Early Childhood Care and Education (ECCE)

Provisioning of ECCE in India has been largely made by efforts of the Government of India, in collaboration with the State Governments, under various Schemes and programmes. These include the intervention under the Integrated Child Development Services (ICDS), Rajiv Gandhi National Creche Scheme and Early Childhood Education through formal schools. Out of 60 million children in the age group of 3-6 years, around 34 million children are covered by pre-school education under various initiatives. It is estimated that by 2011, around 70 million children need to be provided pre-school services and to 73 million children by 2016.

Integrated Child Development Services (ICDS) has over 6,000 projects of the ICDS spread over the 35 states/UTs under which the Government has established over 1 million Anganwadi Centre (multi-purpose child care centre). Around 33 million children in age group of 3-6 years are accessing ICDS, of which 48% are girls and around 35 million children in age group of 6 months to 3 years receive psycho-social and stimulation inputs. This apart, 14 million pregnant and lactating mothers receive health care and supplementary nutritional support.

Rajiv Gandhi National Creche Scheme was launched for children of working mothers. Crèches are allocated to States on the basis of proportion of child population, with special focus on uncovered districts and tribal areas. Services under the Scheme include child care and pre-school education. As many as 22,038 creches functioning in 2006.

Sarva Shiksha Abhiyan complements ICDS efforts for providing pre-school education. Balwadis have been set up to provide need based training to Anganwadi sewikas, to build advocacy for importance of early child development, to organize training programmes for community leaders and to promote convergence between school system and ECCE. 4.6 million children have been enrolled at pre-primary level. Over 26% of schools have pre-primary sections.
Universal Elementary Education

Consequent to operationalisation of the Sarva Shiksha Abhiyan (SSA), access has improved significantly. The SSA has been supplemented by the Mid Day Meal scheme to encourage enrolment and retention. With the opening of more primary and upper primary schools based on systematic analysis of district data on access and availability since 2002, it has been possible to cover all the hitherto underserved districts with schooling facilities. Consequently, the number of habitations with a primary school within one km has risen to 99% in 2008, from 86.96% in 2002 and those with an upper primary school within 3 km have increased to 90% from 78.11% in the same period. Further, there are a large number of Education Guarantee Centres (EGS) in unserved areas at primary level. Major achievements under SSA are as under:

a) 36.8 million children have joined the education system since the launch of SSA
b) The transition rate from primary to upper primary has improved from 74.15% (2003-04) to 81.13% (2007-08).
c) Gross Enrolment Ratio (GER) in elementary education has shown a consistent upward trend, from 82.4 in 2001-02 to 100.46 in 2007-08. Similarly, dropout rate has gone down from 54.60% to 43.03% during the same period.
d) There has been significant reduction in the number of out of school children 6-14 year age group, from 31% in 2001 to in the 3% in 2008

The Mid Day Meal Scheme supplements the efforts under SSA for improving attendance and retention in schools. The Scheme covers all children attending government, government-aided and local body schools and children in EGS and AIE centres. Children are provided cooked mid-day meal of minimum of 450 calories and 12 gram of protein (primary level) and 700 calories and 20 gm of protein (upper primary level). The Scheme covers 113.6 million children in 1.26 million schools.

Education of Girls and Gender Equality

Girls’ education is an intrinsic component of Sarva Shiksha Abhiyan (SSA). The strategy is to make education system responsive to needs of girls and generate community demand for girls’ education. Under the SSA and the National Programme of Education of Girls at Elementary Level (NPEGL), which is an intrinsic component of SSA, various initiatives have been undertaken for the girl child. Other programmes focussing at the girl child include the Mahila Samakhya Programme, Nutrition programme for adolescent girls, Meena Manch, Kishori Shakti Yojana and the National Scheme for Incentive to Girls.
Interventions under the various Schemes/programmes have led to credible results as under:

- GER of girls at elementary level increased from 70.8 (1990-91) to 98.33 (2007-08)
- Percentage of girls in total enrolment
  - Primary level: 41.5 (1990-91) to 48.22 (2007-08)
  - Upper primary level: 36.7 (1990-91) to 46.99 (2007-08)
- Gender Parity Index at primary level went up from 0.80 (2000-01) to 0.96 (2007-08)
- Gender Parity Index at upper primary level went up from 0.70 (2000-01) to 0.92 (2007-08)

