Country Analysis
Education

India

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Index

1. General educational situation

1.1 Educational history

India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was extant, in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free, but students from well-to-do families payed Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and "History" ("Itihaas" — actually mythology). Only students belonging to Brahmin and Kshatriya communities were taught in these Gurukuls. However, the advent of Buddhism and Jainism brought fundamental changes in access to education with their democratic character.

Up to the 17th century

The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshila, Ujjain, & Vikramshila Universities. Art, Architecture, Painting, Logic, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine were among the subjects taught and each university specialized in a particular field of study. Takshila specialized in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak.

Education under British Rule

British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students representative of all classes of society. But scholars have questioned the validity of such an argument. They argue that proponents of indigenous education fail to recognize the importance of the widespread use of printed books in the West since the sixteenth century, which led to a remarkable advancement of knowledge. Printed books were not used in Indian schools till the 1820s or even later. There were institutions such as Gresham's college in London that encouraged scientific learning. In fact, there were a number of such academic and scientific societies in England, often supported by Puritan and non-Conformist merchants, the like of which probably did not exist in India. The entire claim of indigenous education proponents is based on the thesis advocated by Dharampal which says that there was a general decline in Indian society and economy with the coming of British rule. In the process, indigenous education suffered. This, however, is too broad a generalization, and the exact impact of British rule on different regions at different times has to be studied more carefully before we conclude that the curve everywhere steadily declined. He argues that pre-British schools and colleges were maintained by grants of revenue-free land. The East India Company, with its policy of maximizing land revenue, stopped this and thus starved the Indian education system of its financial resources. Again, we need more detailed evidence to show how far inam lands were taken over by the government. More often, military officers, zamindar.~,and talukdars were deprived of revenue-free land rather than temples, mosques, madrasas. Recent

research has revealed that inam lands continued to exist well into the nineteenth century, much more than was previously suspected.
The current system of education, with its western style and content, was introduced & funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since. Gandhi is said to have described the traditional educational system as a beautiful tree that was destroyed during British rule.
The British established many colleges like St. Xavier's College, Sydenham College, Wilson College and Elphinstone College in India.
According to Prof. Emeritus M.G. Sahadevan, F.R.C.P. (London), the first medical college of Kerala was started at Calicut, in 1942-43, during World War II. Due to shortage of doctors to serve the military, the British Government decided to open a branch of Madras Medical College in Malabar, which was under Madras Presidency then. After the war, the medical school at Calicut was closed and the students continued their studies at Madras Medical College.

After Independence

After independence, education became the responsibility of the states. The Central Government's only obligation was to co-ordinate in technical and higher education and specify standards. This continued till 1976, when the education became a joint responsibility of the state and the Centre.

Education Commission

The Education Commission under the Chairmanship of Dr. D. S. Kothari, the then Chairman, University Grants Commission, began its task on October 2,1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known as consultants in the educational as well as scientific field----.

After 1976

In 1976, education was made a joint responsibility of the states and the Centre, through a constitutional amendment. The center is represented by Ministry of Human Resource Development's Department of Education and together with the states, it is jointly responsible for the formulation of education policy and planning.
NPE 1986 and revised PoA 1992 envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education.
In November 1998, Prime Minister Atal Behari Vajpayee announced setting up of *Vidya Vahini* Network to link up universities, UGC and CSIR.

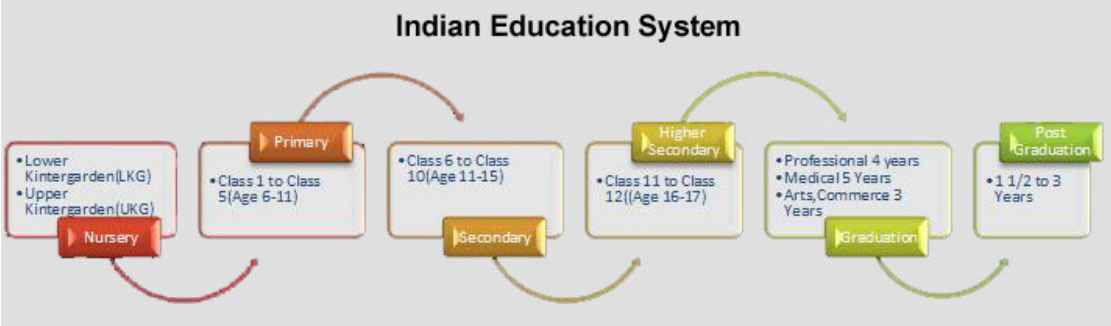
Recent developments

The Indian Education System is generally marks-based. However, some experiments have been made to do away with the marks-based system which has led to cases of depression and suicides among students. In 2005, the Kerala government introduced a grades-based system in the hope that it will help students to move away from the cut-throat competition and rote-learning and will be able to focus on creative aspects and personality development as well. Discovery education started by Alumni of Harvard, XLRI is a pioneer in this field. This organization has already developed 5 model schools.

1.2 Formal education

The system is divided into preprimary, primary, middle, secondary (or high school), and higher levels. Preprimary is usually composed of Lower Kindergarten and Higher

Kindergarten, where primary reading and writing skills are developed. Primary school includes children of ages six to eleven, organized into classes one through five. Secondary school pupils aged eleven through fifteen are organized into classes six through ten, and higher secondary school students ages sixteen through seventeen are enrolled in classes Eleven through twelve. In some places there is a concept called Middle schools for classes between six to eight. In such cases classes nine to twelve are classified under high school category. Higher Education in India provides an opportunity to specialize in a field and includes technical schools (such as the Indian Institutes of Technology), colleges, and universities.



In India, the main types of schools are those controlled by:

- The state government boards like SSLC, in which the vast majority of Indian school-children are enrolled;
- The Central Board of Secondary Education (CBSE) board;
- The Council for the Indian School Certificate Examinations (CISCE) board;
- National Open School and
- "International schools." These schools mimic the schools in the West in pattern and syllabi and are considerably more expensive than regular schools. The exams conducted have the syllabus of anyone of the above-mentioned Councils or Boards.

1.3 Government education policy

Below are elementary parts of the Right to Education Bill, 2005. For more information on government policy visit:
http://education.nic.in/elementary/RighttoEducationBill2005.pdf

Child's Right to Free and Compulsory Education of Equitable Quality

1. Every child who has attained the age of 6 years shall have the right to participate in full time elementary education and to complete it, and towards that end shall have the right, subject to the provisions of this Act, to:

I) be admitted to a neighbourhood school in accordance with the provisions of Section 14, and

II) be provided free and compulsory education in such school, in the manner provided in this Act

Provided that a child who, due to her severe or profound disability, or disadvantage, or nature of occupation of her parents, cannot be provided elementary education in a neighbourhood school, shall have the right to be provided education in an appropriate alternative environment as may be prescribed.

(Explanation: For the purposes of this Section, neighbourhood shall be determined in relation to the residence of the child on the basis of proof of residence provided in such manner as may be prescribed, including but not

limited to, ration card or voters identification card of the parent/guardian.)
2. A non-enrolled child who is in the age group 7-9 years, at the commencement of this Act, shall, in addition to the right specified in sub-clause 1, have the right to be admitted to an age appropriate grade in a neighbourhood school within one year from the commencement of this Act.
3. A non-enrolled child who is in the age group 9-14 years, at the commencement of this Act, shall in addition to the right specified in sub-clause 1, have the right to be provided special programmes within the neighbourhood school to enable her to join, as early as possible, but in any case within three years from the commencement of this Act, the age appropriate grade.
4. A child who, though enrolled, is not able to participate in elementary education, shall, in addition to the right specified in sub clause 1, have the right to be provided with suitable conditions, as may be decided by the appropriate government, to enable her participation.
5. No child shall be held back in any grade or expelled from a school until she completes elementary education, except through an Order of the School Management Committee (SMC).
Provided that an Order under sub-section 5 expelling a child from school shall be passed by the SMC only in the case of a delinquent child for whom all other corrective measures have been exhausted, and only after such child and her parents/guardians have been afforded an opportunity of being heard in such manner as may be prescribed.
Provided further that in the event of an SMC passing an Order under sub-section 5, it shall also be required to bring such Order to the notice of the Appropriate Government or local authority as the case may be, which will then give directions regarding other neighbourhood schools to which the expelled child shall be admitted for purposes of her further education

Right Of Transition Till Completion Of Elementary Education

1. For every child studying in a school which provides education up to a level less than class VIII, the Local Authority shall specify a school, subject to the provisions of Section 14, where such child shall have the right of admission for free education till she completes elementary education
2. Any child moving from one school to another, including outside the state shall, for the purposes of seeking admission to another school, be entitled to receive a transfer certificate issued by the Headmaster of the school in which she was last enrolled;
Provided that the absence of such a transfer certificate shall not constitute grounds for delaying or denying her admission to an appropriate grade in the new school; nor shall such child be subjected to any test whatsoever to determine whether she is to be admitted to the school.

