sector by ensuring that the structures for the governance of the education sector at the national, sub-national and local levels are strengthened, educational governance practices are improved and made more responsive to the emerging educational priorities and to the demands of the expanding education sector in each of the States/UTs;

- Professionalising and improving school leadership along with introduction of sound quality management systems to ensure improved performance at the institutional levels, and the development of norms and standards for assessing quality and effective school management and leadership practices at all levels of education.

A major development relating to education sector in India in the past few years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operative on 1 April 2010, has laid a solid foundation on which future policies and programmes relating to elementary education could be built. Aligning the policies and practices with the objectives of the RTE Act and achieving the goal of providing good quality free and compulsory education to all children in the age group 6-14 years within the shortest possible time frame continues to be one of the key education sector development priorities.

5.3 Cooperation among the International Community for education Development

The review and assessment of progress towards EFA goals provide an opportunity to the international community to put in place a cooperation mechanism to facilitate achievement of the education sector development goals/targets. It is well recognized that with the changing and economic balance in the world, many countries are in a position to play a significant role in education sector development programmes. The scope of cooperation among the international community may include, among others, the following:

- Enhanced technical cooperation and exchange of experts in the field of education and related fields for meeting the education sector development related capacity building and research needs and for developing appropriate strategies for attaining the education sector development goals and targets in a sustainable manner;

- Generating/expanding the knowledge base required to support the formulation of policies and programmatic interventions that match the needs of and situation in each of the countries and that would help ensure access of all learners to quality education at all levels of the education system, from early childhood to higher education;

- Sharing/dissemination of information/knowledge, including research results, best practices and innovations, relating to education policies and programmes, among countries to facilitate the formulation of evidence-based policy options and programmatic initiatives required to achieve the education sector development goals and targets;

- Networking with individual specialists, institutions and organizations, including national ministries, in individual countries in order to improve collaboration for addressing key education sector- related challenges and to promote exchange of experiences and know-how to facilitate the formulation of evidence-based policy options and programmatic initiatives relevant to the needs of each of the countries;

- Policy dialogue among groups of countries on issues concerning education development with a view to developing appropriate policies and programmatic interventions required for education development;

- Advocacy for improved policies/practices and formulation of effective programmatic interventions for achieving the education sector development goals and targets set by each of the counties.

The implementation of the education agenda beyond 2015 will require the allocation of substantial additional financial, material and human resources, both at national and international levels. Though the primary responsibility for mobilizing financial resources would, no doubt, rest with each individual country, many of the low-income and middle-income developing countries would require enhanced international support for mobilizing financial resources needed to advance the post-2015 education agenda. There is a need to put in place a mechanism to promote technical cooperation between countries in order to support capacity development and policy analysis and research and to share positive experiences that could help advance the post-2015 education agenda. In view of the fact that the implementation of the post-20015 education agenda would require cooperation among countries, it would also be important to enhance the role of international, regional and sub-regional communities and organizations in facilitating mutual support and cooperation among countries for advancing the post-2015 education sector development goals.

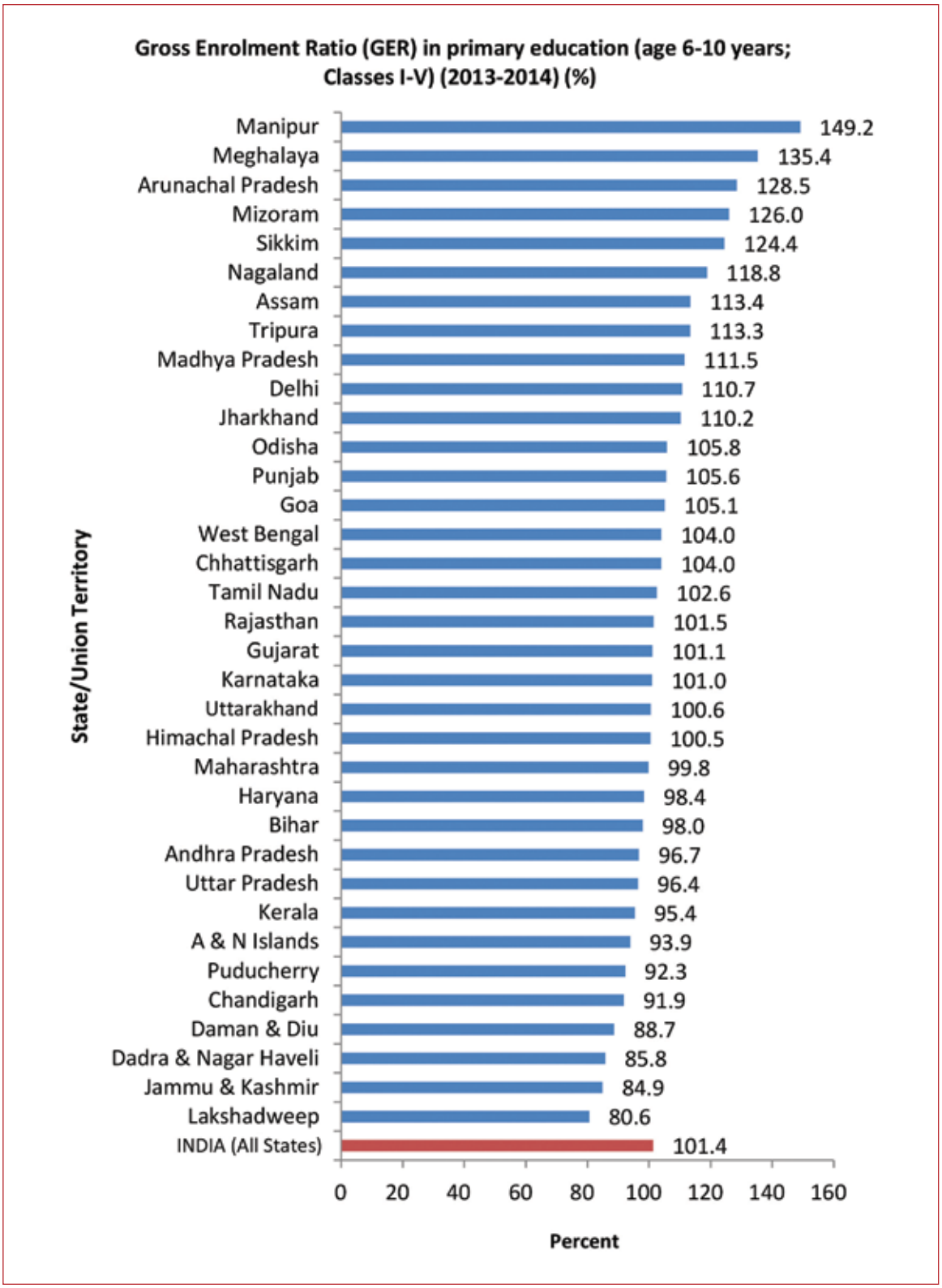
ANNEXURES

Annexure 2.2.1

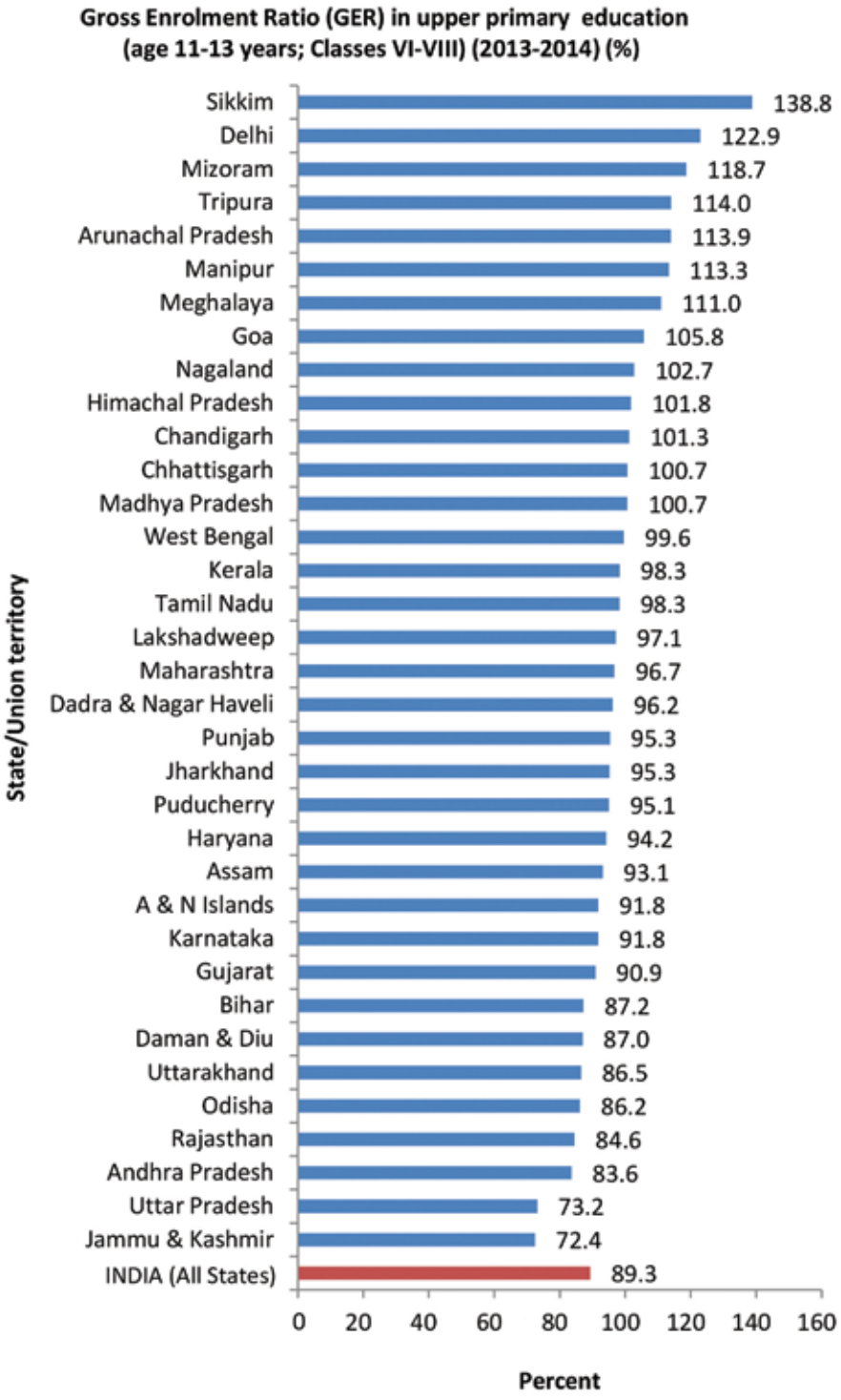
Gross Enrolment Ratios (GERs) in primary, upper primary and elementary education, by State/Union Territory, 2013-14

State/UT	Primary (Classes I-V) (6-10 years) (%)			Upper Primary (Classes I-V) (11-13 years) (%)			Elementary (Classes I-V) (6-13 years) (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	95.88	91.97	93.93	94.70	88.98	91.83	95.43	90.81	93.12
Andhra Pradesh	96.62	96.87	96.74	82.81	84.38	83.57	91.34	92.07	91.70
Arunachal Pradesh	129.12	127.77	128.46	112.64	115.27	113.94	123.64	123.58	123.61
Assam	111.77	115.16	113.43	87.85	98.69	93.13	103.32	109.37	106.28
Bihar	95.03	101.15	97.96	80.60	94.92	87.24	90.36	99.22	94.56
Chandigarh	88.42	96.09	91.85	99.93	103.02	101.27	92.76	98.62	95.35
Chhattisgarh	104.06	103.92	103.99	100.35	101.10	100.72	102.69	102.87	102.78
Dadra & Nagar Haveli	89.50	81.89	85.78	100.76	91.43	96.22	93.60	85.35	89.58
Daman & Diu	87.80	89.78	88.69	84.06	90.61	86.97	86.44	90.08	88.07
Delhi	108.78	112.95	110.67	117.76	129.50	122.91	112.02	118.68	115.01
Goa	104.97	105.32	105.14	106.29	105.16	105.76	105.47	105.26	105.37
Gujarat	100.32	102.06	101.13	91.82	89.72	90.86	97.05	97.39	97.21
Haryana	96.62	100.57	98.39	91.24	98.01	94.17	94.57	99.63	96.80
Himachal Pradesh	99.80	101.27	100.49	101.57	102.04	101.79	100.47	101.56	100.98
Jammu & Kashmir	84.03	85.88	84.90	71.64	73.33	72.43	79.41	81.23	80.27
