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**PARLIAMENT OF INDIA
LOK SABHA**

**COMMITTEE ON EMPOWERMENT OF WOMEN
(2012-2013)**

(FIFTEENTH LOK SABHA)

TWENTIETH REPORT

**'ASSESSMENT OF EDUCATIONAL STATUS OF WOMEN
WITH SPECIAL REFERENCE TO THE GIRL CHILD'**



सत्यमेव जयते

**LOK SABHA SECRETARIAT
NEW DELHI
*August, 2013/Sravana, 1935 (Saka)***

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Presented to Lok Sabha on 22nd August, 2013

Laid in Rajya Sabha on 22nd August, 2013



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LOK SABHA SECRETARIAT
NEW DELHI

August, 2013/Sravana, 1935 (Saka)

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COMPOSITION OF THE COMMITTEE ON EMPOWERMENT OF WOMEN

(2012-2013)

Rajkumari Ratna Singh

-

Chairperson

MEMBERS **LOK SABHA**

2. Smt. Susmita Bauri
3. *Vacant
4. Dr. Kakoli Ghosh Dastidar
5. Smt. Helen Davidson
6. Smt. Ashwamedh Devi
7. Smt. Rama Devi
8. Smt. Jyoti Dhurve
9. Smt. Ingrid Mcleod
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18. Smt. Seema Upadhyay
19. Smt. Usha Verma
20. Shri O.S. Manian

RAJYA SABHA

21. Ms. Anu Aga
22. Smt. Jaya Bachchan
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26. Dr. T. N. Seema
27. Smt. Maya Singh
28. Smt. Vasanthi Stanley
29. Dr. C. P. Thakur
30. Dr. Prabha Thakur

SECRETARIAT

1. Shri R.K. Jain Joint Secretary
2. Shri S. C. Chaudhary Director
3. Shri Raju Srivastava Additional Director
4. Shri Lawrence K. Munluo Committee Officer

** Smt. Santosh Chowdhary ceased to be a Member of the Committee w.e.f. 17th June, 2013 on her appointment as Minister of State, Government of India.*

INTRODUCTION

I, the Chairperson, Committee on Empowerment of Women, having been authorized by the Committee to submit the Report on their behalf, present this Twentieth Report on the 'Assessment of Educational Status of Women with special reference to the Girl Child'.

2. Realising the importance of education, especially as an important tool for the Empowerment of Women, the Committee on Empowerment of Women (2012-13) selected this subject for detailed examination and Report to the Parliament. In all, 2 sittings of the Committee lasting about 4 hours and 15 minutes were held in connection with the examination of this subject of immense importance.

3. The Committee wish to express their thanks to the representatives of the Ministry of Human resource Development (Department of School Education and Literacy) and Ministry of Women and Child Development for appearing before the Committee for evidence and furnishing the information desired by the Committee in connection with the issues relating to the subject.

4. The Report was considered and adopted by the Committee at their sitting on 14 August, 2013.

5. For facility of reference and convenience, the observations and recommendations of the Committee have been printed in bold letters in Part II of the Report.

NEW DELHI

14 August, 2013

23 Sravana, 1935, (Saka)

RAJKUMARI RATNA SINGH

Chairperson,

Committee on Empowerment of Women

REPORT

PART I

NARRATION ANALYSIS

A. INTRODUCTORY

In the 21st century, women enjoy more freedom and power than ever before. However, they are still disadvantaged when compared to men in virtually all aspects of life. Women are deprived of equal access to education, health care, capital, and decision making powers in the political, social, and business sectors. Education is the single most powerful tool for Empowerment of Women and realizing that the most effective way to do is by educating the girl child, the leaders of our freedom movement had placed it as a prime agenda for national development. At the time of our Independence, the national female literacy rate was at an alarmingly low at 8.9 per cent, Gross Enrolment Ratio (GER) for girls was 24.8 per cent at primary level and 4.6 per cent at the upper primary level (in the 11 – 14 years age group). Today, as per the 2011 Census, the female literacy rate in the Country has increased to 64.6 per cent. Though, there has been an improvement in this regard, yet, until and unless every woman and every girl child get access to and benefit from education, women empowerment will remain a distant dream.

1.2 Strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. The original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to endeavour to provide free and compulsory education to all children up to the age fourteen in a period of ten years. However, Universalisation of Elementary Education (UEE) in its totality is still an elusive goal and much ground is yet to be covered. Drop-out rates continue to be high, retention of children in schools is poor, achievement levels are low, and wastage is considerable. Despite increased participation of girls, disparity still exists, more particularly among scheduled castes (SCs) and scheduled tribes (STs).

1.3 The Government has formulated **National Policy on Education (NPE)** in 1968 and has since revised it in 1986 and 1992 to promote education and achieve Universal Elementary Education in the Country. Based on this policy, the Government has introduced and adopted various educational programmes from time to time, in order to improve the

educational status in the country especially of the girl child and achieve the goal of Universal Elementary Education.

1.4 Subsequently, **Programme of Action (POA)** was formulated in 1992 to operationalise the NPE, which recognized that it is impossible to achieve Universal Elementary Education (UEE) unless concerted efforts are made to reach out to the girl child. The programme stated that Girls who cannot attend formal schools or had to drop out be provided educational opportunities through **Non-Formal Education (NFE)**. Efforts were made to design special NFE programmes for out of school adolescent girls with a view to getting them back into the formal stream or qualify for technical or vocational education

1.5 **The Constitution (Eighty-sixth Amendment) Act, 2002** inserted **Article 21-A** in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. **The Right of Children to Free and Compulsory Education (RTE) Act, 2009**, which represents the consequential legislation envisaged under Article 21-A, and came into force from 1st April, 2010 mandated that every child has a right to free and compulsory eight years full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. This has been a path breaking legislation in the country, where such a major commitment to the cause of elementary education has bound governments, community based organizations and civil society into a common resolve to achieve universal elementary education. Currently the *Sarva Shiksha Abhiyan* (SSA), Rashtriya Madhyamik Siksha Abhiyan (RMSA) and Mid Day Meal scheme are implemented as Centrally Sponsored Schemes in partnership with State Governments for universalising elementary and secondary education across the country

1.6 The existing State/UT wise Gross Enrolment Rate is given in **Annexure-I** and the present State/UT wise and urban-rural female literacy rate is given in **Annexure-II**.

1.7 As per 1981 Census, the literacy rate (male & female) in the country was 56.38 per cent (male) and 29.76 per cent (female). The literacy rate after the 86th Constitutional

Amendment in 2002, as per Census 2011, has increased to 82.14 per cent and 64.6 per cent respectively.

1.8 One of the prominent features of the Indian educational system especially in the context of female education is the uneven female literacy rate in different States in the Country. Although, most of the educational programmes and project for girls are introduced and initiated by the Government, yet the translation and implementation of these programmes and policies are the responsibilities of the States. It is a well-known fact that the success of programmes or policies depends upon the efficient and timely implementation along with an effective monitoring mechanism at the ground level. The challenge before the country is to ensure that every girl child irrespective of the region, caste or creed she belongs to, get access and fully benefit from the educational programmes and schemes introduced by the Government.

1.9 As per the information furnished by the Ministry, the States with female literacy rate below national average are Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. However, in each of these States the decadal growth rates of female literacy are rising steadily. In all these State, Sarva Shiksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan are centrally sponsored programmes being implemented for elementary and secondary education respectively. Both these programmes lay stress on removal of gender and social gaps. Besides, Mahila Samakhya (MS) for women's empowerment is being implemented in Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand and Uttar Pradesh. This programme has also been initiated in Rajasthan. The State-wise decadal female literacy growth rate is given at Annexure-III.

B. POLICIES AND PROGRAMMES IN THE EDUCATION SECTOR:

(i) NATIONAL POLICY ON EDUCATION:

1.10 When asked to evaluate the educational status of women ever since the adoption of the National Policy on Education (NPE), as revised in 1992, the Ministry stated in a written reply as under:

"The enrolment of girls in schools, both in rural and urban areas across the country, has shown a steady increase over the years. The GER at Primary and upper primary level was 73.8% and 49.3% in 1992-93 respectively. This has increased to 116.7% and 83.1% at primary and upper primary level in 2011 respectively. The female literacy rate as per Census 1991 was 39.29. This has increased to 64.6% in 2011.

At the national level the gender parity index is 0.94 at the primary level and 0.95 at the upper primary level as per DISE 2011-12. Progress has been made towards reducing the gender gap. At the national level the gender gap at primary level has reduced from 4.8% in 2003-04 to 3.30% in 2011-12 and at the upper primary level it has reduced from 8.8% to 2.74%. The percentage of girls in out-of school category has declined from 7.9% (2005) to 4.6% (2009). Moreover the dropout rate at primary level which was 41.9% for girls and 39.7% for boys in 2000-01 has reduced to 25.1% for girls and 28.7% for boys in 2010-11 whereas at elementary level it was 57.7% for girls and 50.3% for boys in 2000-01 and is now 41.0% for girls and 40.3% for boys in 2010-11. At secondary level dropout of girls stood at 71.5% for girls and 66.4% for boys in 2000-01 and is now 47.9% for girls and 50.4 for boys in 2010-11 showing that the dropout rate for girls is lower than that of boys at primary and secondary level."

State/UT wise Gross Enrolment Ratio and State/UT wise and urban-rural female literacy rate are given in Annexure I & II respectively.

1.11 When asked to provide the outcome of surveys done by the Government on the out-of-school children, the following information was furnished to the Committee by the Ministry:-

(a) *A major sample survey in all the States / UTs was conducted in 2005 for assessing the number of out of school children in the country in the age group of 6-14 years. Through open bidding, Social & Rural Research Institute -IMRB International (SRI-IMRB) was selected to do the survey covering rural and urban areas of 588 Districts. Data was collected from July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks. Findings indicated that the country had about 19.4 crores children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.9% children were out of school. Amongst the out of school children, 68.3% children had never attended school and 31.7% were dropouts.*

(b) A repeat survey was conducted in all the States / UTs in 2009. It was a sample survey of 99,226 households. According to the survey 4.28% children in the age group 6-13 years (estimated number 8.15 million) were out of school. A comparison of some indicators derived from the surveys of 2005 and 2009 is as under:-.