General Responsibility of the State

It shall be the responsibility of the State:-
(I) To ensure the availability of a neighbourhood school for every child within a period of three years from commencement of this Act;
Provided that in case of non-availability of a neighbourhood school, the State shall provide free transportation arrangements to the nearest school or provide free residential schools/ facilities,
(II) To ensure that every child is provided free education in the school mentioned in sub-clause (I);
Provided that Parents/guardians who choose to admit their children to the non free quota in a school shall not have any claim on the State for providing free education to their children,
(III) To institute and implement a mechanism for regular monitoring of

enrolment, participation and attainment status of every child, and taking corrective steps wherever necessary, so that every child completes elementary education, and to make information in this regard available in the public domain, including on an on-line basis,
(IV) To ensure that children in schools receive education (a) of equitable quality, and (b) conforming to values enshrined in the Constitution, and,
(V) To ensure that economic social, cultural, linguistic, gender, administrative, locational, disability or other barriers do not prevent children from participating in, and completing elementary education.

1.4 Education providers

In India there is a long history of indigenous NGO provision of education. NGO's make education available for the most vulnerable or marginalised, like child labourers and scheduled castes. There is also an upcoming in foreign education providers in India. The private sector of education is very large in India and so private providers are second largest provider of education. In India the government is the largest provider of education.

1.5 The quality of education

There are several ongoing government programs to ensure and better the quality of education in India. These programs are:

- **Quality Improvement Programme, Andhra Pradesh**
  The quality improvement programme (QIP) has been conceptualised in Andhra Pradesh to ensure that children achieve expected learning outcomes on a large scale.
- **Integrated Learning Improvement Programme (ILIP), West Bengal**
  A school based learning improvement programme (SLIP) was launched on an experimental basis in selected schools of 6 districts of West Bengal with UNICEF assistance. The main aim of the programme was to facilitate better teaching learning practices at school level through integration of all quality parameters for improvement in learning achievement of students.
- **Three Rs Guarantee Programme, Maharashtra**
  The 3 Rs Guarantee Programme (Reading, Writing and Arithmetic) was launched in Maharashtra between 1st March and 30th April 2005, with a view to enhance the learning achievement of students. Nearly 8,31,075 children, who were poor in reading, writing and arithmetic, were covered under this learning improvement programme.
- **Gujarat Achievement at Primary, Gujarat**
  Gujarat SSA authorities in collaboration with the GCERT are experimenting in the area of quality improvement through this innovative quality monitoring strategy named the Gujarat Achievement at Primary (GAP), to draw the Gujarat Achievement Profiles. Under this, series of evaluations have been carried out. These are known as GAP I (1998-99), GAP II (2000-01), GAP III (2002-03) and GAP IV (continuing - 2004-05). The main aim of this state wide intervention is to assess the achievement level of students in elementary classes (I to VII) periodically, identify the hard spots, and prepare a training schedule for addressing the learning needs of children in specific areas.
- **School Monitoring System, Uttaranchal**

The State of Uttaranchal has designed a school grading system to plan interventions, improve achievement level of students, and give a meaningful direction to its quality interventions.

Higher education quality

Higher education facilities must first be accreditted, to ensure that the education goven at the instution is of good quality.

Accreditation for universities in India are required by law unless it was created through an act of Parliament. Without accreditation, the government notes "these fake institutions have no legal entity to call themselves as University/Vishwvidyalaya and to award 'degree' which are not treated as valid for academic/employment purposes." The University Grants Commission Act 1956 explains,

"the right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act carlo bon tempo, or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University, is not entitled to award a degree."

Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission.

1.6 Religion within education

According to the latest government estimates, Hindus constitute 82 percent of the population, Muslims 12 percent, Christians 2.3 percent, Sikhs 2.0 percent, and others, including Buddhists, Jains, Parsis (Zoroastrians), Jews, and Baha'is, less than 2 percent.

The Government permits private religious schools, which can offer religious instruction, but does not permit religious instruction in government schools. Some Hindus believe that this disadvantages them since Muslims have many private religious schools (madrassahs), but Hindus mostly attend government or Christian schools. Many Christian schools minimize overt religious instruction to avoid retaliation from Hindu extremists.

There is however an up stir going on around religious instruction in government schools. Some government officials continue to advocate "saffronizing," or raising the profile of Hindu cultural norms and views in public education, which has prompted criticism from minority leaders, opposition politicians, academics, and advocates of secular values. The Government's National Council of Education Research and Training (NCERT) publishes textbooks that are uniformly used in government and private schools and are printed in various languages. In 2002 the Government announced its decision to rewrite existing NCERT history textbooks. The Government justified its decision by asserting that "history needs to be presented in a more refreshing and cogent manner." Secularists warned the re-written "history" spreads misinformation to support Hindu nationalist political aims, including false claims that the origins of Hinduism are purely in India and that Indian Muslims and Christians are "foreigners."

1.7 Teacher education

The Indian Education Commission (1882) approved introduction of separate teacher education programmes for elementary and secondary teachers. Training colleges affiliated to universities were opened in a few of the selected towns. These colleges conducted programmes called the Licentiate in Teaching, which later gained the

status of a degree, called the B.Ed. Thus a formal system of teacher education came into being which even after a lapse of one hundred years carries close resemblance with its original form. The initial division of jurisdiction for certification of teachers for teaching at the elementary stage given to the State Departments of Education and that for teaching at the secondary stage given to the universities continues to be the practice even today.

Certification

Certificate for teaching at the elementary stage has been given different names by states. Some of them are BTC (Basic Teaching Certificate), D.Ed. (Diploma in Education), TTC (Teachers' Training Certificate) and there are many others. But all of them are considered equivalent for the purpose of teaching in primary and upper-primary schools. The course that prepares teachers for teaching in secondary schools is called B.Ed. and equivalent degrees are given by as many as 200 universities.

Numbers

The 6th All India Educational Survey carried out by the National Council of Teacher has revealed that in 1993 there were about 900,000 schools and about 4.6 million teachers in the country. As of now about 2000 teacher education institutions are engaged in preparation of teachers for different school stages.

Schooling system

Schooling system in India comprises of pre-school, elementary, secondary and senior secondary stages. The elementary stage is split into primary and the upper-primary stages. Schooling is offered in formal, non-formal and distance modes. Teacher education courses, therefore, are matched with the requirements of teaching-learning for the concerned stage and mode of schooling. In addition to courses for pre-service education of teachers for teaching academic subjects specialised pre-service courses for teaching subjects such as physical education, art and aesthetics are also offered by teacher education institutions.

National council for Teacher Education

Face-to-face teacher education programmes could not always meet the growing demand of teachers. This situation at times was met by some universities in offering teacher education courses using correspondence mode. The correspondence courses for preparing teachers were viewed with concern. It was realised that as teaching is a professional activity those who only learnt it theoretically cannot effectively carry it out. Experts held the view that for becoming a good teacher face-to-face guidance from experts was essential. In the wake of such developments the Parliament of India through an Act set up in 1995 the National Council for Teacher Education (NCTE) and gave it statutory powers for framing regulations and norms for maintaining standards of teacher education in the country. As the NCTE has been given a broad mandate with legal powers for improving the quality of teacher education and preventing commercialisation its functions have had direct bearing on teacher certification.

National Policy of Education

The National Policy of Education (1986/1992) stipulated that education of comparable standards should be made available through out the country. Therefore, it became imperative to set up a regulatory body by central legislation so that common norm could be framed and enforced. The NCTE framed norms and regulations and instituted a system of grant of recognition and made it mandatory on all institutions engaged in teacher education to conform to its norms.

It was regulated that only those who have obtained teaching certificate by studying in institutions recognised by the NCTE will be legally eligible for employment in state supported schools.