Jharkhand	109.57	110.92	110.23	91.70	99.09	95.25	103.44	106.93	105.13
Karnataka	101.18	100.73	100.96	91.72	91.91	91.81	97.58	97.41	97.49
Kerala	95.68	95.15	95.42	98.35	98.32	98.34	96.72	96.38	96.55
Lakshadweep	83.42	77.76	80.59	100.53	94.14	97.09	89.76	84.42	87.01
Madhya Pradesh	111.85	111.09	111.49	96.04	105.88	100.67	105.98	109.20	107.51
Maharashtra	99.93	99.68	99.81	96.63	96.76	96.69	98.68	98.59	98.64
Manipur	145.68	152.81	149.15	111.62	115.08	113.31	134.10	139.97	136.95
Meghalaya	132.89	137.89	135.35	102.24	119.99	110.97	122.88	132.05	127.39
Mizoram	127.88	123.96	125.96	119.38	118.03	118.72	125.08	122.03	123.59
Nagaland	116.66	121.05	118.78	99.06	106.65	102.68	110.66	116.20	113.32
Odisha	107.15	104.48	105.84	86.44	85.95	86.20	99.34	97.49	98.44
Puducherry	89.53	95.38	92.29	92.38	98.13	95.08	90.62	96.42	93.35
Punjab	104.33	107.20	105.61	94.04	97.03	95.34	100.35	103.39	101.69
Rajasthan	102.35	100.60	101.53	86.83	81.94	84.58	96.74	94.01	95.46
Sikkim	128.15	120.58	124.42	132.96	144.98	138.84	129.89	129.32	129.61
Tamil Nadu	102.40	102.72	102.56	97.16	99.46	98.27	100.31	101.44	100.86
Tripura	112.70	113.95	113.31	113.20	114.90	114.03	112.87	114.27	113.56
Uttar Pradesh	93.34	99.88	96.41	67.32	80.11	73.17	84.01	92.99	88.18
Uttarakhand	99.98	101.30	100.60	85.23	87.95	86.52	94.40	96.21	95.26
West Bengal	103.16	104.88	104.00	92.84	106.87	99.64	99.28	105.62	102.37
All India	100.20	102.65	101.36	86.31	92.75	89.33	95.11	99.09	97.00