Out of School Children (%)		2005	2009
All (6-13 years)		6.9	4.3
(a) Dropouts		2.2	1.1
(b) Never attended		4.7	3.2
Age group	6-10 years	6.1	3.7
	11-13 years	8.6	5.2
By area	Rural	7.8	4.5
	Urban	4.3	3.2
by Gender	Male	6.2	3.9
	Female	7.9	4.7
By Social groups	SC	8.2	6.0
	ST	9.5	5.6
	Muslim	10.0	7.7
	OBC+ others	5.6	2.7
Percentage of Out of school children among CWSN (6-13 years)		38.1	34.1

Amongst the States which had relatively high percentage of Out of School children are Arunachal Pradesh (10.6%), Rajasthan (8.4%), Uttar Pradesh (7.6%), Bihar (7.2%), Odisha (7.0%), West Bengal (5.25%) and Delhi (5%). In all other States/UTs, this percentage was less than 5%. The survey report was published in 2010. The enrolment of girls in schools, both in rural and urban areas across the country, has shown a steady increase over the years.

1.12 As the Committee have been given to understand that various provisions have been made in the National Policy on Education relating to the girl child, they desired to know from the Ministry the main provision of the said policy document. In response, the Ministry, in a written reply, informed as under:-

"The National Policy on Education (NPE), 1986, as revised in 1992 is a path breaking policy document, which articulates the government of India's unequivocal commitment, that Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge for women. This will be an act of faith and social engineering. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services, setting time targets and effective monitoring. As per the revised policy, Education will be used as an agent of basic changes in the status of women through provision of special support services related to education.

Main Provisions in the NPE, 1986 as revised in 1992 pertaining to education of girl child are:-

- (i) Recognising the holistic nature of child development viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child development Services programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.*
- (ii) The Non-formal Education Programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged.*
- (iii) Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science,*

commerce and vocational streams. Boards of Secondary Education will be recognized and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Effort will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth.

(iv) Adequate hostel accommodation will be provided, specially for girls. Facilities for sports, creative work and cultural activities will be expanded."

1.13 They also further submitted that:-

"The main provisions in the National Policy for Education that pertains to the girl child have been taken into account while formulating different educational schemes of this Department. In order to address the challenge of gender inequality and its resultant adverse socio-economic impacts on girls in particular and on overall society in general, several steps and initiatives have been taken up by the government of India at various levels in school education system such as National Curriculum Framework (NCF) 2005 and flagship programme like Sarva Shiksha Abhiyan (SSA) and the subsequent Right to Education Act (RTE). Prior to the SSA some special projects and programs like Bihar Shiksha Pariyojna, Lok Jumbish, and DPEP also covered gender issues.

Special interventions for the education of girl child include:

- (1). The opening of schools in the neighbourhood as defined by the State.*
- (2). Residential hostel buildings (KGBVs) for children in habitations unserved by regular schools and also for children without adult protection.*
- (3). Girls Hostel at secondary level.*

- (4). *Recruitment of additional teachers, with emphasis on recruitment of female teachers.*
- (5). *Provision of free text-books to children.*
- (6). *Uniforms to all girls, SC, ST and BPL children.*
- (7). *Provision of girls toilets in schools.*
- (8). *Teachers' sensitisation programmes to promote girls participation.*
- (9). *Gender-sensitive teaching-learning materials including textbooks.*
- (10). *Intensive community mobilisation efforts to promote girls education.*
- (11). *Special training for Out-of- School children specific interventions.*
- (12). *Provision of scholarships to girls belonging to specified categories."*

(ii) NATIONAL CURRICULUM FRAMEWORK (NCF) 2005:

1.14 On being asked about the impact of National Curriculum Framework (NCF) 2005 in meeting the challenges of gender inequality and gender sensitization in the country, the Ministry in a written reply stated as under:-

"The National Curriculum Framework (NCF) 2005 points out that the approach of equality of treatment, equal access or equal representation for girls, is inadequate. In order to make it possible for marginalized learners, especially girls, to claim their rights, education must empower them. So a pedagogy that is sensitive to gender, class, caste and global inequalities is one that does not merely affirm patriarchal notions but empowers to challenge such notions.

The National Curriculum Framework (NCF) 2005 prioritizes gender as an important guiding principle in all curricular areas. The Focus Group Paper on gender issues in education has mentioned that gender is an integral part of all disciplines offered to children at school stage. Based on this principle, gender sensitization through curriculum and capacity building for teachers has been a priority.

In view of the NCF 2005 gender concerns have been integrated in curriculum and textbooks by National Council of Education Research and Training (NCERT) (the apex resource organization to assist and advise the Central and the State Govt. on academic matters related to school education) and gender is an integral part of the school curriculum and works as an infused model. All CBSE affiliated schools and several State Governments are using NCERT books. The State Councils of Education Research and Training (SCERT) which prescribe textbooks for State Government schools have redesigned school textbooks to make these gender positive."

1.15 On being asked about the measures undertaken by the Government to formulate an education system which is free from gender discrimination and aims at promoting equality, ethics, morality and excellence, the Ministry in a written reply stated as under :-

"Issues of gender and gender sensitization have been one of the most challenging in the progress made towards the goals of universalisation, inclusion, equity and quality in education. Gender being the most pervasive form of inequality operates across all classes, castes and communities posed such a big challenge that despite having a progressive education policy with regard to gender, the ground reality in our country is still grim and our education system reflects their inequality found in the society outside the classroom. Moreover, even though the girls are not a homogenous category, nowhere do they enjoy the status which is equal to that of boys. In order to address this challenge of gender inequality, several steps and initiatives have been taken up at various levels in school education system such as National Curriculum Framework (NCF) 2005 and flagship programme like SSA and RMSA. Some earlier special projects and programs like Bihar Shiksha Pariyojna, Lok Jumbish, and DPEP also covered gender issues.

In this regard, efforts are being made at the following levels:

- (a) Gender sensitive curriculum, syllabus & text books*
- (b) Through teacher training modules*
- (c) Classroom environment*

- (d) *School Management Committees at elementary level to have at least 50% women as per the RTE Act, 2009."*

(iii) SARVA SHIKSHA ABHIYAN:

1.16 On the specific question about the present status of Sarva Shiksha Abhiyan (SSA) in the Country, the Ministry in their written reply stated as follow:-

(a) Achievements under SSA

(i) Gender Enrolment Rate 2010-11 is 115.4% for boys and 116.7% for girls which indicates universal enrolment at primary level. (State / UT wise figures is at **Annexure-I**)

(ii) Percentage of girls' enrolment has gone up to 48.63% of the total enrolment in 2011-12 at upper primary level. (State / UT wise figures is at **Annexure-IV**)

(iii) Number of out of school children has reduced from 134.6 lakh in 2005 to 81 lakh in 2009 as per SRI-IMRB independent study. States estimates of March, 2013 put this at about 22 lakh.

(iv) Dropout rates have come down from 28.86 % (2009-10) to 27.00% (2010-11) at primary level and from 42.39% (2009-10) to 40.60% (2010-11) at elementary level. (SES). Girls dropout rate is lower than boys, at 25.1%. (State / UT wise figures is at **Annexure-V**)

(v) Enrolment of SC children has gone up to 19.80 % of the total enrolment in 2011-12 at elementary level which is more than their share in population (16.20%).

(vi) Enrolment of ST children has gone up 10.92% in 2011-12 at elementary level which is more than their share of population (8.20%).

(vii) Enrolment of Muslim children has gone up to 12.79% of the total enrolment in 2011-12 at elementary level (13.43%).

(State / UT wise figures of SC/ST/Muslim representation is at **Annexure-VI**)

(b) School infrastructure

	Sanctions till (2012-13) under SSA	Cumulative Physical Achievement as on 31.03.2013		
		Completed	% Completed	In progress / not started
Primary Schools	195003	165297	84.77	29706
Upper Primary Schools	109451	98130	89.66	11321
Additional Class Rooms	1791860	1378016	76.90	413844
Drinking Water	229840	213408	92.85	16432
Toilets	853624	542826	63.59	310798

State-wise details of school infrastructure are given at **Annexure-VII**.

(c) Teachers' Posts

(i) 24 States/UTs have Pupil Teacher Ratio (PTR) as per norms of RTE (Primary 1:30; upper primary 1:35) at primary level and 28 States/UTs meet norms at upper primary level. These States have to ensure school-wise redeployment of teachers to have even PTR.

(ii) 11 States/UTs at primary and 7 States at upper primary level have adverse PTRs but are in the process of recruiting teachers and redeploying teachers.

(iii) Table below provides information on PTR and recruitment of teachers since inception of SSA.

PTR		No. of Teachers sanctioned under SSA	No. of teachers appointed	Vacancies
Primary	Upper Primary			
31	29	1982904	1286344	696560

As per DISE 2011-12, State-wise details of pupil teacher ratio (Government Schools) is at **Annexure-VIII**. State-wise details of teacher's posts sanctioned and recruitment reported by States upto 2012-13 is at **Annexure-IX**.

1.17 On the aspect of achievement of Sarva Shiksha Abhiyan in its goal of bridging and eliminating gender difference in enrolment, retention and quality of learning, the Ministry in its written reply spelt out the achievements as under:-

"The Gross Enrolment Ratio in 2010-11 is 115.4% for boys and 116.7% for girls which indicates enrolment at primary level.

- Percentage of girls enrolment has gone up from 48.12% in 2009-10 to 48.63% in 2011-12 at upper primary level.
- Drop out rate have come down from 28.86% (2009-10) to 27% (2010-11) at primary level and from 42.49% (2009-10) to 40.60% (2010-11) at elementary level. Girls drop out rate is lower than boys, at 25.1%.
- Gender Gap has come down from 3.27% in 2009-10 to 3.12% in 2011-12 at elementary level.
- Retention rate at primary level overall in 2009-10 and 2011-12 is 74.01 % and 73.87% respectively. Retention rate at primary level for girls in 2009-10 and 2011-12 is 74.8% and 74.3% respectively.
- Favourable pupil teacher ratio by sanctioning teachers' posts (19.82 lakh) sanctioned in SSA and 12.86 lakh recruited.
- SSA encourages States to recruit at least 50% female teachers. As per DISE 2011-12, 40.5% of female teachers in government/government aided schools.
- 29 States have initiated early reading programme for improving quality in early grades for reading, writing and mathematics.
- 22 States/UTs have development continuous and comprehensive evaluation (CCE) modules to help the child to acquire learning levels and remedial actions by teachers. The NCERT has developed exemplar material which has been share with the States."

