

CHAPTER 11

POINT 10 : EXPANSION OF EDUCATION

11.1 Education is the most priority investment for human development and is essential for the country's economic growth. The major indicators of social economic development viz., the growth rate of the economy, birth rate, death rate, infant mortality rate and literacy rate are all interconnected. The literacy rate has been the major determinant to affect other indicators. Efforts are on to eradicate illiteracy in the 15-35 year age group and to provide Universal Elementary Education (UEE) for children upto 14 years. Under TPP-1986, emphasis is given to:

- (i) universalise elementary education with specific emphasis on girls' education;
- (ii) improve the contents of education at all levels;
- (iii) encourage non-formal education and fundamental literacy programme;
- (iv) stimulate adult literacy programme with the participation of voluntary agencies; and
- (iv) promote national integration and social moral values and instill a sense of pride in our heritage.

11.2 **Elementary Education :-** The elementary education system in India is one of the largest in the world. There has been massive expansion of elementary education during the post-Independence period. However, the goal of Universalisation of Elementry Education (UEE) is yet to be achieved. The universal access, universal retention and universal achievement are broad parameters to achieve UEE. Considering the magnitude and the complexity of the problem, multiple strategies have been adopted by the Govt. in the form of Operation Blackboard (OB), Non-Formal Education (NFE), Teacher Education, District Primary Education Programme to address the specific problem areas including gender and regional disparities. The latest available information during the year 2002-2003 following class-wise provisional enrolment achieved.

(In lakhs)

Year	Primary (I-V)			Middle/Upper Primary			Class (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All Enrolment	512.7	458.6	971.3	165.1	132.9	298.0	677.8	591.5	1269.3
SC Enrolment	113.0	100.3	213.3	33.2	25.3	58.5	146.2	125.6	271.8
ST Enrolment	50.7	43.3	94.0	13.2	8.9	22.1	63.9	52.2	116.1

11.2.1 The Constitutional (93rd Amendment) Bill has become law on December 12, 2002. This is a significant measure for achieving the goal of education for all by making free and compulsory elementary education a fundamental right for all children in the age group of 6-14 years. In order to fulfil this Constitutional obligation, *Sarva Shiksha Abhiyan* has been launched in partnership with the States. The Programme is an effort towards recognition of the need for improving the performance of the school system through a community owned approach and ensuring quality elementary education in a mission mode to all children in the age group of 6-14 years by 2010. It also seeks to bridge gender and social gaps. This programme will subsume all existing programmes (except Mahila Samakhaya and Mid Day Meal Schemes) including externally aided programmes in due course with its over all frame work with district as the unit of programme implementation. *National Programmed for Education of Girls at Elementary Level* (NPEGEL) has been launched in 2003-04 for providing additional components for education of girls at elementary level under ***Sarva Shiksha Abhiyan (SSA)***. The number of primary schools increased from 6.39 lakh in 2000-01 to 6.64 lakh in 2001-02. The number of upper primary schools increased from 2.06 lakh in 2000-01 to 2.19 lakh in 2001-02. The ratio of upper primary school to primary school was 1:3 in 2001-02 as well as in 2000-01. The objective of the scheme is to provide additional support to education of girls at the elementary level through the following additional initiatives: (i) to develop a school as a model girl-child friendly school, at the cluster level; (ii) to provide additional incentives such as stationery, slates, work books, and uniforms and to meet any other locally-felt need within the existing ceiling of Rs.150 per child per annum; (iii) additional interventions like awards to school teachers, student evaluation, remedial teaching, bridge courses alternative schools, learning through open schools, teaching training and child care centrist the cluster level within ceiling of Rs.60,000 per annum; (iv) mobilization and community monitoring within a ceiling of Rs.95,000 per cluster over a five year period; (v) development of materials; and (vi) planning, training and management support.

11.3 **Non-formal education (revised as Education Guarantee Scheme and Alternative and Innovative Education):-** The Scheme of Non-formal Education (NFE) was introduced in 1979-80 to target out of school children in the age group of 8-14 years who had remained outside the formal system of schooling. The prime focus of this programme was 10 educationally backward States. These are also covered urban slums, hilly, tribal and desert areas. The programme was implemented both by the States/UTs and as well as NGOs in the ratio of 60:40 for running co-educational centres, 90:10 for girls centres and 100% assistance to Voluntary Agencies. A total number of 2,33,946 centres were run through State/UT Governments and another 58,618 through 816 Voluntary Agencies. In order to make the scheme a viable alternative to formal education it has been revised as Education Gurantee Scheme and Alternative and Innovative Education (EGS&AIE). The revised scheme will cover all the unserved habitations throughout the country where there are no learning centres within a radius 1Km., and is a part of overall National Programme framework for Universalisation of Elementary Education (UEE) the Sarva Shiksha Abhiyan (SSA). The pattern of central assistance in the revised scheme is uniform in the ratio of 75:25 between the Central and State Governments. The revised scheme was made operational w.e.f. 1.4.2001 with enhanced cost parameters. The scheme has been made one of the components of Sarva Shiksha Abhiyan w.e.f. 1.4.2002. Greater powers have been delegated to the States for scrutiny and sanction of such proposals through the mechanism of State Grant-in-aid Committees. Projects of an innovative nature are also taken up for sanction through this Scheme.

11.4 **Literacy Rate:-** Over the decades, literacy rates have shown a substantial improvement. The total literacy rate, which was only 18.33% in 1951, rose to 52.21% in 1991 and further increased to 65.4% in 2001. According to the Census of India, 2001, the literacy rate has gone upto 75.85% for males and 54.16% for females. During the last decade, female literacy rate has shown higher growth (14.87% points) as against 11.72% for males thus reducing the male-female differential in literacy rates from 24.84% in 1991 to 21.7% in 2001.

Literacy Rate, India 1951 to 2001

Census Year	Persons	Males	Females	Male-Female gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.70

11.5 **Enrolment Ratio :-** The total enrolment at primary and upper primary school levels in India witnessed a steady increase. During 2001-02 and 2002-03 the growth rate of enrolment for girls at the elementary leval was higher than that of boys. Out of the estimated population of 193 million in the age group of 6-14 years in 2001-02, nearly 82.2 percent was enrolled in school. In 1999-2000, nearly 79 percent in this age group attended schools. Participation of girl at all levels of school education has improved as compared to boys appreciably over the years, but vast disparities amongst the States in Gross Enrolment Ratio (GER) at primary/upper primary level persist with States in the North-East performing better than others. The GER at primary and upper primary levels improved in 2002-03 over the previous year. Drop out rates at the primary level and upper primary have decreased during the period 2002-03 over previous years. At the primary level the drop out rate decreased from 39.0 percent in 2001-02 to 34.9 percent in 2002-03. At the upper primary level, the drop out rate decreased from 54.6% percent in 2001-02 to 52.8% in 2002-03.

Sex-wise Enrolment by stages

(in million)

Year	Primary			Middle/Upper Primary			High/Hr.Sec. /Inter/		
	(I-V)			(VI-VIII)			Pre-Degree (IX-XII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1998-99	62.7	48.2	110.9	24.0	16.3	40.3	17.3	10.5	27.8
1999-2000	64.1	49.5	113.6	25.1	17.0	42.1	17.2	11.0	28.2
2000-2001	64.0	49.8	113.8	25.3	17.5	42.8	16.9	10.7	27.6
2001-2002*	63.6	50.3	113.9	26.1	18.7	44.8	18.4	12.1	30.5
2002-2003*	64.9	57.2	122.1	26.3	20.6	46.9	19.6	13.7	33.3

* Provisional

Trends in Gross Enrolment Ratios (GER) in India

Year	Primary			Upper Primary			Elementary		
	(I-V)			(VI-VIII)			(I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1998-99	100.9	82.9	92.1	65.3	49.1	57.6	87.6	70.6	79.4
1999-2000	104.1	85.2	94.9	67.2	49.7	58.8	90.1	72.0	81.3
2000-2001	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2001-2002	105.3	86.9	96.3	67.8	52.1	60.2	90.7	73.6	82.4
2002-2003	97.3	92.9	95.2	65.5	56.3	61.1	85.4	79.2	82.4

Drop out Rates at Primary and Elementry Stages

Year	Primary			Upper Primary /Elementry		
	(I-V)			(I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
1980-81	56.2	62.5	58.7	68.0	79.4	72.7
1990-91	40.1	46.0	42.6	59.1	65.1	60.9
1992-03	43.8	46.7	45.0	58.2	65.2	61.1
1999-2000	38.7	42.3	40.3	52.0	58.0	54.5
2000-2001 *	39.7	41.9	40.7	50.3	57.7	53.7
2001-2002*	38.4	39.9	39.0	52.9	56.9	54.6
2002-2003 *	35.9	33.7	34.9	52.3	53.5	52.8

* Provisional

11.6 **Adult Education:-** The need for a literate population was recognised as a crucial input for nation building. Although a number of significant programmes were taken up since Independence to eradicate illiteracy among adults but Gender disparity and regional disparity in literacy had also continued. The National Literacy Mission was launched on May 5, 1988 as a Technology Mission to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bound manner. This age-group has been the focus of attention because they are in the productive and reproductive period of life. The National Education Policy-1986, as modified in 1992, also has recognized the National Literacy Mission as one of the three instruments to eradicate literacy from the country, the other two being Universalisation of Elementary Education and Non-formal Education.

The Mission objective is to attain a sustainable threshold literacy rate of 75 per cent by 2007. The Total Literacy Campaign (TLC) has been the principal strategy of National Literacy Mission (NLM) for eradication of illiteracy in the target age-group. These campaigns are area-apeficic, time-bound, volunteer-based, cost effective and outcome-oriented. They are implemented by Zilla Saksharata Samities (District Level Literacy Societies).The objectives of the Literacy movement are broadly two fold. One, imparting functional literacy in the initial TLC phase, its consolidation and upgradation to a self-reliant level in the post-literacy phase, and self-directed learning and its application through continuing education, towards a learning society. The second objective relates to improvement not only through the ability to approach literacy skills, but also through the upgradation of life and occupational skills. Out of 600 Districts in the country 587 have since been covered under Adult Education Programme. At present 174 districts are in progress under Total Literacy Campaign (TLC), 212 under Post Literacy Programme and 201 under Continuing Education Programme. About 96.69 million persons have been made literate as on 31.3.2002. Out of total clientele group under different Adult Education Schemes about 60% of the beneficiaries are women, while 22% and 12% belong to Scheduled Castes and Scheduled Tribes respectively. Besides 108 Jan Shikshan Sansthans and 25 State Resource Centres are functioning. The Directorate of Adult Education is functioning as National Resource Centre. Special focus has to be given to problem of disadvantaged groups like SCs/STs and women. Regional disparities and special problem of low literacy states like Uttar Pradesh. Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, Jammu and Kashmir, Jharkhand and Chattisgarh have to be given greater attention. Priority must be given to the states where the literacy rate is below the national average and low female literacy districts.

11.7 **Mid Day Meal Scheme:-** The National Programme of Nutritional Support to Primary Education commonly known as the Mid-Day Meals Scheme was launched on 15th August, 1995 with the objective to boost the Universalisation of Primary Education (UPE) by increasing enrolment, attendance, retention and nutritional needs a children studying in classes I-V. Presently, 29 States/ UTs are providing meals fully/ partly to about 5.78 crore children which is 54.8 percent of the targeted 10.57 crore children. The total allocation of the budget for 2003-04 was Rs.1375 crore. The remaining States/UTs are distributing foodgrains (wheat/rice) free of cost (100gms per child). The scheme has helped to reduce the drop out rates because it is major factor in increasing the attendance of students in school.