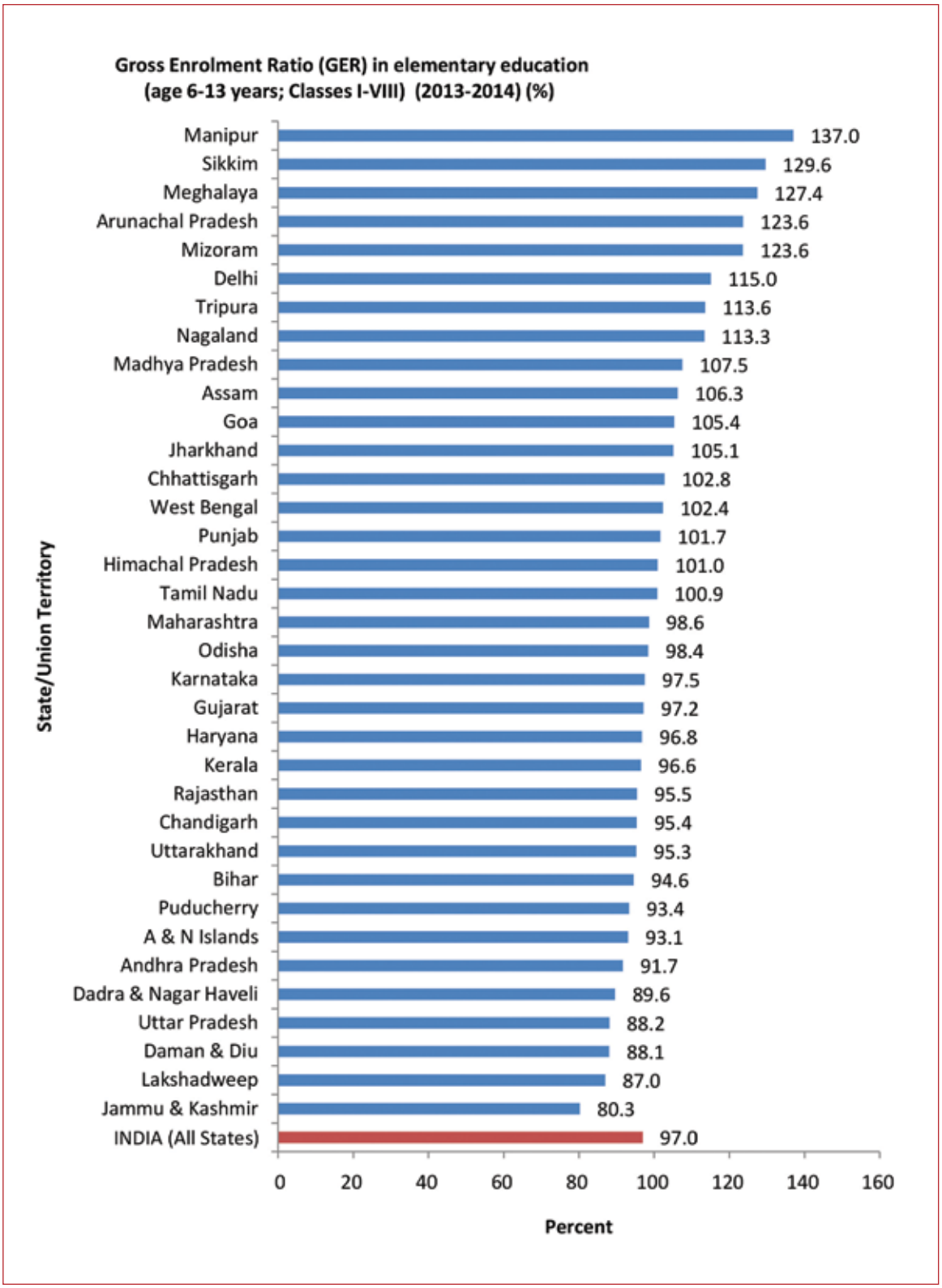
Annexure 2.2.2



Annexure 2.2.3



Annexure 2.2.4

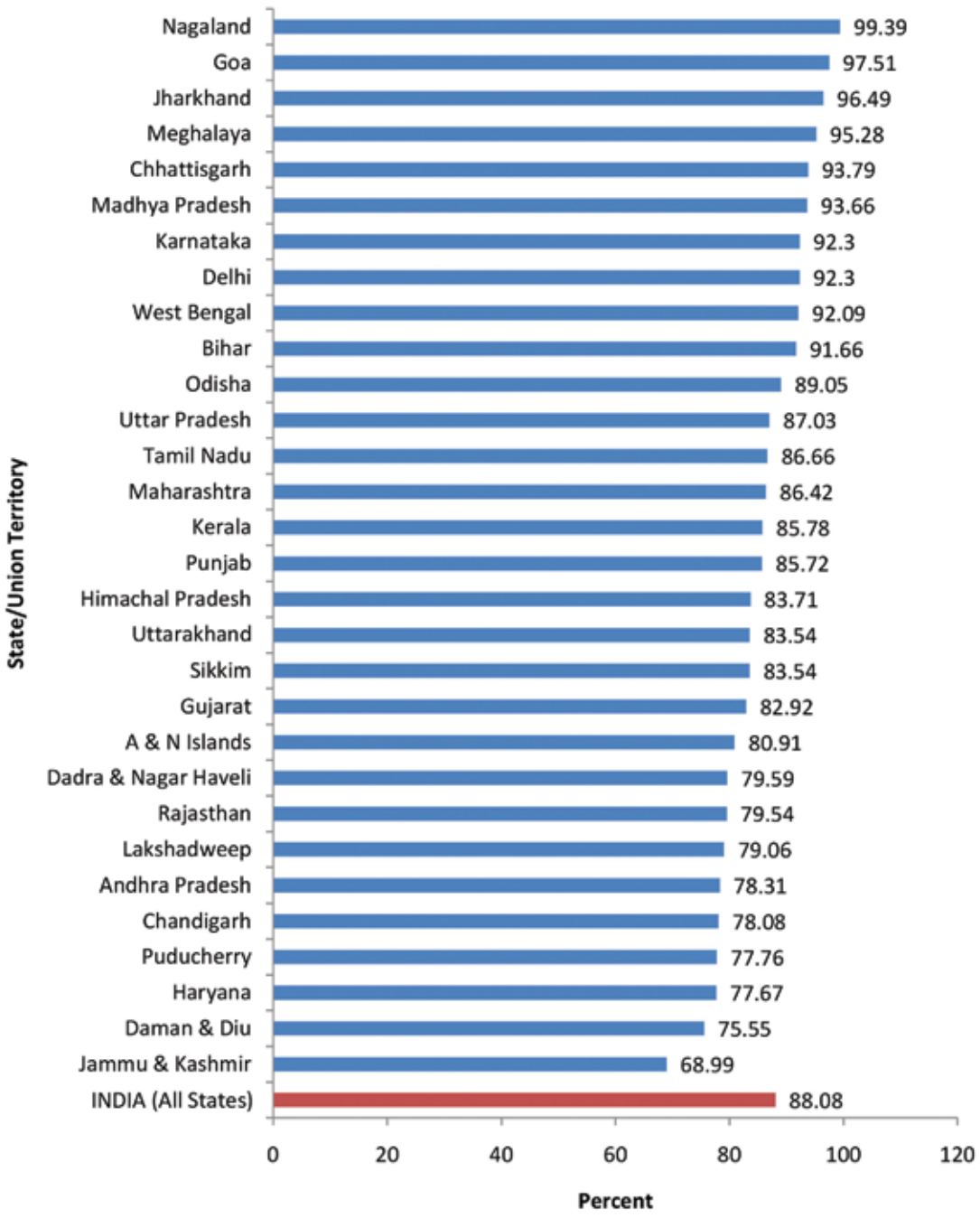


Annexure 2.2.5

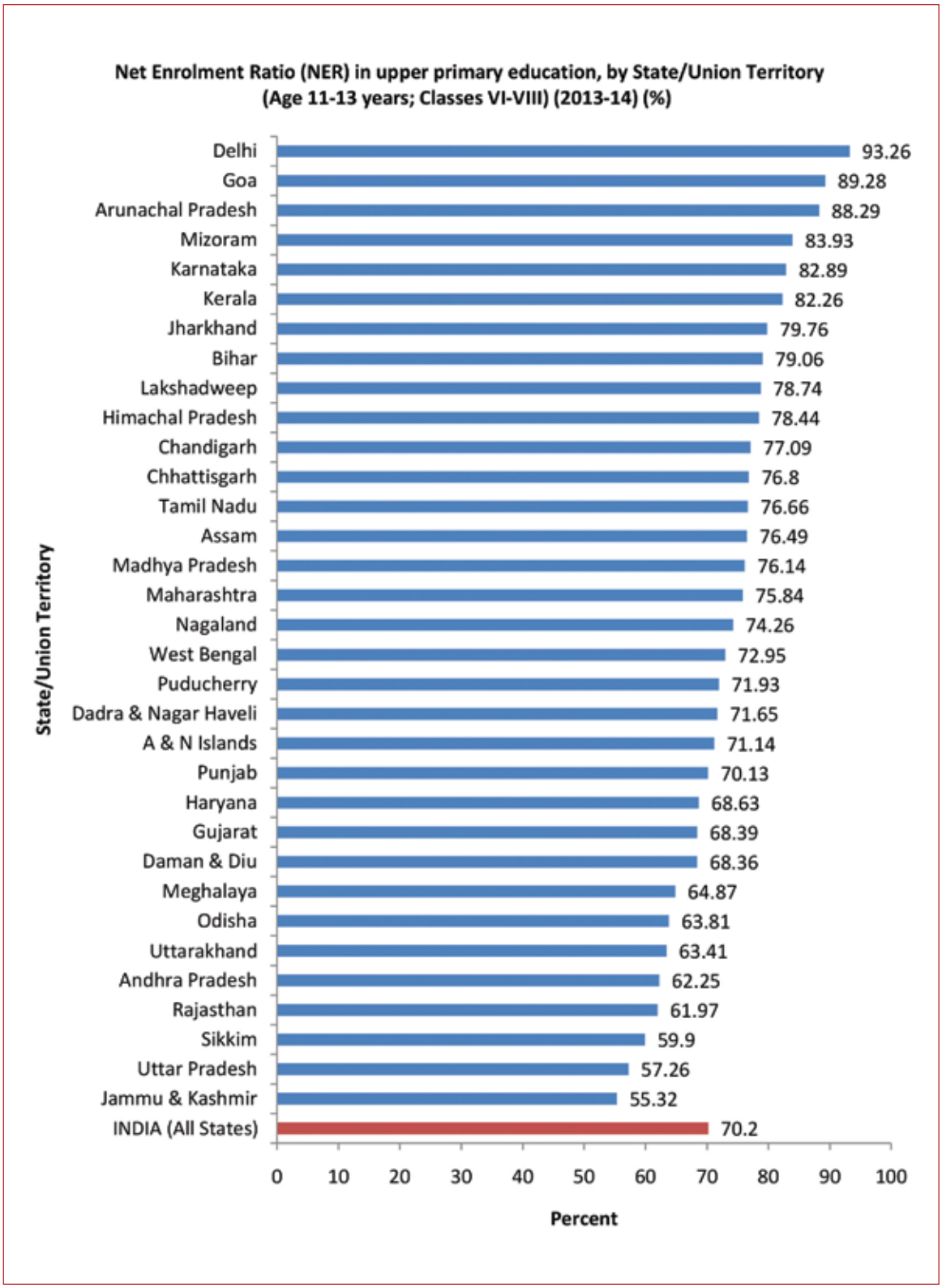
Net Enrolment Ratio (NERs) in primary, upper primary and elementary education, by State/Union Territory, 2013-14

