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## **Right to Education Forum**

### **STATUS OF IMPLEMENTATION OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009**

**A DRAFT REPORT CARD  
2014-2019**

### **9th NATIONAL STOCKTAKING CONVENTION**

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# **STATUS OF IMPLEMENTATION OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009:**

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### **Acknowledgements**

The Report on implementation of RTE Act 2009 is the result of collaboration undertaken by the RTE Forum and civil society at large on the issue of Right to Education. It draws upon past reports prepared over the last five years and the engagement with almost all major organizations have been a part of or at times interfaced with the Forum. Therefore, it is impossible to do justice and acknowledge the contributions of everyone individually beyond the National and State Forums. However, it would be essential to especially mention the contributions to the report made by Anjela Taneja (Oxfam India), Seema Rajput and Geeta Verma (CARE India), Srijita Majumdar (RtE Forum), Ms. Annie Namala (CSEI), Alka Singh (Save The Children), Varsha (Mobile Crèches) and Radhika Alkazi (Aarth Astha) with inputs from the RTE Forum members nationally.

As with past reports, the current document is a draft that will be refined taking into cognizance the discussions during the national RTE stocktaking and drawing on further suggestions from the movement.

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Ambarish Rai,  
National Convener, RTE Forum



## Preface

The present report is being written in the shadow of the upcoming National Elections and mark the completion of five years of the i.e Bharatiya Janta Party (BJP). Given the criticality of the election process, we have focused this report on the performance of the national Government during the preceding five years, not just the preceding single year. As such, the entry point for the analysis is provided by the ruling party's manifesto<sup>i</sup>.

The BJP's Election Manifesto 2014 Ek Bhatat Shreshtha Bharat.... Sabka Saath Sabka Vikas made a number of commitments on education. Consequently, the report, particular focused on understanding what was promised and what was delivered under the same. Indeed, all major political parties gave considerable amount of space to education along with other issues of social welfare such as health, food and employment in their manifestoes.

Election manifestos perform a variety of tasks. They place a political party's range of intentions, promises and possible actions form common elements of the script that covers a broad range of issues. It highlights the potential of a party's stint in government to undecided voters and spells out the consensus agenda agreed to by the party's diversity of ideological and other special interest groups. As such, it is critical to assess not only what was promised, but also what critical dimensions were excluded from the document. Simultaneously, it is critical to address issues of overall performance.

The Right to Education (RTE) Act, 2009 carried with it the dreams and aspirations of many who hoped for its successful implementation. Many believed that the Act was set-out to correct years of injustice, discrimination, inequality and lack of opportunities experienced by many due to casteism, class, patriarchy and other facts beyond their control. The Act introduced progressive concepts such as neighbourhood schooling, age-appropriate learning, continuous and comprehensive evaluation, ban on corporal punishment, no-detention among others. For the first time, standards such as appropriate pupil-teacher ratios, infrastructural norms, minimum teacher requirements and others were defined. With fixed timelines and established roles and responsibilities, the Act was set out to be a game-changer for transforming Indian education. It would be particularly critical to assess the extent to which these provisions have been implemented.

India's three major Civil Society Networks: Right to Education Forum, Campaign against Child Labour (CACL) and Alliance for the Right to Early Childhood Development have come together to launch a National Campaign to demand the right to quality education for all children from birth until the age of 18 years and ensure an end to child labour. A joint civil society manifesto has been prepared through the efforts of these three networks and marks their collective commitment to the development of India's children. These demands provide an additional basis for the comparative analysis.

The upcoming national elections provide an opportunity for India's citizens to demand that India's leaders express their commitment to quality education from birth to 18 years of age and take concrete immediate steps to ensure improvement in its quality and equity education. India can no longer permit the existing gross inequalities in the education system to persist; poor education must no longer be deemed acceptable for India's development.

## THE REPORT CARD

Manifesto Commitments	pg	Status	2013-14 DISE data <sup>ii</sup>	2016-17 DISE data
Quality of education				
Ensure effective implementation of the RTE Act	11	Percent schools compliant with 10 RTE indicators	9%	12.7%
		The share of RTE Compliant schools has increased by only 4%, inching at an average of 1% per year. At the current rate of progress, it will take India 87 years to make every school compliant with its very minimalistic quality norms.		
Universalization of secondary school education and skills development through functional school shall be seriously pursued with particular focus on rural, tribal and difficult areas.	23	Gross secondary enrollment ratio	74.89	79.35
		Gross higher secondary enrollment	49.88	51.37
		Number of secondary schools	236793	260155
		As the figures above suggest, India is far from achieving universalization of secondary education. There is a severe shortage of school infrastructure. The number of schools also decreases sharply beyond upper primary. In 2015-16, for every 100 elementary schools (classes I to VIII) in rural India, there were 14 schools offering secondary (classes IX-X) and only six offering higher secondary grades (classes XI-XII). It has not helped that so many secondary schools are privately-owned, fee-charging schools. At the elementary level, only 5% listed in the official statistics are private unaided schools while 40% schools offering secondary or higher secondary grades are private, unaided institutions. This increasing reliance on fees charging, private education at each successive level of education stacks the odds against girls' education and leads to dropouts. Other vulnerable groups such as children with disabilities are also adversely affected. There are only 1.16% of children with disability at primary level. 0.26% at secondary and 0.25% at senior secondary.		
Focus on teachers				
Highest priority would be given to address the acute shortage of teachers and researchers, quality of education and research, and also the employability factor associated with most	22	% schools not complying with the PTR as per the RTE Act	40.9%	34.4%
	23	(all management) Teacher vacancies % contractual teachers	5.68 lakhs 14.4	10.1 lakhs 13.1
		There has only been a minor reduction in the number of schools failing to comply with the RTE norms for the PTR. While recruitments have happened, this has not been commensurate with the actual need. 92,275		

of the courses.	government schools at both elementary and secondary level have only one teacher to teach all the subjects (DISE) Satya Pal Singh, minister of state for human resource development told the Lok Sabha on January 2019). Information about current teacher posts vacant are as follows <sup>iii</sup> :			
We intend to review and revise education system; the salary structures associated with the teaching staff and most importantly, address the shortfall of faculty and related issues in the country.	Level	Sanctioned post of teachers	Teachers in-position	Vacant teacher posts
	Elementary	5103539	4203223	900316
	Secondary	685895	578206	107689
	For teachers to be effective, it is critical to ensure teachers to be trained, motivated and supported. As the figures above suggest, there has not been a substantial reduction in the proportion of contractual teachers. There has not been a substantial improvement in the working conditions and pay of teachers, especially para teachers and teachers on contract. Neither has there been an end to the practice of engagement of teachers in non-teaching work. One study found that only 19.1% of a teachers’ annual school hours was spent on teaching activities. The remaining 81% of teachers’ time is split as “42.6% non-teaching core activities,” “31.8% in non-teaching school related activities,” and “6.5% on other department activities <sup>iv</sup> ”.			
	Teachers, furthermore, are not the only personnel in schools. In most states, cooks-cum-helpers are paid Rs 1000 per month for 10 month in a year <sup>v</sup> although some states supplement these grants. The Courts have likewise intervened in matters pertaining to the working conditions of sanitary workers in government schools <sup>vi</sup>			
UDISE does not provide information on the numbers and deployment of resource teachers who are special educators. Field experience shows that their deployment is highly inadequate compared to the requirement. SMSA now talks about rationalization of teacher deployment which further creates ambiguities about their job roles and securities. Resource teachers are appointed largely on contract with no job security. There is also no public information about the numbers of personal assistants in schools across the country.				
enhancing the pivotal role of the teachers by reworking the work culture of teacher training	23	% teachers without academic qualifications	21.8	18.5%
	In March 2017, the central government amended the RTE Act by extending the timeline for teacher training from 2015 to 2019. Despite this, a significant proportion of teachers at both elementary and secondary levels remain unqualified. These include West Bengal (40.8%), Bihar (36.6%), Jharkhand (16.5%), Uttar			

<p>institutions with a goal to prepare committed and performing teachers.</p>	<p>Pradesh (13.2%) and Chhattisgarh (10.5%)<sup>vii</sup>. Indeed, estimates suggest that as much as a third of all teachers remained unqualified in early 2018.</p> <p>This is the result of systemic weaknesses in teacher training. District Institutes of Education and Training (DIETs), the nodal agencies for teacher training and curriculum development, had over 35% vacant academic posts. Unsurprisingly, only 17% of 1.7 million candidates qualified as primary school teachers and 15% candidates as middle school teachers in the Central Teachers Eligibility Test (CTET) in 2018<sup>viii</sup>. Much of the investment in teacher training continued to be in-service and of questionable quality. More systemic measures for addressing teacher education like the recommendations of the Verma Committee report have not been implemented.</p> <p>One measure that had been taken to meet the 2019 deadline for teacher training is the introduction of teacher training through Open Distance Learning and the SWAYAM Portal. 13.7 lakh untrained teachers from across the country were enrolled with the NIOS in 2018. MHRD has furthermore developed a Digital Infrastructure for Knowledge Sharing (DIKSHA) Platform containing e-learning materials for both students and teachers. However, it is not clear whether the passive training imparted remotely and with limited contact classes will really address either the conceptual or practical support to teachers and this amounts to a serious deviation from the NCTE Guidelines regarding teacher training. The quality of training is particularly important given the absence of robust pre-service training. Not enough has been done to improve the functioning of in-service delivery institutions like CRCs and BRCs to enable them to deliver support to teachers.</p> <p>90% of all pre-service teacher training institutes are in the private sector. However, 43 cases have been filed in eight High Courts against the National Council for Teacher Education challenging its efforts to regulate providers<sup>ix</sup>.</p>
<p><b>Making education stress-free and reduce the “burden of books”</b></p>	
<p>The content and process of school education shall be thoroughly reviewed to make it dynamic, stress-free, attractive and</p>	<p>23 A process of assessment of the NCERT curriculum was undertaken leading to the reduction of the overall curriculum by 10-15% (as contrasted to an aimed 50% reduction by MHRD). Of these, social science curriculum is expected to see the biggest cuts.</p> <p>CBSE has developed guidelines and circulars for conducting examinations and appointments of scribes for children with disabilities according to the new Persons with Disabilities Law. (5/11/2018 CBSE exam circulars</p>

responsive to the emerging national needs.		or classes x and X11) However, most schools do not know how to adapt the curriculum to provide quality education to children with disabilities who have different learning requirements). Even though CBSE has curriculum guidelines that talk about IE, there are no pedagogical strategies to meet the same. Similar problems persist with the state boards.		
Reduce the burden of books on children without compromising on the quality of education.	19	MHRD has likewise issued guidelines to the states to curtail the weight of school bags, prohibit prescription of additional reading materials and stop the practice of assigning homework to students of classes 1 and 2. Central Board of Secondary Education (CBSE) has advised schools to ensure that no homework is given to students till class II vide their circular dated 13th August, 2018. Circulars have been issued by the CBSE specifying the number of textbooks to be prescribed in Classes I- VIII as per NCERT curriculum to reduce the weight of school bag. Technology integration was not utilized on scale for the same and would not have been cost effective to implement if undertaken on scale.		
We will explore ways to reduce the daily burden of carrying books to school for children, which would also entail use of technology for education as a mission mode project.	23			
Use of technology in education				
Make technology enabled products affordable for students. use technology to reduce the burden of books on children. Make all institutions and schools enabled in a phased manner. Digital learning and training to be used extensively	17	% schools with electric connection	55.6	64.4
		% schools having a functional computer	15.3	15
		There has not been a significant improvement in computer access to students. Indeed, there was a marginal decline in the early years of the government. However, the use of ICT has received considerable emphasis in the Samagra Shiksha Abhiyan in 2018 which might be expected to have incrementally addressed some of the challenges in terms of access to ICT at school level.  However, data for the last year is not available and the budget allotted for ICT integration has been limited. With half the schools lacking electricity and less than 1 school in five having a single functional computer, the expectation of a digital revolution sweeping the Indian education system has not materialized. Furthermore, availability of an electricity connection is not synonymous with availability of electricity since many schools lack a budget for electricity bills. ICT is extremely important for many students with disabilities who use other forms of communications. For example, blind children benefit greatly if they have access to ICT as do children who use alternative and augmentative communication.		
Establish a national E-Library to empower school teachers and students	23			
The digital divide shall not	23			

be allowed to create further divisions in the learning situations of children.		E-libraries (including for the visually disabled), National Digital Library <sup>x</sup> and resources like the Shagun Portal have been launched by MHRD and the materials uploaded have seen some use. However, information of the impact and reach of the same is not available. NCERT has furthermore introduced a National Repository of Open Educational Resources (NROER). 'e-pathshala' is another platform which contains e-resource for the students and teachers. The e-resources for students include e-books for all subjects from classes I to XII, e-contents (i.e. audio, video, interactive object, text images, maps), question banks, e-courses in various subjects etc. The Kendriya Vidyalaya Sanghathan (KVS), under 'Project e-Prajna' has given 5076 students in 25 Regions Touch Tablets pre-loaded with e-Contents of Maths and Science Subjects and teachers in these schools have been trained for classroom transaction.
<b>Education that encourages values nurture students' diverse talents</b>		
Creative talents of students will be recognized and encouraged.	23	Cultural programs and competitions are being held at national level through Kala Utsav for secondary level students. However, teachers struggle a lot to organise these programs due to lack of staff in school. School based forums with resources are not promoted apart from district and state level events.
Endeavour to inculcate values amongst children.		The need for value based education has been an area of priority for the current government. There is no objective way of measuring the extent to which children's values changed during the previous years. It may be argued that social cohesion and religious amity did not improve in the preceding years. MHRD is reported to be planning to introduce a "uniform" and "Common Minimum Program for Value" across India's schools in the academic session of 2019-20 through introducing elements of value education in school subjects <sup>xi</sup> This would focus on the four constitutional values of Justice, Equality, Liberty and Fraternity <sup>xii</sup> . Teachers' appraisal and student's report card will include value education and the result would be measured through a compulsory assessment. Schools will also be graded on the basis of the implementation of this scheme. The National Council of Teachers Education (NCTE) will train teachers in value education components.
Education in India needs to be revitalized and reorganized to make future generations proud of their culture, heritage and history and also for creating confidence in the vitality of India. Every effort shall be made to ensure 'equality of opportunity in access and success' to all learners; creating a harmonious, and cohesive egalitarian society that practices democratic values.,,,Education accords	22	Several high profile efforts were made at state level to modify history textbooks in the preceding years with the stated intention of enhancing patriotic feelings. Thus, many of the changes have been pertaining to the inclusion of scientific achievements in Indian ancient history. Reports suggest that NCERT has made over 1,300 changes in 182 textbooks <sup>xiii</sup> . Similarly, changes have been made in history textbooks to include new emphasis on a fresh set of nationalist icons, that the BJP felt were deliberately sidelined in the country's collective memory. <sup>xiv</sup> This was seen as part of an ongoing effort of the BJP and allied entities to present Indian culture as Hindu culture, denying its pluralistic character and the contribution of the minorities to the

due emphasis on national integration, social cohesion, religious amity, national identity and patriotism. It must also be analyzed how far education has contributed to moral, ethical and humanistic values in the individuals and the society. Education must create minds free from superstitions, hatred and violence and become an important vehicle to cement national unity, social cohesion and religious amity. Our endeavour should be to inculcate moral, ethical and humanistic values in the individuals and the society.		creation of the Indian identity. As such, these changes, ran counter to the RTE Act's commitment to secularism as a constitutional value.		
		Ek Bharat Shreshtha Bharat is an initiative to foster national integration by coordinated mutual engagement process of States, Union Territories, Central Ministries, Educational Institutions and general public through cultural exchanges. Most States, Union Territories and educational institutions have been conducting various events under the programme with an integrative content relating to their paired States/Union Territories. No Separate Budget has been allocated for Ek Bharat Shreshtha Bharat.		
to promote science popularization schemes extensively. bring the changes in secondary education to focus on application of science.	35	% secondary schools/sections with a teacher who is at least a graduate in maths	61.8%	50.3%
		% Government schools have Math laboratory		6.85%
		% of Government schools have integrated science laboratory		35.67%
		The government launched a number of schemes on science education including the Rashtirya Avishkar Abhiyan with view of strengthening school science education in India. This was complemented by several of high -profile developments like the promotion of Atal Tinker Labs. In last 4 years, only 7878 ATL ( less than 1 percent of total UPS) were set up with one time cost of 10L <sup>xv</sup> . The government has, furthermore, planned to implement a uniform maths and science syllabus from Classes IX to XII for all boards. <sup>xvi</sup> However, the acute		

		shortage of qualified teachers to teach these subjects has not abated. Indeed, as the figures above suggest, the share of schools with qualified maths teachers declined over time. Furthermore, the previous years also saw attacks on the scientific temper at the highest levels. These have included a number of forms from the public questioning of Darwin’s theory of evolution by the MoS MHRD <sup>xvii</sup> and the inclusion of pseudoscience in the 106 <sup>th</sup> National Science Congress. <sup>xviii</sup>		
legal awareness programmes and introduce in school curriculum - making the common man aware of his rights and duties.	13	Full-fledged legal awareness programmes have not been introduced in the education system, unless undertaken under the initiative of the State Legal Services Authority (eg. In Delhi <sup>xix</sup> , Punjab/Haryana <sup>xx</sup> ). However, several states curricula have been revised to introduce child rights, legal literacy and some dimensions have been included as part of the life skills curricula. Circulars have also been issued in support of the same. These have also not been evaluated to understand the true impact of the interventions.		
Steps would be taken to inculcate a culture of sports at the school level by arranging sports facilities and training needs for promoting a healthy lifestyle, and making sports as a compulsory part of the school curriculum.	29	Schools with playground	58	61.5
		The Samagra Shiksha Abhiyan places emphasis on sports education and some procurement of sports materials has been undertaken. The Annual Grant for sports equipment at the cost of Rs. 5000 for Primary Schools, Rs.10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools. Provision of self-defense training for girl students has special emphasis under the scheme to ensure safety and security inside and outside of school. New schemes like “Khelo India” and the Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) has also been launched. The CBSE has formulated new guidelines for its schools mandating them to have a daily sports period.  However, improvement has not been adequate on the ground. A critical gap remains in terms of physical educators. Thus, there are 60 Physical Education Teachers for over 9 lakh students in 1,700 MCD schools in Delhixxi and 85% of candidates for physical education teaching posts in Telangana don’t have sports certificates <sup>xxii</sup> . As the figures above also suggest, the availability of playgrounds has also been at best incremental.		
Set up neighbourhood Children's/ Youth Parliament across India that leads to vibrant student committees.	20	While there is evidence of transformative new initiatives by the government to establish new parliaments, more traditional mechanisms for child participation mechanisms have continued to exist. These include Meena Manches and Bal Sansads. However, many of these are not really active without external input in the form of UN or CSO interventions <sup>xxiii</sup> . There is no documented evidence to show whether existing children’s parliaments and groups are inclusive or that an attempt is made to make them inclusive.		
Improve Facilities in Schools				

Create an open defecation free India by awareness campaign and enabling people to build toilets in their home as well as in schools and public places.	26	Schools with drinking water	94.9	96.8
		% schools with functional toilet for girls	83.5	94.4
		Schools with CWSN friendly toilets	13.5	22.2
		% of school with WASH facilities	38.8	53.8
		Considerable emphasis went on ensuring a Swachh Bharat across the country during the preceding years and there has been a considerable improvement in the availability of WASH facilities in schools. There is also been some improvement in the availability of toilet facilities for girls. Greater efforts however must be made to ensure that these are accessible, clean and usable by students with disabilities The data on CWSN friendly toilets is not gender desegregated. Field experience shows that schools have only one toilet that is labelled a CWSN toilet and that there are no separate toilets for girls and boys with disabilities. The Smart Cities Mission aims at setting up 100 smart cities, regrettably, makes no reference to accessibility in the guidelines. <sup>xxiv</sup>		
School health program would be a major focus area, and health and hygiene will be made a part of the school curriculum.	29	% schools that conducted medical checkup of students last year	63.3	69.9
		The health status of India’s children needs to improve. The Ministry of Health and Family Welfare and the Department of School Education and Literacy have launched the School Health Programme under the Ayushman Bharat to strengthen the preventive and promotive aspects of healthcare along with improved access to health services in an integrated, systemic manner at the school level. The Operational Guidelines of the Programme have been issued in April, 2018. Earlier in 2015 a Rashtriya Kishor Swasthya Karyakram was also launched with a focus on adolescent children.		
Language				
Languages: Indian Languages are repositories of our rich literature, history, culture, art and scientific achievements. Many of our dialects are important source for knowing our heritage. BJP would promote Indian	41	The intention is commendable. However, it runs counter to some of the recent decisions taken by several governments to introduce NCERT textbooks which amounts to the return to a language and cultural monoculture. Several individual states took commendable initiatives to introduce Multi-lingual education including Odisha <sup>xxv</sup> , Uttarakhand <sup>xxvi</sup> , Uttar Pradesh <sup>xxvii</sup> , Jharkhand <sup>xxviii</sup> among others. However, this did not appear to be part of a coordinated national strategy. Contrary to the spirit of promoting indigenous languages, the period saw further focus on English as a medium of instruction. The Group on Education & Social Development recommended the promotion of English, saying English should be made “a compulsory subject in all schools from class 6th onwards” and “at least one English medium school (be set up) in every block” <sup>xxix</sup> . This is despite the fact that research suggests that only 12.5% of Indian students in grade four in		