**Education of Adolescents and Young People**

Adolescents comprise one-fifth of total population. 90% of urban adolescents (age 15-19) are literate, while 75% of rural adolescents (age 15-19) are literate. 33% of adolescents are working. Different Ministries of the Government of India, including the Ministry of Youth Affairs, Ministry of Human Resource Development, Ministry of Social Justice and Empowerment, Ministry of Labour, and Ministry of Health and Family Welfare address the issues of adolescents. In the recent past, several policy measures have been taken to create enabling conditions to effectively address the issues of adolescents. These include the National Youth Policy, 2003, the National Policy on Education (1986) as modified in 1992, National Population Policy (2000) and National Policy for Empowerment of Women (2001). The important programmes for adolescents are as under:

(i) **Nehru Yuva Kendra Sangathan (NYKS)** has its presence in 501 districts of the country. It has become one of the largest Youth organizations in the world, reaching out to more than eight million non-student rural youth enrolled through about 2.58 lakh village based youth Clubs. These Youth Clubs work in the areas like education and training, awareness generation, skill development and self-employment, entrepreneurial development, thrift and cooperation, besides development of the body through sports and adventure and mind through sustained exposure to new ideas and development strategies. For implementation of the programmes, every district Nehru Yuva Kendra (NYK) has a trained cadre of District Youth Coordinator, National Service Volunteers and Youth leaders.

(ii) **National Institute of Open Schooling (NIOS)** has been providing opportunities for continuing education to interested learners through its 2,200 accredited academic and vocational institutions all over the country. The NIOS,
with approximately 1.4 million learners on roll, has emerged as one of the largest Open Schooling organisation.

**Adult Literacy and Lifelong Learning**

The beginnings of India’s widely acknowledged literacy movement in the 1990s could be traced to the National Policy on Education, 1986 (NPE) that accorded high priority to literacy. The NPE urged that “the whole nation must pledge itself to eradication of illiteracy, particularly in the 15-35 age group.” To impart functional literacy to non literates in the age group of 15-35 years in a time bound manner, the National Literacy Mission (NLM) has launched in 1988 and it continued through Ninth and Tenth Five Year Plans. The programme comprised of Total Literacy Campaign, Post Literacy Programme and Continuing Education Programme. As a cumulative outcome of these efforts, 127.45 million persons became literate, of which 60% were females, while 23% belonged to Scheduled Castes and 12% to Scheduled Tribes. The strategy yielded commendable results, with a remarkable increase in literacy by 12.63% points - from 52.21% in 1991 to 64.84% in 2001, with male literacy being 75.26% and female literacy being 53.67%. The urban-rural literacy differential also decreased significantly during this period. All States registered an increase in literacy rates with literacy amongst women rising at a much higher rate than male literacy rates. Increase of literacy among the Scheduled Castes and the Scheduled Tribes was also impressive. Even more encouraging was the social impact of the literacy efforts, which translated into better health awareness, greater empowerment and greater success in panchayat elections, as documented by several evaluation studies.

<table>
<thead>
<tr>
<th>Overall Literacy Rates (percentage) as per Census 2001</th>
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<tbody>
<tr>
<td>All Areas (overall)</td>
</tr>
<tr>
<td>Rural Areas (overall)</td>
</tr>
<tr>
<td>Urban Areas (overall)</td>
</tr>
<tr>
<td>All Areas (15-35 age group)</td>
</tr>
</tbody>
</table>

**Meeting Quality Concerns**

The Dakar goals commit countries to improve every aspect of the quality of education, and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
Some of the key indicators of quality and achievements thereof are tabulated as under:

(i) **Infrastructure in Elementary schools** : Upto 31st March, 2009, 2,61,562 new schools have been opened, 9,62,643 additional classrooms have been constructed, 0.98 million teachers have been appointed and free textbooks are supplied to 81.1 million children.

(ii) **School Infrastructure Indicators** : Between 2003-04 to 2007-08, the ratio of Primary Schools to Upper Primary Schools has gone down from 2.87 to 2.41, student-classroom ratio has improved from 42:1 to 35:1, percentage of schools having drinking water facilities has increased from 77.89 to 84.75, while percentage of schools having separate toilet for girls has gone up from 28.24 to 50.55.

(iii) **Renewal of Curriculum Syllabus and Textbooks** : A new National Curriculum Framework (NCF), 2005 has been developed which introduces teachers to important issues such as aims of education, how children construct knowledge, how children’s learning can be best facilitated through suitable activities, role of teachers in school and society, etc. Subject specific learning improvement programmes based on innovative pedagogical practices, many under the leadership of teachers, are in place across the country. On their part, the schools are becoming more child friendly and teachers are increasingly aware of the efficacy of child centred, activity-based pedagogy. The textbooks prepared by the National Council for Educational Research and Training (NCERT) on the basis of NCF 2005 have now been adopted/adapted by 17 States of the country.

(iv) A new **National Curriculum Framework for Teacher Education (NCF-TE)** has been developed in 2009 for improving the quality of teacher education by incorporating newer vision of school education and dovetailing the same into a vision for teacher education. Two significant developments - the National Curriculum Framework, 2005 and the Right of Children to Free and Compulsory Education Act, 2009, have guided the development of this Framework. The document deals with preparing and re-orienting teachers for enabling the child to learn through activities, discovery and exploration of his environment and surroundings in a child friendly and child-centred manner, inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning. The focus of this
Framework is towards preparing professional and humane teachers who becomes a reflective practitioner of educational thought and practice.

(v) **Training of teachers** is an important quality dimension of the schooling system. For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. As on 31st March, 2009, as many as 12,355 institutions were offering 14,606 pre-service teacher education courses, with an approved intake of 10,78,626 student-teachers. For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its 6 Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). At the state level, the State Councils of Educational Research and Training (SCERTs), also prepare modules for teacher training and conducts some specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.
Chapter II: Future strategies for achieving the EFA Goals

**Early Childhood Care and Education**

In order to hasten universalisation of ICDS with quality to reach out to all under six children and to intensify decrease in malnutrition, IMR and early child development, the Ministry of Women & Child has developed a revised implementation framework for ICDS. A five-year project has been initiated with the key objective to reduce child malnutrition through expansion of utilization of nutrition services and awareness and adoption of appropriate feeding and caring behaviors by the households of 0-6 years of age, and improve early child development outcomes and school readiness among children 3 to 6 years of age in selected high burden districts/States. Special focus would be given on girl child and children from disadvantage sections.

**Universal Elementary Education**

Over the years there has been significant spatial and numerical expansion of elementary schools in the country, yet the goal of universal elementary education continued to elude us. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing elementary education, remains very large. Moreover, the quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21A in the Constitution which provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by law, determine. Consequently, the Right of Children to Free and Compulsory Education Act, 2009 was been enacted in August, 2009 which, inter-alia, seeks to provide that every child has a right to be provided elementary education of satisfactory and equitable quality in a school which satisfies certain essential norms and standard. The Act has come into force from 1st April, 2010. Salient features of the Act are:

(i) The right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It provides that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the
six to fourteen age group. It makes provisions for a non-admitted child to be admitted to an age appropriate class and provided special training.

(ii) It 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

(iii) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours.

(iv) It 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 urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(v) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications;

(vi) It prohibits (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fees, (iv) private tuition by teachers, (v) running of schools without recognition,

(vii) It 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.

(viii) It 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 implementation of the Act would lead to significant reform in the Elementary Education Sector, specially with reference to (a) access to all children to schools which conform to specified norms and standards, (b) ensuring teacher availability to correct urban-rural imbalances in teacher placements, and instituting system for regular recruitment of professionally trained teachers; (c) reviewing the content and curriculum in line with the values enshrined in the Constitution of India and child centred pedagogy; and (d) ensuring quality education.