State/UT	Primary (Classes I-V) (6-10 years) (%)			Upper Primary (Classes I-V) (11-13 years) (%)			Elementary (Classes I-V) (6-13 years) (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	82.40	79.42	80.91	72.68	69.62	71.14	85.13	81.84	83.48
Andhra Pradesh	78.12	78.52	78.31	61.61	62.93	62.25	79.92	80.63	80.27
Arunachal Pradesh	-	-	-	87.84	88.76	88.29	-	-	-
Assam	-	-	-	72.51	80.68	76.49	97.09	-	99.67
Bihar	89.01	94.55	91.66	73.09	85.95	79.06	87.56	96.09	91.61
Chandigarh	74.99	81.90	78.08	75.59	79.04	77.09	83.20	89.19	85.85
Chhattisgarh	93.71	93.88	93.79	76.25	77.38	76.80	93.24	93.61	93.43
Dadra & Nagar Haveli	82.83	76.19	79.59	74.36	68.78	71.65	88.24	81.36	84.88
Daman & Diu	74.52	76.81	75.55	65.49	71.98	68.36	77.75	81.62	79.48
Delhi	90.68	94.24	92.30	90.57	96.69	93.26	99.69	-	-
Goa	96.96	98.11	97.51	87.89	90.81	89.28	97.93	99.39	98.63
Gujarat	82.32	83.61	82.92	68.81	67.89	68.39	85.53	86.05	85.77
Haryana	76.51	79.10	77.67	66.76	71.08	68.63	81.57	85.54	83.32
Himachal Pradesh	83.13	84.35	83.71	78.21	78.69	78.44	88.99	89.99	89.46
Jammu & Kashmir	68.28	69.79	68.99	54.74	55.97	55.32	68.94	70.47	69.66
Jharkhand	95.93	97.08	96.49	77.14	82.59	79.76	96.26	99.24	97.71
Karnataka	92.61	91.98	92.30	82.83	82.96	82.89	93.29	93.08	93.19
Kerala	85.87	85.68	85.78	82.25	82.28	82.26	90.24	90.14	90.19
Lakshadweep	81.91	76.22	79.06	82.35	75.64	78.74	87.44	81.85	84.56
Madhya Pradesh	94.05	93.24	93.66	72.71	80.02	76.14	94.41	97.17	95.72
Maharashtra	86.45	86.39	86.42	75.48	76.24	75.84	88.93	89.14	89.03
Manipur	-	-	-	-	-	-	-	-	-
Meghalaya	94.17	96.43	95.28	60.27	69.63	64.87	-	-	-
Mizoram	-	99.68	-	83.03	84.88	83.93	-	-	-
Nagaland	98.27	-	99.39	72.13	76.60	74.26	-	-	-
Odisha	90.02	88.04	89.05	63.80	63.83	63.81	87.88	86.45	87.18
Puducherry	75.47	80.34	77.76	70.09	74.01	71.93	81.85	87.05	84.30
Punjab	84.40	87.37	85.72	68.71	72.00	70.13	87.50	90.68	88.90
Rajasthan	80.08	78.93	79.54	63.69	59.95	61.97	82.66	80.92	81.85
Sikkim	84.38	82.69	83.54	56.91	63.01	59.90	95.49	94.74	95.12
Tamil Nadu	86.58	86.75	86.66	75.69	77.70	76.66	89.69	90.60	90.13
Tripura	-	-	-	-	-	-	-	-	-
Uttar Pradesh	84.28	90.15	87.03	52.83	62.51	57.26	77.84	86.04	81.65
Uttarakhand	82.93	84.23	83.54	62.81	64.08	63.41	82.89	84.01	83.42
West Bengal	91.64	92.57	92.09	68.55	77.62	72.95	92.22	96.98	94.54
All India	87.02	89.26	88.08	67.82	72.89	70.20	86.57	90.26	88.31

Annexure 2.2.6



Annexure 2.2.7

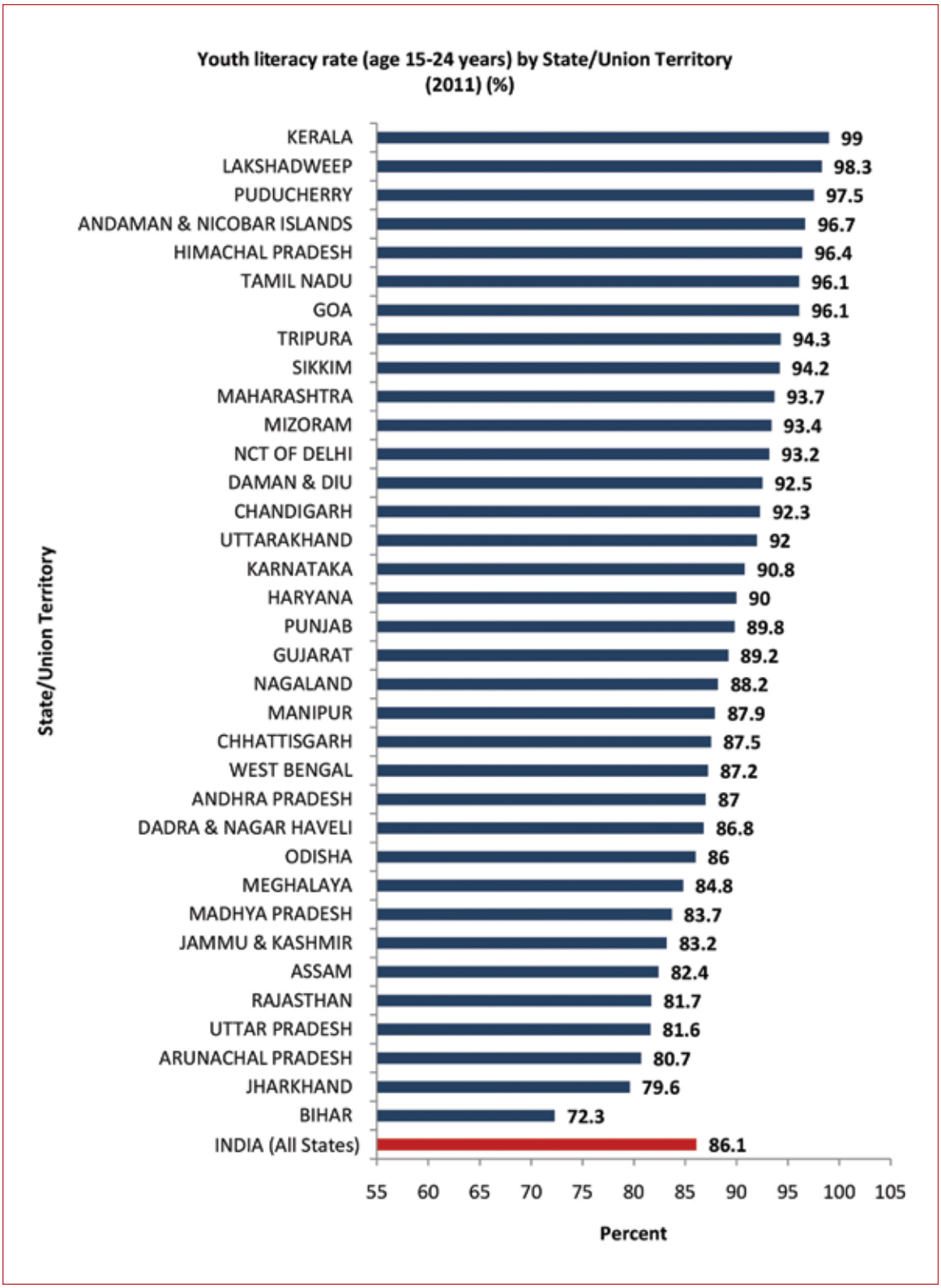


Annexure 2.3.1

Youth literacy rate (Age 15 -24 years), 2001 & 2011

State/UT	Youth literacy rate, 2001 (%)			Youth literacy rate, 2011 (%)		
	Persons	Male	Female	Persons	Male	Female
A & N Islands	93	94	91	96.7	97.1	96.2
Andhra Pradesh	74	82	65	87.0	90.8	83.2
Arunachal Pradesh	70	78	62	80.7	84.9	76.4
Assam	74	79	68	82.4	85.2	79.6
Bihar	57	69	43	72.3	79.6	63.7
Chandigarh	87	89	85	92.3	93.2	91.1
Chhattisgarh	79	88	69	87.5	92.0	82.8
D & N Haveli	67	80	48	86.8	93.3	76.4
Daman & Diu	86	89	79	92.5	93.1	91.0
Delhi	88	90	85	93.2	94.2	91.9
Goa	93	94	91	96.1	96.6	95.6
Gujarat	80	88	72	89.2	92.8	85.0
Haryana	83	89	75	90.0	92.8	86.5
Himachal Pradesh	92	95	89	96.4	97.0	95.8
Jammu & Kashmir	68	78	57	83.2	89.6	76.2
Jharkhand	65	79	50	79.6	87.2	71.4
Karnataka	80	86	74	90.8	93.1	88.3
Kerala	98	99	98	99.0	99.0	99.0
Lakshadweep	97	97	96	98.3	98.3	98.3
Madhya Pradesh	75	85	63	83.7	89.1	77.6
Maharashtra	90	93	85	93.7	95.0	92.1
Manipur	84	89	80	87.9	90.3	88.5
Meghalaya	74	74	74	84.8	84.0	85.5
Mizoram	93	93	93	93.4	95.1	91.7
Nagaland	76	78	73	88.2	89.1	87.3
Odisha	75	85	66	86.0	90.9	81.2
Puducherry	94	96	92	97.5	97.9	97.1
Punjab	83	85	81	89.8	90.4	88.9
Rajasthan	72	87	55	81.7	91.0	71.3
Sikkim	83	87	80	94.2	95.0	93.4
Tamil Nadu	88	93	84	96.1	97.2	95.0
Tripura	84	89	79	94.3	96.2	92.4
Uttar Pradesh	67	78	53	81.6	86.6	75.8
Uttarakhand	84	90	78	92.0	94.0	89.9
West Bengal	77	82	71	87.2	89.2	85.2
INDIA (All States)	76	84	68	86.1	90	81.8

Annexure 2.3.2

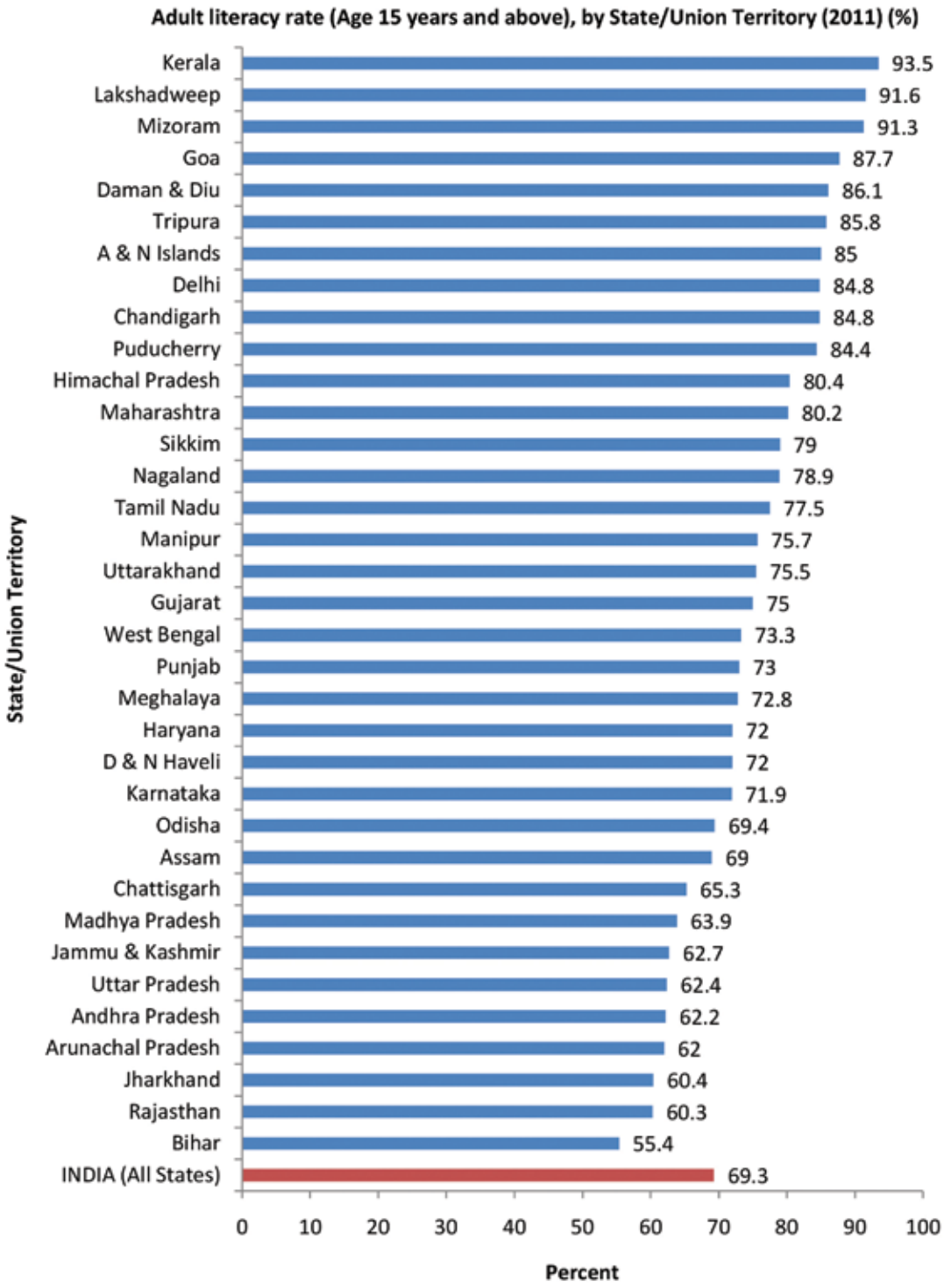


Annexure 2.4.1

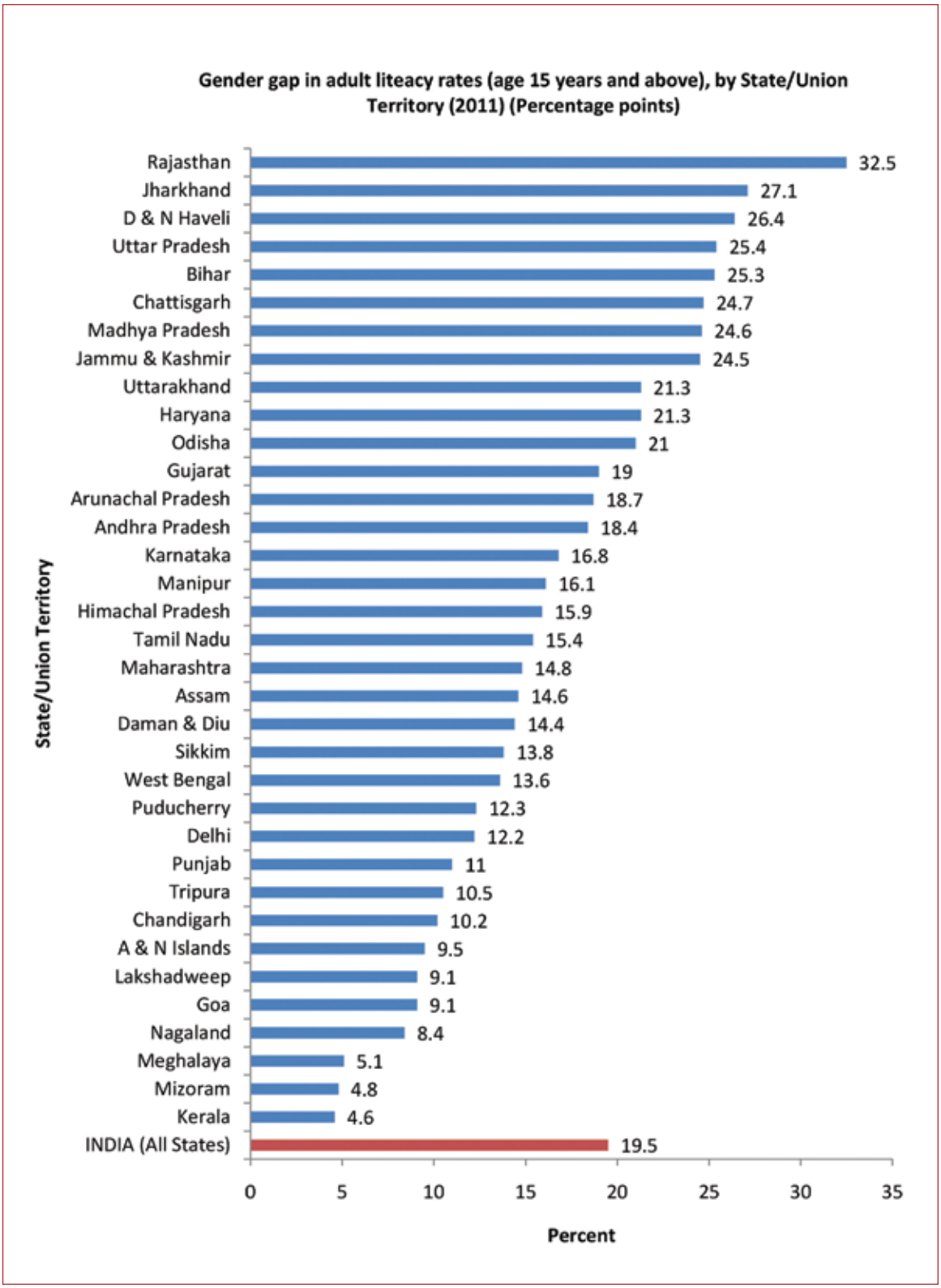
Adult literacy rate (Age 15 years and above), 2001 & 2011

State/UT	Adult literacy rate, 2001 (%)			Gender gap, 2001 (percentage points)	Adult literacy rate, 2011 (%)			Gender gap, 2011 (percentage points)
	Persons	Male	Female		Persons	Male	Female	
A & N Islands	79.0	85.1	71.3	13.8	85.0	89.4	79.9	9.5
Andhra Pradesh	54.2	65.7	42.5	23.2	62.2	71.5	53.1	18.4
Arunachal Pradesh	51.9	63.5	38.4	25.1	62.0	71.0	52.3	18.7
Assam	61.2	71.1	50.4	20.7	69.0	76.1	61.5	14.6
Bihar	44.2	59.0	28.2	30.8	55.4	67.5	42.2	25.3
Chandigarh	80.3	85.3	73.7	11.6	84.8	89.4	79.2	10.2
Chhattisgarh	59.1	74.6	43.6	31.0	65.3	77.7	53.0	24.7
D & N Haveli	53.6	68.8	33.1	35.7	72.0	83.1	56.7	26.4
Daman & Diu	75.5	85.8	59.6	26.2	86.1	91.2	76.8	14.4
Delhi	79.6	86.6	70.8	15.8	84.8	90.5	78.3	12.2
Goa	79.9	87.2	72.2	15.0	87.7	92.2	83.1	9.1
Gujarat	65.3	77.6	52.2	25.4	75.0	84.2	65.2	19.0
Haryana	62.4	75.5	47.5	28.0	72.0	82.1	60.8	21.3
Himachal Pradesh	71.7	82.6	60.7	21.9	80.4	88.3	72.4	15.9
Jammu & Kashmir	51.3	64.2	36.4	27.8	62.7	74.3	49.8	24.5
Jharkhand	49.8	65.9	32.5	33.4	60.4	73.6	46.5	27.1
Karnataka	61.6	72.9	50.0	22.9	71.9	80.2	63.4	16.8
Kerala	89.9	93.8	86.2	7.6	93.5	95.9	91.3	4.6
Lakshadweep	85.4	92.8	77.5	15.3	91.6	96.0	86.9	9.1
Madhya Pradesh	58.8	73.7	42.5	31.2	63.9	75.8	51.2	24.6
Maharashtra	72.9	84.1	60.8	23.3	80.2	87.4	72.6	14.8
Manipur	69.7	81.7	57.6	24.1	75.7	83.8	67.7	16.1
Meghalaya	63.2	67.6	58.6	11.0	72.8	75.4	70.3	5.1
Mizoram	89.4	91.8	86.9	4.9	91.3	93.7	88.9	4.8
Nagaland	65.1	70.8	58.6	12.2	78.9	82.9	74.5	8.4
Odisha	59.7	74.0	45.1	28.9	69.4	79.8	58.8	21.0
Puducherry	79.1	87.9	70.4	17.5	84.4	90.7	78.4	12.3
Punjab	65.3	72.0	57.8	14.2	73.0	78.3	67.3	11.0
Rajasthan	54.4	72.1	35.6	36.5	60.3	76.1	43.6	32.5
Sikkim	66.0	75.3	54.8	20.5	79.0	85.4	71.6	13.8
Tamil Nadu	69.8	80.4	59.3	21.1	77.5	85.2	69.8	15.4
Tripura	70.4	79.9	60.2	19.7	85.8	90.9	80.4	10.5
Uttar Pradesh	51.1	66.2	34.3	31.9	62.4	74.6	49.2	25.4
Uttarakhand	66.6	81.3	51.9	29.8	75.5	86.1	64.8	21.3
West Bengal	65.8	76.0	54.7	21.3	73.3	79.9	66.3	13.6
INDIA (All States)	61.0	**73.4**	**47.8**	25.6	**69.3**	**78.8**	**59.3**	19.5

Annexure 2.4.2



Annexure 2.4.3

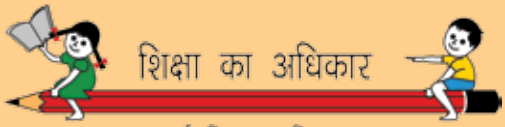


Annexure 2.6.1

National Achievement Survey - 2010 (Class V) : Distribution of students on the basis of percent of scores obtained

	Distribution of students on the basis of percent of scores obtained								
	Language: Mean score (%)			Mathematics: Mean score (%)			Environmental Studies (EVS): Mean score (%)		
	0-40%	40-80%	80% and above	0-40%	40-80%	80% and above	0-40%	40-80%	80% and above
A & N Islands	47.1	46.3	6.6	55.4	39.8	4.9	45.4	49.1	5.5
Andhra Pradesh	30.5	58.3	11.2	45.4	48.7	5.8	42.7	52.3	5.1
Assam	39.3	48.6	12.1	42.8	48.1	9.3	40.6	54.9	4.4
Bihar	50.0	44.1	5.9	42.9	46.1	11.0	46.5	44.5	9.0
Chandigarh	30.8	61.5	7.8	48.1	50.5	1.50	62.1	37.6	0.4
Chhattisgarh	50.3	40.0	9.7	47.8	43.7	8.5	50.2	39.2	10.7
Daman & Diu	29.0	56.8	14.3	34.2	56.8	9.1	36.9	53.0	10.2
Delhi	25.2	55.9	18.9	27.1	54.2	18.9	31.6	53.1	15.5
Goa	28.1	57.3	14.7	44.8	51.8	3.6	65.2	34.6	0.1
Gujarat	29.5	60.7	9.7	38.7	53.8	7.5	39.0	54.3	6.8
Haryana	41.4	49.8	8.8	42.2	49.8	8.0	52.3	43.4	4.5
Himachal Pradesh	37.9	51.1	11.0	34.6	56.4	9.0	42.0	49.3	8.8
Jammu & Kashmir	30.4	53.6	16.0	28.3	52.1	19.7	28.7	53.0	18.4
Jharkhand	43.7	41.1	15.4	39.0	48.0	13.1	42.9	42.5	14.7
Karnataka	23.1	57.2	19.7	22.7	57.0	20.2	17.3	53.1	29.6
Kerala	16.7	61.2	21.9	39.6	57.9	2.7	29.7	67.4	2.9
Madhya Pradesh	28.5	54.8	16.5	27.5	53.4	19.2	28.3	54.4	17.4
Maharashtra	19.1	57.3	23.7	28.0	55.7	16.4	27.9	53.8	18.3
Meghalaya	35.7	51.1	13.4	37.4	54.4	8.2	25.3	63.1	11.6
Mizoram	15.0	73.2	11.9	48.4	50.6	1.1	21.1	77.70	1.30
Nagaland	38.1	44.2	17.8	36.9	48.6	14.6	35.4	48.7	16.0
Odisha	30.7	49.3	20.1	32.0	51.6	16.3	32.7	58.4	9.0
Puducherry	56.1	39.2	4.7	67.7	30.2	2.2	56.0	41.5	2.60
Punjab	44.2	53.2	2.7	28.2	62.0	9.9	40.0	51.6	8.5
Rajasthan	32.2	51.6	16.2	32.9	52.5	14.6	40.0	48.4	11.9
Sikkim	28.8	65.7	5.5	35.7	63.2	1.10	28.2	70.5	1.3
Tamil Nadu	16.8	55.5	27.7	16.6	57.8	25.6	11.7	47.6	40.8
Tripura	24.5	57.9	17.7	27.7	51.3	21.1	30.2	55.9	14.1
Uttar Pradesh	15.6	42.6	41.8	14.0	41.6	44.5	16.1	52.7	31.1
Uttarakhand	42.3	48.6	9.2	41.7	49.6	8.6	43.3	49.1	7.6
West Bengal	17.3	58.4	24.4	26.0	58.8	15.2	23.5	62.7	14.0
Overall	31.5	53.3	15.3	35.8	51.70	12.60	35.1	52.6	12.3

Source: NCERT



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