languages, and put measures for the development of all Indian languages, so that they become a powerful vehicle for creating a knowledge society.	<p>urban private schools showed full and detailed understanding of texts in a reading assessment.<sup>xxx</sup> Irrespective of this, several states have introduced English medium government schools including Karnataka<sup>xxxii</sup>, Uttar Pradesh<sup>xxxiii</sup> and West Bengal<sup>xxxiv</sup>, Haryana, Uttarakhand and Delhi<sup>xxxv</sup> among others.</p> <p>According to last available data, 17% of students in India study in English medium schools;47% study in Hindi medium schools and the remaining 33% study in other languages<sup>xxxvi</sup>. There is no large scale evidence on the prevalence of the use of Sign language, but its use remains limited despite the presence of large numbers of children with disabilities.</p> <p>Central Government had also initiated steps to support improvement of learning including through the introduction of specific schemes to supports States/UTs on early grade reading, writing &amp; comprehension, through a sub-programme namely ‘Padhe Bharat Badhe Bharat’ (PBBB) that is part of the Samagra Shiksha Abhiyan. Its two tracks are: Early Reading and Writing with Comprehension (ERWC) and Early Mathematics (EM).</p> <p>There is no data available in public domain on the number of teachers who are trained to transact curriculums in sign language. The Indian Institute of Sign language has a total intake of 15 faculty. As such there is acute shortage of sign language teachers as well as personnel proficient in sign language. Further sign language is not recognized as a language in India, despite demand from the disability sector.</p> <p>Budget analysis done by EQUALS for CBGA shows that “Indian Sign Language Institute, a XI plan commitment, is yet to find adequate allocation to meet the demands of the need for sign language interpreters and the development of Indian sign language. It could be observed from that there is decreasing trend increment to this component.”</p>		
What they forgot to mention: Learning environment in schools			
Textbooks and teaching learning materials in schools	% schools with library	76.1	82.8
	Textbook distribution continued to be delayed in many states across the period. Some of the states affected during the preceding year included Manipur <sup>xxxvi</sup> , Delhi <sup>xxxvii</sup> and Andhra Pradesh <sup>xxxviii</sup> among others. A new trend has been the practice of distribution of funds instead of supply of physical textbooks as a step to bypass such delays. However, this created new problems. In Bihar, around 20% students failed to received funds (largely since they lacked back accounts). However, only 18% of students of Bihar government schools bought new books <sup>xxxix</sup> last year, relying on either used books or doing without. In Maharashtra, there was a delay in		

	<p>textbooks becoming available for purchase<sup>xi</sup>.</p> <p>In 2017-18, 82205733 children received free textbooks under the SSA<sup>xli</sup>. The scheme provided for all children in Government/Local Body and Government aided schools including Madarsas desirous of introducing the State curriculum, receiving free textbooks within an upper ceiling of Rs150/- per child at primary level and Rs 250/- per child at upper primary level. Under the SMSA the ceiling has been increased to Rs.250/- per child at primary level and Rs.400/- at upper primary level.</p> <p>The NCERT has initiated the process of introducing Quick Response (QR) code in their textbooks that when scanned leads to relevant supplementary material (videos, animations, Power Points (PPTs), maps, e-content).</p>
A growing narrow focus on Learning Outcomes measured by standardized tests	<p>Central RTE Rules were amended on February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These learning outcomes serve as guidelines for States and UTs to ensure that all children acquire appropriate learning level. A National Achievement Survey (NAS) across all States and UTs was conducted in 2017 to assess the learning achievement of students of classes 3, 5 and 8 and found learning outcomes to be low. NAS district report cards were shared with States and UTs to help in identifying gaps at the district level. Subsequently, a framework of intervention has been developed and shared with States to improve the quality of learning in the schools. Improvement in learning outcomes as measured by NAS has also been incorporated in the performance-based formula under the Samagra Shiksha Abhiyan. Some states have also introduced their own learning indicators and assessment mechanisms inspired by the national framework.</p> <p>India has also returned to the Programme for International Students Assessment (PISA) to be conducted by the Organization for Economic Cooperation and Development (OECD) in 2021. The intention is that the learnings from participation in PISA will help to introduce competency based examination reforms in the school system and help move away from rote learning. India had, however, earlier withdrawn from PISA citing socio-cultural inappropriateness of the text to India's milieu<sup>xliii</sup> and it is unclear how these concerns have been allayed. At the same time, there is growing global critique of PISA as not producing information that is useful to schools<sup>xliii</sup> and instead having harmful impact on educational systems<sup>xliv xlv</sup></p>

	<p>The above signifies a significant shift in the current period away from a holistic definition of quality, to one that sees quality as being synonymous with student performance on standardized tests. This is despite the fact that sheer repeated testing would not automatically lead to enhanced learning; better teaching and an improved learning environment can be expected to lead to improved learning. As the earlier sections suggest, the government has not done enough to address the more effective drivers of improving learning including teacher qualifications, improvement of the overall environment in schools and ensuring availability of high quality learning environments in schools.</p>		
Continuous and Comprehensive Evaluation/ Classroom based learning assessment	<p>Research studies on implementation of the CCE report confusion among teachers and parents about CCE (eg. Those cited in Juneja, 2018<sup>xlvi</sup>). Srinivasan (2015) reports that teachers are as scared of CCE as the students. In a study of CCE programmes of 12 states and union territories (UT) across India, it was found that instead of following the more flexible pattern advised by the NCERT, the CCE material of most states comprised of 'formal prescriptive and rigid recording procedures of the Formative Assessments' (Sharma, 2014). Research suggests that CCE had no significant effects on test scores<sup>xlvi</sup> largely because the findings from the evaluation were not used. This remains a problem with the evidence generated through standardized assessments- data generated should be used to improve learning. In contrast, over 74.3% of Indian teachers still use "home assignments" as the top tool for assess students; 90%+ teachers rely on this method in Rajasthan, HP, Haryana and Uttarakhand<sup>xlvi</sup>.</p>		
Safe and Secure Education	<p>In 2014, the Ministry of Human Resource Development has issued detailed guidelines on safety and security of children. In 2017 it again advised all States and UTs to sensitize the entire administrative and monitoring machinery towards their implementation and written to all the States and UTs regarding the National Disaster Management Guidelines on School Safety Policy. It was emphasized that the Guidelines on School Safety Policy 2016 prepared by the National Disaster Management Authority (NDMA) are statutory in nature and are required to be complied without any deviation. A Manual on Safety and Security of Children in Schools has also been developed by the National Commission for Protection of Child Rights (NCPCR) along with mass sensitization of teachers. As per CBSE Affiliation Bye-laws, before grant of Affiliation, a school is required to submit a certificate from the competent authority to the effect that the school building is safe.</p> <p>Despite the above, many of the schools are unsafe. In 2016-17, 7.73% of classrooms in schools across the country require major repairs<sup>xlix</sup>. At the same time. Safety and security measures against sexual and other forms of abuses that children in general and children with disability in specific are highly inadequate.</p>		
Instructional days	% Upper Primary Schools/Section with working days more than	52.7	51.6

	220 during last academic year		
	The share of schools adhering to the RTE norm of schools working the set number of days has marginally declined.		
	There is a need to address education needs during annual relatively low grade disasters occurring in various part of the country; Bihar, UP, Assam face annual floods that negatively impact school environment, instruction days, leaning materials, teacher availability, etc thereby adversely impacting learning of children. Specific plan for flood prone districts need to be drawn including for hilly terrains.		
Additional Issues during the period			
Amendment of the RTE Act to dilute the no Detention Policy	The roll back NDP policy through the RTE amendment has effectively penalized students for the system’s failure to provide quality education to India’s poor children and is discriminatory to marginalized communities risking increased drop out and increase the number of children out of school <sup>i</sup> . It also ignores the existing Supreme Court verdict on the issue (that has upheld No Detention), has the potential to damage the internal coherence of the RTE Act, and is retrogressive with respect to India’s international obligations on the Right to Education. National and state governments must not punish children for the system’s fault.		
Moves to dilute quality norms under the RTE Act	NITI Aayog has signaled its desire to replace input norms under the RTE Act with learning outcomes. It recommends that <i>“all the requirements on inputs such as school buildings, playgrounds and pupil-teacher ratios should be removed or relaxed to take the form of guidelines, and the focus should shift to outcomes instead”</i> This is dangerous and can be seen as being part of an ongoing process of dismantling the RTE Act, removing the most critical enforceable provisions. <sup>ii</sup>		
Equity			
Steps will be taken to create an enabling ecosystem of equal opportunity - for education	18	Unequal education systems continued to create unequal lifelong opportunities for India’s children. The government runs Kendriya Vidyalaya schools for central government employees, especially those in transferable jobs. Costs per child incurred in KVs in roughly 27,000 INR per child; this contrasts with an annual average of only 3,000 Rs. per student across India <sup>iii</sup> . This discriminatory funding gap needs to be closed to ensure all of India’s children have the same opportunities. India remains from attaining an equal opportunity education system with education system offering equal opportunities.	
		Issue of gender based discrimination (non-challenging classroom processes, separate seating arrangement for boys and girls, lack of sports provision for girls) and caste based discrimination continue at various level. The number of scholarship available to children with disabilities are very few and they are given very low	

		stipends as low as Rs. 200 to girls with disabilities. When it comes to accessible school the thinking is confined to ramps and roads. Ramps and rails are not available in all the schools. Only 89% of the schools that require ramps and rails have them. A very small percentage of schools, 22%, have toilet facilities.
Mid-day meal scheme would be revitalized in terms of management and delivery	23	<p>A draft report by the National Institute of Nutrition in 2017-18<sup>liii</sup>, commissioned by the Union HRD Ministry found that 92% children going to government schools benefit from mid-day meal while 80% of the parents surveyed agreed that the scheme has improved enrolment and attendance of children. Consequently, the MDM has value.</p> <p>However, a CAG report<sup>liv</sup> tabled in Parliament in early 2017 raised red flags such as over-reporting of enrolment figures, financial indiscipline, poor quality of meals and inadequate meals. “The quality of food served in schools under the scheme continues to remain poor across the country,” the report said. “Cases of cooking of poor quality meals in unhygienic conditions, inadequate and poor quality of infrastructure in terms of kitchen sheds and utensils were rampant across all states, exposing children to health hazards.” MHRD reported in 2018 that 30 complaints regarding poor quality of mid-day meals during past three years and 887 students were reported ill after having those meals during the period. In 2018 the Supreme Court imposed fines on Andhra Pradesh, Odisha, Arunachal Pradesh, Meghalaya and Jammu and Kashmir for their failure to create an online link along with a chart meant for monitoring the implementation and hygiene of mid-day meal scheme in government-run schools<sup>lv</sup>. Discrimination continued to be practiced against Dalit children<sup>lvi</sup>. More could be done to strengthen implementation of the midday meal to strengthen quality and equity of implementation. States like Jharkhand has made mobile based MDM tracking tool (e-Madhyam)<sup>lvii</sup> to monitoring the service. Better IT enabled solutions are required.</p> <p>Another issue has been the selection of food items in the Midday meal avoiding non-vegetarian items<sup>lviii</sup> BJP states are most likely to resist the inclusion of eggs apparently in line with the sentiments of vegetarians. However, 70% of Indians eat non-vegetarian food<sup>lix</sup>. This effectively deprives a large section of India’s malnourished children access to high quality protein as part of the midday meal. The Midday meal is also not provided to children with disabilities in home based education.</p> <p>Concerns have also been voiced about the working conditions of cooks employed under the Midday Meal scheme<sup>lx</sup>. Thus, Bihar’s 2,48,000 cooks receive only Rs 1,000 a month, much below the State’s minimum wage<sup>lxi</sup> leading to the workers proceeding to go on strike. Of the 25 lakh cooks nationwide, 82% are women, mostly single women and widows; 40% are from SC and STs<sup>lxii</sup>.</p>

		There are no official figures in the public domain that tell us how many children with disabilities are in home based education. Since the 2012 amendment of the RTE Act 2009, which gave home based education a legal legitimacy, no guidelines or rules have been made on how this is to be implemented. Government reports on the RTE do not mention home based education. Children in home based education do not get the mid-day meal entitlement thus depriving the most vulnerable of very important social protection measures.
A high priority for SC, ST, OBCs and other weaker sections would be to create an ecosystem for education and entrepreneurship. A mission mode project would be made for ... education, .... and skills development.	18	Discrimination, harassment and violence against children from socially excluded and marginalized communities and girls has continued even as the RTE (section 17) and RPWD Acts categorically mandate that no child should be discriminated. <sup>lxiii</sup> Thus, Valmiki children still face discrimination where, they are made to sit separately, not allowed to touch water pots and humiliated by addressing them by their caste name and attributes. <sup>lxiv</sup> Crimes against children have also increased from 89,423 in 2014 to 1,06,958 in 2016. At the same time, the specific barriers to accessing quality education experienced by marginalized social groups and Children with Disabilities require urgent action. More coordinated focus is, however, needed for nomads, DNTs/PTVGs, LGBT+Q, commercial sex workers and other specific marginalized communities and to end all forms of discrimination of children with disabilities in schools.
Lay special emphasis on vulnerable children and especially those belonging to the vulnerable communities like SCs, STs, OBCs, migrants, slum dwellers, street dwellers and those with disabilities.	19	Stronger focus is needed to sensitize the administration to the educational needs of marginalized children and stronger efforts to build convergence between existing schemes. At the same time, schools run by other departments (like the tribal welfare schools) need to meeting quality norms. Stronger focus is also needed for planning for education in urban poor areas including for both the residents of the slums and migrants.
Review, amend and strengthen the Child and Adolescent Labour (Prohibition and Regulation) Act, 2012 and Integrated Child Protection Scheme (ICPS).	19	In 2016 the government amended the legislation to provide for a complete prohibition on the employment of child labour (i.e. a person below the age of 14 years) in any establishment whether hazardous or not except as part of family enterprise or as child artists after school hours or during vacations. The amendment permit employment of adolescent labour except in hazardous processes or occupations the list of which was reduced from 83 to 3. The offences under the Act have now been made compoundable and cognizable. However, a study conducted by V. V. Giri National Labour Institute shows that the enforcement of Child Labour Prohibition and Regulation Act, 1986 was very poor. The punishment of employers in the past 30 years has been negligible. The punishment clause to the parents will only help labour Inspectors to inflate statistics of punishment, by punishing the parents for their poverty. Social Security measures should be

		extended to families of child labourers, rather than sending them to jail, which in turn will increase child labour. There is no Child Labour Free District in India, though claimed so by some of the State Governments. Peren District in Nagaland has the highest percentage of child labourers (37.38%) and Thrissur District in Kerala has the lowest percentage of child labourers (0.73%).
BJP will initiate a 'Van Bandhu Kalyan Yojna' at the national level to be overseen by a 'Tribal Development Authority'. This scheme will focus on: Setting up the entire education network for tribals	18	The Van Bandhu Yojana was launched in 2014 for overall tribal development and included a component of education. In 2016-17, the allocation to VKY was slashed. On 2016 the Minister of Tribal Affairs told the Lok Sabha that the scheme will only retain a token sum of Rs 1 crore and Schemes under education also took a steep hit. For instance, funds for hostels for Scheduled Tribe students were reduced by 94% and those for pre-matric scholarships for ST students in IXth and Xth standard saw a drop of more than 75% <sup>lxv</sup> . There have been other developments including the opening of additional Eklavya Schools. The 462 new Eklavya Model Residential Schools (EMRSs) for tribal students, proposed to be constructed by 2022, will be on par with Navodya Vidyalayas and have special facilities for preserving local art and culture. However, most schools enrolling tribal students have remained of low quality. Several instances of violations of safety were reported in Ashram Schools. Greater efforts are needed for teacher training of these schools. More also needs to be done for provision of education in tribal languages.
Muslim. Ensure that the young, and the girl child in particular get education and jobs without discrimination. Strengthen and modernize minority educational systems and institutions; dovetailing them with modern requirements. National Madrasa modernization programme would be initiated Curate their rich heritage and culture - ..... preservation and	16	Large parts of the Muslim community have experienced communalization leading to the creation of a sense of fear that percolated to children particularly where there is violence or awareness of identity. Efforts have been made to introduce madrasa modernization, including through the NCPCR. Though, over the year enrolment of Muslim children including girls has increased, transition of girls at all levels still remains to be an issue. DISE data shows a dark contrast between the enrollment of Muslim girls at primary level (90.90 lakhs) with enrollment at secondary level with only 21.81lakh. Unfortunately, latest DISE and SES have stopped revealing dropout data for Muslim minority. District like Nuh of Haryana report alarming dropout rate of Muslim girls i.e. 39.62% at upper primary level as per DISE 2015-16. Union Minister for Minority Affairs Mukhtar Abbas Naqvi informed that the school dropout rate among Muslim girls, which was earlier more than 70 per cent, had now been reduced to about 35 to 40 per cent, owing to awareness and educational empowerment programmes of the Government <sup>lxvi</sup> .

promotion of Urdu.		
On priority, a national modernization programme for madrasa's would be started.	23	
Girls shall be provided all possible help to continue and complete school education.	23	BBBP has been launched by the government. However, 56% of its total fund were spent on advertising and no impact assessment was conducted for the scheme <sup>lxvii</sup> . The Comptroller and Auditor General (CAG) likewise suggest inefficient allocation and disbursement of funds, lacunae in local interventions and, more importantly, disproportionately more expenditure on matters of communication over those of interventions, including those related to education. In 2019 funds were cut from an already inadequate Rs.255.9 crore to just Rs.100 crore <sup>lxviii</sup> .
Launched a national campaign for saving the girl child and educating her - Beti Bachao - Beti Padhao. Introduce self defence as a part of the school curriculum.	21	Self-defense training for girls from classes VI to XII has been included as part of Samagra Shiksha Abhiyan. However, states are struggling to find, fund and train appropriate human resource to conduct training program for girls and many states are not able to conduct the same effectively.  Other provisions pertaining to girls' education in SMSA include the new provision for the upgradation of Kasturba Gandhi Balika Vidyalayas (KGBVs) from Classes 6 to 8 up to Class 12 and continuation of provisions like separate toilet for girls' students and gender sensitization programmes, stipend for girls with special needs from Classes I to XII. However, more systemic barriers to girls' education including aspects of safety and security in schools, sensitization of administration (especially beyond gender coordinators) and PRIs and proactive steps for STEM education for girls have not been adequate.
Enact the 'Rights of the Persons with Disabilities bill' (RPWD). Use technology to deliver low cost quality education to specially-abled students 'in-home' - through E-learning. Identify each and every	20	A new Persons with Disabilities Act was passed in 2016. However, the Rules of the Act have still not notified for many states. A study conducted by the Disability Rights India Foundation (DRIF) on the implementation of the Rights of Persons with Disabilities (RPWD) Act, across 24 States, has revealed that more than half have not notified the State rules, despite a significant lapse of time. <ul style="list-style-type: none"> <li>Though it has been two years since the passage of the RPWD Act, it is seen that its implementation is very poor. Most States have not allocated funds for implementing the Act. The Government's spending on disability has been miniscule over the years. Many States do not have Disability Commissioners and some States have only part-time Commissioners<sup>lxix</sup></li> </ul>

special needs person across the country - establishing a web based disability registration system to issue universal ID for all applicable government benefits (healthcare, transportation, jobs, education etc).		<ul style="list-style-type: none"> <li>• The RTE Act has as yet not been amended to include the RPWD Act and still refers to a now defunct law the PWD Act of 1995. This is not merely a function of legal consistency, but ensuring provisions related to education of children with disabilities conform with these new and higher standards</li> <li>• While home based education is sporadically mentioned in policy documents, the reality is that funds for this have been withdrawn in many states and children are languishing at home with little benefit of the right to education.</li> <li>• The RPWD Act now notifies 21 impairment groups as persons with disabilities. Children with blood disorders, speech impairment, learning disabilities are only some of the groups added in the new law which would require particular educational attention.</li> </ul>
Special pedagogy would be developed for differently-abled students	23	<p>One would have expected more concrete steps to strengthen elements of universal design and reasonable accommodation. Instead there has been a move towards new terminology with a range of terms like “divyang” introduced going against established practice within the global disability community.</p> <p>The SMSA does provide for specific student oriented interventions that are in continuity from past practice i.e. aids and appliances, teaching aids, assistive devices, identification and assessment camps, teaching and learning materials, braille books/kits, transportation allowances, escort allowances, uniforms (under RTE), stipend for girls, training of general teachers, financial assistance for special educators etc. As part of the student oriented interventions, there is also a provision of transport as well as escort allowance for children with disabilities who require assistance to access schools. In 2018-19, an outlay of Rs. 1023.5 crore has been approved for the education of children with special needs, under Samagra Shikshalxx. The provision for home based Under Samagra Shiksha has continued contrary to the right to inclusive education. During 2018-19, an outlay of Rs 922.42 lakh covering 43,996 Children with disabilities has been approved for home based education in all States and Union Territories. Plans to identify and address specific requirements for the inclusion of children with different disabilities appear to be lacking. The SMSA document talks about the 21 disabilities, but does not further tell us how knowledge will be generated in the system to address their needs.</p> <p>The Universal Id mentioned has not come into effect.</p> <p>While there has been an overall increase in allocation under SSA for inclusive education component across</p>

		<div>the period, this has slowed down in the later years of the term<sup>lxxi</sup></div> <table><tr><th></th><th>Allocation to Inclusive Ed (Rs. Crore)</th><th>Increment in allocation to IED from the previous Year</th></tr><tr><td>2013-14</td><td>450.9</td><td></td></tr><tr><td>2014-15</td><td>506</td><td>55.1</td></tr><tr><td>2015-16</td><td>547.2</td><td>41.2</td></tr><tr><td>2016-17</td><td>572.8</td><td>25.6</td></tr><tr><td>2017-18</td><td>544.8</td><td>27.9</td></tr><tr><td>2018-19</td><td colspan="2">953.8 (include allocation till secondary level)</td></tr></table>		Allocation to Inclusive Ed (Rs. Crore)	Increment in allocation to IED from the previous Year	2013-14	450.9		2014-15	506	55.1	2015-16	547.2	41.2	2016-17	572.8	25.6	2017-18	544.8	27.9	2018-19	953.8 (include allocation till secondary level)	
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Major thrust area for rural development would be to improve village level infrastructure in terms of roads, potable water, education,	26	As per Annual Work Plan & Budget 2018-19 data, 97.15% habitations are served by Primary Schools within a radius of 1 km, and 96.49% habitations are served by Upper Primary Schools within a radius of 3 kms <sup>lxxii</sup> . Thus, not all schools currently have access to schools; this trend will be made worse by the trend towards school closures that have happened over the preceding years. The Samagra Shiksha Abhiyan includes provisions for the education of Dalit and Adivasi communities and particular preference is given to Educationally Backward Blocks (EBBs), Left Wing Extremism (LWE) affected districts, Special Focus Districts (SFDs), Border areas and the 115 Aspirational districts identified by Niti Aayog. Efforts were also made to address the specific learning needs of students in J&K valley. At the same time, some efforts were made to ensure safety of north east students. However, greater focus is needed on the educational needs of students in the northeast.																					
All steps will be taken to provide good governance, better infrastructure, educational opportunities, healthcare and more job opportunities, leading to a better quality of life in the valley.	8																						
Take measures for the safety of NE students studying across the country including setting up hostels for NE students at various education levels	8																						
Out of School Children	The Ministry of Human Resource Development (MHRD) commissioned an independent survey in 2014 through																						

	<p>Indian Market Research Bureau (IMRB) to estimate out of school children across the country. According to estimate of the survey<sup>lxxiii</sup>, in the age group of 6-13 years in the country, an estimated 60.64 lakh were out of school. Among the total estimated out of school children 31.66 lakh (52.21%) were boys and 28.97 lakh (47.79%) were girls.</p> <p>The RTE Act's Section 4 provides for age appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children in their age appropriate class. The SMSA provides for Rs. 6000 per child per annum for non-residential mode of training and Rs. 20,000 per child per annum for residential mode). As per reports submitted by States/ UTs, a total of 39,521 Special Training Centres were operationalised across the country during 2017-18 for Special Training of out of school children; 5.13 lakh children were enrolled in these during 2017-18 out of which 3.97 lakh children have been enrolled into schools after completion of Special Training<sup>lxxiv</sup>. However, the implementation of the special training faces issues of untrained, underqualified and poorly remunerated unprofessional teachers. There has been absence of necessary learning materials and infrastructure in special training centres, inadequate budgeting and delayed release of funds<sup>lxxv</sup>.</p> <p>People are constantly on the move in India. According to UNESCO<sup>lxxvi</sup>, around 9 million people in India move to live in another state every year; rates of those migrating within their state also doubled over just ten years. In 2013, 10 million children lived in rural households with a family member who was a seasonal worker. Eight out of ten migrant children in worksites in a survey of seven Indian cities lacked access to education. Up to 40% of children from seasonal migrant households are likely to end up in work, rather than school, facing exploitation and abuse. The government needs to develop a clear policy and program to address the educational needs of this population. This includes overarching frameworks and strategies at both source and destination commensurate with the scale of the population affected. Residential facilities and support are needed to enable children to experience uninterrupted education.</p>
School Closure	<p>As per media reports, the centre is contemplating location-specific merger of about 2,60,000 small government schools as part of its rationalization process to "enhance efficiency"<sup>lxxvii</sup>. The school mergers and closures have resulted in increasing the number of drop-outs, especially children from marginalized communities and girls, due to reasons such as increased distance to school, location of the new schools (often in upper caste areas where children from lower castes feel threatened), lack of transport facilities and safety issues (highway on the way to school) among others.<sup>lxxviii</sup> The closure/merger policy is also a contravention of the fundamental spirit behind the</p>

	<p>section 6 of the RTE Act, as well as Section 3 (1). In many states, merged schools are far beyond the 1 KM radius of the closed school. This subverts the accountability of state to ensure schools within 1 km radius<sup>lxxix</sup>. Moreover, States lack planning to cover affected children displaced due to school closure to ensure their continuity in school with safe access<sup>lxxxlxxxi</sup>. While transportation facilities are promised to compensate for the school, this is frequently not backed by adequate availability of transportation or steps to ensure safety of children thus affected.</p>
Growth and regulation of private schools	<p>The last few years have seen a sharp increase in the number of private schools as well as in the number of students enrolled in them. While government schools increased in numbers by less than 2%, private schools went up by 24.28%. While enrolment in public schools declined by 8.5%, it increased by 24.42% in private schools<sup>lxxxii</sup>. Simultaneously, efforts have been made to hand over government schools to private parties in PPP mode (e.g. In Rajasthan).</p> <p>The situation is no different for ECCE provision where the non-state sector forms the second largest form of provision (after the ICDS). However, unlike school education, no binding regulations exist for these providers. This puts children's education, health and well-being at risk by placing India's youngest children in a totally unregulated sector.</p> <p>Even in school education, however, a large number of schools continue to run without a certificate of recognition. Thus, CBSE has recently had to reiterate that "It has come to the notice of the board that schools are showing a lax attitude towards the provisions contained in the RTE Act and its rules regarding academic betterment as well as the safety and security of the students. In many of the states, schools are functioning even though they have not obtained any recognition certificate from their respective state education departments.<sup>lxxxiii</sup> Punitive measures and incidents of closure or nationalization of schools or ECCE Centres that fail to adhere to norms have been few. Continued existence of low quality, low fees charging schools has continued to persist despite their failure to adhere to minimum RTE standards<sup>lxxxiv</sup>.</p> <p>Several states have dedicated legislations on the regulation of private schools, especially fees; these largely fail to consider the specific needs of the youngest children. However, adherence to the same has been problematic. This affects poor and middle class families alike. An Assocham survey shows that 65% of parents spend more than half of their take-home pay on their children's education and extra-curricular activities. Parental spending on a single child's education has gone up from Rs. 35,000 in 2005 to over 94,000 in 2011. Section 23 of the RTE Act provides for an end to capitation fees and prohibits screening at the time of admission. Experience suggests</p>

	that these provisions continue to be violated. At the same time, while several states have regulatory frameworks for private schools, it is time for a formal legal framework at the national level to regulate all forms of non-state schools and ECCE Centres. The NCPCR developed a 'Model Fee Regulatory Framework for Unaided Private Schools' <sup>lxxxv</sup> , which have been shared with the Ministry of Human Resource Development.
Implementation of Section 12-1c of the RTE Act	The progress of implementation of the section 12-1c under the RTE Act declined since 2015 <sup>lxxxvi</sup> . 15 States/ UTs have notified per-child cost for reimbursement to private unaided schools against admission of children belonging to disadvantaged groups and weaker sections under section 12 (1) (c). UTs of Andaman & Nicobar Islands and Assam have started admission but have not notified per-child cost. State of Tripura has notified per-child cost but admission has not started. The per-child cost notified by the States and UTs is at Annexure. Ministry of Human Resource Development (MHRD) vide letter no 12-5/2016-EE.11 dated 25.05.2016 requested States/UTs to carry out a ground assessment of private schools across the country to ensure compliance with the Section 12 (1)(c) of RTE Act, 2009. Further, MHRD, in various meetings like State Education Secretaries conference, Joint Review Missions (JRM) of SSA, PAB (Project Approval Board) Meetings, has been advising/guiding State/ UT Governments on implementation of the Section 12(1)(c) of the RTE Act 2009 <sup>lxxxvii</sup> . 3384592 children were enrolled in unaided private schools in 2017-18 <sup>lxxxviii</sup> .
<b>ECCD and Preschool Education</b>	
	<p>The government had failed to make mention of early childhood or preschool education in its manifesto which is an unfortunate omission. Incremental steps have been taken to enhance ECCD provision in the Anganwadi system. However, the role of AWW vis-à-vis pre-school education given her multiple roles and capacities has not been resolved.</p> <p>While the Samagra Shiksha scheme identifies preschool as an area of engagement, not enough attention has been paid for its implementation. At the same time, commitments not backed by allocations run the risk of being hollow. At the same time, a letter was issued to states to relocate AWCs to primary schools. Schools, however do not have necessary mechanisms and guidelines to support AWCs. The issue of full time and trained preschool teachers and transition in terms of preschool -school curriculum remain unanswered given the importance of preschool education in child development. NCERT has developed a draft preschool education curriculum and guidelines.</p>

		Further, under 6 children remain with MWCD hence relation of AWC to schools need inter-departmental coordination.
<b>Governance</b>		
Investment in education yields the best dividend. Public spending on education would be raised to 6% of the GDP, and involving the private sector would further enhance this.	23	<p>India spends under 3% if one includes both central and state budgets. 3.5% of the Union Budget's spending on education was devoted to education (2019-20, BE) in the current budget<sup>lxxxix</sup>. Current statements from MHRD report that spending has been increased to 4.6% GDP<sup>xc</sup></p> <p>Current per child expenditures in educationally lagging poorer states continue to fall short of the expenditure needed to ensure adherence to the RTE norms; thus, Bihar spends only 30% of what is required to implement the RTE Act in totality<sup>xcj</sup>. This drives down the quality of its education.</p> <p>Financing to states for education need to be equitable, timely, commensurate with the current financial requirements to ensure RTE Implementation. The central share to education funding has declined which has particularly affected educationally lagging, populous and low income states. The GOI-state fund-sharing ratio for SSA was revised in October 2015, to 60:40 (previously 65:35). Thus, in FY 2017-18 the funds requested by PAB of SSA was at INR 55,000 crore, the Government of India (GOI) SSA budget for the year was INR 23,500 crore. The release made by the central government as the percentage of the PAB approved Central share has reduced from 79.7 percent in 2013-14 to just 42.7 percent in 2017-18. The central government explains that the reduction of central investment on education is the result of great devolution of funds to the States. However, recent research suggests that expenditure on education from the States has not increased to pick up the slack. Expenditure on school education has not increased, with the centre withdrawing from its responsibility<sup>xcii</sup>.</p> <p>Models of funding education based on regressive taxation like the Education cess, need to be phased out with the funding for education instead coming from core government revenues.</p> <p>The proportion of funds spent out of total approved budgets under SSA also fell from 84 percent in FY 2013-14 to 66 percent in FY 2016-17. In FY 2017-18, until 30 June 2017, INR 7157 crore, equivalent to just 9 percent of the approved budget was spent. This chronic issue is the result of small but serious problems that have not been adequately addressed till date<sup>xciii</sup>.</p>

We will evolve the PPP model into a People-Public-Private Partnership (PPPP) Model	10	A series of high-profile PPPs have been established in the education sector. Efforts have also been made by MHRD to broker partnerships between some civil society organizations with robust work on the ground and state governments. However, no clear strategy to address equity with quality concerns within such partnerships are visible.
Strengthen the Institution of the Gram Sabha respecting their inputs and initiatives for development process	9	The concerned bodies under the 73 <sup>rd</sup> and 74 <sup>th</sup> amendments provide for a role for the PRIs/PESA/ULBs in education. The RTE Act, furthermore, notifies the PRIs as Local Authorities under the RTE Act. However, despite the notification of the LAs, very little has been done to ensure real transfer of authority or to build the capacities of these bodies to undertake the enhanced set of roles expected. Budget and role of PRIs needs to be strengthened to address local needs.
School Management Committees		No mention of SMCs has been made in the BJP Manifesto which is an unfortunate omission. Section 21(1) of the RTE provides for a School Management Committee (SMC) in schools other than unaided schools and envisages dynamic role of the community in effective monitoring of schools. However, in FY 2016-17, only 48.8 % ( i.e. 4,81, 980) schools constituted SMCs and had more than 9 meetings during last academic year. <sup>xciv</sup> Total of 3,91,760 schools in FY 2016-17 did not have SMCs to begin with. While similar structures exist in secondary schools, they lack the same powers that SMCs. Similar structures are absent for preschool and ECCE centres. While there is a provision for Anganwadi level Monitoring & Support Committees in early childhood, it fails to provide for majority of representation of the community or recognize the role of the community in planning. Furthermore, more robust plans for their capacity building to enable them to take on the roles anticipated has been missing. Furthermore, while SMCs are anticipated to prepare School Development Plans (SDPs), this has rarely been rolled out in practice.
NDA's flagship program 'Sarva Shiksha Abhiyan': Mechanism would be set up for its performance audit and to have real time information about its performance. Programme shall be strengthened and expanded with a goal to remove illiteracy.	23	<p>An All India Performance Audit on Implementation of RTE Act. 2009 was conducted by the Comptroller &amp; Auditor General of India (C&amp;AG) for the period extending from 2010-11 to 2015-16 and accordingly Report No. 23 of 2017 has been laid on the Table of the Parliament on 21.07.2017. An independent third party evaluation of the SSA Scheme was also conducted in 2017-18. It has pointed out that SSA achieved considerable success in universalizing access and strengthening of infrastructure in schools.</p> <p>The government has merged SSA into an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The Samagra Shiksha came into effect 2018-19. This programme subsumes the three erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). However, no governance and management system has been</p>

		set up for governance of this program.
BJP will set up a National Commission on Education to report in two years on the state of education and the reforms needed. Based on the report, BJP will implement a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.	24	Wide ranging consultations were undertaken at multiple levels of online, expert/thematic and grassroots from village to State, Zonal levels as well as at the National level. Initially, a Committee for Evolution of the New Education Policy was constituted which submitted its report in May, 2016 and thereafter, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. Both documents are now treated as inputs for policy formulation. The exercise of preparing a New Education Policy has been tasked to the Committee for Draft National Education Policy constituted under the Chairmanship of Dr. K. Kasturirangan. The draft policy is not available. In the interim the government introduced a flurry of changes without waiting for the NEP to release: reversal of no-detention policy in schools by amending the RTE Act, merging of the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA); delay and slashing of funds for the SSA and introduction of learning outcomes in early grades– to name a few. A number of action plans have also been developed addressing specific aspects.
Grievance redress		Issues of grievance redress have not been included in the BJP manifesto, but remain critical. States and UTs have continued to use a range of methodologies for grievance redress <sup>xcv</sup> . While Rajasthan and Maharashtra have developed Online Mechanism for addressing grievances, Gujarat, Assam and Uttarakhand are using Toll Free Number for addressing grievances under Section 12(1) (C). There are also offline mechanisms in place in other States. A critical continued omission has been the continued weakness of several SCPCRs that continue to fail to be resourced to redress complaints.
<b>Vocational and Skills Based education</b>		
We will promote vocational training on a massive scale.	24	The component of Vocationalisation of School Education under Samagra Shiksha aims to integrate vocational education with general academic education and prepare employable youth for various sectors of

<p>Rigid segregation of formal education and skill development will be broken; a mechanism will be established to give vocational qualifications of Academic Equivalence.</p>	<p>the economy and global market. The curriculum of vocational subjects for Classes IX to XII is divided into two major components - a) employability skills and b) vocational skills. The vocational skills are specific to job roles offered by the school. While SMSA talks about the vocationalization of education, the state frequently lacks preparedness for addressing this for children with disabilities. Furthermore, stronger mechanisms are needed to create awareness among potential employers about the abilities of children with disabilities and ensure that entrepreneurs give employment to young people with disabilities.</p>
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