**Girls Education and Gender Equality**

The Government is determined to improve the overall quality of education for the girl child. The recommended strategy in this regard include the following:

(a) Identification and compilation of information on the enrolment, retention and class-wise drop-out rates of girls across clearly identified social groups, followed up with adapting / modifying existing provisions under SSA and programmes like Mahila Samakhya, NPEGEL and KGBV to meet specific needs of the groups identified.

(b) District SSA plans should have a clearly discernable budget line / activities designed to address gender disparity in access, retention and quality monitoring.

(c) Strengthen the formal school system, where necessary through girls’ schools at the middle level, in order to ensure that girls have greater access to formal school. The formal system needs to be made more gender sensitive.

(d) A medium to long term human resource creation / management policy is required to meet this shortage especially given that this shortage is more acute in girls’ schools at the HS /SS level. Increasing the pool of educated and trained women among SC, ST, specific OBC and Muslim communities needs special attention.

(e) The role of the teacher is critical in this context. The strategy till now has been to introduce Gender as a session or two for in-service and pre-service teachers. A long-term vision that integrates gender within the pre-service and in-service training programmes in meaningful and practical ways is required.

**Education of Youth and Adolescents**
It is envisaged that in the next few years, the programmes would be particularly guided by a new framework of Life Skills perspective. The approach is to put in place a holistic and comprehensive strategy and to enable the fullest development and realisation of the potential of the youth in the country as the single most important segment of the population in the context of future socioeconomic development and growth.

A scheme titled National Programme for Youth Adolescent Development (NPYAD) has been formulated by the Ministry of Youth Affairs and Sports, by convergence of the existing programmes, covering ‘youth’ belonging to the age group of 13 to 35 years and ‘adolescent’ in the age group of 10-19 years. The short term objectives are to (a) Provide opportunity for holistic development of youth including adolescents for realisation of their fullest potential; (b) Develop leadership qualities and personality development of youth and to channelise their energy towards socio-economic development and growth of the nation; (c) Promote national integration, strengthen secular and eclectic outlook through creative expressions by youth; (d) Foster the spirit of adventure, risk taking, teamwork, the capacity of ready and vital response to challenging situations and of endurance among youth; (e) Acknowledge adolescents as a distinct sub-group among youth and address their distinct needs and at the same time provide positive stimulation and congenial environment for their all-round development; and (f) To encourage research and publication and to promote technical resource support including development of information and database on issues concerning youth and adolescents.

The long term objectives of the Scheme are to (a) : Engage and channelise the energy of youth in a positive manner for nation building; (b) Develop amongst youth a sense of pride in nationally accepted values like democracy, socialism, and secularism; (c) Promote activities and programmes, which foster social harmony and national unity among youth; (d) Promote spirit of national integration, unity in diversity, pride in Indianess among the youth of different parts of the country and to induce a sense of social harmony amongst the youth; (e) To motivate the youth to act as focal point for dissemination of knowledge in the rural area and involve them in nation building process; (f) To stimulate action for development and empowerment of adolescents, particularly from the economically and socially neglected/backward sections of society; (g) To build and develop an environment which recognises the specific needs and promise of the adolescents in the country and provides for adolescent friendly services.

The Ministry of Youth Affairs and the United Nations Population Fund (UNFPA) have been collaborating for the support to Adolescents’ Health and Development

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(AHD) with the overall objective of ensuring a healthy and safe growing up process for out-of-school adolescents. This is in keeping with the focus of the National Youth Policy on “need for youth to be equipped with requisite knowledge, skills and capabilities”. Under the Programme for 2008-12, the UNFPA will support select activities, with an estimated annual budget of US$ 6,00,000. The programme will reach out-of-school adolescents, and support for operationalisation of teen clubs at the village level in 63 districts of 31 states across the country.

**Adult Literacy and Lifelong Learning**

It is proposed to achieve a literacy rate of 80% by 2012. The gender gap is to be reduced to 10%. The regional, social and gender disparities are also to be brought down. Though the main focus will be on the age group 15 to 35, efforts will also be made to cover illiterates in the 35+ age group.

**Saakshar Bharat** has been devised as the new variant of National Literacy Mission. It will cover all adults in the age group of 15 and beyond, though its primary focus will be on women. The Scheme has several new features; basic Literacy, Post literacy and Continuing Education programmes will now form a continuum, rather than sequential segments. Besides, the volunteer based mass campaign approach, provision has been made for alternative approaches to adult education. Jan Shiksha Kendras (Adult Education Centres) (AECs), will be set up to coordinate and manage all programmes, within their territorial jurisdiction. State Government, as against the districts in the earlier versions, and Panchyati Raj institutions, along with communities, will be valued stakeholders. Vigorous monitoring and evaluation systems will be installed. The Mission has four broad objectives, namely:

i. Impart functional literacy and numeracy to non-literate and non-numerate adults
ii. Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system
iii. Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions
iv. Promote a learning society by providing opportunities to neo literate adults for continuing education

The principal target of the mission is to impart functional literacy to 70 million adults in the age group of 15 years and beyond. Auxiliary target of the mission is to cover 1.5 million adults under basic education programme and equal number under
vocational (skill development) programme. Within these targets, the Mission will primarily focus on, but not limited to, women. Schedules Castes (SCs), Scheduled Tribes (STs) Minorities, other disadvantaged groups and adolescents in rural areas in low literacy States will be other focused groups. For each focused group and area, there will be a specific target and for each target, an explicit approach and strategy.

| CATEGORY WISE TARGETS UNDER LITERACY PROGRAMME (MILLIONS) |
|------------------|--------|--------|--------|
| Category         | Male   | Female | Total  |
| SC               | 4      | 10     | 14     |
| ST               | 2      | 6      | 8      |
| MUSLIMS          | 2      | 10     | 12     |
| OTHERS           | 2      | 34     | 36     |
| TOTAL            | 10     | 60     | 70     |

Meeting Quality Concerns

Adequate, rigorous, inclusive and continuous monitoring and supervision are one of the most important keys to successful implementation of any educational programme. The same is true for Sarva Shiksha Abhiyan (SSA), which aims at providing useful and relevant elementary education to all children in the age group of 6-14 years. It is an effort to universalize quality Elementary Education for all children by 2010 in a mission mode. The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. The Sarva Shiksha Abhiyan (SSA) also emphasizes the significance of quality education and suggests various parameters to be addressed in State and district plans to achieve the desired goal.

In order to be continuously informed about the parameters and issues related to quality elementary education, both at the classroom level as well as at the systematic functioning level, some monitoring systems had to be put in place. A strong need was felt for periodic monitoring and regular feedback at elementary levels within and outside the classrooms. The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests community-based monitoring system and also encourages developing partnerships between communities and research institutions for effective monitoring. The main indicators of the quality of elementary education can be visualized in terms of preparation, classroom processes and learners' achievements.

The Right of Children to Free and Compulsory Education Act, 2009 puts quality on the forefront of educational reform sought to be achieved through its implementation.
Towards this end, the Act contains various provisions for improving the quality of elementary education, as under

(a) It is provided that only persons with prescribed minimum qualification would be appointed as teacher in schools;
(b) All teachers who at the commencement of the Act do not possess the prescribed minimum qualification would require to acquire the same within a period of five years;
(c) The Central Government would develop and enforce standards for training of teachers;
(d) Schedule to the Act contains the norms and standards, including of infrastructure, pupil teacher ratio, classroom teacher ratio, number of instructional hours and provisioning of various other facilities, which each school is required to adhere to;
(e) The Government has to ensure good quality elementary education conforming to the norms and standards specified in the Schedule to the Act;
(f) Duties of teachers for ensuring completion of elementary education in accordance with the prescribed curriculum;
(g) Development of curriculum and evaluation procedure by academic authority based on certain principles;
(h) Monitoring of functioning of the school by a School Management Committee;
Chapter III: Community Mobilization

Community Mobilization under SSA

SSA assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making. The process has been reinforced under SSA as funds for the programme flow through community based bodies for all school related expenditures, which infect constitute more than 50% funds of SSA. Almost all States/UTs have constituted VEC/PTA/SDMC/MTA/SMC/VEDC etc. under SSA which play a key role in micro-planning, especially in the development of Village/Ward Education Plan and School Improvement Plans. SSA provides for training/capacity building of members of Village Education Committees, School Management Committees, Parent Teacher Associations etc.

Community Mobilisation under Saakshar Bharat

Success of the Mission will depend on creating a social environment conducive to literacy by addressing the whole society, both educated and the non-literate, especially the women. A key aspect of the demand creation will be making visible to the learners the value, importance and relevance that literacy will have in their day to day lives, including women in SHGs, PRIs, CBOs and NGOs etc. To this end, NLMA will launch a major social motivation and mobilization campaign that would propagate the benefits of literacy and handicaps of being non-literate. The message would be conveyed so forcefully that the issue of literacy will become part of the social discourse and will motivate the non-literates, especially women to take part in learning, and the educated to voluntarily contribute to the programme.

The central objective of environment building for literacy will be to generate a positive, natural and spontaneous demand for literacy which does not exist uniformly in all parts of the country. Along with this, the environment building activities will be directed towards removing mindsets or ill perceived notions about literacy on the one hand and to enlist the involvement and support of all sections of the civil society in literacy promotion efforts on the other. Multiple strategies will be adopted in context to local conditions. All forms of media including print, electronic and folk media, will be simultaneously harnessed to create positive perceptions about literacy and to simultaneously motivated and spur to action both potential literacy volunteers and learners. Information Education and Communication (IEC) materials, designed with the help of State Resource Centres and other agencies, will be used extensively to create a conducive environment for literacy learning. As part of the EB campaign, events and
meetings will be organized at village, panchayat and block levels with all stakeholders such as community and political leaders, PRI functionaries, mahila mandals, the educational institutions and the intelligentsia, to seek their support and involvement in the programme. A Steering Committee and supporting committee, as decided by NLMA, may oversee and coordinate the campaign nationally. Funds from the management head besides sponsorships may be used for this purpose.

The Sakshar Bharat Programme has been envisaged as a people’s programme in the true sense, a programme of the people, for the people and by the people. The programme will be planned and implemented at the grassroots level under the aegis of the Gram Panchayat (local self-government institutions). All stakeholders, especially at the grassroots level would have a due say and role in the planning and implementation of the programme. The role of NLMA and SLMA will be that of catalytic agencies, facilitators and resource providers.

All management and supervisory structures will be instituted accordingly. The institutional framework, right from the national, up to the village level – state, district, block and gram panchayat – will be set up involving the state government and Panchayat Raj Institutions. Adequate representation of women in these structures, especially in decision-making roles, will be ensured.

At the zero ground delivery level, i.e., the gram panchayat, SBP leaves no ambiguity about the involvement of all the stakeholders. It makes it incumbent upon the GP to pool the organizational and human resources for SBP implementation and to ensure the representation of such networks in the composition of GP Lok Shiksha Samiti (GP-LSS). SBP’s insistence on 50% reservation for women in GP LSS as well as representatives of the different CBOs and CSOs would ensure the widest possible community say in SBP implementation, be it the selection of the Literacy Educators for the Literacy Centres or Preraks (Coordinators) for the Adult Education Centres (AECs), the nature of Equivalency, Skill Development and Continuing Education programmes, in social mobilization and learners’ participation, in monitoring and evaluation of SBP.

It is the extent of community involvement, its resilience and long-term sustainability that will ensure SBP’s effectiveness in forging it as an instrument of women empowerment and equality of the socially disadvantaged groups and also their skill upgradation to improve their socio-economic condition. The sensitization of GP of the importance of community involvement would be linked to the GP’s own resilience in using SBP to realize its adult education and larger social objectives.
Community Participation for ECE under ICDS

The Integrated Child Development Scheme (ICDS) envisages community involvement at different levels for effective implementation of the scheme. The success of ICDS has thus always been dependent on effective community participation. Community participation can take various forms: individual persons, people’s groups, women’s groups, adolescent groups, elected local body (PRI), and beneficiaries themselves. The manner in which community contributes for ICDS are:

- Providing land for construction of Anganwadi Centres (AWCs)
- Decorating and painting of AWC for making them attractive to children
- Donating chairs, play and learning material, toys banks etc
- Monthly contribution of a fixed amount by beneficiaries for upkeep of Anganwadi Centres (as in Maharashtra)
- Supervision of the working of AWC and performance of Anganwadi Worker through Village level monitoring committees
- Women, especially adolescent girls, offering their services as ECE facilitators.

Decentralized Administration and Community Participation under the Right of Children to Free and Compulsory Education Act, 2009

The Act envisages specific functions for the Local Authority to ensure that every child in the 6-14 age group is not only admitted, but also attends and completes elementary education. The Act defines Local Authority to include municipalities, Panchayats at different levels as also any other authority having administrative control over the school. The duties of the Local Authority are also clearly laid down to ensure availability of a neighbourhood school for all children. The duties include that the local authority should ensure that there is no discrimination against children from disadvantaged groups and weaker sections, that they are not prevented from pursuing and completing elementary education, that children of migrant families are admitted to school, that infrastructure, teaching staff and learning material are provided, that records are maintained, that the school calendar is prescribed, that good quality elementary education conforming to the norms and standards prescribed in the Act is provided. The Act also provides that schools will constitute School Management Committees consisting of elected representatives of the local authority, parents or guardians of children, and school teachers. The Committee shall monitor the working of the school, prepare and recommend School Development Plan and monitor the utilization of grants received by the school.
Chapter IV: Resource Mobilization and Management

In view of the expanding demand for more and better quality education, successive governments have been promising to raise public expenditure on education to a level of 6% of GDP. For augmenting budgetary support, the Government imposes a education cess of two percent on direct and indirect taxes which is earmarked specifically for Sarva Shiksha Abhiyan and the Mid Day Meal Schemes of the Government. An additional one percent cess is now levied in order to create resources for expansion and strengthening of secondary and higher education.

Allocation and utilization of 2% education cess (Prarambhik Shiksha Kosh)

<table>
<thead>
<tr>
<th>Year</th>
<th>SSA Allocation</th>
<th>SSA Expenditure</th>
<th>MDM Allocation</th>
<th>MDM Expenditure</th>
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<td>75875.90</td>
<td>51270.00</td>
<td>41012.30</td>
<td>116918.20</td>
</tr>
</tbody>
</table>

Contribution to EFA Goals by Different Ministries

Financing of EFA programmes in India is a joint effort of several Ministries. While school education and literacy along with teacher education is fully handled by the Ministry of Human Resource Development, programmes related to early childhood care and education are largely within the purview of the Ministry of Women and Child Development, though the Ministry of Human Resource Development also contributes through innovative support programmes for pre-school education. Similarly, Ministry of Youth Affairs is vested with the responsibility of meeting the educational needs of young adults even while the NLM provides for complementary programmes reaching education to young non-literate and neo-literate population.

Even though the share of education in total expenditure has marginally gone down, its share of GDP has, over years, remained unchanged. At the same time, one does find that in absolute figures, budgeted expenditure on education from Central Government has been consistently increasing. This is, indeed, an important point that directly impinges on progress towards EFA goals as the major source of funding for expansion of the school education system, as well as quality improvement measures which emanate from the Central Government through SSA. Activities in literacy and
continuing education are essentially financed by Central Government through the National Literacy Mission, the budget for which is US$ 1.25 billion for the period 2007-12. To augment non-budgetary resources through public donations and grant in aid, National Literacy Mission Authority (NLMA) may set up a Fund under the name, Rashtriya Saksharta Kosh. NLMA will determine the modalities of its operation. Proceeds of the fund may be used to give performance based rewards to literacy achievers including the literacy educators. The scheme will be administered through guidelines laid down by NLMA from time to time. NLMA has been empowered to formulate detailed guidelines of the programme including fund release management, frequency and quantum of releases, receiving and utilization of public donations, mode of implementation, mass mobilisation, publicity and awareness, management structure, monitoring and evaluation etc. and modify them from time to time. Similarly, the major part of resources for early childhood care and education comes from the Central Government sources through the Integrated Child Development Services implemented by the Women and Child Development Department of the Central Government. The allocation for each of these subsectors has been continuously increasing.

Public Expenditure on Education as a percentage of GDP

<table>
<thead>
<tr>
<th>Year</th>
<th>Education Expenditure to Expenditure on all Sectors</th>
<th>Education Expenditure to GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>14.60</td>
<td>4.19</td>
</tr>
<tr>
<td>2000-01</td>
<td>14.42</td>
<td>4.28</td>
</tr>
<tr>
<td>2001-02</td>
<td>12.89</td>
<td>3.80</td>
</tr>
<tr>
<td>2002-03</td>
<td>12.60</td>
<td>3.77</td>
</tr>
<tr>
<td>2003-04</td>
<td>11.98</td>
<td>3.49</td>
</tr>
<tr>
<td>2004-05</td>
<td>12.13</td>
<td>3.39</td>
</tr>
<tr>
<td>2005-06</td>
<td>12.68</td>
<td>3.58</td>
</tr>
</tbody>
</table>

Source: Selected Educational Statistics 2004-05
Note: Capital account expenditure is not included in order to maintain consistency. Available sources provide information on capital expenditure towards Education, Sports, Art and Culture together.

Expenditure/Outlay of Department of School Education and Literacy

(Rs in million)

<table>
<thead>
<tr>
<th>Sl. No (1)</th>
<th>Name of the Programme (2)</th>
<th>X Plan Outlay (2002-07) (3)</th>
<th>X Plan Expenditure (4)</th>
<th>XI Plan outlay (2007-12) (5)</th>
<th>% increase (6) (5) over (4)</th>
<th>Outlay for 2010-11 (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sarva Shiksha Abhiyan</td>
<td>170,000</td>
<td>278,907.0</td>
<td>710,000</td>
<td>154.6</td>
<td>150,000</td>
</tr>
</tbody>
</table>
### Composition of the Outlays for Child-Specific Schemes

<table>
<thead>
<tr>
<th>Sectors</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Education</td>
<td>70.14</td>
<td>72</td>
</tr>
<tr>
<td>Child Development</td>
<td>17.72</td>
<td>17</td>
</tr>
<tr>
<td>Child Health</td>
<td>11.43</td>
<td>10</td>
</tr>
<tr>
<td>Child Protection</td>
<td>0.70</td>
<td>1</td>
</tr>
</tbody>
</table>

Assessment of progress in the financing of early childhood care and education is quite complex as in India the subject does not fall within the purview of one Ministry/Department. Even though SSA supports implementation of innovative programmes of pre-school education, all activities with respect to education and care of children in the age group 0-6 are dealt with through ICDS and other related programmes of the Ministry of Women and Child Development Department. The share of expenditure on child specific schemes has been consistently rising during the last few years. Ministry of Women and Child Development has proposed an expenditure of Rs 430073.6 million in XI Plan for strengthening and universalizing the ICDS and ECCE services. In fact, the share of child specific themes in the Central Government budget doubled in the last 5 years from 2.24 % in 2003-04 to 5.08 % in 2007-08. Within the child budget, the share of education and child protection has increased at a higher pace when compared to child health and child development. Out of Rs. 329583.3 million allocated to the child specific schemes during 2007-08, the share of development is 16.65 %; health is 10.02 %, protection 0.92 % and education 72.4 %. This relative share of different subsectors has remained largely undisturbed even while the allocations over years have increased.
Investing in the Education of Adolescents and Young Adults

The demographic composition of the country has undergone significant transformation in the last two decades. The number of persons in the young age group 15-35 has swelled and constitutes around 30% of the population. Investing in knowledge and skill building among this critical age group and engaging them in productive activities is a major concern. The problem is compounded by the fact that a substantial proportion of the young adults have not been able to fully benefit from formal school processes; either they are school drop outs or they do not possess relevant skills to get productively employed. It is with this in view that the National Literacy Mission has been focusing specially on the age group 15-35 for literacy and continuing education programmes. This is further augmented by specially designed programmes by the Department of Sports and Youth Affairs which implements sixteen programmes on an all India basis including major programme focusing exclusively on education of adolescents. The allocation for the sector has been consistently rising and has witnessed a quantum jump in the tenth five year plan covering 2002 to 2007. Most of the investment goes towards organising young persons at local levels and providing institutionalised opportunities for skill building.