To find out more about the NCTE visit: http://www.ncte-in.org

1.8 Curriculum, primary and secondary education

The 1988 National Curriculum Framework has recommended the areas shown in Table 1, along with the appropriate time weightage at the upper primary and secondary levels:

TABLE 1. The National Curriculum Framework	
Upper primary stage	**Time weightage (%)**
1. Three languages	32
2. Mathematics	12
3. Social science	12
4. Science	12
5. Health and physical education	10
6. Arts	10
7. Work experience	10
Secondary stage	**Time weightage (%)**
1. Three languages	30
2. Mathematics	13
3. Social science	13
4. Science	13
5. Work experience	13
6. Health and physical education	9
7. Arts	9

Languages. The NCF envisages the study of three languages at the upper primary and secondary stages: first, the mother tongue/regional language; second, Hindi or English (in the case of non-Hindi-speaking states); and third, one of the modern Indian languages (English in Hindi- speaking states; Hindi or English in non-Hindi-speaking states).
Mathematics. Functional mathematics are taught at the upper primary stage; arithmetic, including commercial mathematics, should be completed, to a very large extent, by the end of the upper primary stage. The secondary stage begins the transition from functional mathematics to the study of mathematics as a discipline.
Science. The upper primary science teaching objectives are to develop an understanding of the nature of scientific knowledge; and certain physical, chemical, biological principles and their relationship to the operation of scientific principles in nature, as well as in daily life. The aim of the teaching of science at the secondary level is focused on problem-solving and decision making through the learning of key concepts, which cut across all the science disciplines.
Social sciences. The study of social sciences at the upper primary stage is comprised of the study of history, geography, civics and contemporary issues and problems. At the secondary stage, it incorporates elements of history, geography, civics and economics to promote an understanding of contemporary India.
Arts. The aim of art education is learner sensitization to the beauty in line, colour, form, movement and sound. The upper primary programme incorporates: (i) drawing, painting, printing, collage, clay modelling, puppet construction; (ii) free expression artistic creation; (iii) handling of simple musical instruments; (iv) movement, mime, simple dance forms, community singing; (v) simple concepts of visual and performing

arts; (vi) stories of great personalities in the field of arts, and stories connected with other countries. At the secondary stage, it incorporates: (i) study and exploration of visual and aural resources; (ii) projects leading to creative visual and aural forms; (iii) inter-group, inter-school art activities; (iv) study groups, interaction with community artists; (v) exploration of community/neighbourhood traditional art forms .
Health and physical education. This area focuses on the holistic health of the learner and the community, thereby establishing the important place of mental and emotional, as well as physical health. The first ten years of content focuses on general promotion of healthful living as well as on major health problems of the country. In physical education, sports and games, the emphasis is given to indigenous traditional games. Furthermore, as a system which promotes the integral development of body and mind, yoga receives special attention.
Work experience. The work experience incorporates purposive, manual work resulting in either goods or services useful to the community. It is an essential component at all stages of education and is to be provided through well structured, graded programmes. At both the upper primary and secondary stages, work experience emphasizes agricultural and technological processes to facilitate the integration of science, mathematics and technology into community life.
Morals and values. These areas are treated as an integral curriculum component for which all teachers are responsible.

For more information on the national curriculum visit:
http://www.ibe.unesco.org./curriculum/Asia%20Networkpdf/ndrepin.pdf

1.9 Conclusions

India is a country that has an immense education system because of the great number of people that need education. The government has a law in its amendment that guarantees everyone of free education. This however is a large task for a country with so many poor people and not enough government funding to spend on education. The basics for education system are there and the government is building on these to make education available for everyone.

2. Primary education

2.1 School attendance

Table 3.1 Enrolment in Primary & Upper Primary Classes

Management : All Managements | Category : All Categories | Rural / Urban : Rural Areas | Year : 2005-06

State / UT	Classes I - V				Classes VI - VIII				Classes I - VIII			
	Boys	Girls	Total	GPI*	Boys	Girls	Total	GPI*	Boys	Girls	Total	GPI*
ANDAMAN & NICOBAR IS	11185	10967	22152	0.98	6991	6209	13200	0.89	18176	17176	35352	0.94
ANDHRA PRADESH	2694932	2649096	5344028	0.98	1360890	1211143	2572033	0.89	4055822	3860239	7916061	0.95
ARUNACHAL PRADESH	89037	79867	168904	0.90	24541	21421	45962	0.87	113578	101288	214866	0.89
ASSAM	1493242	1451014	2944256	0.97	341042	323071	664113	0.95	1834284	1774085	3608369	0.97
BIHAR	5898107	4655318	10553425	0.79	1181323	736242	1917565	0.62	7079430	5391560	12470990	0.76
CHANDIGARH	6890	6751	13641	0.98	2325	2612	4937	1.12	9215	9363	18578	1.02
CHHATTISGARH	1502728	1421367	2924095	0.95	619953	520238	1140191	0.84	2122681	1941605	4064286	0.91
DADRA & NAGAR HAVEL	9083	8121	17204	0.89	2022	1287	3309	0.64	11105	9408	20513	0.85
DAMAN & DIU	3817	3437	7254	0.90	2495	1932	4427	0.77	6312	5369	11681	0.85
DELHI	165651	169141	334792	1.02	85765	92443	178208	1.08	251416	261584	513000	1.04
GOA	32567	29958	62525	0.92	13771	12237	26008	0.89	46338	42195	88533	0.91
GUJARAT	2232963	1992947	4225910	0.89	699321	544393	1243714	0.78	2932284	2537340	5469624	0.87
HARYANA	670376	602564	1272940	0.90	288033	267036	555069	0.93	958409	869600	1828009	0.91
HIMACHAL PRADESH	318015	292658	610673	0.92	194586	176597	371183	0.91	512601	469255	981856	0.92
JAMMU & KASHMIR	459362	389536	848898	0.85	233218	183966	417184	0.79	692580	573502	1266082	0.83
JHARKHAND	2197861	1970111	4167972	0.90	394313	298341	692654	0.76	2592174	2268452	4860626	0.88
KARNATAKA	1819792	1722127	3541919	0.95	688735	628194	1316929	0.91	2508527	2350321	4858848	0.94
KERALA	873736	842198	1715934	0.96	528942	480233	1009175	0.91	1402678	1322431	2725109	0.94
LAKSHADWEEP	3233	2955	6188	0.91	2006	1477	3483	0.74	5239	4432	9671	0.85
MADHYA PRADESH	4273832	4096733	8370565	0.96	1428765	1083734	2512499	0.76	5702597	5180467	10883064	0.91
MAHARASHTRA	3242180	2948174	6190354	0.91	1582414	1384362	2966776	0.87	4824594	4332536	9157130	0.90
MANIPUR	135479	132852	268331	0.98	36029	34665	70694	0.96	171508	167517	339025	0.98
MEGHALAYA	155895	159025	314920	1.02	26486	29138	55624	1.10	182381	188163	370544	1.03
MIZORAM	48129	44785	92914	0.93	15011	14326	29337	0.95	63140	59111	122251	0.94
NAGALAND	114933	111165	226098	0.97	35030	34656	69686	0.99	149963	145821	295784	0.97
ORISSA	2141737	1989317	4131054	0.93	575205	489906	1065111	0.85	2716942	2479223	5196165	0.91
PONDICHERRY	19950	18813	38763	0.94	11384	9937	21321	0.87	31334	28750	60084	0.92
PUNJAB	682239	589918	1272157	0.86	363814	313655	677469	0.86	1046053	903573	1949626	0.86
RAJASTHAN	3989114	3515978	7505092	0.88	1502173	889011	2391184	0.59	5491287	4404989	9896276	0.80
SIKKIM	39928	39678	79606	0.99	12059	14145	26204	1.17	51987	53823	105810	1.04
TAMIL NADU	2242137	2081630	4323767	0.93	1235670	1108626	2344296	0.90	3477807	3190256	6668063	0.92
TRIPURA	229996	208452	438448	0.91	81649	76229	157878	0.93	311645	284681	596326	0.91

Enrolment in Primary & Upper Primary Classes

Management : All Managements | Category : All Categories | Rural / Urban : Rural Areas | Year : 2005-06

State / UT	Classes I - V				Classes VI - VIII				Classes I - VIII			
	Boys	Girls	Total	GPI*	Boys	Girls	Total	GPI*	Boys	Girls	Total	GPI*
UTTAR PRADESH	11505295	10543457	22048752	0.92	2821622	2310714	5132336	0.82	14326917	12854171	27181088	0.90
UTTARANCHAL	424496	420989	845485	0.99	174635	164192	338827	0.94	599131	585181	1184312	0.98
WEST BENGAL	3868147	3777859	7646006	0.98	1440138	1373192	2813330	0.95	5308285	5151051	10459336	0.97
All Districts	53596064	48978958	102575022	0.91	18012356	14839560	32851916	0.82	71608420	63818518	135426938	0.89

* GPI : Gender Parity Index

It is observed, that 91.09 percent of the total 7,38,150 Primary schools are located in rural areas. However, of the total enrolment in Primary classes, only 84.60 percent was found to be in schools located in rural areas. The percentage of boys and girls enrolment in rural areas with respect to total boys and girl's enrolment in Primary classes has been 84.46 and 84.36 percent. The percentage of enrolment in percent, and in Uttar Pradesh 90.58 percent also had above 90 percent Primary enrolment located in rural areas. The lowest enrolment in rural areas was observed to be in case of Chandigarh (17.88 percent) followed by Delhi (23.93 percent), Puducherry (42.84 percent), Mizoram (57.24 percent), Tamil Nadu (69.89 percent), Andhra Pradesh (72.30 percent), Nagaland (72.77 percent) and Madhya Pradesh (82.14 percent).

Gross enrolment ratio	**Year**			
	2002	**2003**	**2004**	**2005**
Pre-primary. Female	30	34	36	41
Pre-primary. Male	30	34	36	41
Pre-primary. Total	30	34	36	41
Primary. Female	90	104	112	116
Primary. Male	107	111	120	123
Primary. Total	99	107	116	119

For more information on school attendance visit: http://www.dpepmis.org/

2.2 School accessibility

One quarter of India's 400 million children do not have access to basic education. The Indian government and various non-profit organizations are cognizant of this problem and are working to rectify it at the grassroots level.
SSA (Sarva Shiksha Abhiyan) has significantly improved access to schooling. The flexible, decentralised, contextualised approach has helped establish schools in remote areas and for hitherto unreached populations. Setting up EGS centres in deep forests, isolated islands and hilly terrains has changed the socio-cultural matrix of many communities. The Mission members noted many instances where these EGS centres brought about a change in the world-view of tribal groups. The program has also brought forth a dedicated group of educated youth, who are acting as instructors in these interior centres. Their knowledge of culture, language and the social mores of the communities has helped establish a rapport with the group of learners resulting in enrolment of a large number of first generation learners. This is one of the goals

that India has set for itself: 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.

School fees

India is struggling with a constitutional amendment guaranteeing free and compulsory education up to the age of 14.

In India, most schools charge some sort of fee, if not for matriculation then for exams. In addition, families must pay for uniforms, books, other school supplies and, if the school is not within walking distance, transportation.

According to the Public Report on Basic Education in India, a comprehensive evaluation of the education system in North India, the average annual cost of sending a child to primary school in 1996 was 318 rupees (US$6.63) for a government school and 940 rupees (US$20) for a private school. For rural families, where the average annual income in some areas reaches only 2,444 rupees (US$41), the cost of sending a child to school for one year exceeds a month's income.

2.3 Forms of primary education

Pre-primary Education

In India, kindergarten is divided into two stages- lower kindergarten (LKG) and upper kindergarten (UKG). Typically, an LKG class would comprise children 3 to 4 years of age, and the UKG class would comprise children 4 to 5 years of age. After finishing upper kindergarten, a child enters Class 1 (or, Standard 1) of primary school. Often kindergarten is an integral part of regular schools. In most cases the kindergarten is run as a private school. Younger Children are also put into a special Toddler/Nursery group at the age of 2–2½. It is run as part of the kindergarten. There are some organized players with standardized curriculums such as the Shemrock Preschools

Elementary Education

During the eighth five-year plan, the target of "universalizing" elementary education was divided into three broad parameters: *Universal Access*, *Universal Retention* and *Universal Achievement* i.e., making education accessible to children, making sure that they continue education and finally, achieving goals. As a result of education programs, by the end of 2000, 94% of India's rural population had primary schools within one km and 84% had upper primary schools within 3 km. Special efforts were made to enroll SC/ST and girls. The enrollment in primary and upper-primary schools has gone up considerably since the first five-year plan. So has the number of primary and upper-primary schools. In 1950-51, only 3.1 million students had enrolled for primary education. In 1997-98, this figure was 39.5 million. The number of primary and upper-primary schools was 0.223 million in 1950-51. This figure was 0.775 million in 1996-97.

In 2002/2003, an estimated 82% of children in the age group of 6-14 were enrolled in school. The Government of India aims to increase this to 100% by the end of the decade.

2.4 Management in primary education

Political/Local bodies, Administrative and Academic Support structures in Elementary Education

Level	Political/Local bodies	Administrative	Academic Support
State	State Ministry of Education	Secretariat/Directorate of Education	SCERT

District	*Zilla Panchayat*	District Education Office	DIET
Block/Sub-block (*Taluka/ mandal)*	*Block Panchayat*	Block Education Office/ School Inspectorate	Block Resource Centres/ Cluster Resource Centres*
Village	*Gram Panchayat*, ** V Edu. Committee	Headmaster	Teachers

Administrative structures

Although the administrative structures in Bihar, Karnataka and Madhya Pradesh (M.P.) appear to be similar, there are significant differences at some levels. There is a Secretariat, headed by a Secretary, in all three states. This body represents the government and assists the Minister in formulating policies. There is a Directorate headed by the Commissioner, which implements government decisions and is responsible for day-to-day management. The Secretary and Commissioner are two separate posts in M.P. and Karnataka, whereas the posts have been merged in Bihar. At the state level, several officials assist the Secretary and the Commissioner. The number and the nomenclature of the departments vary in the three states depending upon prevailing practices.

Academic structures

Although SCERTs and DIETs are part of the administrative structures in all three states, these are being discussed separately because of their academic role. The already existing State Institute of Education was renamed/ upgraded to establish SCERTs in almost all the states, including these three. The structure is the biggest in M.P., in terms of the number of personnel, where four hitherto separate organizations, State Institute of Science Education, Pre-primary Institution and College of Education Psychology and Guidance at Jabalpur, and English Language Teaching Institute at Bhopal, also function as parts of SCERT. In Karnataka, the State Institute of Education and the State Institute of Science were merged to form DSERT. Similarly in Bihar, the institute was established by amalgamating the State Institute of Education, the State Institute of Science Education and the State Institute of English and Audio-visual Education. The SCERTs/DSERT are primarily responsible for curriculum/quality aspects of school education, teacher education and research.

2.5 Government input

Mission statement

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The program seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.

SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.
For more information on the sub-missions of the government visit:
http://ssa.nic.in/submission/notification.asp

Recent trends

- Elementary Education is recognised as a fundamental right of all citizens in India. The Supreme Court of India in its judgement in Unnikrishnan's case (1993) has held that all citizens have a fundamental right to education up to the age of 14 years. The Government of India has introduced 83rd Constitutional Amendment Bill in Parliament in 1997 to make education a fundamental right of all children up to the age of 6-14 years.
- Greater emphasis on Decentralisation of educational planning and administration. The 73rd and 74th Constitutional Amendments have provided a statutory base for decentralised educational planning.
- Multi-sectoral holistic approach to Universalisation of Elementary Education (UEE).
- Greatest stress on creation of conditions that would encourage increased community participation in effective school management and supervision.
- Re-examination of relationship among the government, NGOs and private institutions to harness potential of non-governmental institutions in pursuit of UEE.
- Recognition of limitations of market forces in ensuring equity and equality in elementary education. The Government is committed to enhance financial allocation for education to 6% of GDP.
- Greater thrust on community-based support structures, educational planning and monitoring & evaluation to improve delivery of elementary education.

2.6 Special needs education

The Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right has given a new thrust to the education of Children With Special Needs (CWSN), as without their inclusion, the objective cannot be achieved.

Provisions for CWSN under SSA

SSA provides up to Rs.1200/- per child for the inclusion of disabled children, as per specific proposal, per year. District plan for children with special needs is formulated within the Rs.1200/- per child norm. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs.