1.18 The details of State/UT-wise percentage and total number of girl child enrolled in schools under the Sarva Shiksha Abhiya across the Country during the last three years are given as under :-

	State/UT	% Girls Enrolment (Class I-V)				% Girls Enrolment (Class VI-VIII)			
		2009-10	2010-11	2011-12		2009-10	2010-11	2011-12	
				%	Number			%	Number
1	A & N Islands	48.74	48.81	48.88	15848	47.96	48.38	48.31	10102
2	Andhra Pradesh	49.20	48.79	48.76	3627638	49.07	49.10	49.42	1883566
3	Arunachal Pradesh	48.50	48.62	48.69	120915	48.15	48.80	49.26	45786
4	Assam	49.68	49.50	49.64	1949745	51.17	51.41	51.32	940787
5	Bihar	47.80	48.53	49.29	7827588	46.44	47.73	48.77	2423727
6	Chandigarh	45.51	45.89	46.45	45622	44.38	44.06	43.86	25729
7	Chhattisgarh	49.02	48.96	48.91	1526375	48.77	48.96	49.28	799397
8	D & N Haveli	47.65	47.18	47.22	18596	44.60	45.43	46.13	9509
9	Daman & Diu	46.29	46.63	46.47	7956	46.95	47.60	46.17	4311
10	Delhi	46.92	46.90	46.69	844136	45.99	45.97	45.94	464236
11	Goa	47.99	48.27	48.20	55064	46.54	47.18	46.92	33672
12	Gujarat	46.64	46.27	46.42	2719585	45.74	45.63	45.65	1149964
13	Haryana	47.10	45.52	45.49	1111667	47.44	45.00	44.83	574246
14	Himachal Pradesh	47.49	47.59	47.51	294240	47.21	46.71	46.72	180643
15	Jammu & Kashmir	47.42	47.43	47.34	586951	46.02	46.53	46.80	312763
16	Jharkhand	49.52	49.23	49.01	2329704	48.75	49.10	49.77	949165
17	Karnataka	48.36	48.26	48.16	2609406	48.17	48.25	48.15	1447951
18	Kerala	49.60	49.46	49.07	1121880	48.91	48.91	48.58	745124
19	Lakshadweep	50.22	48.78	48.64	2835	49.82	52.71	53.40	2316
20	Madhya Pradesh	49.32	49.22	48.84	5077665	48.48	49.44	50.13	2467174
21	Maharashtra	47.09	47.13	47.07	4865711	46.86	46.79	46.61	2726276
22	Manipur	49.91	49.67	49.59	181677	49.95	49.61	49.82	70594
23	Meghalaya	50.28	50.41	50.28	259618	52.99	52.94	52.90	100132

24	Mizoram	48.44	47.53	48.18	86727	49.20	47.88	48.66	38273
25	Nagaland	48.71	49.07	49.23	142053	49.08	49.43	49.50	62305
26	Odisha	48.80	48.61	48.45	2147650	48.52	48.63	48.82	1018829
27	Puducherry	48.50	48.59	48.54	53296	47.86	48.12	48.64	34627
28	Punjab	45.29	44.35	44.64	1155071	45.15	43.71	43.85	614434
29	Rajasthan	46.57	46.81	46.98	4067161	42.66	43.72	44.73	1672851
30	Sikkim	48.87	48.45	48.00	40461	54.33	54.28	53.23	22000
31	Tamil Nadu	48.55	48.60	48.64	2937706	48.20	48.34	48.39	1808060
32	Tripura	48.68	48.95	48.98	188456	49.16	49.13	48.95	107122
33	Uttar Pradesh	49.47	49.37	48.72	12758227	50.05	50.64	50.39	4643586
34	Uttarakhand	48.13	47.69	47.40	517378	48.81	48.56	48.44	274874
35	West Bengal	49.43	49.38	49.52	4994914	51.39	51.58	51.94	2463173
	All States	48.46	48.41	48.35	66289522	48.12	48.39	48.63	30127304

1.19 When enquired about the response and delivery mechanism of the State Governments towards the Centrally-funded educational programmes like the Sarva Shiksha Abhiyan and also about the steps taken to initiate a better coordination between the Centre and the States, the Ministry in a written reply stated as under :-

"The SSA programme is implemented with the partnership of States. The State governments work in coordination with the centre to ensure the implementation of the program to achieve the SSA goals. The approval process of the Annual Work Plan & Budget by the Project Approval Board (PAB) of SSA is a comprehensive mechanism for coordination between State and the Ministry on various SSA implementation components. This forum provides an opportunity for in-depth analysis in consultation with State / UTs on implementation of the programme. It also offers an opportunity of comprehensive review of the programme. Apart from this there is a mechanism of 6 monthly conferences with State Education Secretaries / State Project Directors for discussing / reviewing various SSA activities. There is a mechanism of independent Joint Review Mission, involving external development partners, held twice in a year to critically review the performance of the programme

across the country. Apart from this there is a regular mechanism for State visits by the Government of India officials to participate in the executive meetings of SSA as well as reviewing the progress under the programme.

States have shown a lot of enthusiasm in implementation of Sarva Shiksha Abhiyan. As a result significant strides have been made in providing access to schooling facilities at elementary level. All the State / UTs have notified their RTE rules and have brought out the related notifications. Almost all the States have contributed their due State share in time. The excess State share contributed by most of the State is Rs. 3257.78 crore whereas the shortfall is only 288.94 crore. States / UTs have also participated in the process of timely preparation of Annual Work Plan and Budget 2013-14 and the approval process was completed by 22nd April 2013."

1.20 As regards the State/UT-wise data on the number of primary schools and ICDS Anganwadi Centres working in the same compound or in close proximity, the Ministry in a written reply furnished the following details :-

State/UT	2009-10	2011-12	2009-10	2011-12
	Primary Schools with AWC	Primary Schools with AWC	% Schools with AWC	% Schools with AWC
A & N ISLANDS	24	57	7.84	23.75
ANDHRA PRADESH	12363	15345	17.65	22.50
ARUNACHAL PRADESH	155	247	3.63	8.19
ASSAM	9192	14736	24.20	40.34
BIHAR	16659	32486	24.73	47.05
CHANDIGARH	3	7	2.73	6.42
CHHATTISGARH	4384	6873	13.15	20.57
D & N HAVELI	0	93	0.00	34.07
DAMAN & DIU	17	13	34.69	24.07
DELHI	12	18	0.54	0.81
GOA	141	153	15.08	16.09
GUJARAT	3830	5404	11.49	16.18
HARYANA	2012	2835	19.44	29.84
HIMACHAL PRADESH	1197	2686	11.14	25.31
JAMMU & KASHMIR	2071	2618	9.96	11.92
JHARKHAND	10971	2211	28.30	5.56

KARNATAKA	21303	28366	46.40	62.09
KERALA	621	797	14.07	18.05
LAKSHADWEEP	0	1	0.00	2.78
MADHYA PRADESH	14927	21716	17.79	26.00
MAHARASHTRA	47075	36998	71.38	54.24
MANIPUR	671	628	28.35	26.59
MEGHALAYA	593	693	17.78	12.53
MIZORAM	54	60	3.53	3.89
NAGALAND	37	111	2.35	6.12
Odisha	6096	9391	12.26	18.17
PUDUCHERRY	55	32	15.54	9.28
PUNJAB	4652	8685	33.70	61.67
RAJASTHAN	14871	15868	20.19	22.16
SIKKIM	21	54	2.37	6.04
TAMIL NADU	15996	20931	51.24	66.28
TRIPURA	194	380	4.76	9.03
UTTAR PRADESH	32412	47795	30.48	44.13
UTTARAKHAND	5222	8311	40.92	65.23
WEST BENGAL	12864	17684	19.40	26.15
NATIONAL	240695	304283	26.77	33.60

1.21 The Ministry further informed that the Nodal Ministry for ICDS is Women & Child Development. SSA caters to children in the age group of 6-14 years. Early childhood care & education centres were earlier run under SSA where Anganwadis had not been set up. These have been phased out with universalisation of ICDS in the States. The two Departments coordinate closely especially for enrolment drives and tracking out of school children.

1.22 While replying to a query on the programmes available to the children, especially the girl child of migrant/daily wage labourers in urban areas, the Ministry in a written reply stated as under :-

"SSA is being implemented throughout the country with the objective of universalisation of elementary education amongst all children of 6-14 years of age group. There is a provision for a neighbourhood school and transport facility in

exceptional areas where a neighbourhood school has not been provided. 96 out of 111 residential schools and hostels sanctioned for deprived children in urban areas have been operationalised. In order to cover the out of school children, special training is provided for age appropriate admissions. ICDS also supports urban AWCs with the norm of 1 lakh population for an AWC."

(iv) RIGHT TO EDUCATION

1.23 On being enquired whether the Right to Education Act provides any special provision for girl child, the Ministry in a written reply stated as under:-

"The RTE Act, 2009 provides for free and compulsory education to all children in the age group of 6-14 years including girls. SSA framework of implementation has been revised to be in sync with the RTE Act. The RTE Act provides for the following interventions for girl child:

- (i) Opening of a neighbourhood school for improved access.*
- (ii) Provision of child entitlements like free textbooks to all children, free uniforms to all girls in elementary schools etc.*
- (iii) Provision of separate toilets for girls*
- (iv) Curriculum has to be in consonance with NCF -2005 which emphasizes the core value of equality. It stressed upon the need to remove gender bias from the school curriculum and textbooks and underlined the need to sensitize all school personnel so that equality between sexes gets internalized by a gender sensitive and gender inclusive curriculum and its transaction. The initiative to remove existing bias in textbooks was undertaken by states while reviewing the curriculum and text books.*
- (v) Intensive community mobilisation efforts to promote girls education: The RTE Act provides that 50% of the members of the SMCs shall be women."*

1.24 When asked about the overall transformation brought about by Right to Education (RTE) Act, 2009 in uplifting the educational status of children, especially the girl child, the Ministry in a written reply stated that :-

"Enrolment of girls has gone up from 9.37 crore in 2008-09 to 9.64 crore in 2011-12 at elementary level. Retention rate at primary level is 74.3% in 2011-12 for girls, which is higher than overall retention rate of 73.8 in 2011-12."

Year	Retention rate (Primary)	Annual Dropout rate (Primary)	Transition rate (Primary to Upper Primary)
2009-10	74.8	8.9	83.8
2010-11	74.0	6.4	85.4
2011-12	74.3	6.1	86.8

1.25 The Committee desired to know about the current status and significant developments in the implementation of RTE Act in the Country, the Ministry in a written reply stated as under :-

- "(i) All States/UTs have notified the State RTE Rules.
- (ii) All States except Chandigarh, Kerala, Lakshadweep, Tripura and Uttar Pradesh have constituted SCPCR/REPA which is the principle grievance redressal watchdog institution at State level.
- (iii) Most States have issued notification prohibiting corporal punishment and mental harassment, prohibiting screening for admission and capitation fees, prohibiting expulsion and detention and banning board examinations till completion of elementary education.

State-wise details of school infrastructure are given at **Annexure-VII** and with regard to teachers at **Annexure- IX.**"

(v) SCHOOL MANAGEMENT COMMITTEE

1.26 When asked to furnish the details regarding the role of School Management Committee (SMC) in the management and supervision of schools in the context of SSA, the Ministry in a written reply stated as under :-

"Section 21 of the RTE Act mandates that each school will have a School Management Committee (SME) which will have 75% representation from parents of children studying in the school and the rest 25% will be elected representatives of the local authority, school teachers and other persons as notified. It also provides that 50% of the members shall be women and proportionate representation shall be given to the parents of the disadvantaged groups and weaker sections.

Community mobilization is ensured by the very nature of functions devolved to the SMC, i.e.

- *Monitoring the working of the school*
- *Preparing and recommending school development plan.*
- *Monitoring the utilisation of grants received by the school.*
- *Performing such other functions as prescribed.*

The SMCs have been given authority for procurement of school uniforms, building construction etc, which show improving trends with increased community participation.

School Management Committees have been formed in all States/UTs. In Delhi, Goa and West Bengal the process of formation of SMCs has been initiated. Jammu & Kashmir has Village Education Committees in place of SMCs. SMC members are given training to ensure that they perform their duties mandated under the RTE Act and they have started taking over the responsibilities devolved to them in the RTE Act, 2009."

1.27 On being pointed out by the Committee that in most States, School Management Committees are either non-existent or non-functional and their performance has been far from encouraging especially in the rural areas, the Secretary, Ministry of Human Resource Development (Department of School and Literacy) submitted in this regard during the oral evidence as under:-

"....they are serious concern for us also. Our effort has been for an overall strategy to do the work. The starting point is the School Management Committee which has been envisaged and which is now a statutory part of the law because it comprises the parents of the children. If the interested parties themselves take interest for their own kids that will be the basis for success. But there are many places where the parents of the children themselves have not had access to education and they would not know about the funds which are at their disposal, what is to be done, how it is to be done, what their rights are. Therefore, one part of our strategy is to train these people also. Since the numbers are huge, it will be a slow process. But the full force of all the funds is there. The training itself would be a difficult exercise because in the remote areas, as Hon'ble Members have mentioned, the type of responsibility given to them they never exercise."

(vi) MID-DAY MEAL SCHEME:

1.28 The Mid Day Meal Scheme benefits 10.44 crore children in 12.12 lakh schools in the country. Many studies have shown that MDMS has helped in preventing classroom hunger; promoting school participation and fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children. Extensive reviews of various welfare schemes through field visits are also initiated. It has been observed that the Mid-Day Meal is widely acknowledged as one of the most successful schemes of Government and has resulted in an increase in enrollment and retention of children in primary schools.

1.29 The salient features of the Scheme relating to objectives, coverage, quantity and calorific value, nutritional contents as well as Central Assistance, etc. are given below:

(i) Objectives

- (a) To encourage poor children, belonging to disadvantaged sections, to attend school regularly and help them concentrate on classroom activities;
- (b) To improve the nutritional status of the children in classes 1-VIII in Government, Local Body and Government-Aided schools, National Child Labour Project Schools and Education Guarantee Scheme (EGS)/Alternative & Innovative Education (AIE) including Madarasas/Maktabs supported under Sarva Shiksha Abhiyan (SSA); and

- (c) Provide nutritional support to children in drought-affected areas even during summer vacation.

(ii) Coverage

Mid Day Meal Scheme covers children of classes I-VIII studying in Government, Local Body, Government Aided and National Child Labour Project schools and the centres run under Education Guarantee Scheme (EGS) /Alternative & Innovative Education (AIE) centres including Madarasas/Maktabs supported under Sarva Shiksha Abhiyan (SSA).

(iii) Calorific Value of mid-day meal

The cooked mid-day meal consists of 100 grams of wheat/rice, 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat and provides 450 calories of energy and 12 grams of protein at primary stage. For upper primary stage children, it consists of 150 grams of wheat/rice, 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat and to provide 700 calories of energy and 20 grams of proteins.

(iv) Cooking cost under the Mid-Day Meal scheme

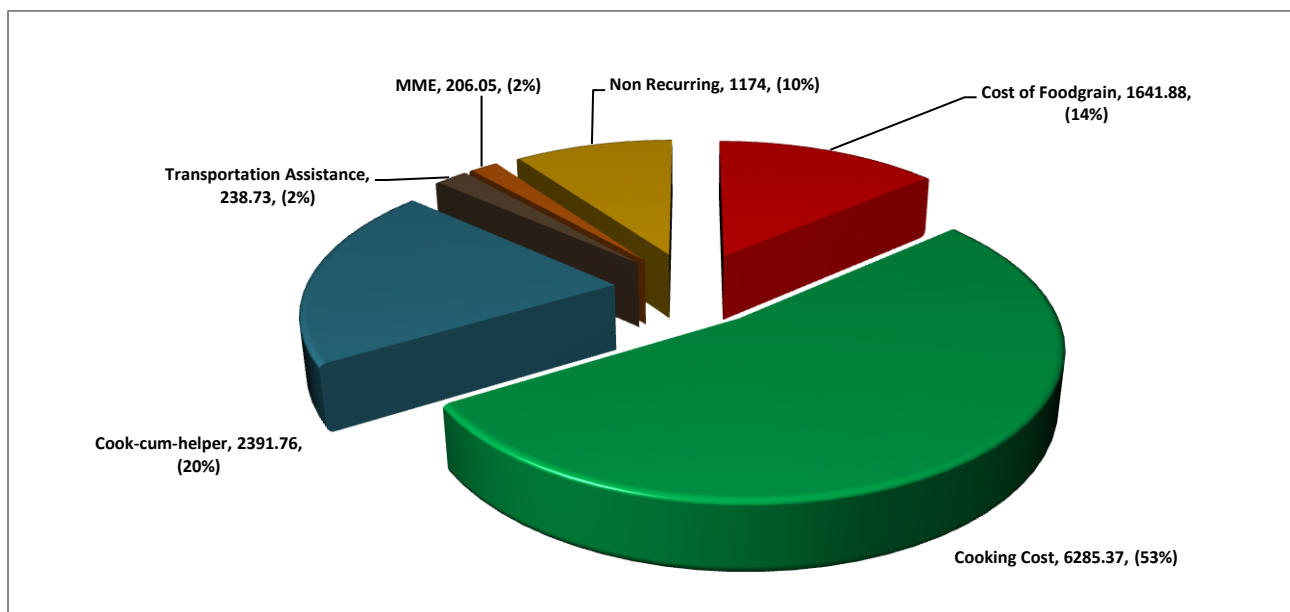
The Cooking cost under the MDM scheme for the year 2012-13 alongwith Centre-State sharing is as under :-

(In Rupees)

Stage	Total Cost per meal	Centre-State sharing			
		Non-NER States(75:25)		NER States (90:10)	
		Centre	State	Centre	State
Pry.	Rs.3.11	Rs.2.33	Rs.0.78	Rs.2.80	Rs.0.31
U. Pry.	Rs.4.65	Rs.3.49	Rs.1.16	Rs.4.19	Rs.0.46

1.30 A sum of Rs.9901 crores was spent on the scheme in the year 2011-12. The outlay for the programme in 2012-13 was Rs. 10868 crores. The allocation for 2013-14 is Rs.13215 crore. The Ministry informed the Committee that under the Mid-Day Meal

Scheme, a total budget provision of Rs.48,000 crore was allocated by Planning Commission during the 11th Five Year Plan. A total of Rs.38400 crores has been spent out of it. During the 12th Plan, a total allocation of Rs 90155 crores has been provided for the MDMS. The component wise budget allocation is depicted in a pie diagram as under :-



- Upto 2nd quarter of 2012-13, more than 10.44 crore children in 12.12 lakhs Institutions, and have been covered under the MDMS.
- A total of 955479 kitchen-cum-stores were sanctioned during 2006-07 to 2012-13. So far a total number of 5.90 lac kitchens - cum - stores have been constructed and another 1.11 lakhs were in progress up to 2nd quarter of 2012-13.
- Upto 2nd quarter of 2012-13, a total of 11.85 lakhs units of kitchen devices had been sanctioned and out of which 10.99 lakhs units had been procured.
- 25.48 lakhs cook-cum-helpers have been engaged up to 2nd quarter of 2012-13.

(v) New Initiatives:

- The Working Group on Elementary Education for 12th Plan has recommended for inclusion of children in private unaided schools in 109 Scheduled Tribe (ST) and 61 Scheduled Caste (SC) concentration Districts under the Mid-Day Meal Scheme in a phased manner.

- (b) Web-enabled Management Information with Interactive Voice Response System for monitoring of Mid Day Meal Scheme on real time basis is being developed with the help of National Informatics Centre. Once this MIS data entry is complete, the training on Interactive Voice Response System will also be imparted to States/UTs. Thereafter, the system will be able to provide real time reports relating to children covered, food grains procured, utilized, non provision of meals in schools, irregularities, if any.

(vi) Improvements in the Scheme:

In the last few years, the Mid Day Meal scheme has witnessed several improvements as indicated below:

- a) The cooking cost has been revised by 7.5% w.e.f. 1.4.2012.
- b) A provision for payment of honorarium @1000/- per month to cook-cum-helpers has been introduced w.e.f 1.12.2009.
- c) Transportation assistance in the 11 Special Category States is being paid at par with the PDS rates prevalent in these states.
- d) Decentralization of payment of cost of foodgrains to FCI to the District level w.e.f 01.04.2010.

1.31 The Committee were also informed that forty independent academic and research institutes have been involved in different parts of the country for regular monitoring of the programme. The Review Missions on Mid-Day Meal Scheme has also monitored scheme in eight states and submitted report for taking appropriate action.

1.32 On being asked about the impact of Mid Day Meal scheme on the Gross Enrolment Ratio (GER) of students especially the girl child, the Ministry in a written reply stated as under:-

"...enrolment has increased from 12.46 crore in 2005-06 to 13.71 crore in 2011-12 at primary and from 4.37 crore to 6.20 crore at upper primary in the same period. The GER in the same years has increased from 103.7 to 118.94 at primary and from 59.1 to 86.55 at upper primary level. Out of school children have reduced from 13.4

million in 2005 to 8.1 million in 2009. The annual average drop out in 2011-12 has come down to 6.4."

1.33 On the aspect of mechanism for fund management, execution, monitoring and review of the Mid Day Meal Scheme, the Ministry in a written reply stated as under:-

"...that a rigorous system of monitoring of the SSA is already in place which includes, inter alia, monthly and quarterly progress reports and review meetings, furnishing of annual elementary school statistics, field monitoring by 42 independent monitoring institutions and six monthly independent Joint Review Missions. The audit arrangements for the SIS include audit by the Comptroller and Auditor General of India, annual audit by independent chartered accountants, internal audit mechanisms and concurrent financial reviews through independent professional bodies."

1.34 The Committee were further informed that the Government holds periodic meetings with State Education Secretaries and State Education Ministers in order to review the progress of programme implementation under the SSA programme, which has been revised to conform with the provisions of the RTE Act. In addition, a comprehensive review of the progress made by the State is also undertaken at the time of consideration of the State Annual Work Plans and Budgets.

1.35 When the Committee enquired about the monitoring and supervising aspect of the scheme, the Ministry in a written reply stated as under:-

"The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme. The monitoring mechanism includes the following:

- i) **Arrangements for local level monitoring:** Representatives of Gram Panchayats/ Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in*

cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity on a daily basis.

ii) **Display of Information:** In order to ensure transparency and accountability, all schools and centres where the programme is being implemented are required to display the following information at a visible place in the campus for the notice of the general public:

- a) Quantity of food grains received, date of receipt.
- b) Quantity of food grains utilized.
- c) Other ingredients purchased, utilized.
- d) Number of children given mid day meal.
- e) Daily Menu.
- f) Roster of Community Members for supervision and monitoring.

iii) **Block level Committee:** A broad based Steering-cum-Monitoring Committee also monitors the implementation of the Mid Day Meal Scheme at the block levels.

iv) **Inspections by State Government Officers:** Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/ EGS & AIE centres are visited every quarter.

v) **District level Committee:** Besides a Steering-cum-Monitoring Committee for monitoring the MDM scheme at district level, the States/UTs have been directed to constitute a District Level Committee with the following composition :

- a) All Members of Parliament, Members of the State Legislature and members of the Zilla Parishad

b) *The District Magistrate/Collector/Deputy Commissioner/Chief Executive Officer of the Zilla Parishad/Urban local body will be the Member-Secy.*

c) *District Officer in-charge of MDM*

d) *District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/Panchayati Raj/Labour/Handicapped Welfare/Social Welfare/Minority Welfare etc.*

e) *Two NGO's working on elementary education for MDM in the area,*

f) *The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.*

g) *The Committee monitors the implementation of SSA as well as MDM programmes in the District.*

vi) **Periodic Returns:** *The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GOI to provide information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilization of central assistance (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.,*

vii) **Monitoring by Institutions of Social Science Research:** *Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the mid day meal scheme.*

viii) **Grievance Redressal:** *States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.*

ix) **State level:** *States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States / UTs have deployed independent institutions for the evaluation of the Scheme.*

x) **National level:** At Centre level Government of India monitors the Scheme through a National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of Secretary(SE&L). Regional and State level review meetings are also held to monitor and iron out State / UT specific issues relating to implementation of the programme. The General Council and Executive Council of the National Mission for Sarva Shiksha Abhiyan also review Mid Day Meal Scheme.

xi) The Review Missions consisting of representatives of Ministry of HRD, representative of State Government, UNICEF and office of Supreme Court Commissioner visit 8 to 10 schools in 2 districts each in 8 low performing States every year to assess the actual implementation of the Scheme at the ground level as per the defined Terms of Reference (ToR). The report prepared by the Mission is shared with these States for taking corrective action on the deficiencies reported in the implementation of the scheme and sending action taken note on the report."

C. GIRL SPECIFIC INTERVENTION

(i) National Programme of Education for Girls at Elementary Level (NPEGEL):

1.36 The Committee were keen to know as to whether any concrete steps have been initiated for community mobilization and monitoring of girls' enrolment, retention and achievement including formation and training of resource groups (Mother-Teacher Association), Women Motivation Groups, etc. the Ministry in a written reply stated that:-

"SSA has consistently worked on improving girls' access to elementary education. These efforts at the Central and State level include improved provisioning for textbooks, supplementary teaching learning material and uniforms, hiring female teachers, bridge courses, and special schemes and programmes. Some specific interventions for girls and children include the establishment of KGBVs in EBBs and select urban areas for providing upper primary schooling facilities to out of school girls from disadvantaged groups and weaker sections. The implementation of NPEGEL in the EBBs provided focus on gender-sensitive Model Cluster Schools as exemplar. As a result of these interventions girls' enrollment has shown an impressive improvement."

1.37 NPEGEL works through village level women's and community groups to follow up girls' enrolment, attendance and achievement. The community is engaged, in recommending village specific action based on their understanding of local issues. At the cluster level, one school is developed into a resource hub for schools of the cluster. It is a repository of supplementary reading material, books, equipment, games, vocational training and teacher training for gender, classes on additional subjects like self-defense and life skills. The resources can be used by all girls in the cluster and are often circulated to the schools in the clusters, by rotation. The model cluster school serves to inspire other schools in the cluster, to build a gender sensitive school and classroom environment, so that girls could graduate with self-confidence and self-esteem. For this purpose, a Cluster Coordinator along with a core group at cluster level comprising of women workers, volunteers and mothers/ parents etc. will assist in bringing girls from the villages, as well as monitoring their achievement, attendance, retention etc. 0.5% funds under SSA and 6% under NPEGEL were earmarked for community mobilization.

1.38 The Committee were also informed by the Ministry that to improve enrolment, retention and learning outcomes, States have formed Meena and Kishori Manch. Meena manch is a platform to adolescent girls to discuss their own issues. All girls in the age group of 11 to 18 can be members of the manch. These Meena manches have been formed in Bihar, Haryana, Himachal Pradesh, Odisha, Madhya Pradesh, Maharastra, Gujarat, Uttarakhand and Uttar Pradesh and around 50 lakh girls are member of these manches in upper primary schools. These manches are intervening on girls' related issues such as:

- (a) Awareness generation about Education for girl child.
- (b) Importance on health and nutrition of the girl child discussed with girls.
- (c) Enrollment of out of school children and their retention.
- (d) Awareness generation against child marriage and dowry.
- (e) Issue like eve-teasing and security of girl child have been discussed with the help of Meena stories.
- (f) Meena Puppet shows and Meena melas are organized regularly.

- (g) Out of school girls are identified during campaign and mainstreamed into schools.
- (h) Some of the out of school girls efforts are enrolled in special training Centers / KGBV.
- (i) Meena manches celebrate "International Women's and literacy day", Girl Child Day, and they also celebrate birthdays of the member.

1.39 On similar lines States have formed Kishori manch to enhance the leadership quality among girls to ensure their involvement in school level development activities such as health and menstrual hygiene, leadership qualities, self defense mechanism, psychological and legal awareness, assertiveness and verbal confrontation skills preparedness in order to overcome difficult situations which help them to be retained in education system.

(ii) Girl's Hostel Scheme:

1.40 When the Committee desired to know about the Girl's Hostel Scheme initiated by the Government, the Ministry in a written reply stated as under:-

"The Centrally Sponsored Scheme titled 'Construction & Running of Girls' Hostel for Students of Secondary & Higher Secondary Schools' launched in 2008-09 is being implemented from 2009-10. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of 3479 Educationally Backward Blocks (EBBs) in the country. The main objective of the Scheme is to improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. At least 50% of girls' students should be from SC, ST, OBC, and Minority Communities. The hostels would preferably be constructed within the campus of KGBVs or in the compound of a secondary/higher secondary school. Students passing out of KGBVs are given preference in admission in hostels. As on date 1999 girls hostels have been approved."

1.41 When the Committee probed further and desired to know the reasons for the inordinate delay in the approval and construction of Girl hostels, the Ministry in a written reply furnished the following details as under:-

"(i) The Girls' Hostel Scheme was formally launched in October 2008. However due to the imposition of model code of conduct of the general elections, the implementation of the Scheme could be started only from 2009-10.

(ii) 1999 hostels were approved till 2012-13. Year-wise approval is as under:

S.No.	Year	No. of girls' hostels approved
1	2009-10	658
2	2010-11	847
3	2011-12	420
4	2012-13	74
	Total	1999

(iii) As per the Scheme guidelines, on receipt of sanction from the Ministry, a period of two years is provided for construction and to make hostels functional. But due to administrative issues such as availability of land, site near existing schools, capacity of construction agencies in the state, procurement processes etc., so far, 87 hostels are completed and functional in the States of Rajasthan (66) and Punjab (21). Besides, 342 hostels are functional in temporary locations in the States of Chhattisgarh (65), Karnataka (62), Madhya Pradesh (197) and Uttarakhand (18). 1068 hostels are under construction. For the remaining hostels, State Governments are submitting revised proposals based on State Schedule of Rates. It is expected that the hostels would be completed and become functional by 2015-16."

(iii) Kasturba Gandhi Balika Vidyalaya:

1.42 The Ministry informed the Committee that Kasturba Gandhi Balika Vidyalayas (KGBV) have been opened in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average to provide for residential upper primary schools

for girls. The KGBV reaches out to (a) girls who are unable to go to regular schools, (b) out of school girls in the 10+ age group who are unable to complete primary school, (c) younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. Among these girls KGBVs provide reservation for 75% girls belonging to SC, ST, OBC and minority communities. In respect of the remaining 25% priority is given to girls from BPL families. 3569 KGBVs are operational enrolling 344426 girls.

1.43 When the Committee enquired whether KGBV has been able to achieve its objective of providing residential upper primary schools for girls from Educational Backward Block (EBB) where female literacy is below national average, the Ministry in a written reply stated as under:-

"Bridging the gender and social gap is one of the four goals of SSA. The programme has undertaken several measures to improve girls' access to schooling and retention and more recently on addressing issues of quality and equity. The targeted approach of this programme has been particularly useful in reaching out to girls from marginalized communities. There are 3479 educationally backward blocks in the country and 3609 KGBVs have been sanctioned so far. As on 31st March 2013, 3569 KGBVs are functional (98.89%) with 344426 girls enrolled in them [105835 SC girls (30.73%); 86981 ST girls (25.25%); 104443 OBC girls (30.32%); 21476 BPL girls (6.24%); 25691 Minority girls (7.46%)]. Out of the total 3609 sanctioned KGBVs, 2411 have been constructed, 983 are in progress and 213 have not been started. Efforts are being made to achieve 100% target through organizing of periodic workshops with states."

1.44 When the Committee desired to know the details of total girls enrolled and the corresponding drop-out rates under various categories of KGBV during the last five years, the Ministry in a written reply submitted the following details:-

KGBV Status since 2008-09

	2008-09		2009-10		2010-11		2011-12		2012-13	
	No.	%	No.	%	No.	%	No.	%	No.	%
No. of KGBV Sanctioned	2570		2570		3569		3600		3609	

No. of KGBV Operational	2460	95.72	2565	99.81	2839	79.55	3439	95.53	3569	98.89
Category-wise Girls Enrolled										
SC Girls	53503	24.85	55354	25.71	80192	37.25	100308	46.60	105835	49.16
ST Girls	74487	34.60	58613	28.86	64764	24.77	84384	25.29	86981	25.25
OBC Girls	54201	25.18	54454	26.82	68843	26.33	95050	28.49	104443	30.32
BPL Girls	18647	8.66	18645	9.18	21596	8.26	29290	8.78	21476	6.24
Muslim Girls	14431	6.70	15995	7.88	26070	9.97	24590	7.37	25691	7.46
Total Girls Enrolled	215269		203061		261465		333622		344426	

1.45 The Committee were further informed that, KGBV scheme basically targets drop out girls, adolescent girls who are unable to go to regular schools, out of school girls in the 10 + age group who are unable to complete primary school and younger girls of migratory population in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. Hence, with very few exceptions, due to specific reasons, there are negligible chances of drop out from KGBVs.

(iv) Rashtriya Madhyamik Siksha Abhiyan (RMSA)

1.46 Rashtriya Madhyamik Siksha Abhiyan is a major scheme launched in March, 2009 with the vision of making secondary education of good quality available, accessible and affordable to all young persons. RMSA presently covers up-gradation of Upper Primary Schools to Secondary Schools, strengthening of existing Secondary Schools run by the State Government & local bodies and opening of new Government Secondary Schools (classes IX-X),

1.47 On being asked about the present status of RMSA in the Country, the Ministry in a written reply stated as under:-

"So far 9636 new secondary schools were approved for upgradation of which 8175 schools have become functional. Besides in order to improve the infrastructure

in the existing secondary schools, 34,311 existing secondary schools were approved for strengthening. In the current year 2013-14, an amount of Rs. 3983 crore has been provided for implementation of RMSA programme. As per statistics of school education 2010-11 (provisional), the percentage of girls' enrollment at secondary stage (Classes IX-X) is 35.65."

1.48 When the Committee desired to know what specific strategies have been devised to achieve the target of providing universal access to secondary education by 2012 and universal retention by 2020, the Ministry in a written reply stated as under:-

"Under RMSA, providing access to secondary education is the set priority with approvals to up-grade upper primary schools to secondary schools, strengthening of existing secondary schools run by the State Government & local bodies and opening of new Government secondary schools (Classes IX-X). State project their requirement after undertaking school mapping exercise in the uncovered habitations. The present norms under RMSA for upgrading existing upper primary schools to secondary schools is a distance of 5 km between the schools and enrolment of 50 students in 1 section and 70 students in 2 section schools. In hilly or difficult areas or terrain, the distance norms of 5 km and projected enrollment may be relaxed by the Project Approval Board."

1.49 When the Committee further enquired whether the Government proposes to bring/has brought Girls Hostel Scheme and Vocational Education under the ambit of RMSA in the 12th Five Year Plan, the Ministry in a written reply stated as under:-

"The proposal of subsuming of four other Centrally Sponsored Schemes of Secondary Education-ICT School, Girls Hostel, Vocational Education, Inclusive Education for Disabled at Secondary Stage in the RMSA has been approved by the Government of India in a decision dated 2nd May, 2013."

(v) National Scheme of incentive to Girls for Secondary Education

1.50 The Centrally sponsored scheme namely "National Scheme of Incentive to Girls for Secondary Education (NSIGSE)" was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child

belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of Rs. 3,000 is deposited in the name of eligible unmarried girls on enrolment in class IX as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and passing 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enrol in class IX in Government, Government-aided and local Body schools.

1.51 The year-wise break-up of the funds released and number of beneficiary girls covered is indicated in the Table reproduced below :-

<u>2008-09</u>	Rs. 96.52 crore has been sanctioned for 321724 girls of 17 states/UTs
<u>2009-10</u>	Rs. 45.80 crore has been sanctioned for 152660 girls of 14 states/UTs.
<u>2010-11</u>	Rs. 72.46 crore has been sanctioned for 241528 girls of 15 states/UTs.
<u>2011-12</u>	Rs. 163.06 crore has been sanctioned for 543532 girls of 25 states/UTs.
<u>2012-13</u>	Rs. 93.74 crore has been sanctioned for 312457 girls of 19 states/UTs

It is seen that, 15,71,019 girls have benefitted since launch of the scheme in 2008-09 involving an expenditure of Rs.471.13 crore approximately. More than 98% of the benefitted girls belong to SC and ST communities.

1.52 On being enquired about the system in place for utilization of funds under the scheme and also ensuring that it reaches the targeted groups, the Ministry in a written reply stated as under:-

"The funds are sanctioned under the scheme in accordance with the proposals received from the States and UT Governments and released to Canara Bank. The bank keeps the released funds in fixed deposits and disburses incentive amount alongwith interest into the bank accounts of eligible girls directly on passing class X and attaining the age of 18 years."

D. DIFFERENT STATUTORY BODIES AND GIRL CHILDREN

(i) CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

1.53 The Central Board of Secondary Education is a Board of Education for public and private schools, under the Ministry of Human Resource Development, Government of India. Central Board of Secondary Education (CBSE) was constituted in the year 1962 with the main objectives of serving the educational institutions more effectively, and to be responsive to the educational needs of those students whose parents were employed in the Central Government with frequent transferable jobs. CBSE affiliates all Kendriya Vidyalayas, all Jawahar Navodaya Vidyalayas, and most of the schools approved by central government of India.

1.54 The Central Board of Secondary Education (CBSE) has prepared a detailed report reflecting the performance of girls in the various examinations conducted by it. The broad features are as under:-

- **Secondary School Examination (Class-X):** The total pass percentage for the year 2010, 2011 and 2012 was 89.28, 96.61 and 98.19 respectively, whereas the pass percentage of girls was 90.68, 97.08 and 98.48 respectively.
- **Senior School Certificate Examination (XII):** The pass percentage of girls students for the year 2010, 2011 and 2012 has been 85.28, 86.57 and 86.21 respectively, whereas total pass percentage was 79.87, 80.88 and 80.19 respectively for the above mentioned years.
- **All India Engineering Entrance Examination (AIEEE):** During last three years i.e. 2010, 2011 and 2012, the total percentage of students called for counseling out of appearing students was 37.68, 38.17 and 40.04, whereas the girls percentage called for the counseling was 33.49, 34.90 and 39.59 for the said years.
- **All India Pre-Medical / Pre Dental Test (AIPMT) (now renamed as NEET):** Total percentage of students called in merit/wait list has been 9.72, 12.56, and 11.94 respectively during the year 2010, 2011 and 2012. The percentage of girls students in merit / wait has been 8.67, 11.53 and 10.86 for the year 2010, 2011 and 2012.
- **Jawahar Navodaya Vidyalaya Selection Test (JNVST) for admission in Class VI:** Percentage of total students selected in JNVST during 2010, 2011 and 2012 has

been 2.69, 3.66 and 2.75 respectively whereas girls' percentage has been 2.84, 3.75 and 2.91 respectively.

- **Central Teacher Eligibility Test (CTET):** Percentage of qualified students in the first and second paper during June 2011 examination has been 9.13 and 7.59, whereas percentage of girls qualified during the same period has been 10.82 and 9.48 respectively. In exam held in January, 2012, percentage of girl students has been 6.13 and 7.68 respectively in the first and the second paper whereas total percentage of qualified student has been 5.34 and 6.43 respectively.

1.55 The above figures suggest that girls have performed better than the boys in Class X, Class XII, JNVST and CTET Exams, while boys have done better in the AIEEE and the AIPMT examinations. It is also showing that the girls' results have improved each year comparing to the previous year in Class X, Class XII and AIEEE.

1.56 When the Committee desired to know how the proposed CBSE Bill, 2013 would help in improving the educational status of women particularly the girl child, the Ministry in a written reply stated as under:-

"CBSE is a society and the provisions that it brings in from time to time regarding strengthening of educational opportunities for the girl child through its affiliation bye-laws and advisories will be reinforced further and implemented effectively if it becomes a statutory body."

1.57 When the Committee probed further on how far the proposed CBSE Bill, 2013 would improve the implementation of RTE Act across the Country, given the fact that many States have their own Educational Boards, the Ministry in a written reply stated as under:-

"Under the existing scenario there is a possibility that the schools affiliated to CBSE might not implement the policies of the board for classes I-VIII under the alibi of the State Government Rules. The RTE Act will be further strengthened among schools affiliated to it across the states in its implementation by the CBSE when it becomes a statutory body."

1.58 When the Committee enquired about the steps taken by CBSE for improving the educational status of the Girl Child, the Ministry in a written reply stated the following details as under:-

"(i) Fee waiver to Girl Child:

All the Kendriya Vidyalayas affiliated to CBSE are giving all girls students exemption from paying tuition from class I-XII and single girl child is exempt from payment of all kinds of fee from class-VI to XII. Similarly, if only two children in a family are girls, both of them are entitled to a concession in fees to the extent of 50%. Fees for this purpose will include tuition fee and all other fees, by whatever name charged, but excluding money charged, if any, for transport and food.

(ii) Scholarship Schemes for Girls:

Under the merit scholarship scheme for Plus Two students, the applicant should have scored 60 per cent or more marks in Class X examinations conducted by the board. Girl students in CBSE-affiliated schools where the tuition fee is not more than Rs.1,000 a month can apply. A financial assistance of Rs.500 would be given to students selected under the scheme. The duration of the scheme is two years. The board has another scheme for single-girl child where talented students will get merit scholarship for pursuing professional courses. The applicant should have scored a rank in the merit list of AIPMT/AIEEE conducted by the board. She should be pursuing professional course in medicine/engineering in any Central university/institution controlled or aided by the Central Government. The scholarship amount is Rs.1,000 a month. Duration of the scheme is four years. The board is also providing scholarship for supporting the undergraduate studies of single-girl child in a family. Students with a score of 60 per cent or more marks in Class XII examinations conducted by the board and pursuing undergraduate course (non-medical/non-engineering) in any Central/State Government university or those recognised by the University Grants Commission can apply. Students selected for the scholarship will receive Rs.500 monthly. The duration of the scheme is three years.

(iii) Examination Bye-laws of the Board provides special provision to Girl Students to appear in Senior Secondary Examination as a private Candidate."

1.59 When enquired about the measures initiated by CBSE to inculcate ethical and moral values in the students, the Ministry in a written reply stated the measures undertaken as under:-

"(i) The Board has launched a values education kit comprising of a revised '*Handbook for Teachers*' a set of '*Value Cards*' and a '*CD of Songs*':-

(a) The interesting and interactive activities included in the Values Education Handbook are intended to promote discussion around human relationships in an interdisciplinary approach.

(b) Value Cards have graded activities for classes' I-XII which are based on the values of Respect, Responsibility, Acceptance of others, Good behavior in Human Interaction, Respect for Law & Order, Respect for Differences, etc.

(c) CD has songs on the themes of Unity, Solidarity and Respect for Nature.

(ii). The Board has conducted two training programmes for the Master Trainers in Values Education, to equip them to further train the other teachers in a cascade mode, in the month of December 2012 and January 2013. A total of 360 Master trainers have been trained in the two programmes.

(iii). The CBSE has also introduced Life-Skills education in in the schools affiliated to it in the year 2003 which promotes inculcation of Values. The Board published source books for classes VI-VIII and a Teachers Manual on Life Skills for classes IX-X.

(iv). The Board has been implementing the Adolescence Education Programme for the past seven years. The Manuals being used for these training programmes inter alia includes activities and values related to Gender Sensitization.

(v). The Board had initiated School Based Assessment scheme in the year 2009 which includes co-scholastic areas of Life-Skills, Attitude (towards peers and teachers) and Values, Sports and Games as well as co-curricular activities. The schools follow a cross curricular pedagogy involving all the major subjects to impart value education. Values highlighted under the scheme inter alia emphasise on removing the practices derogatory to the dignity of women and respecting opposite gender

(vi). In light of the framework on 'Education for Values in Schools' published by the NCERT, the Board has also strengthened the Assessment by introducing a value based question from the prescribed subjects in the Summative Assessment-II in classes IX-X and in the final examination in classes XI-XII from this year (2012-13)."

(ii) NATIONAL COUNCIL OF EDUCATION RESEARCH AND TRAINING (NCERT):

1.60 The National Council of Educational Research and Training (NCERT) is an organization set up in 1961 by the Government of India, to assist and advise the Central and State Governments on academic matters related to school education.

1.61 The Department of Women Studies under NCERT which was earlier working as a Women's Studies Unit in 1979 was made a full fledged Department in 1989 to look afresh at the problems and issues of girls' education and women's empowerment through theoretical formulations, methods, tools and techniques of women's studies and the social sciences. The Department is committed to the promotion of girls' education and women's empowerment through suitable interventions in policy planning, curriculum transaction and teacher education. The Department advises and helps the Center and the States in executing policies and programmes with special focus on schemes for education of girls. The Department played a critical role in the formulation and implementation of the National Policy on Education 1986 (with modifications undertaken in 1992) and its Programme of Action, on the basis of its research, development, training and extension activities.

1.62 When the Committee enquired about the steps initiated by NCERT for promoting and uplifting the educational status of girls through research and training, the representative of NCERT in a written reply stated as under:-

"...NCERT is committed to the promotion of girls' education and women's empowerment through suitable interventions in policy, planning, curriculum transaction and teacher education. The Department of Women's Studies (DWS) plans and implements its activities in accordance with the NCERT's mandate. Further, the Department also advises and helps the Center and the States in executing policies and programmes with special focus on schemes for education and empowerment of girls. The Department played a critical role in the formulation

and implementation of the National Policy on Education (NPE) 1986 (with modifications undertaken in 1992) and its Programme of Action (POA) 1992, on the basis of its research, development, training and extension activities. The role and functions of the Department mainly focus on redesigning of curricula to remove gender bias and gender stereotyping, sensitization of educational personnel, development of handbook and training package for teacher educators and teachers, conducting training programmes, awareness generation, advocacy for the education and development of the girl child and bringing about attitudinal changes among the parents and the communities. Evaluation of schemes and programmes of Government of India and preparation of Bridge Courses in different content areas for drop out and never enrolled girls for concept clarification and better understanding of subjects at the elementary stage, have also been an area of significance. The focus of all activities of the Department attempts to build a gender friendly environment in the schools."

1.63 The Committee also wanted to know as to how far the Department of Women's Studies has been able to bring about change in the educational status of the girl child, the NCERT in a written reply stated as under:-

"The participation of girls in education at every level has gone up significantly particularly during the last two decades as a result of the efforts of several agencies including government, non-government and the efforts of the Department of Women's Studies since its inception. Seventeenth Joint Review Mission (JRM) 2013, Reports of SSA stated that girls enrolment levels are overall showing a positive trend, with girls sharing 45% or more of the total enrolment in the states, with an overall average of 48.56%. Gender gaps in education are significantly closing. The Department of Women's Studies through its research, development, training and extension programmes attempts to bring about an attitudinal change towards the girl child among all educational functionaries concerned from time to time to promote access, enrolment retention and achievement of girls especially from the marginalized communities."

1.64 On the aspect of undertaking any research/project by NCERT on Empowerment of Women through education, the Ministry in a written reply stated as under:-

"The Department of Women's Studies has taken up multiple programmes that include research projects, development of materials and other extension activities for promoting empowerment among women through education. Some of them are:

(i). Scheme-based studies- NPEGEL and KGBV Studies. The broad aim of both the studies was to make the scheme more effective for empowerment of marginalized girls.

(ii). Capacity building programmes for KGBV teachers, teacher-educators from DIETs, SSA Gender Coordinators for making them aware about Gender Issues in Education and the need for empowering the girl child by making schooling ethos gender friendly.

(iii). Development of Handbooks, Modules, Bridge Courses and Promotional Materials in form of Biographies, Posters, Messages for textbook writers, teacher educators and teachers for education and empowerment of Women.

(iv). Organization of National Consultations for making Teaching and Learning process gender sensitive.

(v). Providing resource support to various organizations at the National and State level working for empowerment of women.

(vi). Preparing tools on analysis of textbooks, classroom processes and indicators related to gender equality and sharing it with all stake holders in several capacity building programmes."

(iii) CENTRAL GOVERNMENT SCHOOLS:

1.65 Central Government Schools come under the ambit of the Ministry of Human Resource Development, Government of India.

1.66 Kendriya Vidyalaya came into being in 1963 under the name "Central Schools" and has been affiliated with CBSE since then. Later, the name was changed to Kendriya Vidyalaya. Its objective was to educate children of the Indian Defence Services personnel who are often posted to remote places. With the army starting its own Army Public Schools, the service was extended (but not restricted) to all Central Government Employees.

1.67 Navodaya Vidyalaya/Jawahar Navodaya Vidyalayas (JNV) are run by the Navodaya Vidyalaya Samiti which is an autonomous organization under the Ministry of Human Resource Development, Department of Literacy and School Education. The main features of JNV include the institution of one school in every District of the country. These schools are located in rural areas. The School provides free education including boarding & lodging. The medium of instruction is regional language from Class-VI to VIII and Hindi & English thereafter. 33 per cent of the seats are reserved for girls while 75 per cent of the seats are reserved for rural students. Moreover, Student Exchange Programme are conducted which entails the migration of 30% students at Class-IX for one academic year from Hindi speaking districts to non-Hindi speaking Districts and vice-versa.

1.68 The Committee noted that Central Government Institutions like Kendriya Vidyalaya and Navodaya Vidyalaya/Jawahar Navodaya Vidyalaya have been performing exceptionally well in many parts of the Country and there is a great rush for admission in these schools. When the Committee enquired about the feasibility of increasing the number of these establishment, the representative of the Ministry during the evidence stated as under:-

"I will just explain the overall position out here, where it fits in. Previously, Kendriya Vidyalayas would start even when the land was not made available. That is why these temporary structures are there; they are in large numbers. On many occasions, subsequently, the land was not made available; sometimes, they have tried to stop the Kendriya Vidyalayas just to give a threat to the State to make available the land."

1.69 The Ministry further informed that:-

"...the aspiration for education is so intense that if we had a good school in the neighbourhood where you are doing such a tremendous amount of work, most of these children would have run to that school. The parents would have ensured that. Everybody desperately wants an admission in KVS or in JNV. JNV I think should have higher demand because KVS caters to government employees. It does not cater to public as such. That is why, our proposal was to have additional JNVs and the type of teaching which takes

place and the quality of students which come out from the poorer sections in the JNV are very solid and substantive."

E. EDUCATION FOR WOMEN'S EQUALITY AND LITERACY:

(i) Non-Formal Education (NFE)

1.70 Non Formal Education Scheme was implemented from 1987 to 2001 for achieving the goal of Universal Elementary Education in educationally backward States. Non-Formal Education Programme was for habitation without schools, school dropouts, working children and girls who cannot attend whole day schools. NFE is visualized as child-centred, environment oriented, flexible system to meet the educational needs of the comparatively deprived geographical areas and socio-economic sections of society. The objective of the scheme was to develop good quality learning material and to provide free of charge to all pupils in the non-formal centers. This programme assumed that, if the essential requirements for running a good programme are fulfilled NFE can result in provision of education comparable in quality with formal schooling. The essential characteristics of NFE were organizational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners needs and decentralization of management. Efforts were made to evolve different models of non-formal education programme and agencies implementing the programme were encouraged to evolve and adapt the most suitable model depending upon the requirements of their target groups. The State Governments were provided grants to the tune of 60% for the co-educational centres and 90% for centres run exclusively for girls. Voluntary agencies and innovative projects were given 100% grants for NFE centres. This scheme is now known as Special Training.

(ii) Special Training

1.71 The RTE Act 2009, under section-4 makes specific provision of special training for age appropriate admission of children who are not enrolled in schools. The special training facility is based on specially designed age appropriate teaching learning material, approved by the Academic Authority of the state.

1.72 When probed further on the nature of the programme, the Ministry in a written reply stated as under:-

"Special training for out of school children is heterogeneous with respect to age and level of education and, therefore, has flexible entry and exit points with duration ranging from 3 months to 2 years. The material is designed in such a manner as to facilitate self-paced learning, enable every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges, make well-balanced decisions and develop a healthy lifestyle, good social relationships and critical thinking. The core component of special training is respect for the agency of children and recognition of cultural capital of the child. Curriculum of special training therefore, acknowledges and builds upon the cultural capital which each child brings to the classroom."

1.73 On the functioning aspect of the programme, the Ministry in a written reply stated as under:-

"Special Training acknowledges the experiential and cognitive development of older children and creates an environment where they can pick up reading/writing and numerical skills. Starting with basic skills, children are brought together in homogeneous groups and gently introduced to the world of numbers and alphabets and then propelled into self-learning. The teacher works as a guide, facilitator and friend, as someone who keeps up the momentum and, depending on their pace, helps children learn as quickly as they possibly can. It is intended to integrate out of school children to an age appropriate class academically and emotionally with the rest of the children of the class. The special training is provided in classes held on the premises of the school or in safe residential facilities as per the requirement of children. However, as per the needs of the districts, special training is also provided for the education of migrant children, children in Madrassa/ Mkatabs and children in difficult circumstances are covered through Drop-in-Centres and Transit Homes."

1.74 When asked about the present number of such Special Training centres in the country, the Ministry in a written reply stated as under:-

"During 2012-13, a total of 1.07 lakh special training centres were operationalised across the country including 19 thousand in residential mode and 87 thousand in non-residential mode. These centres provided special training (academic and emotional support) to 21.27 lakh girls in the age group of 6-14 years for preparing them for admission in age appropriate classes in regular schools. Out of these children 12.74 lakh children have already been mainstreamed in age appropriate classes till 31.03.2013. PAB has provided fund of Rs. 157974.16 lakh for provisioning of Special Training in 2013-13 out of which states have reported an expenditure of Rs. 54557.33 lakh."

State/UT wise detail of children mainstreamed is given at **Annexure-X and Annexure-XI**. State /UT wise details of financial target and achievement is given at **Annexure-XII**

(iii) Mahila Samakhya

1.75 Pursuant to the objectives of the National Policy on Education (NPE), 1986, the Mahila Samakhya scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups.

1.76 Asked to give a detailed account of the achievements of Mahila Samakhya (MS) in translating the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups, the Ministry in a written reply stated as under:-

"Mahila Samakhya has been able to lay the foundation for women's empowerment at the grassroots level. Currently the programme is being implemented in 122 districts (610 blocks, 40275 villages) of ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttarakhand. A Society has also been registered to implement the MS programme in the State of Rajasthan. The Programme is being implemented through 49,581 Mahila Sanghas with a total number of 13.02 lakhs Sangha women members. The Sanghas have further been federated into 272 federations of which 98 are fully autonomous. There are 21,971 Kishori Sanghas for adolescent girls that have 4.95 lakhs kishoris as members. Under the programme 95 Mahila Shikshan Kendras (MSKs) have been opened to provide condensed courses and to create a

cadre of educated and aware women in backward regions. These Kendras provide quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs, and adult women. In addition 625 Nari Adalats are functioning across MS States which provide an alternative women sensitive justice system to women. More than 23,300 cases of violence and gender based discrimination against women have been dealt with by these Nari Adalats. Similarly, Sangha members' participation in electoral processes has witnessed an upward trend and over 1200 Sangha women have been elected to PRI institutions. These women have impacted Panchayats' overall functioning (planning and budgeting) in favor of women. The Sangha women are also working to ensure accountability of grassroots public service providers in health, education etc. In addition to this 317 Nari Sanjeevani Kendras are providing herbal medicines focusing on the problems faced by women. These centres also give women a platform to open up with the health issues primarily neglected and kept hidden. Overall MS is being successful in bringing women in rural areas, particularly from socially and economically marginalized groups, forward and towards empowerment having their capacities build and confidence enhanced to be able to participate as equal in decision making."

1.77 When the Committee desired to know whether there are any plans to extend the Scheme to all States especially the most backward Districts in the Country, the Ministry in a written reply stated as under:-

"A new Mahila Samakhya Society has been registered in the State of Rajasthan and it is proposed to cover the 175 Districts in 11 States at the end of current Five-Year Plan including 4 districts in the State of Rajasthan."

(iv) SAAKSHAR BHARAT MISSION

Salient features:-

1.78 Saakshar Bharat, the revised version of National Literacy Mission, was formally launched on 8th September, 2009, the "International Literacy Day" but it came into implementation with effect from 1st October, 2009 with the principal focus on literacy and empowerment of women in the age group of 15 and above.

1.79 The mission has four broad objectives, namely, imparting functional literacy to non-literates; basic education through equivalency to formal educational system; imparting relevant vocational skills; and promoting a literate society by providing opportunities for continuing education.

1.80 Besides Districts that are affected by Left Wing Extremism, only Districts that had adult female literacy rate of 50 per cent or below, as per 2001 census, are eligible for coverage under the Saakshar Bharat Programme.

1.81 Women being the prime focus and predominant participants, the entire programme has been given gender treatment. The gender, social and cultural barriers that women face is being taken into consideration while designing teaching learning programmes. Gender perspective permeates all components of the programme, including the approach, strategies, planning, management structures, teaching-learning materials and monitoring and evaluation.

1.82 The approach adopted is to build on women's existing knowledge and levels of their literacy and numeracy in order to ensure that in the long run the existing levels are substantially upgraded and they are able to use the skills acquired in their own contexts.

1.83 When the Committee expressed their desire to know about the present coverage of the Saakshar Bharat Programme, the Ministry informed that the Programme provides for coverage of only rural areas in the eligible districts and at present the programme has been sanctioned in 372 Districts of 25 States and 1 UT.

1.84 When enquired about the monitoring mechanism available for the implementation of Saakshar Bharat Mission at the centre and State levels, the Ministry in a written reply stated as under:-

"National Literacy Mission Authority and State Literacy Mission Authority are apex bodies at Centre and State level respectively. Monthly and Quarterly Review Meetings are being organized regularly at Centre and State level to review physical and financial progress of the implementation of the Saakshar Bharat Programme."

F. CHALLENGES AND BARRIERS TO EDUCATION OF WOMEN/GIRLS:

(i) High Drop-out Rate and Retention of Girls:

1.85 When the Committee desired to know the main reasons for the high drop-out rate of girl child in the country, the Ministry in a written reply stated as under:-

"Drop out of girls is mainly due to economic disadvantage, workload within and outside the house hold, sibling care duties, social attitudes to girls' education, disability etc. However, due to a range of strategies and intervention that had been evolved to address the issue of enrolment, retention and completion of elementary education positive indicators are visible in the girls drop-out rates which have shown a decline from 26.56% in 2006-07 to 25.1% in 2010-11 at primary level and from 45.33% in 2006-07 to 41% in 2010-11 at elementary level."

The data on State/UTs wise dropout rate of girls child during last five years at **Annexure-XIV**.

1.86 On being asked about the enrolment and drop-out rate of girls in the North-Eastern, tribal and backward regions of the Country, the Ministry in a written reply stated as under:-

"A Study conducted to assess the dropout rate of students at elementary level of education in seven North-Eastern states identified following seven important reasons for dropout in order of priority (%) :

- (i) Lack of interest in studies (28.2%)*
- (ii) Need to help family in domestic work (18.6%)*
- (iii) Poverty/economic reasons (15.9%)*
- (iv) Family migrated to other place (13.8%)*
- (v) Child's own long illness (1.9%)*

(vi) *Need to take care of sibling (1.0%)*

(vii) *Facilities/teaching in school not satisfactory (0.7%)*

The results obtained were shared with the state level Education Secretaries and efforts are being undertaken to make the schooling experiences more appealing to children by providing suitable infrastructure, using child centered teaching learning methods. Incentives are also being provided to children particularly to those from economically weaker and disadvantaged section of the society. Efforts are also being undertaken for tracking migration pattern of the families to be able to make suitable arrangements for providing education to children of such families."

*(The drop-out rates for girls, State wise, over a period of five years is given in **Annexure- XIII** and the enrolment and dropout of girls in North Eastern Region and backward States is given in **Annexure-XIV** .)*

1.87 When the Committee desired to know the steps taken for the retention of girl child in schools, the Ministry in a written reply stated as under:-

"The steps taken by the Government for retention of girl child in schools include, inter- alia, provision of a neighbourhood school, provision of two sets of uniforms for all girls within a ceiling of Rs. 400 per child per annum, free textbooks for all girls @ Rs. 150/- and Rs. 250/- at Primary and Upper primary level respectively and MDM. Transport/ Escort facility is also provided to children from the remote habitations with sparse population where opening of school is unviable. KGVBs, the residential schools for drop out and vulnerable girls have been opened in Educationally Backward Blocks (EBBs) for girls belonging to disadvantaged and marginalised groups at upper primary level."

(ii) Infrastructure:

1.88 On being enquired about measures initiated by the Government to provide basic infrastructural requirement needed to ensure educational development in the country, the Ministry in a written reply furnished the following information:-

"(i) Under Sarva Shiksha Abhiyan (SSA) all new school buildings are sanctioned as composite buildings which include toilets for girls and boys, drinking water

facilities and electrification. For existing rural schools drinking water and toilet facilities are constructed in convergence with schemes of Ministry of drinking water & sanitation. Under SSA 3.04 lakh school buildings, 17.92 lakh additional classrooms, 8.53 lakh toilets including 4.49 lakh toilets for girls and 2.9 lakh drinking water facilities have been sanctioned till 2012-13. The implementation of the approved targets for infrastructure facilities in schools viz. school buildings, Additional classrooms, toilets and drinking water is reviewed regularly. The Ministry had guided all State / UTs to expeditiously complete the infrastructural facilities sanctioned under the SSA to comply with the timeline set under the RTE Act, 2009.

(ii) Under RMSA, major infrastructure development interventions include refurbishing existing Government secondary schools – Additional class rooms, Science Laboratories, Libraries, Art and Crafts room, Toilet blocks, Drinking water provisions.

New Government Secondary Schools- class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions, (vii) