

*A brief report on*

# Status and Financing of 'Education for All' in post RTE era



**NATIONAL COALITION  
FOR EDUCATION**

Written and Compiled by : Mr. Ramgati Singh

Edited By : Mr. Rama Kant Rai  
*Convener, NCE*

Assisted by : Mr. Vijay Anand Verma  
Ms. Priya Bhakat  
Mr. Birendra Soni

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# Preface

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It gives me immense pleasure to bring before you this small booklet “Brief report on Status and Financing of ‘Education For All’ in post RTE era”. This booklet gives a brief highlight of budget requirement for accomplishment of Right of children to free and compulsory education Act 2009.

“Education 2030” and “Sustainable Development Goal 4” are the new commitment to *“ensure inclusive and equitable quality education and promote lifelong learning opportunity for all”*. The Sustainable Development Goal 4 has 7 targets and 3 means of implementation. Needless to mention that Sustainable Development Goal 4 targets are very ambitious and has taken UN mandate in the UN general assembly.

This targets will require additional budget resources. Government of India’s budget allocation for RTE (being the fundamental right) is far below the desired level.

This booklet will be shared in the Global Action Week 2016 and policy makers will be requested to enhance this pending; to fulfil the unfinished agenda of ‘Education For All’ and Sustainable Development Goal. Your comments and suggestions will be whole heartedly welcomed.

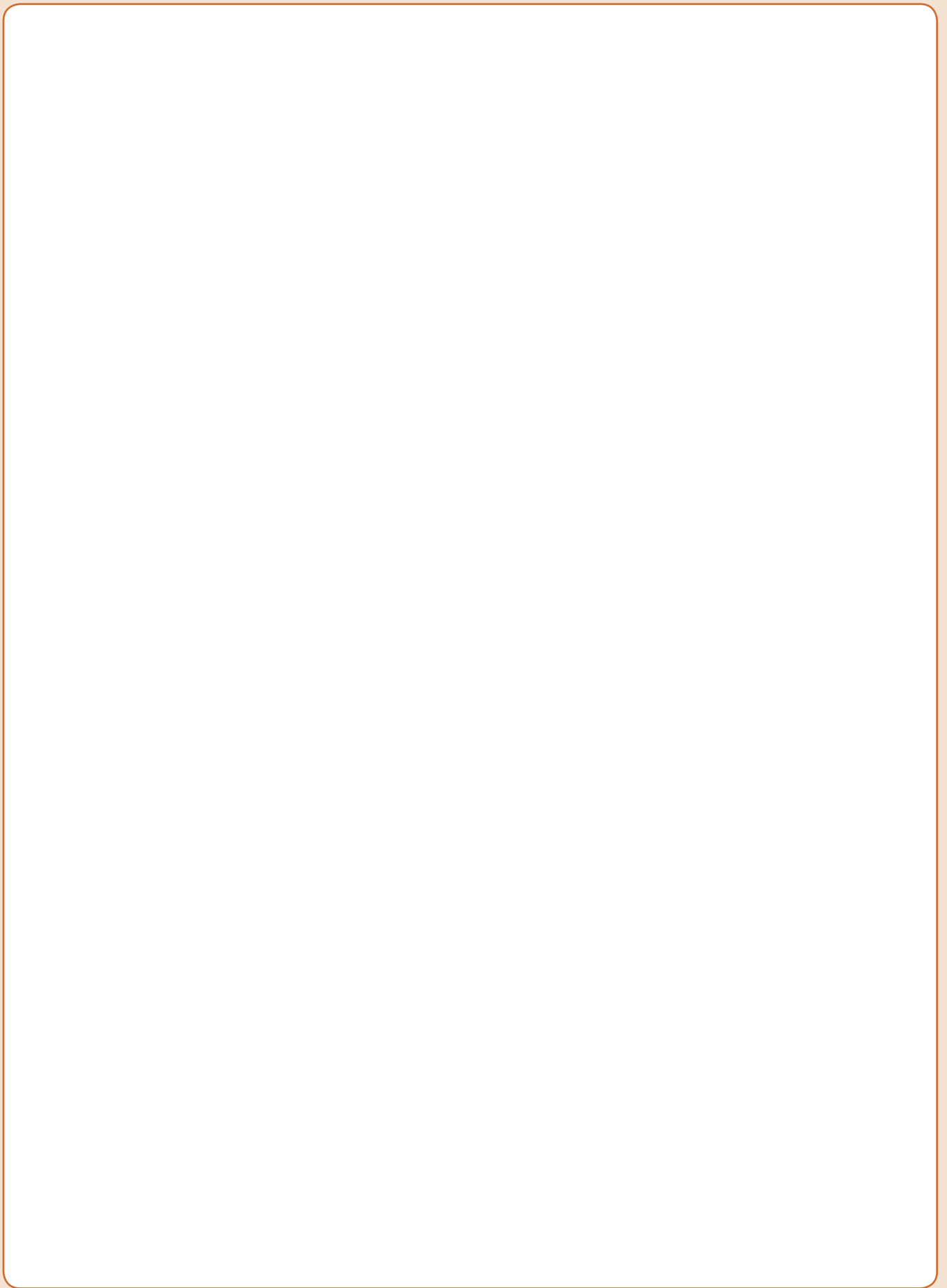
We are thankful to Mr. Ramgati Singh for compiling and bringing out this report.

Sincerely Yours,

**Rama Kant Rai**  
Convener

**Ram Pal Singh**  
General Secretary

**Jagdambika Pal (M.P.)**  
President





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# ABBREVIATIONS

<b>RTE</b>	Right to Education
<b>NCE</b>	National Coalition for Education
<b>DISE</b>	District Information System for Education
<b>RTI</b>	Right to Information
<b>APF</b>	Azim Premji Foundation
<b>AIPTF</b>	All India Primary Teachers Federation
<b>NISA -</b>	National Independent School Alliance
<b>MHRD</b>	Ministry of Human Resource Development
<b>PTR</b>	Pupil Teacher Ratio
<b>SCR</b>	Student Classroom Ratio
<b>NUEPA</b>	National University of Educational Planning and Administration
<b>DEO</b>	District Education Officer
<b>BEO</b>	Block Education Officer
<b>UP</b>	Uttar Pradesh
<b>NCERT</b>	National Council Of Educational Research And Training
<b>PSK</b>	Prathmik Shiksha Kosh
<b>ISI</b>	State Implementation Society

## Status and Financing of Education for All in post RTE era

In the Indian Constitution, provisioning of free and compulsory education to all children is a goal that is enshrined as a Fundamental Right. The World Declaration on ‘Education for All’, was adopted 25 years ago, in Jomtien. The World Education Forum (Dakar 2000) reiterated the commitment of the global community and approved a comprehensive set of goals in the areas of early childhood care in education, primary education, gender, youth and adolescent, adult education and quality of education. The election manifestos of political parties in India including those of INC, BJP, CPI-M categorically affirm their commitments to spend 6% of the GDP to achieve quality ‘Education for All’. In the backdrop of these commitments, India prepared a National Plan of Education (2002) delineating various programmes and strategies for achieving various Education for All (EFA) Goals.

Later, the mid-term assessment of progress of EFA goals, undertaken in 2005, highlighted the concern for equity and inclusion and highlighted the need for hastening the efforts for achieving EFA goals. The country has made significant steps forward towards achieving EFA goals during the last two decades. Adoption of Right of Children to Free and Compulsory Education Act (RTE), 2009 has given thrust for ensuring quality education for all in a time-bound manner. The present document presents a comprehensive review of the progress made in this regard with respect to status and financing of EFA goals.

### The Size of the Problem at hand

#### Demographic features and background of financing responsibilities of education:

India is the largest democracy in the world with a population of 1.21 billion (Census of India, 2011). Decadal growth rate of population during 2001-2011 was 17.64 per cent (17.19 per cent for males and 18.12 per cent for females) compared to 21.54 per cent during 1991-2001. A significant fact is that for the first time, the child population in the age group 0-6 years has come down during 2001-2011 due to a declining trend in Total Fertility Rate. India is a vast country comprising 29 States and seven Union Territories (UTs) which has adopted a federal structure of the government, the Centre and the States share the responsibilities for the planning and implementation of national development programmes. There are well defined constitutional provisions and mechanisms for sharing of resources and responsibilities between the Centre and the States. The Constitution was amended in 1976 to change education from a State subject to a concurrent one which implies that the responsibility for development of education is shared by the Central and State Governments. As envisaged in the National Policy on Education-1986 (revised in 1992), development of education is pursued as a ‘meaningful partnership between the Centre and the States’. While the Planning Commission of the Government of India prepares the Five Year National Development Plans in consultation with all the States/UTs and other stakeholders, the National Development Council, with representation of Chief Ministers of all States/UTs, ensures the national character and focus in the entire process of planning and the formulation of programmes. Besides, State/UT Governments also plan and implement programmes of education development keeping in view State/UT specific situations and needs.

### Developmental Priorities and Structure

Right since the independence, the developmental agenda in India are steered by the Five-Year Plans. A ‘National Plan of Action for ‘Education for All’ was formulated in 2002 with a view to contextualize the Dakar goals and strategize policies and programmes for achieving the EFA goals. The Plan of Action highlighted the sense of urgency to reach the goal of ‘Education for All’. Programme for achieving the goal of ‘Education for All’ were incorporated into the Xth, XIth and XIIth Five-Year national development plans. Indeed, the goal of Education For All has been elevated on the agenda of the Government of India since the adoption of the Constitution of India in 1950 and the commencement of development planning since 1951. Successive development policies and five-year plans have pursued this goal during the last six decades. Substantial progress towards the ‘Education for All’ goals has been made during the past few years. As a follow-up to the Dakar Framework of Action for EFA, attempts were made to link national education development goals and targets with the global EFA targets.

### Chronological developments to ensure EFA goals in India

1. 1986–National Policy on Education 1986 was adopted.
2. 1987–Several large centrally-assisted ‘Operation Blackboard’ and the ‘scheme for restructuring and reorganization of teacher education’ were launched.
3. 1988–National Literacy Mission (NLM) was launched.
4. 1992–Revision of NPE 1986.
5. 1994–To universalize primary education in selected districts, District Primary Education Programme (DPEP) was launched.
6. 1995–Mid-Day Meal Scheme (MDMS) was launched.
7. 1999–Department of School Education and Literacy.
8. 2001– (i) Sarva Shiksha Abhiyan (SSA), the flagship programme for universalisation of elementary education, launched;  
 (ii) Adoption of the National Policy on Empowerment of Women that included crèches at work places of women.  
 (iii) 2002 : 86th Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of 6-14 years as a fundamental right  
 (iv) Commitment to the provision of early childhood care and education to children below the age of six years reiterated. The Constitution (Eight-sixth Amendment) Act, 2002 envisaged substitution of new article for article 45. The substituted article 45 states “The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years”;  
 a. The Tenth Five-Year Plan (2002-2007) launched. 2003 National Youth Policy, 2003 formulated.
9. 2004– (i) Education Cess introduced for raising additional financial resources needed to fulfill Government’s commitment to universalize elementary education;  
 (ii) EDUSAT, a satellite exclusively dedicated to education launched to harness modern technology for delivery of education of good quality to all, including hard-to-reach groups.
10. 2005–National Curriculum Framework for school education formulated.
11. 2007–Eleventh Five-Year Plan (2007-2012)
12. 2009– (i) The Right of Children to Free and Compulsory Education Act, 2009 enacted.  
 (ii) The “Sakshar Bharat” (Literate India) programme, National Literacy Mission (NLM), launched  
 (iii) The revised National Curriculum Framework for teacher Education  
 (iv) The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in March 2009, with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years;  
 (v) Revised Centrally-sponsored Scheme of Inclusive Education for the Disabled at Secondary Stage approved;  
 (vi) The Centrally-Sponsored Scheme “Construction & Running of Girls’ Hostel for Students of Secondary and Higher Secondary Schools approved.

13. 2010– (i) The Right of Children to Free and Compulsory Education (RTE) Act 2009 came into force from 1 April 2010;  
 (ii) All States/UTs notified State RTE Rules. Central RTE Rules apply to Union Territories without legislation;  
 (iii) The Sarva Shiksha Abhiyan (SSA) Framework aligned to RTE Act;  
 (iv) Revised Centrally Sponsored Scheme of ICT@ Schools approved.
14. 2011–The revised Centrally-Sponsored Scheme “Vocationalisation of Higher Secondary Education” approved.
15. 2012–The Twelfth Five-Year Plan (2007-2012) launched;
16. 2013– (i) National Early Childhood Care and Education (ECCE) Policy adopted;  
 (ii) The Integrated Child Development Services, the flagship programme of Government of India for ECCE restructured and strengthened.
17. 2014–National Youth Policy adopted.

### Key programmatic interventions for expanding ECCE services :

#### Integrated Child Development Services (ICDS):

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

### Key programmatic interventions for universalisation of elementary education :

#### Sarva Shiksha Abhiyan (SSA):

The principal programme for universalisation of primary education is the Sarva Shiksha Abhiyan (SSA), a Centrally-sponsored scheme being implemented in partnership with State/UT Governments. The programme has been in operation since 2000-01. The overall goals of the SSA are:

- (i) all children in schools;
- (ii) bridge all gender and social category gaps at primary and upper primary stages of education
- (iii) universal retention; and
- (iv) elementary education of satisfactory quality. The SSA is the primary vehicle for implementing the aims and objectives of the RTE.

#### National Programme of Mid-Day Meal in Schools (NP-MDMS):

With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among primary school children, the National Programme of Nutritional Support to Primary Education was launched in August 1995. During 2008-09, the Scheme was extended to cover children in upper primary classes and the Scheme was renamed as ‘National Programme of Mid-Day Meal in Schools.’ The programme aims at:

- (i) Improving the nutritional status of children in Classes I-VIII



- (ii) Encouraging poor children, belonging to disadvantaged sections to attend schools more regularly and help them concentrate on classroom activities, and
- (iii) Providing nutritional support to children at elementary stage of education in drought-affected areas during summer vacation. The National Programme of Mid-Day Meal in Schools is now covering all children studying in Classes I-VIII in Government, Government-aided and Local Body schools, National Child Labour Projects schools, and Madrasas and Maqtabas supported under SSA.

### **Key programmatic interventions for fostering quality education Interventions supported under the SSA:**

The key interventions supported under the SSA for fostering quality elementary education include:

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

### **Restructuring and Reorganisation of Teacher Education :**

- The Centrally-Sponsored Scheme (CSS) of Restructuring and Reorganisation of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE), 1986.
- The programme emphasised the need for a decentralised system for the professional preparation of teachers, and envisaged the establishment of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs).
- Teacher preparation and continuing professional development of teachers under the Right of Children to Free and Compulsory Education Act (RTE Act), 2009.

### **Progress made so Far :**

#### **Quality Education: Trends in infrastructure related indicators:**

Trends in School Infrastructure facilities: SSA envisages improving school infrastructure and improvement of learning environment in all schools. Roughly one-third of the total funds invested at the district level are earmarked for infrastructure with a view to creating a supportive environment for learning in schools. The SSA also envisages a safe and secure, clean and hygienic school compound, with access to toilet, drinking water facilities, boundary wall, electrification, mid-day meal kitchen and landscaping. Construction of school buildings, classrooms, toilets, drinking water facilities, rain water harvesting systems and boundary walls is undertaken with the support of local bodies. The SSA encourages community participation in all civil work activities. The community is also encouraged to participate actively in the selection of the site, choice of design and maintenance of the school facility. Up to March 2013, 1.55 million additional classrooms were constructed. This has contributed to substantial improvement in the Student Classroom Ratio (SCR) from 41:1 in 2004-05 to 28:1 in 2013-14.

Upto 2012-13, 735,200 toilets and 220,200 drinking water facilities were constructed. Nationally, the percentage of primary and upper primary schools having drinking water facility has increased from 83.1 percent in 2005-06 to 95.3 percent in 2013-14 and remained at 96% in 2014-15. The percentage of primary and upper primary schools with separate girls’ toilets has increased from 37.4 percent in 2005-06 to 84.6 percent in 2013-14. However, the progress has not been uniform across the country. The SCR for Bihar is 65. The States with relatively lower percentage of schools with drinking water facilities include Arunachal Pradesh (76 percent) and Andhra Pradesh (89 percent). The States with relatively lower percentage of girls’ toilet include Jammu and Kashmir (51 percent), Odisha (62 percent), Andhra Pradesh (67 percent), Bihar (67 percent) and West Bengal (73 percent).

**Table 1: Trends in School Facility Indicators (2005-06 to 2014-15)**

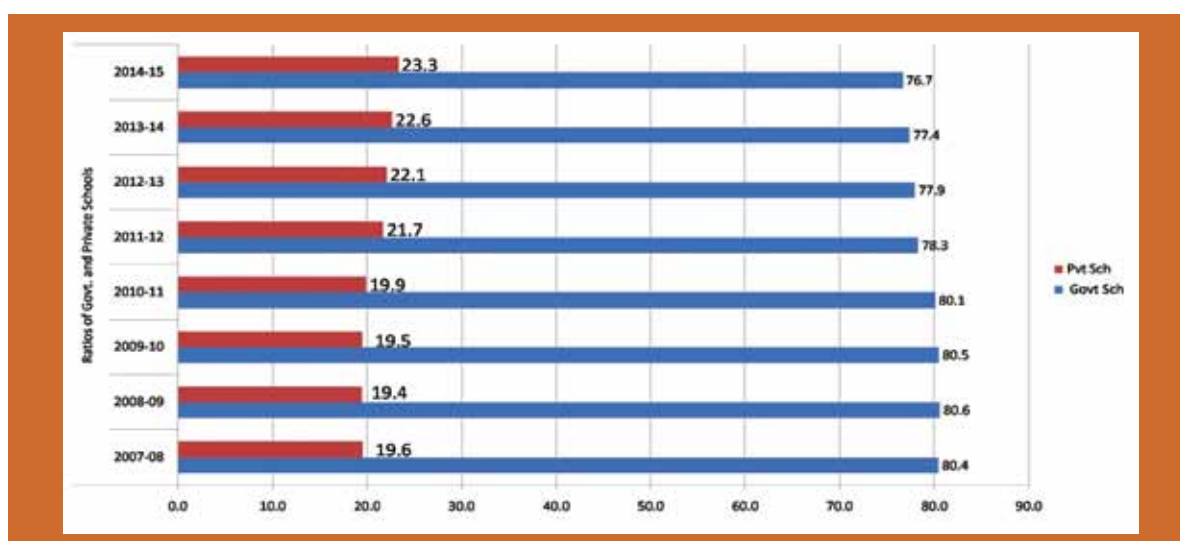
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Student/ Classroom	39	36	35	33	32	31	30	29	28	27
%of Schools having Drinking water	83	85	87	88	93	93	95	95	95	96
Common Toilet	52	58	63	67	54	-	-	-	-	-
Boys' Toilet	-	-	-	-	31	43	81	67	95	95
Girls' Toilet	37	43	51	54	59	60	72	88	85	87
Boundary wall	51	49	50	51	52	55	58	60	62	65
Ramp	17	27	34	40	47	50	53	79	82	77
Electricity	-	-	-	36	39	43	47	50	52	59
Computer	11	13	14	14	17	19	21	22	23	25
MDM	-	-	-	-	88	88	92	95	89	97

Source: DISE 2014-15

### Trends in Enrolment: Declining Share of Government Schools in Total Enrolment :

On the one hand, the proportion of SCs/STs/OBCs/Minorities students in enrolment in government schools are showing increasing trends, while on the other hand, the proportion of total children enrolled in government schools is falling and the enrolment in private unaided schools are rising. This indicates the fact that the marginalized groups of students are enrolled in government schools and the enrolment of other category students are progressively directed towards private schools. In this context, substantial increase in public spending on education assumes special significance to ensure quality education for all as mandated by RTE. In 2009-10, 80.5 percent of the students were enrolled in Government Schools, which substantially came down to 76.7 percent in 2014-15.

**Figure 1: Trend in Enrolment (2007-08 to 2014-15)**

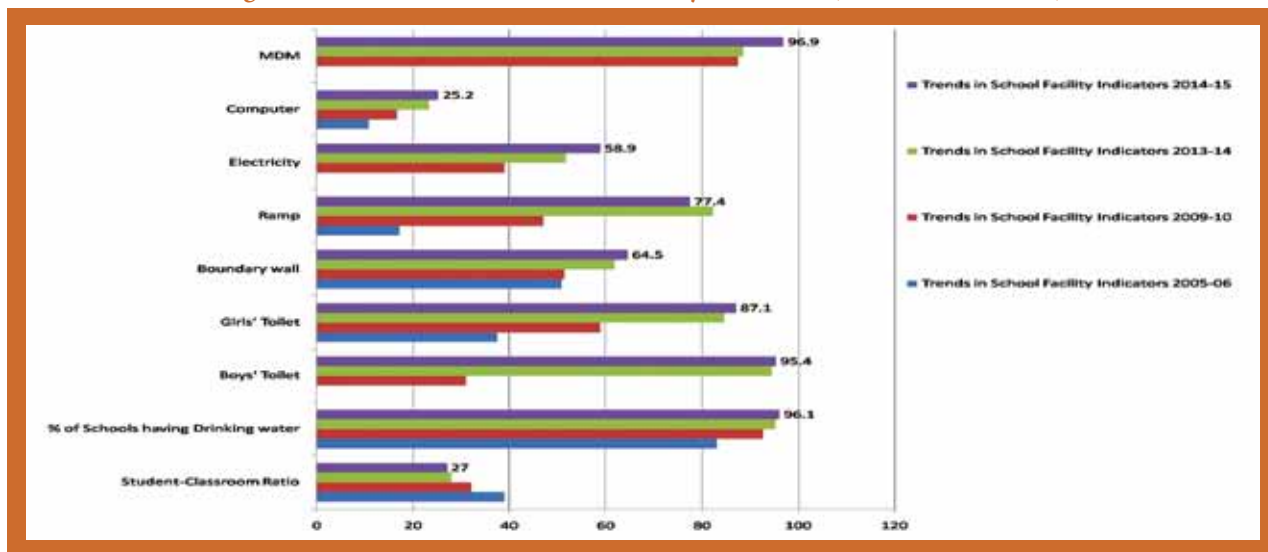


Source: DISE 2014-15

Trends in access to certain facilities (Mid-day Meal, Computer, Electricity, Ramp, Girls’ toilet, Drinking water, SCR) have significant implications for enrolment and retention of the children in the school.

MDM are provided in 96.9 percent of the schools in 2014-15 and 96.1 percent schools have drinking water facility in the same year. Percentage of schools having ramp facility has declined during the period between 2013-14 and 2014-15. Still there are 13 percent of the schools where separate girls’ toilet are missing. The absence of girls’ toilet has serious implications for enrolment and retention of girl children in schools. Student-Classroom Ratio has declined progressive over the years and has come down to 27 in 2014-15. This is a significant development. Yet this national average marks wide regional variations across states. In states like Bihar and Uttar Pradesh, classrooms are still crowded.

**Figure 2: Trend in access to School Facility Indicators (2005-06 to 2014-15)**



Source: DISE 2014-15

It is quite unsatisfactory to note that the total number of schools providing elementary education in India has been declining recently. In 2013-14, while there were 14.49 lakh schools imparting elementary education, the number fell down to 14.46 lakh in 2014-15. More than 3000 schools have disappeared in a single year. In so far as decline in government schools is concerned, the situation is even more alarming. More than 13000 schools have disappeared in one year. On the other hand, the number of private schools is mushrooming and increased consistently. During the period between 2013-14 and 2014-15, number of private schools increased from 3.20 lakhs to 3.29 lakhs, an increase of more than 9000 schools. Another disturbing development is the reduction in the percentage of schools having a female teacher. It was 79.45 in 2013-14 which reduced to 75.1 in 2014-15.

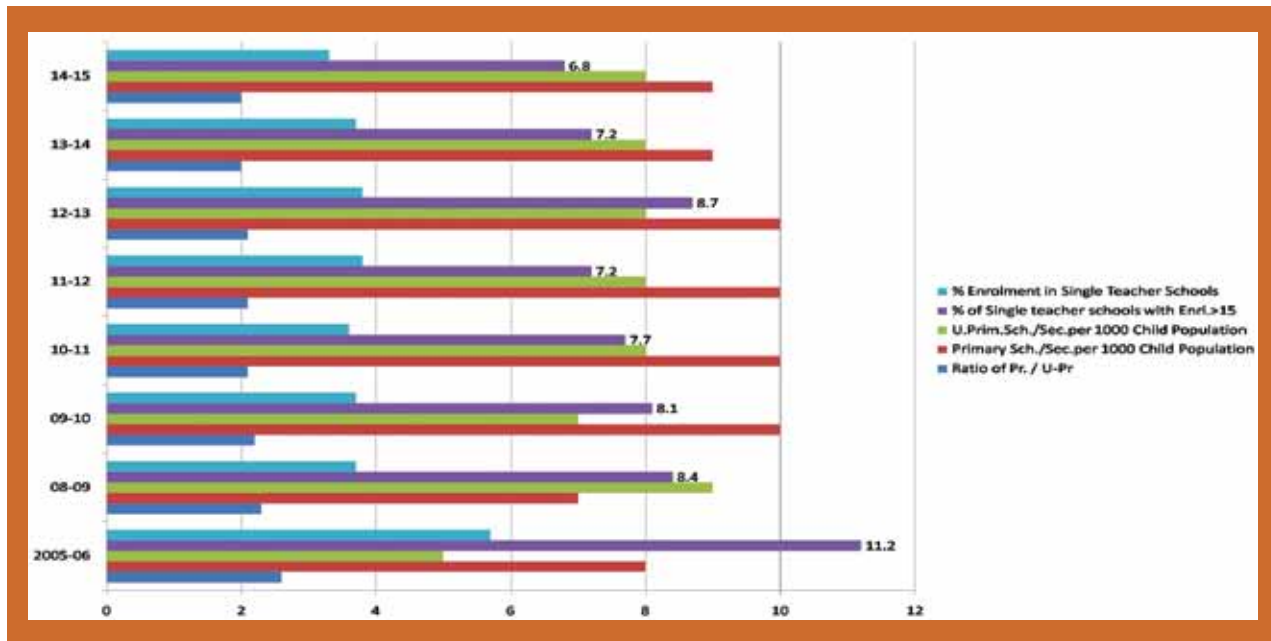
**Table 2: School Indicators**

	2005-06	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Dist.	604	633	635	637	644	662	662	680
Total Sch in lakhs	11.24	12.86	13.04	13.62	14.12	14.32	14.49	14.46
Govt Sch (lakhs)	-	10.35	10.48	10.65	10.78	10.87	10.94	10.81
Pvt Sch (lakhs)	-	2.50	2.54	2.65	2.99	3.08	3.20	3.29
Ratio of Pr. / U-Pr	2.6	2.3	2.2	2.1	2.1	2.1	2	2
Pri. Sch./Sec.per 1000 Child Population	8	7	10	10	10	10	9	9
U. Prim. Sch./Sec. per 1000 Child Population	5	9	7	8	8	8	8	8
% of Single teacher schools with Enrl.>15	11.2	8.4	8.1	7.7	7.2	8.7	7.2	6.8
% Enrolment in Single Teacher Schools	5.7	3.7	3.7	3.6	3.8	3.8	3.7	3.3
% Schools with Enrolment< 50	24.3	26.7	27.1	27.8	28.4	29.2	31.3	32.3
% Schools with Female Teachers	69.1	73.7	74.5	75.1	75.6	76.5	79.4	75.1

Source: DISE 2014-15

The following chart gives the progress trends vis-à-vis indicators of percentage enrolment in single teacher schools, primary/secondary schools per 1000 child population in the relevant age cohorts and ratio of primary to upper primary enrolments. On account of increase in upper primary enrolment in post RTE years, the ratio of primary to upper primary has fallen significantly between 2009-10 and 2014-15. Similarly, percentage of single teacher schools having enrolment more than 15 has fallen between 2009-10 and 2014-15. This is in line with the mandates of RTE for ensuring quality education for children.

**Figure 3: Indicators of Percentage Enrolment in Single Teacher Schools**



Source: DISE 2014-15

### Trends in teacher-related indicators

In the table given below, various teachers' related indicators show some disturbing trends in so far the issue of equity in education provisioning is concerned. Out of the total elementary teachers of 79.63 lakhs, 58.8 percent of teachers are in government schools and 29.9 percent of teachers are in private unaided schools in 2014-15. The respective figures for 58.17 lakhs are 68 percent and 23 percent. There is clear pattern of reduction in the proportion of government school teachers and concomitant increase in private school teachers. It may be mentioned that more than 80 % of the enrolments in government schools are comprised of students from the marginalized community (SCs/STs/OBCs/Minorities) and the proportion of teachers in these schools are falling consistently. Indian education system is progressing towards privatization and these trends have grave implications for ensuring equity and social justice in education.

Yet another disturbing development is the increase in proportion of contract teachers. In 2008-09, the proportion of contract teachers was 9.4 percent. It increased sharply to 13.6 percent in 2014-15. These developments are strikingly opposed to the philosophy of RTE and will severely damage the quality of education.

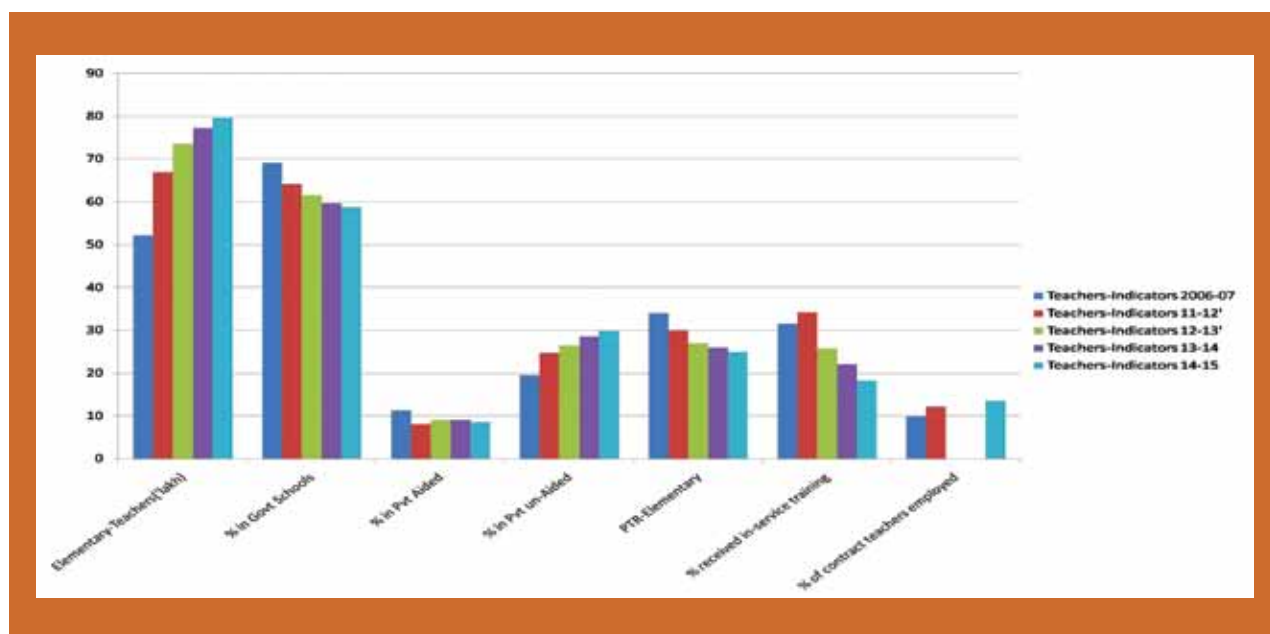
Another important factor that may have serious implications for addressing quality issue is the in-service training of teachers. While 2009-10, the proportion of teachers who received in-service training was 35 percent and that declined to 18.3 percent in 2014-15. The percentage of female teachers has stagnated around 47 to 48 percent. This proportion need to be increased to address gender concerns of elementary education in India. Pupil teacher ratio has declined substantially between 2009-10 (32) and 2014-15 (25). Yet this national average marks wide regional variations across states.

Table 3: Teacher related Indicators (2006-07 to 2014-15)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Elementary-Teachers ('lakh)	52.19	56.4	57.9	58.17	64	66.88	73.54	77.22	79.63
Percentage in Govt. Schools	69.1	69.3	68.6	68	65.6	64.1	61.5	59.7	58.8
Percentage in Pvt. Aided	11.3	10.4	10.0	8.8	8.4	8.1	9.1	9.1	8.6
Percentage in Pvt. un-Aided	19.5	20.5	21.5	23.1	22.9	24.7	26.5	28.6	29.9
PTR-Elementary	34	33	32	32	30	30	27	26	25
Percentage of Female Teachers	41.9	42.7	43.5	44.8	45.5	46.3	46.4	47.2	47.7
Percentage of SC Teachers	12.2	12.3	12.3	12.7	12.8	12.9	12.6	12.4	12.5
Percentage of ST Teachers	8.8	9.1	9.5	9.4	9.4	9.2	8.7	8.6	8.5
Percentage of OBC Teachers	32	32.8	34.2	33.4	32.5	34.7	34.6	35.2	34.5
Percentage of received in-service training	31.5	36.8	35.1	35	29.6	34.2	25.8	22	18.3
Percentage of contract teachers employed	9.9	10.5	9.4	11	11.2	12.2	-	-	13.6

Source: DISE 2014-15

Figure 4: Trends in various indicators that relate to Teachers positions in Elementary Education (2006-07 to 2014-15)

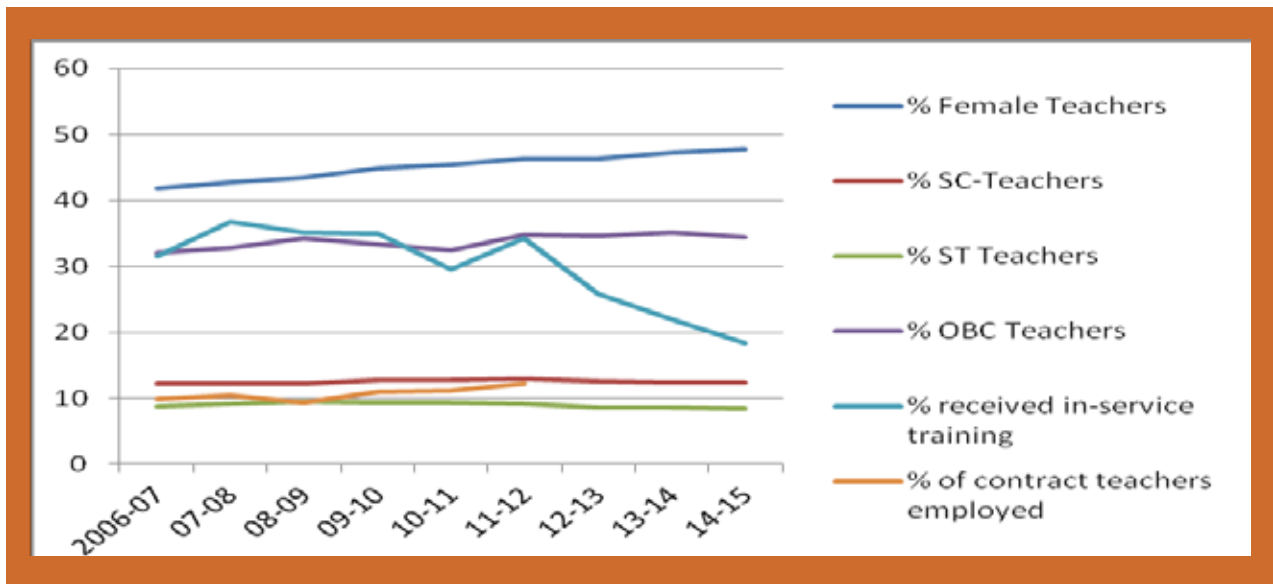


Source: DISE 2014-15

As is evident from the following graph, percentage of SC teachers is stagnant around 12 percent while those of OBCs have also stagnated around 35 percent over the years. As mentioned previously, the graph also clearly shows that in-service teacher training showing a consistent declining trend.

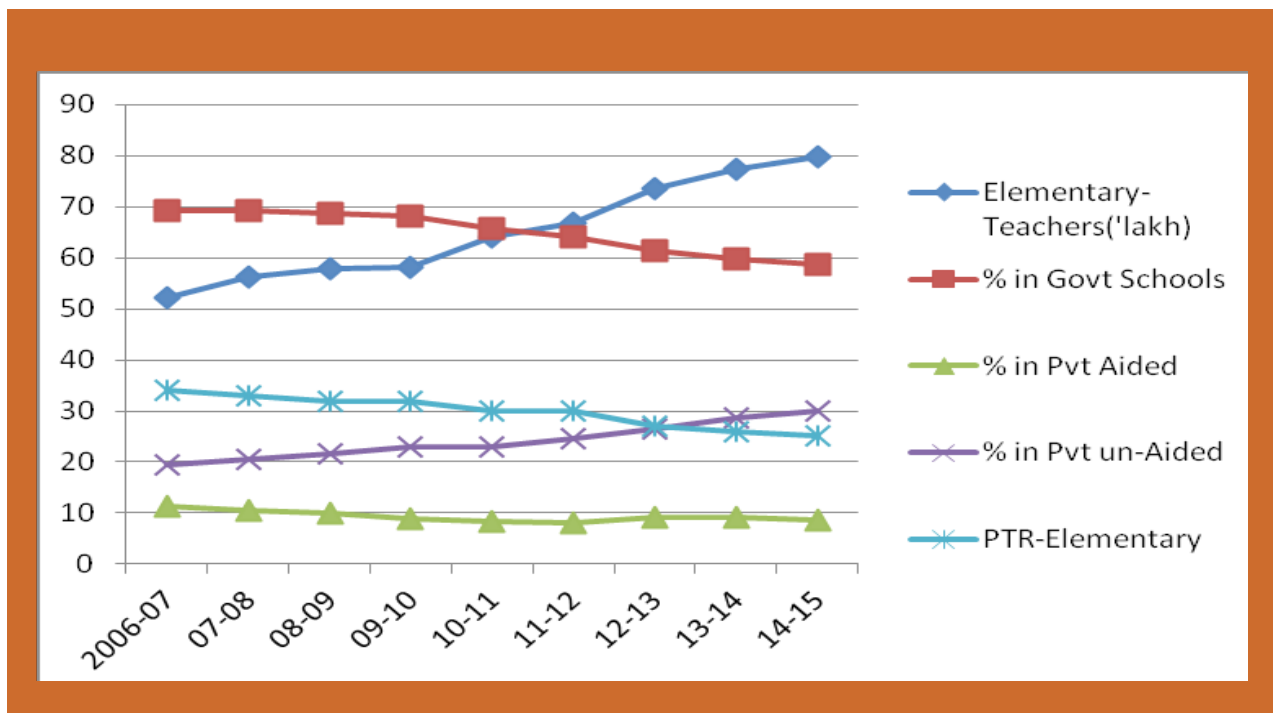


**Figure 5: Trends in various indicators that relate to Teachers positions in Elementary Education (2006-07 to 2014-15)**



Source: DISE 2014-15

**Figure 6: Trends in elementary teachers in government schools and private schools (Both aided and unaided)**



Source: DISE 2014-15

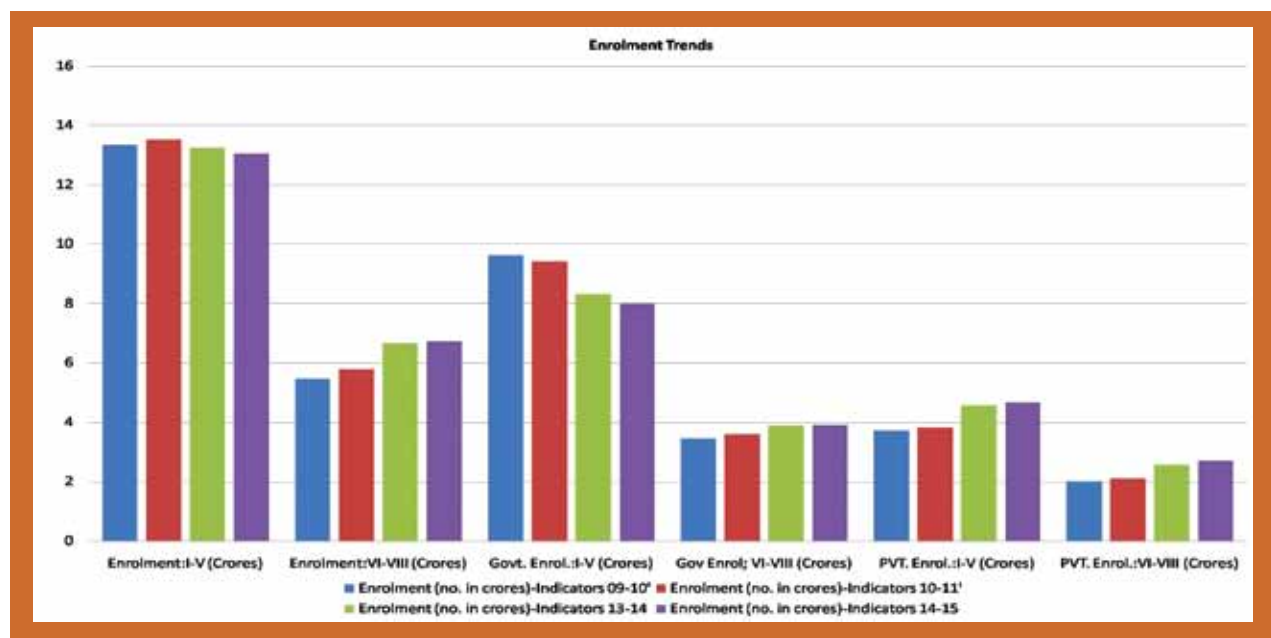
The following table presents a dismal picture of the state of elementary education in India. Enrolment at primary level has decreased from 13.71 crores in 2011-12 to 13.05 crores in 2014-15, a decrease of 66 lakhs. Even worse, primary-level enrolment in Government Schools has come down from 10.12 crores in 2007-08 to 8.00 crores in 2014-15, a decline of 2.12 crores children. Private school enrolment at primary level has increased from 3.27 crores in 2007-08 to 4.66 crores in 2014-15, an increase of 1.39 crores. Now the even more pertinent question is: Where have the rest 77 lakhs children gone? They must be out of schools.

Table 4: Enrolment Indicators (no. in crores)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Enrolment: I-V	12.46	13.19	13.41	13.44	13.34	13.52	13.71	13.48	13.24	13.05
Enrolment: I-VIII	4.37	4.75	5.09	5.34	5.45	5.78	6.20	6.49	6.65	6.72
Govt. Enrolment: I-V	-	-	10.12	9.95	9.62	9.41	9.17	8.65	8.31	8.00
Gov Enrolment; VI-VIII	-	-	3.25	3.37	3.44	3.60	3.77	3.86	3.88	3.90
PVT. Enrolment: I-V	-	-	3.27	3.48	3.71	3.82	4.19	4.45	4.57	4.66
PVT. Enrolment: I-VIII	-	-	1.84	1.96	2.01	2.09	2.30	2.53	2.56	2.69

Source: DISE 2014-15

Figure 7: Trends in enrolment figures at various levels (2009-10 to 2014-15)



Source: DISE 2014-15

Table 5: Enrolment figures at various levels (2009-10 to 2014-15)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Girls Enrolment: I-V	47.8	48.1	48.2	48.4	48.5	48.4	48.4	48.4	48.2	48.2
Girls Enrolment: VI-VIII	45.8	46.5	47	47.6	48.1	48.4	48.6	48.8	48.7	48.6
Ratio: G/B IN I-V	0.92	0.93	0.93	0.94	0.94	0.94	0.94	0.94	0.93	0.93
Ratio: G/B in VI-VIII	0.84	0.87	0.89	0.91	0.93	0.94	0.95	0.95	0.95	0.95
SC -I-VIII	18.6	19.9	19.8	19.7	19.8	19.1	19.8	20.2	19.7	19.8
ST -I-VIII	9	10.7	11	11	10.9	10.7	10.9	10.9	10.6	10.5
OBC- I-V	41.7	42.2	42.4	42.4	42.2	40.1	42.8	42.9	44.1	44.4
OBC@ VI-VIII	40.8	41.2	41.9	41.9	42	40.3	43.3	43.7	44.4	44.7
Minority in I-V	-	9.4	10.5	11	13.5	13	13.3	14.2	14.3	14.4
Minority in VI-VIII	-	7.5	8.5	9.1	11.9	11.3	11.7	12.1	12.5	12.6

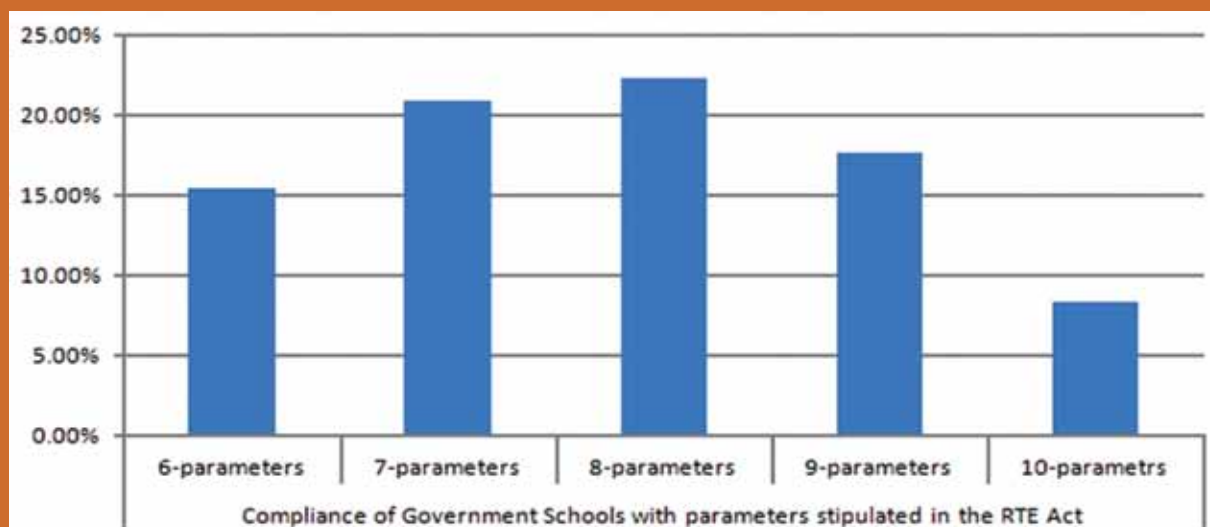
Source: DISE 2014-15

**Table 6: Drop-out and Repetition Rate**

Indicators	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Ratio of Grade V to grade I	70	73	72	76	78	82	86	88	93	95
Avg. Repetition Rate: I-V	6.3	6.6	6.1	5.2	3.9	5.1	3.2	2.1	1.2	0.7
Avg. Repetition Rate: VI-VIII	-	6.4	6	4.7	2.8	3.4	1.8	1.4	0.9	0.5
Avg. Drop Out Rate: I-V	10	8.6	9.4	8	9.1	6.8	6.5	5.6	4.7	4.3
Retention rate: I-V	-	70.3	73.7	74.9	74	73.4	75.9	80.1	82.4	83.7
Transition Rate: Prim. To U-Primary	-	83.7	81.1	82.7	83.5	85.2	87.1	86.7	89.6	89.7

Source: DISE 2014-15

**Challenges:** The Right to Education (RTE) Forum Stocktaking Report (2014) suggests that across the country, less than 10 per cent schools comply with all of the RTE norms (Figure). The missing of deadlines laid down for implementation is reflective of the fact that radical transformation of schools and the educational system that was expected to have set in motion with the enactment of RTE has not happened. As shown in Figure, a large proportion of schools continue to be non-compliant to norms and standards for a school stipulated by the RTE Act, 2009.

**Figure 8: Proportion of schools in compliance with parameters stipulated in the RTE Act**

Source: DISE 2014-15

The Stocktaking Report (2014) of RTE Forum notes that 25 states have notified norms for admission under this provision and 16 states have implemented 25 percent reservations in 2013-14. However, due to lack of awareness, procedural difficulties and parental choice, a large number of seats were vacant during academic year 2013-14. Most private schools have found this provision against their interests and many have started litigation. Two schools in Pune who refused to provide 25 percent seats had challenged Pune Zilla Parishad in court and the Bombay High Court held in 2014 that unaided minority schools are outside the ambit of RTE Act and such schools are free to conduct admissions as per their own rules. The Supreme Court also has interpreted the privilege for minorities to run their own educational institutions in a rather narrow sense, resulting in minority schools opting out of the requirements of RTE. This has dealt a blow to the idea of ‘inclusion’, which is an important aspect of the RTE Act.

While there are improvements, DISE figures point towards major gaps as well. In terms of infrastructure, some figures are worth noting. About 53.2 percent of schools have water hand-pumps and only 26.9 percent have tap-water facility. The percentage of schools with boys’ toilet is 94.5 out of which 92.7 percent are functional compared to 84.6 percent of schools have girls’ toilet out of which 91.6 percent are functional. Still, only less than half of total schools have hand wash facility available near toilet. Only 84.1 percent of schools that require it actually have ramp. In 2013-14, out of government and aided primary schools where mid day meal is being provided and prepared in school premises, one out of three schools do not have a kitchen shed. When we account for all schools, the proportion is one out of four. UNESCO’s latest EFA Global Monitoring Report (2014) paints a picture of a widespread learning crisis in India. Out of the total 85 countries analysed, 21 countries had only less than half of children learning the basics. Of these 17 are from sub-Saharan Africa; the others being India, Mauritania, Morocco and Pakistan. Contributing to this are problems of under-staffing and poor training of teachers. In India, 5 lakh sanctioned teacher posts are vacant and 6.6 lakh in-service teachers are untrained. Around 37 percent of primary schools do not conform to the national Pupil–Teacher Ratio (PTR) norm of 30:1. The average PTR ranged from 10:1 in Andaman and Nicobar Islands to 53:1 in Bihar. Moreover, around 10 percent of schools across the country are single teacher schools. Financing of RTE remains dismally inadequate.

### **Quality of Education debate:**

ASER surveys and a study by Azim Premji Foundation have triggered a national conversation on the quality of education. On the one hand ASER surveys revealed that children who attend government schools perform worse than those in private schools, evidence from academic studies to the contrary is emerging. A study by Azim Premji Foundation in rural Andhra Pradesh which explored learning achievement levels over five years showed that while private school children performed better than government school ones in the first year; in subsequent years, government school going children performed just as well, if not better.

### **Low Mean Years of Schooling:**

Despite many gains during the Eleventh Plan, education in India faces several challenges. The country’s mean years of schooling at 5.12 years is well below the other emerging market economies such as China (8.17 years) and Brazil (7.54 years) and significantly below the average for all developing countries (7.09 years). A matter of particular concern is the steep dropout rate after the elementary level. The sharp drop-off in enrolment at the middle school level and the increasing enrolment gap from elementary to higher secondary suggests that the gains at the elementary level have not yet impacted the school sector as a whole. Disadvantaged groups are worse off with the dropout rates for SCs and STs higher than the national average.

### **Low Attendance Rates:**

While enrolment levels at the elementary level are generally high, studies of student attendance show that there is considerable variation across states in the percentage of enrolled students who are attending school on any given day during the school year. Of particular concern is that some of the most educationally backward States (Uttar Pradesh [UP], Bihar, Madhya Pradesh [MP] and Jharkhand) have the lowest student attendance rates (below 60 per cent).

There is a clear need for shift in strategy from a focus on inputs and increasing access and enrolment to teaching–learning process and its improvement in order to ensure adequate appropriate learning outcomes. In this context, states need to set up transparent and reliable systems for tracking attendance in a meaningful way and work on effective strategies for boosting attendance and sustaining high levels of attendance throughout the school year.

### **Out-of-School Children (OoSC):**

While there has been a decline in the percentage of out-of-school children (OoSC) across gender and social categories, Muslim, scheduled caste (SC) and scheduled tribe (ST) children need greater and focused attention. The number of OoSC who are physically or mentally challenged remains a cause for concern. The proportion of disabled out-of-school

children in 2005 was 34.19 percent and remained unchanged at 34.12 percent in 2009. It is important to note that the maximum number of OoSC are those with mental disabilities (48 percent), followed by children with speech disabilities (37 percent). Neither the school system nor any other institutional mechanism is equipped to address the challenging needs of mentally disabled children who are most disadvantaged both socially and educationally in the system.

As anticipated, the growing number of children enrolled in private schools further deepens the divide: better-off families turn to private schools, while the poor remain confined to a neglected public system. RTE Act provided a 25 percent reservation for poor and marginalized children in private unaided schools. A study conducted in the cities of Delhi and Bangalore by Oxfam India on the 25 percent reservation in private schools showed that certain disadvantaged groups such as children with disabilities have been left out in both the cities. In Bangalore, orphans, street and migrant children and children affected by HIV are not included. On the contrary, children from SC, ST and OBC/BC have benefitted from this quota.

### Issues of teachers:

**Teacher Parameters:** 5 lakh sanctioned teacher posts remain vacant and 6.6 lakh in-service teachers are untrained. Around 37 percent primary schools have a pupil teacher ratio adverse to the national norm of 1:30. The share of untrained teachers has actually increased. Around 10 percent of schools remain single teacher schools. Teachers are routinely engaged in non-academic duties. Ambitious and potentially far reaching reforms in teacher training like the launching of the National Mission for Teacher Education have finally been launched this year. There has also been an increase in the pass percentage under the Central Teacher Eligibility Test (from 1 percent to 10 percent).

Table 7: Issues of Teachers

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

Source: NUEPA Reports; 2015

## Financing of Education for All in India

### Financing For RTE

Right of Children to Free and Compulsory Education (RTE) Act, 2009 can be seen as the main facilitating factor, that worked as impetus to the existing goals of universalisation of elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was implemented on 1 April 2010. The RTE Act was followed by a series of initiatives to accelerate progress towards universalisation of elementary education. The RTE Act provides a justiciable rights framework with certain time-bound targets. The time frames mandated by the RTE Act include: establishment of neighbourhood schools;

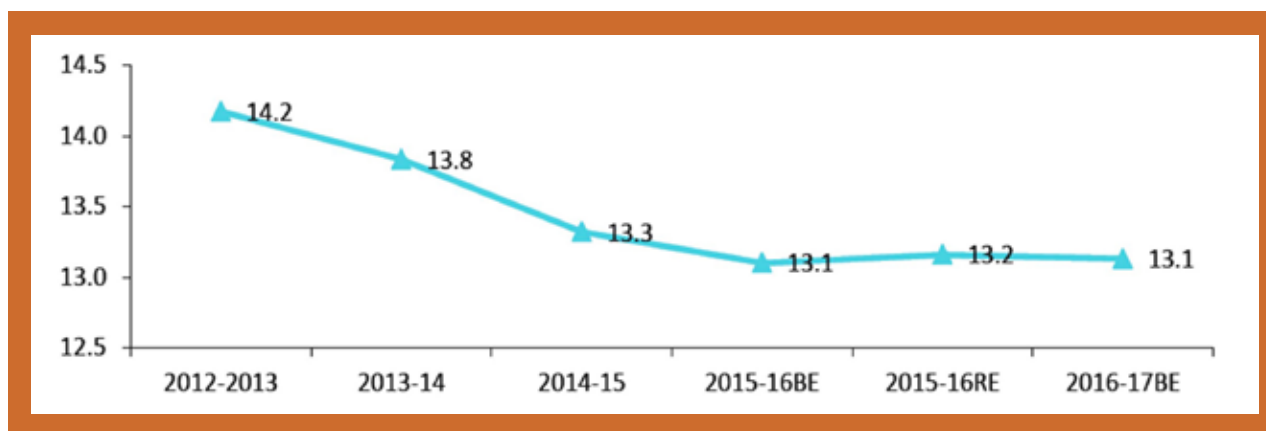


- School infrastructure (including all weather school buildings; Library; playground; Fencing/boundary walls; Toilet and drinking water facilities; Office cum-store-cum-head teacher room; one-classroom-one-teacher; Barrier-free access;
- Provision of teachers as per prescribed PTR; and
- Training of teachers.

With a population of more than 1.2 billion, which is still growing, it continues to be an uphill task for the country to keep pace with the expanding demand for elementary and secondary education. The school education system in India has been growing in size consistently. The sheer size of the school education system in India poses a major challenge not only for efficient management but also for mobilizing the human, financial and material resources required for further expansion of elementary and secondary education and for improving quality of education.

Before analyzing availability and allocation of budgetary resources for implementing mandates of RTE and thereby achieving the goals of Education for All, it may worth noting the disappointing trends of withdrawal of State from its welfare and developmental function in general. As is evident from the figure presented below, the total budget of the Union government as proportion of GDP is falling consistently from a level of 14.2 percent in 2012-13 to 13.1 percent in 2016-17. It may be recalled that this percentage used to be 16-17 percent of GDP in early 1990s. The state is abdicating its responsibility, and inching progressively towards leaving things at the vagaries of market forces.

**Figure 9: Allocation of Budget Resources for implementing mandates of RTE**



Source: GDP figures are from Economic Survey, 2015-16 and expenditure figures are from Expenditure Budget Vol. 1, 2016-17

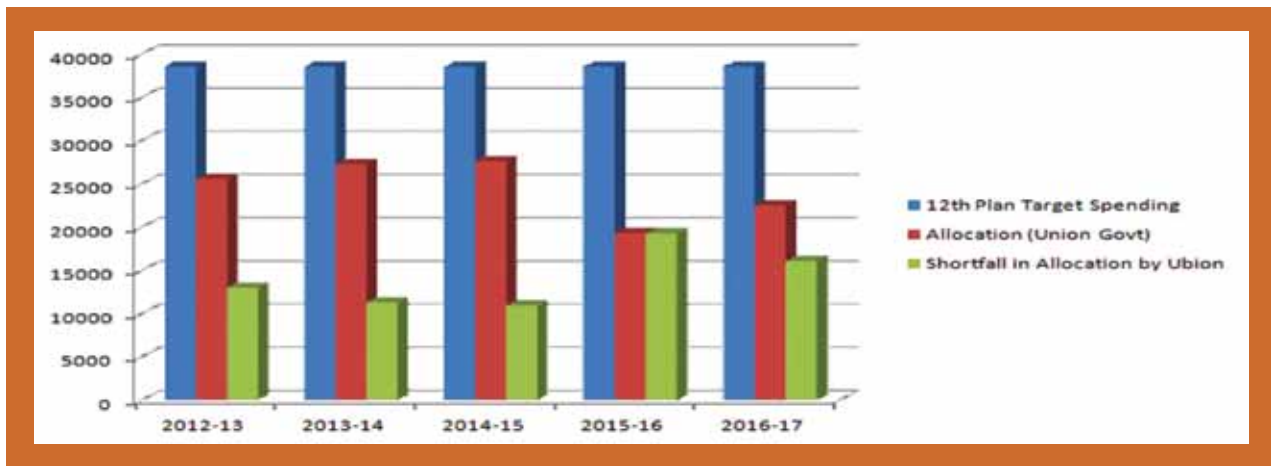
The implementation of the Right to Education Act remains underfunded and India continues to allocate less than 6 percent of GDP. The financial estimates prepared by National University of Educational Planning and Administration (NUEPA) for implementation of the Right to Education Bill, 2005, drafted earlier, to put into effect the right to free and compulsory education to all children in the age group of six to fourteen years, has since been revised to Rs. 2,28,674 crores over a seven year period from 2008-09 to 2014-15. To finance RTE, the government approved a total outlay of Rs. 2.31 lakh crore (to implement the RTE Act) through SSA over a five-year period from 2010-11 to 2014-15. This includes the 13th Finance Commission (FC) grant of Rs. 24,068 crore (for the states) for the period of 2010-11 to 2014-15. Amount provided under the 13th Finance Commission award was deducted from the overall approved outlay of Rs 2.31 lakh crore, and the balance Rs 2.07 lakh crore shared between the Central and State Governments in the approved sharing pattern (65:35 of States/UTs, 90:10 for NER States). By its own admission, the government acknowledges that adequate resources have not been provided to implement this critical legislation in the last three years of the 11th Plan period (i.e. 2009-10 to 2011-12). The 12th Plan Working Group Report notes that the total government expenditure for SSA-RTE during the 11th Plan period was Rs. 70,870 crore (from 2007-08 till August 2011, while the 11th Plan period ended in March 2012). Given that this entire amount was less than the government's own target of spending for just

the last two years of the 11th Plan period (i.e. 2010-11 and 2011-12), at Rs. 84,408 crore, we find that the intentions in the domain of financing of RTE have not translated into reality.

The 12th Plan has recommended an allocation of Rs. 1,92,726 crore for five years (2012-13 to 2016-17) for SSA, from the Union Budget, making it Rs. 38,545 crore per year. As compared to this figure, the budgetary allocations for SSA by the Union Government for 2012-13, 2013-14 and 2014-15 have seen shortfalls of Rs. 12990 crore, Rs. 11287 crore and Rs. 10910 crore respectively. For FY 2015-16 and 2016-17, SAA allocation figures (BE) are Rs. 27575 Crores (RE Rs. 19298 Crores) and Rs. 22500 crores respectively, implying deficits of 19000 Cores and 16000 Crores respectively.

Given the shortfall in allocation, amounting more than Rs.70000 Crore for SSA during the XIIth plan period by the Union Government, achieving the targets of RTE have been elusive so far as have been shown the following section.

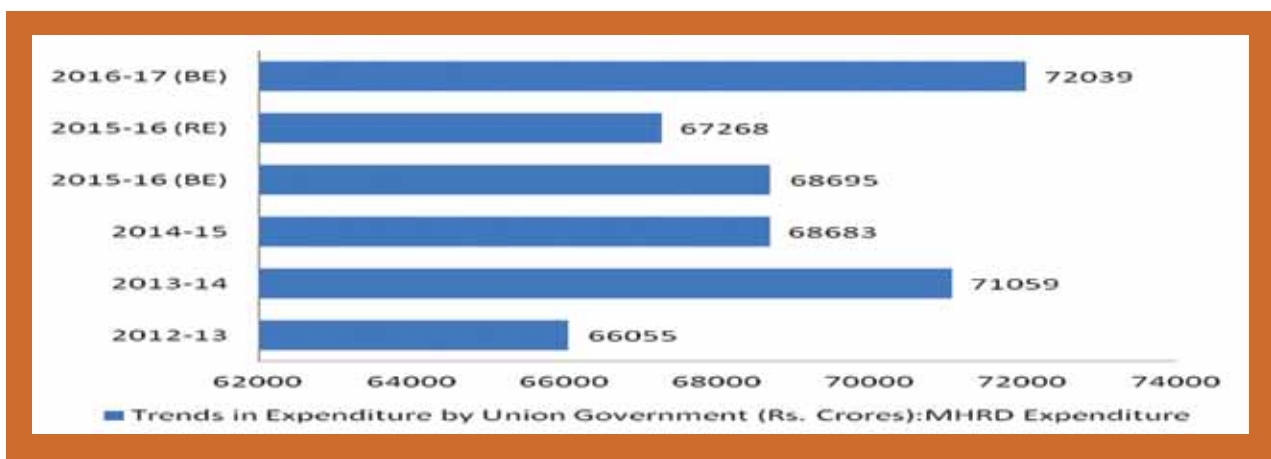
**Figure 10: Target, Allocation and Shortfall (2012-13 to 2016-17)**



Source: Base on 12th Plan reports and Union Budget; various years

The following table presents trends in financing of education through Ministry of Human Resource and Development (MHRD) for the last six years. As may be obvious from the table below, total expenditure on education through Union Government (MHRD) has increased from Rs. 71059 crores in 2012-13 to Rs. 72039 crores in 2016-17, an increase of a meager amount of roughly Rs. 1000 crores over the period of 4 years. This is a deplorable situation given the financial allocation for financing of RTE. From the purchasing of allocations perspective, the allocations for 2016-17 are substantially less than the allocations for 2012-13 after adjusting for inflation.

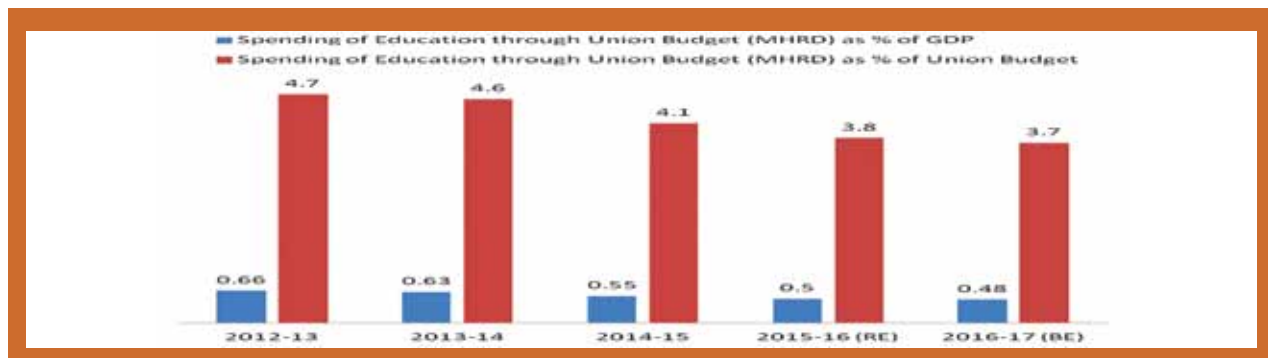
**Figure 11: Trends in financing of Education through MHRD (2012-13 to 2016-17)**



Source: Based on CBGA; A response to Union Budget; 2016-17

If we look at the trends of spending on education through MHRD budgets as proportions of Union Government Budget and as percentage of GDP, the dismal picture of financing of education is even more pronounced. In 2012-13, MHRD budget was 4.7 percent of Union Government Budget (0.66 % of GDP) which shrunk drastically to an abysmal figure of 3.7 percent of Union Government Budget (0.48% of GDP).

**Figure 12: Trend of Spending on Education through MHRD (2012-13 to 2016-17)**

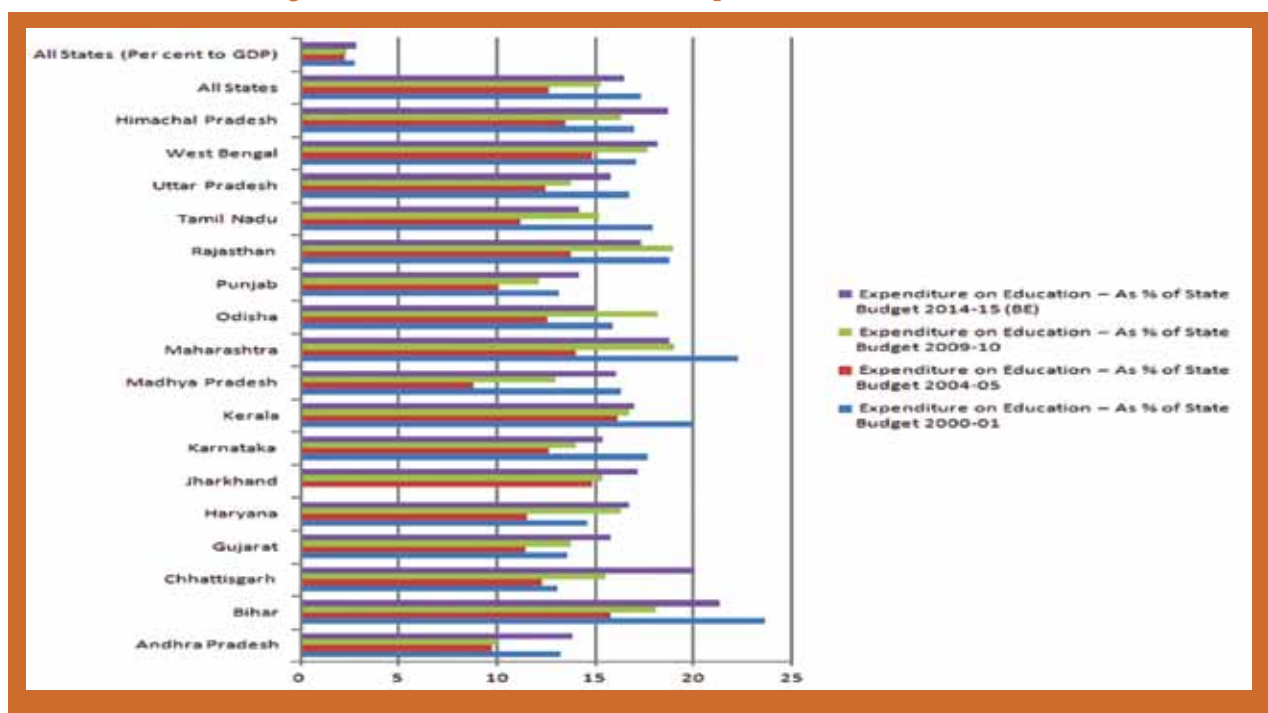


Source: GDP figures are from Economic Survey, 2015-16 and expenditure figures are from Expenditure Budget Vol. 1, 2016-17

### Some Disturbing Trends in Recent Years in Financing Patterns of SSA

Despite repeated rhetoric by almost all major political parties in India to raise the level of public spending to 6 percent of GDP, the level of total public expenditure for education, at less than 3.5 percent of GDP is deplorable. In so far as the fiscal space for spending on education and other social sectors is concerned, States are mandated to spend heavily on social sector with relative lesser capacity to generate tax revenues. On the other hand, Centre has more generous taxation capacity, coupled with relatively few social sector expenditure mandates. Through finance commission transfers, some of the imbalances in expenditure commitments and revenue between states and centre are addressed. Yet in recent times, the centre has resorted to levy cess which is not divisible pool of revenues. This taxation pattern has further accentuated the fiscal imbalances of the states, leading to withdrawal from their social sector expenditure commitments.

**Figure 13: Trends in Allocations and Expenditures at the state level**



Source: Base on 12th Plan reports and Union Budget; various years

**Table 8: Trends in Expenditure on Education by State Governments – as percentage of State Budget**

State	2000-01	2002-03	2004-05	2005-06	2009-10	2010-11	2012-13	2013-14 (RE)	2014-15 (BE)
AP	13.3	11.7	9.8	11.1	10.0	12.5	12.9	13.5	13.9
Bihar	23.7	18.4	15.8	19.6	18.1	16.3	20.9	19.3	21.4
Chhattisgarh	13.1	11.0	12.3	13.4	15.6	18.6	16.3	19.2	20.1
Gujarat	13.6	13.5	11.5	12.6	13.8	15.9	14.3	14.8	15.8
Haryana	14.6	13.7	11.6	13.4	16.3	17.3	15.4	15.8	16.8
Jharkhand	–	19.0	14.9	15.8	15.4	15.8	14.8	13.8	17.2
Karnataka	17.7	14.8	12.7	14.0	14.0	15.6	15.5	15.2	15.4
Kerala	20.0	17.6	16.2	16.6	16.8	17.0	17.2	16.6	17.0
Madhya Pradesh	16.3	12.2	8.8	10.2	13.0	14.2	13.2	14.4	16.1
Maharashtra	22.3	18.9	14.0	15.7	19.1	20.8	20.7	20.0	18.8
Odisha	15.9	14.3	12.6	14.7	18.2	18.3	15.5	14.4	15.0
Punjab	13.2	12.1	10.1	11.3	12.2	11.7	15.3	15.4	14.2
Rajasthan	18.8	15.5	13.8	17.2	19.0	19.1	16.1	16.8	17.4
Tamil Nadu	18.0	13.8	11.2	13.6	15.2	15.2	14.7	14.7	14.2
Uttar Pradesh	16.8	14.6	12.5	15.2	13.8	16.1	17.3	16.7	15.8
West Bengal	17.1	15.9	14.9	13.7	17.7	19.7	18.1	16.7	18.2
Himachal Pradesh	17.0	14.5	13.5	14.1	16.3	17.9	17.3	18.4	18.7
All States	17.4	15.1	12.7	14.2	15.3	16.6	16.4	16.2	16.5
All States (Per cent to GDP)	2.8	2.5	2.3	2.2	2.4	2.5	2.5	2.7	2.9

Source: RBI, A study of State Budgets; 2014-15

Take the example of SSA financing. The fund sharing pattern emerging from 2015-16 Union Budget indicates that the central government is shifting the fiscal responsibility towards State Governments as 90 percent of the SSA allocation is now coming from the ‘Prarambhik Shiksha Kosh’ and only 10 percent from the government’s Plan Budget. Global Monitoring Report 2014 notes that India is among the few middle income countries with potential to mobilise domestic resources for education through improved taxation as India’s tax-GDP ratio is among the lowest among the comparable countries. Political lobbying and systemic inefficiencies in tax collection impede effective taxation collection. For instance, majority of tax revenue foregone is due to exemptions from custom and excise duties to the tune of 5.7 percent of GDP. If all the exemptions/concession in tax collections are stopped altogether, India can mobilize 60 percent more tax revenue, a whopping figure of 5-6 lakh crores.

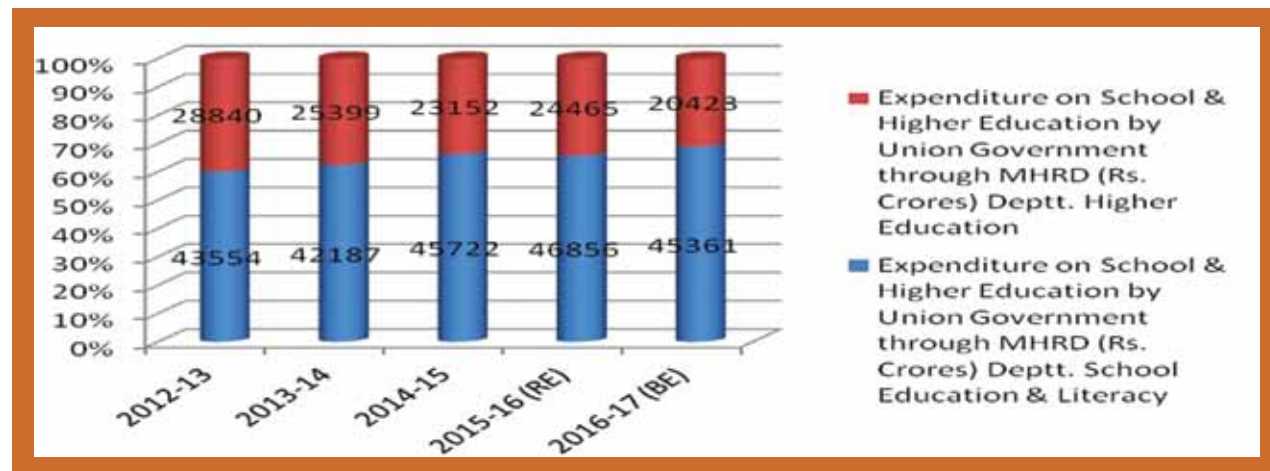
### **Trends in Spending on education through Union Budget by MHRD**

Despite repeated proclamations to the contrary, Center has been reluctant to raise the level of spending on education to achieve quality and universal free education for all. As is obvious from the table given below, spending by MHRD through Department of School Education & Literacy has increased in nominal terms from Rs. 43554 Crores in 2012-13 to Rs. 45361 Crores in 2016-17. Indeed, it is quite disappointing to note that figures for 2016-17 has been less than the 2015-16 (RE) figures of Rs. 46856 Crores, a reduction of Rs. 1500 crores. In this context, it may be noted from the table that spending on higher education has declined grossly from Rs. 28840 Crores in 2012-13 to Rs. 20423 Crores in 2016-17. If we take into account the inflation into consideration which eats into the real worth of any nominal allocation in monetary terms, the decline in allocations for education becomes even more alarming.

**Table 9: Expenditure on School & Higher Education by Union Government through MHRD (Rs. Crores)**

	Deptt. School Education & Literacy	Deptt. Higher Education
2012-13	43554	28840
2013-14	42187	25399
2014-15	45722	23152
2015-16 (RE)	46856	24465
2016-17 (BE)	45361	20423

Source: MHRD

**Figure 14: Expenditure on School and Higher Education by MHRD**

Source: Various Issues; A Response to Union Budgets; CBGA

The following table presents the trends in allocations for major Schemes of the Centre to be implemented to achieve the goals of education for all. Union Government allocations for SSA through Union Budget have declined. Allocations for SSA in 2014-15 were Rs. 24097 crores which are reduced to Rs. 22500 crores in 2016-17. Similarly, the allocations for teacher training and Sakshar Bharat have reduced from Rs. 1158 Crores in 2014-15 to Rs. 879 crores in 2016-17. Inexplicably, the allocations for MDM have been reduced from Rs. 10,523 crores in 2014-15 to Rs. 9,700 crores in 2016-17. These reductions are absolute terms. If we take account the inflation adjustment and rising GDP growth, the priority accorded to provisioning of elementary education by the current government leaved much to be desired.

**Table 10: Trends in Allocations for major Schemes of the Centre**

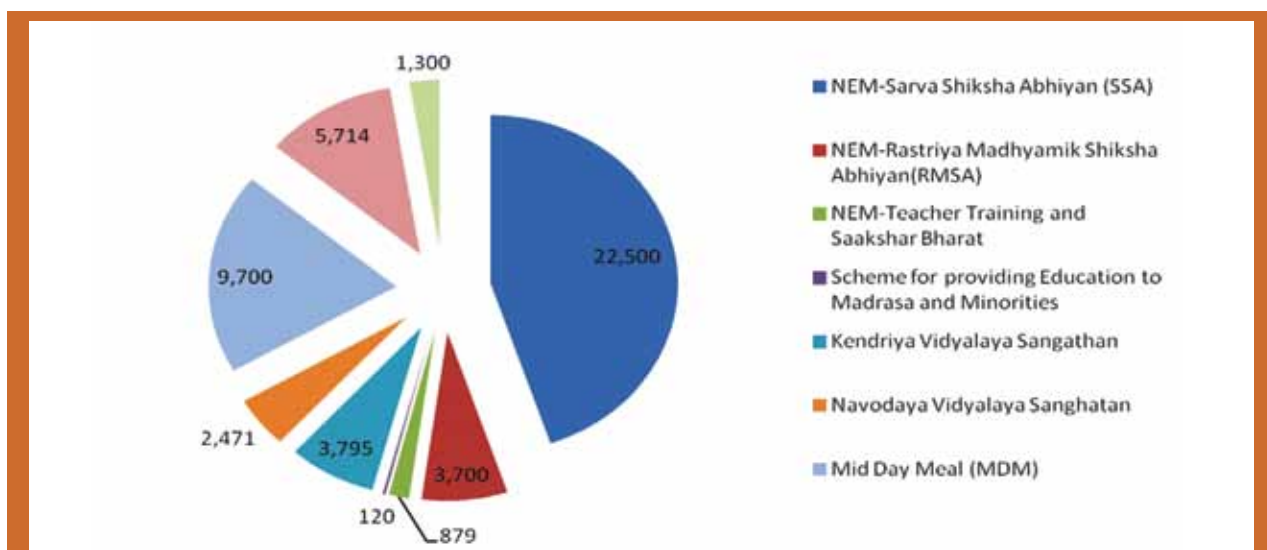
Schemes (Rs. Crores)	2014-15	2015-16 (BE)	2015-16 (RE)	2016-17 (BE)
NEM-Sarva Shiksha Abhiyan (SSA)	24,097	22,000	22,015	22,500
NEM-Rastriya Madhyamik Shiksha Abhiyan (RMSA)	3,398	3,565	3,565	3,700
NEM-Teacher Training and Saakshar Bharat	1,158	1,397	1,203	879
Scheme for providing Education to Madrasa and Minorities	119	376	336	120
Kendriya Vidyalaya Sangathan	3,243	3,278	3,278	3,795
Navodaya Vidyalaya Sangathan	2,013	2,061	2,285	2,471
Mid Day Meal (MDM)	10,523	9,236	9,236	9,700
IITs, IIMs	4,273	4,949	4,463	5,714
NEM-Rashtriya Uchcharat Siksha Abhiyan (RUSA)	417	1,155	1,055	1,300

Source: CBGA, A Response to Union Budget 2016-17

As may be visible from the pie-charts given below for FY 2014-15 & 2016-17, SSA and MDM are major schemes for allocations are highest.

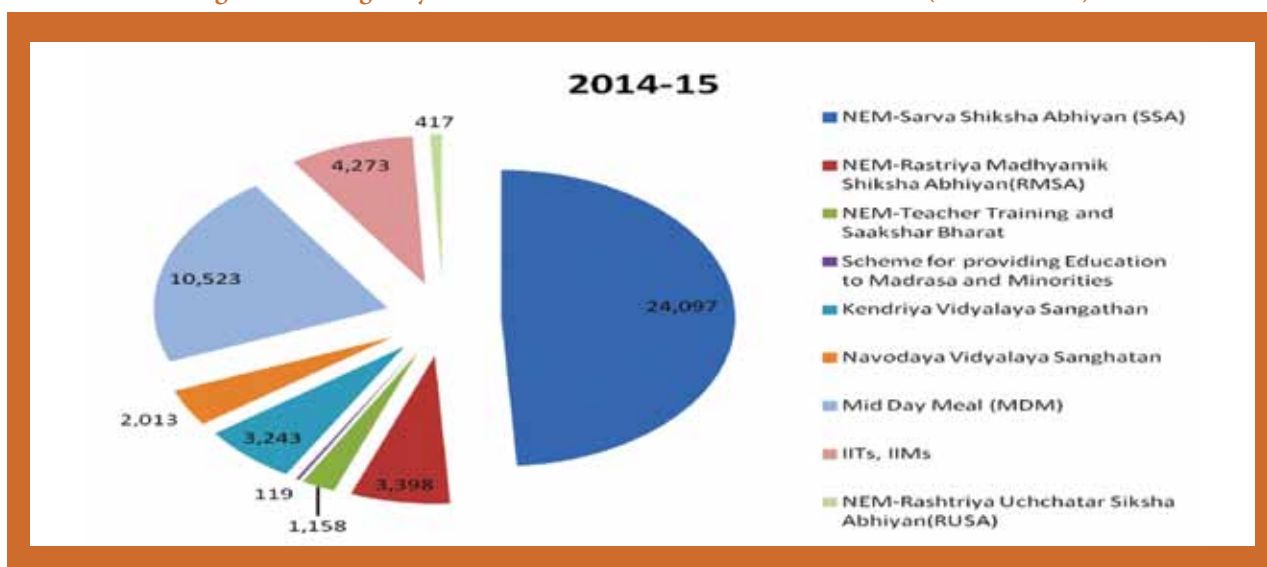


Figure 15: Percentage distribution of major Schemes for allocation



Source: CBGA, A Response to Union Budget 2016-17

Figure 16: Budgetary Allocation for select Schemes in Education (in Rs. Crores)

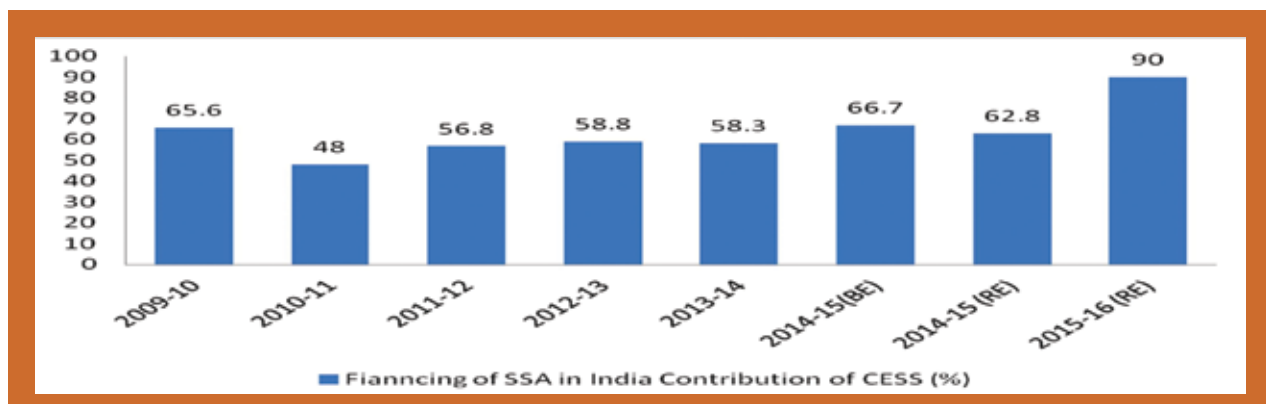


Source: CBGA, A Response to Union Budget 2016-17

### Financing of Education through Cess (PSK)

This fund sharing pattern clearly indicates that to roll out Right to Education (RTE) Act through SSA, the government is shifting its responsibility towards State Governments as 90 percent of the SSA allocation is now coming from the education cess (Prarambhik Shiksha Kosh) and only 10 percent from Central Government's Plan Budget. The education cess is rapidly outstripping the Budget allocations for primary education with the latter getting smaller and smaller each year with the allocation for this year even less than 2004-05 when there was no cess. Education Cess is not a part of the net proceeds of the divisible pool of sharable taxes based on constitutional provisions and as per the recommendations of the Twelfth Finance Commission. The proceeds of Education Cess credited into a non-lapsable fund called Prarambhik Shiksha Kosh (PSK) are utilized exclusively for Sarva Shiksha Abhiyan (SSA) and Mid-Day Meal (MDM) Scheme. Expenditure on SSA and MDM Scheme is incurred from PSK after the funds provided by way of Gross Budgetary Support (GBS) are fully utilized. No specific allocation is made separately to States/UTs against the amount collected through Education Cess. Assistance under PSK is released to States/UTs as per the schematic pattern and budgetary allocation for SSA and MDM Scheme.”

Figure 17: Financing of SSA in India Contribution of CESS (percentage)



Source: Based on CBGA, A Response to Union Budget, 2015-16

In Union Budget 2015-16, the total allocations for SSA and MDM are Rs. 22,000 crore and Rs. 9,236 crore respectively. This shows a reduction of 28.5 percent and 31 percent from the 2014-15 Budget Estimates. Over the last few years, the major chunk of government financing of SSA and MDM had been through education cess. However, this year, the part of the SSA and MDM financed from cess is categorised as ‘schemes fully supported by Union Government’, and rest of the allocations of Rs. 2,200 crore and Rs. 1461 crore respectively will flow to states as Gross Budgetary Support (GBS).

A close analysis of accounts data (from FY 2004-05 to 2014-15) shows that against the collection of Rs 1, 54,818 crore of primary education cess, only Rs 1,41,520 crore was transferred to PSK, questioning the decision not to transfer the remaining Rs 13,298 Crore towards the purpose it was collected for. A significant part of the cess that we pay to the government has remained unutilized or has been diverted for other purposes. The CAG report notes that Education cess was introduced to fulfil the commitment of the government to provide and finance universalised quality basic, secondary and higher education. The primary education cess was introduced in 2004-05, while the secondary and higher secondary education cess was introduced in Budget 2007-08. The proceeds of education cess are spent on Sarva Shiksha Abhiyan and mid-day meal scheme of the government. The Secondary and Higher Education Cess (SHEC) was introduced in 2007. Though the government collected over Rs 64,000 crore under this head between 2006 and 2015, there was lack of transparency in its use. Unlike the creation of the PSK (prarambhik siksha kosha) for the primary and elementary education cess, there was no fund designated for the proceeds of SHEC nor were any schemes identified on which the cess proceeds were to be spent.

GOI’s allocations for SSA are primarily funded through a 2 per cent education cess, called the Prarambhik Shiksha Kosh (PSK). PSK is a tax-on-tax paid by the public. In FY 2015-16, 62 per cent of SSA funds came from PSK. This has increased marginally to 65 per cent in FY 2016-17.

### Problems in financing of SSA : Planning & Budgeting level:

Since long we have noticed inconsistencies in the planning and budgeting process for SSA. One, but not the only one, illustration of this is the huge gap between budgets approved by the MHRD and the actual allocation made by GOI. In FY 2013-14 there was a 54 per cent gap between the approved SSA budget and the actual allocations made by GOI. In FY 2015-16 the approved SSA budget increased by 12 per cent from ‘56,529 crore in FY 2014-15 to ‘63,408 crore in FY 2015-16. Consequently, the gap between the approved budget and GOI allocations was even higher. In FY 2015-16, GOI allocations accounted for only 35 per cent of the total approved budget.

**Per-student SSA allocations:** Per-student SSA allocations (including GOI and state share) are calculated by dividing the total allocation by the number of children enrolled in government schools. In FY 2013-14, the all-India per-student SSA allocation (excluding union territories) stood at 4,044. In FY 2015-16, (using 2014 enrolment numbers) this increased to 5,330. This increase is partly driven by a 2 per cent drop in enrolment numbers.

**Fund release:** Till FY 2013-14, funds for SSA were released directly by GOI and state governments to autonomous implementing bodies known as State Implementation Societies (SIS). In FY 2014-15, a new fund flow mechanism was introduced. Under this system, GOI allocations are first released to the state treasury. Money is then routed to SIS.

There are gaps between approved plans and release of funds. In FY 2013-14, 74 per cent of the total approved plans were released. This decreased to 62 per cent in FY 2014-15. Moreover, the pace of releases has also been slow. In FY 2014-15, till September, only 31 per cent of the year’s budget was released. This pattern has been repeated in FY 2015-16.

**Reduction in Fund releases from the Centre out of the approved budgets:** Expenditure has always been lower than approved funds. In FY 2013-14, 81 per cent of the approved budget was spent. This has dropped to 74 per cent in FY 2014-15. As a result states have a large pool of “available funds” (opening balances and releases) to spend in any given year. In recent years, the gap between annual expenditure and funds available (opening balances and releases) has reduced. This is a consequence of a reduction in fund releases rather than improvements in state level absorption capacity. In FY 2013-14, 85 per cent of total funds available were spent. This improved marginally to 87 per cent in FY 2014-15. In FY 2015-16, halfway through the financial year, 59 per cent of funds available were spent. However, this accounted for only 23 per cent of the approved plans.

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

**Table 11: Shortfall in Funding for RTE implementation (Billions)**

Year	Estimated funding requirement (Centre + State)	Estimated Central Share	Budget Estimates	Revised Estimates	Shortfall in funding
2010-11	405.02	239.38	150.00	198.38	40.99
2011-12	439.03	257.65	210.00	210.00	47.65
2012-13	481.53	281.27	255.55	238.76	42.51
2013-14	487.51	280.87	272.58	266.08	24.84

Source: Progress of Elementary Education India Report; NUEPA; 2015

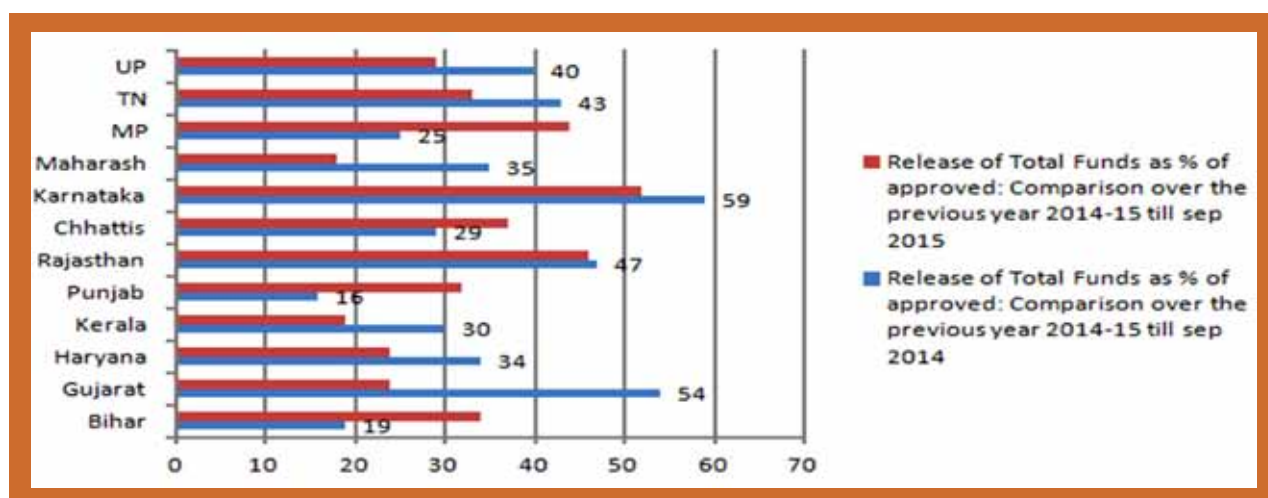
Both levels of government, at the centre and at the states, have indulged in not releasing the approved funds for spending. Further, a lot many times, the fund sharing between GOI and States have changed significantly, leading to utter confusion in planning for financing of SSA share. In 2015 GOI changed the fund sharing ratio for Centrally Sponsored Schemes (CSS), including SSA. The revised ratios were communicated to state governments only in October 2015. As a result of the delay in determining the fund ratio, both GOI and state governments were slow to release funds for the first two quarters of FY 2015-16. In FY 2015-16, GOI released 20 per cent of its share for West Bengal. Releases were even lower for the state share, with the state releasing only 3 per cent.

On the other hand, the central government has been the defaulter in delaying the releases of funds from its own share. GOI released only 16 per cent of its share for Karnataka, while the state itself released more than 100 per cent. The GOI-state releases have been calculated on the basis of the revised 60:40 sharing ratio. The quantum of money released to states (as a percentage of approved budgets) has been slow compared with previous years. For instance, only 24 per cent funds had been released to the Gujarat SIS by September 2015 compared with 54 per cent in FY 2014-15. Similarly, in Uttar Pradesh while 40 per cent had been released in FY 2014-15 by September, in FY 2015-16 only 29 per cent had been released. There are some exceptions. In FY 2014-15, only 19 per cent of total approvals had been released in Bihar by September 2014. This improved to 34 per cent by September 2015. Similarly, in Madhya Pradesh 44 per cent of funds had been released till September 2015, up from 25 per cent the previous year.

**Expenditure performance:** Owing to cuts in budgets and delays in fund releases from GOI, there have been improvements in the proportion of funds spent out of total funds available (opening balance and releases) in most states. In FY 2014-15, Odisha spent 100 per cent of its funds available, up from 80 per cent in the previous year. Similarly, expenditures improved in Maharashtra from 73 per cent to 93 per cent between FY 2013-14 and FY 2014-15. However, expenditure slowed down in Karnataka and Kerala with only 49 per cent and 67 per cent of funds available spent in FY 2014-15, down from 57 per cent and 89 per cent in FY 2013-14, respectively. Low releases in FY 2015-16 have resulted in many states spending their available funds halfway through the financial year. Till September 2015, Chhattisgarh had already spent 91 per cent of its available funds. Similarly, Kerala, Punjab, Rajasthan and Jharkhand have also spent over 60 per cent of funds available till September 2015.

There are differences in allocations proposed by states and those approved by GOI. However, more funds have been approved in FY 2015-16, compared to the previous year. In FY 2014-15, overall only 48 per cent of total proposed funds were approved. This increased to 63 per cent in FY 2015-16. A close look at the gaps across components gives a sense of which activities are prioritised when there are budget cuts. In FY 2015-16, greater shares of proposals have been approved across most components compared with FY 2014-15. For instance, 82 per cent of the proposed budget for teacher salaries was approved by GOI compared with 57 per cent in the previous year. 25 per cent of proposals for quality related activities were approved in FY 2015-16 compared with 13 per cent in FY 2014-15. In FY 2015-16, GOI released 20 per cent of its share for West Bengal. Releases were even lower for the state share, with the state releasing only 3 per cent. On the other hand, GOI released only 16 per cent of its share for Karnataka, while the state released over 100 per cent. The GOI-state releases have been calculated on the basis of the revised 60:40 sharing ratio.

Figure 18: Release of total funds as percentage of Approved

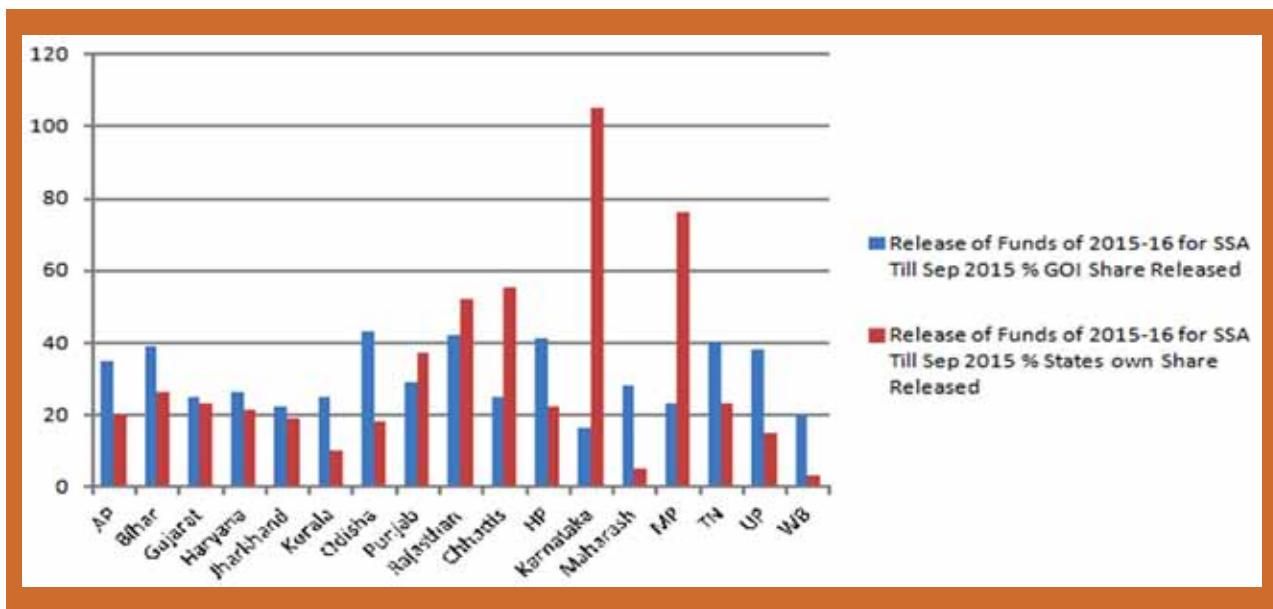


The quantum of money released to states (as a percentage of approved budgets) has been slow compared with previous years. For instance, only 24 per cent funds had been released to the Gujarat SIS by September 2015 compared with 54 per cent in FY 2014-15. Similarly, in Uttar Pradesh while 40 per cent had been released in FY 2014-15 by September, in FY 2015-16 only 29 per cent had been released. There are some exceptions. In FY 2014-15, only 19 per cent of total approvals had been released in Bihar by September 2014. This improved to 34 per cent by September 2015. Similarly, in Madhya Pradesh 44 per cent of funds had been released till September 2015, up from 25 per cent the previous year.

A close look at the gaps across components gives a sense of which activities are prioritised when budgeted expenditure is consistently showing a declining trend. In FY 2015-16, greater shares of proposals have been approved across most components compared with 2014-15. For instance, 82 percent of the proposed budget for teacher salaries was approved by GOI compared with 57 percent in the previous year. 25 percent of proposals for quality related activities were approved in FY 2015-16 compared with 13 percent in 2014-15.

As a result of the delay in determining the fund ratio, both GOI and state governments were slow to release funds for the first two quarters of FY 2015-16. In FY 2015-16, GOI released 20 per cent of its share for West Bengal. Releases were even lower for the state share, with the state releasing only 3 per cent. On the other hand, GOI released only 16 per cent of its share for Karnataka, while the state released over 100 per cent. The GOI-state releases have been calculated on the basis of the revised 60:40 sharing ratio.

**Figure 19: Release of Funds of 2015-16 for SSA**



Source: Progress of Elementary Education India Report; NUEPA; 2015

The quantum of money released to states (as a percentage of approved budgets) has been slow compared with previous years. For instance, only 24 per cent funds had been released to the Gujarat SIS by September 2015 compared with 54 per cent in FY 2014-15. Similarly, in Uttar Pradesh while 40 per cent had been released in FY 2014-15 by September, in FY 2015-16 only 29 per cent had been released.

There are some exceptions. In FY 2014-15, only 19 per cent of total approvals had been released in Bihar by September 2014. This improved to 34 per cent by September 2015. Similarly, in Madhya Pradesh 44 per cent of funds had been released till September 2015, up from 25 per cent the previous year.



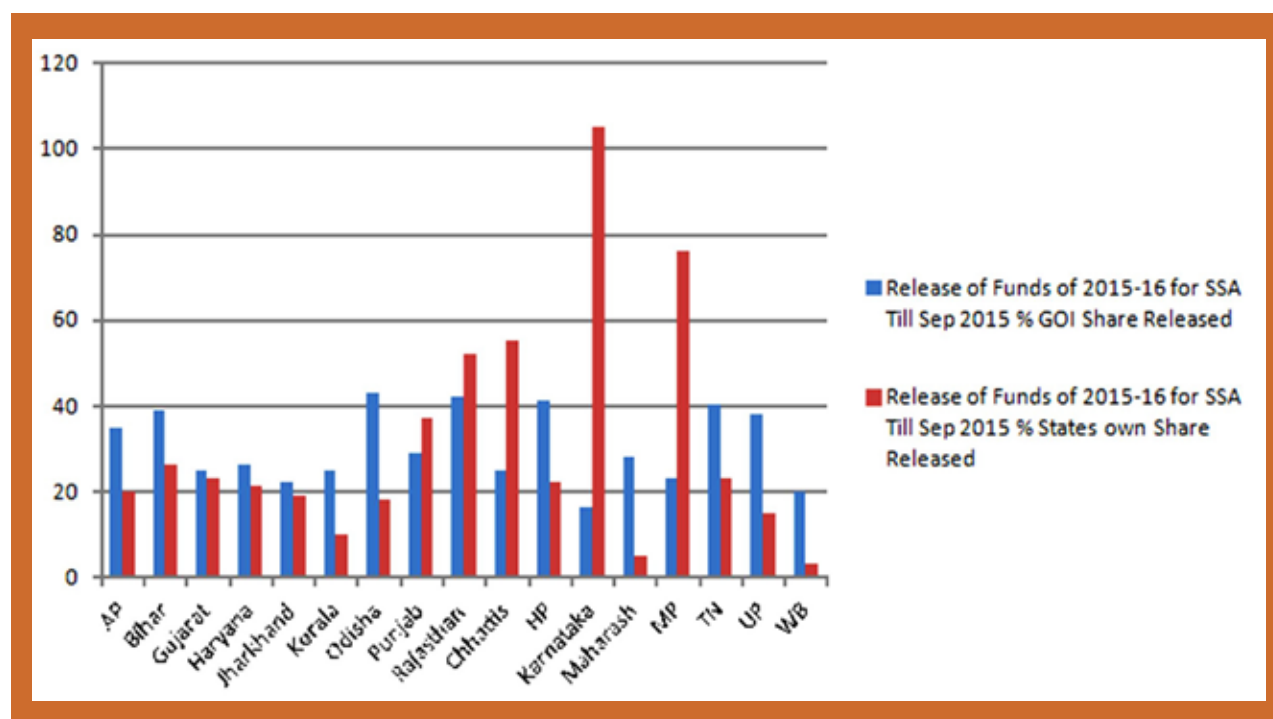
### Expenditure performance of Odisha, Kerala, Maharashtra, Karnataka:

On account of reduction in budgets and unwarranted delays in fund releases from GOI, there have been increase in the proportion of funds spent out of total funds available (opening balance and releases) in majority of the states. In 2014-15, Odisha spent 100 per cent of its funds available, up from 80 per cent in the previous year. Similarly, expenditures improved in Maharashtra from 73 per cent to 93 per cent between 2013-14 and 2014-15. However, expenditure slowed down in Karnataka and Kerala with only 49 per cent and 67 per cent of funds available spent in 2014-15, down from 57 per cent and 89 per cent in 2013-14, respectively.

### Head wise proposal approval by GOI in 2014-15 & 2015-16

Increase in % of approved funds out of total planned budgets by States: There are differences in allocations proposed by states and those approved by GOI. However, more funds have been approved in FY 2015-16, compared to the previous year. In FY 2014-15, overall only 48 per cent of total proposed funds were approved. This increased to 63 per cent in 2015-16.

Figure 20: Percentage of Proposed Funds approved by GOI 2015-16



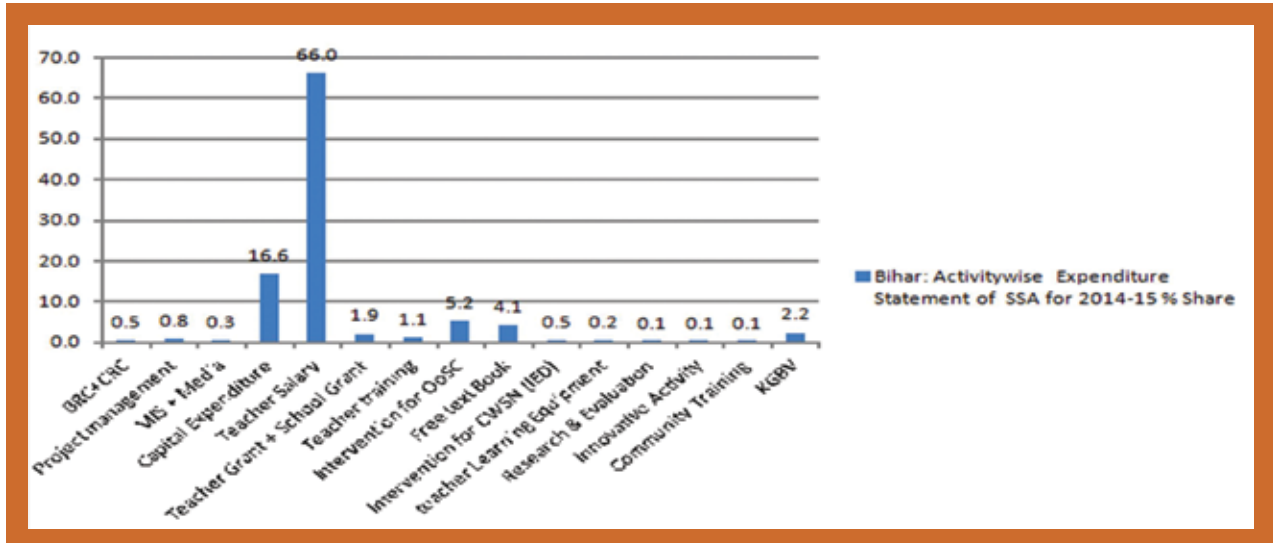
Source: Budget Briefs (SSA, GOI 2016-17); Vol.8 / Issue 17

Note: The SSA budget can be broadly classified into six categories: Teacher - include teacher salaries, teacher training and teacher learning materials or equipment. Schools - including infrastructure expenses such as construction of civil works and maintenance grants. Children - including allocations that directly benefit children enrolled in school, such as transport allowance, uniforms, textbooks and mainstreaming activities to get out-of school children back into school. In addition, reimbursement of per-child costs for 25 per cent reservation of economically weaker sections in private schools has been added to this category. Quality - covering largely untied monies for activities to improve learning, such as the learning enhancement programme and innovation grants to districts. Management - allocations related to administration and management activities Miscellaneous - including allocations made for community training and mobilisation.

In the graph presented below, we have analyzed activity wise proportionate allocation on various heads of SSA for Bihar. As may be read from the trends given below, 66% of the total expenditure is apportioned for salary of the teachers while 16.6 % is for capital expenditure. Teacher grants and school grants together constitute 1.9 % of the funds while research, innovation, community training, BRC & CRC heads are get negligible priorities in total SSA spending. 1.1 % of the funds are allocated towards teachers training, 5.2 % of funds are spent for intervention for OoSC while 4.2 of the total SSA funds in Bihar are allocated towards provisioning of free textbooks.



Figure 21: Bihar – Activity wise Expenditure Statement of SSA for 2014-15 percentage shares



Source: Finance Accounts submitted by Govt of Bihar to MHRD

### Massive Shortfall in allocations for Education by the Union Government

The 12th Plan has recommended an allocation of Rs. 1,92,726 crore for five years (2012-13 to 2016-17) for SSA, from the Union Budget, making it Rs. 38,545 crore per year. As compared to this figure, the budgetary allocations for SSA by the Union Government for 2012-13, 2013-14 and 2014-15 have seen shortfalls of Rs. 12990 crore, Rs. 11287 crore and Rs. 10910 crore respectively. For FY 2015-16 and 2016-17, SAA allocation figures (BE) are Rs. 27575 Crores (RE Rs. 19298 Crores) and Rs. 22500 crores respectively, implying deficits of 19000 Cores and 16000 Crores respectively. **The total shortfall in allocation for SSA, the flagship scheme to Universalise elementary education India has been gigantic figure of Rs. 73577 Crores!** India is signatory of UN General Assembly SDG which requires all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Further SDGs mandate country to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. In addition SDGs expects countries to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. In addition, it is the responsibility of the State to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. The SDGs also requires that Country substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Given the fact that India has not been able to allocate funds for implementation of RTE and there has been a accumulated shortfall of more than Rs.73000 Crore for SSA allocations by the Central Government, it will be Herculean task before the finance ministry to allocate requisite amount of funds required to finance the commitments under SDGs which encompasses not only elementary education in its purview but also incorporates under its umbrella the issues of secondary education, tertiary education, elimination biases based along gender and special needs and asks the State to provide for adequate training to them an employable labour force. These are the mandates that any civil society to provide to their citizens. Given the pathetic state of affairs vis-à-vis education, training and employability, coupled with stereotyped gender biases, the government would be required to increase the allocations 10 times more for a decade or two to achieve the targets under SDGs. The following table gives some numbers about GDP, 6 % of GDP, 3% of GDP, 12th Plan mandated expenditure for the Central government and the government allocation for SSA, elementary education and total expenditure by MHRD for the 12th Plan period.

**Table 12 Expenditure Commitments and Allocations for SSA and Elementary Education (Rs. Crores)**

	2012-13	2013-14	2014-15	2015-16	16-17(EP)	Total
GDP-Mp	10113300	11355100	12541200	13764433	15278521	
6% of GDP	606798	681306	752472	825866	916711.3	
3% of GDP	303399	340653	376236	412933	458355.6	
Total allocation by MHRD	72394	67586	68874	71321	65784	
Exp. on Elem. Edu by MHRD	43554	42187	45722	46856	45361	
Total Exp. on Education	72394	67586	68874	71321	65784	
School Education & Literacy	43554	42187	45722	46856	45361	
Allocation on SSA	23645	26608	24380	22015	22500	119148
Exp recom. By 12th Plan for SSA	38545	38545	38545	38545	38545	192725
Shortfall	14900	11937	14165	16530	16045	73577

Source: Eco. Survey, MHRD demand for Grants, 12th Plan reports

## The new commitment in UN General Assembly; SDG

### Transforming our world: the 2030 Agenda for Sustainable Development Goals:

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. The nations in UN General Assembly have recognized that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. All the member countries have resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet.

The member countries have pledged that no one will be left behind. The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new Universal Agenda. They seek to build on the Millennium Development Goals and complete what these did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet.

Among the entire goals SDG goal 4 is on education: ***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”***

It indicates as under:

#### **Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

4.6 By 2030 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

### Means of Implementation:

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all .

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries .

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

The major challenges faced in fulfilling the goals include inadequate resource investment, inadequate funding, lack of convergence, lack of accountability in implementing the program. However, to achieve these goals, there is a need to derive an estimate of India’s finance requirements. Various Government reports and expert committee reports propound several reforms for India’s schemes in all levels of education and skill development. It is estimated that a total finance requirement of INR 142 lakh crores or USD 2258 billion is needed to achieve Goal 4. A gap of INR 46 lakh crores or USD 740 billion is anticipated (TARA 2015)<sup>1</sup>. The Government needs to consider the cost of achieving the targets and the gap in funding requirement. Thus to overcome the major shortcomings we present a list of recommendations

### Recommendations:

The Incheon Declaration and SDG 4 urges upon increasing the education budgets to accomplish the stipulated goals and targets

by states. India too is a signatory to these commitments. India needs to fulfill its commitment by increasing the budget spending on education.

### Thus we urge :

4.1. By 2030, ensure that all girls and boys complete free, equitable and compulsory quality primary and secondary education leading to relevant and effective learning outcomes.

We further suggest that by 2030, 100 per cent youth and adults should acquire skills and training for employment opportunities. It has already been missed in EFA goals by many countries. We should ensure that it is achieved 100% by 2030. Hence goal 4.4 should ensure 100% literacy as under;

4.4. By 2030 increase by 100 per cent the number of youth and adults acquire relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Considering goal 4.5 which is to eliminate gender disparity in education and equal access in all levels of education, we demand special focus and provision for girl’s education by making the 12 years of free and compulsory education for girls. Literacy should also be ensured for all, particularly women from the perspective of lifelong learning.

In goal 4.6 we suggest that as we could not achieve the EFA goals by 2015. Hence we should no more leave it indecisive. It should be 100 percent for all adults.

<sup>1</sup> Achieving the Sustainable Development Goals in India- A report submitted by Technology and Action for Rural Advancement (TARA) A Social Enterprise of Development Alternatives Group, New Delhi, India

4.6. By 2030 ensure that all youth and at least 100 percent of adults, both men and women, achieve literacy and numeracy.

We suggest that we should clearly earmark that adequate resources are allocated i.e. at least 6 percent of GDP (or 20 percent of budget) to build education facilities child, disability and gender sensitive. Hence goal 4.a should read as under;

4.a . Provision of adequate resources to be allocated i.e. at least 6 percent of GDP (or 20 percent of budget) to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

For goal 4.c we further suggest provision of 100 percent qualified teachers should not be left flexible. We have already missed many deadlines. Hence this goal should read as under;

4.c. By 2030, increase the supply of qualified teachers by 100 percent, including through International cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Increasing and improving domestic financing for education: As domestic resources will remain the most important source for funding education, there must be a clear commitment by Government to provide equitable financing commensurate with national educational priorities, needs and capacities to advance the progressive realization of the right to education. Countries will need to:

- ***Increase public funding for education:*** This requires widening the tax base (in particular, by ending harmful tax incentives), preventing tax evasion and increasing the share of the national budget allocated to education.
- ***Prioritize those most in need:*** Disadvantaged children, youth and adults, as well as women and girls and people in conflict-affected areas, typically have the greatest education needs and financing should therefore be targeted towards them. Financing should be sensitive to their needs and based on evidence of what works.
- ***Increase efficiency and accountability:*** Improving governance and accountability can increase efficiency and effective use of existing resources and ensure that financing reaches the classroom.

If needed the Education Cess may be increased to fulfill the budget requirements in tune with SDG 4 commitment.

Given the commitments made by India various international platforms and also as enshrined in the election manifesto of the major political parties of India, the provisioning of 6 % of GDP for Education be enshrined in the Constitution itself so that no ruling political party can spend below this amount. It seems revolutionary but it is certainly not impractical. It may be mentioned in this context that we have adopted & implemented FRBM (Fiscal Responsibility and Budget Management) Act which targets for deficit reductions. There is no reason why we can't have a target for public spending on education mandated through constitution itself.

We demand that each State of India and Union Government should allocate at least 25 percent of the Revenue Receipts on Education and this will automatically imply a 6 percent of GDP figures.

Given the fiscal crunch of the States and their varied social sector obligations, the funding pattern of SSA should reverted back to the ratio 75-25 percent between Centre and States.

Despite excess resources available with Prarambhik Siksha Kosh, there have been delays in transfers of Centre's share to States. This impedes the spending on SSA by states and states also do not release their own share. We demand that Centre should release its share to states in one go so that fund utilisation on SSA improves and states have no lame excuse for under spending.

It has now been a common knowledge that on account of various concession and exemption on varied nature of taxes, the revenues foregone are at a massive level of 6-7 lakh crores annually, amounting roughly to 5-6 percent of GDP . If we have to eliminate such exemptions to the Corporate Sector and high income people, we can easily manage spending on education well beyond 6percent of GDP. We demand that Government should do everything with urgency to plug this loss of revenue and increase spending on education. There is no such thing as fiscal crunch for a sovereign and economically growing state that has the power to tax.

# SUSTAINABLE DEVELOPMENT GOALS

*"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*

## Targets

- 1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- 2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- 3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- 5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- 6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- 7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- 4A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- 4B By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- 4C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.



# ABOUT NATIONAL COALITION FOR EDUCATION (NCE)

## Vision

All children up to 18 years of age are in schools and are getting quality education driven by human values to become empowered and productive citizen.

## Mission

NCE strives to advocate the right to education, a justiciable right for every child on the basis of equal opportunity, gender equity, in a child friendly environment.

## Genesis

The creation of national coalition for education in India was highly influenced by the global political atmosphere on right to education. Beginning in 1990 with the Jomtien Conference and the adoption of the World Declaration on Education for All there has been a continued push to get every child into school. However, there was very little progress being made and ten years later, in 2000, the World Education Forum was held in Dakar, Senegal, and an agreement was made on the objective of having EFA by 2015. Six targets were set up stating that quality education should be available for free for everyone. One of the biggest players present at the forum was the Global Campaign for Education (GCE) that was created from the efforts of INGO's Action Aid, Oxfam GB, and Education International that wanted to set up a global coordinated funding initiative. The GCE promised to mobilize and create public pressure on governments to follow up on their promises to provide free high quality education for all people, especially for children and women (GCE 2009).

The NCE was formed as a product of the prolonged struggle of like-minded organizations, groups and individuals on the issues of education in India. The idea of establishing a national coalition in India initially began in 1996 when several of the current members began working together on the issue of EFA.

## Composition

Since its official inception in 2002, the NCE has brought together a varied group of member organizations, uniting teachers unions, non-governmental organizations, and other social movements. At this time, the NCE has seven member organizations:

- All India Primary Teachers Federation (AIPTF), a union of more than 3 million primary teachers,
- All India Federation of Teachers Organization (AIFTO), a union of 1.2 million teachers,
- All India Secondary Teachers Federation (AISTF), a union of 0.85 million teachers,
- All India Association for Christian Higher Education (AIACHE), an association of 300 college principals,
- World Vision India, a foundation working for child rights, education and development,
- Parliamentary Forum for ensuring right to Education, a group of existing and newly elected Parliamentarians.
- People's Campaign for Common School System (PCCSS) an organisation working for common school system.
- Besides these partners NCE has around 150 NGOs, individuals, networks and fellow travellers from community as well as at national level.

The NCE initiative extends to many regions of India, covering northern, central, north-eastern, eastern and southern regions. While the NCE is the official representative of the GCE in India and is part of other regional organizations such as Asian South Pacific Bureau of Adult Education (ASPBAE), the majority of its activities are focused internally. Its international presence plays a secondary role for its members and for the most part is only a representative one intended to bring recognition and acknowledgement of India's challenges and values to the global education community.



## NATIONAL COALITION FOR EDUCATION

Shikshak Bhawan, 41-Institutional Area, D-Block, Janakpuri, New Delhi-110058

Ph. : + 91 11 28526851

website : [www.nceindia.org.in](http://www.nceindia.org.in)

Email : [info@nceindia.org.in](mailto:info@nceindia.org.in)/[nceindia@gmail.com](mailto:nceindia@gmail.com)