SSA's Policy on Inclusion

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a *zero rejection policy.* This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his/her learning needs. These include special schools, EGS, AIE or even home-based education. The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary schooling.

Efforts so far

The implementation of this multi-option model of inclusion in SSA has been made possible due to the flexibility offered to each State by the programme. Although most SSA States have identified and enrolled CWSN in schools, they differ in the approaches and strategies adopted to achieve the ultimate objective of inclusion.
So far in SSA, 112033 CWSN are being covered through AIE/EGS in 17 States.
Another practice adopted by SSA States (21 States so far) is that of the home-based education for children with severe-profound disabilities with the objective of either preparing CWSN for schools or for life by imparting to them basic living skills.
Again States have adopted different ways to provide home-based support to CWSN. Through home-based education, SSA has been able to cover 77140 CWSN. A notable feature of this programme has been an increased and a sustainable school-community linkage by actively involving parents in the educational process of their CWSN.
No matter what the educational setting, it is widely accepted that there can be no inclusion of CWSN without adequate resource support. This aspect has been taken care of in SSA mainly through NGOs, inclusive education resource teachers (IERTs), volunteers or by imparting long- term training to regular teachers on inclusion. States like Haryana have opened model inclusive schools in every block and equipped them with all possible facilities (like transport, equipment for physiotherapy, occupational therapy, resource teachers etc.) mainly to provide all kinds of support services, including remedial teaching to CWSN.
22 States have appointed 6678 resource teachers and 687 NGOs are involved in the IE programme in 28 States.

The Outcome

These practices and innovations in SSA are no doubt leading to a gradual increased identification of CWSN. From 14.59 lakh CWSN identified in 2003-04, 30.38 lakh have been identified in 2006-07. Similarly, the enrolment of CWSN in 2006-07 has gone up to 19.97 lakh CWSN as compared to 11.71 lakh CWSN in 2003-04. More CWSN are likely to be covered this year through various interventions and strategies. The current coverage of CWSN is 21.86 lakh (71.99%).

For more information on special needs education visit:
http://ssa.nic.in/ssasplneeds.asp

2.7 Conclusions

Primary education in India has steadily rising gross enrolment rates and pre-primary education is starting to increase as well. Even though the rates are sometimes above 100% not everyone in India is enjoying primary education. There is still a lot of work that needs to be done to ensure education for the poorest and most vulnerable groups of children in India. The government is making great strides in projects to increase school accessibility, quality and inclusion.

3. Secondary education

3.1 School attendance

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. The population of children in this age group has been estimated to be 88.5 million as per Census, 2001. Enrolment figures show that only 31 million of these children were attending schools in 2001-02, which means that two-third of the population remained out of school. Given the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education. The average earnings of secondary school certificate holders are significantly higher than those with primary school education.

Statistics on secondary education:

Years	**2002**	**2003**	**2004**	**2005**
Data				
Percentage of female students. Total secondary. General programs	41	43	43	43
Percentage of female students. Total secondary. Technical/vocational programs	17	15	15	10
Percentage of female students. Total secondary. All programs	41	43	43	43
Enrolment in lower secondary. Public. General programs. Total	29.810.777	31.152.062	…	…
Enrolment in lower secondary. Public. Technical/vocational programs. Total	…	678.247	…	…
Enrolment in lower secondary. Public. All programs. Total	30.197.258	31.830.309	…	…
Enrolment in lower secondary. Public and private. All programs. Female	18.829.069	20.672.271	21.487.515	22.947.280
Enrolment in lower secondary. Public and private. All programs. Total	45.409.409	47.523.454	48.820.685	51.644.078
Enrolment in lower secondary. Public and private. General programs. Female	18.739.277	20.579.740	21.392.458	22.845.765
Enrolment in lower secondary. Public and private. General programs. Total	44.828.235	46.845.207	48.123.924	50.907.022
Enrolment in lower secondary. Public and private. Technical/vocational programs. Female	89.792	92.531	95.057	101.515
Enrolment in lower secondary. Public and private. Technical/vocational programs. Total	581.174	678.247	696.761	737.056
Enrolment in total secondary. Public. General programs. Total	43.806.057	46.385.496	…	…
Enrolment in total secondary. Public. Technical/vocational programs. Total	…	678.247	…	…
Enrolment in total secondary. Public. All programs. Total	44.209.881	47.063.743	…	…
Enrolment in total secondary. Public and private. All programs. Total	30.984.955	34.495.057	35.898.028	38.383.177

Enrolment in total secondary. Public and private. All programs. Total	76.215.685	81.050.129	83.858.267	89.461.794
Enrolment in total secondary. Public and private. General programs. Female	30.876.965	34.387.328	35.786.795	38.234.271
Enrolment in total secondary. Public and private. General programs. Total	75.596.382	80.339.753	83.131.378	87.982.408
Enrolment in total secondary. Public and private. Technical/vocational programs. Female	107.990	107.729	111.233	148.906
Enrolment in total secondary. Public and private. Technical/vocational programs. Total	619.303	710.376	726.889	1.479.386
Gross enrolment ratio. Lower secondary. All programs. Female	58	63	65	68
Gross enrolment ratio. Lower secondary. All programs. Male	77	77	77	80
Gross enrolment ratio. Lower secondary. All programs. Total	68	70	71	75
Gross enrolment ratio. Secondary. All programs. Female	42	46	47	50
Gross enrolment ratio. Secondary. All programs. Male	57	58	59	63
Gross enrolment ratio. Secondary. All programs. Total	50	52	54	57
Gender parity index for gross enrolment ratio. Lower secondary. All programs	0,76	0,82	0,84	0,85
Gender parity index for gross enrolment ratio. Upper secondary. All programs	0,70	0,75	0,75	0,74
Gender parity index for gross enrolment ratio. Secondary. All programs	0,73	0,79	0,80	0,80
Percentage of private enrolment. Lower secondary. General programs	33	33	…	…
Percentage of private enrolment. Upper secondary. General programs	55	55	…	…
Percentage of private enrolment. Secondary	42	42	…	…
Teaching staff in secondary. Female	805.673	868.260	877.273	…
Teaching staff in secondary. Total	2.357.820	2.507.357	2.586.211	…
Pupil-teacher ratio. Secondary	32	32	32	…

For more statistics on secondary education visit:
http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

3.2 School accessibility

Access to secondary education is not available everywhere in the country; there are still pockets and long distances that need to be covered.

School fees

The amount of fees that need to be paid differ per type of secondary school. More information on the amount can be found in “3.3 Forms of secondary education”. Besides tuition fees parents may need to pay food and transportation fees. Other costs for secondary education are costs for school materials and school uniforms.

3.3 Forms of secondary education

Secondary level education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14 – 18 for entry into higher education.

The population of children in the 14-18 age group was estimated at 96.6 million by the National Sample Survey Organization in 1996/ 97. However, enrolment figures show that only 27 million children were attending secondary schools, which means that two thirds of the eligible population remains out of the secondary school system. The number of secondary schools in India increased from 7416 in 1950/51 to 116,820 in 1999/2000. However this number is still not adequate to accommodate the out-of-school children and the growing number of children moving up from upper primary school.

Each major Indian city and town has a large number of government funded high schools catering predominantly to the working classes, who form the majority of the population. Government high schools teach in English especially in the major cities. All cities and towns in India also have a number of schools run by the Municipal Corporation. These are funded by the government as well. They offer free education in Hindi or regional language and usually cater to the poorest sections of society. There are also a number of private schools providing secondary education. These schools usually follow the national curriculum but some offer international qualifications such as the IB or A Levels.

Central Government Funded and managed schools

The government funded central schools are called *Kendriya Vidyalaya's*. The *Kendriya Vidyalaya's* were set up to cater to the educational needs of children of transferable Central Government employees including Defence and Para-Military personnel by providing a common program of education.

Features:

- All KV's are affiliated to Central Board of Secondary Education (www.cbse.nic.in);
- All KV's are co-educational, composite schools;
- The quality of teaching is kept reasonably high by an appropriate teacher-pupil ratio;
- No tuition fee for boys up to Class VIII and girls up to Class XII;
- No tuition fee for Scheduled castes and scheduled tribes students and children of KVS employees.

Fee Structure: for boys studying at senior secondary level is INR 200 (NZ$ 7) per month.

The *Kendriya Vidyalaya Sangathan* (KVS) is the umbrella for KV schools and administers 929 schools with 911,993 students. The Minister of Human Resource Development is in-charge of the KV scheme and is the Chairman of the KVS.

Central & State funded schools

There are a large number of central & state government funded senior secondary schools in India, these are managed by the local Municipal Corporations. These schools offer free education, food, uniforms, etc to students. The medium of instruction in these schools is usually the local language. They are affiliated either to the Central Board of Secondary Education (CBSE) or the State Boards. They cater to the very poor section of the society.

Private Schools

There are a large number of private schools in India, which are completely funded by private individuals, bodies, trusts, etc. These schools cater to the middle and upper class population of India. Most private schools are affiliated to the Central Board of Secondary Education (CBSE) and the Indian School Certificate Examination (ISCE)

and offer their standard exams. Recently there has been a growth of private schools offering the International Baccalaureate (IB) and A-Levels. Some of these private schools offer international qualifications only, whereas some offer it alongside the CBSE/ICSE.

Types of Private Schools

- *Public Schools*: usually cater to day pupils only. These schools usually offer the CBSE or ISCE curriculum. Their fee structure varies anywhere between INR 1,500 – INR 5,500 (NZ$50 – NZ$185) per month based on the reputation of the school.
- *Private Residential Schools*: They are usually fully residential schools with a very small day scholar population. These schools usually offer the ISCE curriculum, have big campuses and are typically located outside big cities. The fee structure varies anywhere between INR 12,000 - INR 17,000 (NZ$400 – NZ$570) per month for fees and board. Fees will partially depend on the reputation of the school. Many of these schools are located away from the large cities in Hill Stations.
- International Schools: These schools can be residential or day pupil or a mix of both and are usually located in the big cities like Delhi, Mumbai, Bangalore, etc. They usually offer either IB or A-Levels or both. Some of the main private schools who are well established in particular cities, have established separate international schools offering international qualifications to cater to expatriate Indians, or very affluent business class families who intend to send their children overseas for university education. The fee structure varies between INR 20,000 – INR 25,000 (NZ$667 - NZ$835) per month, based on the reputation of the promoter.

3.4 Management in secondary education

The management system of secondary education in India is changing and is becoming more decentralized. The long established form of governance based on a system of publicly authorized, publicly funded, and publicly operated schools supported by centrally defined norms and regulations is being replaced by an array of governance arrangements in which the central government continues to play a central role in steering and monitoring the system but lower-level governments and the private sector share in the funding and operation of schools. Hybridization of education governance is taking place as the environment within which educational institutions operate evolves.

- The hierarchical chain of command is becoming less important than the relationships among the various players within the education system.
- Division of responsibilities between central authorities and schools is developing into a balanced set of arrangements. Central or regional authorities not only define the steering document that guides the work of schools but also provide technical support and resources to ensure that schools succeed. Schools, for their part, have autonomy to develop their own curricula to fit the demands of their students within the framework provided by the steering document.
- A system of evaluation and quality assurance, operating in harmony with a system of incentives, technical support, and advice, is becoming a key instrument for central governance.
- Evaluation and quality assurance mechanisms are evolving on the basis of an agreed division of responsibilities among the system's managerial levels, with

each level taking full responsibility for monitoring processes and outcomes within its area of competence.
- Schools are building active exchange and strong two-way relationships with the communities they serve.

From an organizational standpoint, the operation of schools should rest on a new set of principles that reflect the need for flexibility, adaptation, responsiveness, and continuous learning. If the appropriate metaphor for describing the industrial model of schooling is the *mechanical system*, a useful metaphor for visualizing the operation of schools in an information-dense environment is *living systems;* that is, organizations structured around relationships, with built-in capacity to continually evolve and renew themselves. Thus, the most important gauges of success for schools are the capacity to respond to diversity and change and the readiness of individual members to balance their particular self-interest with the interest of the larger whole and to form partnerships and collaboration. Schools of this type have several salient features:

- The principal plays a pivotal leadership role in the operation of the school by facilitating and coordinating the work of teachers individually and in teams and by nurturing relationships among school players and fostering change. The managerial role, although important, is subordinated to the responsibility for leadership.
- Schools work in collaboration, not in isolation. Cooperation among principals is the keystone of this collaboration.
- Teachers are motivated to work in teams. There is a real community of learners, formed by teaching staff, administrators, and students engaged in the pursuit of knowledge and the promotion of critical thinking. The organization of the school allows all staff to take advantage of the “collective competence” embedded within its boundaries. In other words, social capital stimulates the growth of intellectual capital.

3.5 Government input

The key issues relating to secondary education highlighted in the Tenth Plan are: greater focus on improving access; reducing disparities by emphasizing the Common School System; renewal of curricula with emphasis on vocationalisation and employment-oriented courses; expansion and diversification of the Open Learning System; reorganization of teacher training and greater use of ICT. The Tenth Plan objectives for secondary education are in consonance with the broad parameters and strategy of the National Policy on Education (NPE) of 1986 and the Program of Action of 1992. These include:

Extending access in un-served areas and educationally backward areas with concentration of SC/ST population.

A uniform educational structure of 10+2+3, with the first 10 years envisaged as a stage of general education with undifferentiated courses providing basic knowledge in languages, science (including social and natural science) and mathematics.

The higher secondary stage to provide for diversified courses with emphasis on vocationalisation.

Vocational education is to become a distinct stream, intended to prepare students for identified occupations spanning several areas of activity, at the +2 stage.

The social, gender based and regional disparities need to be addressed.

Educationally backward districts should receive greater support for school infrastructure. Besides providing new schools need-based up-gradation of upper primary schools will have to be given greater priority. The quality of education needs to be improved with investments in teacher education, training laboratories, libraries

and encouraging parents to invest in their children's education. The State Boards of Secondary Education needs to be strengthened.
The approved outlay for secondary education (including vocational education) in the Central Sector in the Tenth Plan is Rs.4,325.00 crore. The actual expenditure in 2003-04 was Rs.639.08 crore, which increased to Rs.653.60 crore in 2004-05. The approved outlay for 2005-06 & 2006-07 are Rs. 875.00 crore &. Rs. 1067.00 crore respectively. Scheme-wise allocation during Tenth Plan and expenditure during 2004-05 is given in the following table:

S.No.	Name of the Scheme	X Plan (2002-07) Allocation	Annual Plan (2004-05)		Annual Plan (2005-06)
			Approved Outlay	Revised Estimates	
Centrally Sponsored Schemes					
1.	Access and Equity	305.00	30.00	6.00	10.00
2.	Quality Improvement in Schools (QIS)	110.00	20.00	14.00	0.00
3.	ICT in School (ET+CLASS scheme)	800.00	97.00	27.00	50.00*
4.	Integrated Education for Diabled Children (IEDC)	200.00	39.00	37.00	45.00
5.	Vocationalisation of Education	350.00	~	~	~
6.	**Grants in –aid to Institutions in School Education**				
I).	N.C.E.R.T.	60.00	19.00	19.00	-2006-07 19.00 - 2005-06
II).	National Open School	65.00	7.00	6.00	4.00#
III).	Navodaya Vidyalaya	2000.00	392.00	428.00	650.00
IV).	Kendriya Vidyalaya	420.00	85.00	112.00	235.00
V).	Central Tibetan School Administration	15.00	3.00	3.00	3.99
7.	Joint Indo-Mongolian School	-	1.00	0.60	1.00
Total		**4325.00**	**693.00**	**653.60**	**1067.00**

~ Since transferred to Technical Education Bureau.
# Since transferred to JS(Distant Education).
* After merging ET & CLASS scheme, a new Scheme called ICT@ Schools was launched for which the Annual Plan Outlay for 2006-07 was Rs. 67 crore.

3.6 Conclusions

Gross enrolment rates for secondary education are only around 50%. Although India is making strides in the increase of the enrolment rates and making secondary education available for all, money is certainly an issue. Poor families cannot always afford to put their children through secondary school. Even though education should be free in most school, some schools cannot survive without asking for tuition fees and other fees for uniforms and food.

4. Higher education and university

4.1 School attendance

Years / Data	2002	2003	2004	2005
Percentage of female students. Tertiary ISCED 5A	39	38	38	39
Percentage of female students. Tertiary ISCED 5B	34	35	.	.
Percentage of female students. Tertiary ISCED 6	36	37	39	41
Percentage of female students. Total tertiary	39	38	38	39
Enrolment in 5A tertiary. Total	10.434.481	11.141.673	11.787.411	11.721.944
Enrolment in 5B tertiary. Total	81.656	88.011		
Enrolment in 6 tertiary. Total	60.516	65.357	65.525	55.352
Enrolment in total tertiary.	10.576.653	11.925.041	11.852.936	11.777.296
Enrolment in education. Tertiary. Total	115.265	…	114.681	…
Enrolment in humanities and arts. Tertiary. Total	-	…	4.252.067	…
Enrolment in social sciences, business and law. Tertiary. Total	5.492.168	…	1.755.328	…
Enrolment in science. Tertiary. Total	1.597.637	…	1.851.505	…
Enrolment in engineering, manufacturing and construction. Tertiary. Total	526.476	…	772.924	
Enrolment in health and welfare. Tertiary. Total	148.309	…	223.235	…
Enrolment in unspecified programs. Tertiary. Total	2.676.798	…	2.883.196	…
Gross enrolment ratio. ISCED 5 and 6. Female	9	9	9	9
Gross enrolment ratio. ISCED 5 and 6. Male	13	14	14	13
Gross enrolment ratio. ISCED 5 and 6. Total	11	11	12	11
Gender parity index for gross enrolment ratio. Tertiary	0,69	0,67	0,66	0,70
School life expectancy (years). Tertiary. Female	0,4	0,5	0,5	0,5
School life expectancy (years). Tertiary. Male	0,6	0,7	0,7	0,7
School life expectancy (years). Tertiary. Total	0,6	0,6	0,6	0,6
Teaching staff in total tertiary. Female	158.372	158.510	215.508	…
Teaching staff in total tertiary. Total	428.646	428.078	538.769	…

4.2 School accessibility

At this moment there are enough places for all the students that apply for higher education. Because of the increase in students that attend and finish secondary education the amount of applications might stagger and so universities will have to grow.

Financial
School fees for higher education in India are not high. This might be changing because of growing numbers of student the higher education institutions need more income to keep their education up to standard. For students that can not afford the tuition fees the government has several types of scholarships.
For more information on these scholarships visit: http://education.nic.in/scho.asp#ns

4.3 Forms of higher education

Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development. The universities, are mostly funded by the state governments. However, there are 20 important universities called Central universities, which are maintained by the Union Government and because of relatively large funding, they have an edge over the others.
The engineering education and business schools are monitored and accredited by the All India Council for Technical Education (AICTE) while medical education is monitored and accredited by the Medical Council of India (MCI). Like-wise, agriculture education and research is monitored by the Indian Council for Agriculuture Research. The National Council for Teacher Education (NCTE) controls all the teacher training institutions in the country.
Apart from these, the country has some ace engineering, management and medical education institutions which are directly funded by the Ministry of Human Resource Development of the Union Government. Admission to all professional education colleges is done through all-India common admission tests of which the IIT-JEE, AIEEE, CAT and CPMT are the most popular ones.
Most of the institutions reserve a small percentage of seats for foreign students.

For more information on the Central Universities visit:
http://education.nic.in/higedu.htm

4.4 Management of higher education and university

The Ministry of Human Resource Development is headed by the Minister for HRD. He is currently assisted by two Ministers of State. The Minister provides policy and overall leadership to the Ministry.
At the executive level, the Department of Higher Education is headed by a Secretary, who is assisted by one Additional Secretary, and several Joint Secretaries or equivalent officers. Each Joint Secretary heads a Bureau. At present, work of the Department is divided into six Bureaux as follows:

- University & Higher Education, Minorities Education, Book Promotion & Copyrights
- Technical Education
- Distance Education & Scholarships
- Planning
- UNESCO, Int'l Cooperation, Admin., Coordination, Policy, Statistics, & Languages
- Integrated Finance Division

The Department of Higher Education carries out substantial part of its work through about 90 autonomous organizations, chiefly the following:
University & Higher Education

- University Grants Commission (UGC)

- Indian Council of Social Science Research (ICSSR)
- Indian Council of Historical Research (ICHR)
- Indian Council of Philosophical Research (ICPR)
- 19 Central Universities
- Indian Institute of Advanced Studies (IIAS), Shimla

Technical Education

- All India Council of Technical Education (AICTE)
- 7 Indian Institutes of Technology (IITs)
- 6 Indian Institutes of Management (IIMs)
- 20 National Institutes of Technology (NITs)
- 3 Indian Institutes of Information Technology (IIITs)
- 4 National Institutes of Technical Teachers' Training & Research (NITTTRs)
- 4 Regional Boards of Apprenticeship / Practical Training

Languages

- Three Deemed Universities in the field of Sanskrit, viz. Rashtriya Sanskrit Sansthan (RSkS), New Delhi, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (SLBSRSV), New Delhi, and Rashtriya Sanskrit Vidyapeeth (RSV), Tirupati
- Kendriya Hindi Sansthan (KHS), Agra
- Central Institute of English & Foreign Languages (CIEFL), Hyderabad
- National Council for Promotion of Urdu Language (NCPUL)
- National Council for Promotion of Sindhi Language (NCPSL)

Miscellaneous

- National Institute of Educational Planning & Administration (NIEPA)
- National Book Trust (NBT)
- National Commission for Minority Educational Institutions (NCMEI)

In addition to the above, the Department also has three attached offices and one Public Sector Undertaking (PSU) as given below:

Attached Offices

1. Central Hindi Directorate, New Delhi
2. Commission for Scientific & Technical Terminology (CSTT), New Delhi
3. Central Institute of Indian Languages (CIL), Mysore

PSU

- Educational Consultants (India) Limited (EdCIL)

For an organizational chart visit: http://education.nic.in/orgcht.pdf

4.5 Government input

4.5.1 Policy

The constitution

The Constitution of India is the ultimate document which guides State policy in all sectors, including Education. The more important features are:

- Provision of free and compulsory education to all children upto the age of fourteen years

- Education, in general, is the concurrent responsibility of the Union and the States. However, (a) coordination and determination of standards in higher and technical education, and (b) institutions declared by Parliament by law to be institutions of national importance, are the responsibility of the Union.
- Local authorities (Panchayats and Municipalities) are to be assigned a suitable role in education (especially School, Adult and Non-Formal Education) through individual State legislations.
- State Governments and Local Authorities are expected to provide facilities for instruction in the mother tongue at the primary stage of education.

Important Legislations

Next to the Constitution, State Policy is articulated through legislations. Some of the important Central legislations having a bearing on the subjects allotted to the Department of Secondary & Higher Education are:

- The University Grants Commission Act, 1956;
- The All India Council for Technical Education Act, 1987;
- The National Council of Teacher Education Act, 1993;
- The National Council for Minority Educational Institutions Act, 2004;
- The Copyright Act, 1957;
- The Apprentices Act, 1961;
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

National policies on education

There have so far been mainly two comprehensive statements of the National Policy on Education, viz. those of 1968 and 1986. The former contained decisions of the Central Government on the recommendations of the National Commission on Education, 1964-66. The latter was a result of the renewed priority assigned to Education by the government of the Late Shri Rajiv Gandhi, who was Prime Minister during 1984-89. The 1986 policy was reviewed by a Committee constituted in 1990 under the chairmanship of Acharya Ramamurti. On the basis of the recommendations of this Committee, certain provisions of the 1986 policy were modified in 1992. Thus, in all, the following three comprehensive national policy statements exist on Education:

National Policy on Education, 1968
National Policy on Education, 1986
National Policy on Education, 1986, as modified in 1992

Policy decisions on individual issues taken from time to time

Besides the above comprehensive policy statements, policy decisions on individual issues are taken from time to time, as needed – in the form of Resolutions, Schemes, Guidelines, Orders, etc.

For more information on these policies visit: http://education.nic.in/NatPol.asp#pol

4.5.2 New initiatives
Vocationalization at the First Degree Level

In conformity with the National Policy on Education, 1986, a scheme to provide career orientation to education at the first degree level was launched in 1994-95. Under the scheme, a university / college could introduce one to three vocational courses in 35 identified subjects.

Autonomous Colleges

138 colleges have been functioning as autonomous colleges in eight states in the country.

National Eligibility Test (NET) is being conducted by the UGC since 1989 for eligibility for lectureship. Around 50000 students appear for the test every year. Pass percentage is around 5%. Eight State level Tests have been accredited at par with NET.

System of Governance of Higher Education Institutions

The Universities are various kinds: with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campus. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees, while undergraduate and to some extent post the colleges affiliated to them impart graduate instruction. Many of the universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per National Policy on Education, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the university for approval. They are also fully responsible for conduct of examination. There are at present 138 autonomous colleges in the country.

Focus of Ninth Plan

Thrust areas are: measures for quality improvement and modernization of syllabi, renewal of infrastructure, extra-budgetary resource mobilization and greater attention to issues in governance. Issues of access and relevance would receive attention. Conferment of grater autonomy to deserving colleges and professional up gradation of teachers through Academic Staff Colleges would be given priority. Emphasis is being placed on consolidation and optimal utilization of the existing infrastructure through institutional networking, restructuring expansion, so as to only meet the demand of the unserved areas with a focus on women and under privileged sections. The Open University system, which has been growing in popularity and size, is striving to diversify courses and offerings and gain wider acceptability by upgrading its quality. It would focus more sharply on the educational needs of women and rural society, as well as professional training of in-service employees.

4.6 Conclusions

Higher education in India has low enrolment rates. These rates have several underlying reasons:

- Secondary education has to be finished before attending higher education;
- Not all secondary school graduates want to further there education;
- Fees are not affordable for everyone and there are not enough scholarships to cater for every poor student.

The government is looking for ways to make higher education more accessible, but as with all types of education financing plays a crucial part.

5. Adult education and literacy

5.1 Literacy scenario in India

Literacy in India has made remarkable strides since Independence. This has been further confirmed by the recently declared provisional results of the Census 2001. The literacy rate has increased from 18.33% in 1951 to 65.38% in 2001. This is despite the fact that during the major part of the last five decades there has been exponential growth of the population at nearly 2% per annum. Some of the important highlights of Census 2001 are given below:

- The literacy rate in the country has increased to 65.38%, which reflects an overall increase of 13.17%, the fastest decadal growth ever. This is the highest rate since independence.
- The male literacy rate has increased to 75.85%, which shows an increase of 11.72%. On the other hand, the female literacy of 54.16% has increased at a much faster rate of 14.87%.
- The male-female literacy gap has reduced from 24.84% in 1991 to 21.70% in 2001. Mizoram has the smallest gap (4.56%) followed by Kerala (7.45%) and Meghalaya (8.27%).
- All States and Union Territories without exception have shown increase in literacy rates during 1991-2001.
- In all the States and Union Territories the male literacy is now over 60%.
- For the first time since independence there has been a decline in the absolute number of illiterates during the decade. In the previous decades, there has been a continuous increase in the number of illiterates, despite the increase in the literacy rates, but now for the first time the total number of illiterates has come down by 31.96 million.
- The number of literate persons has increased to 562.01 million in 2001 thus adding an additional 203.61 million literates in the country.
- Rajasthan has recorded the highest increase in the literacy rate among the States/Uts of India. Literacy rate of Rajasthan in 7+ population in 1991 was 38.55% which has increased to 61.3% in 2001.
- The state also recorded very good increase in the female literacy. It was 20.44% in 1991 which has increased to 44.34% in 2001.
- The female literacy rate of Chhattisgarh in 7+ population in 1991 was 27.52% which has increased to 52.40% in 2001. Thus the rise in female literacy rate in Chhattisgarh has been to the extent of 24.88% which is the highest among all the States/Uts of the country.
- Madhya Pradesh also recorded a good increase in female literacy rate. In 1991 the literacy rate of females was 29.35% which has increased to 50.28% in 2001.

5.2 Literacy rates

Overview (in millions):

	Total	**Male**	**Female**
Population *(2000)	6091.3	3068.9	3022.4
Literacy Rate **(15+)	876.0	313.0	563.0
Non Literates **(15+) (%)	79,4	85,3	73,6

* Labour Statistics, ILO - 2000

** Unesco 1999 Statistical Year Book (Estimated literacy rates for the year 2000)

On the basis of literacy rate, State/UTs can be grouped as under:

- High Literacy Rate (80% and above) – Kerala (90.92%), Mizoram (88.49%), Lakshadweep (87.52%), Goa (82.32%), Delhi (81.82%), Chandigarh (81.76%), Pondicherry (81.49%), A & N Islands (81.18%) and Daman & Diu (81.09%).
- Literacy Rate above national average (65.4%)_ and below 80% - Maharashtra (77.27%), Himachal Pradesh (77.13%), Tripura (73.66%), Tamil Nadu (73.47), Uttaranchal (72.28%), Gujarat (69.97%), Punjab (69.75%), Sikkim (69.68%), West Bengal (69.22%), Manipur (68.87%), Haryana (68.59%), Nagaland (67.11%) and Karnataka (67.04%).
- Literacy Rate below national average (65.4%) – Chhattisgarh (65.18%), Assam (64.28%), Madhya Pradesh (64.11%), Orissa (63.61%), Meghalaya (63.31%), Andhra Pradesh (61.11%), Rajasthan (61.03%), Dadra & Nagar Haveli (60.03%), Uttar Pradesh (57.36%), Arunachal Pradesh (54.74%), Jammu & Kashmir (54.46%), Jharkhand (54.13%) and Bihar (47.53%).

Table on rural/urban literates (in millions):

	Persons	**Male**	**Female**
All areas	566.71 (65,20%)	339.91 (75,64%)	226.79 (54,03%)
Rural areas	366,67 (59,21%)	226,27 (71,18%)	140,39 (46,58%)
Urban areas	200.03 (80,06%)	113.63 (86,42%)	86.39 (72,99%)

5.3 National literacy mission

The eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in eighties and the National Literacy Mission came into being on 5th May, 1988 to impart a new sense of urgency and seriousness to adult education. The first breakthrough came in Kerala, in Kottayam city followed by Ernakulam district where the literacy campaign was initiated in 1989 and completed within a year.

For the first time, an area-specific, time bound volunteer-based campaign approach had been implemented and the community become responsible for running its own development programmes and consequently determining its future.

Up to November, 2002, 587 districts out of 600 in the country have already been covered under the total literacy campaign of which 202 districts have entered the post literacy phase and 187 in the continuing education phase.

UNESCO's NOMA Literacy Prize

The creditable performance of the National Literacy Mission received international recognition when it was awarded the UNESCO's NOMA Literacy Prize for 1999. The prize consisting of a Diploma and a silver medal with a cash component of US $ 15,000 was given away to the Director General, National Literacy Mission Mr.Bhaskar Chatterjee by the President of India Mr.K.R.Naraynan at the International Literacy Day function held on 8th September, 1999 at Vigyan Bhawan in New Delhi.

NLM objectives

In quantitative terms, the Mission seeks to impart functional literacy to all non-literate persons in 15-35 age group.

In qualitative terms, functional literacy implies:

- Self-reliance in 3 R's

- Participation in the development process.
- Skill improvement to improve economic status and general well being.
- Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms etc.

The NLM seeks to achieve these objectives through the following:

- by creating an environment conducive to teaching- learning process, provision of good and relevant teaching-learning materials and facilitating teaching-learning by good training, media and communication;
- by improving the pace of learning and injecting confidence among the learners about their potential to learn and by ensuring that the process is not drudgery;
- by integrating basic literacy with post-literacy and continuing education; and

by developing the quality of human resources at all levels of functionaries through orientation and training.

5.4 Schemes for adult education

Union Department of Education has been implementing specific schemes to support various initiatives of the government in the field of adult Education **.**

- **Scheme of Assistance to Voluntary Agencies in Adult Education** is aimed at securing extensive involvement of Voluntary Agencies in adult literacy programmes of National Literacy Mission
- **Scheme of Jan Shiksha Sansthans in Adult Education is also** aimed at securing extensive involvement of Voluntary Agencies :
    1. To enrich the personal life of workers and their families by providing opportunities of adult education physical culture and recreation;
    2. To widen the range of workers knowledge and understanding of the social, economic and political systems in order to create in him critical awareness about the environment and his own predicament for better national integration and development.

For more information on these schemes visit: http://education.nic.in/schadult.asp

5.5 Conclusions

The literacy rates in India are not ideal, but compared to other developing countries the rates are not unreasonable. Of course the government is trying to get the rates up to a 100% and has therefore set up a literacy program and with it several schemes. The literacy program has booked great results in the past and with it's renewal it will hopefully do the same in the future.

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