सत्यमेव जयते

Ministry of Human Resource Development
Government of India

EDUCATION for All

Status and Trends

National University of Educational Planning and Administration

EDUCATION FOR ALL

Status and Trends

INDIA

सत्यमेव जयते

Ministry of Human Resource Development
Government of India

National University of Educational
Planning and Administration

First Edition: November 2012 (500 Copies)

Published by the Registrar, National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110 016, INDIA, www.nuepa.org

Printed by New Concept Information Systems Pvt. Ltd., New Delhi

आर. भट्टाचार्य
सचिव
R. BHATTACHARYA
SECRETARY

सत्यमेव जयते

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
नई दिल्ली - 110 001
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
124 'C' Wing, Shastri Bhavan, New Delhi - 110 001
Tel. : 23382587, 23381104 Fax : 23387859
E-mail : secy.sel@nic.in

Foreword

The country has undoubtedly witnessed significant progress towards providing quality education for all during the last two decades. In particular, enactment of a law making free and compulsory education for all children a fundamental right is a landmark event during this period. One can safely say that the country has achieved universal access and almost universal enrolment of all children in primary education. Adult literacy rates have also substantially improved in line with the commitment made under Global Declaration on Education for All adopted in 2000 in Dakar. Special efforts are being made to provide life skills education to adolescent and youths. One has to confess that the journey has not been smooth and easy. With a large and diverse population, it has been a difficult task to ensure that the quality of education provided is of highest standards. In this context, the benchmarks laid out in the Right to Education Act indicate specific goal posts to be pursued with respect to infrastructure facilities, teaching learning process and learning outcomes. Efforts in this direction are led through flagship programmes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Shakshar Bharat. Significantly enhanced financial allocations have been made to meet the targets. Through these efforts we hope to meet the milestones set for 2015 under Dakar Declaration.

The present document provides a comprehensive update on the progress made with respect to each of the six goals specified in the Dakar Declaration. The document not only indicates the achievements but also highlights issues and challenges to be addressed in order to fully achieve the Education for All goals.

I would like to place on record my appreciation for the painstaking efforts made by the National University of Educational Planning and Administration (NUEPA) in bringing out this document.

(Rajarshi Bhattacharya)

Date: 07th November, 2012
New Delhi

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

राष्ट्रीय शैक्षिक योजना एवं प्रशासन विश्वविद्यालय
(भारत सरकार द्वारा विश्वविद्यालय अनुदान आयोग के अधिनियम 1956 की धारा 3 के अंतर्गत घोषित)
17–बी, श्री अरविंद मार्ग, नई दिल्ली 110 016

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION
(Declared by the Govt. of India under Section 3 of the UGC Act. 1956)
17-B, Sri Aurobindo Marg, New Delhi 110 016

Telephone Off. 91-11-26515472, 26853038 Fax 91-11-26861882
E-mail vc@nuepa.org, rgovinda@nuepa.org Website www.nuepa.org

Professor R. Govinda
Vice-Chancellor

Preface

It was twenty-two years ago that the international community adopted the World Declaration on Education for All. As a signatory to the Global Framework of Action for Education for All adopted by the World Education Forum in Dakar, Senegal in April 2000, India has been pursuing the goal of providing quality education for all through a series of policy and programmatic initiatives. The Constitution (Eighty-Sixth Amendment) Act, 2002 which has made free and compulsory education a fundamental right for all children of the age of six to fourteen years and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which became operative on 1 April 2010 have provided added impetus to the efforts directed at ensuring quality education for all in a time-bound manner. The mid-term assessment of progress towards the EFA goals undertaken in 2005 had underscored the concern for equity and inclusion and highlighted the need to accelerate efforts for achieving the goal of Education for All.

The present document entitled *Education for All: Status and Trends* presents an overview of the achievements in regard to each of the EFA goals and some of the key challenges that need to be addressed to accelerate progress towards the goal of quality education for all in India.

I would like to record my special thanks to my colleague, Professor K. Ramachandran for preparing the Report. I would also thank the Ministry of Human Resource Development, Government of India, in particular, Dr. Amarjeet Singh, Additional Secretary, for the support extended to NUEPA to facilitate the preparation of this document.

(R. Govinda)

Date: 07th November, 2012
New Delhi

Contents

Chapter 1

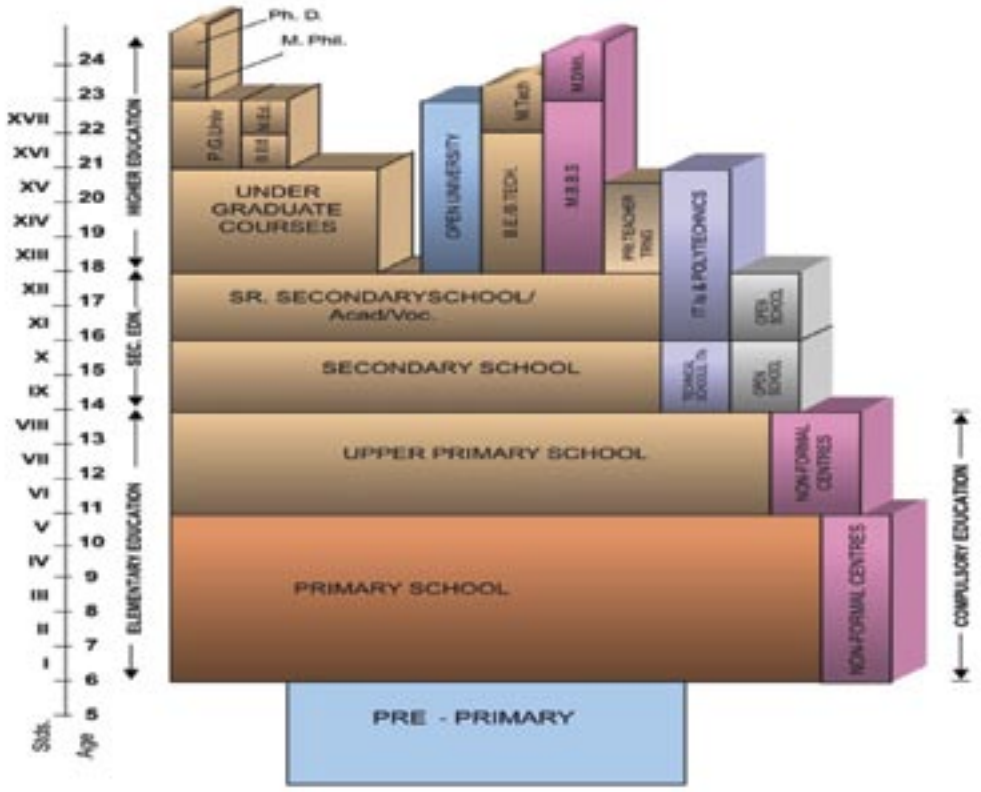
Education for All Goals: The Indian Context

Education occupies a strategic position in India's development priorities. 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. 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. Successive development policies and five-year plans have pursued this goal during the last six decades. The commitment was reaffirmed subsequently in the National Policy on Education 1968 and the National Policy on Education 1986 (NPE 1986) as amended in 1992. The National Policy on Education 1986/92 states "In our national perception, education is essentially for all…".

India is a vast country with a population of 1.21 billion (Census 2011), the male and female population being 623.72 million and 586.47 million respectively. The child population in the age group 0-6 years constitutes 13.12 per cent (158.79 million) of the total population. India comprises of 28 constituent States and seven Union Territories. Under a federal structure, the Centre and the States share the responsibilities. While subjects such as defense, railways, external affairs and currency are the responsibility of the Centre, certain other subjects are the responsibility of the States. There are subjects on which the States and the Central Government have concurrent powers. The Constitution was amended in 1976 to change education being a state subject to a concurrent one. Education has been on the 'Concurrent List' since 1976. As stated in the National Policy on Education 1986/92, development of education is pursued through 'meaningful partnership between the Centre and the States. There are well defined constitutional provisions and mechanisms for sharing of resources and responsibilities between the Centre and the States, for harmonious exercise of their respective powers in the larger national interest.

Decisions regarding the organisation and structure of school education in India are largely the concern of the States and Union Territories. There are broadly four stages of school education in India. These include the primary, upper primary, secondary and higher secondary stages of education. The primary and upper primary stages constitute the elementary stage of education. In pursuance of the National Policy on Education 1968 and the National Policy on Education 1986/1992, there have been attempts to evolve a uniform 10+2 pattern of school education. This pattern envisages 5 years of primary, three years of upper primary, two years of secondary and two years of senior secondary education. While there is a uniform structure for senior secondary education comprising classes XI & XII in all States and Union Territories, there are variations among States/UTs in the organisational pattern for the first ten year of schooling with some of them having a four year primary, three year upper primary and three year secondary education structure while a majority of them having a five

Structure of Education in India



year primary, three year upper primary and two year secondary education structure. The 10+2 pattern of school education envisages a broad-based general education for all pupils during the first ten year of school education. The curricula up to the end of the secondary education are, therefore, largely undifferentiated.

EFA initiatives in India in the context of global initiatives and goals

India has been an active partner in the worldwide movement for Education for All that began in 1990 in Jomtien (Thailand) with the adoption of the World Declaration on Education for All. India is a signatory to the Dakar Declaration and the framework for Action adopted by the World Education for All held in Dakar, Senegal in April 2000. India is also a signatory to the Millennium Declaration, adopted by 191 United Nations Member States in September 2000, and the Plan of Action of A World Fit For Children, adopted by 189 Member States at the United Nations Special Session on Children in May 2002, both of which envisage achieving universal access to free and compulsory primary education by 2015. India hosted the first summit on EFA of the nine most populous countries in December 1993. India has also hosted the meetings of the High Level Group (HLG) which was set up for assessing progress towards Dakar goals each year. India's commitment to the goal of Education for All is exemplified by range of strategies and actions initiated since 1990 to achieve the goal of Education for All in the shortest possible time frame.

This resolve to achieve the goal of Education for All was reaffirmed by the Central Advisory Board

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

(i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

(ii) 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;

(iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

(iv) 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;

(v) 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;

(vi) 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.

of Education (CABE) at its meeting held after the adoption of the World Declaration on Education for All at the World Conference on Education for All held in 1990. The CABE recognised that the World Declaration on Education for All was, from the national point of view, a reaffirmation of the policy orientation given to elementary education in the National Policy on Education (NPE) 1986. The CABE endorsed the World Declaration on Education for All and called for further strengthening of the processes initiated through the NPE 1986.

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 targets on EFA. A National Plan of Action for Education for All was formulated in 2002 by the Ministry of Human Resource Development (MHRD), Government of India with a view to contextualising the Dakar goals and strategising policies and programmes for achieving the EFA goals. Keeping in view the progress achieved, programmes were reformulated for the Tenth Five-Year Plan (2001-02 to 2006-07) and the Eleventh Plan (2007-08 to 2011-12). The National Plan of Action (NPA) highlighted the sense of urgency to reach the goal of Education for All and attempted to contextualise the Dakar Goals and formulate national goals corresponding to the six Dakar Goals. These goals included the following:

- Universalisation of the Integrated Child Development Services (ICDS), a nation-wide scheme administered by the Ministry of Women and Child Development, Government of India, to cover all blocks in the country and expansion of the early childhood care and education (ECCE) component of the ICDS to provide ECCE opportunities for children in the age group 3-6 years (Dakar Goal 1);
- Provision of eight years of quality education for all children in the age group 6-14 years by 2015 (Dakar Goals 2 & 6);
- Provision of opportunities for participation in post-literacy and continuing education programmes for meeting the learning needs of adolescents, especially girls and those from socially disadvantaged groups (Dakar Goal 3);
- Achieving sustainable threshold level of literacy among 75 per cent of the population aged 7 years and above by 2007, and achievement of functional literacy among 80 per cent of

Key milestones in India's march towards Education for All since the adoption of the National Policy on Education 1986

1986	National policy on Education 1986 adopted
1987	Several large centrally-assisted schemes/programmes such as 'Operation Blackboard' and the 'scheme for restructuring and reorganisation of teacher education' launched.
1988	National literacy Mission (NLM) launched
1992	National Policy on Education 1986 amended and adopted
1994	District Primary Education Programme (DPEP) launched to universalise 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 Elementary Education and Literacy created within the Ministry of Human Resource Development, Government of India to coordinate initiatives to promote Education for All
2001	*Sarva Shiksha Abhiyan* (Movement for Education for All) launched to universalise elementary education of good quality all over the country
2002	The constitution (Eight-Sixth Amendment) Act inserted Article 21-A in the Consittution of India to provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by, law determine.
2004	(i) Education Cess introduced for raising additional financial resources needed to fulfil Government's commitment to universalise 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
2009	(i) The Right of Children to Free and Compulsory Education (RTE) Act, 2009 enacted.
	(ii) *Sakshar Bharat Programme* launched with a view to raising the overall literacy rate, reducing the gender gap and minimising the regional, social and gender disparities in literacy levels throughout the country.
2010	The Right of Children to Free and Compulsory Education (RTE) Act, 2009 came into Force on 1 April 2010

adults in the age group 15-35 years by 2010 (Dakar Goal 4);

- Removal of all disparities, including gender disparity, at the primary stage of education (classes I-V) by 2007 and at the elementary stage (classes I-VIII) by 2010 (Dakar Goal 5).

A key milestone in India's march towards Education for All was the formulation and adoption of the National Policy on Education 1986 (NPE 1986) which laid the foundation of several centrally-assisted schemes and programmes/projects in order to accelerate progress towards the EFA goals.

EFA strategies

During the past decade, as a part of the efforts to achieve the goals and targets emanating from the Dakar Framework for Action, the Millennium Declaration, and the Plan of Action of 'A World Fit for Children', India launched a series of national initiatives to pursue the Education for All Goals. These initiatives covered actions to enhance access to early childhood care and education for children aged 3-6 years by expanding the coverage of the Integrated Child Development Services (ICDS), a nation-wide scheme administered by the Ministry of Women and Child Development,

Government of India; providing universal access, ensuring retention and improving quality in elementary education with special emphasis on education of girls and children belonging to disadvantaged groups and weaker sections of the community with the aim of inclusion of the hitherto deprived communities through the national programme of *Sarva Shiksha Abhiyan (*Movement for Education for All), expanding opportunities to participate in learning and life-skills programmes as well as skills training for adolescents and young people, and making literacy and adult education programmes a mass movement through the National Literacy Mission (NLM).

The strategic approaches followed to accelerate progress towards the achievement of the Education for All goals include the following:

- *Holistic approach:* The approach adopted for planning and implementation of elementary education programme is characterised by a holistic view of basic education with greater linkages and integration between pre-school, elementary education, non-formal education and adult education; involvement of and collaboration between different departments and sectors of development in efforts aimed at universal elementary education; and relating the content and process of education with national concerns such as health care and nutrition, environment, life skills education etc.

- *Rights-based approach to education:* One of the significant changes in the perspective of elementary education in India is that it is viewed as a right of every individual. The Supreme Court of India had in 1997 had recognised education as a fundamental right flowing from the right to life and liberty. The Constitution (Eighty-Sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India provides children of India, in the age group 6-14 years, a fundamental right to free and compulsory education. It states that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State may, by law, determine". The adoption by the Parliament in August 2009 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 represents the consequential legislation envisaged under Article 21-A of the Indian Constitution. The RTE Act, 2009 enjoins that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain norms and standard. The rights-based approach to education is supported effectively by the government's approach to education development based on the three mutually supporting strategic priorities -- expansion, inclusion and excellence -- which provide the broad directions for programmatic initiatives for realising the educational development goals in India.

- *Expansion of educational access in under-served and unserved areas:* The strategy is focused on ensuring availability of primary school within a distance of one kilometre and upper primary school within a distance of three kilometres from the habitations of residence of children in order to enhance educational access for all school-age children. The main programmatic thrusts relating to expansion include making educational facilities and learning opportunities available for and accessible to all children. In other words, it seeks to ensure the right of access to education throughout all stages of childhood and beyond, and achieving this right progressively and on the basis of equality of opportunity.

- *Ensuring inclusion of all children in elementary education:* The focus on inclusion envisages the right of every child to education without discrimination on any grounds and according priorities to education of the excluded, vulnerable, underserved and/or disadvantaged children. The focus on inclusion also envisages the provision of learning environments that respect children's rights within education and are responsive to the learning needs of all children. The approaches include special initiatives for enhancing educational access for disadvantaged and weaker sections of the community such as the Scheduled Castes, Scheduled Tribes, children belonging to Muslim community and differently-abled children. Area-intensive and target-group specific initiatives, including assessment of educational status of specific social and cultural groups, alternative schooling opportunities for special groups such as out-of-school children and support to community-based innovative and experimental projects by voluntary agencies, constitute an important aspect of the initiative to bridge gender and social category gaps in participation in elementary education;

- *Improving educational quality and excellence:* It is recognised that the quality of education offered to learners is a major determinant of demand for education. Many learners, particularly those from the poorest households, drop out of school or fail to continue their education as a direct result of poor quality schooling. The main thrust of initiatives for achieving educational excellence is to ensure the right of every child to a quality education that enables him or her to fulfill his or her potential to the fullest and to provide an education programme that is child/learner-centred. The strategic approaches to improve educational quality and student learning outcomes are centred around programmes aimed at ensuring that learners are adequately nourished and ready to learn; creating learning environments that are child-friendly, safe and healthy; improving the quality and relevance of learning contents; improving the quality of teaching-learning process and the promotion of child-centred and active learning approaches, cooperative learning, development of critical thinking and problem-solving skills; and improving the quality of learning assessment.

- *Commitment to gender equality:* The National Policy on Education 1986/92 entails unwavering commitment to gender equality. Reaching out to the girl child and women, especially those from the disadvantaged population groups, has been central to the efforts to promote Education for All. Raising awareness and commitments to support gender equality at all levels of education system constitute an important EFA strategy. The strategic approach involves reducing the disadvantage faced by girls and women in terms of access to quality education. Interventions that focus specifically on girls' education include initiatives to raise demand for girls' education, support for women's literacy and empowerment, special schemes for education of girls at the elementary level and programme to raise girls' self esteem and life skills etc.

- *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. The main thrust has been on 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 to enable them to provide academic and professional inputs for planning and management of educational programmes and to organise training of teachers and other educational functionaries.

- *Community participation:* Community involvement in the planning and implementation of 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 institutionalised. The Village Education Committees established under the *Panchayati Raj* local self government system have provided a formal and structured mechanism for involving communities and people in decision making on issues of local concern.

- *Campaign and mission Mode:* A key strategy for accelerating progress towards the goal of Education for All has been the planning and implementation of elementary education and literacy/adult education programmes in a mission mode involving the community in an effective manner through such mechanisms as Village Education Committees (VEC), Parent Teacher Associations (PTAs), School Management Committes (SMCs) and District Literacy Committees (DLC). Mass campaigns such as literacy campaigns constitute an important element of the effort for creating awareness about educational needs of children, youth and adults and of the role of education in improving the quality of life.

- *Decentralisation:* Decentralisation of planning and management of education programmes has been one of the major strategies for promoting the goal of education for all. Operationally, this involves a shift from 'State' as the lowest unit of planning to 'districts', especially for elementary education programmes, increasing community involvement in the planning and monitoring of education programmes, and participation of *Panchayati Raj* institutions (local self-government bodies in rural areas) and urban local bodies in planning and management of elementary education programmes.

- *Building partnerships with civil society and non-governmental organisations (NGOs) in support of EFA:* Participation of non-governmental organisations (NGOs) and voluntary agencies in the implementation of elementary and adult education programmes is seen as an important aspect of the effort to promote Education for All. The involvement of NGOs is expected to help enlarge the network of organisations and individuals working towards implementation of elementary and adult education programmes and to develop innovative approaches to achieving the goal of Education for All.

- *Increased investment:* A key approach to achieving the goal of Education for All has been increased investment to enhance educational access and quality and to eradicate illiteracy among youth and adults. The government stands committed to raise the allocation of financial resources to education sector.

It is recognised that achieving the EFA goals needs a multi-pronged approach involving intensified effort to expand access to early childhood care and education for children aged 3-6 years, enhance access to good quality elementary education for children in the age

group 6-14 years, expand opportunities to participate in post-literacy and continuing education programmes for adolescents and youth, expand the coverage of literacy programmes for illiterate population groups, and expand the coverage of special schemes for adolescents and girls' education.

The RTE Act, 2009 provides children in the age group 6-14 years the legal entitlement to free and compulsory education. It lays down the norms and standards relating *inter alia* to buildings and infrastructure, Pupil-Teacher Ratios (PTRs) for the primary and upper primary stages of education, school-working days, teacher-working days and academic responsibilities of teachers and principals for the teaching and learning process. It also 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. The RTE Act provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no imbalance in teacher postings. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications. The RTE Act prohibits physical punishment and mental harassment, screening procedures for admission of children, capitation fee, private tuition by teachers and running of schools without recognition.

The RTE Act provides a legally enforceable rights framework with certain time-bound targets. The timeframes mandated by the RTE Act include the following:

- Establishment of neighbourhood schools (31 March 2013);
- Provision of school infrastructure (All weather school buildings; one-class room-one-teacher; Office cum-store-cum-head teacher room; Toilet and drinking water facilities; Barrier free access; Library; playground; Fencing/boundary walls, (31 March 2013);
- Provision of teachers as per prescribed PTR (31 March 2013);
- Training of untrained teachers (31 March 2015);
- All quality interventions and other provisions (with immediate effect: from 1 April 2010 onwards).

Steps have been initiated to harmonise the vision, strategy and norms under *Sarva Shiksha Abhiyan* with the RTE mandate. The National Literacy Mission has been modified and renamed *Saakshar Bharat* which was launched on 8 September 2009. The changing demographics and greater economic growth in India is expected to provide opportunities and conditions that are conducive to accelerating progress towards the various EFA goals.

Chapter 2

Expansion and Improvement of Early Childhood Care and Education

Expanding opportunities for early childhood care and education (ECCE) has been an important aspect of programmes designed to promote the survival, protection and development of children in India. In the Indian context, Early Childhood Care and Education services include programmes and provisions for children from pre-natal to six years of age, which cater to the needs of a child in all domains of development, i.e. physical, motor, language, cognitive, socio-emotional, creative and aesthetic appreciation, ensuring synergy with health and nutrition aspects. The ECCE programmes include interventions that are designed to provide care for children and meet the early stimulation/interaction needs of children below three years of age and developmentally appropriate pre-school education for children in the age group 3-6 years with a more structured and planned school readiness component for 5-6 year old children.

Policy and programmatic framework for ECCE

There has been an increasing realisation of the importance of early childhood development in India as evident in the constitutional provisions, policy frameworks, legislative measures and governmental and non-governmental initiatives and programmes put in place over the years for the protection, well-being and development of children in the age group 0-6 years. The importance attached to early childhood development resulted in the formulation and adoption of the National Policy on Children in 1974 and the launching of the Integrated Child Development Services (ICDS) scheme in 1975 as a programme for the holistic development of children under six years of age. Since the adoption of the National Policy on Children, successive Five-Year Development Plans have reaffirmed the priority of the Government to the development of early childhood development services as an investment in human resource development and stressed the importance of involving women's groups in the ECCE programmes, particularly under the *Panchayati Raj System* (System of Local Government). Following the ratification by India of the Convention on the Rights of the Child (CRC) in 1992, which resulted in the formulation of policy framework to prepare a National Charter for Children, a National Plan of Action was formulated in 1995. India's commitment to children was further demonstrated with the setting up of the National Commission for Protection of Child Rights (NCPCR) in 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament (December 2005). The Commission's Mandate is to ensure that all laws, policies, programmes, and administrative mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. The Child is defined as a person in the 0 to 18 years age group.

The importance of early childhood care and education was well recognised in the National Policy on Education 1986/92 which viewed ECCE as "an integral input in the human resource strategy, a feeder and support programme for primary education and a support service for working women". The national commitment to expand ECCE services in the country gained

momentum with the 86th amendment to the Constitution in 2002 which enjoins the State "to provide early childhood care and education to all children until they complete the age of six years".

Subsequently, the Tenth Five-Year Plan (2002-2007) envisaged strategies to reach out to every young child in the country to ensure her/his survival, protection and development. The Tenth Plan also recognised the increasing need for support services for Creches and Day-Care Centres for children of working and ailing mothers. The Eleventh Five-Year Plan (2007-2012) stressed the need to give the right start to children from pre-natal to six years through effective implementation of the ICDS with active community involvement. It acknowledged the importance of early childhood education as the stage that 'lays the foundation for life-long development and the realisation of a child's full potential' and urged that 'all children be provided at least one year of pre-school education in the age group 3-6 years'.

The Ministry of Women and Child Development, the nodal ministry for 'Care of Pre-School Children including Pre-Primary Education" set up a Core Committee on ECCE which comprises of the representatives from the Ministry of Human Resource Development, National Council of Educational Research and Training (NCERT), National Institute for Public Cooperation and Child Development (NIPCCD), academicians, prominent NGOs and State functionaries. The Committee has formulated the Draft National Early Childhood Care and Education (ECCE) Policy (2012), Draft Early Childhood Education Curriculum Framework and Draft Quality Standards for ECCE. The National ECCE Policy and Curriculum Framework have evolved through an extensive consultative process and have benefitted immensely from the generous flow of constructive suggestions and views of various stakeholders from across the country through various regional consultations organized by the ministry as well as parallel consultations and discussions organized at several forums. The policy and curriculum framework are near finalization and presents a vision of what is desirable for our children and seeks to enable those involved with children to make the right choices for the young children. The strategy focuses on improving child development outcomes for all children by building an early childhood system that responds to their needs.

Another effort of the ministry to address the challenges and issues of the ECCE sector is strengthening and restructuring of ICDS. The ECD Centre called Anganwadi Centre will be 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.

Programmatic management and institutional reforms will be initiated with widened and revised package of services to focus on under-3 children, maternal care, and ECCE with augmented provisions for play and learning materials, monthly ECCE Day with community participation, contextualized curriculum, early stimulation for under 3s and developmentally appropriate programme for 3-6 year olds, child assessment etc. The draft policy envisages to extend integrated child development services beyond Anganwadi also in order to fulfill the commitment to reach every young child by upscaling innovation in service delivery and initiating commensurate strategies across varied sectors of service deliveries.

Key actions towards universalisation of early childhood care and education in India

1974	Formulation of the National Policy for Children. The policy facilitated the formulation of the Intograted Child Devolopment Services (ICDS) scheme children.
1975	Launching of the Integrated Child Development Services (ICDS) scheme as a pilot programme for the holistic development of children under six years of age.
1986	Adoption of the National Policy on Education which viewed ECCE as an integral input in the human resource strategy, a feeder and support programme for primary education and also a support service for working women.
1992	Ratification by Government of India of the Convention on the Right of The Child (CRC). This resulted in the formulation of policy framework to prepare a National Charter for Children.
1993	Adoption of the National Nutrition Policy. The policy recognised children below six years as high-risk groups to be given priority.
1995	Formulation of the 'National Plan of Action: A Commitment to the Child'. The plan included universalisation of ECCE as one of the goals. It specified care, protection and development opportunities for children below three years and integrated care and development and pre-school learning opportunities for 3-6 year old children.
2001	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	86th amendment to the Indian Constitution which enjoins the State ''to provide early childhood care and education to all children until they complete the age of six years".
2002	Formulation of the National Curriculum Framework. The framework emphasised two years of pre-schooling and viewed ECCE as significant for holistic development of the child, as a preparation for schooling and as a support services for women and girls. It stressed the importance of a play-based developmentally appropriate curriculum
2009	Adoption of the Right of Children to Free and Compulsory education (RTE) Act, 2009. Section 11 of the Act 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".

ECCE services

Constitutionally, in India, both child development and education are concurrent subjects which imply a shared federal and state responsibility for the delivery of ECCE services. The ECCE services are made available through public, private and non-governmental channels. The major public initiatives include the Integrated Child Development Services (ICDS) which represents a key strategy for 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, and the Rajiv Gandhi National Creche Scheme which has been offering care and education services for children (below 6 years of age) of working mothers both of which are coordinated by the Ministry of Women and Child Development (MWCD), Government of India. While the major responsibility for ECCE services for children from pre-natal to six years rests with the Ministry of Women and Child Development (MWCD), other Ministries such as the Ministry of Health and Family Welfare (MH&FW), Ministry of Human Resource Development, Ministry of Social Justice and Empowerment (MSJ&E) have also been making substantial contribution to efforts aimed at expanding the ECCE services.

Programmes within the education sector have been supporting the expansion of ECCE services by setting up pre-schools or pre-school classes/ sections attached to primary/elementary and secondary/higher secondary schools.

Private initiatives constitute an important aspect of the effort to expand ECCE services in India. The private-unaided ECCE services (nurseries, kindergartens and pre-primary classes/sections in private schools) constitute a significant

Services provided under ICDS

The ICDS seeks to improve the nutritional and health status of children in the age-group 0-6 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. All services under ICDS converge at the *Anganwadi* – a village courtyard. *Anganwadi Centre* (AWC) is the main platform for delivering of these services. The ICDS involves a package of six services comprising of the following:

Nutrition, including Supplementary Nutrition: This includes supplementary feeding and growth monitoring; and prophylaxis against vitamin A deficiency and control of nutritional anaemia. By providing supplementary feeding, the programme attempts to bridge the caloric gap between the recommended and average intake of children and women in low income and disadvantaged communities. As a part of the growth monitoring and nutrition surveillance, children below the age of three years of age are weighed once a month and children 3-6 years of age are weighed quarterly. Weight-for-age growth cards are maintained for all children below six years which helps to detect growth faltering and helps in assessing nutritional status. In addition, severely malnourished children are given special supplementary feeding and referred to medical services.

Immunisation: Immunisation of pregnant women and infants protects children from six vaccine preventable diseases- poliomyelitis, diphtheria, pertussis, tetanus, tuberculosis and measles. These are major preventable causes of child mortality, disability, morbidity and related malnutrition. Immunisation of pregnant women against tetanus also reduces maternal and neonatal mortality.

Health Check-ups: This includes health care of children less than six years of age, antenatal care of expectant mothers and postnatal care of nursing mothers. The various health services provided for children by *anganwadi* workers and Primary Health Centre (PHC) staff, include regular health check-ups, recording of weight, immunisation, management of malnutrition, treatment of diarrhoea, de-worming and distribution of simple medicines etc.

Referral Services: During health check-ups and growth monitoring, sick or malnourished children, in need of prompt medical attention, are referred to the Primary Health Centre or its sub-centre. The anganwadi worker has also been oriented to detect disabilities in young children. She enlists all such cases in a special register and refers them to the medical officer of the Primary Health Centre/ Sub-centre.

Pre-School Education: The Pre-school Education component of ICDS focuses on total development of the child. The programme for the three-to six years old children in the *anganwadi* is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development**.** The early learning component of the ICDS is a significant input for providing a sound foundation for cumulative life-long learning and development. It also contributes to the universalisation of primary education, by providing to the child the necessary preparation for primary schooling and offering substitute care to younger siblings, thus freeing the older ones – especially girls – to attend school.

Nutrition and Health Education: This component of the ICDS has the long-term goal of capacity-building of women – especially in the age group of 15-45 years – so that they can look after their own health, nutrition and development needs as well as that of their children and families.

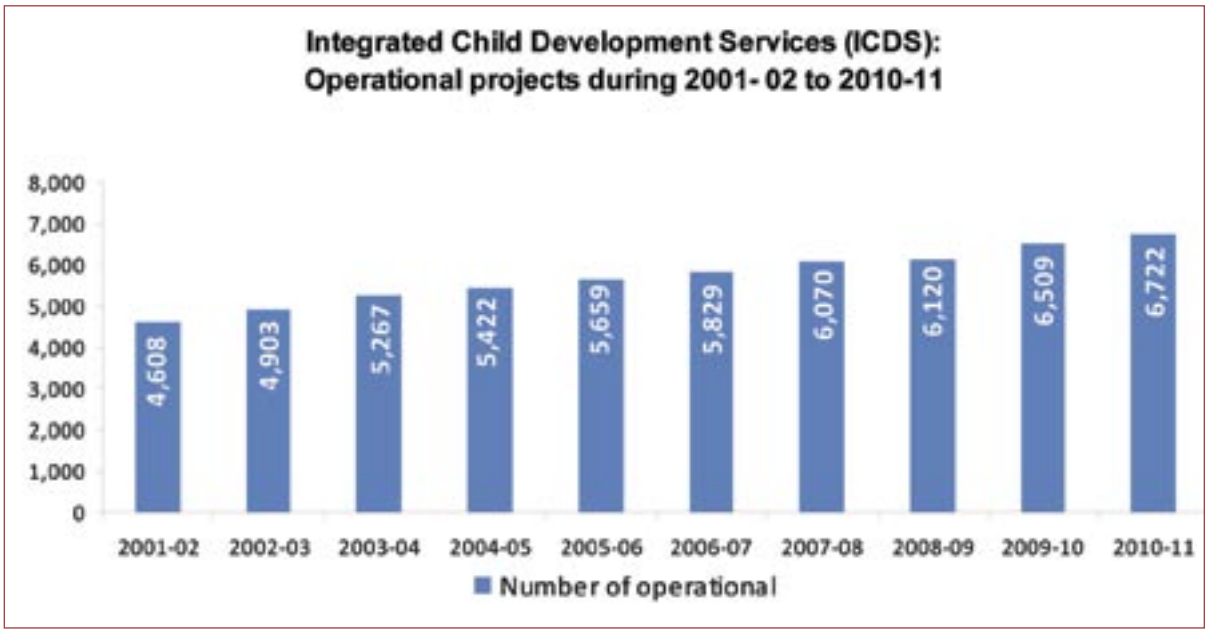
proportion of institutions delivering pre-school education in the country, especially in urban areas. In addition, several NGOs have been engaged in conducting small scale innovative ECCE programmes focused on disadvantaged population groups in specific communities in difficult circumstances like tribal people, migrant labourers, slum dwellers and rural children in specific contexts. They run crèches and ECCE centres by mobilising local resources. The NGOs are largely funded by the government, national and international donor agencies.

Integrated Child Development Service (ICDS): Trends in coverage

The Integrated Child Development Services (ICDS) scheme represents one of the world's largest and most unique programmes for early childhood development. The ICDS programme adopts on integrated and holistic approach of service delivery and care of children and encapsulates intergrated provisions for health, nutrition and stimulation to support all-round development of young children. The ICDS scheme was initiated on a pilot basis in 1975 with 33 projects, each project covering a Block which is the smallest administrative unit.

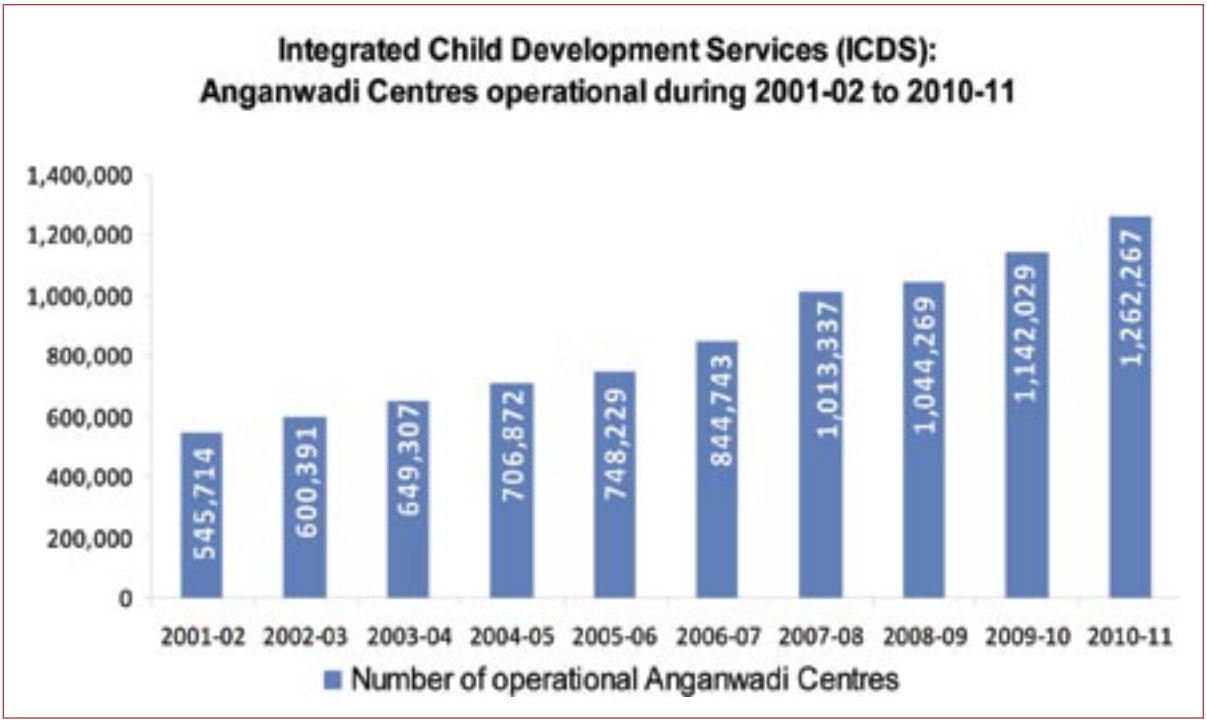
Expansion of projects under ICDS: The operational projects under the ICDS increased from 4,608 in 2001-2002 and to 6,722 in 2010-2011 and to 6,908 in 2011-12 covering all the 35 States and Union Territories in the country.

Anganwadi Centres (AWCs): There has also been substantial increase in the number of Anganwadi Centres (AWCs) under the ICDS. The number of operational Anganwadi Centres offering supplementary nutrition and pre-school education services increased to 1,262,267 in 2010-11 and to 1,304, 611 in 2011-12.

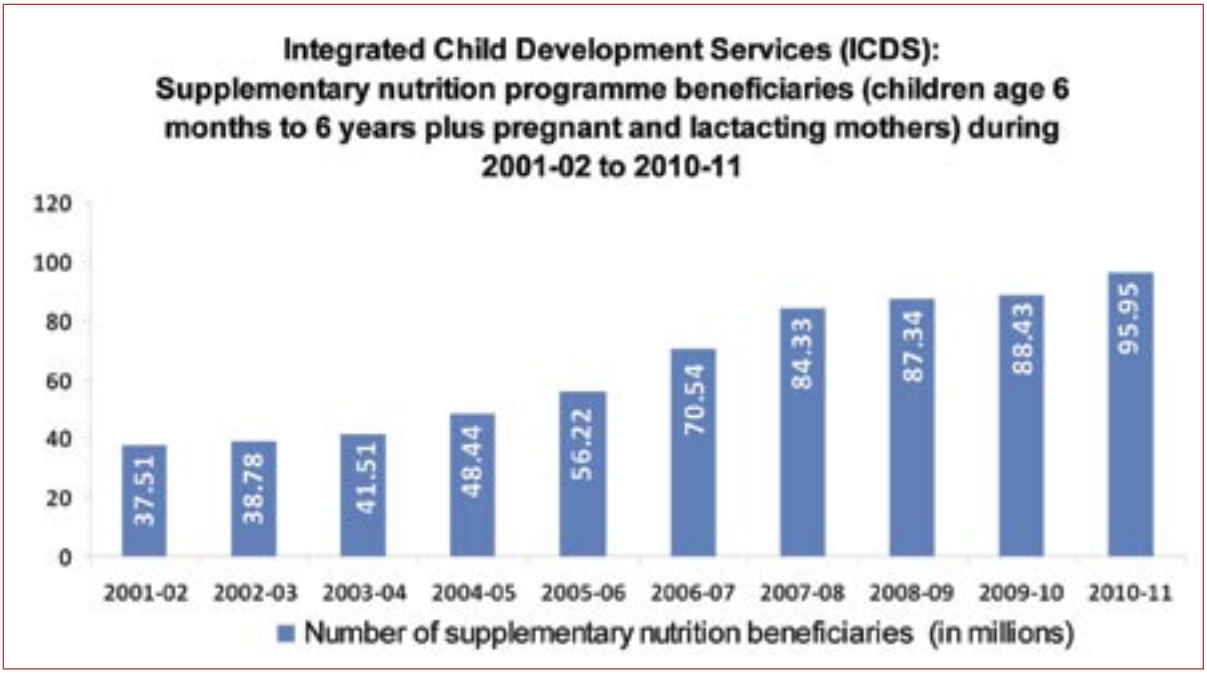


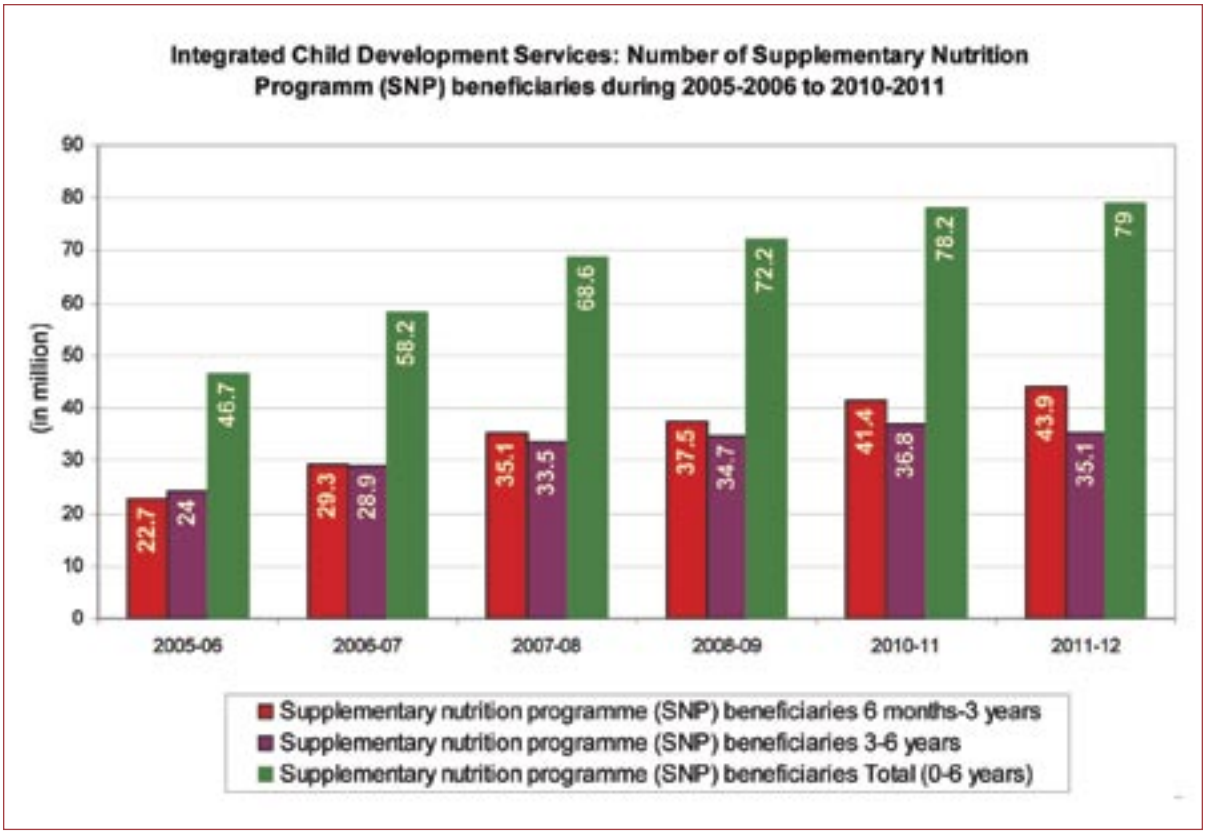
Coverage of children under ICDS scheme

Supplementary nutrition programme beneficiaries: The Government of India considers the universalisation of ICDS as its main strategy to achieve the EFA goal of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged



children. The total number of supplementary nutrition beneficiaries was 95.95 million in 2010-11. These included 41.4 million children in the age group 6 months to 3 years, 36.8 million children in the age group 3-6 years and 17.8 million pregnant and lactating mothers. The total number of supplementary nutrition beneficiaries in the age group 6 months to six years covered under the ICDS scheme was 78.17 million in 2010-2011 which constituted 49.3 per cent of the 158.7 million children in the age group 0-6 years in 2011 (Census 2011). The total number of supplementary nutrition beneficiaries reached 97.24 million in 2011-12.

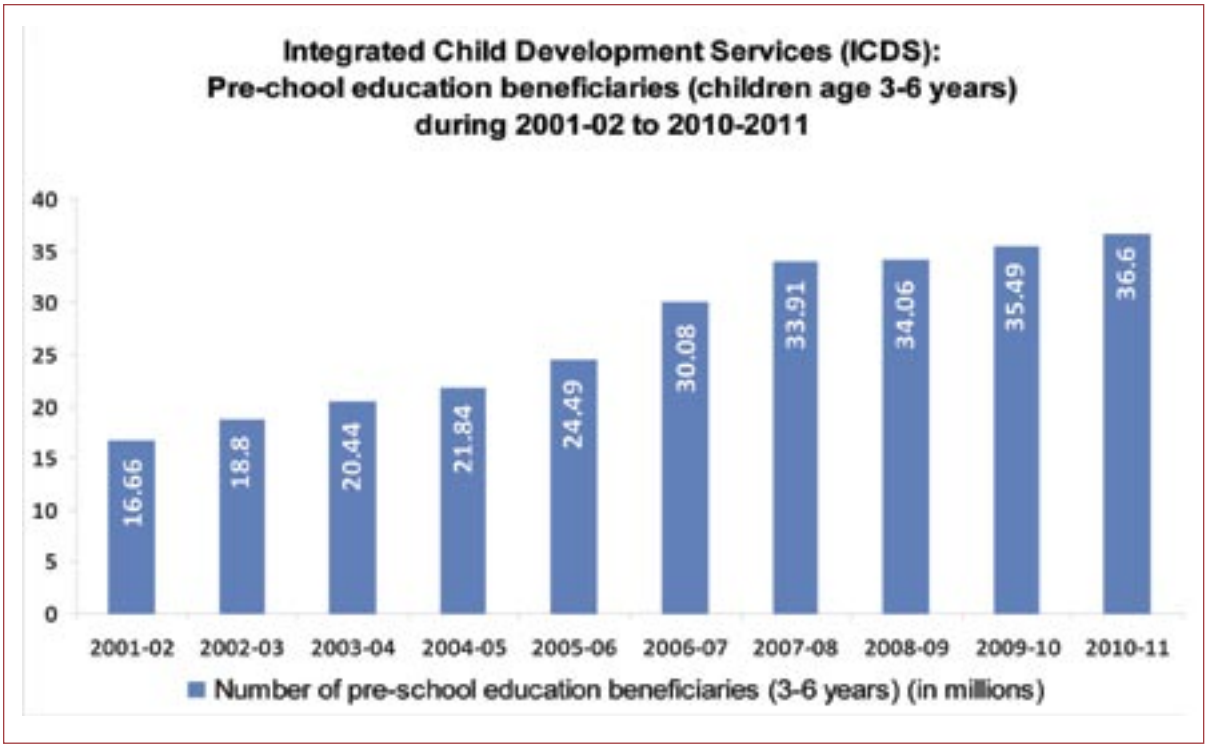


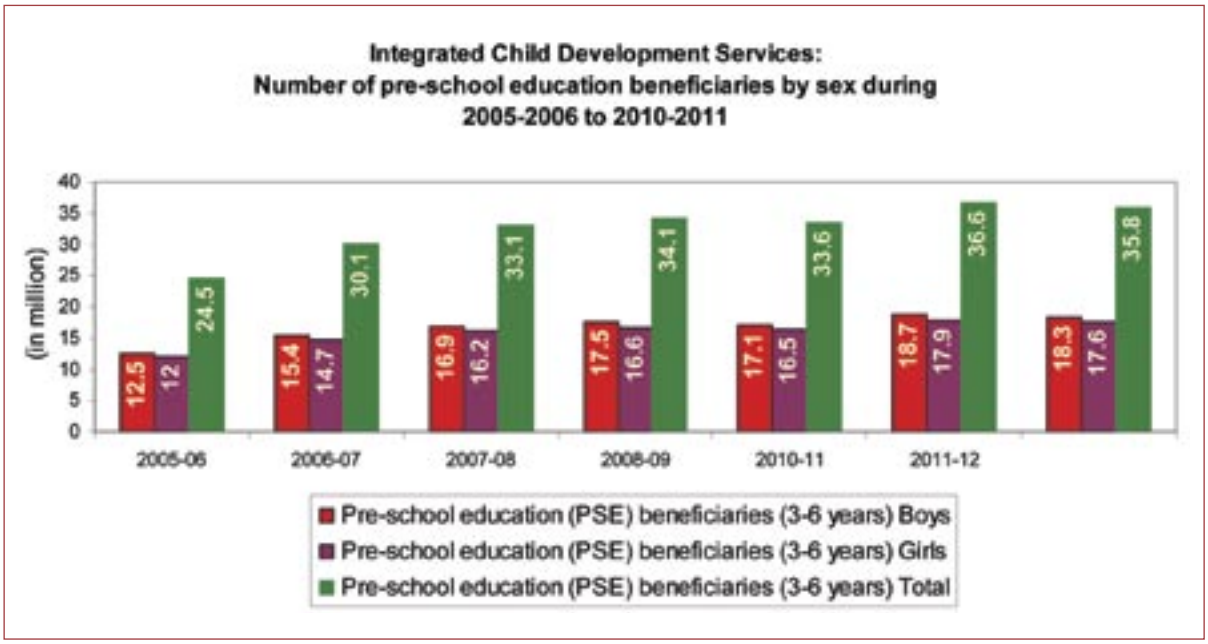


The total number of supplementary nutrition beneficiaries in the age group 6 months to six years covered under the ICDS scheme has been increasing steadily. The number of beneficiaries among children aged 6 months to 3 years increased from 22.7 million in 2005-06 to 43.9 million in 2011-12 while the number of beneficiaries among children aged 3-6 years increased from 24.0 million in 2005-06 to 35.1 million in 2011-12. The total number of supplementary nutrition beneficiaries increased from 46.7 million in 2005-2006 to 79.0 million in 2011-12. This implies that of the 158.7 million children in the below six category (census 2011), about 49.8 per cent of them was covered by the supplementary nutrition programme under the ICDS scheme.

Children attending pre-school education programme: The total number of children attending pre-school education programme offered by the ICDS scheme reached 36.6 million children in the age group 3-6 years (18.7 million boys and 17.9 million girls) in 2010-11.

Girls constituted 48.9 per cent of the total pre-school education beneficiaries in Anganwadi Centres under ICDS in 2010-2011. The pre-school education beneficiaries among boys increased from 12.5 million in 2005-06 to 18.3 million in 2011-12 while the pre-school education beneficiaries among girls increased during this period from 12.0 million in 2005-06 to 17.6 million.





Children attending pre-school classes in schools

Early childhood education opportunities are provided to children in the age group 3-5 years through a large number of pre-schools or pre-school classes attached to primary/elementary, secondary and senior secondary schools. An analysis of progress towards elementary education undertaken in 2005 indicated that 17.93 per cent

of primary schools, 24.25 per cent of elementary schools and 45.30 per cent of secondary/senior secondary schools had pre-primary sections attached to them. During the year 2005, enrolment in pre-primary sections/classes constituted 7.69 per cent of the total enrolment in Primary Schools, 7.7 per cent of the total enrolment in Elementary Schools and 17.04 per cent of total enrolment in Secondary/Senior Secondary Schools.

Available data indicates that the enrolment in pre-primary schools/classes increased from 4.6 million (2.5 million boys and 2.1 million girls) in 2001-2002 to 6.6 million (3.5 million boys and 3.1 million girls) in 2007-2008.

3-6 year olds who are availing ECCE services

It is not easy to estimate the gross enrolment ratios for 3-6 year old children who are attending pre-school education programmes, given the non-availability of reliable data. However, available data do indicate a positive trend in the number of children attending pre-school education at Balwadi/Anganwadi Centres and in pre-primary schools or pre-primary classes attached to primary/elementary and secondary/ senior secondary schools.

ECCE as a stage of education is now being considered as extending up to 8 years, since from the child development perspective, children in the 6 to 8 age group are known to be similar in their needs and characteristics to the younger age group and require similar pedagogical approaches. ECCE is visualised as an integrated, holistic programme for children, which includes provisions of education, care, health and nutrition. Within this ECCE stage, three sub stages have been identified (a) Early Stimulation stage for children 3 years and below, who require home based stimulating environments and care; (b) Preschool Education stage for children between 3 to 6 years requiring a holistic centre -based early childhood education programme and (c) Early Primary stage for children between 6 to 8 years, corresponding to grades 1 and 2.

Pre-school education has two major objectives (i) to promote all round development of children through an age/developmentally appropriate programme of play based activities, interactions and experiences which will provide a sound foundation for lifelong learning and development and (ii) to develop in children school readiness through some specific kinds of concept and skill-based activities which will foster readiness for learning of the 3 R's, prior to entry to primary schooling. It is not a programme for formal teaching of the 3 R's. The school readiness objective is particularly appropriate for children between the ages of four to six years, because by this age children are maturationally ready for a more structured, yet play based, learning environment.

Over the course of the 11th Five-Year Plan there has been a quantum jump in preschool enrolment from 21 per cent in 2005 to 47 per cent in 2010 (UNESCO, 2010). More recent ASER data (2010) indicates that 83.6 per cent of 3 to 6 year olds in the rural areas are enrolled in some or the other preschool programme, including in the private preschools. In terms of coverage, provisions for centre-based preschool education in India are available through three distinct channels i.e. public, private and voluntary sectors. Under the public sector the major programme continues to be the ICDS. The programme is currently reaching out to more than 73 million children below six years of age through its network of nearly 1.2 million AWCs. In addition to these, under the Rajiv Gandhi National Crèche Scheme, 22,038 crèches have been sanctioned by the Govt. of India. (MWCD 2011) which, in some cases, provide preschool education, in

addition to custodial care. The Sarva Shiksha Abhiyan (SSA) also supports 14,235 ECCE centres in non-ICDS areas which cover approximately 486,605 children across the country in addition to another 4,367 ECCE centres in Educationally Backward Blocks (EBBs) covering 92,523 children under the NPEGEL programme. (NPEGEL Progress Report, June 2011). SSA also funds some quality strengthening initiatives like training of Anganwadi Workers, provision of materials etc.

While data reliability may be an issue with all sources, the progress is distinctly evident. Although no reliable estimates are available, recent rapid surveys indicate that the private sector is steadily expanding and penetrating even into the rural and tribal areas as a provider of preschool education. As per ASER survey of 2010, 11.4 per cent of children residing in rural areas are on an average receiving pre-primary education from private initiatives, which in some states may be considerably higher. Apart from private ventures, there are national and local NGO initiatives which get financial assistance from grant-in-aid schemes of the government and national and international aid agencies. There is no reliable data on the coverage of this sector.

Chapter 3

Achieving Universal Elementary Education

Universalisation of elementary education has been a national goal since the adoption of the Constitution of India in 1951. Elementary education in India refers to education from Classes I to VIII which roughly covers children from the age of 6 to 14 years, the age group covered by Constitutional provision for free and compulsory education. Elementary education is further divided into two stages; primary education covering Classes I-V and upper primary education covering Classes VI-VIII. However, within this national pattern, there are variations. While the majority of the States/UTs follow the national pattern, some States/UTs have primary stage of education comprising Classes I-V and upper primary stage of education comprising Classes V-VII.

Policy and programmatic framework for universal elementary education

The original Article 45 in the Directive Principles of State Policy in the Indian Constitution mandated the State to endeavour to provide free and compulsory education to all children up to the age of fourteen in a period of ten years. This commitment was reinforced by the National Policy on Education 1968 as well as the National Policy on Education 1986 (as amended in 1992) which are key milestones in India's march towards Education for All. The formulation and adoption of the National Policy on Education 1986/92 laid the foundation of several centrally-assisted schemes and programmes/projects such as the 'Operation Blackboard' launched in 1988, Shiksha Karmi Project, Andhra Pradesh Education Project, Bihar Education Project, Uttar Pradesh Basic Education Project, the programme of decentralised support to teachers at district, block and school cluster levels through District institutes of Education, Block Resource centres and Cluster Resource centres launched in 1986, the District Primary Education Programme (DPEP) launched in 1994, and the National Programme of Nutritional Support to Primary Education (NP-NSPE), commonly known as the Mid-Day meal Scheme (MDMS) launched in 1995, all designed to accelerate progress towards the goal of universal primary education. The District Primary Education Programme was followed by the launch of the *Sarva Shiksha Abhiyan (SSA)* in 2001.

The national resolve to achieve universal elementary education gained further momentum with the 86th Constitution Amendment Act passed in December 2002 making free and compulsory education a Fundamental Right for all the children in the age group of 6-14 years. Article 21-A of the Constitution of India 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 makes it incumbent on Governments to provide free and compulsory education to children of 6 to 14 years of age. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, 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. 'Compulsory education' implies an obligation on the appropriate Government and local authorities to provide free elementary

education and ensure admission, attendance and completion of elementary education by all children in the age group 6-14 years. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has given an added impetus to promote a rights-based approach to education. The rights-based approach to education implies accountability of those with duties or obligations in fulfilling, respecting and protecting the right of children to education.

The RTE Act provides the legal framework for universalisation of elementary education in India. The RTE Act (i) entitles every child with the right to free and compulsory education till completion of elementary education of satisfactory quality in a neighbourhood school which satisfies certain essential norms and standards; (ii) makes provisions for a non-admitted child to be admitted to an age-appropriate class; (iii) 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; (iv) lays down the norms and standards relating inter alia to Pupil-Teacher Ratios (PTRs), building and infrastructure, school working days and teacher working hours; (v) provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school; (vi) provides for appointment of appropriately trained teachers i.e. teachers with the requisite entry and academic qualifications; (vii) prohibits physical punishment and mental harassment, screening procedures for admission of children, capitation fees, private tuition by teachers and running of schools without recognition; (viii) provides for 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; (ix) provides for 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.

The RTE Act incorporates the principles of child-centred education spelt out in the National Policy on Education (NPE), 1986/92 and elaborated in the National Curriculum Framework (NCF) 2005. Several measures have been initiated in the States/UTs to support the RTE Act: 20 States have notified the RTE Rules; 31 States have issued notifications prohibiting corporal punishment and mental harassment; 25 States have issued notifications prohibiting screening for admission and capitation fees; 31 States have issued notifications prohibiting expulsion and detention; 30 States have issued notification banning Board examinations till completion of elementary education; and 27 States have notified academic authority under RTE Act.

Programmatic initiatives for achieving universal elementary education

The principal programme for universalisation of primary education is the *Sarva Shiksha Abhiyan* (Movement for Education for All) which is a Centrally-sponsored scheme being implemented in partnership with State/ UT Governments for achieving universal elementary education throughout the country in a time bound manner. The efforts under SSA are complemented by several other schemes.

Sarva Shiksha Abhiyan (SSA)

The overall goals of *Sarva Shiksha Abhiyan* (SSA) include universal access and retention by making educational facilities and learning opportunities

available for and accessible to all children, bridging of gender and social category gaps in education to facilitate inclusion of all children in elementary education and enhancement of learning levels of children through a package of qualitative improvement initiatives. The SSA covers all States and Union Territories. The Prime Minister of India heads the National Mission for SSA, which monitors progress made under the different components of the programme. The Minister of Human Resource Development (MHRD), Government of India chairs the Executive Committee of the National Mission. The National Mission includes representatives from major political parties, non-government sector, educationists, representatives of teachers unions and eminent experts.

Expansion of access to and participation in elementary education

A key approach to ensuring universal access has been the expansion of educational facilities to ensure the availability of a primary school within a distance of one kilometre and an upper primary school within a distance of three kilometres from the habitations of residence of children, with special focus on under-served and unserved areas. In addition, provision of transport/escort and residential facilities has also been made for sparcely populated areas where opening of schools is not viable and for children in need of care and protection. The SSA works to ensure, in partnership with States/UTs, that all children in the country have access to elementary schools with adequate infrastructure and teachers. Some of the key interventions undertaken under SSA to achieve universal access include the following:

- *Opening of new schools to increase educational access in unserved and under-served habitations:* At the time of the Seventh All-India Educational Survey (2002), 85.6 per cent of rural habitations (Total: 1,209,521 habitations located in 586,986 villages) had primary schooling facility within 1 km., including 51.6 per cent having facilities within the habitations themselves. The percentage of rural population having access to primary education facilities within 1 km. was 94.2 per cent. About 88 per cent of the rural habitations had upper primary schooling facility within a distance of 3 kms. The percentage of the rural population having access to upper primary schooling facilities within 3 km. was 93.3 per cent in 2002. There were 173,757 habitations unserved by primary schools and 230,941 habitations un-served by upper primary schools in 2002. Up to 2012-13, 205,294 new primary schools and 176,764 new upper primary schools were sanctioned under SSA to cover unserved habitations and of these, 194,717 new primary schools and 148,991 new upper primary schools were opened by the year 2011-12.
- *Construction of new primary and upper primary schools:* Up to 2009-10, construction of 164,195 primary schools and 98,807 upper primary schools were sanctioned under SSA and of these, 154,113 primary schools and 95,429 upper primary schools were constructed by the year 2009-10. The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 31 in 2010-11.
- *Alternative schooling facilities for out-of-school children:* Diversified strategies for out-of-school children, particularly in remote, school-less habitations were supported under the Educational Guarantee Scheme (EGS) and Alternative and Innovative education (AIE) centres being implemented as a component of SSA.
  - Under EGS, educational facilities were set up in habitations that do not have a primary school within a distance of 1 km. Any habitation with 25 out-of-school children in the age group 6-14 years (15 out-of-school children in the case of hilly and desert areas and tribal hamlets) is eligible to have an EGS centre. The EGS centre was a transitory learning centre

till a primary school replaces it within a period of two years. Formal curriculum is taught in EGS centres and all enrolled children are provided free textbooks and a mid-day meal. The EGS centre is managed by the local community through the Parent Teacher Association (PTA), Village education Committee (VEC), or the Gram Panchayats. Up to 2012-13, a total of 128,370 centres were upgraded to regular schools.

- AIE *(Special Training Centres)* provides support for bridge courses (preparing the child for age appropriate admission) and back-to- school camps, long duration residential camps for older children, and also short duration summer camps. AIE (Special Training Centres) covers never-enrolled or drop-out children, children who migrate seasonally with their families, street and other deprived urban children, working children and other vulnerable children in difficult circumstances. Support is also provided to unrecognised/unregistered Madrasas/ Makhtabs to adopt formal curriculum. During 2012-13, a total of 2,789,551 children were enrolled in Special Training Centres. A total of 111,582 centres were opened for children, including urban deprived children and children belonging to migrating families.

- *Special schemes for promoting education of girls:* The efforts to promote universal access and retention have a special focus on education of girls. Districts with higher gender gaps in enrolment receive special attention. Thirty six districts with gender gap of 10 percentage points at the primary level and less than 20 percentage points at upper primary level have been identified for priority action. Key interventions include addressing obstacles to girls' education at the micro level through the National Programme for Girls' Education at Elementary Level (NPEGEL) and setting up of residential upper primary schools for girls from disadvantaged social groups through the Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). Both the NPEGEL and KGBVs work in tandem to complement efforts under SSA to ensure inclusion of all girls in elementary education and to impart quality education.

  - *National Programme for Girls' Education at Elementary Level (NPEGEL):* The NPEGEL seeks to address obstacles to girls' education through flexible, decentralised processes and decision making. The NPEGEL is a separate, gender-distinct but integral component of SSA, provides additional support for enhancing girls' education over and above the investments for girls' education through normal SSA interventions. The NPEGEL is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average (i.e. below 46.13 per cent at the time of 2001 Census) and the gender gap in literacy rate is above the national average, i.e. 21.67 per cent at the time of 2001 Census). The programme caters to the learning needs of girls who are 'in' as well as out-of-school' girls. It also reaches out to girls who are enrolled in schools, but do not attend schools regularly. Up to 30 June 2012, under NPEGEL, around 41,779 Model Cluster Schools have been developed. In 3,353 EBBs of 442 Districts covering around 41.2 million girls through different strategies. Some 2,065 ECCE Centres are being supported to relieve girls from sibling care, as part of gender empowerment programme among girls, life-skill education and vocational training imparted to 3.235 million girls to enable

them to gain skills and capabilities for coping with difficult situation in life, Karate, sports, cycling, music, dance training provided to girls at elementary level in order to instill confidence in girl students, exposure visits organised to develop self confidence, micro observation skills among girls. About 910,000 girls are covered under Meena activities, additional incentives like stationeries, school bags, etc are given to 18.5 million girls. The NPEGEL works through village level women's and community groups to follow up girls' enrolment, attendance and learning achievement.

- *Kasturba Gandhi Balika Vidyalaya KGBV) scheme:* The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme launched in 2004 provides for setting up of residential upper primary schools for girls from Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Community (OBC) and Muslim communities. The scheme targets areas of scattered habitations, where schools are at a great distance and are a challenge to the security of girls. The KGBVs seek to cover adolescent girls who are unable to go to regular schools, out-of-school girls in the 10+ age group who are unable to complete primary school, and younger girls of migratory populations in difficult areas of scattered populations that do not qualify for primary/upper primary schools. The KGBV scheme provides for a minimum reservation of 75 per cent seats for girls from SC/ST, other backward categories and minority communities and 25 per cent to girls from families that live below the poverty line. Up to 30 June 2012, out of a total 3,609 KGBV sanctioned, 3,501 KGBVs are operational.

- *Inclusive education for children with special needs:* The 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. Under the SSA, the focus of 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.
- *Special programmatic initiatives for disadvantaged social groups:* The SSA targets geographical areas in districts and blocks predominantly inhabited by SC, ST, OBC (Other Backward Castes) and minority population in the matter of allocation of funds and upgrading school infrastructure to promote education children belonging to the disadvantaged social groups. A total of 399 districts have been identified as special focus districts for implementing context-specific interventions/ strategies for education of children belonging to the disadvantaged social groups. The identified districts include 61 districts with high SC population, 109 districts with high ST population and 88 districts with high Muslim population. Over 3,000 educationally backward blocks characterised by low female literacy and highest gender gap in enrolment have also been identified to focus on girls' education.

National Programme of Nutritional Support to Primary Education (NP-NSPE)

The National Programme of Nutritional Support to Primary Education (NP-NSPE) which is more popularly known as the Mid-Day Meal Programme (MDMS) 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 of primary education stage in drought-affected areas during summer vacation. The Mid-Day meal Scheme (MDMS) was launched in 1995 in 2,408 blocks in the country as a dry ration scheme with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children. Under the scheme food grains @ 3 kgs per student per month was provided to all children studying in classes I to V in all government, Local Body and Government-aided schools in all States and Union Territories subject to a minimum of 80 per cent attendance of such children.

The MDMS was introduced in all blocks in the country by 1997-98. The scheme was further extended in 2002 to cover not only children studying in classes I-V of government, government-aided and local body schools, but also children studying in education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres supported under SSA. Central assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day and subsidy for transportation of food grains. In September 2004, the scheme was revised to provide cooked mid-day meal with 300 calories and 8-12 grams of protein to all children studying in all government, Local Body and Government-aided schools and EGS/AIE centres. In addition to free supply of food grains, the revised scheme provided Central Assistance for cooking cost, subsidy for transportation of food grains, management and monitoring/evaluation costs, and provision of mid-day meal during summer vacation in drought-affected areas. The Scheme was further revised in 2007 to cover children in upper primary stage (classes V-VIII) initially in 3,479 educationally backward blocks. The Scheme was extended to cover all areas across the country from 2008-09 onwards. The caloric value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child per school day. The MDMS is now covering all children studying in Classes I-VIII in Government, Government-aided and Local Body schools and EGS/AIE Centres supported under SSA including Madrasas and Maqtabs as well as children under the National Child Labour Projects

During the year 2010-11, under the Mid-Day Meal Scheme, 104.6 million children were provided hot cooked meals in 1.192 million primary and upper primary schools in the country. Studies have shown that MDMS has helped in preventing classroom hunger, promoting school participation, fostering social equality and enhancing gender equity.

Expansion of educational facilities: Achievements

Concerted efforts under SSA since 2001 have resulted in significant improvement in the availability of elementary education facilities within reasonable distance from the habitations of residence of children. The availability of educational facilities has increased considerably at both primary and upper primary stages of education in the past decade: Central and State Governments, civil society organisations, communities, and private enterprises have contributed to expanded educational access by building more educational facilities. Available data indicate that in 2010-11, about 99 per cent of the rural population had a primary school within a distance of 1 km.

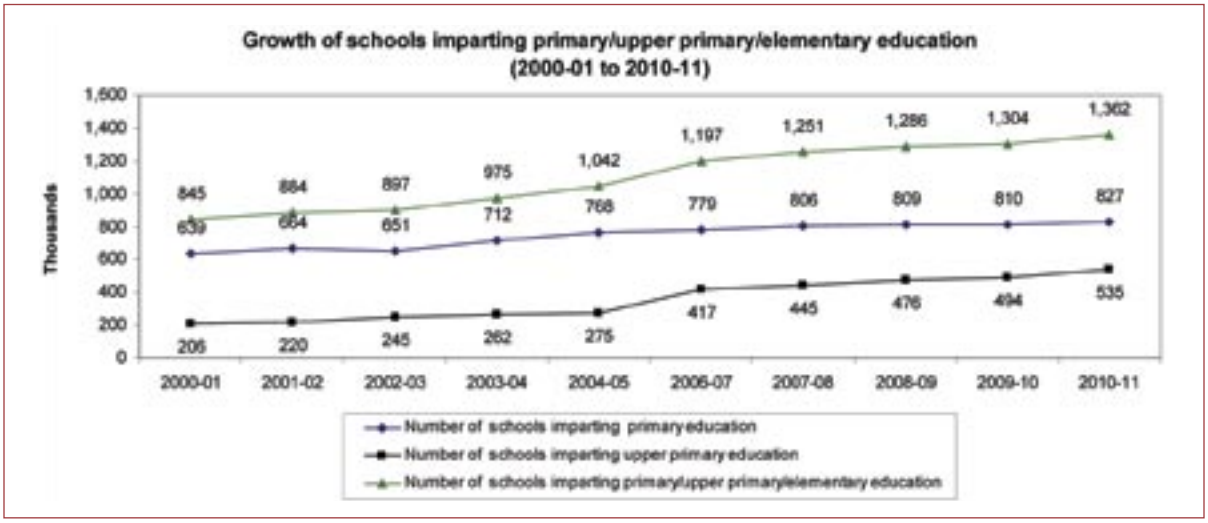
During the period 2000-201 to 2010-11, the number of schools registered a substantial increase, especially upper primary schools.

Table 3.1: Schools imparting elementary education (2000-01 to 2010-11)

Year	Number of schools imparting primary education (Classes I-V)	Number of schools imparting upper primary education (Classes VI-VIII)	Number of schools imparting primary/upper primary/ 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
2006-07	779,482	415,022	1,194,504
2007-08	805,667	438,532	1,244,199
2008-09	809,108	476,179	1,285,287
2009-10	809,977	493,795	1,303,773
2010-11	827,244	534,969	1,362,213

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Growth of schools: The number of schools imparting education at the primary level (classes I-V) increased from 638,738 in 2000-01 to 827,244 in 2010-11. The number of Schools imparting education at the upper primary level (classes VI-VII/VIII) increased from 206,269 in 2000-01 to 534,969 in 2010-11. The total number of schools imparting primary upper primary elementary education increased from 845,007 in 2000-01 to 1,362,213 in 2010-11 (Table 3.1).



Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Schools by category: In addition to schools with only primary sections and upper primary sections there are also upper primary schools with primary and upper primary sections, secondary schools with primary, upper primary/ secondary sections and secondary/secondary schools with upper primary, secondary/higher secondary sections. The total number of schools by category is indicated in Table. 3.2.

Table 3.2: Total schools by category

Academic year	Schools with only primary section	Schools with primary and upper primary sections	Schools with primary, upper primary and secondary/ higher secondary sections	Schools with only upper primary section	Schools with upper primary and secondary/ higher secondary sections	Total schools which offer primary or/ and upper primary sections
2006-07	779,482	210,014	29,312	108,095	67,601	1,194,504
2007-08	805,667	217,442	35,974	115,961	69,155	1,244,199
2008-09	809,108	234,345	39,440	125,169	77,225	1,285,287
2009-10	809,978	247,643	41,435	128,165	76,552	1,303,773
2010-11	827,244	258,803	48,135	136,423	91,608	1,362,213

Source: DISE

Management of schools: Government and government-aided schools constitute about 80 per cent of schools. Private unaided schools constitute 14.2 per cent of schools (Table 3.3). Rural areas are served mainly by government and government-aided schools. Urban areas have a significant number of private unaided schools. Efforts are being made to ensure that all government and government-aided schools conform to the norms and standards laid down in the RTE Act. Steps are also initiated to ensure that the private unaided schools in urban areas become RTE compliant.

Table 3.3: Schools by management

Academic year	Government and government aided			Private unaided			Total number of schools		
	Number of schools	% Rural	% Urban	Number of schools	% Rural	% Urban	Number of schools	% Rural	% Urban
2006-07	1,039,293	90.8	9.2	155,211	62.3	37.7	1,194,504	87.3	12.7
2007-08	1,072,417	91.4	8.6	171,782	63.7	36.3	1,244,199	87.4	12.6
2008-09	1,108,367	91.4	8.7	176,920	61.9	38.1	1,285,287	87.3	12.7
2009-10	1,120,781	91.2	8.8	182,992	61.4	38.6	1,303,773	87.1	12.9
2010-11	1,135,448	89.7	10.3	193,763	56.7	43.3	1,362,213	86.6	13.4

Source: DISE

Trends in participation in elementary education

There has been substantial progress in terms of participation of children in elementary education during the past decade. Between 2000-2001 and 2009-2010, enrolment in elementary education increased substantially, especially at the upper primary stage.

Trends in enrolment at primary stage: Enrolment at the primary stage increased from 113.8 million (64.0 million boys and 49.8 million girls) in 2000-01 to 135.2 million (69.8 million boys and 65.5 million girls). This implies that during this period, an additional 21.4 million pupils (5.8 million boys and 15.7 million girls) were enrolled at the primary stage, (Table 3.4).

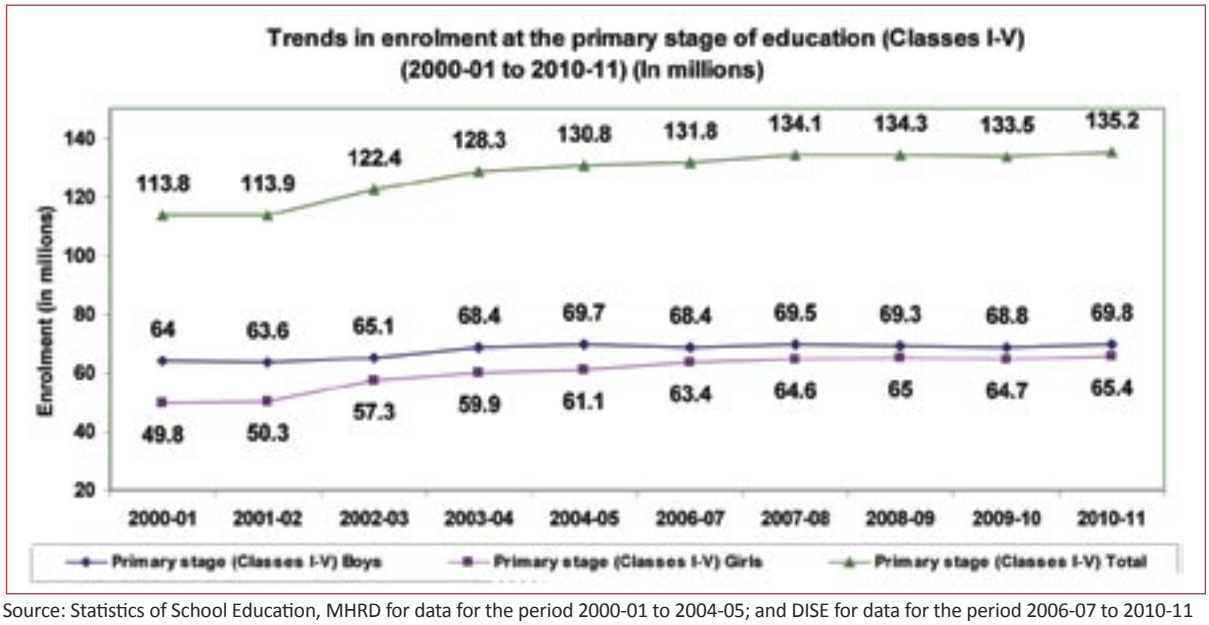
Table 3.4: Enrolment at the elementary stage of education (2000-01 to 2010-11) (In million)

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	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
2006-07	68.4	63.4	131.8	25.4	22.1	47.5	93.8	85.5	179.3
2007-08	69.5	64.6	134.1	27.0	23.9	50.9	96.4	88.6	185.0
2008-09	69.3	65.0	134.3	28.0	25.4	53.4	97.3	90.4	187.7
2009-10	68.8	64.7	133.5	28.3	26.2	54.5	97.1	90.9	188.0
2010-11	69.8	65.4	135.2	29.8	28.0	57.8	99.6	93.4	193.0

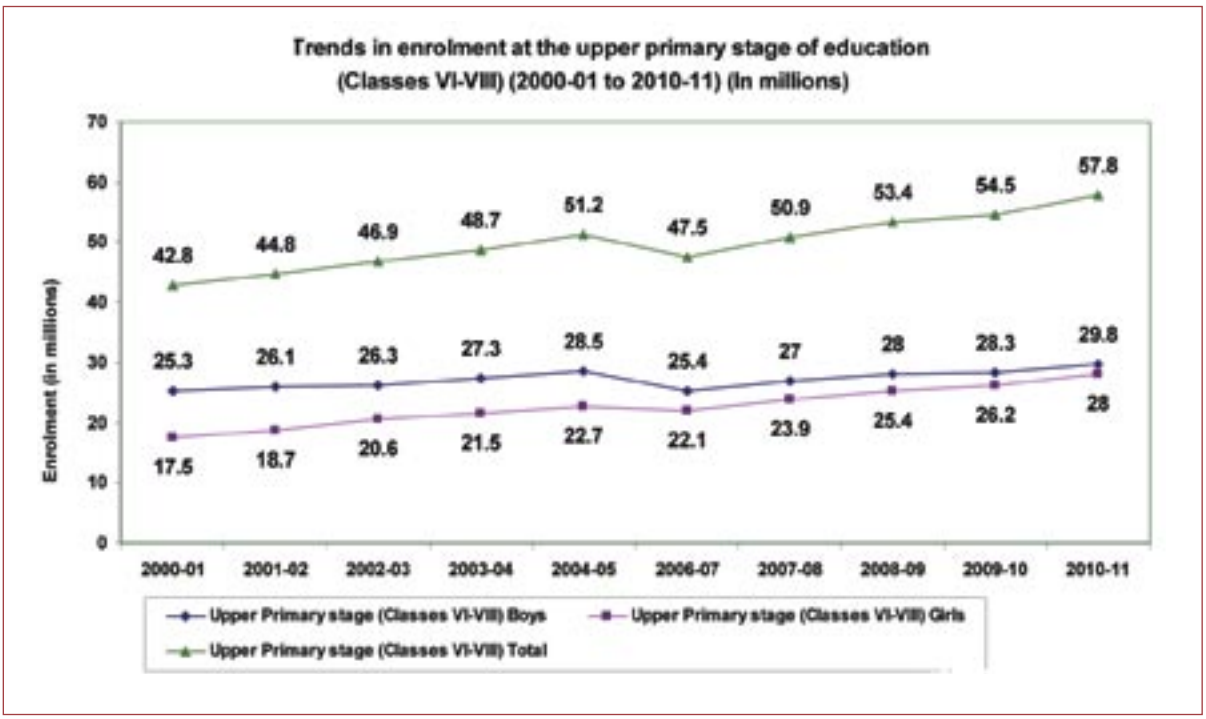
Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

The enrolment at the primary stage of education seems to be stabilising in many States, in some other, declining due to declining child population (the child population in the age group 0-6 years declined by 5.05 million during 2001 to 2011), decline in repetition rates due to non-detention policy and reduction in backlogs in enrolments resulting in more age-appropriate enrolments.

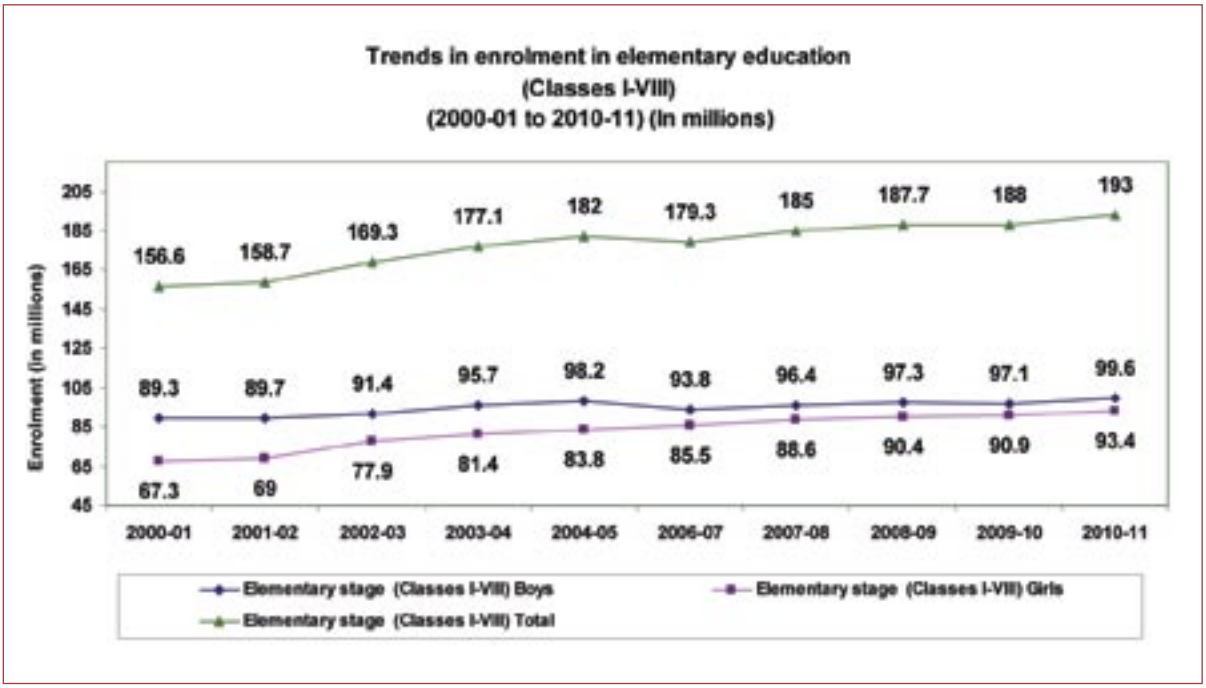
Trends in enrolment at upper primary stage: Between 2000-2001 and 2010-2011, the enrolment at the upper primary stage of education increased from 42.8 million (25.3 million boys and 17.5 million girls) to 57.8 million (29.8 million boys and 28.0 million girls). This means that during this period, an additional 15.0 million pupils (4.5 million boys and 10.5 million girls) were enrolled at the upper primary stage.



Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11



Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11



Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Total enrolment in elementary education: During this period, total enrolment in elementary education (primary and upper primary stages) increased from 156.6 million (89.3 million boys and 67.3 million girls) to 193.0 million (99.6 million boys and 93.4 million girls), the additional enrolment being 93.4 million pupils (10.3 million boys and 26.1 million girls).

The enrolment in elementary education has been increasing steadily over the past decade. The total enrolment at the elementary stage (primary and upper primary) increased by 23.3 per cent. The enrolment of boys increased by 11.5 per cent, while enrolment for girls increased by 38.8 per cent during 2000-01 to 2010-2011.

Trends in Gross Enrolment Ratios (GERs): Between 2000-2001 and 2009-2010, the gross enrolment ratios in elementary education increased substantially, especially at the upper primary stage.

Gross Enrolment Ratio increased at the primary stage by 22.9 percentage points from 95.7 per cent in 2000-01 to 118.6 per cent in 2010-2011. The GER increased by 10.8 percentage points for boys from 104.9 in 2000-01 to 115.7 per cent in 2010-11, while the GER for girls increased by 36.0 percentage points from 85.9 per cent to 121.9 per cent during this period.

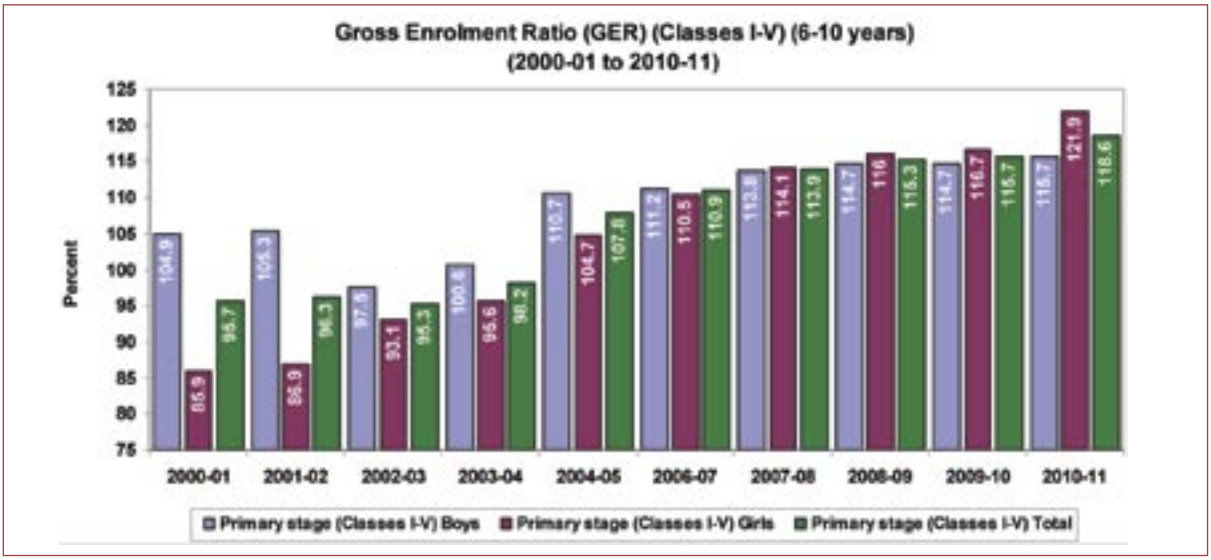
Gross Enrolment Ratio increased at the upper primary stage by 22.6 percentage points from 58.6 per cent in 2000-01 to 81.2 per cent in 2010-2011. The GER increased by 14.5 percentage points for boys from 66.7 in 2000-01 to 81.2 per cent in 2010-11, while the GER for girls increased by 22.6 percentage points from 49.9 per cent to 81.1 per cent during this period.

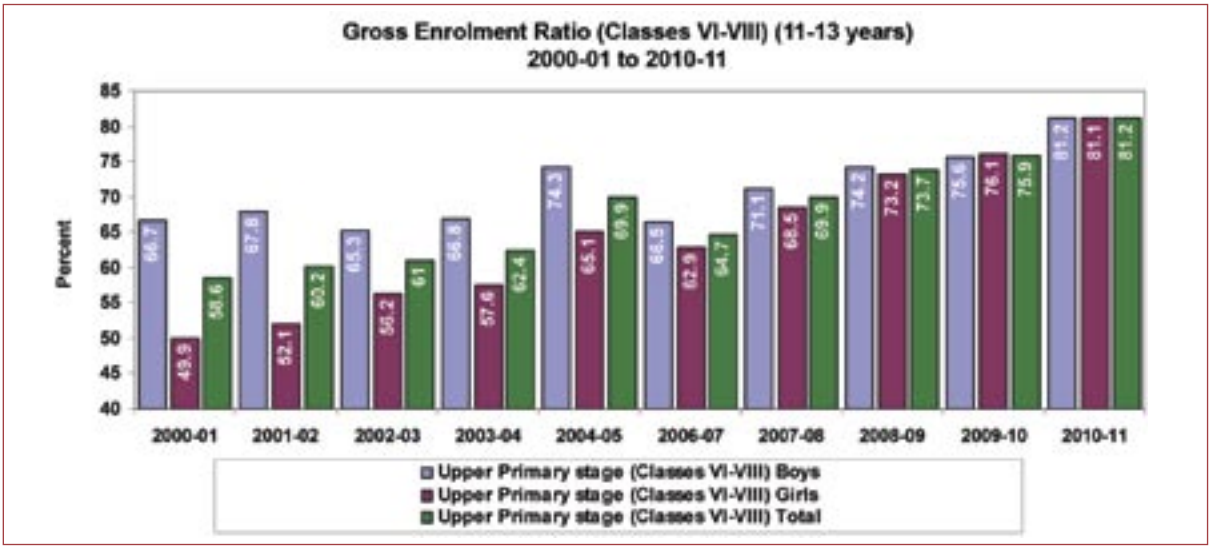
Gross Enrolment Ratio increased at the elementary stage by 22.6 percentage points from 81.6 per cent in 2000-01 to 104.2 per cent in 2010-2011. The GER increased by 12.3 percentage points for boys from 90.3 in 2000-01 to 102.6 per cent in 2010-11, while the GER for girls increased by 33.6 percentage points from 72.4 per cent to 106.0 per cent during this period.

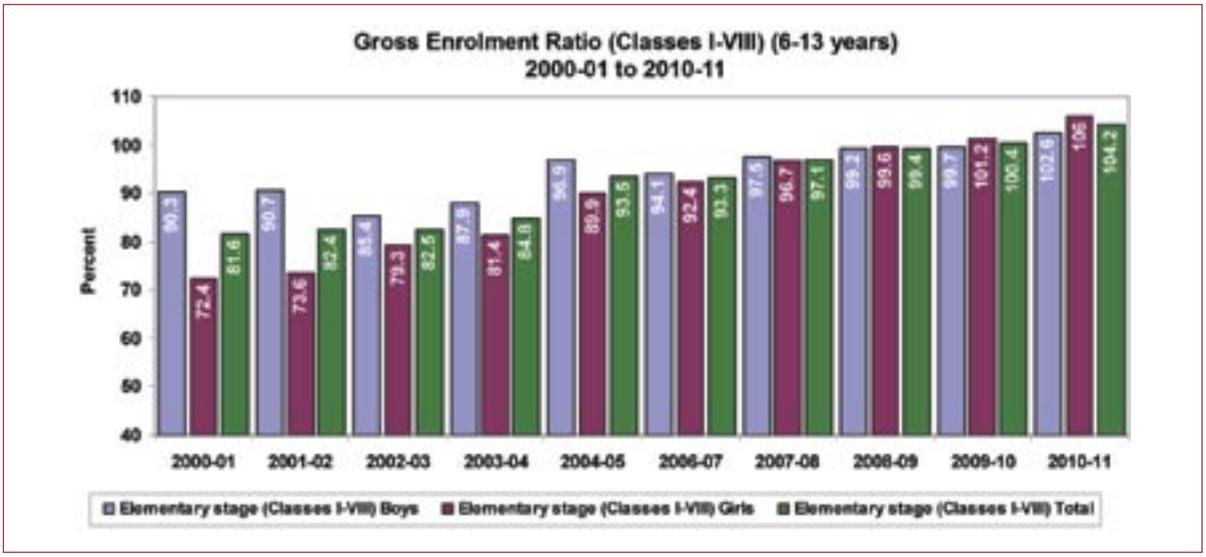
Table 3.5: Gross Enrolment Ratio (GER) at the elementary stage of education (2000-01 to 2010-11)

Year	Primary stage (Classes I-V) (6-10 years)			Upper Primary stage (Classes VI-VIII) (11-13 years)			Elementary stage (Classes I-VIII) (6-13 years)		
	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
2006-07	111.2	110.5	110.9	66.5	62.9	64.7	94.1	92.4	93.3
2007-08	113.8	114.1	113.9	71.1	68.5	69.9	97.5	96.7	97.1
2008-09	114.7	116.0	115.3	74.2	73.2	73.7	99.2	99.6	99.4
2009-10	114.7	116.7	115.7	75.6	76.1	75.9	99.7	101.2	100.4
2010-11	115.7	121.9	118.6	81.2	81.1	81.2	102.6	106.0	104.2

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11







Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Inclusion of disadvantaged social groups in elementary education

The government's approach to education development based on the three mutually supporting strategic priorities -- expansion, inclusion and excellence – has provided impetus to efforts designed to introduce inclusive approaches in education. The focus on inclusion envisages the right of every child to education without discrimination on any grounds and according priorities to education of the excluded, vulnerable, underserved and/or disadvantaged children. The focus on inclusion also envisages the provision of learning environments that respect children's rights within education and are responsive to the learning needs of all children.

The RTE Act requires the appropriate government and local authorities 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". 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 Schedules 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. Programmes to meet the educational needs of socially and economically disadvantaged population groups and children belonging to weaker sections of the society have been accorded high priority in all the Five-Year Plans. Disadvantaged groups are defined as those that belonged to the Scheduled Castes (SC), Scheduled Tribes (ST), socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factors. Weaker sections are defined as those belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification.

Bridging of social category gap in access to participation in elementary and education has been one of the major goals of the SSA. The approaches to ensuring inclusion of all children in elementary education include special initiatives for enhancing educational access for disadvantaged and weaker sections of the community such as the Scheduled Castes, Scheduled Tribes, children belonging to Muslim community and children with special needs (differently-abled children). SSA has also given attention to children living in remote and

Strategies to promote participation of SC children in elementary education

- Providing adequate infrastructure for elementary schooling in 61 districts with concentration of SC population;
- Education Guarantee Scheme in remote, sparsely populated areas, otherwise ineligible for schools;
- Bach to school camps, bridge courses and other alternative schooling facilities for children of migrant families, drop-outs, older and never enrolled children and working children;
- Free textbooks to SC students in classes I-VIII;
- Provision of financial assistance to each district for special innovative activities to promote education of SC children;
- Programmes to sensitise teachers to promote equitable learning opportunities and to address issues relating to class discrimination;
- Statutory representation of SC members in Village Education Committees and School Management Committees

scattered habitations, urban deprived children, and children affected by periodic migration.

Area-intensive and target-group specific initiatives, including assessment of educational status of specific social and cultural groups, alternative schooling opportunities for special groups such as out-of-school children and support to community-based innovative and experimental projects by voluntary agencies, constitute an important aspect of the initiative to bridge gender and social category gaps in participation in elementary education;

Participation of SC children in elementary education

The SSA promotes diverse strategies designed to enhance participation in elementary education of SC children. The main thrust has been on developing context-specific interventions to tackle problems relating to participation of SC/ST children in education. These have had a positive impact on the participation in elementary education of children belonging to Scheduled Castes.

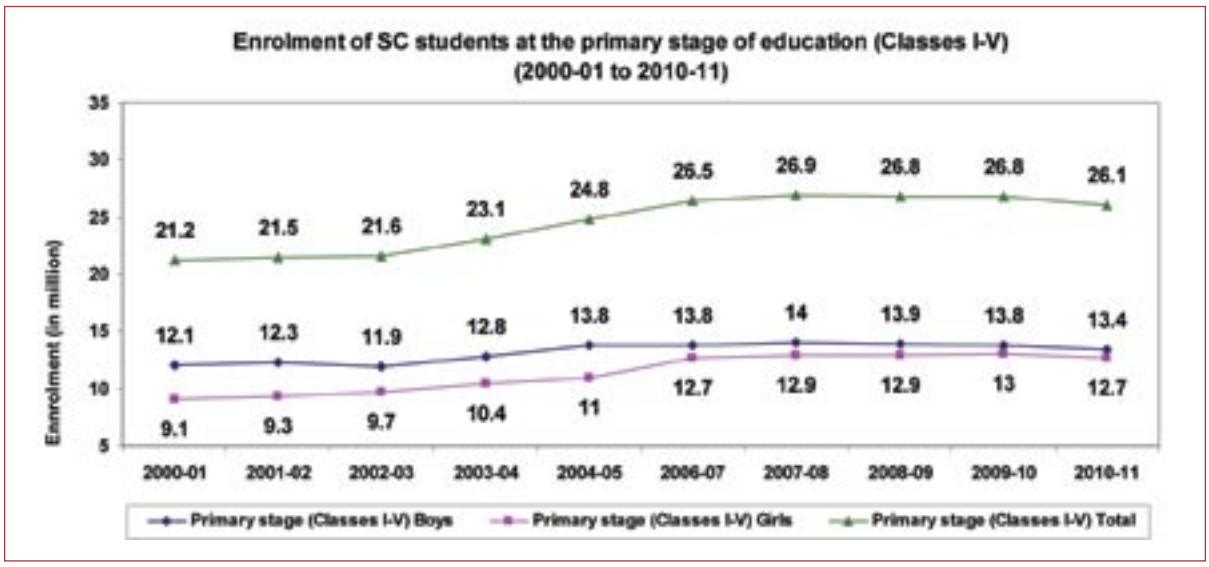
The expansion and availability of educational facilities for Scheduled Castes and Scheduled Tribes have shown a steady increase. Out of 174,700 habitations predominantly inhabited by scheduled castes in 2002, 86.15 per cent of them had primary schooling facility within 1 km. About 92.8 per cent of the population in predominantly SC-dominated habitation had primary schooling facility within a distance of 1 km. Out of 242,993 habitations predominantly inhabited by scheduled tribes in 2002, 79.3 per cent had primary schooling facility within 1 km. About 89.1 per cent of the population in predominantly SC-dominated habitation had primary schooling facility within a distance of 1 km.

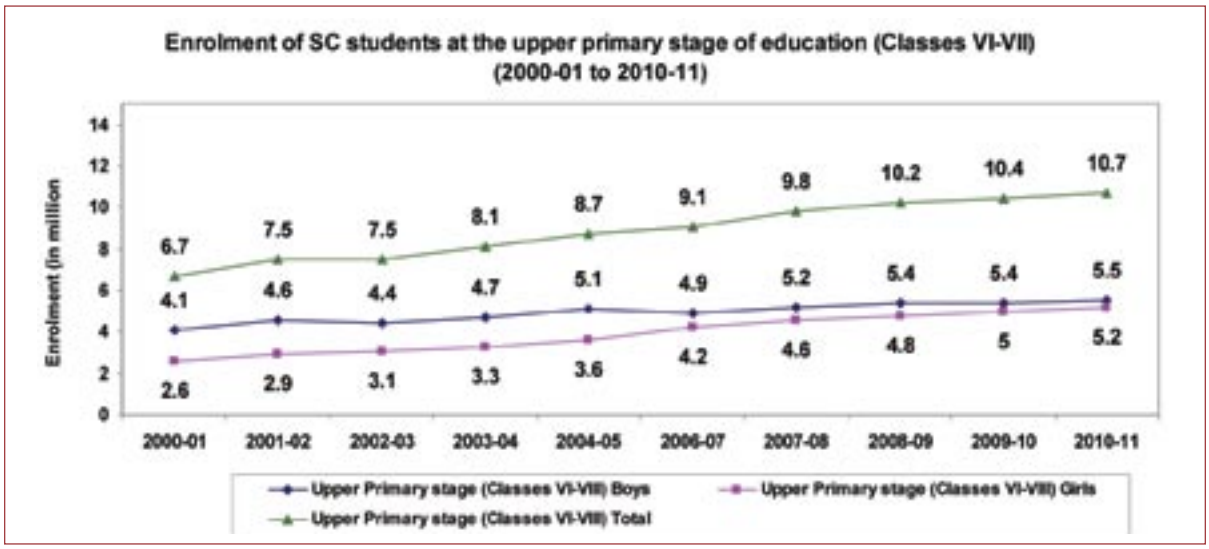
Enrolment of SC children: School enrolment of children from Scheduled Castes has registered substantial increase during the past decade. Between 2000-2001 and 2010-2011, enrolment of SC children in elementary education increased considerably, both at the primary (Classes I-V) and upper primary (VI-VIII) stages of education (Table 3.6).

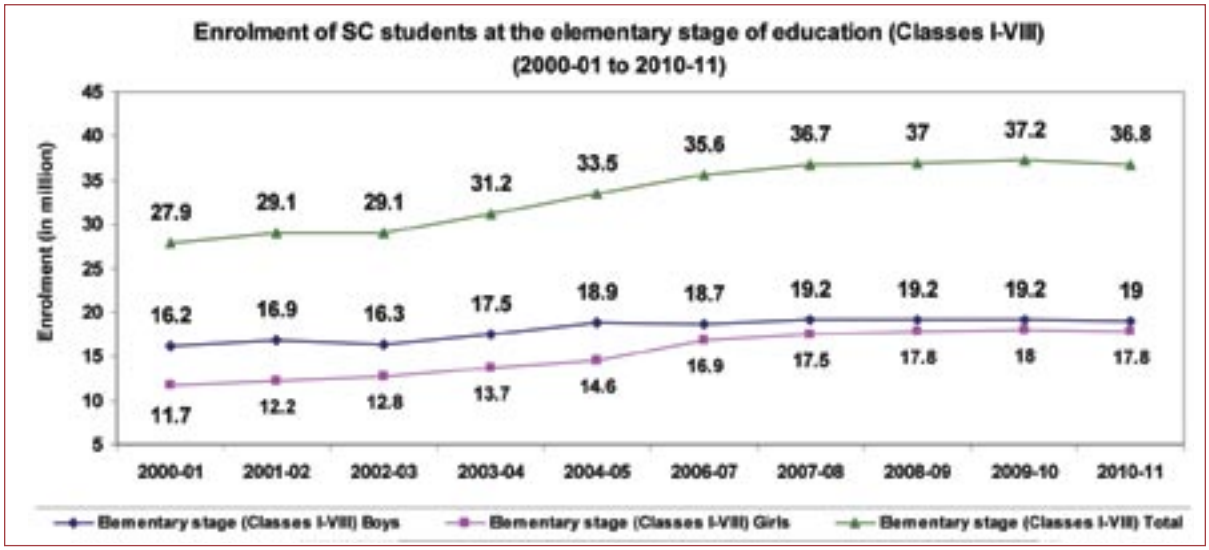
Table 3.6: Enrolment of SC students at the elementary stage of education (200-01 to 2010-11)

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	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	29.0
2002-03	11.9	9.7	21.7	4.4	3.1	7.5	16.3	12.8	29.2
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
2006-07	13.8	12.7	26.5	4.9	4.2	9.1	18.7	16.9	35.6
2007-08	14.0	12.9	26.9	5.2	4.6	9.8	19.2	17.5	36.7
2008-09	13.9	12.9	26.8	5.4	4.8	10.2	19.2	17.8	37.0
2009-10	13.8	13.0	26.8	5.4	5.0	10.4	19.2	18.0	37.2
2010-11	13.4	12.7	26.1	5.5	5.2	10.7	19.0	17.8	36.8

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11







Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Enrolment of SC children at primary stage: The enrolment of SC children at the primary stage increased from 21.2 million (12.1 million boys and 9.1 million girls) in 2000-01 to 26.1 million (13.4 million boys and 12.7 million girls). Thus during the period 2000-01 to 2010-11, the enrolment of SC children at the primary stage increased by 23.6 per cent.

Enrolment of SC children at the upper primary stage of education: Between 2010-2011 and 2009-2010, the enrolment of SC children at the upper primary stage increased from 6.7 million (4.1 million boys and 2.6 million girls) to 10.7 million (5.5 million boys and 5.2 million girls), the increase in enrolment being 4.0 million pupils (1.4 million boys and 2.6 million girls). This implies that the enrolment of SC children at the upper primary stage increased by 59.7 per cent during 2000-01 to 2010-2011.

Enrolment of SC children in elementary education: During the period 2000-01 to 2010-11, the total enrolment of SC children in elementary education (primary and upper primary stages) increased from 27.9 million (16.2 million boys and 11.7 million girls) to 36.8 million (19.0 million boys and 17.8 million girls), the increase in enrolment being 8.9 million pupils (2.8 million boys and 6.1 million girls). This implies that the enrolment of SC children in elementary education during this period increased by 31.9 per cent.

Trends in Gross Enrolment Ratios (GERs) for SC children

Between 2000-2001 and 2009-2010, the gross enrolment ratios for SC children increased substantially, both at the primary and upper primary stages.

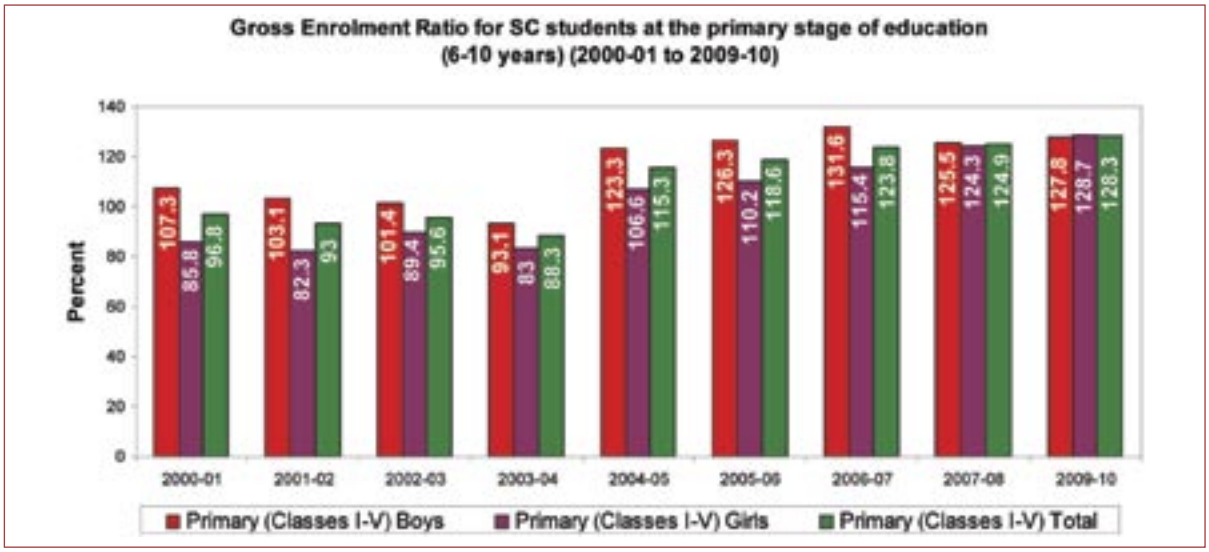
Gross Enrolment Ratio for SC children at the primary stage: Gross Enrolment Ratio for SC children at the primary stage increased by 31.5 percentage points from 96.8 per cent in 2000-01 to 128.3 per cent in 2009-2010. The GER increased by 20.5 percentage points for boys from 107.3 per cent in 2000-01 to 127.8 per cent in 2009-10, while the GER for girls increased by 42.9 percentage points from 85.8 per cent to 128.7 per cent during this period

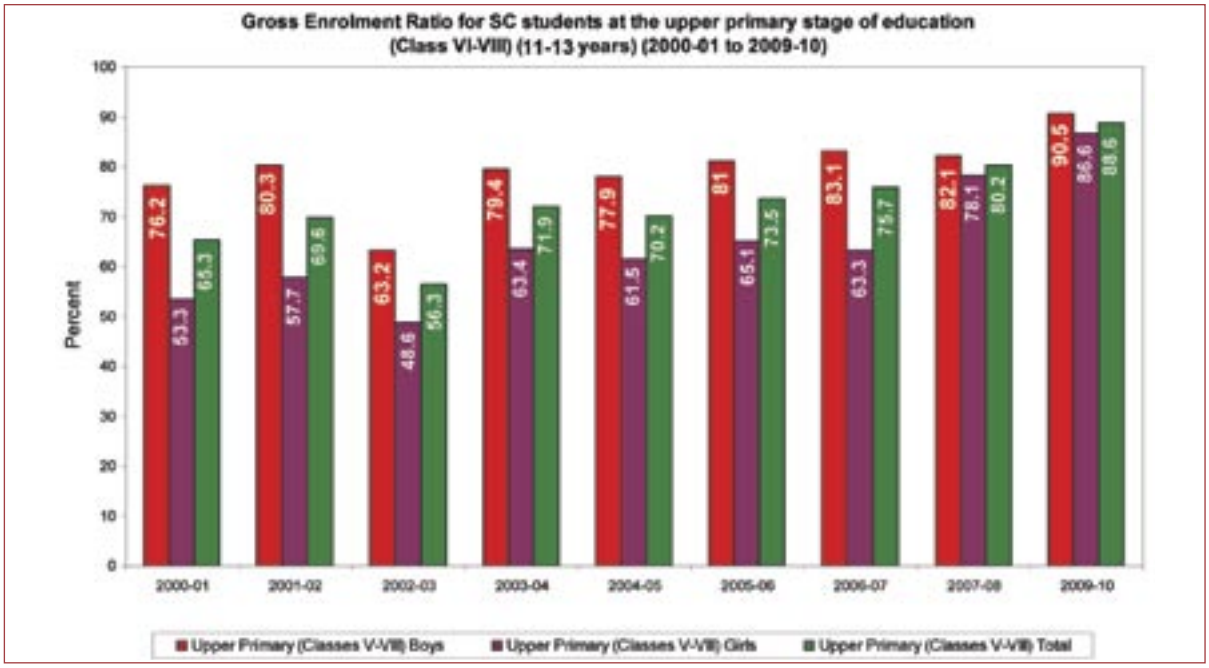
Gross Enrolment Ratio for SC children at the upper primary stage: Gross Enrolment Ratio for SC children at the upper primary stage increased by 23.3 percentage points from 65.3 per cent in 2000-01 to 88.6 per cent in 2009-2010. The GER

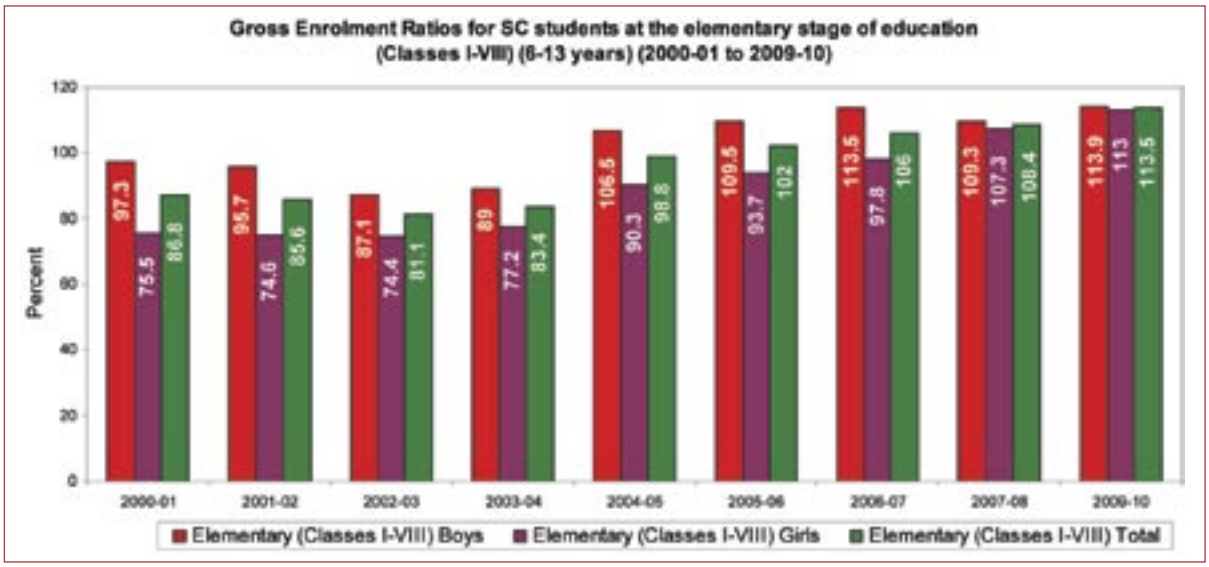
Table 3.11: Gross Enrolment Ratio for SC students at the elementary stage of education (2000-01 to 2009-10) (in million)

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	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
2009-10	127.8	128.7	128.3	90.5	86.6	88.6	113.9	113.0	113.5

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2009-10







Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2009-10

increased by 14.3 percentage points for boys from 76.2 per cent in 2000-01 to 90.5 per cent in 2009-10, while the GER for girls increased by 33.3 percentage points from 53.3 per cent to 86.6 per cent during this period.

Gross Enrolment Ratio for SC children at the elementary stage: Gross Enrolment Ratio (GER) for SC children at the elementary stage increased by 26.7 percentage points from 86.8 per cent in 2000-01 to 113.5 per cent in 2009-2010. The GER increased by 16.6 percentage points for boys from 97.3 per cent in 2000-01 to 113.9 per cent in 2009-10, while the GER for girls increased by 37.5 percentage points from 75.5 per cent to 113.0 per cent during this period.

Participation of ST children in elementary education

The SSA promotes specific strategies designed to enhance participation in elementary education of ST children. The main thrust has been on developing context-specific interventions to tackle problems relating to participation of ST children in education. These have contributed significantly to the enhancement of participation in elementary education of children belonging to Scheduled Tribes.

Enrolment of ST children: Between 2000-2001 and 2010-2011, enrolment of ST children in elementary education also increased considerably, both at the primary (Classes I-V) and upper primary (VI-VIII) stages of education.

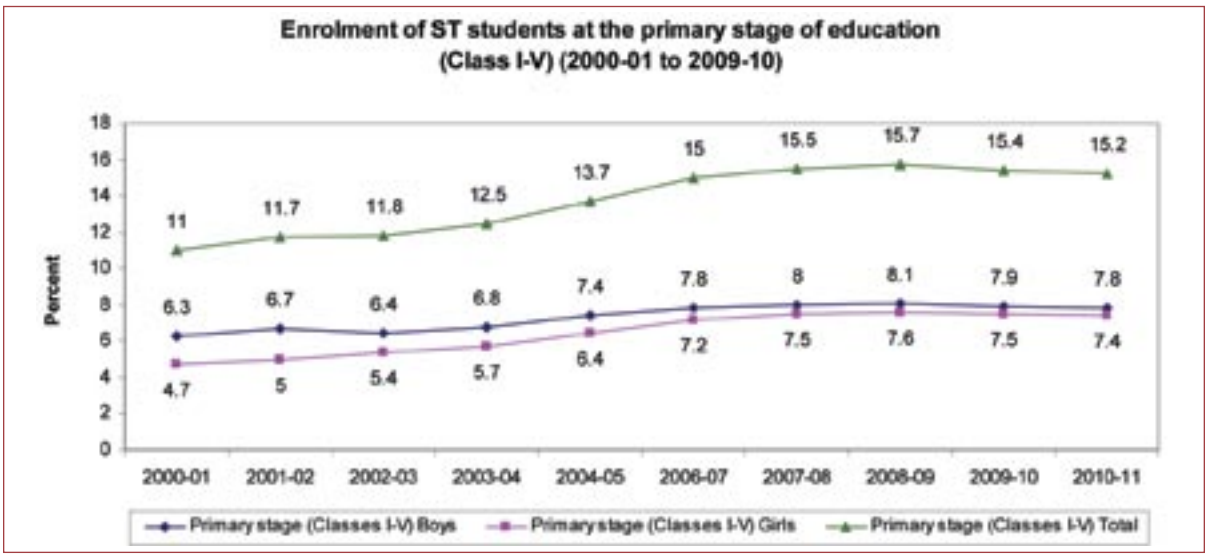
Enrolment of ST children at primary stage: The enrolment of ST children at the primary stage increased from 11.0 million (6.3 million boys and 4.7 million girls) in 2000-01 to 15.2 million (7.8 million boys and 7.4 million girls), the increase in enrolment being 4.2 million pupils (1.5 million boys and 2.7 million girls). Thus during the period 2000-01 to 2010-11, the enrolment of ST children at the primary stage increased by 38.2 per cent.

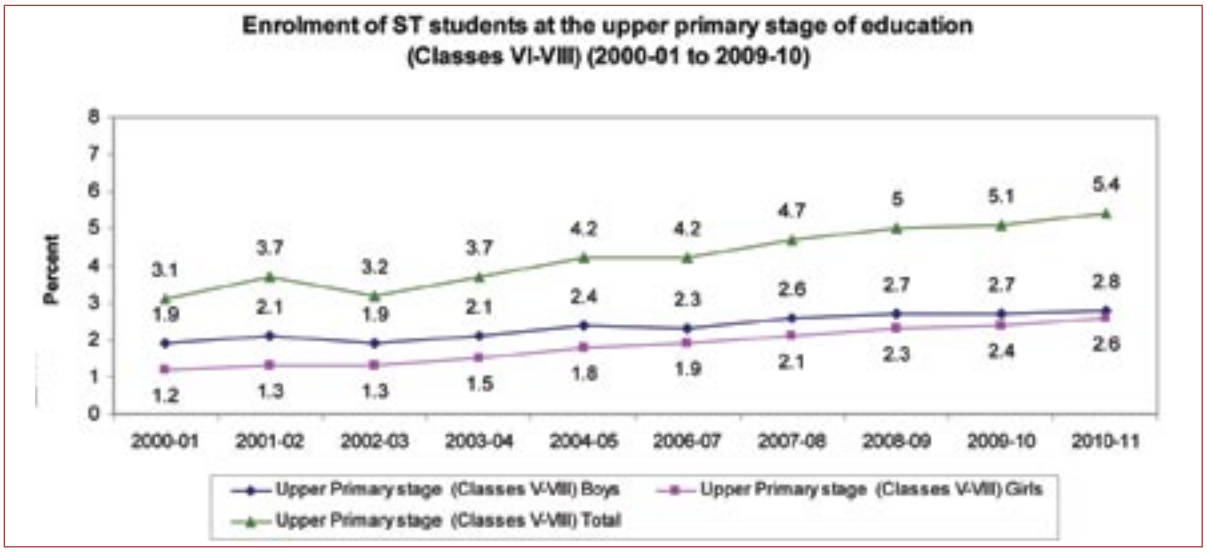
Enrolment of ST children at the upper primary stage of education: Between 2000-2001 and 2010-2011, the enrolment of ST children at the upper primary stage increased from 3.1 million (1.9 million boys and 1.2 million girls) to 5.4

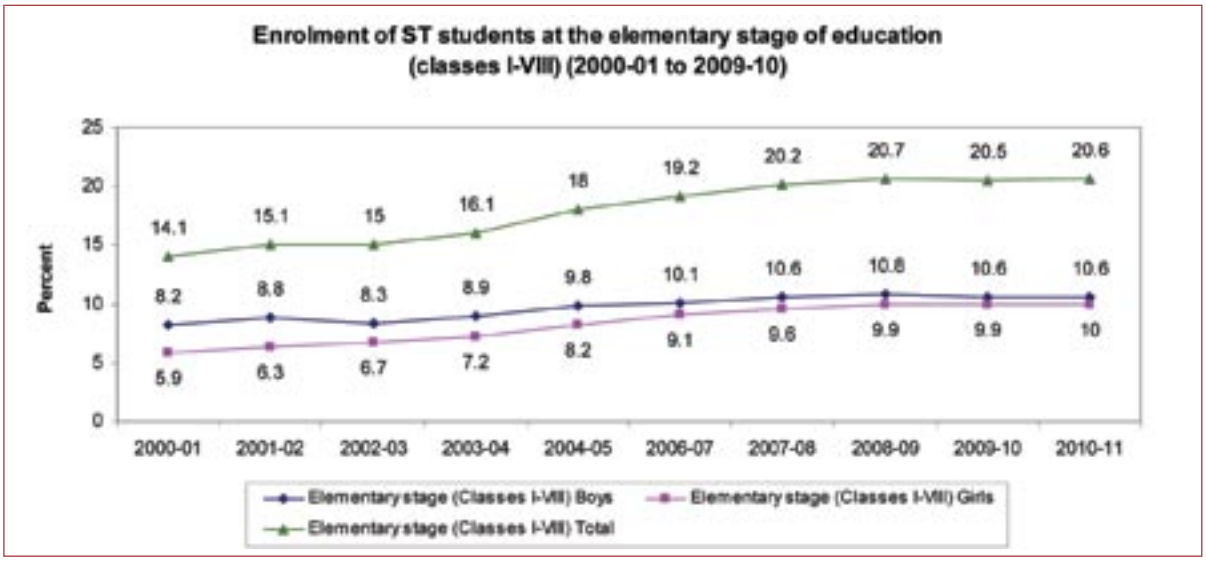
Table 3.7: Enrolment of ST students at the elementary stage of education (200-01 to 2010-11)

Year	Primary stage (Classes I-V)			Upper Primary stage (Classes V-VIII)			Elementary stage (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	3.7	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
2006-07	7.8	7.2	15.0	2.3	1.9	4.2	10.1	9.1	19.2
2007-08	8.0	7.5	15.5	2.6	2.1	4.7	10.6	9.6	20.2
2008-09	8.1	7.6	15.7	2.7	2.3	5.0	10.8	9.9	20.7
2009-10	7.9	7.5	15.4	2.7	2.4	5.1	10.6	9.9	20.5
2010-11	7.8	7.4	15.2	2.8	2.6	5.4	10.6	10.0	20.6

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11







Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

Strategies to enhance participation of ST children in elementary education

- Back to school camps, bridge courses and other alternative schooling facilities (Special Training Centres) for children of migrant families, drop-outs, older and never enrolled children and working children;
- Free textbooks to ST students in classes I-VIII;
- Provision of financial assistance to each district for special innovative activities to promote education of ST children;
- Special coaching/remedial classes for improving learning outcomes of SC children;
- Recruitment of local tribal teachers;
- 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;
- Providing adequate representation of SC members in Village Education Committees and School Management Committees.

million (2.8 million boys and 2.6 million girls), the increase in enrolment being 2.3 million pupils (0.9 million boys and 1.4 million girls). This implies that the enrolment of ST children at the upper primary stage increased by 74.2 per cent during 2000-01 to 2010-2011.

Enrolment of ST children in elementary education: During the period 2000-01 to 2010-11, the total enrolment of ST children in elementary education (primary and upper primary stages) increased from 14.1 million (8.2 million boys and 5.9 million girls) to 20.6 million (10.0 million boys and 10.6 million girls), the increase in enrolment being 6.5 million pupils. This implies that the enrolment of SC children in elementary education increased by 46.10 per cent during this period.

Trends in Gross Enrolment Ratios (GERs) for ST children

Between 2000-2001 and 2009-2010, the Gross Enrolment Ratios for ST children increased substantially, both at the primary and upper primary stages.

Gross Enrolment Ratio for ST children at the primary stage: Gross Enrolment Ratio for ST children at the primary stage increased by 37.5 percentage points from 101.1 per cent in

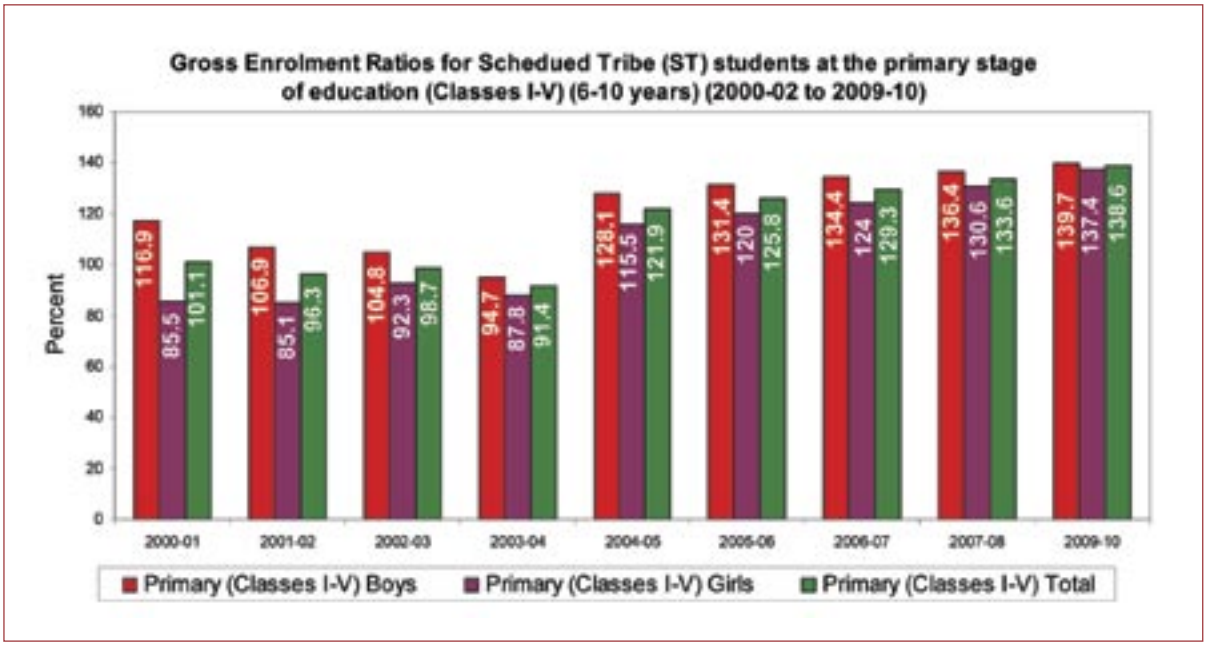
Table 3.8: Gross Enrolment Ratio for ST students at the elementary stage of education (2000-01 to 2009-10)

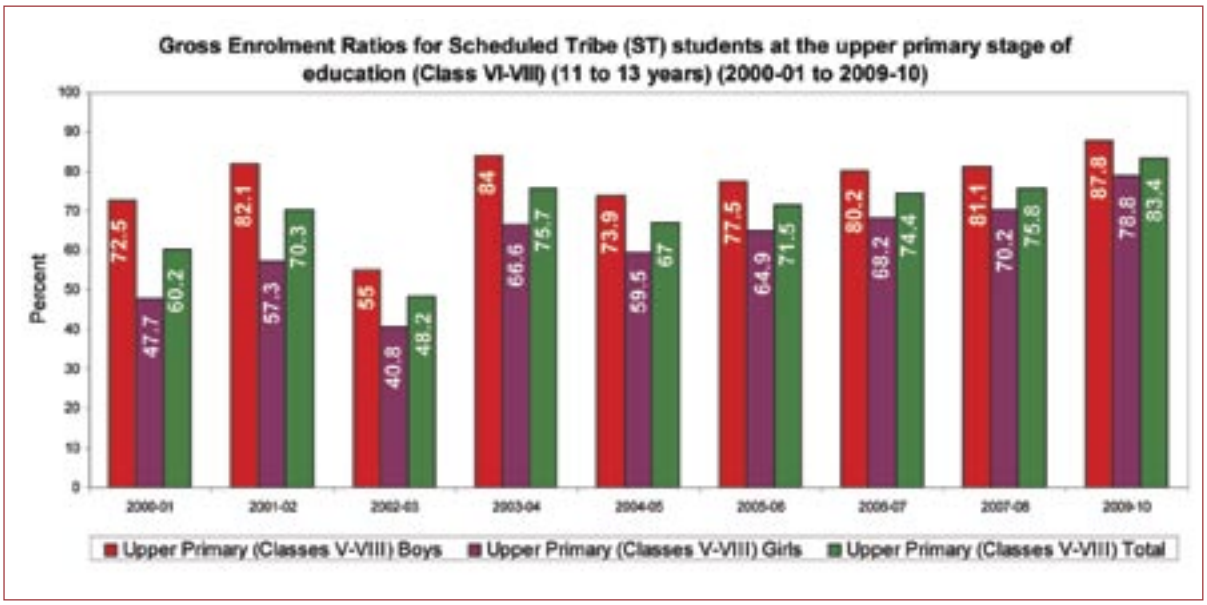
Year	Primary (Classes I-V)			Upper Primary (Classes V-VIII)			Elementary (Classes I-VIII)		
	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)	Boys (%)	Girls (%)	Total (%)
2000-01	116.9	85.5	101.1	72.5	47.7	60.2	102.5	73.5	88.0
2001-02	106.9	85.1	96.3	82.1	57.3	70.3	99.8	77.3	88.9
2002-03	104.8	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	120.0	125.8	77.5	64.9	71.5	111.9	100.6	106.4
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
2009-10	139.7	137.4	138.6	87.8	78.8	83.4	121.1	116.4	118.9

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

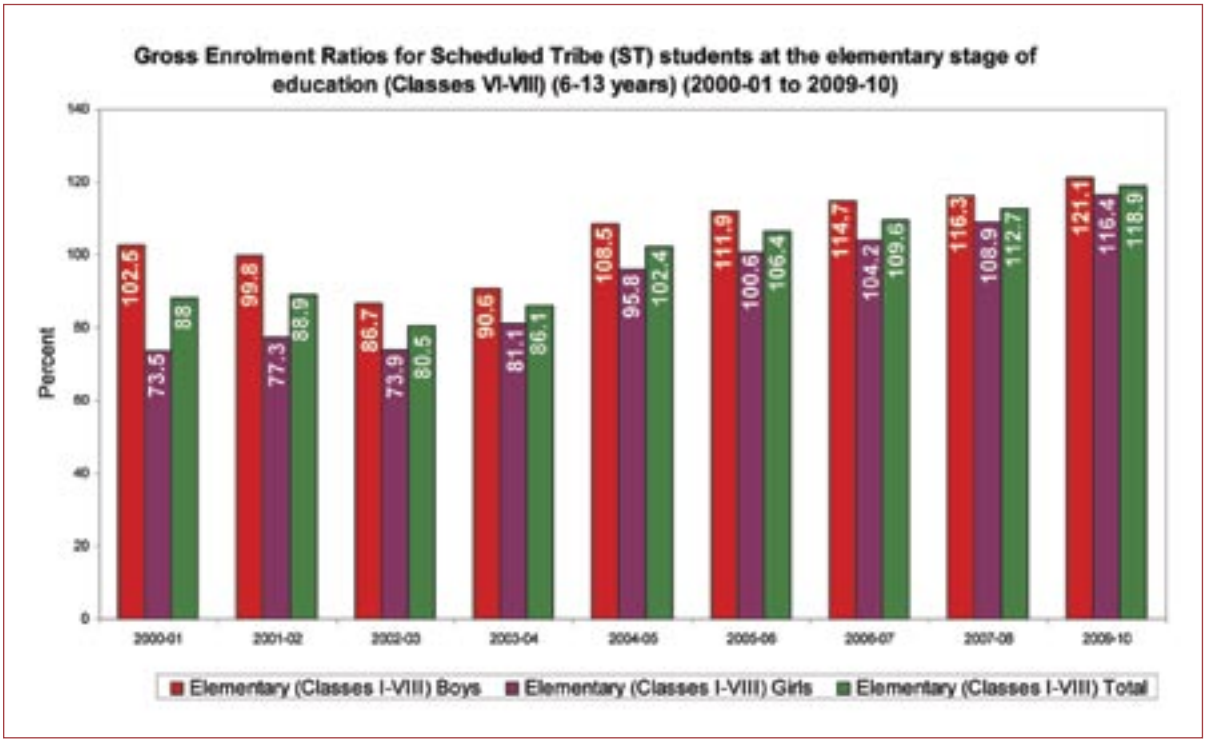
2000-01 to 138.6 per cent in 2009-2010. The GER increased by 22.8 percentage points for boys from 116.9 per cent in 2000-01 to 139.7 per cent in 2009-10, while the GER for girls increased by 51.9 percentage points from 85.5 per cent to 137.4 per cent during this period.

Gross Enrolment Ratio for ST children at the upper primary stage: Gross Enrolment Ratio for ST children at the upper primary stage increased by 23.2 percentage points from 47.7 per cent in 2000-01 to 78.8 per cent in 2009-2010. The GER increased by 15.3 percentage points for boys from 72.5 per cent in 2000-01 to 87.8 per cent in 2009-10, while the GER for girls increased by 31.1 percentage points from 47.7 per cent to 78.8 per cent during this period.





Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2009-10



Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2009-10

Gross Enrolment Ratio for ST children in elementary education: Gross Enrolment Ratio for ST children in elementary education increased by 30.9 percentage points from 88.0 per cent in 2000-01 to 118.9 per cent in 2009-2010. The GER increased by 18.6 percentage points for boys from 102.5 per cent in 2000-01 to 121.1 per cent in 2009-10, while the GER for girls increased by 42.9 percentage points from 73.5 per cent to 116.4 per cent during this period.

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. The enrolment of children belonging to Muslim communities is lower than their share in the population across the country. The share of enrolment of boys belonging to Muslim communities is less at the upper primary stage of education as compared to the primary stage. Children belonging to Muslim communities, by their social and cultural circumstances are more vulnerable to early drop out as compared to general category of students. The task of ensuring universal enrolment and retention at the elementary education of children belonging to Muslim communities has emerged to be significant in this context.

In order to enhance participation of children belonging to minorities in elementary education, various initiatives have been undertaken. Some 121 districts with high Muslim population have been identified for targeted interventions under SSA for enhancing educational access and eliminating infrastructure gaps through opening of 1,470 new primary schools and 445 upper primary schools, and 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. These include about

7,828 recognised madrasas/maqtabs covering about 1.01 million Muslim children and 4,040 unrecognised madrasas/maqtabs covering 160,000 Muslim children under the Education Guarantee Scheme and Alternative Innovative Education under the Sarva Shiksha Abhiyan.

The interventions focused on enhancing educational access have contributed to increased enrolment of Muslim children at primary and upper primary stages of education. According to the District Information System of Education (DISE), the enrolment of Muslim children at primary and upper primary stages of education was 11.03 per cent and 9.13 per cent respectively of the total enrolment during 2008-09 compared to 10.49 per cent and 8.54 per cent respectively in 2007-08. 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).

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.

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 also provides for the right of children to free and compulsory education for children of 6-14 years age group, including children with special needs. The RTE Act has been amended to include children with disabilities within the meaning of child belonging to disadvantaged group. Child with disability shall have the right to pursue free and compulsory elementary education in the same manner in which children with 'severe disabilities' and a child with 'multiple disabilities' shall have the right to opt for home-based education.

Under the SSA, the focus of 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 SSA interventions for children with special needs include (i) identification, functional and formal assessment, appropriate educational placement, preparation of Individualised Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, 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 either preparing children with special needs for schools and for life by imparting to them basic life skills.

An important aspect of SSA interventions for children with special needs is making schools barrier free for easy access. By 2011-12, about 751,550 schools have been provided with barrier-free access. About 2.24 million teachers have been provided 3-5 days training for better orientation to inclusive education. About 1.75 million teachers have been provided 3-5 days additional training for better orientation to inclusive education. About 127,706 teachers received 3-months training organised in collaboration with the Rehabilitation Council of India. These teachers have been acting as resource persons at the district and block levels. 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 organisations, NGOs and corporate sector. In all, about 2.4 million children with special needs have been provided assistive devices under the SSA. The programmes for education of children with special needs are implemented in collaboration with a large number of NGOs. These NGOs have been providing technical assistance for the planning of inclusive education, awareness generation, community mobilisation, early detection, identification and assessment of children with special needs and preparation of Individualised Educational Plan, development of training materials, training of inservice teachers and key resource persons and provision of assistive devices.

Household surveys and special surveys have been conducted by all States to identify children with special needs. At the beginning of the 11th Five-Year Plan (2007-12), 2.64 children with special needs were identified under SSA, of whom 2.22 million children were enrolled in schools, and an additional 200,000 children were provided support through other interventions, by 2010-2011. Currently, the number of CWSN identified under SSA stands at 3.047 million. Of these, 2.66 million children with special needs (87.38 per cent of those identified) are enrolled in schools compared to the enrolment in schools of 566,000 children in 2002-03. Further, about 61,340 children with special needs are being covered through school readiness programme in 22 States/UTs and about 152,248 children with severe-profound disabilities are being provided home-based education in 30 States/UTs. In all, 94.39 per cent of the identified children with special needs have been covered through different programmes.

Out-of- School Children

The number of out-of-school children in the age group 6-14 years was estimated at 32 million in 2001 (Census of India, 2001). This represented 28.2 per cent of the population in the 6-14 age group. An independent survey (SRI-IMRB Survey) conducted in 2005, estimated the number of out-of-school children at 13.5 million. 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. Though the estimates of out-of-school children in the age group 6-14 years using different sources of data provide varying figures, all the estimates do indicate that the number of out-of-school children in India has declined substantially during the past few years. The SRI-IMRB survey in 2009 indicated that the number of out-of-school children declined from 13.5 million in 2005 to 8.1 million in 2009, the number of out-of-school children accounting for 4.2 per cent of children in the age group 6-14 years. These surveys indicated that the percentage of out-of-school children to total population in the age group 6-14 years has decreased from 6.9 per cent in 2005 to 4.2 per cent in the year 2009.

Table 3.9: Percentage of out-of-school children in the age group 6-14 years

Year	Percentage of out-of-school children to total corresponding population in the age group 6-14 years				
	Total (%)	Girls (%)	Scheduled Caste (%)	Scheduled Tribe (%)	Muslim (%)
2005	6.9	7.9	8.1	9.5	10.0
2009	4.2	4.6	5.9	5.2	7.7

Source: IMRB

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 surveys 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 10.0 per cent in 2005 to 7.7 per cent in the year 2009. The decrease has been more noticeable in rural areas, where the percentage of out-of-school children to total population in the age group dropped from 7.08 per cent to 4.43 per cent compared to urban areas where it dropped from 4.34 per cent to 3.18 per cent.

The National Sample Survey (NSS) 66th Round data (2009-2010) estimated that about 14.25 million children were "not attending" schools. The definition of "not attending" in NSS Rounds of data refers to non-attendance during a particular recall period, which is different from enrolment figures available in DICE (District Information System for Education) data and information which States/UTs collect.

Principles guiding current programmatic initiatives

India has made considerable progress towards the goal of universal elementary education. As indicated earlier, the enactment in August 2009 of the Right of Children to Free and Compulsory education (RTE) Act 2009 and the notification for its implementation from 1 April 2010 onwards has given an added impetus to the efforts to promote universal elementary education. A modified SSA has been designated as the vehicle to realise the provisions contained in the RTE Act 2009. As indicated in Chapter 1 the road map of RTE Act envisages (i) establishment of neighbourhood schools within three years, i.e. up to 31 March 2013; (ii) provision of school infrastructure (all-weather school buildings, one-classroom-one-teacher, library, head teacher-cum-office room, toilets and drinking water, barrier free access, playground and fencing and boundary walls) within three years i.e. up to 31 March 3013; (iii) provision of teachers as per prescribed PTR (Pupil-Teacher Ratio) within three years i.e. up to 31 March 3013; (iv) training of untrained teachers within five years i.e. up to 31 March 2015; and (v) quality improvement interventions and other provisions from the date on which the RTE Act became operational, i.e. April 2010 onwards.

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, 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 of Schedules Castes, Scheduled Tribes, Muslim minority, 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 teacher, 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 for girls from oppressed and marginalised backgrounds;
- Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive measures;
- Convergent and integrated system of educational management that is pre-requisite for implementation of the RTE Act.

The framework of Implementation of the SSA has been modified to align them with the requirements of the RTE Act, 2009.

Toward universal secondary education

The success of SSA in achieving large scale enrolment of children at the elementary stage of education has brought in its wake the challenge of expanding access to secondary education. Rapid advancement in technology and the demand for skills also make it imperative that young people acquire more than eight years of elementary 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 compete successfully in the labour market. A centrally-sponsored scheme 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)' was launched in March 2009 with the objective of enhancing access to secondary education and improving its quality. The scheme envisages, inter alia, to enhance the enrollment at secondary stage by providing a secondary school within a reasonable distance of any habitation with an aim to ensure GER of 100 per cent by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc.

Important physical facilities to be provided under the scheme include: additional class rooms, Laboratories, Libraries, Art and crafts room, Toilet blocks, Drinking water provisions and Residential Hostels for Teachers in remote areas. Important quality interventions being provided under the scheme are: appointment of additional teachers to reduce PTR to 30:1, focus on Science, Math and English education, In-service training of teachers, science laboratories, ICT-enabled education, curriculum reforms; and teaching learning reforms. Important equity interventions provided in the scheme are: special focus in micro planning, preference to Ashram schools in upgradation, preference to areas with concentration of SC/ST/Minority for

opening of schools, special enrolment drive for the weaker sections, more female teachers in schools; and separate toilet blocks for girls. The scheme is being implemented by the State and UT Government societies established for implementation of the scheme. The central share is released to the implementing agencies directly. The applicable State share is also released to the implementing agency by the respective State and UT Governments.

Chapter 4

Meeting the Learning Needs of Young People and Adolescents

The third EFA Goal envisages actions for "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes". Elaborating this goal the Expanded Commentary to the Dakar Framework for Action states that "all young people should be given the opportunity for ongoing education. For those who drop out of school or complete school without acquiring the literacy, numeracy and life skills they need, there must be a range of options for continuing their learning. Such opportunities should be both meaningful and relevant to their environment and needs to help them become active agents in shaping their future and develop useful work-related skills".

The population of persons below the age of 35 years in India is estimated to be nearly 70 per cent of the total population of around 1.21 billion. The population in the age group 13-35 years is estimated to be about 400 million. About 70 per cent of the youth live in rural areas and the number of those in this age group is estimated to cross 500 million in 2011-12.

The education of young people and adolescents has been an issue of major concern in India. The issues related to adolescents and youth fall under the purview of different ministries of the Government of India, including the Ministry of Youth and Sports which is the designated nodal ministry dealing with youth and adolescent issues, Ministry of Human Resource Development (MHRD), Ministry of Women and Child Development, Ministry of Social Justice and Empowerment, Ministry of Labour, and Ministry of Health and Family Welfare.

Policy framework for education of youth and adolescents

In recent years, several policy measures have been formulated to create enabling conditions to effectively address the issues relating to adolescent and youth development. These include The National Policy on Education 1986, as modified in 1992; National Youth Policy, 2003; and the National Policy for Empowerment of Women, 2001.

The National Youth Policy, 2003: The National Youth Policy, 2003 which draws upon the elements of the earlier policies and programmes, such as the National Youth Policy (1988), reiterates the country's commitment to the composite and all-round development of the youth and adolescents of India. The Policy seeks to galvanise the youth to rise up to the new challenges, keeping in view the global scenario, and aims at motivating them to be active and committed participants in the exciting task of national development. The Policy endeavours to ensure effective co-ordination between the policies, programmes and delivery systems of the various Ministries and Departments of the Central and State Governments and other agencies. The Policy covers all the adolescents and youth in the country in the age group of 13 to 35 years. Since it was recognised that all the persons within this age group were unlikely to be one homogenous group, but

rather a conglomeration of sub-groups with differing social roles and requirements, the age group 13 to 35 years was divided into two broad sub-groups viz. 13-19 years and 20-35 years. The youth belonging to the age group 13-19 years, which is a major part of the adolescent age group, was regarded as a separate constituency.

The objectives of the National Youth Policy include, among others, 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; facilitating access, for all sections of the youth, to health information and services and to promote a social environment which strongly inhibits the use of drugs and other forms of substance abuse, wards off disease (like HIV/AIDS), ensuring measures for de-addiction and mainstreaming of the affected persons and enhancing the availability of sports and recreational facilities as constructive outlets for the abundant energy of the youth; developing youth leadership in various socio-economic and cultural spheres and encouraging the involvement of non-governmental organisations, co-operatives and non-formal groups of young people; and promoting a major participatory role for the youth in the protection and preservation of nature, including natural resources, and channelising their abundant energies in community service so as to improve the environment and foster a scientific, inquisitive reasoning and rational attitude in the younger generation.

Thrust areas of the National Youth Policy, 2003: The National Youth Policy, 2003 has four thrust areas. These include: *Youth Empowerment, Gender Justice; Inter-sectoral approach and Information and Research Network.*

Youth Empowerment: The Policy recognises that in order for the youth to effectively participate in decision making processes, it is essential that they are better equipped with requisite knowledge, skills and capabilities. Towards this end, the Policy envisions (i) the attainment of higher educational levels and expertise by the youth, in line with their abilities and aptitudes, and access to employment opportunities accordingly; (ii) adequate nutrition for the full development of physical and mental potential and the creation of an environment which promotes good health, and ensures protection from disease and unwholesome habits; (iii) development of youth leadership and its involvement in programmes and activities pertaining to national development; (iv) equality of opportunity and respect for Human and Fundamental Rights without distinction of race, caste, creed, sex, language, religion or geographic location and access to facilities relating to sports, cultural, recreational and adventure activities.

Gender Justice: The Policy recognises that any discrimination on grounds of sex violates the basic rights of the individual concerned and, therefore, stresses the need for the elimination of gender discrimination in every sphere. The Policy enunciates that: (a) every girl child and young woman will have access to education and would also be a primary target of efforts to spread literacy; (b) women will have access to adequate health services (including reproductive health programmes) and will have full say in defining the size of the family; (c) domestic violence will be viewed not only as violation of women's freedom but also as that of human rights; (d) all necessary steps should be taken for women's access to decision-making process, to professional positions and to productive resources and economic opportunities; (e) young men, particularly the

male adolescents shall be properly oriented, through education and counseling to respect the status and rights of women. The Policy further enunciates that (a) action would be pursued to eliminate all forms of discrimination in respect of the girl child, negative cultural attitudes and practices against women, discrimination against women in education, skill development and training, and the socio-economic exploitation of women, particularly young women; (b) concerted efforts will be made to promote a family value system that nurtures a closer bond between men and women, and ensures equality, mutual respect and sharing of responsibility between the sexes.

Inter-Sectoral Approach: The Policy recognises that an inter-sectoral approach is a pre-requisite for dealing with youth-related issues. It, therefore, advocates the establishment of a coordinating mechanism among the various Central Government Ministries and Departments and between the Central and State Governments, and the community based organisations and youth bodies for facilitating convergence in youth related schemes, developing integrated policy initiatives for youth programmes and for reviewing on-going activities / schemes to fill in gaps and remove unnecessary duplication and overlap.

Information and Research Network: Since youth development efforts in India have been hampered by lack of adequate information and research base, the Policy suggests the establishment of a well organised Information and Research Network in regard to various areas of concern to the youth to facilitate the formulation of focused youth development schemes and programmes.

Key sectors of concern for the youth: Considering that access to resources and development opportunities are particularly limited in rural areas, the Policy accords priority to rural and tribal youth, out-of-school youth, adolescents, particularly female adolescents, youth with disabilities and youth under specially difficult circumstances like victims of trafficking, orphans and street children. The Policy also identifies eight areas as key sectors of concern for the youth: These include: (i) Education; (ii) Training and Employment; (iii) Health and Family welfare; (iv) Preservation of Environment, Ecology and Wild life; (v) Recreation and Sports; (vi) Arts and Culture; (vii) Science and Technology; and (viii) Civics and good Citizenship.

The Policy emphasises that the thrust of the educational system, particularly in the early years, ought to be on learning, rather than on merely qualifying in examinations and memory-based tests. The Policy lays emphasis on outdoor learning as an integral part of the educational process and on physical education, sports, games and adventure activities and on equipping academic institutions with adequate sports and recreational facilities. It also emphasises that education, above the secondary level, should have a high degree of vocationalisation so as to enable the youth to acquire such requisite skills as would augment avenues of employment for them. It also stresses the need to develop closer links between the educational system and prospective employers, on an institutional basis and the need to make career counselling a part of the educational system, from the secondary level onwards and to undertake programmes for proper dissemination of information, amongst young men and women, in respect of career options. The Policy also highlights the need to undertake programmes to upgrade the existing skills of young artisans of traditional handicrafts and other products and for those who may wish to take up the same as a vocation. The policy emphasises that educational curriculum in schools should include information on health

issues, including reproductive health, HIV-AIDS and also on population issues.

The policy notes that the critical issues relating to training and employment include a mis-match between skills-requirement and employment opportunities, low technology levels, low wages and low productivity, occupational shifts in employment, under-employment owing to seasonal factors, excess labour supply in relation to demand, migration of the labour force from the rural to urban areas and limited participation of women in the work force, especially in the organised sector. The Policy suggests that a network of youth skill training centres would need to be established to build up the capacities of the young people for income generation activities. The Policy envisages that Government, in conjunction with youth organisations, will develop training programmes for young people in the rural areas, based on their needs and that special schemes would also be developed for young women, youth with disabilities and for young people returning from the urban to the rural areas, alongside flexibility in training systems and collaboration between training institutions and potential employers.

Programmes for out-of-school adolescents and youth

Over the years, a variety of programmes have been designed and implemented to address the concerns and development requirements of youth and adolescents, including education and skill training. These include the scheme of continuing education implemented under the National Literacy Mission (NLM), programmes under the Nehru Yuva Kendra Sangathan (NYKS), and vocational skill development programmes being implemented under the scheme of vocationalisation of education, polytechnics, Industrial Training Institutes etc.

Scheme of continuing education

A nationwide effort for adult and continuing education was set in motion with the establishment of the National Literacy Mission (NLM) in 1988. The goal of National Literacy Mission was to attain a sustainable threshold level of literacy rate of 75 per cent by imparting functional literacy to non-literates in the age group of 15-35 years which constitutes the productive age group and a major segment of the work force. The Total Literacy Campaign (TLC) constituted the principal strategy of NLM for eradication of illiteracy. It was noticed that there was a possibility of neo-literates regressing into partial or total illiteracy unless efforts were continued to consolidate, sustain and possibly enhance their literacy levels. The NLM, therefore, sought to ensure 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 provides 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 provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. Ten to fifteen CECs form a cluster with one of them acting as the nodal CEC. 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 grades 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.

Literacy rates among young adults in the age group 15-24 years

There has been significant increase in literacy rate among the population in the age group 15-24 year during the past decade. The literacy rate among population in the age group 15-24 years was 76.0 per cent in 2001 (Census of India, 2001). The sample survey conducted by the National Sample Survey Organisation (NSSO) indicated that the youth literacy rate had increased to 86.0 per cent in 2007-08, the increase in literacy rate in 2007-08 over 2001 being 10 percentage points (Table 4.1).

Programmes under Nehru Yuva Kendra Sangathan (NYKS)

The scheme of Nehru Yuva Kendra (NYK) was started by Government of India in the year 1972 with a view to involving the rural youth in nation building activities; and developing such skills and values which would enable the youth to become productive and responsible citizens of a modern, secular and technological India. The Nehru Yuva Kendra Sangathan (NYKS) came into existence in 1987 as an autonomous body of the Central Government which is presently functioning under Department of Youth Affairs, Ministry of Youth Affairs & Sports. Since 1972, there has been a phenomenal growth in the existing number of Nehru Yuva Kendras which are currently functional in as many as 623 districts of the country. Further, in order to manage, administer and run the 623 district based Nehru Yuva Kendras, Zonal Offices in 28 States of India have been established by NYKS. Further, the District Advisory Committee for Youth Programmes (DACYP) helps in linking NYKS activities with the District plan. Similarly, State Advisory Committee helps in dovetailing NYKS programmes with the state's priorities.

As per its stated aims and objectives NYKS has had been working to involve the youth in nation building activities. The core strength of NYKS is a net work of 125,000 functional youth clubs at the village level and volunteers of National Youth Corps (NYC). Thus, trained volunteers under the Scheme of National Youth Corps (NYC) of the Ministry of Youth Affairs and Sports attached to various NYKs maintain constant link between the Nehru Yuva Kendra and its large network of Youth Clubs in the district. The current thrust of NYKS is on Skill Development and Livelihood Generation which will provide vocational/skill based training opportunities to youth to build the capacity of youth by enhancing their employability and linking them with different means of livelihood offered by Industry and Corporate Sector. The Skill Training initiatives undertaken by the NYKS include the following:

Youth Employability Skill (YES) Project: The Youth Employability Skill (YES) Project was launched in 2011 to impart training in employable skills to unemployed youth. The project is implemented by NYKS in collaboration with National Skill Development Corporation (NSDC). The YES Project covers youth volunteers of eight North Eastern States. For identification and selection of NYC Volunteers and Youths, Market Mapping and Skill Gap Analysis was undertaken through the agency commissioned by NSDC. The project

Table 4.1: Youth literacy rate (Age 15 -24 years), 2001 & 2007-08

State/UT	Youth literacy rate, 2001 (%)			Youth literacy rate, 2007-08 (%)			Increase in youth literacy rate in 2007-08 over 2001 (percentage points)		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
A & N Islands	93	94	91	99	99	98	6	5	7
Andhra Pradesh	74	82	65	87	92	82	13	10	17
Arunachal Pradesh	70	78	62	84	90	77	14	12	15
Assam	74	79	68	92	94	90	18	15	22
Bihar	57	69	43	67	77	55	10	8	12
Chandigarh	87	89	85	89	93	83	2	4	-2
Chhattisgarh	79	88	69	89	92	86	10	4	17
D & N Haveli	67	80	48	85	99	63	18	19	15
Daman & Diu	86	89	79	98	100	93	12	11	14
Delhi	88	90	85	91	93	88	3	3	3
Goa	93	94	91	94	94	95	1	0	4
Gujarat	80	88	72	89	94	83	9	6	11
Haryana	83	89	75	89	93	85	6	4	10
Himachal Pradesh	92	95	89	98	99	97	6	4	8
Jammu & Kashmir	68	78	57	88	93	83	20	15	26
Jharkhand	65	79	50	75	86	62	10	7	12
Karnataka	80	86	74	89	93	85	9	7	11
Kerala	98	99	98	100	100	100	2	1	2
Lakshadweep	97	97	96	97	98	96	0	1	0
Madhya Pradesh	75	85	63	85	92	77	10	7	14
Maharashtra	90	93	85	95	97	92	5	4	7
Manipur	84	89	80	94	96	92	10	7	12
Meghalaya	74	74	74	97	97	96	23	13	12
Mizoram	93	93	93	98	98	98	5	5	5
Nagaland	76	78	73	99	100	98	23	22	25
Odisha	75	85	66	84	91	78	9	6	12
Puducherry	94	96	92	97	98	96	3	2	4
Punjab	83	85	81	90	91	97	7	6	16
Rajasthan	72	87	55	78	90	64	6	3	9
Sikkim	83	87	80	97	98	95	14	11	15
Tamil Nadu	88	93	84	97	99	95	11	6	11
Tripura	84	89	79	92	94	90	10	5	11
Uttar Pradesh	67	78	53	80	87	73	13	9	20
Uttarakhand	84	90	78	90	93	87	6	3	9
West Bengal	77	82	71	87	91	83	10	9	12
INDIA (All States)	76	84	68	86	91	80	10	7	12

Source: Census of India 2001; National Sample Survey Organisation (NSSO) Survey (64th round) 2007-08

involves vocational training in Retail Sales and Marketing, Electrician with TLC, Machining with CNC, Computer Accounting with Tally, Refrigeration and Air Conditioning, Certificate Programme in ITE-S-BPO, Certificate Programme in Hospitality, etc. for volunteers and selected youth to improve their employability. A Total number of 1,000 Youth Volunteers from Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura, Arunachal Pradesh and Assam have been trained. The successful trained youth volunteers have been offered jobs/placements with different Corporate Sectors, organisations with handholding extended to them by the concerned Training Agencies. Similarly, 269 NYC Volunteers and Youth have been imparted training in different skills under the YES Project from J & K State.

Skill Development Training Programme under NCVT Scheme: The main objective of Skill Development Training Programme under the National Council for Vocational Training (NCVT) scheme is to provide opportunity for vocational training to rural youth to improve their employability by optimally utilising the infrastructure in government/private institutions and to build capacity in the area of development of competency through registered vocational training providers. Under the programme, during the year 2011-12, youth in the age group of 14 to 35 years from 100 selected districts were given training through Vocational Training Providers (VTPs), registered under National Council for Vocational Training (NCVT) in Modular Employable Skills (MES) Courses. The Maximum duration of each MES Courses was of 180 hours. During the year 2011-12, a total of 5,261 youth were trained and issued certificates.

Skill upgradation Training Programme (SUTP) for women: The programme aims at enhancing the vocational skills of women in the border/tribal/backward districts and to help them acquire self-employment. Through these training programmes, the vocational skills or women are enhanced and updated. The programme enable the women participants to supplement their income in existing occupation, improve productivity and learn new skills for which there is a good demand in market. The SUTP programme is run exclusively for women in 200 border/tribal/backward districts of the country. The number of trainees enrolled in each training programme is about 30. The duration of the training centres and programmes are fixed according to the type of the selected trade and in consultation with concerned technical experts/ institutions. The District Youth Coordinator of the participating district identifies trade/vocation as per the local needs of the rural women on one hand, and availability of raw material and market on the other. These training courses/centres are organised in co-ordination with the concerned developmental agencies/institutes, including Small Scale Industries, Agricultural University Extension Services, etc. The main contents of the training include improved agricultural practices, repair and maintenance of tractor motors and other agricultural implements, candle/soap and doll making, sheep and wool rearing, sericulture and floriculture, cutting and tailoring, shoe making, traditional handicrafts of the area, and agro-based projects such as Poultry, Bee Keeping, Vermi-Culture, Angora Rabbit Farming, Dairy Development, Mushroom Cultivation, Fishery, Seri-culture, Cash Crops, etc.

Skill Development Training Programme (SDTP) under ATDC & NSDC with Job assistance: The objective of this project is to impart employability skill training to youth/volunteers willing to make a career in the apparel sector and to provide opportunity for vocational training to rural youth to improve their employability by optimally utilising the infrastructure in Apparel Training and

Design Centre (ATDC), Ministry of Textile, Govt of India and other Govt Institutions/Corporations working for upliftment of disadvantaged sections of the society such as the scheduled caste (SC), scheduled tribe (ST) and Minority community. The main thrust of the programme is to provide skill training to the youth according to their qualification and interests. Necessary placement assistance is arranged by ATDC to successful candidates in small/medium/large apparel units/ self help groups/domestic industry.

Programmes of the Rajiv Gandhi National Institute of Youth Development (RGNIYD)

The RGNIYD through its Youth and Adolescent Health and Development (YAHD) Division, Adolescent Health and Development Project (AHDP), Ilanthalir Community Radio (ICRS) and School of Life Skills Education and Social Harmony (SLSESH) has been engaged in the task of empowering adolescents through various programmes like forming Teens Clubs, establishing Ilanthalir Community Radio for adolescents and training them in life skills, peer education, adolescent reproductive sexual health (ARSH), health environment and sanitation, career guidance and personality development. The major programmes being organised by the RGNIYD include the following:

Programmes of Youth and Adolescent Health and Development Division of the RGNIYD: The Youth and Adolescent Health and Development (YAHD) Division has been organising training programmes on life skills, parenting adolescents, career guidance, civics, citizenship and life skills, and peer education. During the period April 2010 to July 2012, the Division organised 55 training of trainers programme, and capacity building training covering 2,928 trainees (1,185 female trainees and 1,743 male trainees).

Adolescent Health and Development Project (AHDP) of RGNIYD: The RGNIYD had established AHDP with the support of UNFPA in the year 2008. Since then it has organised various programmes focusing on the adolescent children in the schools as well as out-of-school adolescents. The Adolescent Health and Development Project (AHDP) has formed Teens Clubs in the schools as well as out of schools in and around Sriperumbudur to inculcate life skills education for the adolescent children. The aims of the Teens Clubs are to empower the adolescents and bring out their potentials for the development of leadership quality and personality for positive behaviour. During the period April 2010 to June 2012, 80 Teens Clubs for adolescents on schools with a total of 2.460 members (Male: 1,183; Female: 1,277) were established while 27 Teens Clubs for out-of-school adolescents with a membership of 523 adolescents (Male: 140; Female: 383) were established. Under the AHDP project, the RGNIYD had organised trainings on Life Skills, Peer Education, Career Guidance, Health Environment and Sanitation and ARSH to these adolescent children. A total of 13,787 adolescents (Male: 6,203; Female: 5,784) participated in these programmes. The AHDP has also constituted a National Adolescence Resource Team (NART) with expert members who work with adolescents in the field of health, training, research, and outreach activities. The division has prepared and published various training manuals, workbooks, journals etc.

Ilanthalir Community Radio: Under AHDP, a Community radio (Ilanthalir Community Radio) has been operational since November 2008 on the campus of the RGNIYD. The Community Radio has been broadcasting programmes on the concept 'For the adolescents, by the adolescents'. The target group includes: Adolescents, school going and out-of-school children in the age group of 10 to 19 years in and around Sriperumbudur

Kanchipuram District of Tamil Nadu, and in some parts of Thiruvallur district. Community Radio Station carries out programmes on adolescents health, career, life skills, environmental issues, social issues, awareness programmes pertaining to legal issues, government plans and schemes, tourism, etc. Ilanthalir also focuses on the development of communication skills of students through programmes on spoken English. Programmes are broadcasted daily from 10 am to 6.00 pm. The Ilanthalir Community Radio Station has also been organising various training programmes for adolescents. During 2011-12, a total of 1,525 adolescents (Male: 466; Female: 1,059) participated in these programmes.

Programmes under the National Adolescent Resource Centre: The National Adolescent Centre in RGNIYD has been carrying out several activities to address the needs of adolescents. Some of the activities of the Centre include (i) Resource Centre in RGNIYD, (ii) National Adolescent Resource Team (NART), (iii) Adolescent Information Website, (iv) Ilanthalir Community Radio and (v) Community Intervention Programmes, such as forming and sustaining Teens Clubs, capacity building programmes for NGO/CBOs and youth clubs, life skills training programme, skill development programme, screening of short films on career choices and mobile video conferencing; (vi) Research on adolescent issues such as health and nutrition, education, reproductive sexual health, career choices and other vital perspectives, (vii) Capacity building programmes, including orientation for NYK volunteers on Life Skills, Personality and skill development; training of District Project Officers and Zonal Project Officers of NYKS; orientation for district level programme coordinators; and training to school teachers as facilitators; (viii) Networking of Resource Institutions which are working for adolescent development in all parts of the country including collection and collation of the profile of the institutions, NGOs working in the field of adolescents and networking with relevant agencies at regional, and national levels.

School of Life Skills Education and Social Harmony (SLSESH): The School of Life Skills Education and Social Harmony (SLSESH) established by RGNIYD in 2008 offers post graduate course leading to Masters Degree in Life Skills Education which is the first of its kind in India. The Life Skills Education curriculum is designed to create professional educators who can focus on teaching decision making, problem solving, and critical and creative thinking, communication and team building skills. A life skills educator designs strategies and methods to encourage healthy living and integration into society. The objectives of the course are to familiarise students in theoretical foundation in Life Skills Education, prepare them in training methodologies, enable them to apply Life Skills in various spheres, develop professionals in Life Skills Education, and to enhance the ability to contribute as youth workers specialised in the area of Life Skills Education. A total of 70 students (male: 36; Female: 34) were enrolled for the programme during the period 2008-2012. So far three batches of students have successfully pursued their Master's degree in Life Skills Education. The graduates are working with NGOs, Educational institutions, Health sector, and corporate sectors as Project Coordinators, School Counsellors, Teachers, Researchers and Trainers. A few of them are self-employed by establishing NGOs. The school has been publishing a bi-annual journal called "Indian Journal of Life Skills Education" from July 2009 onwards. The school has also organised three international conferences on the different themes related to youth and adolescents during the years 2009, 2010 and 2011.

Indian Association of Life Skills Education (IALSE): The school provides a forum to the academicians, experts, trainers and activists

in Life Skills Education across the country through its programmes like workshops, seminars, conferences, related activities etc. The practitioners of Life Skills Education has decided to formulate The Indian Association of Life Skills Education to bring together a forum where mutually minded people would be able to interact, discuss, and thereby promote and strengthen Life Skills Education through an inter-disciplinary and trans-disciplinary approach under the School of Life Skills Education and Social Harmony. The "Indian Association of Life Skills Education" was launched in March 2011. The main objectives of the Association are to: (i) bring together social scientists, educationists, scientists, practitioners and policy makers from various disciplines in one forum to explore and work in the areas of life skills education; (ii) encourage mutual and collective efforts to develop, promote and apply life skills to improve quality of education and learning through inter-disciplinary and trans-disciplinary approaches; (iii) access current status and best practices in relation to application of life skills approach in education and training; (iv) strengthen the network with other sub-regional, regional and trans-regional organisations working in the areas of Life Skills Education and training; (v) encourage conferences, seminars, consultation, workshops, to enable sharing of research findings and experiences relating to life skills education and training, (vi) disseminate new theories and innovative inter-disciplinary and trans- disciplinary approaches for understanding and addressing emerging trends in Life Skills Education; (vii) initiate steps to promote Life Skills approach in teaching, training and to strengthen the theoretical framework of Life Skills Education, (viii) publish books, journals and such other literature which would promote the dissemination of knowledge in the field of Life Skills Education, (ix) enable scholars in Life Skills Education to enhance their career opportunities and fulfill professional commitments.

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), formerly known as National Open Schools (NOS), provides opportunities to interested learners by making available courses/programmes of study through open and distance learning (ODL) mode. 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 of age, 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 courses, senior secondary education course, vocational education courses/ programmes and life enrichment programmes. The NIOS operates through five departments at its headquarters, 16 Regional Centres, two sub-regional centres, one cell and 5,000+ accredited institutions (study centres) in India and abroad. It has a current enrolment of about 2.5 million students at secondary and senior secondary levels which make it the largest open schooling

Table 4.2: National Institute of Open Schooling (NIOS): Category-wise enrolment Admission status during the academic session 2010-11

Student category	Enrolment	Percentage
General	330,883	72.23
Scheduled castes	57,718	12.60
Scheduled tribes	33,819	7.38
Other backward castes	335,722	7.32
Differently-abled	1,904	0.42
Ex-servicemen	209	0.05
Total	458,055	100.0

system in the world. A total of 458,055 students (Male: 319,556; Female: 138,499) were enrolled in the secondary and senior secondary level courses during the academic session 2010-2011 (Table 4.2).

The total number of students enrolled included 222,336 students (Male: 154,736; Female: 67,600) for secondary education course and 235,719 students (Male: 164,820; Female: 70,899). The enrolment increased by 9.14 per cent during the period 2009-10 to 2011-12 (from 419,702 in 2009-10 to 493, 534 in 2011-12)

Work-related skill development and training for adolescent and youth

In India, acquisition of work-related skills by adolescents and youth take place through both formal and unorganised/informal structures. The unorganised/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 unorganised 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 unorganised sector are very diverse. The formal structure includes vocational education and training in schools at the post-secondary stage, technical training in specialised institutions such as the Industrial Training Institutes, apprenticeship training and higher technical education imparted through professional colleges.

Vocational education and training

Vocational education and has been accorded high priority by the national policy on education 1986/92. The policy *inter alia* states, "The introduction of systematic, well-planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation … Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity". A National Policy on Skill Development was formulated by the Ministry of Labour & Employment in February, 2009. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognised qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global labour market. It aims at increase in productivity of workforce both in the organised and the unorganised sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergise efforts of various sectors and reform the present system.

Several Ministries and departments of the Government of India are involved in imparting vocational training to over four million persons every year. Vocational training being a concurrent subject, both the Central and State Governments share responsibilities for vocational training. At the national level, 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. Some of the schemes being implemented to promote vocational training include the following:

Vocationalisation of secondary education:
The Centrally Sponsored Scheme (CSS) "Vocationalisation of Secondary Education" was

launched in 1988, to be implemented in Classes XI-XII through State/UTs and NGOs/VAs in the formal and non-formal sectors. 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. Since inception of the scheme, 9,619 schools with about 21,000 sections have been created with an intake capacity of about 1.03 million students. 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 being offered at the higher secondary stage.

A revised scheme was put in operation in 2011 to address some of the weaknesses in the existing scheme. The weaknesses in the existing 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 requirement of industry. The revised scheme aims to address these gaps to strengthen vocational education in Classes XI-XII. The salient features of the Revised Centrally-Sponsored Scheme of Vocationalisation of Higher Secondary Education are as follows:

- The scheme seeks to enhance the employability of youth through competency-based modular vocational courses; to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/interchangeability in qualifications; to fill the gap between educated and employable; and to decrease the pressure on academic higher education.
- Under the Scheme demand driven modular competency-based vocational courses shall be identified and developed in collaboration with Industry/employers.
- The courses would be offered through Government, Government-Aided and Private unaided higher secondary schools in conformity with the NVEQF system.
- Major component of the Scheme includes introduction of vocational courses in new schools and strengthening of vocational courses in the existing schools.
- The Scheme will be primarily implemented by the State Governments. .Private schools will be assisted under the public private partnership (PPP) mode. Assistance will be given to reputed NGOs for taking up innovative programmes in vocational education
- Besides the vocational schools, other relevant Institutions involved in skill development, i.e. Industrial Training Institutes, Polytechnics, Skill Development Centres, etc. would also be encouraged to participate in the scheme in conformity with the norms and standards.
- Vocational courses will be conducted with the help of full-time contractual teachers/trainers as well as the guest faculty. In-service training of existing teachers and induction training for new entrants are important components of the scheme.
- Competency-based instructional and learning materials would be made available for the identified vocational courses to the learners, teachers and trainers; adequate inputs in terms of tools, equipment and machinery for the development of soft and basic technical skills would be provided to the schools.

- The certificates for vocational course as well as modules will be awarded by the concerned State Boards or the Central Boards.
- Efforts will be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, persons below poverty line, minority and children with special needs, with special attention to the girls belonging to these groups.
- A Vocational Education Cell would be established under CBSE as a precursor to eventual establishment of a Central Board of Vocational Education. States will be encouraged to set up separate State Boards for Vocational Education.
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) would be strengthened is envisaged to be the coordinating agency for vocational education and for interface between education and industry.
- Evaluation and monitoring will be a built-in feature of the programme. Monitoring of programme implementation will be done at various levels, viz., National, State, District and Institutional levels.

Scheme for Community Development through Polytechnics (CDTP): The scheme of Community Development through Polytechnic aims at providing non-formal, short-term, employment-oriented skill development programmes to various sections of the community, particularly the rural, unorganised and disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. The duration of training normally ranges from three to six months. No fees are charged from the trainees under the CDTP scheme and there is no restriction of age and qualification. Some 143,000 persons have availed training during the financial year 2011-12. During the year 2011-12, a total of 518 Polytechnics had implemented the CDTP scheme.

Scheme of Apprenticeship training: the scheme of apprenticeship training provides opportunities for practical training to graduates of higher secondary courses (vocational stream), diploma holders (technicians) and graduate engineers in industrial establishments/organisations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC) which is an apex Statutory body constituted under the Apprenticeship Act, 1961. The maximum period of Apprenticeship Training under the Act is one year. The main purpose of the scheme is to provide practical and hands on training to graduates of higher secondary courses (vocational stream), diploma holders (technicians) and graduate engineers to enhance their technical skills and to make them suitable as per the needs of the industry. Those who undergo the apprenticeship training are paid monthly stipend which is shared between the government and the employer on a 50:50 basis.

Scheme of support to voluntary agencies for adult education and skill development: The scheme of support to voluntary agencies for adult education and skill development seeks to promote adult education and skill development through the voluntary sector: The main objective of the scheme 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 of three components: State Resource Centres (SRCs), Jan Shikshan Sansthans (JSS) and assistance to voluntary agencies. The SRC provides academic and technical resource support to adult and continuing education through the development and production of materials and training modules. The Jan Shikshan Sansthans provide vocational training to non-literates, neo-literates as well as school dropouts.

Distance vocational education programme: The National Institute of Open Schooling (NIOS) organises distance vocational education programmes for interested learners. The vocational education programme of NIOS involves a network of 11 regional centres and around 2,067 study centres supporting distance vocational education programmes. Cumulative enrolment in distance vocational education courses during the past five years reached over 90,000. The NIOS has been organising a special programme called 'HUNAR' mainly focused on boys and girls from Muslim community who leave schooling at the early stage and are in the age group 14+. The courses offered under the Hunar Programme include cutting and tailoring (one year), preservation of fruits and vegetables (one year), Beauty culture (one year), Early childhood care and education (one year), basic rural technology (one year), Jute production (one year), basic computing (six months), Typing – Hindi/English/Urdu (six months) and bakery and confectionary (six months).

Industrial Training Institutes: The scheme of Industrial Training Institutes (ITIs) being implemented by the Ministry of Labour and Employment impart training in over 100 engineering and non-engineering trades. Admission into IITs is open to those who have passed class VIII or X depending on the trade. The duration of the courses ranges from one to two years depending on the trade. The main objective of IITs is to impart skills in various vocational trades to the human resource requirements for technology and industrial growth of the country. Out of the total number of IITs, 500 of them are being upgraded into Centres of Excellence under a scheme launched in 2005-06 with a view to improving the quality of vocational training in the country to make it demand driven and to ensure improved employability of the graduates from IITs.

The Modular Employable Skills (MES) and Skills Development Initiative Scheme (SDS) adopted by the Directorate General of Employment and Training (DGET), Ministry of Labour and Employment provides a new strategic framework for skill development for early school leavers and existing workers, especially in the unorganised sectors. The main objective of the initiative is to provide employable skills to school leavers, existing workers, ITI graduates and other similar persons. Priority is given to those above 14 years of age, who have been withdrawn as child labourers.

The Swarna Jayanti Gram Swarozgar Yojana (SGSY-SP) being implemented by the Ministry of Rural Development aims at empowering young people from the poor and weaker sections of the society through schemes like 'Special Projects for Placement Linked Skill Development of Rural Youth'. The Rural Development and Self Employment Training Institute (RUDSETI) have been involved in entrepreneurship and skill building of the rural youth for self employment in areas with a pre-existing market for the goods/services produced. The objective has been to create dedicated skills development infrastructure in each district in the country aimed at entrepreneurship development.

Skill Development Mission

In order to seeks 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 has set up a Skill Development Mission launched in 2007 comprising of 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 supported by the Prime Minister's Council of Skill development, National Skill Development Board, and the National Skill Development Board/Trust. The Skill Development Mission, among others, envisages 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, the establishment of a National Vocational Education Qualification Framework (NVEQF).

National Vocational Education Qualifications Framework (NVEQF)

There is a significant drop-out of students after completion of Class 10 and they do not join class 11. These children and a certain percentage of children enrolling in Class 11 who have aptitude for vocational courses, but are compelled to pursue academic courses in the absence of any opportunity, constitute the target group under the scheme of vocational education at secondary level. The children completing the primary/ elementary schooling need to be imparted both generic and specific skills that will help them live a quality life. The relevance of vocational education has increased in the fast growing Indian economy, especially in the light of the Government's thrust on Universalisation of Secondary Education, skill development and social justice through inclusive education and training. The revised for Vocational Education and Training in India developed by the MHRD, 2007 proposes to integrate the general academic education, vocational education, vocational training and higher education as a comprehensive system under a Qualifications Framework (QF).

The NVEQF would establish equivalence and provide for horizontal and vertical mobility between various vocational education and training programmes, between vocational and academic streams, between general and technical education at more than one career points, recognition and certification of competencies irrespective of the mode of learning. Thus, vocational graduates will have opportunities not only to enter the world of work through wage or self-employment, but also can have lateral and vertical mobility in the educational system. The NVEQF Provides closer integration of learning and work; integrates general academic education, vocational education, vocational training and higher education into a single system of 14 qualifications; encourages continuous up-gradation of knowledge and skills; supports flexible educational pathways between sectors and across qualifications; encourages parity of esteem between academic and vocational qualifications; promotes greater and active involvement of social partners and industry; and supports inclusive growth by providing equal access of VET to all.

Chapter 5

Improving Levels of Adult Literacy

The achievement of universal literacy has been a key goal of education development programmes in India since independence. The National Policy on Education (NPE) 1986 accorded high priority to eradication of illiteracy and urged that "the whole nation must pledge itself to eradication of illiteracy, particularly in the 15-35 age group". The NPE 1986 was followed by the launching of the National Literacy Mission (NLM) in 1988 to impart functional literacy to non-literates in the age group 15-35 years in a time bound manner.

The goal of National Literacy Mission (NLM) was to impart functional literacy to non-literates in the age group of 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 Total Literacy Campaigns have been area-specific, time-bound, participative and outcome oriented. Apart from imparting functional literacy, TLC also included dissemination of a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunisation, propagation of small family norms, women's equality and empowerment, peace and communal harmony.

The National Literacy Mission sought to ensure that the Total Literacy Campaigns and Post-Literacy Programmes successfully move on to Continuing education which provide opportunities for life-long learning. The scheme of Continuing education provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes. The main thrust has been on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs), by providing facilities of library, reading room, learning centres, sports and cultural centres and other interest promotion programmes. The Adult and Continuing Education programmes under the NLM view education in a lifelong learning perspective contributing not only to enhancing reading and writing capabilities, but also to imparting a comprehensive set of life skills to learners that enable them to access all development resources.

The initial target of the NLM was to impart functional literacy to 30 million non-literates by 1990 and additional 50 million by 1995. By the end of the Tenth Five-Year Plan (2002-07), NLM had made 126.6 million persons literate, 60 per cent of them being females. About 23 per cent of learners belonged to Scheduled Castes (SC) and 12 per cent of them belonged to Scheduled Tribes (ST). The NLM had covered 597 districts under literacy programmes. While all these districts were covered under Total Literacy Campaigns, 502 of these districts reached Post Literacy Stage and 328 of them reached up to Continuing Education Stage. At the end of the Tenth Five-Year Plan (2007), 95 districts were under Total Literacy Campaign, 174 districts under post-literacy programme and 328 districts under continuing education programme. 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 have generated increasing demand for primary education.

Current programmatic initiatives

Despite significant accomplishments, illiteracy continues be a concern. Therefore, to bolster Adult Education and Skill Development, Government of India introduced two new schemes, namely *Saakshar Bharat* (Literate India) and Scheme for Support to Voluntary Agencies for Adult Education and Skill Development during the Eleventh Five-Year Plan (2007-2012).

While articulating the agenda for the government for the period 2009-2014, the President of India, in her address to the Parliament on 4 June 2009, stated that "…while male literacy went up to over 75 per cent in the last Census and is expected to be higher now, female literacy was only 54 per cent in 2001. My government will recast the National Literacy Mission as a National Mission for Female Literacy to make every woman literate in the next five years. Increased female literacy is expected to become a force multiplier for all our social development programmes". In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a prerequisite to socio-economic development, the National Literacy Mission (NLM) was recast with a renewed focus on female literacy and its new variant, *Saakshar Bharat* (Literate India), was launched by the Prime Minister of India on the International Literacy Day, 8 September 2009.

The overall mission of the Saakshar Bharat scheme is "to establish a fully literate society through improved quality and standard of adult education and literacy". The main focus of the programme is on women, besides Scheduled Castes, Scheduled tribes and minorities and other disadvantaged groups. The programme aims at raising the overall literacy rate, reducing the gender gap and minimising the regional, social and gender disparities in literacy levels throughout the country. The programme has four broad objectives, namely, (i) imparting functional literacy and numeracy to non-literate and non-numerate adults; (ii) enabling the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal education system; (iii) imparting to non- and neo-literates relevant skill development programmes to improve their earning and living conditions; and (iv) promoting a learning society by providing opportunities to neo-literate adults for continuing education. The principal target of the Mission is to impart, by 2012, functional literacy to 70 million adults (60 million females) in the age group of 15 years and above. Auxiliary target of the Mission is to cover 1.5 million adults under basic education programme and an equal number under vocational education (skill development) programme. The programmes under Saakshar Bharat are designed to respond to the demand for literacy and address the diverse needs of the non-literates and neo-literates. The programmes offered under Saakshar Bharat include Functional Literacy Programme, Basic Education Programme, Vocational Education (Skill Development) Programme and Continuing Education 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) and becoming aware of the causes of one's deprivation and moving towards amelioration of their condition through organisation and participation in the process of development, acquiring skills to improve the economic status and general well-being and creating an aware and responsible citizenry by imbibing values of national integration, communal harmony, conservation of the environment, women's

equality and reproductive behaviour etc. The programme involves identification of non-literates and imparting instruction to them for 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 filing 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 equivalency to formal education system. The programme supports efforts to enable young adults to continue their learning till they are able to achieve equivalence levels with Grades III, IV, V, VI, VII and VIII and beyond in the formal school system or through the open learning system.

The Vocational Education (Skill development) Programme seeks to equip non- and neo-literates with vocational skills to improve their living and earning conditions. Under the programme skill development training 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 lifelong learning. 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 also envisages organisation of short-term thematic courses like health awareness/care, food and nutrition, water conservation/drinking water/ sanitation/population/development/education issues, AIDS/STD, sex education, consumer awareness/consumer rights, legal literacy, right to information or any other topic of interest and relevance to the lives of the learners.

The Saakshar Bharat programme focuses primarily on, but not limited to, women, Scheduled Castes, Scheduled Tribes, minorities and other disadvantaged groups and adolescents in rural areas in low literacy States and districts. The Mission is currently implemented in districts with adult female literacy rate of 50 per cent or less, as per the 2001 Census. Saakshar Bharat programme covered 167 districts during 2009-10. By the end of 2010-11, the number of districts covered under the programme had increased to 282. During 2011-12, another 90 districts were added to the programme, increasing the total number of districts under the programme to 372. These included all 365 districts which had adult female literacy rates of 50 per cent and below as per 2001 Census. The programme currently covers 25 States and one Union Territory. It covers about 161,000 Gram Panchayats (local governments) in 372 districts. By the end of March 2012, about 91,000 Adult Education Centres were set up and 1.59 million literacy centres were functioning with an enrolment of about 17.39 million learners in different States covered under the programme.

The Mission envisages setting up of well-equipped multi-functional Lok Shiksha Kendras (Adult Education Centres) at the Gram Panchayat (local government) level to provide institutional, managerial and resource support to literacy and lifelong education at the grass root level. The Lok Shiksha Kendras are responsible for delivering all services under the Mission, including Literacy, Basic education, Vocational Education and Continuing Education, within their territorial jurisdiction. The activities of the Lok Shiksha

Kendra are managed by two coordinators (Preraks), one of whom is a woman.

The programme is implemented in a mission mode. The National Literacy Mission (NLM) which acts as the nodal agency at the national level is responsible for the overall planning and management of the scheme. At the State level, the State Literacy Mission Authority (SLMA) is responsible for the planning, implementation and monitoring of the Mission. At the district and sub-district levels, the Mission is implemented under the aegis of the Panchayati Raj Institutions (Local Government Institutions). The Gram Panchayat (Local Government), along with communities, are the implementing agencies at the operational level (all villages) within a Gram Panchayat.

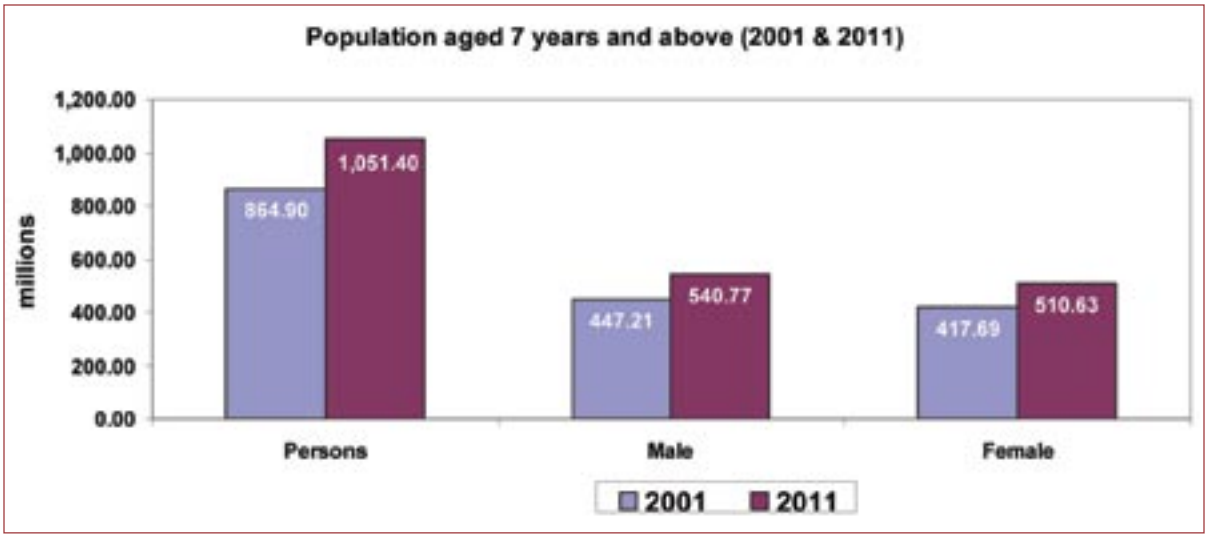
The State Resource Centres (SRCs) provide academic and technical resource support to adult and continuing education through development and production of materials and training modules. The main functions of State Resource Centre include the development of teaching-learning and training materials for literacy programmes, production and dissemination of literature for adult education, training of literacy functionaries, undertaking motivational and environment building activities for adult education, running of field programmes, action research and monitoring and evaluation of literacy projects, and undertaking innovative projects to identify future need of literacy programmes.

Growth in literacy rate

In the Censuses in India, a person aged seven years and above who can 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).

According to the provisional results of 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.

Child population in the age group 0-6 years decreased from 163.82 million (85.0 million males and 78.82 million females) in 2001 to 158.79 million (82.95 million boys and 75.84 million girls) constituting about 13.12 per cent of the total population. A significant fact is that for the first time, the child population has come down by about 5 million during 2001-2011 which indicates that the fertility rates have come down which will lead to decline in school-age population during the next decade.



Source: Census of India, 2001 & 2011

Population aged 7 years and above increased by 21.6 per cent, from 864.9 million (447.2 million males and 417.7 million females) to 1.05 billion (540.8 million males and 510.6 million females) during the period 2001 to 2011 (Census of India 2001 & 2011), the net increase in population during the decade being about 186.6 million. Male population increased by 93.6 million while female population increased by 93.0 million during the period 2001 to 2011.

Literacy situation

India has made significant progress in literacy, especially literacy among women and persons belonging to Scheduled Castes and Scheduled Tribes.

Absolute number of literates: The absolute number of literates among population aged 7 and above which was 560.75 million in 2001 increased to 778.45 million in 2011 (Table 5.1). The decadal increase in the number of literates was about 217.8 million which exceeded the increase in the population of the corresponding age group by 31.2 million. The decadal growth rate of literates during 2001-2011 was about 38.8 per cent compared to 56.1 per cent during 1991-2001. Number of male literates aged seven and above increased by 107.7 million from 336.5 million in 2001 to 444.2 million in 2011. Number of female literates increased by 110.1 million from 224.2 million in 2001 to 334.3 million in 2011. Decadal growth of female literacy rate has

Table 5.1: Number of literates and illiterates among population aged 7 years and above in India, 2001-2011 (in millions)

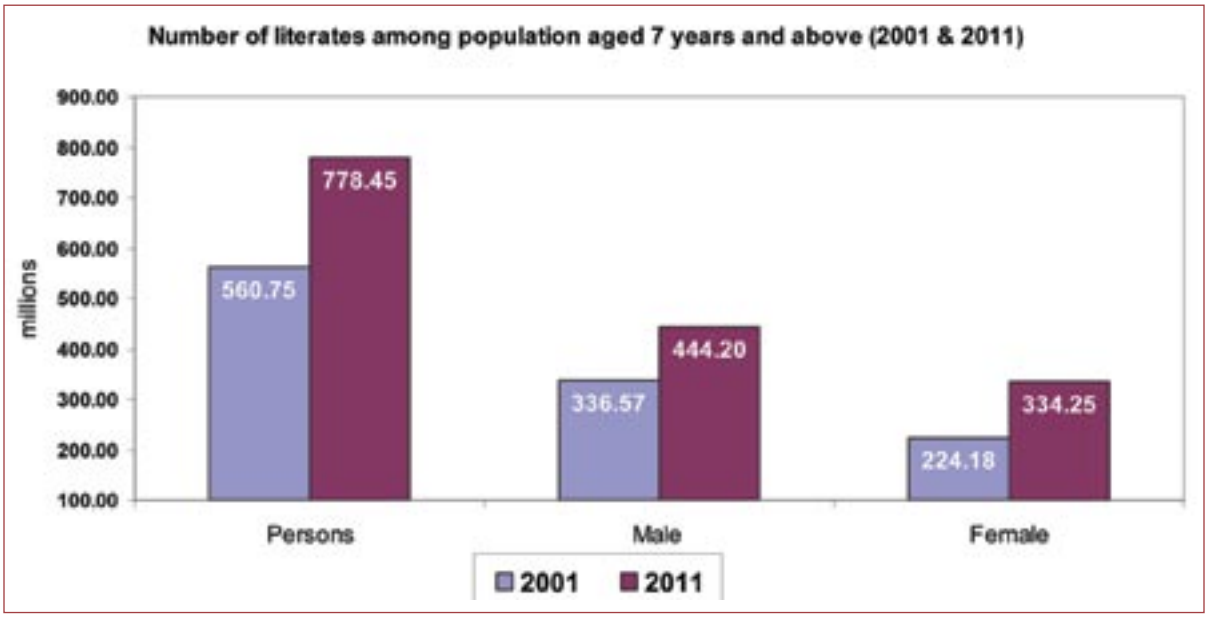
Category	Persons/Male/ Female	Year		Increase in 2011 over 2001	% Growth
		2001	2011		
Literates	Persons	560.75	778.45	217.70	38.82
	Males	336.57	444.20	107.63	31.98
Illiterates	Females	224.18	334.25	110.07	49.10
	Persons	304.15	272.95	-31.19	-10.25
	Males	110.64	96.57	-14.07	-12.72
Females	193.50	176.38	-17.12	-8.85	

Source: Census of India, 2001 & 2011

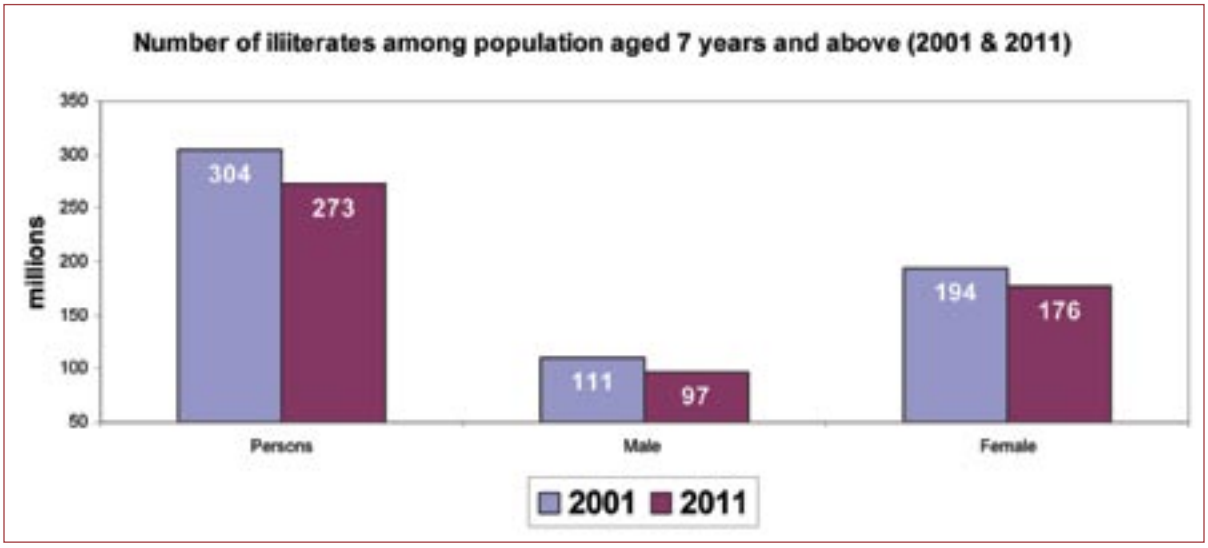
been 49.1 per cent compared to 32.0 per cent for male.

Decrease in the number of non-literates: During 2001 to 2011, the absolute number of non-literates decreased by 31.2 million (from 304.14 million in 2001 to 272.95 million in 2011). While the increase in population aged seven and above during 2001-2011 was 186.50 million, the additional persons who became literate during the decade were 217.70 million. The number of female non-literates declined by 17.0 million from 193.4 million in 2001 to 176.4 million in 2011 while the number of male non-literates declined by 14.0 million from 110.6 million in 2001 to 96.6 million in 2011.

Literacy rate: 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. The literacy rate for population aged 7 years and above increased from 52.2 per cent in 1991



Source: Census of India, 2001 & 2011

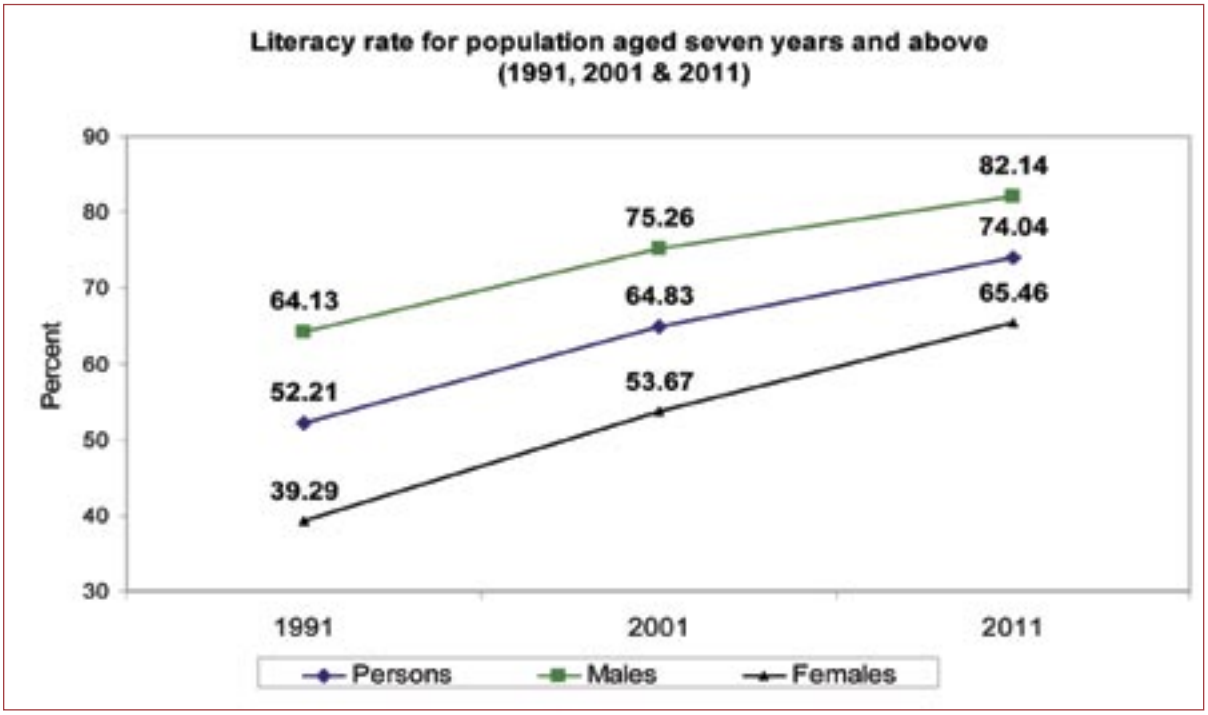


Source: Census of India, 2001 & 2011

Table 5.2: Literacy rate for population aged seven years and above (1991, 2001 & 2011)

	Year			Increase in 2001 over 1991 (in percentage points)	Increase in 2011 over 2001 (in percentage points)	Increase in 2011 over 1991 (in percentage points)
	1991	2001	2011			
Persons	52.21	64.83	74.04	12.62	9.21	21.83
Males	64.13	75.26	82.14	11.13	6.88	18.01
Females	39.29	53.67	65.46	14.38	11.79	26.17

Source: Census 1991, 2001 & 2011



Source: Census 1991, 2001 & 2011

to 64.83 per cent in 2001 and to 74.04 per cent in 2011 (Table 5.2).

Thus, approximately three-fourths of the population aged 7 years and above were literate in the country in 2011. The literacy rate increased by 12.6 percentage points between 1991 and 2001, by 9.2 percentage points between 2001 and 2011, and by 21.8 percentage points between 1991 and 2011. However, the literacy rate in 2011 falls short of the Eleventh Five-Year Plan target of achieving overall literacy rate of 80 per cent by March 2012.

Trends in male and female literacy rates

One of the positive trends during the period 2001-2011 was that out of a total of 217.70 million literates added during the decade, females (110.07 million) outnumbered males (107.63 million). While the number of literates among males increased by 31.98 percentage points, number of literates among women increased by 49.10 per cent. Out of the total decrease of 31.20 million persons in the number of illiterates, females (17.12 million) outnumbered

males (14.07 million). This indicates that the male-female gap in literacy rate has been shrinking during the past decade.

Between 1991 and 2001, literacy rates for males aged seven years and above increased from 64.1 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 82.14 per cent in 2011, the decadal increase in literacy rate being 6.88 percentage points. Thus, approximately four out of every five males in the country were literate in 2011. The literacy rates for females aged seven years and above increased from 39.3 per cent in 1991 to 53.7 per cent in 2001 and to 65.5 per cent 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 11.8 per cent. Thus, approximately two out of every three females in the country were literate in 2011.

Differentials in literacy rates in rural and urban areas

Rural/Urban differentials in literacy rates continue to persist even though it declined by 5.11 percentage points from 21.18 percentage points in 2001 to 16.07 percentage points in 2011. The rural/urban differentials are higher for females than for males though the rural-urban gap for females declined by 5.56 percentage points during the decade from 26.73 percentage points in 2001 to 21.17 percentage points in 2011. During the period 2001-2011, the rural-urban gap in literacy rates for males declined by 4.45 percentage points, from 15.57 percentage points in 2001 to 11.12 percentage points in 2011 (Table 5.3).

Regional differentials in literacy rates

A third target set by the Eleventh Five-Year Plan was to minimise the regional disparities in literacy rates. The results of 2011 Census indicates that despite an impressive decadal increase of 9.2 percentage points in literacy rate among population aged 7 years and above, there are wide regional differentials in literacy rate.

The literacy rate for population aged 7 years and above ranged between 93.1 per cent in Kerala and 63.82 per cent in Bihar, the difference being about 30 percentage points. The literacy rate for males ranged between 96.1 per cent in the Union Territory of Lakshadweep and 73.39 per cent in the State of Bihar while the literacy rate for females ranged between 91.2 per cent in Kerala and 52.7 per cent in Rajasthan (Table 5.4).

Table 5.3: Literacy rate (%) among population aged seven and above in rural and urban areas (2001 & 2011)

Population	Census year	All areas	Rural areas	Urban areas	Rural/Urban differential (percentage points)
Persons	2001	64.83	58.74	79.92	21.18
	2011	74.04	68.91	84.98	16.07
Male	2001	75.26	70.70	86.27	15.57
	2011	82.14	78.57	89.67	11.12
Female	2001	53.67	46.13	72.86	26.73
	2011	65.46	58.75	79.92	21.17

Source: Census of India, 2001 & 2011

Table 5.4: Literacy rate for population aged 7 years and above (2001 & 2011)

State/UT	Literacy rate, 2001(%)			Literacy rate, 2011(%)			Increase in literacy rate in 2011 over 2001 (Percentage points)		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
A & N Islands	81.3	86.3	75.2	86.3	90.1	81.8	5.0	3.8	6.6
Andhra Pradesh	66.6	70.3	50.4	67.7	75.6	59.7	1.1	5.3	9.3
Arunachal Pradesh	54.3	63.8	43.5	67.0	73.7	59.6	12.7	9.9	16.1
Assam	63.3	71.3	54.6	73.2	78.8	67.3	9.9	7.5	12.7
Bihar	47.0	59.7	33.1	63.8	73.5	53.3	16.8	13.8	20.2
Chandigarh	81.9	84.1	76.5	86.4	90.5	81.4	4.5	6.4	4.9
Chhattisgarh	64.7	77.4	51.9	71.0	81.5	60.6	6.3	4.1	8.7
D & N Haveli	57.6	71.2	40.2	77.7	86.5	65.9	20.1	15.3	25.7
Daman & Diu	78.2	86.8	65.6	87.1	91.5	79.6	8.9	4.7	14.0
Delhi	81.7	87.3	74.7	86.3	91.0	80.9	4.6	3.7	6.2
Goa	82.0	88.4	75.4	87.4	92.8	81.8	5.4	4.4	6.4
Gujarat	69.1	79.7	57.8	79.3	87.2	70.7	10.2	7.5	12.9
Haryana	67.9	78.5	55.7	76.6	85.4	66.8	8.7	6.9	11.1
Himachal Pradesh	76.5	85.4	67.4	83.8	90.8	76.6	7.3	5.4	9.2
Jammu & Kashmir	55.5	66.6	43.0	68.7	78.3	58.0	13.2	11.7	15.0
Jharkhand	53.6	67.3	38.9	67.6	78.5	56.2	14.0	11.2	17.3
Karnataka	60.5	76.1	56.9	75.6	82.8	68.1	15.1	6.7	11.2
Kerala	90.9	94.2	87.7	93.9	96.0	92.0	3.0	1.8	4.3
Lakshadweep	86.7	92.5	80.5	92.3	96.1	88.2	5.6	3.6	7.7
Madhya Pradesh	63.7	76.1	50.3	70.6	80.5	60.0	6.9	4.4	9.7
Maharashtra	76.9	86.0	67.0	82.9	89.8	75.5	6.0	3.8	8.5
Manipur	69.9	79.5	60.1	79.8	86.5	73.2	9.9	7.0	13.1
Meghalaya	62.6	65.4	59.6	75.5	77.2	73.8	12.9	11.8	14.2
Mizoram	88.8	90.7	86.8	91.6	93.7	89.4	2.8	3.0	2.6
Nagaland	66.6	71.2	61.5	80.1	83.3	76.7	13.5	12.1	15.2
Odisha	63.1	75.4	50.5	73.5	82.4	64.4	10.4	7.0	13.9
Puducherry	81.2	88.6	73.9	86.5	92.1	81.2	5.3	3.5	7.3
Punjab	69.7	75.2	63.4	76.7	81.5	71.3	7.0	6.3	7.9
Rajasthan	60.4	75.7	43.9	67.1	80.5	52.7	6.7	4.8	8.8
Sikkim	68.8	76.0	60.4	82.2	87.3	76.4	13.4	11.3	16.0
Tamil Nadu	73.5	82.4	64.4	80.3	86.8	73.9	6.8	4.4	9.5
Tripura	73.2	81.0	64.9	87.8	92.2	83.1	14.6	11.2	18.2
Uttar Pradesh	56.3	68.8	42.2	69.7	79.2	59.3	13.4	10.4	17.1
Uttarakhand	71.6	83.3	59.6	79.6	88.3	70.7	8.0	5.0	11.1
West Bengal	68.6	77.0	59.6	77.1	82.7	71.2	8.5	5.7	11.6
INDIA (All States)	**64.8**	**75.3**	**53.7**	**74.0**	**82.1**	**65.5**	**9.2**	**6.8**	**11.8**

Source: Census of India, 2001 & 2011

However, 15 States and Union Territories achieved a literacy rate of 80 per cent and above as envisaged in the Eleventh Five-Year Plan. These States/UTs include Kerala (93.9 per cent), Lakshadweep (92.3 per cent), Mizoram (91.6 per cent), Tripura (87.8 per cent), Goa (87.4 per cent), Daman & Diu (87.1 per cent), Puducherry (86.6 per cent), Chandigarh (86.4 per cent), NCT of Delhi (86.3 per cent), Andaman & Nicobar Islands (86.3 per cent), Himachal Pradesh (83.8 per cent), Maharashtra (82.9 per cent), Sikkim (82.2 per cent), Tamil Nadu (80.3 per cent) and Nagaland (80.1 per cent).

Another nine States and Union Territories achieved a literacy rate above the national average of 74 per cent. These States are Manipur (79.9 per cent), Uttarakhand (79.6 per cent), Gujarat (79.3 per cent), Dadra & Nagar Haveli (77.7 per cent), West Bengal (77.1 per cent), Punjab (76.7 per cent), Haryana (76.6 per cent), Karnataka (75.6 per cent), and Meghalaya (75.5 per cent). The literacy rate in four States ranged between the national average of 74 per cent and 70 per cent. These States are Odisha (73.5 per cent), Assam (73.2 per cent), Chhattisgarh (70.0 per cent) and Madhya Pradesh (70.6 per cent). The States with a literacy rate below per cent include Uttar Pradesh (69.7 per cent), Jammu & Kashmir (68.7 per cent), Andhra Pradesh (67.7 per cent), Jharkhand (67.6 per cent), Rajasthan (67.1 per cent), Arunachal Pradesh (67.0 per cent) and Bihar (63.8 per cent).

Gender differentials in literacy rate

While the male literacy rate increased by 6.86 percentage points from 75.26 per cent in 2001 to 82.14 per cent in 2011, the female literacy increased by 11.79 percentage points from 53.67 per cent to 65.46 per cent during the same period. The male-female gap in literacy rate decreased from 21.84 percentage points in 1991 to 21.59 percentage points in 2001 and to 16.68 percentage points in 2011 (Table 5.5 & 5.6).

Table 5.5: Male-Female gap in literacy rate (1991, 2001 & 2011)

Year	Literacy rate (%)			Male-Female gap in literacy rate (Percentage points)
	Persons	Male	Female	
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Source: Census of India 1991, 2001 & 2011

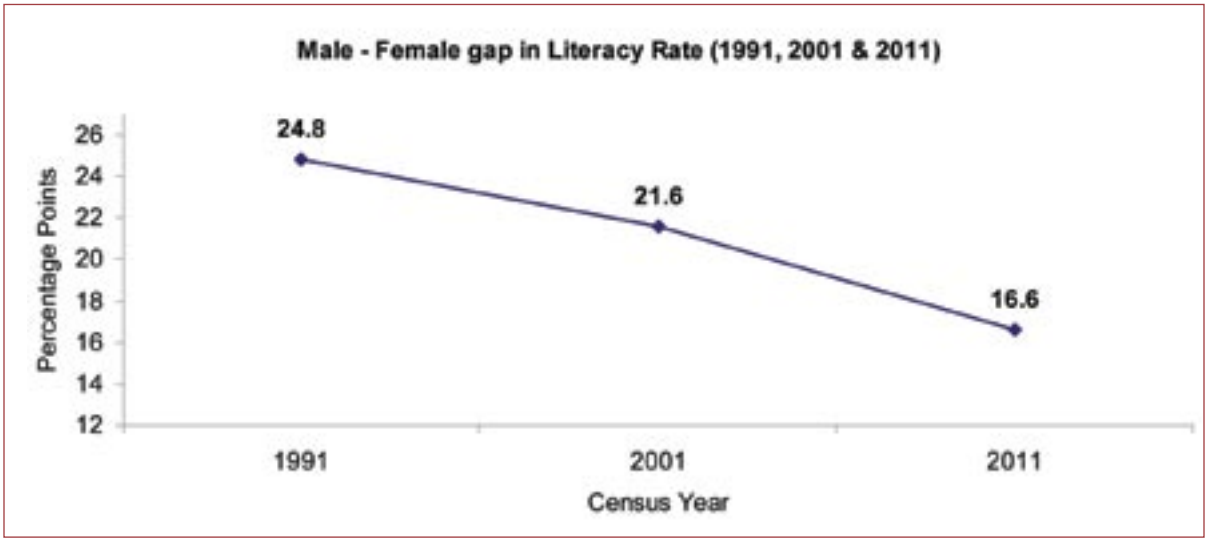


Table 5.6: Literacy rate for population aged 7 years and above, 2011

State/UT	Persons	Male	Female	Male-Female gap in literacy rate
A & N Islands	86.3	90.1	81.8	8.3
Andhra Pradesh	67.7	75.6	59.7	15.9
Arunachal Pradesh	67.0	73.7	59.6	14.1
Assam	73.2	78.8	67.3	11.5
Bihar	63.8	73.4	53.3	20.1
Chandigarh	86.4	90.5	81.4	9.1
Chhattisgarh	71.0	81.5	60.6	20.9
D & N Haveli	77.7	86.5	65.9	20.6
Daman & Diu	87.1	91.5	79.6	11.9
Delhi	86.3	91.0	80.9	10.1
Goa	87.4	92.8	81.8	11.0
Gujarat	79.3	87.2	70.7	16.5
Haryana	76.6	85.4	66.8	18.6
Himachal Pradesh	83.8	90.8	76.6	14.2
Jammu & Kashmir	68.7	78.3	58.0	20.3
Jharkhand	67.6	78.5	56.2	22.3
Karnataka	75.6	82.9	68.1	14.8
Kerala	93.9	96.0	92.0	4.0
Lakshadweep	92.3	96.1	88.2	7.9
Madhya Pradesh	70.6	80.5	60.0	20.5
Maharashtra	82.9	89.8	75.5	14.3
Manipur	79.8	86.5	73.2	13.3
Meghalaya	75.5	77.2	73.8	3.4
Mizoram	91.6	93.7	89.4	4.3
Nagaland	80.1	83.3	76.7	6.6
Odisha	73.5	82.4	64.4	18.0
Puducherry	86.5	92.1	81.2	10.9
Punjab	76.7	81.5	71.3	10.2
Rajasthan	67.1	80.5	52.7	27.8
Sikkim	82.2	87.3	76.4	10.9
Tamil Nadu	80.3	86.8	73.9	12.9
Tripura	87.8	92.2	83.2	9.0
Uttar Pradesh	69.7	79.2	59.3	19.9
Uttarakhand	79.6	88.3	70.7	17.6
West Bengal	77.1	82.7	71.2	11.5
INDIA (All States)	74.0	82.1	65.5	16.6

Source: Census of India 2011

Table 5.7: Adult literacy rate (Age 15 years and above), 2001 & 2007-08

State/UT	Adult literacy rate, 2001			Adult literacy rate, 2007-08			Increase in adult literacy rate in 2007-08 over 2001		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
A & N Islands	79.0	85.1	71.3	83.1	88.6	76.9	4.1	3.5	5.6
Andhra Pradesh	54.2	65.7	42.5	56.6	66.9	46.7	2.4	1.2	4.2
Arunachal Pradesh	51.9	63.5	38.4	64.3	71.8	55.9	12.4	8.3	17.5
Assam	61.2	71.1	50.4	80.5	86.8	73.8	19.3	15.7	23.4
Bihar	44.2	59.0	28.2	49.3	63.5	34.6	5.1	4.5	6.4
Chandigarh	80.3	85.3	73.7	80.8	85.4	75.0	0.5	0.1	1.3
Chhattisgarh	59.1	74.6	43.6	64.2	75.3	52.7	5.1	0.7	9.1
D & N Haveli	53.6	68.8	33.1	67.6	84.2	44.7	14.0	15.4	11.6
Daman & Diu	75.5	85.8	59.6	91.5	95.5	85.9	16.0	9.7	26.3
Delhi	79.6	86.6	70.8	82.8	90.2	73.3	3.2	3.6	2.5
Goa	79.9	87.2	72.2	80.1	86.2	74.3	0.2	-1.0	2.1
Gujarat	65.3	77.6	52.2	69.9	81.5	57.4	4.6	3.9	5.2
Haryana	62.4	75.5	47.5	68.2	79.2	55.9	5.8	3.7	8.4
Himachal Pradesh	71.7	82.6	60.7	76.4	85.1	68.1	4.7	2.5	7.4
Jammu & Kashmir	51.3	64.2	36.4	61.7	73.4	49.5	10.4	9.2	13.1
Jharkhand	49.8	65.9	32.5	56.2	71.2	40.0	6.4	5.3	7.5
Karnataka	61.6	72.9	50.0	65.8	75.6	55.7	4.2	2.7	5.7
Kerala	89.9	93.8	86.2	92.8	95.5	90.5	2.9	1.7	4.3
Lakshadweep	85.4	92.8	77.5	89.9	96.4	83.1	4.5	3.6	5.6
Madhya Pradesh	58.8	73.7	42.5	63.2	75.2	49.9	4.4	1.5	7.4
Maharashtra	72.9	84.1	60.8	77.4	86.1	68.3	4.5	2.0	7.5
Manipur	69.7	81.7	57.6	79.3	87.5	71.1	9.6	5.8	13.5
Meghalaya	63.2	67.6	58.6	91	92.4	89.5	27.8	24.8	30.9
Mizoram	89.4	91.8	86.9	95	96.2	93.8	5.6	4.4	6.4
Nagaland	65.1	70.8	58.6	90.4	93.8	86.7	25.3	23.0	28.1
Odisha	59.7	74.0	45.1	62.2	72.3	52.3	2.5	-1.7	7.2
Puducherry	79.1	87.9	70.4	83.1	89.9	76.4	4.0	2.0	6.0
Punjab	65.3	72.0	57.8	72.1	77.9	65.8	6.8	5.9	8.0
Rajasthan	54.4	72.1	35.6	52.4	69.0	35.2	-2.0	-3.1	-0.4
Sikkim	66.0	75.3	54.8	79.7	85.8	72.7	13.7	10.5	17.9
Tamil Nadu	69.8	80.4	59.3	76.4	85.8	67.4	6.6	5.4	8.1
Tripura	70.4	79.9	60.2	74.5	80.2	68.7	4.1	0.3	8.5
Uttar Pradesh	51.1	66.2	34.3	57.4	71.0	43.0	6.3	4.8	8.7
Uttarakhand	66.6	81.3	51.9	70.1	82.5	58.2	3.5	1.2	6.3
West Bengal	65.8	76.0	54.7	71.0	78.8	62.7	5.2	2.8	8.0
INDIA (All States)	61.0	73.4	47.8	66.0	76.7	54.9	5.0	3.3	7.1

Source: Census of India 2001; National Sample Survey Organisation (NSSO) for data relating to 2007-08

However, the male-female gap in 2011 (16.7 percentage points) remains much above the targeted 10 percentage points by the end of the Eleventh Five-Year Plan period.

Only eight States/UTs, namely Chandigarh (9.1 percentage points), Tripura (9.1 percentage points), Andaman & Nicobar Islands (8.3 percentage points), Lakshadweep (7.9 percentage points), Nagaland (6.6 percentage points), Mizoram (4.3 percentage points), Kerala (4.0 percentage points), and Meghalaya (3.4 percentage points) have been able to reduce male-female gap in literacy rate to less than ten percentage points. The male-female gap in literacy rate remains very high in the States of Uttar Pradesh (19.9 percentage points), Bihar (20.2 percentage points), Jammu and Kashmir (20.3 percentage points), Madhya Pradesh (20.5 percentage points), Dadra & Nagar Haveli (20.6 percentage points), Chhattisgarh (20.9 per cent), Jharkhand (22.3 percentage points), and Rajasthan (27.8 percentage points).

Adult literacy rate

There has been substantial increase in literacy rate among adults aged 15 years and above during the past decade. The adult literacy rate was 61.0 per cent in 2001 according to the 2001 Census. The sample survey conducted by the National Sample Survey Organisation (NSSO) indicated that the adult literacy rate in 2007-08 was 66.0 per cent, the increase in adult literacy rate in 2007-08 over 2001 being 5 percentage points (Table 5.7).

Chapter 6

Bridging Gender Gap and Promoting Gender Equality in Education

Women constitute 48.46 per cent of the total population of India in 2011 (Census 2011). The principle of Gender equity is enshrined in the Indian Constitution in its Preamble, fundamental rights, fundamental duties and directive principles. The goal of bridging gender gap in education and women's empowerment has, therefore, received priority attention in all Five-Year Plans.

Policy and programmatic framework for girls' education

The *Sarva Shiksha Abhiyan* (SSA) provides a special focus on education of girls. SSA promotes girls' education to equalise educational opportunities and eliminate gender disparities. SSA has mainstreamed gender concerns in all activities under the programme. The two-pronged strategy adopted to promote girls' education involves making education system responsive to the needs of girls and, simultaneously, generating a community demand for education targeting low female literacy pockets to reduce gender disparity. Special measures are undertaken to bring out-of-school girls from the disadvantaged sections, to school. In addition to interventions that are common to all categories of children such as the ensuring availability of primary schools within one kilometre of the habitation of residence of children and upper primary schools within three kilometres of the habitation, provision of textbooks etc., there are certain specific interventions for girls implemented under SSA.

Gender-specific programmes

In addition to programmatic interventions to promote girls' education within the mainstream elementary education system, girls' education is pursued through two special interventions subsumed under SSA, namely, the National Programme for Girls Education at Elementary

Key programmatic thrusts under SSA for promoting girls' education

- Ensuring the availability of primary schools within one kilometre of the habitation of residence of children and upper primary schools within three kilometres of the habitation;
- Provision for girls only schools at upper primary stage of education;
- 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;
- Back to school camps for out-of-school girls;
- Bridge courses for older girls;
- Teachers' sensitisation programmes to promote equitable learning opportunities for girls;
- Gender-sensitive teaching-learning materials, including textbooks;
- Intensive community mobilisation efforts;
- "Innovation fund' per district for need-based interventions for ensuring girls' attendance and retention.

Achievements under NPEGEL up to 2010-11

- 3,353 Blocks covered.
- 41,764 Clusters covered.
- 41,779 Model Cluster Schools developed.
- 2,065 ECCE centres supported in non ICDS areas to help free girls from sibling-care responsibilities and attend schools.
- 24,538 additional classrooms constructed in schools.
- 3.235 million girls received skill development training.
- 657,622 girls participated in bridge courses.
- Free uniforms provided to all girls.

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 an integral but distinct component of the SSA. The NPEGEL is implemented in Educationally Backward Blocks (EBB) and addresses the needs of girls who are 'in' and 'out' of school. NPEGEL also reaches out to the girls who are enrolled in school, but do not attend school regularly. 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 recognise 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 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, as child care for 2-3 year old children. An important aspect of the programme is the effort to ensure a supportive and gender sensitive classroom environment in the school. At the cluster level, one school is developed into a resource hub for schools within the cluster. The model cluster school function 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 organising 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): The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme launched in 2004 provides or setting up residential upper primary schools for girls from Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Community (OBC) and Muslim communities. KGBVs are set up in areas of scattered habitations, where schools are at a great distance and are a challenge to the security of girls. The KGBVs seek to cover adolescent girls who are unable to go to regular schools, out-of-school girls who are 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. KGBVs provide for a minimum reservation of 75 per cent seats for girls from SC/ST, other

Achievements under KGBV Scheme up to 30 June 2012

- 3,609 KGBVs sanctioned – of these 492 KGBVs with 20 per cent Muslim population.
- 3,501 KGBVs operational.
- Of total enrolment 31.05 per cent SC, 24.75 per cent ST, 28.85 per cent OBC, 7.61 oer cent Muslim and 7.74 per cent girls from below poverty line families. About one-fourth of the girls enrolled in the Educationally Backward Blocks (EBBs) with Muslim concentration are Muslim.

backward categories and minority communities and 25 per cent to girls from families that live below the poverty line.

Programmes for women's education and empowerment

Mahila Samakhya Programme:

The *Mahila Samakhya* (MS) programme was started in 1989 to translate goals relating to women's equality, empowerment and education stated in the National Policy on Education (NPE) 1986 into action a concrete programme for the education and empowerment of women in rural areas, particularly those from the socially and economically marginalised groups. The NPE 1986 emphasises the need for "a well conceived edge in favour of women, envisioning education as an "agent of basic change in the status of women", that would play a "positive role in the empowerment of women". 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 programmatic interventions under the 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.

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 mobilising women. The *Mahila Sanghas* at the village level provide the women a space to meet, reflect, ask questions and articulate their thoughts and needs and make informed choices. 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 to 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 dropouts 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

The MS programme is currently being implemented in 10 states covering 105 districts, 495 blocks and 33,577 villages. During the past decade conscious efforts were made to

Achievements under the Mahila Samakhya programme (As on 31 march 2012)	
States covered	10
Districts covered	117
Number of blocks covered	545
Number of villages covered	35,052
Number of Sanghas	45,362
Number of members of Sanghas	1,180,100
Number of Mahila Shikshan Kendras (MSK)	93
Number of girls enrolled in formal schools, including KGBVs after having passed from MSKs	16,258
Number of Kishori Sanghas	19,188
Members of Kishori Sanghas	428,191
Number of Sangha women elected to PRIs	15,113
Number of alternative centres for learning and literacy	27,291
Number of KGBVs being run by MS Societies	183
Number of NPEGEL centres being run by MS	5,462

expand the programme to more educationally backward blocks. Currently, over a million poor and marginalised women have been mobilised and organised into women's collectives (Mahila Sanghas). A vast pool of women from marginalised groups has been mobilised and conscientised to address and overcome gender barriers to the empowerment and education of women and girls. Of the 1.05 million women covered under the programme, 36.74 per cent are SC, 16.33 per cent ST, 27.47 per cent OBC, 9.13 per cent Muslim and around 10.38 per cent are women from the general categories. In addition to the women's collectives (Mahila Sanghas), around 10,000 Kishori sanghas (girls collectives) have also been formed. 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 240,000 adolescent girls have been organised into *kishori sanghas* under the MS programme.

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.

Trends in participation of girls in elementary education

Between 2000-2001 and 2009-2010, enrolment of girls in elementary education increased substantially, especially at the upper primary stage.

Trends in enrolment of girls at the primary stage: The enrolment of girls at the primary stage increased by 31.3 per cent, from 49.8 million in 2000-01 to 65.4 million girls in 2010-11, the increase in enrolment being 15.6 million for girls and 5.8 million for girls. During this period, enrolment of boys increased by only 9.1 per cent, the additional enrolment for boys being 5.8

Table 6.1: Enrolment of girls at the elementary stage of education (2000-01 to 2010-11) (In million)

Year	Primary stage (Classes I-V)			Upper Primary stage (Classes VI-VIII)			Elementary stage (Classes I-VIII)		
	Boys	Girls	Difference	Boys	Girls	Difference	Boys	Girls	Difference
2000-01	64.0	49.8	14.2	25.3	17.5	7.8	89.3	67.3	22.0
2001-02	63.6	50.3	13.3	26.1	18.7	7.4	89.7	69.0	20.7
2002-03	65.1	57.3	7.8	26.3	20.6	5.7	91.4	77.9	13.5
2003-04	68.4	59.9	8.5	27.3	21.5	5.8	95.7	81.4	14.3
2004-05	69.7	61.1	8.6	28.5	22.7	5.8	98.2	83.8	14.4
2006-07	68.4	63.4	5.0	25.4	22.1	3.3	93.8	85.5	8.3
2007-08	69.5	64.6	4.9	27.0	23.9	3.1	96.4	88.6	7.8
2008-09	69.3	65.0	4.3	28.0	25.4	2.6	97.3	90.4	6.9
2009-10	68.8	64.7	4.1	28.3	26.2	2.1	97.1	90.9	6.2
2010-11	69.8	65.4	4.4	29.8	28.0	1.8	99.6	93.4	6.2

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05; and DISE for data for the period 2006-07 to 2010-11

million. The difference in enrolment of boys and girls decreased from 14.2 million in 2000-01 to 4.4 million in 2010-11.

Trends in enrolment of girls at the upper primary stage of education: Between 2000-2001 and 2010-2011, the enrolment of girls at the upper primary stage increased by 60 per cent, from 17.5 million in 2000-01 to 28.0 million in 2010-11, the increase in enrolment being 10.5 million for girls and 4.5 million for boys. During this period, enrolment of boys increased by 17.8 per cent. The male-female gap in enrolment decreased from 7.8 million in 2000-01 to 1.8 million in 2010-11.

Trends in total enrolment of girls in elementary education: Between 2000-2001 and 2010-2011, the enrolment of girls at the elementary stage (primary and upper primary stages) increased by 38.3 per cent, from 67.3 million in 2000-01 to 93.4 million in 2010-11, the increase in enrolment being 26.1 million for girls. During this period, enrolment of boys increased by 11.5 per cent, the additional enrolment for boys being 13.4 million. The male-female gap in enrolment decreased from 22.0 million in 2000-01 to 6.2 million in 2010-11.

Percentage of girls to total enrolment: The proportion of girls to total enrolment at the primary and upper primary stages has been increasing steadily during the past decade. The percentage of girls to total enrolment at the primary stage increased from 43.7 per cent in 2000-01 to 48.4 in 2010-11. The percentage of girls to total enrolment at the upper primary stage increased from 40.9 per cent in 2000-01 to 48.5 per cent in 2010-11.

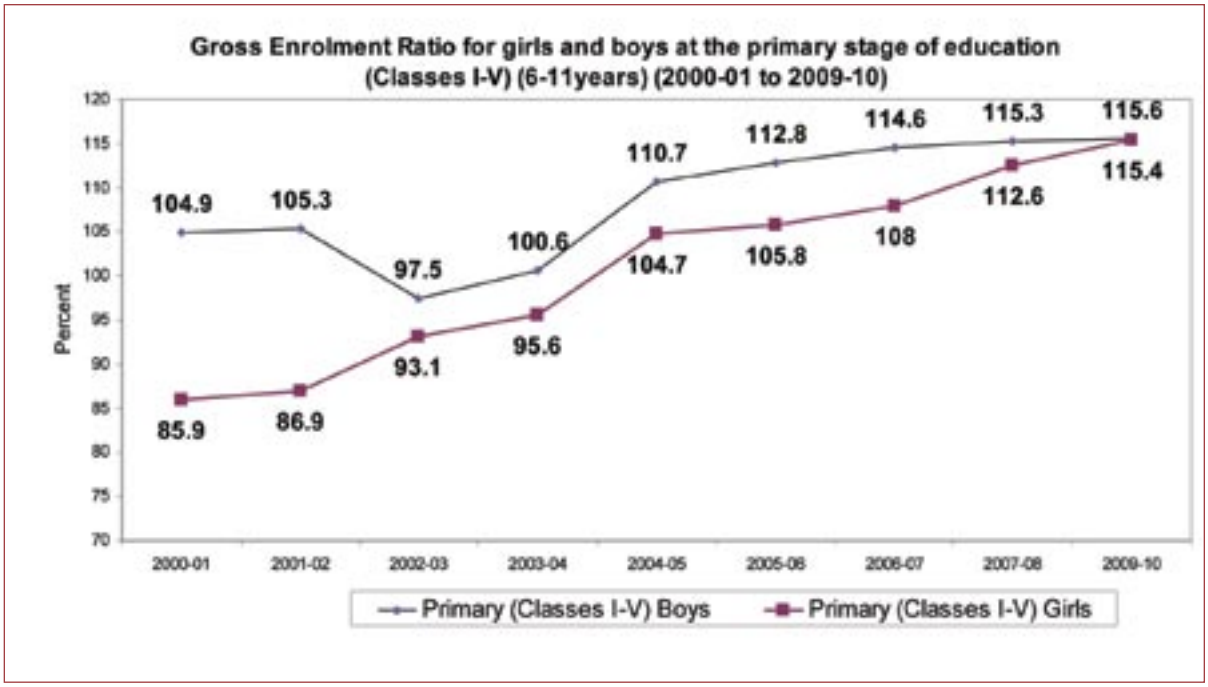
Number of girls per 100 boys enrolled: During the period 2000-01 to 2010-11, the number of girls per 100 boys at the primary stage increased from 77.8 to 93.7, while the number of girls per 100 boys at the upper primary stage increased from 69.2 to 94 during this period.

Trends in Gross Enrolment Ratios (GERs) for girls: Between 2000-2001 and 2009-2010, the gross enrolment ratios for girls in elementary education increased substantially. Gross Enrolment Ratio for girls at the primary stage increased by 29.5 percentage points from 85.9 per cent in 2000-01 to 115.4 per cent in 2009-2010. The gender gap in GER decreased from 19.0 percentage points in 2000-01 to 0.2 percentage points in 2009-10. Gross Enrolment Ratio for girls at the upper primary stage increased by 28.4 percentage points from 49.9 per cent in 2000-01 to 78.3 per cent in 2009-2010. The gender gap in GER decreased from 16.8 percentage points in 2000-01 to 6.2 percentage points in 2009-10.

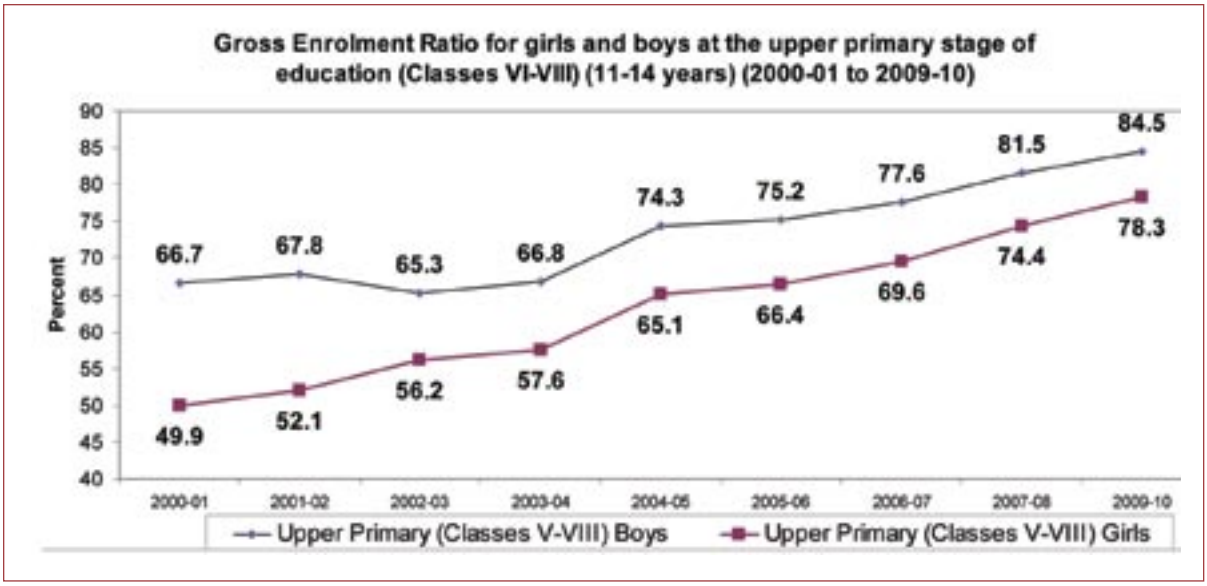
Table 6.2: Gross Enrolment Ratio for girls at the elementary stage of education (2000-01 to 2009-10)

Year	Primary (Classes I-V) (6-10 years)			Upper Primary (Classes V-VIII) (10-13 years)			Elementary (Classes I-VIII) (6-13 years)		
	Boys	Girls	Gender gap	Boys	Girls	Gender gap	Boys	Girls	Gender gap
2000-01	104.9	85.9	19.0	66.7	49.9	16.8	90.3	72.4	17.9
2001-02	105.3	86.9	18.4	67.8	52.1	15.7	90.7	73.6	17.1
2002-03	97.5	93.1	4.4	65.3	56.2	9.1	85.4	79.3	6.1
2003-04	100.6	95.6	5.0	66.8	57.6	9.2	87.9	81.4	6.5
2004-05	110.7	104.7	6.0	74.3	65.1	9.2	96.9	89.9	7.0
2005-06	112.8	105.8	7.0	75.2	66.4	8.0	98.5	91.0	7.5
2006-07	114.6	108.0	6.6	77.6	69.6	8.0	100.4	93.5	6.9
2007-08	115.3	112.6	2.7	81.5	74.4	7.1	102.4	98.0	4.4
2009-10	115.6	115.4	0.2	84.5	78.3	6.2	103.8	101.1	2.7

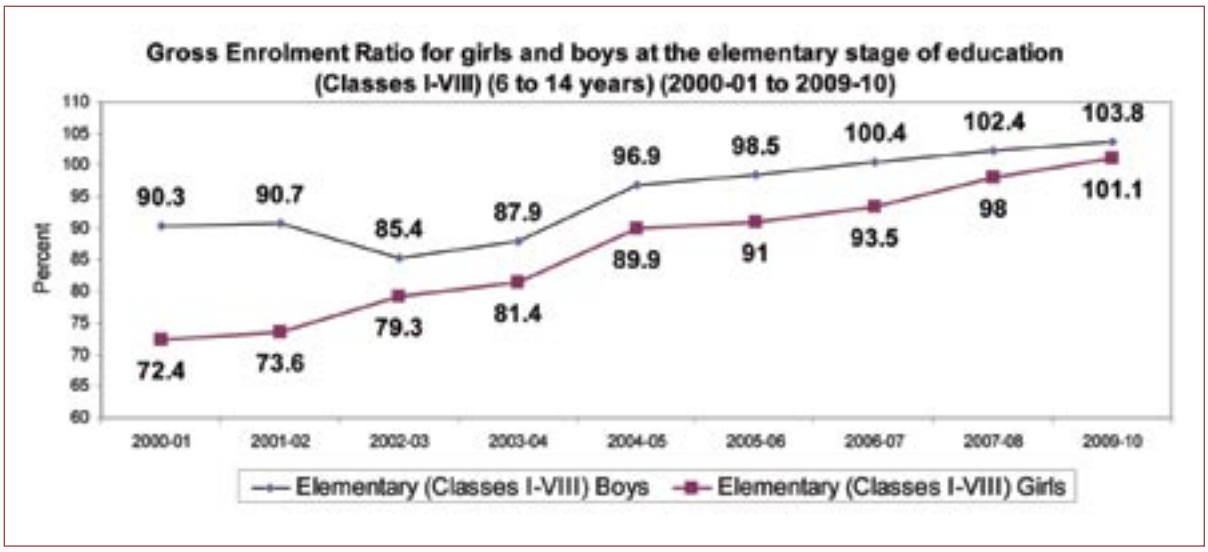
Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10.



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

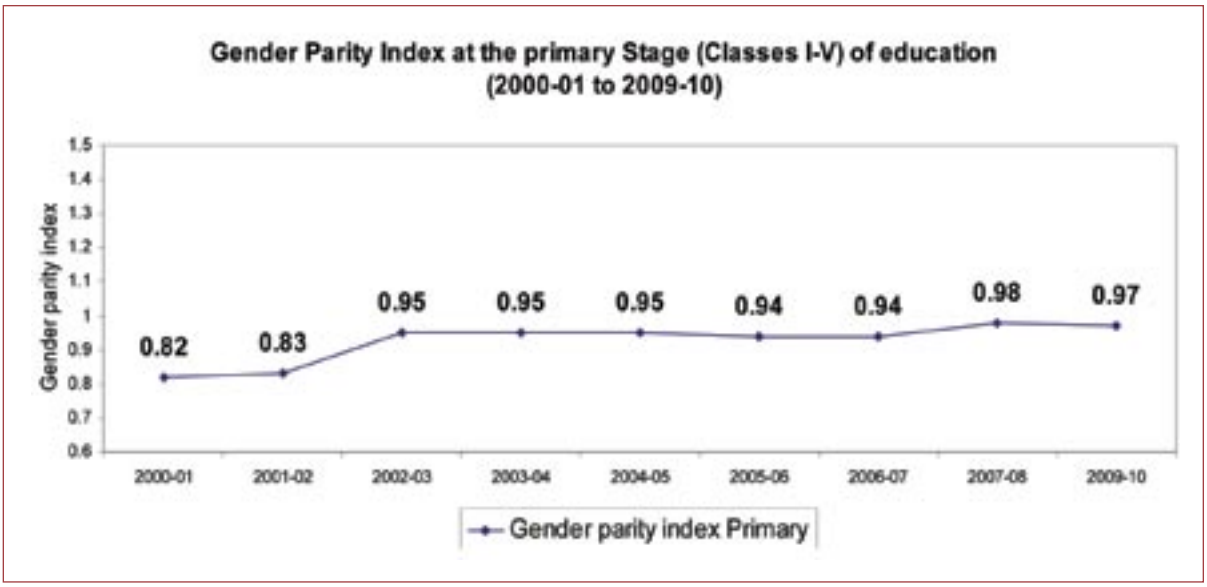
Gross Enrolment Ratios for girls at the elementary stage (Classes I-VIII) increased by 28.7 percentage points from 72.4 per cent in 2000-01 to 101.1 per cent in 2009-2010. The gender gap in GER decreased from 17.9 percentage points in 2000-01 to 2.7 percentage points in 2009-10.

Gender Parity Index (GPI)

Gender Parity Index at the primary stage: The Gender parity index (GPI) at the primary stage has been improving steadily during the past decade. The GPI at the primary stage improved from 0.82 in 2000-01 to 0.97 in 2009-10.

Gender Parity Index at the upper primary stage: The Gender Parity index (GPI) at the upper primary stage improved from 0.75 to 0.93 during the period 2000-01 to 2009-10.

Gender Parity Index at the elementary stage: The Gender Parity Index (GPI) at the elementary stage (Classes I-VIII) improved from 0.80 to 0.97 during 2000-01 to 2009-10.

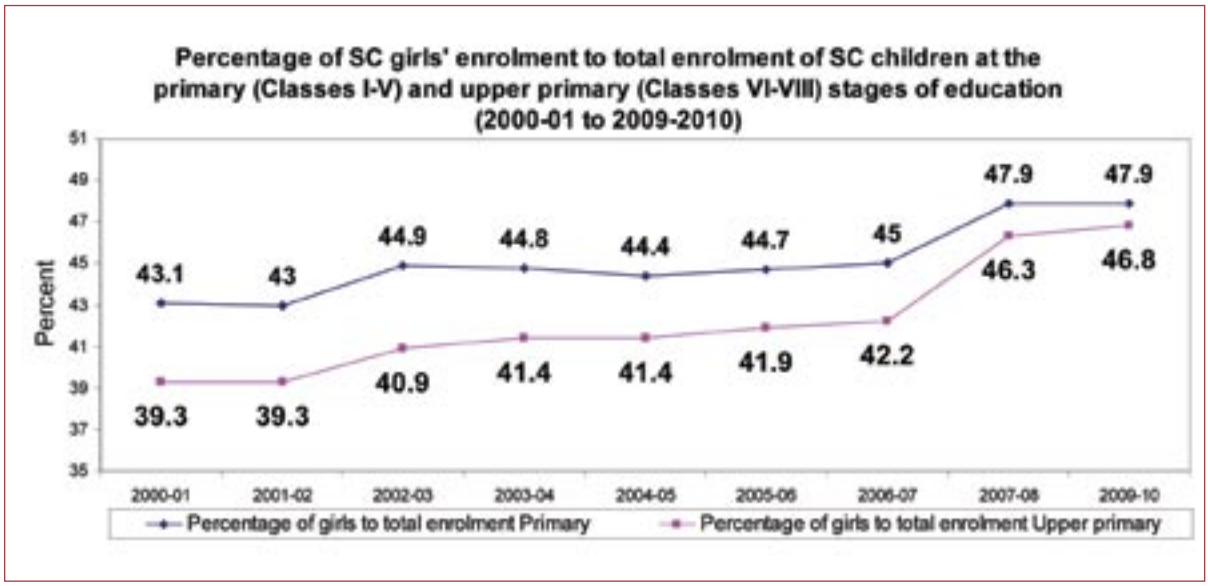


Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

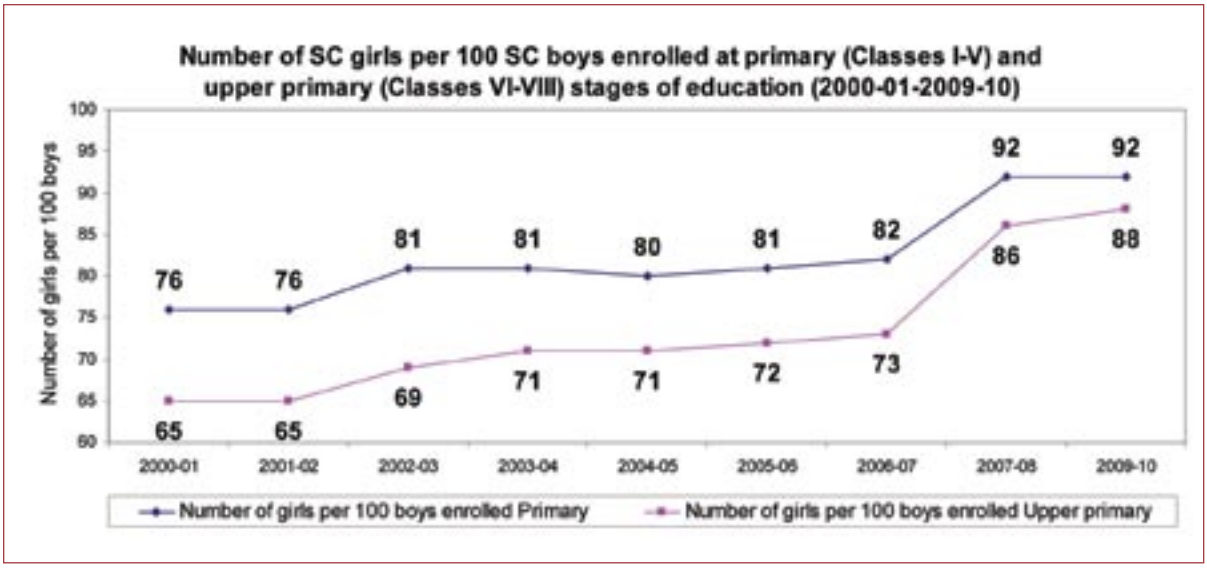
Participation of SC girls in elementary education

Percentage of SC girls to total enrolment of SC children: The proportion of SC girls to total enrolment of SC children at the primary and upper primary stages has been increasing steadily during the past decade. The percentage of girls to total enrolment at the primary stage increased from 43.1 per cent in 2000-01 to 47.9 in 2009-10. The percentage of SC girls to total enrolment of SC children at the upper primary stage increased from 39.3 per cent in 2000-01 to 46.8 per cent in 2009-10.

Number of SC girls per 100 SC boys enrolled: During the period 2000-01 to 2009-10, the number of SC girls per 100 SC boys at the primary stage increased from 76 to 92, while the number of SC girls per 100 SC boys at the upper primary stage increased from 65 to 88 during this period.



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10



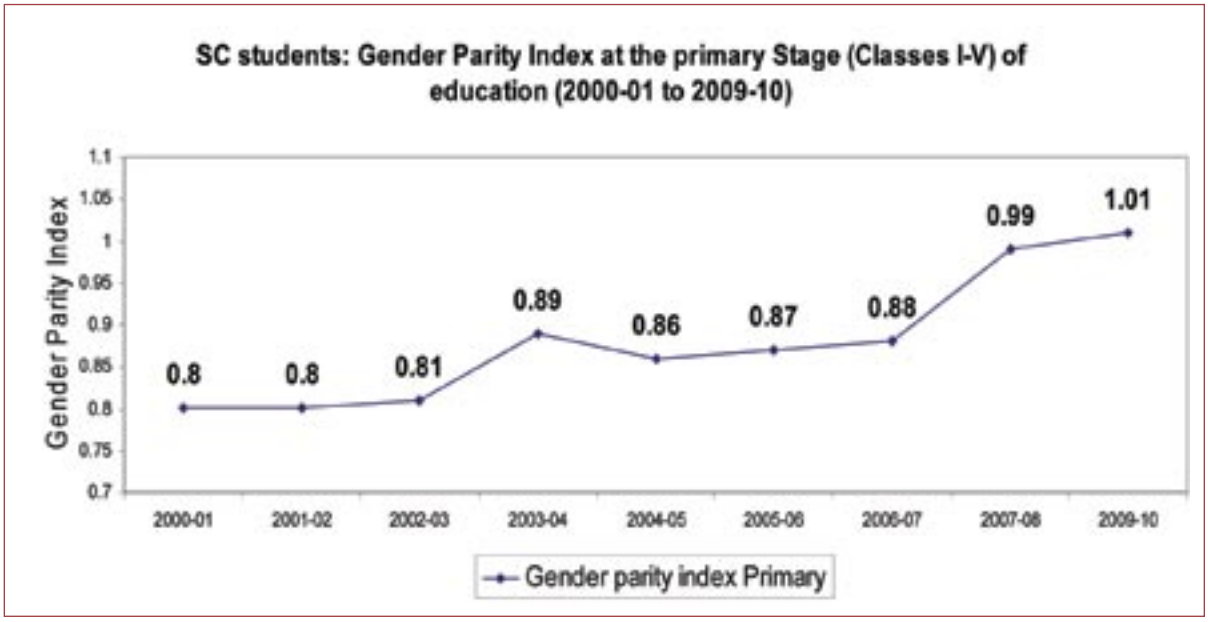
Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

Gender Parity Index (GPI): SC students

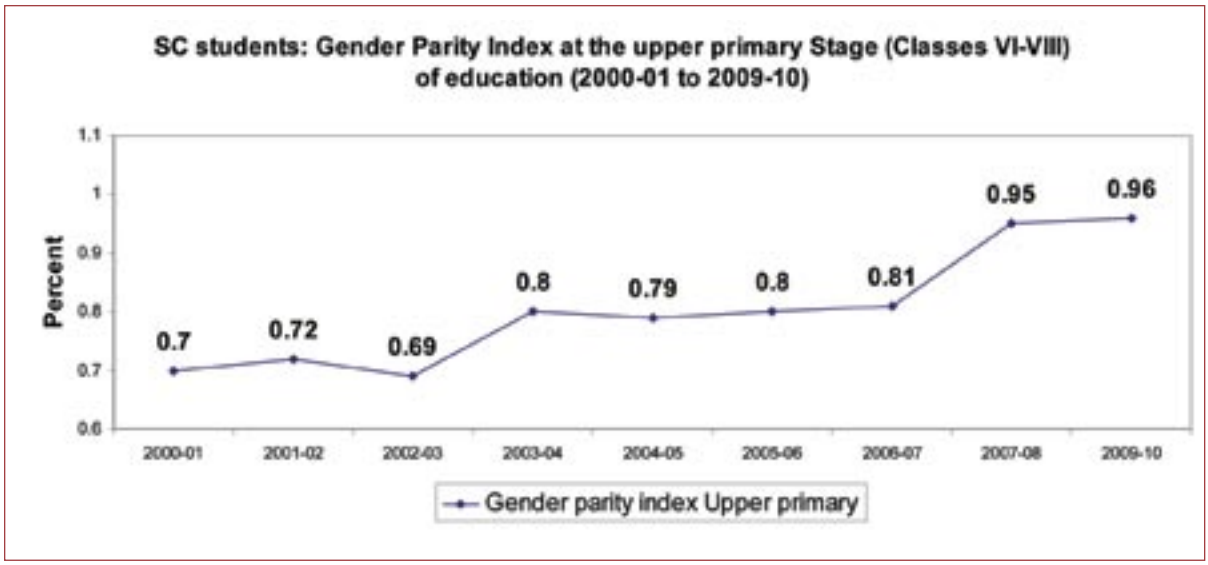
SC students: Gender Parity Index at the primary stage: The Gender parity index (GPI) at the primary stage has been improving steadily during the past decade. The GPI at the primary stage improved from 0.80 in 2000-01 to 1.01 in 2009-10.

SC students: Gender Parity Index at the upper primary stage: The Gender Parity index (GPI) at the upper primary stage improved from 0.70 to 0.96 during the period 2000-01 to 2009-10.

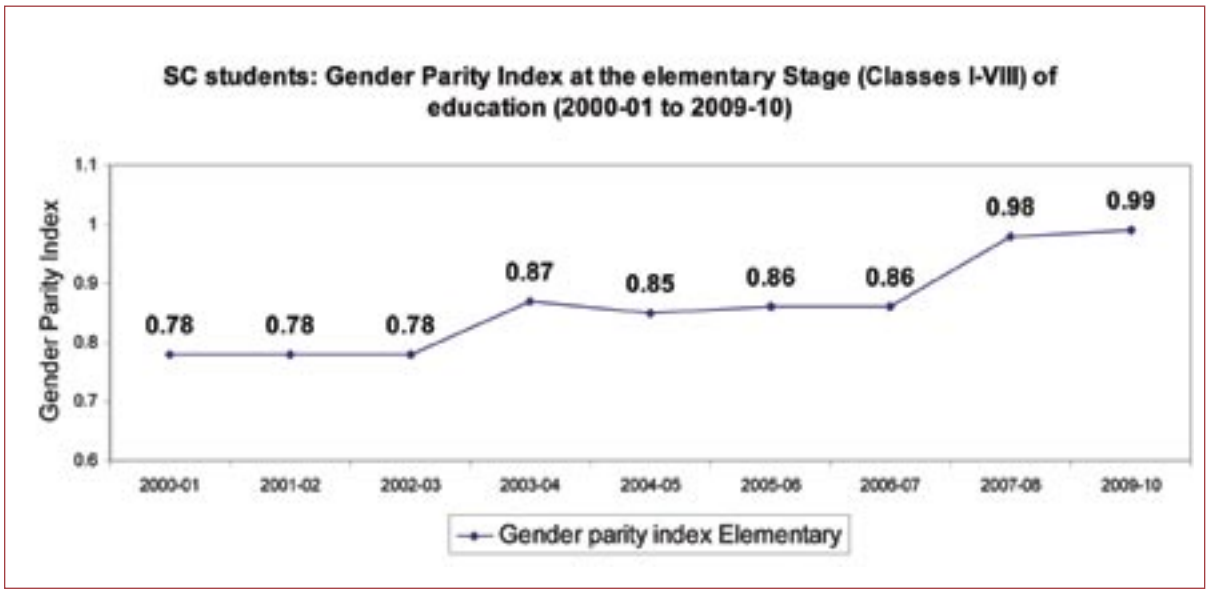
SC students: Gender Parity Index at the elementary stage: The Gender Parity Index (GPI) at the elementary stage (Classes I-VIII) improved from 0.78 to 0.99 during 2000-01 to 2009-10.



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10



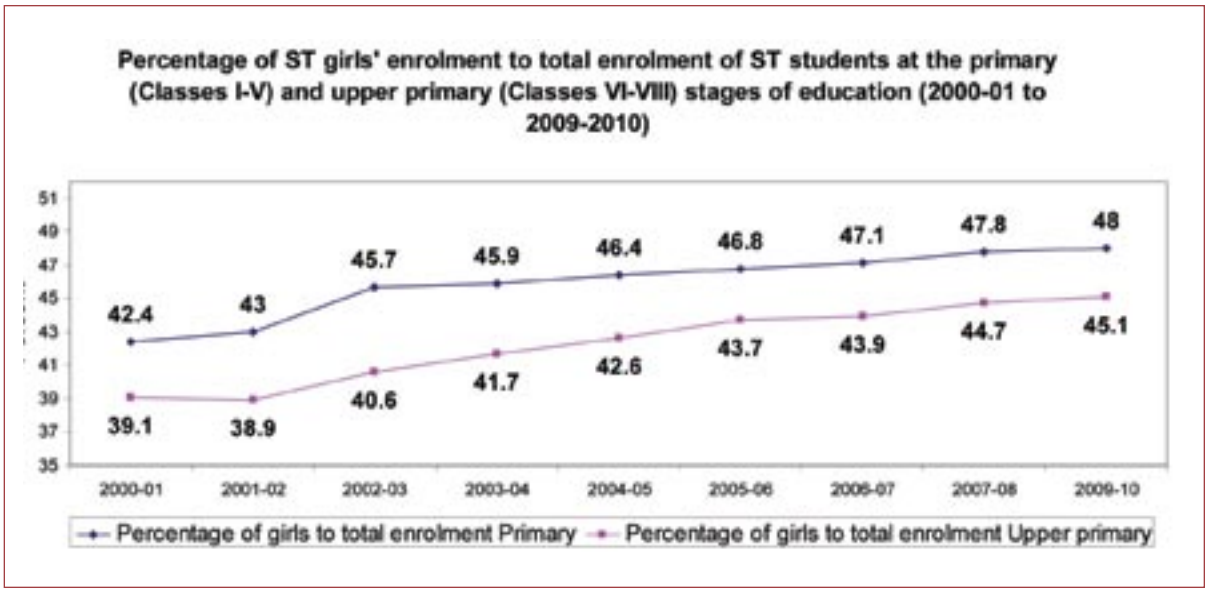
Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10



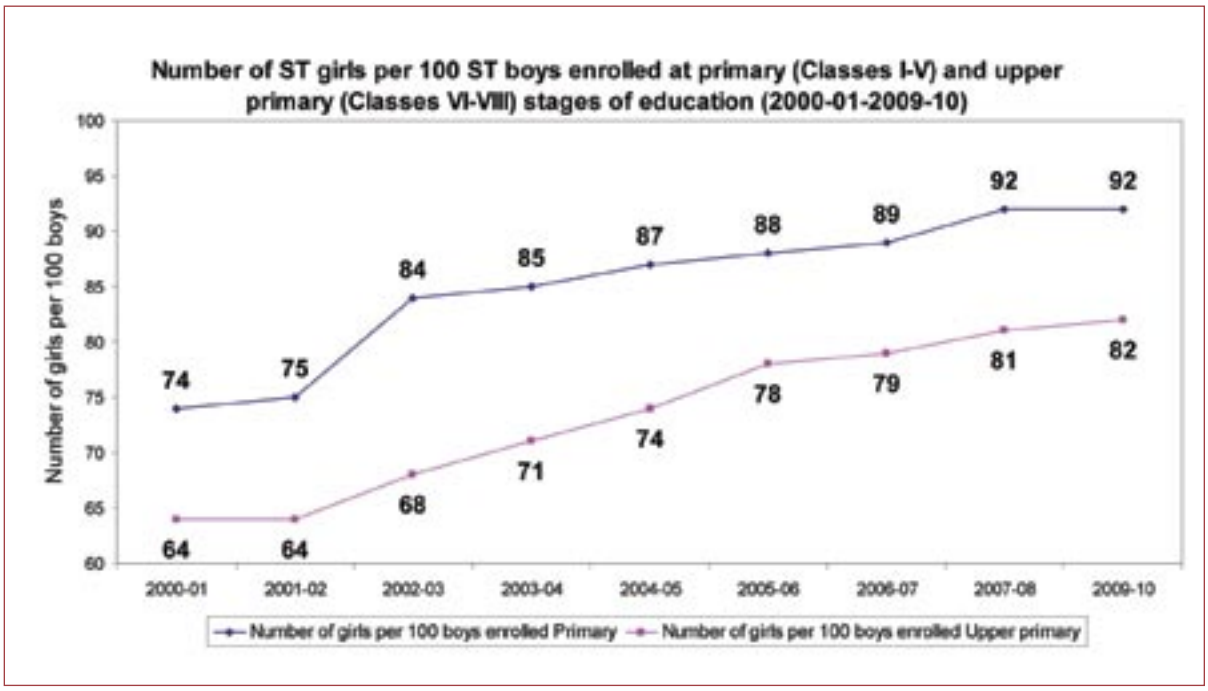
Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

Participation of ST girls in elementary education

Percentage of ST girls to total enrolment of ST children: The proportion of ST girls to total enrolment of ST children at the primary and upper primary stages has also been increasing steadily during the past decade. The percentage of ST girls to total enrolment of ST students at the primary stage increased from 42.4 per cent in 2000-01 to 47.9 in 2009-10. The percentage of ST girls to total enrolment of ST children at the upper primary stage increased from 39.1 per cent in 2000-01 to 45.1 per cent in 2009-10.



Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

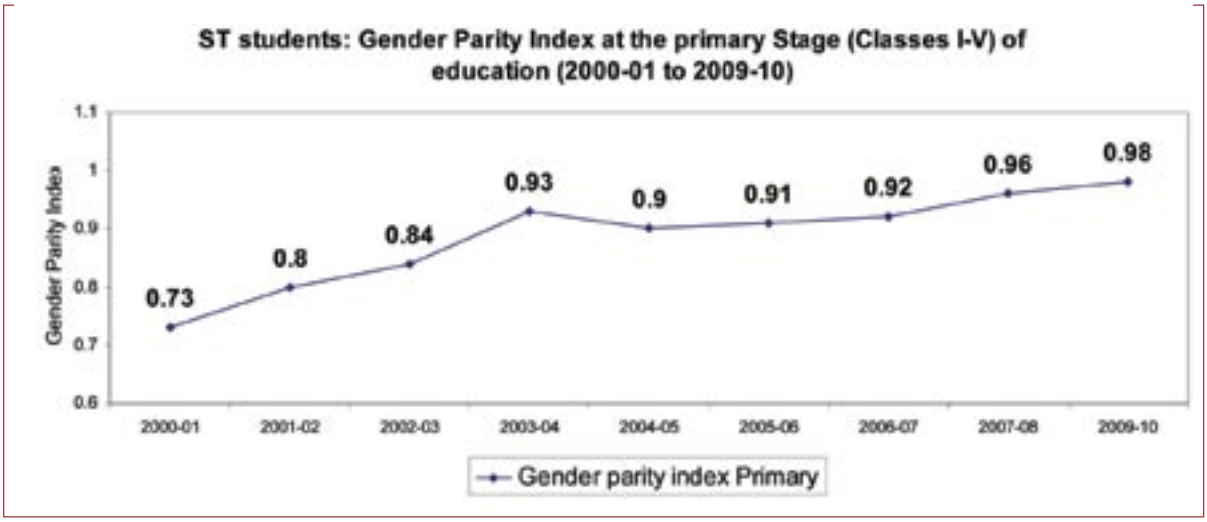


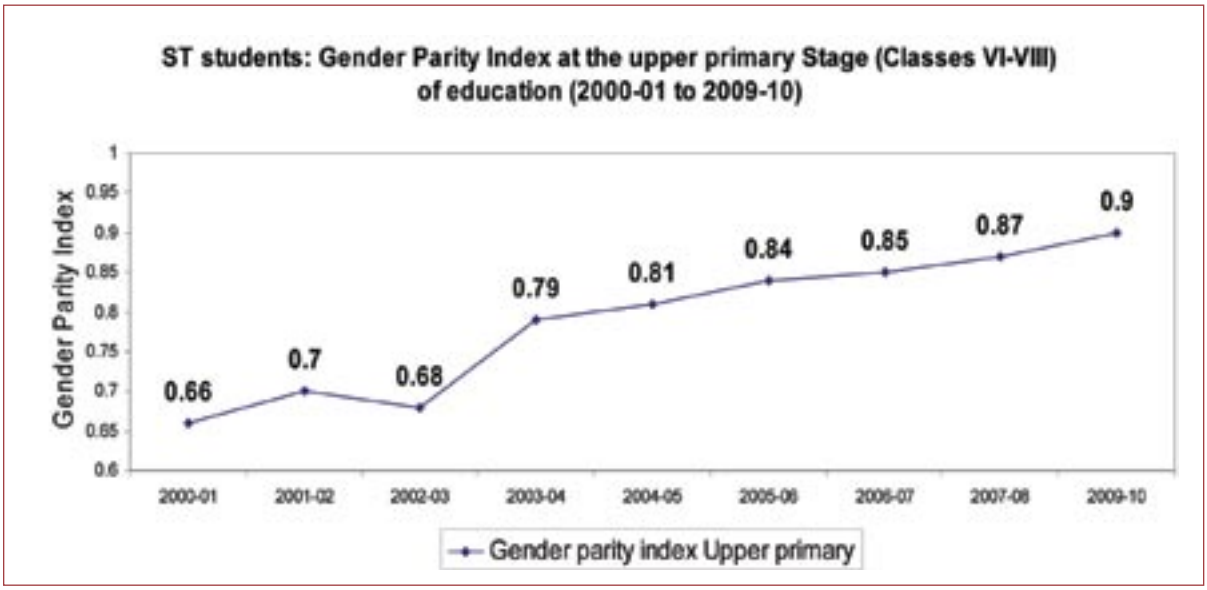
Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

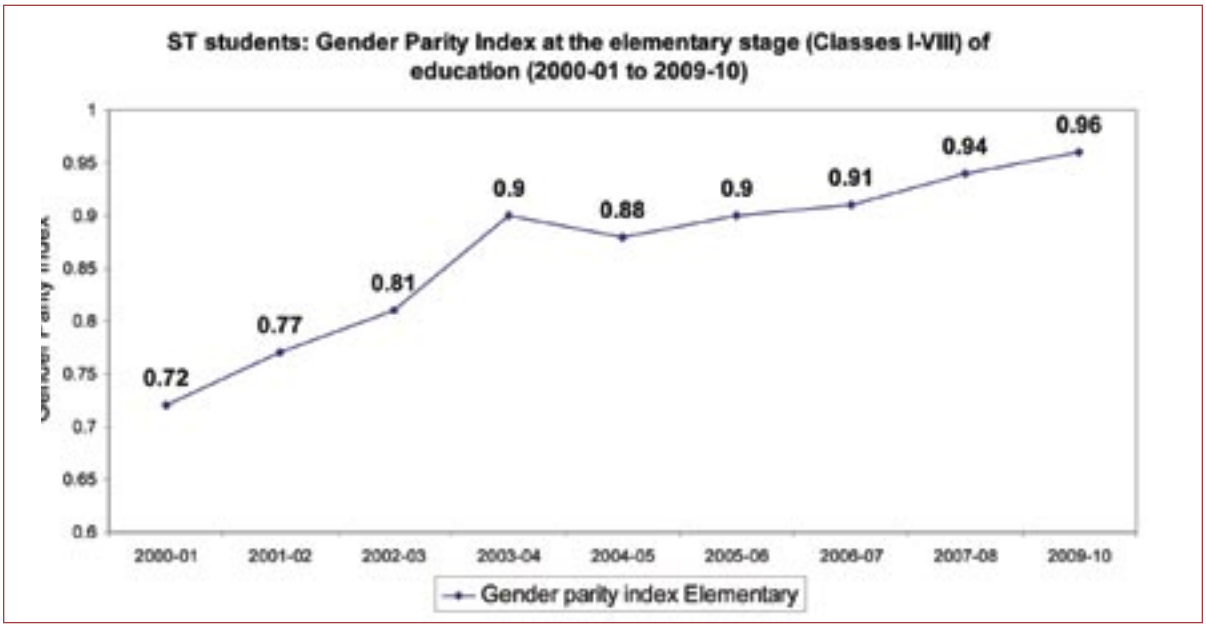
Number of ST girls per 100 SC boys enrolled: During the period 2000-01 to 2009-10, the number of ST girls per 100 SC boys at the primary stage increased from 74 to 92, while the number of ST girls per 100 ST boys at the upper primary stage increased from 64 to 82 during this period.

Gender Parity Index (GPI): ST students

ST students: Gender Parity Index at the primary stage: The Gender parity index (GPI) at the primary stage has been improving steadily during the past decade. The GPI at the primary stage improved from 0.73 in 2000-01 to 0.98 in 2009-10.







Source: Statistics of School Education, MHRD for the period 2000-01 to 2009-10

ST students: Gender Parity Index at the upper primary stage: The Gender Parity index (GPI) at the upper primary stage improved from 0.66 to 0.90 during the period 2000-01 to 2009-10.

ST students: Gender Parity Index at the elementary stage: The Gender Parity Index (GPI) at the elementary stage (Classes I-VIII) improved from 0.72 to 0.96 during 2000-01 to 2009-10.

Chapter 7

Improving Educational Quality and Student Learning

The Dakar Framework for Action calls for actions for "improving all aspects of the quality of Education for All, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills". This implies that educational quality is centred around learning levels of pupils and achievement by them of the expected learning outcomes specified for different stages of education.

There is an increasing concern about the quality of education that the education system is able to provide. It is widely recognised that all efforts in expanding educational access with the provision of educational facilities, teachers and teaching-learning materials 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 phenomenon of under-achievement among pupils at various stages of school education reflects the quality-related challenges facing the education system. Despite important progress, the input mix and the educational processes in a significant proportion of schools remain unsatisfactory placing at risk children's right to education that promotes "the development of the child's personality, talents and mental and physical abilities to their fullest potential" as set out in the Convention on the Rights of the Child (CRC).

It is recognised that achieving excellence in education and improving all aspects of quality on a continuous basis requires a package of interventions designed to improve quality at three levels: at the level of the individual learner; at the school/institutional level, and at the level of the education system as a whole. Improving quality at the level of the individual learner necessitate interventions designed to improve the quality of his/her learning, i.e. the extent to which the expected learning outcomes are attained both in terms of their breadth and depth and the degree in which the potential of the learner is realised. Improving quality at the institutional level will need setting up appropriate standards of performance and the creation of conditions that are required to help learners realise these standards. At the level of the education system as a whole, qualitative improvement initiatives will need to focus on improving the policies which make possible the learning gains for the individual pupils and the institutionalisation of a climate of achievement and creativity in the institutions and other learning places. The main thrust should be to continuously enhance quality and to raise progressively the standards of performance. In this context, quality standards are required to be dynamic and restated as the standards of performance rise progressively.

Programmatic interventions to improve learning outcomes

The government's approach to education development based on the three mutually supporting strategic priorities -- expansion, inclusion and excellence – has provided impetus to efforts designed to improve educational quality and excellence aimed at enhancing student learning. It is recognised that the

quality of education offered to learners is a major determinant of demand for education. Many learners, particularly those from the poorest households, drop out of school or fail to continue their education as a direct result of poor quality schooling. The main thrust of initiatives for achieving educational excellence is to ensure the right of every child to a quality education that enables him or her to fulfill his or her potential to the fullest and to provide an education programme that is child/learner-centred. The strategic approaches to improve educational quality and student learning outcomes are centred around programmes aimed at ensuring that learners are adequately nourished and ready to learn; creating learning environments that are child-friendly, safe and healthy; improving the quality and relevance of learning contents; improving the quality of teaching-learning process and the promotion of child-centred and active learning approaches, cooperative learning, development of critical thinking and problem-solving skills; and improving the quality of learning assessment.

One of the goals of Sarva Shiksha Abhiyan (SSA) is to provide elementary education that is of equitable quality to every child. A series of programmes have been initiated by the Central and State/UT Governments to improve educational quality and student learning outcomes. The programme seeks to bring about a broad shift towards schools and systems that are child-friendly and inclusive, responsive to each child's needs and able to ensure their learning. Elementary education of equitable quality for all implies improved:

- student learning and promotion, survival, retention, completion rates, enhanced transition from primary to upper primary education to render the system efficient and effective;
- developmental and learning readiness among learners and learners who are adequately nourished, healthy and prepared for smooth transition from pre-school to primary education and progression from one grade to the other at the primary and upper primary stages of education;
- learning contents and teaching-learning materials that are relevant and responsive to the learning needs of children and that would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualisation of his/her potentialities to the fullest;
- learning environment that is child friendly, effective, healthy, protective, gender-sensitive, warm and caring in which teachers, parents and educational administrators share a concern for meeting the learning needs of each pupil and for the attainment by learners of the expected learning outcomes;
- teaching-learning processes that are characterised by learner-centred and interactive and active learning approaches, cooperative learning which would stimulate curiosity and independent thinking, develop critical thinking and problem-solving skills, promote planning and execution of projects and self-learning which would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualisation of his/her potential to the fullest;
- learning assessment methodologies and procedures that would allow students from diverse backgrounds to demonstrate their learning gains and capabilities, help asses the expected learning outcomes that encompass knowledge, skills, attitudes and values, including higher-order thinking, breadth and depth of understanding of prescribed subject matter, and the ability to apply their knowledge and skills in a wide range of contexts.

To ensure inclusive, relevant quality education, the Central and State/UT governments have been providing support for:

- improving the developmental and learning readiness of learners and ensuring that learners are adequately nourished, healthy and prepared for smooth transition from pre-school to primary education and progression from one grade to the other at the primary and upper primary stages of education;
- renewal of curriculum and qualitative improvement of learning contents and teaching-learning materials for enhancing the relevance of education and for making them more responsive to the learning needs of pupils and to concerns of national significance;
- improving learning environment through the provision of appropriate infrastructural facilities in schools to ensure the availability of basic facilities;
- provision of qualified teachers, reorientation and strengthening of teacher education (both pre-service and in-service) for the enhancement of professional competence of teachers to practice child-centred and active learning approaches, including the use of ICT in support of teaching and learning;
- institutionalising a reliable system of learner assessment that assess all aspects of student learning;

Improving developmental and learning readiness and nutritional/ health status of children

Early childhood care and education (ECCE)

As indicated in Chapter II, an important component of the efforts to promote universal elementary education has been to promote the developmental and learning readiness of young children to prepare them for primary schooling through developmentally appropriate early childhood care and education (ECCE) programmes and to ensure that children are well nourished, healthy and ready to learn. The ECCE is seen as an important enabling component of quality education. The importance of early childhood care and education was well recognised in the National Policy on Education 1986/92 which viewed ECCE as a crucial input for human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of the society. The NPE 1986/92 has also highlighted the holistic nature of ECCE and has stressed the need for early care and stimulation of children belonging to the vulnerable section. The national commitment to expand ECCE services in the country gained momentum with the formulation of the RTE Act 2009 which 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 *Sarva Shiksha Abhiyan (SSA)* recognises the importance of pre-school learning and its role in improving the performance of children in primary schools. The SSA seeks to strengthen convergence of ECCE programmes with the Integrated Child Development Services (ICDS) being implemented by the Ministry of Women and Child Development to promote pre-school education. The SSA seeks to maintain effective synergy with the ICDS through (i) location of *Anganwadi* centres in or close proximity to primary school compound and synchronisation of the *Anganwadi* centres with the primary schools; (ii) joint efforts for curriculum renewal of pre-school teacher training and conduct of training of *Anganwadi* workers, primary teachers and health workers for a better understanding

of the links between learning and development in pre-school and primary school; (iii) use of infrastructure of the District Institutes of Education (DIETs), Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) for training of *Anganwadi* workers and other functionaries of ICDS; (iv) strengthening of training of Anganwadi workers in pre-school activities in both existing and new projects/*Anganwadi* centres; (v) augmentation of pre-school kits/materials in *Anganwadis.*

National Programme of Nutritional Support to Primary Education (NP-NSPE)

An important component of the efforts to improve educational quality and learning outcomes has been the programmatic interventions to ensure that all children are healthy and ready to learn. One of the major schemes which has made a significant contribution to India's efforts towards universal elementary education and improving the nutritional status of children in classes I-VIII has been the National Programme of Nutritional Support to Primary Education (NP-NSPE) which is more popularly known as the Mid-Day Meal Programme (MDMS).

The main objectives of the MDMS are (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 of primary education stage in drought-affected areas during summer vacation. The MDMS is now covering all children studying in Classes 1-VIII in Government, Government-aided and Local Body schools and EGS/AIE Centres supported under SSA including Madrasas and Maqtabs as well as children under the National Child Labour Projects During the year 2010-11, under the Mid-Day Meal Scheme, 104.6 million children were provided hot cooked meals in 1.192 million primary and upper primary schools in the country. Studies have shown that MDMS has helped in preventing classroom hunger, promoting school participation, fostering social equality and enhancing gender equity.

Curriculum renewal

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 and able to ensure their learning. 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 view 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 institutionalisation of quality monitoring systems in order to ensure improved student learning. Up to 2010-11, 14 States have renewed their curriculum based on NCF 2005, eight States have completed the revision of textbooks and six States are in the process of revising textbooks to make them more activity-based, child-friendly and sensitive to gender and marginalised groups.

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-able 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.

Improvement of learning environment

An important aspect of the efforts aimed at qualitative improvement of elementary education has been the programmes designed to improve the provision of infrastructure and improvement of learning environment in all schools. Creating basic infrastructure for all schools has been an important part of SSA. 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. Innovations in terms of quality design, technology and functionality are encouraged to make the schools child friendly. New schools constructed under SSA are functional and attractive. The class rooms are well lit and ventilated with provisions for display and chalkboards. Each new school is expected to be designed with a space requirement of 8-10 square feet per child to facilitate activity-

based learning and barrier-free features. 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.

The SSA allows flexibility to States in the execution of civil works. States are free to evolve building designs keeping in view the local conditions. The principles guiding construction of schools include the following:

- Adoption of a whole school development approach to planning and construction, ensuring proper location of classrooms, drinking water and sanitation facilities and playgrounds within the school premises, simultaneously keeping in view the need for future expansion arising out of increased enrolment;
- Incorporation of child-friendly elements into the school buildings, including designing of indoor and outdoor spaces from the perspective of children, provision of adequate learning elements like display or chalk boards, storage shelves that are accessible to all children, designing facilities such as drinking water and toilets etc.;
- Designing of indoor and outdoor spaces such as floor, walls, staircases, windows, doors, ceilings etc. as pedagogic resources to facilitate learning in different ways;
- Incorporation of appropriate safety features in school designs based on National Building Code of India, 2005 to ensure that children receive education in a safe and secure environment;
- Incorporation of all essential amenities in the school, including drinking water and sanitation facilities, kitchen for mid-day meal, play ground, boundary wall/green fencing;
- Making school buildings energy efficient through appropriately locating doors, windows, ventilators and sky lights, and using shading strategies to minimise or maximise heat gain.

Construction of school buildings, classrooms, toilets, drinking water facilities, rain water harvesting systems and boundary walls is undertaken with 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 2009-10, construction of 1,105,797 additional classrooms for primary schools and upper primary schools were sanctioned under SSA and of these, 1,077,727 additional classrooms were constructed by the year 2009-10. Up to 2009-10, construction of 334,924 toilets and 198,162 drinking water facilities were sanctioned under SSA and of these, 319,547 toilets and 192,486 drinking water facilities were constructed by the year 2009-10. The percentage of primary and upper primary schools having drinking water facility increased from 83.1 per cent in 2006-07 to 92.6 per cent in 2010-11. The percentage of primary and upper primary schools with separate toilets increased from 42.5 in 2006-07 to 57 per cent in 2010-11.

Improving teaching-learning process

Improvement of teaching-learning process has been one of the most important components under SSA. The SSA seeks to promote a shift from a teacher-centred classroom and instructional methods to an active classroom that is characterised by child-centred and activity-based learning approaches. To ensure child-centred active learning approaches and improve student learning, SSA has been providing support for teacher recruitment for increasing teacher availability, in-service teacher training, establishment of decentralised academic resource support centres, learning

enhancement programmes, remedial teaching and monitoring and research activities related to quality issues.

Increasing teacher availability: To improve teacher positions in primary and upper primary schools, recruitment of an additional 1,282,419 teachers for primary and upper primary schools was sanctioned under SSA up to the year 2009-10. Of these, 1,030,201 teachers were recruited. There has been substantial increase in the availability of teachers at elementary level in the past few years. The total number of teachers in Government schools increased from 3.6 million in 2006-07 to 3.9 million in 2009-10. This has resulted into the improvement of Pupil Teacher Ratio (PTR) from 36:1 in 2006-07 to 33:1 in 2009-10. The PTR of 2009-10 is based on the number of teachers in position. The norm of 50 per cent of all teachers recruited under SSA to be female teachers has resulted in increase in percentage of female teachers from 41.86 in 2006-07 to 44.8 in 2009-10. The percentage of schools with at least one female teacher has also increased from 71.7 per cent in 2006-07 to 74.5 per cent in 2009-10.

In-service teacher training: To upgrade pedagogical competence of teachers, SSA provides for annual in-service training up to 20 days for all teachers, financial assistance to untrained in-service teachers to undergo training programme that is recognised by the National Council for Teacher Education (NCTE) to upgrade their professional qualifications, and induction training for 30 days for freshly trained recruits. During the year 2011-12, about 4.158 million teachers were approved for in-service training under SSA. All training programmes cover pedagogical issues, including content and methodology of teaching, aimed at improving teaching-learning processes in school. The course content includes the guiding principles of NCF-2005, continuous and comprehensive evaluation, subject-specific content and learning difficulties, activity-oriented methods, appropriate use of teaching-learning materials, learning kits etc.

Academic support structures: The SSA envisages establishment of Block resource Centres (BRCs) and Cluster Resource Centres (CRCs) as resource centres catering to a group of schools for conducting various in-service training programmes and also for extending regular academic support and supervision to schools. In order to provide decentralised academic support, training and supervision to teachers and schools, up to September 2011, some 6,648 Block Resource Centres (BRCs) and 71,654 Cluster Resource Centres were set up. 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 organised at CRCs for regular sharing of experiences relating to teaching-learning process and to have reflective discussions.

Learning Enhancement Programme: Under the SSA, support is provided to states/UTs for carrying out learning enhancement programmes which seek to improve the quality of learning processes and student learning. The main thrust of the programme is to strengthen early reading and mathematical skills among primary school students and to strengthen learning of science and mathematics by students at the upper primary stage of education. During the year 2011-12, 34 States/UTs were supported for undertaking Learning Enhancement Programme in primary schools and 28 States/UTs were supported for implementing the programme in upper primary schools.

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 NPE stated that improvement in the status and professional competence of teachers was the cornerstone of educational reconstruction. It envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. It emphasised the significance and need for a decentralised system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established. In its original form, the scheme comprised of five components, namely (a) setting up 400 DIETs, (b) strengthening 250 CTEs, and development of 50 of them as IASEs, (c) strengthening of the State Councils of Educational Research and training (SCERTs), (d) orientation of 500,000 school teachers every year, (e) establishment and strengthening of Departments of Education in Universities. The Scheme has been continued with modifications in the 8th, 9th and 10th Five-Year Plan periods. It was last revised in 2002 and currently comprises the following components (a) establishment of DIETs, (b) upgradation of Secondary Teacher Education Institutions into CTEs and IASEs, and (c) strengthening of SCERTs. The DIETs are nodal institutions for improving the quality of elementary education in the district. They were mandated to transact pre-service and in-service training programmes for elementary school teachers. In certain small districts of the country, which do not require a full-fledged DIET, there is provision for establishing a District Resource Centre (DRC). Up to 2011, 571 DIETs have been sanctioned of which 555 are functional.

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 of the Government 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. The Revised Scheme envisages (i) strengthening and up-gradation of State Councils of Educational Research and Training (SCERTs)/State institutes of Education; (ii) strengthening of existing IASEs and up-gradation of Departments of Education of Universities; (iii) strengthening of CTEs and establishment of new CTEs; (iv) strengthening of existing DIETs and extending their mandate for training of teachers at the secondary level; (v) establishment of Block Institutes of Teacher Education (BITEs) in 196 identified SC/ST/Minority concentration districts as elementary pre-service teacher education institutions; (vi) identification of 50 lead institutions, including institutions in the non-government sector, to conduct refresher courses for teacher educators; (vii) providing hardware support, including provisioning of satellite facilities in the DIETs and provisioning of software support for developing content for orientation of teacher educators and teachers; (viii) giving SCERTs and DIETs the mandate to involve not-for-profit organisations for conducting innovative field-based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing and developing locally relevant materials for teachers and student-teachers of teacher education institutions; and (ix) developing and putting in place a comprehensive monitoring mechanism.

Learning assessment: Continuous and Comprehensive Evaluation (CCE)

A key aspect of the programmes to improve educational quality and student learning has been the efforts under SSA to move towards more 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. 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. Various States have undertaken measures for promoting changes in the learning assessment systems and for introducing continuous and comprehensive evaluation.

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 (physical, socio-emotional along with cognitive) 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. RTE Act mandates maintaining a profile for each learner.

Status of education quality and its equity

Student learning achievement

The National Council of Educational Research and Training (NCERT) has been conducting National Achievement Surveys (NAS) to assess the learning achievement of pupils in different subject areas at the end of classes III, V, VII/VIII. Round I and Round II of the NAS for class III were conducted during the years 2003-04 and 2006-07 respectively. Round I and Round II of the NAS for class V were conducted during the years 2002-03 and 2006-07 respectively while Round I and Round II of the NAS for class VII/VIII were conducted during the years 2003-04 and 2006-07 respectively. Round III of the National Achievement survey for Class V was conducted during the year 2010-11. The Rounds I & II of National Achievement Surveys were based on classical test theory while the Class V Achievement Survey was conducted in 2010 was based on item response theory. The Class V Achievement Survey conducted in 2010 tested over 100,000 students in Language, Mathematics and Environmental Studies in 31 States and Union Territories.

A comparison of the mean scores of the first two rounds of surveys shows all round improvement in the learning achievement of children of grades III, V and VII/VIII (Table 7.1).

Table 7.1: Findings of National Achievement Surveys (Rounds I & II)

Class	Language: Mean score (%)		Mathematics: Mean score (%)		EVS/Science: Mean score (%)		Social Science: Mean score (%)	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round 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 VII	52.24	57.35	30.50	40.38	37.78	42.86	34.04	44.73
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: NCERT

In order to assess the learning achievement of students in Class V, the National Achievement Survey conducted in 2010 computed the average achievement on 20 anchor items in Language, Mathematics and Environmental Studies. The Survey indicated that the mean score on 20 anchor items in Language was 56.06 while the mean scores were 53.23 for Mathematics and 53.39 for Environmental Studies (Table 7.2). The mean score on 20 anchor items in Language ranged from 42.76 in Puducherry to 71.12 in Uttar Pradesh. The mean score on 20 anchor items in Mathematics ranged from 43.56 in Andaman & Nicobar Islands to 72.89 in Uttar Pradesh while the mean score on 20 anchor items in Environmental Studies ranged from 37.51 in Goa to 72.30 in Tamil Nadu.

Table 7.2: Findings of National Achievement Survey - 2010 (Class V)

State/Union Territory	Average achievement/Score on 20 anchor items in Language, Mathematics and Environmental Studies		
	Language: Mean score (%)	Mathematics: Mean score (%)	Environmental Studies (EVS): Mean score (%)
A & N Islands	46.72	43.56	47.00
Andhra Pradesh	55.00	47.10	47.94
Assam	52.28	49.42	48.50
Bihar	45.47	49.40	47.44
Chandigarh	54.11	44.01	39.00
Chhattisgarh	47.15	45.67	45.22
Daman & Diu	55.88	54.15	53.63
Delhi	59.89	58.89	56.13
Goa	56.79	46.13	37.51
Gujarat	55.54	50.70	51.09
Haryana	50.12	48.99	44.38
Himachal Pradesh	52.23	52.06	49.55
Jammu & Kashmir	56.51	58.40	58.45
Jharkhand	50.76	52.11	50.98
Karnataka	61.06	61.53	66.59
Kerala	64.90	47.98	51.60
Madhya Pradesh	57.24	58.68	58.85
Maharashtra	63.87	57.70	57.81
Meghalaya	53.75	50.84	56.44
Mizoram	61.57	43.95	54.25
Nagaland	53.86	53.55	54.90
Odisha	57.95	56.02	53.77
Puducherry	42.76	37.70	41.43
Punjab	46.88	55.26	50.58
Rajasthan	56.88	55.54	51.52
Sikkim	52.45	48.28	50.68
Tamil Nadu	65.89	65.46	72.30
Tripura	59.96	58.88	56.41
Uttar Pradesh	71.12	72.89	67.15
Uttarakhand	49.70	49.77	48.48
West Bengal	64.29	57.74	58.75
Overall	**56.06**	**53.23**	**53.39**

Source: NCERT

Promotion, repetition, drop-out and transition rates:

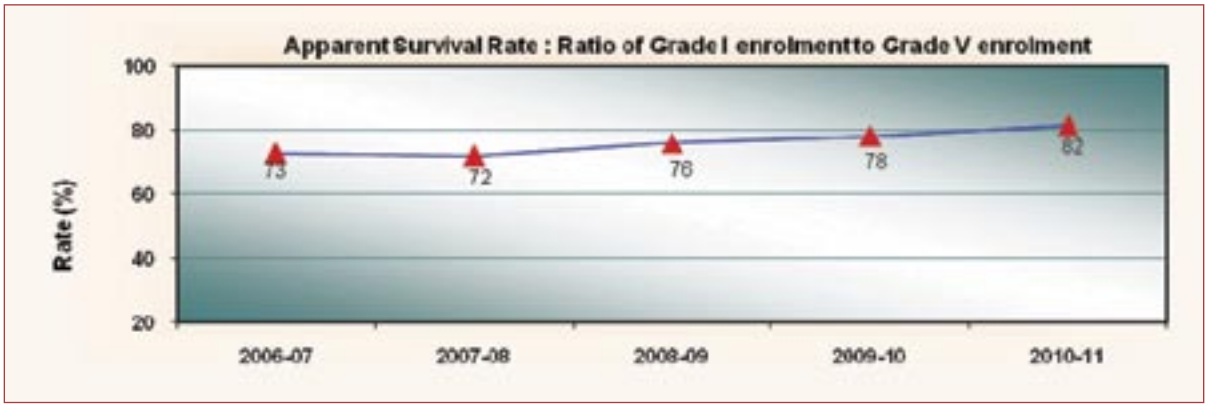
It is recognised that the quality of education offered to learners is a major determinant of demand for education. Many learners, particularly those from the poorest households, drop out of school as a direct result of poor quality schooling. During the academic year 2009-10, 9.1 per cent of pupils at the primary stage of education (Classes I-V) dropped out, the annual drop-out rate being relatively higher in Class I (10.2 per cent) and in Class V (15.9 per cent) (Table 7.3). The promotion rate was lower at Class I (83.2 per cent) and Class V (81.3 per cent) than at Classes II (89.7 per cent), Grade III (89.7 per cent) and Grade IV (91.2 per cent). The average promotion rate at the primary stage (Class I-V) was 87 per cent in 2009-10. In spite of the policy of no detention up to Class VIII, a large number of children continue to repeat grade/ class. During the academic year 2009-10, 3.9 per cent of pupils at the primary stage of education (Class I-V) repeated one or other Class. Repetition occurred in all Classes, but was more marked in Class I (6.6 per cent). The promotion rate of girls was higher than that of boys, and repetition rate of girls was lower than that of boys in 2009-10. The annual drop-out rate was lower for the girls in all Classes.

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. Data in regard to apparent survival rates to Class V indicates that the survival rate to Class V has increased from 73 per cent in 2006-07 to 82 per cent in 2010-11.

Table 7.3: Annual Promotion, Repetition and drop-out rates at primary level (2009-10)

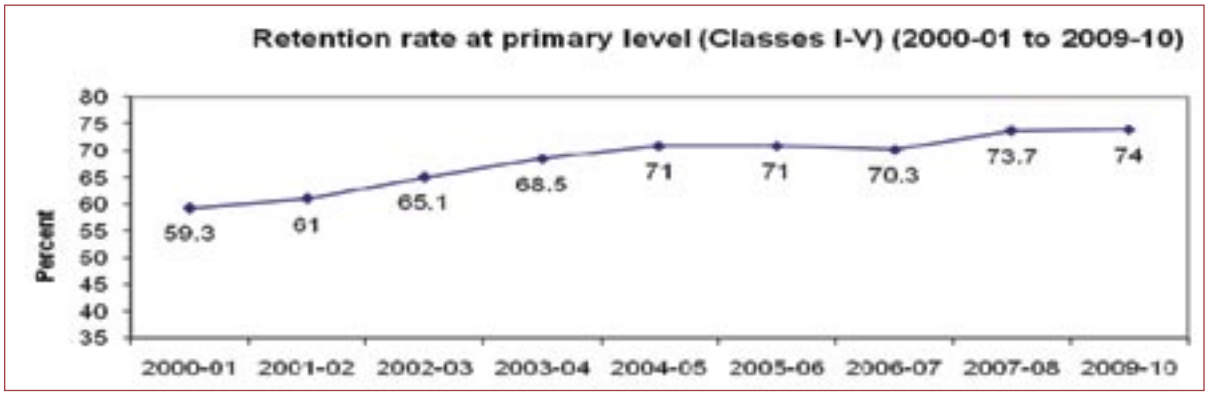
Grade	Promotion rate (%)			Repetition rate (%)			Drop-out rate (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Grade I	82.6	83.7	83.2	6.7	6.5	6.6	10.6	9.8	10.2
Grade II	89.5	90.1	89.7	3.6	3.6	3.6	6.9	6.4	6.7
Grade III	89.4	90.1	89.7	3.1	3.1	3.1	7.5	6.8	7.2
Grade IV	91.1	91.2	91.2	2.7	2.5	2.6	6.2	6.3	6.2
Grade V	81.0	81.5	81.3	2.9	2.8	2.9	16.0	15.7	15.9
Primary Stage	86.7	87.3	87.0	3.9	3.8	3.9	9.4	8.9	9.1

Source: DISE



Source: DISE

The overall retention rates at the primary stage of education have also shown an increasing trend which reflects a consistent decline in drop-out rates. Available data indicates that the retention at primary level has increased from 59.3 per cent in 2000-01 to 74.0 in 2009-10.



Source: DISE

District-wise analysis of data in regard to retention rates at primary level indicates that the percentage of districts with retention rate above 75 per cent has increased from 50 per cent in 2006-07 to 55 per cent in 2009-10 (Table 7.4) while the percentage of districts with retention rate below 65 per cent decreased from 35 per cent in 2006-07 to 28 per cent in 2009-10.

Table 7.4: Distribution of districts by Retention Rate at primary level

Year and number of districts	Number of districts with retention rate			
	>75%	70-75%	65-70%	<65%
2006-07 (458 districts)	231 (50%)	38 (8%)	30 (7%)	159 (35%)
2009-10 (604 districts)	330 (55%)	52 (9%)	50 (8%)	172 (28%)

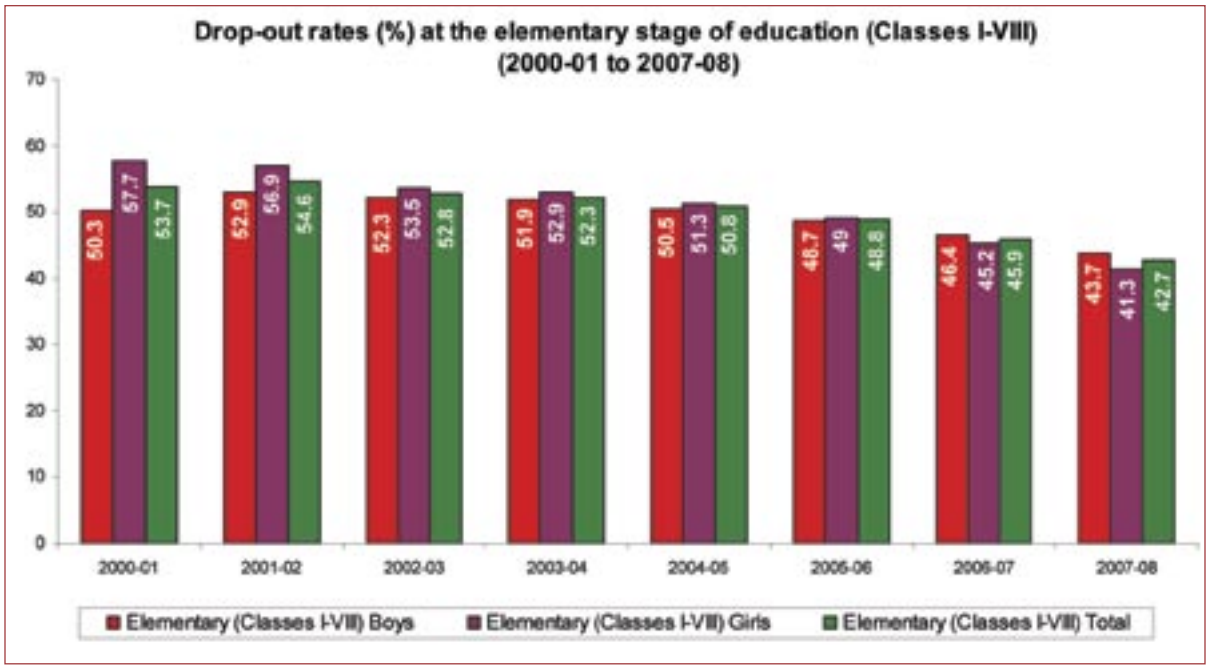
Source: DISE

Overall drop-out rate at elementary stage (Classes I-VIII)*:* The drop-out rate for Classes I-VIII decreased from 53.7 per cent in 2000-01 to 42.7 per cent in 2007-08. The drop-out rates for boys decreased from 50.3 per cent to 43.7 per cent while the drop-out rates for girls decreased from 57.7 per cent to 41.3 per cent during this period.

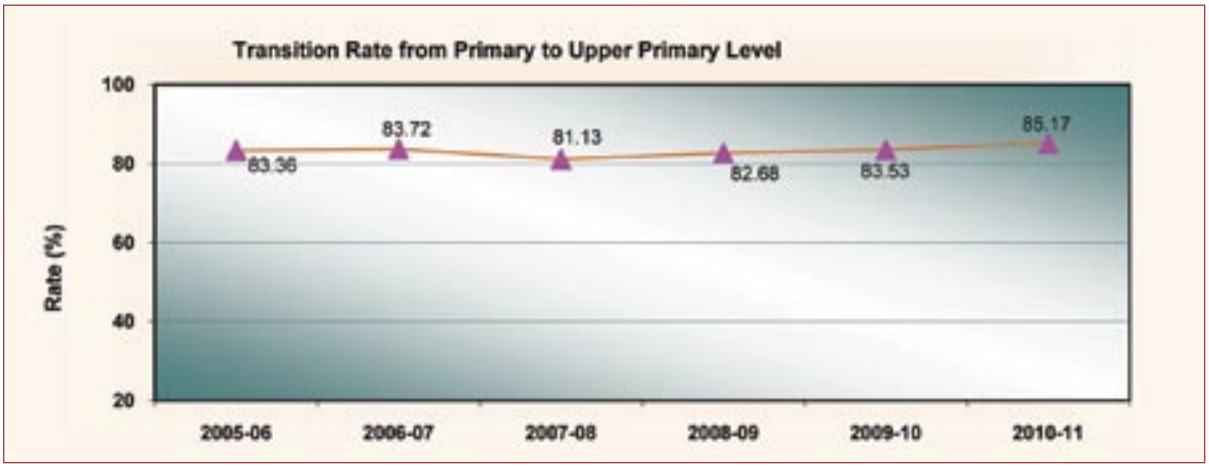
Transition to upper primary education

A majority of primary schools do not have upper primary sections attached to them; consequently, children dropout from the system after completing primary education. The SSA stipulation to open all new upper primary schools in the existing primary schools, and not as stand-alone, has facilitated children to continue their education beyond the primary stage in the same school, and thus improve the transition rate. The Transition Rate from primary to upper primary stage (i.e. the percentage of children moving from the terminal grade of primary to the starting grade of the upper primary cycle) has shown an increasing trend.

There has been a noticeable increase in the number of districts with transition rate above 85 per cent. The transition rate for girls (83.85 per cent) is also slightly higher than that for boys (83.23 per cent) (Table 7.5).



Source: Statistics of School Education, MHRD for the period 2000-01 to 2007-08



Source: DISE

Table 7.5: Distribution of Districts by Transition Rate from primary to upper primary level (2006-07 & 2009-10)

Academic year	Overall transition rate	Number and percentage of Districts			
		>85%	80-85%	75-80%	<75%
2006-07	81.13	315 (52%)	41 (7%)	45 (%)	202 (33%)
2009-10	83.53	401 (63%)	51 (8%)	53 (8%)	128 (20%)

Source: DISE

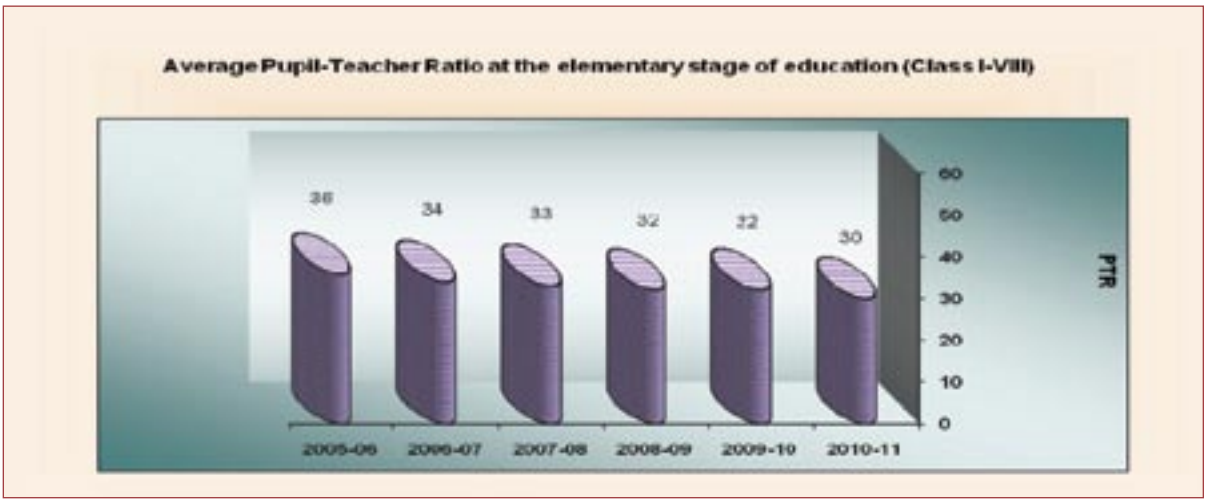
Teachers in position and pupil-teacher ratio

There has been substantial increase in the availability of teachers at elementary level in the past few years. There has been a major initiative to recruit teachers for Government-managed schools at elementary level in the past few years. Up to 2009-10, recruitment of 1,282,419 additional teachers for primary schools and upper primary schools were sanctioned under SSA and of these, 1,030,201 additional teachers were recruited by the year 2009-10 (Table 7.6). The total number of teachers in primary schools increased from 1.9 million in 2000-01 to 3.71 million in 2010-11. The total number of upper primary school teachers increased from 1.33 million in 2000-01 to 2.58 million in 2010-11. This has resulted into the improvement of Pupil Teacher Ratio (PTR). The pupil-teacher ratio at primary stage of education decreased from 43 in 200-01 to 36 in 2010-11, while the pupil-teacher ratio at the upper primary stage of education decreased from 34 to 22 during this period.

Table 7.6: Teachers and Pupil-Teacher Ratio

Year	Primary school teachers			Upper primary school teachers			Pupil-Teacher Ratio	
	Male	Female	Total	Male	Female	Total	Primary	Upper Primary
2000-01	1.22	0.68	1.90	0.82	0.51	1.33	43	34
2001-02	1.21	0.72	1.93	0.92	0.55	1.47	43	34
2002-03	1.17	0.75	1.92	0.94	0.65	1.59	42	35
2003-04	1.26	0.84	2.10	0.94	0.65	1.59	45	35
2004-05	1.32	0.84	2.16	0.99	0.60	1.59	46	34
2005-06	1.56	1.17	2.73	0.95	0.54	1.49	46	29
2006-07	1.70	1.35	3.05	1.06	0.64	1.70	43	28
2007-08	1.79	1.49	3.28	1.16	0.74	1.90	41	27
2008-09	1.81	1.56	3.37	1.19	0.79	1.98	40	27
2009-10	1.82	1.68	3.50	1.30	0.88	2.18	38	25
2010-11	1.90	1.81	3.71	1.52	1.06	2.58	36	22

Source: Statistics of School Education, MHRD for data for the period 2000-01 to 2004-05 and DISE for data for the period 2005-06 to 2010-2011.



Source: DISE

The average pupil-teacher ratio at the elementary stage of education (Classes I-VIII) decreased from 36 in 2005-06 to 30 in 2010-11.

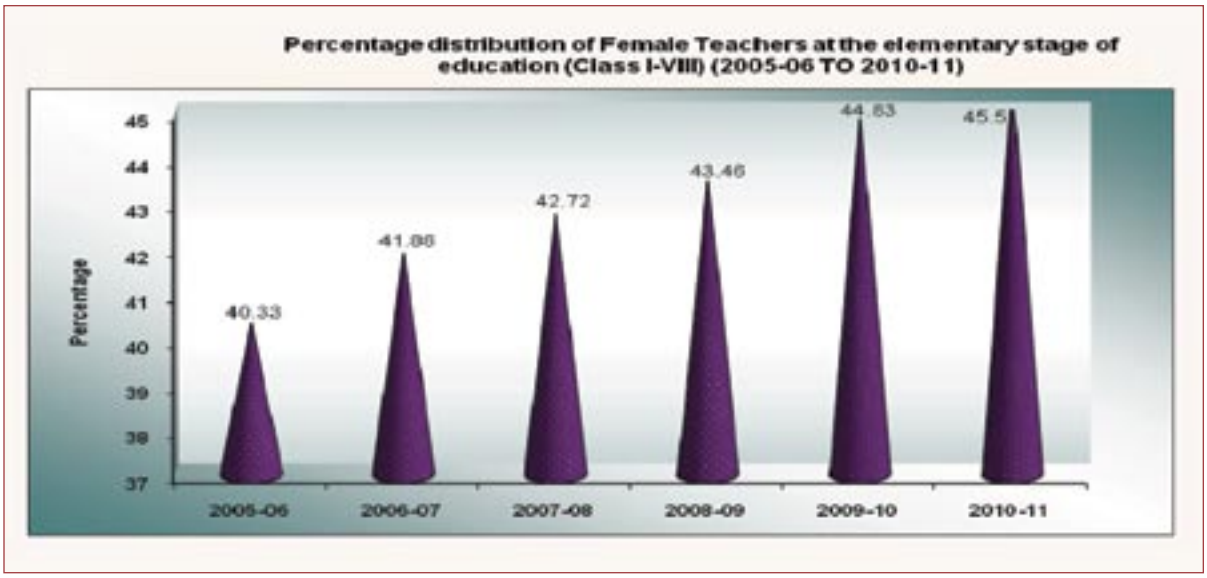
The percentage of female teachers to total number of teachers in primary schools increased from 35.8 in 2000-01 to 46.4 in 2009-10 while the percentage of female teachers in upper primary schools increased from 38.3 to 41.9 during this period (Table 7.7). The number of female teachers per 100 male teachers at the primary stage of education increased from 55 in 2000-01 to 86 in 2010-11 while the number of female teachers per 100 male teachers in upper primary stage of education increased from 62 to 72 during this period.

There has been a major initiative to recruit teachers for Government-managed schools at elementary level in the past few years. Up to 2009-10, recruitment of 1,282,419 additional teachers for primary and upper primary schools were sanctioned under SSA and of these, 1,030,201 additional teachers were recruited by the year 2009-10. The total number of teachers in Government schools increased from 3.6 million in 2006-07 to 3.9 million in 2009-10. This has resulted into the improvement of Pupil Teacher Ratio (PTR) from 36:1 in 2006-07 to 33:1 in 2009-10. The norm of 50 per cent of all teachers recruited under SSA to be female teachers has resulted in increase in percentage of female teachers at the elementary level from 40.3 in 2005-06 to 45.5 in 2010-11.

Table 7.7: Proportion of female teachers to total number of teachers and number of female teachers per 100 male teachers (2000-01 to 2009-10)

Year	Percentage of female teachers to total number of teachers		Number of female teachers per 100 male teachers	
	Primary	Upper primary	Primary	Upper primary
2000-01	35.8	38.3	55	62
2001-02	37.3	37.4	59	59
2002-03	39.3	41.1	64	69
2003-04	40.0	40.8	66	69
2004-05	38.9	37.7	64	60
2005-06	42.8	36.4	75	57
2006-07	44.2	37.8	79	61
2007-08	45.4	39.0	83	64
2008-09	46.4	39.8	87	66
2009-10	47.9	40.3	92	68
2010-11	48.8	41.1	95	70

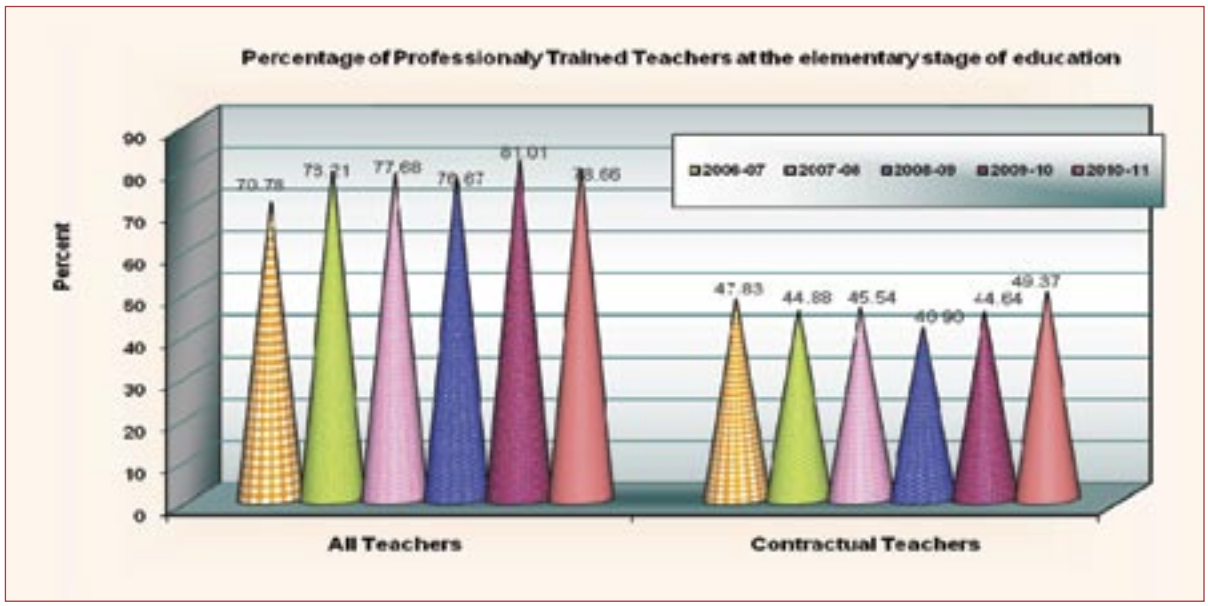
Source: Statistics of School Education, MHED for data for the period 2000-01 to 2004-05 and DISE for data for the period 2005-06 to 2010-2011.



Source: DISE

Trained Teachers at the elementary stage of education

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 7.9 percentage points during the period 2006-07 to 2010-11. However, the proportion of trained contract teachers was only 49.37 per cent in 2010-11.



Source: DISE

Equity in quality

Learning achievement of students belonging to disadvantaged population groups: A comparison of the mean scores of the first two rounds of National Achievement Surveys shows that improvements in learning levels occurred in the case of both boys and girls in Class III and of students belonging to all social categories,

Table 7.8: Findings of National Achievement Surveys (Class III)

Category	Language: Mean score (%)		Mathematics: Mean score (%)	
	Round I (2003-04)	Round II (2007-08)	Round I (2003-04)	Round 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: NCERT

except in the case of Scheduled Tribe students (Table 7.8). In the case of scheduled tribe students, there was a marginal decline in mean score in Language from 58.19 during Round I to 57.22 during Round II.

Improvements in learning levels also occurred in the case of both boys and girls in Class V and of students in Class V belonging to all social categories, except in the case of Scheduled Tribe students in the case of whom there was a marginal decline in mean score in Language from 58.19 during Round I to 57.22 during Round II (Table 7.9). There have also been improvements in learning levels of students in both rural and urban areas.

Improvements in learning levels also occurred in the case of both boys and girls in Class VIII and of students in Class VIII belonging to all social categories, except in the case of Scheduled Tribe students in the case of whom there was a marginal decline in mean score in Science from 41.53 during Round I to 40.61 during Round II.

Table 7.9: Findings of National Achievement Surveys (Class V)

Category	Language: Mean score (%)		Mathematics: Mean score (%)		Environmental Studies (EVS): Mean score (%)	
	Round I (2001-02)	Round II (2005-06)	Round I (2001-02)	Round II (2005-06)	Round I (2001-02)	Round 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)

(Table 7.10) There have also been improvements in learning levels of students in both rural and urban areas.

The finding of the National Achievement Survey-2010 indicated that the mean score in language of Class V students was slightly higher for students in urban areas (57.72) than that for students in rural areas (55.61). The mean score in mathematics for students in rural areas was 53.42 per cent compared to 52.59 per cent in the case of students in urban areas while the mean score in Environmental Studies for students in rural areas was 53.65 compared to 52.45 in the case of students in urban areas (Table 7.11).

There was only a marginal difference between boys and girls in terms of their mean scores in Language, Mathematics and Environmental Studies. The mean score of boys in Language was 55.62 compared to 56.47 in the case of girls. The mean score of boys in Mathematics was 53.32 compared to 53.14 in the case of girls while the mean score of boys in Environmental Studies was 53.18 compared to 53.58 in the case of girls.

Table 7.10: Findings of National Achievement Surveys (Class VIII)

Category	Language: Mean score (%)		Mathematics: Mean score (%)		Science: Mean score (%)		Social Science: Mean score (%)	
	Round I (2002-03)	Round II (2007-08)	Round I (2002-03)	Round II (2007-08)	Round I (2002-03)	Round II (2007-08)	Round I (2002-03)	Round 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

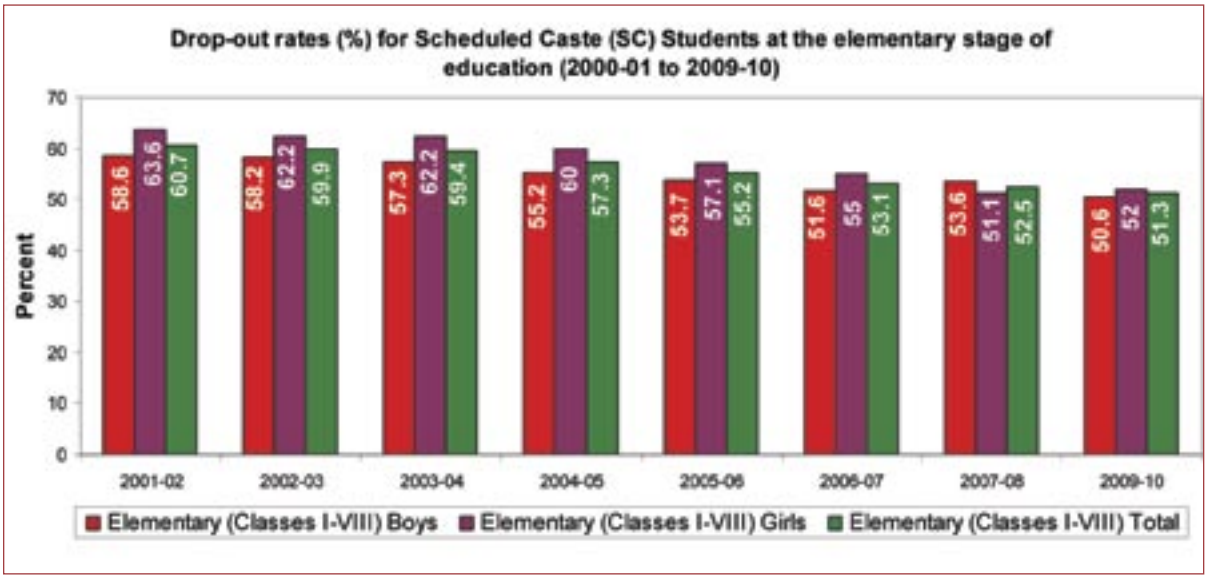
Source: NCERT

Table 7.11: Findings of National Achievement Survey - 2010 (Class V)

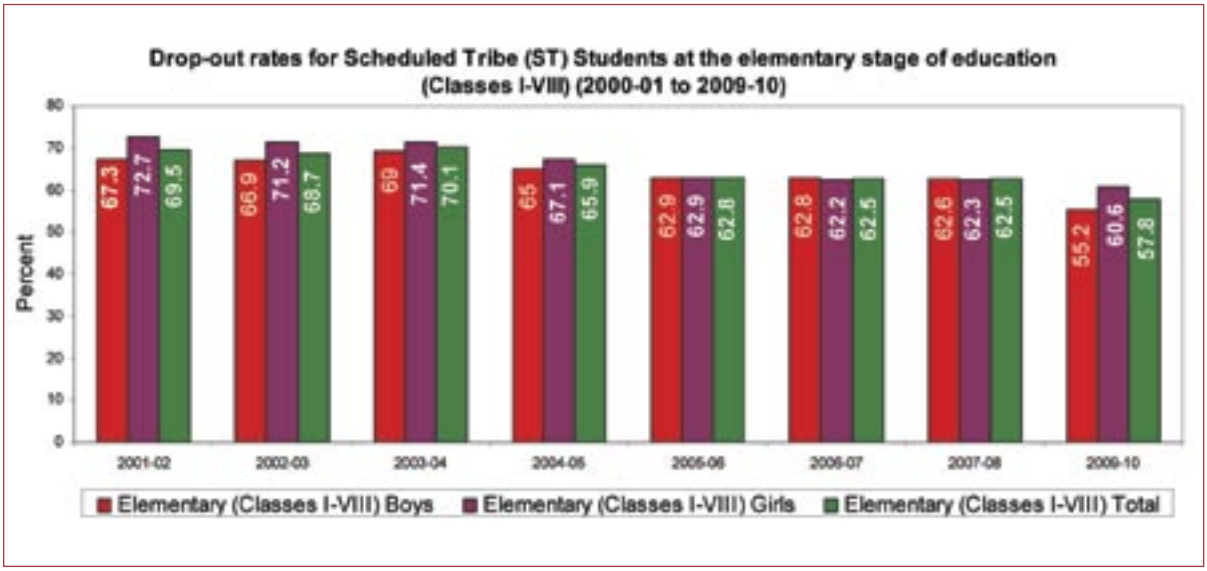
Category	Average achievement on 20 anchor items in Language, Mathematics and Environmental Studies		
	Language: Mean score (%)	Mathematics: Mean score (%)	Environmental Studies (EVS): Mean score (%)
Boys	55.62	53.32	53.18
Girls	56.47	53.14	53.58
Rural	55.61	53.42	53.65
Urban	57.72	52.59	52.45
Total	56.06	53.23	**53.39**

Source: NCERT

Drop-out rates for SC children (Classes I-VIII): The drop-out rate for SC students in Classes I-VIII decreased by 9.4 percentage points from 60.7 per cent in 2001-02 to 51.3 per cent in 2009-10. The drop-out rates for boys decreased by 8.0 percentage points from 58.6 per cent to 50.6 per cent while the drop-out rates for girls decreased by 11.6 percentage points from 63.6 per cent to 52.0 per cent during this period.



Overall drop-out rates for ST students (Classes 1-VIII): Drop-out rate for ST Students at primary stage has also been decreasing steadily during the past decade. The drop-out rate for ST children in Classes I-VIII decreased by 11.7 percentage points from 69.5 per cent in 2000-01 to 57.8 per cent in 2009-10. The drop-out rates for boys decreased by 12.1 percentage points from



67.3 per cent to 55.2 per cent while the drop-out rates for girls decreased by 12.1 percentage points from 72.7 per cent to 60.6 per cent during this period.

Key challenges

There is now a growing recognition of the need to boost efforts to accelerate efforts towards the goal of an inclusive, relevant quality education for all. This recognition has brought to focus the need to evolve a coherent policy and programmatic framework for promoting inclusive approaches in education, improving the relevance of education and ensuring the attainment by all learners of the expected learning outcomes specified for different stages of education. Though rapid strides have been made in expansion of educational access and quality during the past few years, the education system in India still faces several challenges. There is an increasing concern about the quality of education that the education system is able to provide. Despite important progress, the input mix and the educational processes in schools remain unsatisfactory placing at risk children's right to education that promotes "the development of the child's personality, talents and mental and physical abilities to their fullest potential" as set out in the CRC.

Improving all aspects of the quality of Education for All requires a package of interventions designed to improve quality at three levels: (i) at the level of the individual learner; (ii) at the school/institutional level, and (iii) at the level of the education system as a whole. Improving quality at the level of the individual learner necessitate interventions designed to improve the quality of his/her learning, i.e. the extent to which the expected learning outcomes are attained both in terms of their breadth and depth and the extent to which the potential of the learner is realised. Improving quality at the institutional level will need setting up appropriate standards of performance and the creation of conditions that are required to help learners realise these standards. At the level of the education system as a whole, qualitative improvement initiatives will need to focus on improving the policies and programmes which promote learning gains for individual pupils and the institutionalisation of a climate of achievement and creativity in the educational institutions and other learning places. The main thrust should be to continuously enhance quality and raise the standards of performance progressively. Quality standards need to be dynamic and should be restated as the standards of performance rise progressively.

Some of the key challenges to be addressed in the context of India's efforts to further enhance educational quality at the elementary stage of education include the following:

Improving student learning and internal efficiency of the elementary education system

There is a growing realisation that education inputs should be linked to outcomes, with particular focus on children's learning outcomes. Though substantial progress has been made towards the goal of education for all, the elementary education system continues to be characterised by several deficiencies: Some of these include the following:

Improving student learning: The findings of the National Learning Achievement Surveys (NAS) 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. While the overall mean scores in Mathematics for Class V was 53.23, about

Table 7.12: Findings of National Achievement Survey - 2010 (Class V) : Distribution of students on the basis of per cent of scores obtained

	Distribution of students on the basis of per cent 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

35.8 per cent of students obtained scores of 40 per cent and below. Similarly, while the overall mean scores in Mathematics was 53.39, about 35.1 per cent of students obtained scores of 40 per cent and below (Table 7.12). In 209-10, while the overall promotion rate at the primary education level (Classes I-V) was 87.0 per cent, the promotion rate was relatively lower in class I (83.2 per cent) and class V (81.3 per cent).

The results of NAS for Class V conducted in 2010 suggests that children's learning levels are far from satisfactory across the country, with significant differences across States and within States. In reading comprehension, for example, at the lower end of the scale, approximately two-thirds of students were able to locate information given in a table. However, it was noticed that only about one-third of students could read with understanding and infer things that weren't explicit in a given text. An analysis of performance of students in maths-related competencies indicates that just over three-quarters of students could add four-digit numbers together but only one-third could compute the difference between two decimal numbers. Nationally, there were no significant differences in the learning outcomes of boys and girls or between urban and rural students. However, it was found that children with special needs and students from minority groups, Schedules Castes, Scheduled Tribes and other backward castes performed significantly lower than other students.

At a national level, the findings of the NAS are corroborated by independent assessments of student learning. The Annual Status of Education report (Rural), 2011 indicates that reading levels have declined.

Nationally, the proportion of Class V children able to read a Class II text has fallen from 54 per cent in 2010 to 48 per cent in 2011. A decline in some basic arithmetic levels was also noticed. The proportion of Class III children able to solve a 2-digit subtraction involving regrouping declined from 36 per cent in 2010 to 30 per cent in 2011. The phenomenon of under-achievement among pupils at various stages of basic education reflects the quality-related deficiencies facing the education system. A key challenge, therefore, relates to enhancing the proportion of pupils achieving the learning outcomes specified for different stages of elementary education.

Increasing retention and reducing drop-out rates: Data relating to retention rate indicates that of those enrolled in Class I in 2006-07, only 73.4 per cent reached Class V in 2010-11. According to the provisional Statistics of School Education (SES), 2009-10, the overall drop-out rates in Classes I-V and Classes VI-VIII in 2009-10 were 28.9 per cent and 52.8 per cent respectively during the year 2009-10. An area of concern is the fact that the decline in the annual average drop-out rate at the primary stage has been only marginal during the past few years. DISE data indicates that the annual drop-out rate decreased only marginally from 9.96 per cent in 2005-06 to 9.1 per cent in 2009-10. A key challenge, therefore, is achieving universal retention by reducing drop-out rates and ensuring that those who enroll in schools do not drop out before completing elementary education.

Increasing transition from primary to upper primary stage of education: Another area of concern is that the increase in transition rate from primary to upper primary level has been only marginal, from 81.1 per cent in 2006-07 to 83.5 per cent in 2009-10. A majority of primary schools do not have upper primary sections attached to them; consequently, children drop out from the elementary education system after completing primary education. Expanding access

to upper primary education facilities within easy walking distance from the habilitations of residence of upper primary school-age children and ensuring their smooth transition to upper primary education remains a major challenge.

Improving the quality and relevance of learning contents and teaching-learning materials

The dynamics of education and its role in national development and social transformation make it essential that educational programmes and the curricula (i.e. the totality of learning experiences including the learning objectives/outcomes, syllabus and textbooks, teaching-learning processes and learning assessment procedures etc.) continuously renew themselves in order to maintain their relevance to the changing societal needs, personal needs of learners and to the emerging national development priorities. Following the formulation of the National Curriculum Framework - 2005, curriculum renewal and the development of textbooks in the light of the NCF has been undertaken by 17 States and currently an additional seven States are in the process of curriculum renewal with the aim of improving the relevance and quality of student learning and achievement of expected learning outcomes. The attempt to enhance relevance of the curriculum has, among others, been centred around reorientation of the learning contents and learning experiences to reflect the reality of the lives of learners in their social, cultural and economic milieu; promote acquisition by learners of the knowledge, skills, attitudes and values related to opportunities for productive work and to handle issues relating to health, hygiene, nutrition, the environment, family life, social cohesion, responsible citizenship etc.; ensure conformity with the Constitutional values; promote all round development of the child; for building up the child's knowledge, potentiality and talent, to promote the development of child's physical and mental abilities to the fullest extent; to facilitate learning through activities, discovery and exploration in a child-friendly learning environment and child-centred learning approaches; to enable learners to situate themselves in relation to the values of their society and culture and to promote cultural identity and to enhance the usefulness of and utilisation by the learners of the knowledge and skills acquired. However, in some cases, the approaches to improving the curriculum have been fragmented. A key challenge in this context is to ensure that the different components of the curriculum such as syllabus formulation, textbook development, teacher training, learner assessment, school management etc. are planned and implemented as a package of interventions which are inter-connected. Since education is the instrument by which the skills and productive capacities are developed, enhancing the quality and relevance of learning contents and teaching-learning materials that are responsive to the learning needs of children and that would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualisation of his/her potentialities to the fullest emerges to be one of the most important challenges.

Improving learning environment

It is widely recognised that it is of little value to promote access to poor quality learning environments in which children fail to learn, or from which they drop out. Creation of a learning environment that is supportive of learning emerge to be significant in this context. Under SSA, massive infrastructure development at the school level has been undertaken to improve learning environment. Apart from opening over 300,000 new schools, SSA has also provided basic facilities in existing schools. The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 32 in 2009-10. There

has been substantial increase in the availability of basic facilities in schools including, increase in percentage of schools having drinking water facility from 84.1 in 2006-07 to 92.6 in 2009-10. Schools with girls' toilets increased from 42.5 per cent in 2006-07 to 58.8 per cent in 2009-10 while the percentage of schools having ramp has increased from 26.61 per cent to 47.1 per cent during this period. Though significant improvement has been brought about in the learning environment by improving the basic facilities in schools, a large proportion of schools continue to be not compliant to the norms and standards for a school stipulated by the RTE Act, 2009. The schedule to the RTE Act provides the norms and standards for a school, including norms for (i) the number of teachers for schools with Classes I to V and for schools with Classes VI-VIII; (ii) PTR for schools with Classes I-V; (iii) PTR for schools with Classes VI-VIII; (iv) norms relating to all-weather building consisting of classroom for every teacher, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water facility to all children, a kitchen where mid-day meal is cooked in the school, play ground and arrangements for securing the school building by boundary wall or fencing; (v) minimum number of working days/ instructional hours in an academic year; (vi) minimum number of working hours per week for the teacher; (vii) teaching-learning equipment; (viii) Library; and (ix) play materials, games and sports equipment.

An analysis of DISE data for 2009-10 indicates that a large number of schools do not have these minimum facilities. Only 4.8 per cent of government schools have all nine facilities stipulated in the RTE Act, 11.4 per cent have eight out of the nine facilities, 17.2 per cent have seven out of nine facilities, 19.4 per cent schools have six facilities, 17.6 per cent have five facilities, 13.3 per cent have four out of nine facilities. While about 16.2 per cent schools do not have even four of these facilities. Keeping in view the RTE stipulations these facilities have to be provided in all schools in a time bound manner. Making all schools RTE norms complaint and creating a learning environment that is child friendly, effective, healthy, protective, gender-sensitive, warm and caring in which teachers, parents and educational administrators share a concern for meeting the learning needs of each pupil and for the attainment by learners of the expected learning outcomes remains another major challenge.

Improving teaching-learning process

Institutionalising learner-centred and interactive and active learning approaches: Several deficiencies relating to teaching-learning process continue to hamper efforts to create conditions to improve student learning and to raise progressively the standard and performance of the education system. The teaching methods in a majority of schools are predominantly teacher-centred, and students are given few opportunities to participate actively in the learning process. The teaching-learning process continues to be centred around rote learning, dispensing or transmitting information and enabling students to pass examinations, rather than on fostering skills such as rational inquiry, learning how to learn, effective problem solving etc. Inclusive, relevant quality education necessitates institutionalising teaching-learning processes that promote a learner-centred approach to education with well-designed learning experiences which would enable every student to realise her/his potentialities to the fullest. The NCF-2005 recognises that learning is a process of construction of knowledge. The NCF, therefore, calls upon the curriculum planners and teachers to ensure that the teaching-

learning processes are directed not towards merely dispensing or transmitting information but to enabling learners to construct knowledge as well as to help learners seek, organise and manage knowledge. One of the challenges in this in this context is to institutionalise teaching-learning processes that are characterised by learner-centred and interactive and active learning approaches, cooperative learning which would stimulate curiosity and independent thinking, develop critical thinking and problem-solving skills, promote planning and execution of projects and self-learning which would enable each pupil to acquire knowledge, skills, attitudes and values conducive to the actualisation of his/her potential to the fullest.

Integration of ICT into teaching-learning process: The use of information and communication technologies is getting increasingly integrated into educational settings. The information and communication technologies have the potential for communicating across geographical distances with ease, for accessing new pools of information and learning resources and for participating in new learning networks. Application of technology-mediated learning should become an integral part of curriculum transaction. In the context, the role of the teaching-learning process is not only to promote the acquisition, by learners, of knowledge and skills, but also to develop their capacity to obtain, to sift and evaluate information, and to reach rational conclusions and make appropriate decisions in situations of increasing complexity and uncertainty. While applying ICT to education it is necessary to ensure that rural and remote areas are not deprived of the advantages of ICT. A major challenge in this context is to ensure that the education programmes are so designed as to promote the integration of new information and communication technologies into the teaching-learning processes in all schools in a phased manner.

Provision of professionally competent teachers: An important pre-requisite to improved teaching-learning process in schools is the provision of competent teachers with adequate level of domain/subject matter knowledge and pedagogical competencies as well as ethical integrity and attitudes and values necessary to support student learning. Improving teacher performance necessitates better initial professional preparation, continued professional development opportunities for keeping teachers abreast of new developments in particular subject areas as well as in pedagogy, and the provision of adequate supervisory and technical support in order to enable teachers to cope with their changing roles in the context of the changing curricular thrusts. One of the factors demanding a changed role for the teachers relates to the social contexts of education as well as the national concerns for achieving the goals of inclusive, relevant quality education which envisages opportunities for all learners to become successful in their learning experiences. The concept of inclusive quality education implies that all children have the right to not only equal access to education but also access to conditions of learning and learning experiences that provide equal chance of success to all. A key challenge for teachers is to make classrooms and schools responsive to the learning needs of diverse student populations in order to ensure equitable educational outcomes for all. A major role of teachers is to create learning environments and learning experiences that value and respond to diversity among students, design learning experiences and develop compensatory and remedial measures that suit the needs of the disadvantaged and the differently-abled so that they could be brought on par with others in terms of learning outcomes. This

also requires the teacher to serve as a reflective practitioner who seeks to understand learners within their social, cultural and political contexts, understand the way learning occurs and the differences among them in terms of their pace and styles of learning and create conditions conducive for their learning.

Ensuring adequate deployment of teachers: Shortage of teachers constitutes another constraint to improving educational quality. An important pre-requisite to improved teaching-learning process in schools is the provision of competent teachers with adequate level of domain/subject matter knowledge and pedagogical competencies as well as ethical integrity and attitudes and values necessary to support student learning. An analysis of teachers in position in 2009-10 shows that there are 523,000 vacancies of school teachers at the elementary level and the provisions of Pupil Teacher Ratio specified in the Schedule of the RTE Act would lead to additional requirement of around 510,000 teachers. The real challenge, however, lies in imbalance in teacher deployment. The number of schools that do not comply with the RTE norms of pupil teacher ratio is fairly high. School-wise analysis based on DISE 2009-10 indicates that 46 per cent of primary and 34 per cent of upper primary schools have adverse PTR. Even in States with a comfortable PTR, there are many schools with adverse PTR. Moreover, there are 8.1 per cent single teacher schools with enrolment of more than 15 children functioning in the country. This is undoubtedly an improvement over 10.5 per cent single teacher schools in 2006-07. However, there are large inter-state variations: Arunachal Pradesh (29.2 per cent), Assam (11.1 per cent), Madhya Pradesh (13.78 per cent), Manipur (11.7 per cent), Orissa (11.5 per cent), and Rajasthan (16.34 per cent). There is, therefore, need to immediately fill up existing vacancies, and rationalise teacher deployment.

Ensuring the deployment of professionally qualified teachers: Another serious challenge facing the elementary education system is the presence of a large number of teachers without professional qualifications prescribed by the National Council for Teacher Education (NCTE) as required under the RTE Act, 2009. Though nationally, 78.66 per cent of teachers at the elementary stage of education have the required qualification of a diploma from the Teacher Training Institute or a Bachelor of Education Degree, the numbers of qualified teachers are substantially lower in some States. In 2010-11 the percentage of qualified teachers ranged between 100 per cent in Delhi to 23.45 per cent in Arunachal Pradesh. As per DISE 2009-10 there are about 670,000 untrained teachers. Further, there are large inter-state variations in terms of percentage of untrained teachers. The majority of untrained teachers are in the States of Bihar (160,000), Uttar Pradesh (120,000), Jharkhand (60,000) and West Bengal (60,000), and they constitute 72 per cent of the total untrained teachers. There are also large inter-state variations in terms of vacancy of teacher posts, additional requirement of teachers under the RTE Act and the capacity of the teacher education institutions (TEIs) to prepare professionally trained teachers. The institutions for the preparation and training of teachers remain inadequate in a few States. A key challenge relates to expanding the teacher training capacity in some of the States, ensuring the deployment of professionally qualified teachers in all schools, deployment of competent teachers to serve in remote and difficult areas, and ensuring improved working conditions for teachers in these areas.

Improving quality of pre-service teacher training: Improving teacher performance necessitates better initial professional preparation. There is also a growing concern in India about the quality of teacher education

programmes. Available information suggests that a significant proportion of the products of teacher education programmes lack the knowledge and competencies required to effectively carry out the tasks and roles demanded from them. The current teacher education programmes face criticism from several quarters not only as being irrelevant to the changing profile and roles and tasks of teachers, but also as being too insufficiently professional in approach and too delinked in relation to the needs of contemporary education system. The current teacher education and training programmes are considered inappropriate in terms of equipping the teachers with the competencies required to cope with the new profile and roles expected of teachers and to enable them to carry out their duties in diverse social, economic, cultural and technological environments. Pre-service teacher training process, therefore, is in need of revamping to give greater emphasis to learner-centred pedagogical approaches. A key challenge in this context is to transform the existing teacher education programmes in order to make them more relevant to the changing profile, roles and tasks of teachers and effective in meeting the learning needs of prospective and incumbent teachers.

Increasing opportunities for continuing professional development of teachers: The phenomenon of under-achievement among pupils also reflects the deficiencies relating to teacher performance in schools. Available information suggests that many teachers lack the competencies that are required to enable them to carry out effectively the tasks and roles expected of a teacher. The emerging changes in the tasks and roles of teachers necessitate new orientations and new learning on the part of teachers. In the context of periodic curriculum renewal, teachers need substantial reorientation in order to enable them to cope with the new profile and changing roles and tasks demanded from them. In spite of the heightened interest in and continued concern for improving teacher performance, the system for initial professional preparation and continuing professional development of teachers continue to be characterised by several deficiencies. Improving teacher performance necessitates continued professional development opportunities for keeping teachers abreast of new developments in particular subject areas as well as in pedagogy and through the provision of adequate supervisory and technical support in order to enable teachers to cope with their changing roles in the context of the changing curricular thrusts. However, the opportunity for ongoing and continuous professional development and support for in-service teachers remains inadequate. There seems to a lack of a coordinated approach to teacher preparation and professional development and a lack of linkages/continuity between pre-service and in-service education and training. Providing opportunities for continued professional development of in-service teachers and creating an effective structure to provide professional support to teachers and to monitor their performance and improve their morale and efficiency emerges to be a major challenge in this context.

Establishing meaningful links between pre-service and in-service teacher education remains a major challenge. Pre-service and in-service education and training ought to be treated as a continuum and should be viewed as part of one single process. Research on teacher learning indicates that what teachers learn derives from various sources. These include: the school system (teachers are the products of the school system), the specialised pre-service teacher education programme, the initial period after recruitment as a teacher during which the teacher gets an

opportunity to perfect the practice of teaching, and the continuing professional development opportunities during one's career as a teacher. The formulation of policy and design of teacher preparation and continuing professional development programmes, therefore, should take into account the whole spectrum or continuum of initial professional preparation and continuing professional development of teachers.

Improving learning assessment

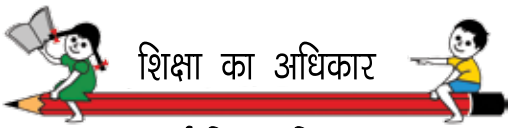
The RTE Act, 2009 envisages Continuous and Comprehensive Evaluation (CCE) to assess the progress in regard to learning relating to different curricular areas, to identify individual and special needs, and to plan and design learning experiences to help the child attain the expected learning outcomes and to provide evidence of children's progress to parents and community. As one of the main aims of the curriculum is to promote all-round development of the child, the assessment of learning is expected to cover all aspects rather than only academic achievement. However, in most of the schools, the current focus of learning assessment continues to be on academic achievement. One of the main challenges in the context of the effort to promote inclusive, relevant quality education to design learning assessment methodologies and procedures that would allow students from diverse backgrounds to demonstrate their learning gains and capabilities, including higher-order thinking, breadth and depth of understanding of prescribed subject matter, and the ability to apply their knowledge and skills in a wide range of contexts.

Effective preparation of young children for primary schooling: Promoting the best possible start for the young child through expanded and improved comprehensive early childhood care and education is of critical importance. A key approach involves equipping parents and care-givers with the skills and knowledge needed to ensure that children grow healthy, develop to their full potential, and have opportunities to explore and learn in the best possible way. This will necessitate a comprehensive communication and education strategy focused on parents and care-givers in the home and community. In addition for older preschool-age children, there is a need to promote the development of community-based and community-supported early childhood development and learning programmes to ensure that children of school age are adequately prepared to come to school and ready to learn….

Improving school leadership

It is widely recognised that school leadership is second only to classroom instruction among all school-related factors that contribute to student learning and development and that leadership at the school level are critical to qualitative improvement of school education. Several programmatic initiatives have been launched during the past few years to improve school management and to meet the continuing professional development needs of the existing corps of school leaders like headteachers. However, there is a lack of coherent policies and coordinated strategies to meet the capacity building and research needs in the area of school leadership development. While the school education system has been witnessing fast pace of expansion, and while some institutional mechanisms have been put in place for on-the-job professional development of teachers, no systematic effort has been made to meet the needs for professional learning opportunities for school leaders and potential school leaders to improve their leadership skills. Periodically, efforts have been made to bring together top level school management personnel and heads of schools for

orientation and exchange of experiences. It is felt that this effort needs to be expanded significantly and a more stable institutional arrangement has to be created for school leadership development. The need for a systematic approach to school leadership development emerges to be significant in the context of the unprecedented expansion of the education system in recent years. The need for a systematic approach to school leadership development also gains added significance in the context of the rights-based approach to education. Creating an institutional mechanism designed to meet the capacity building and research needs in the field of school leadership development in a sustainable manner remains another challenge.



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें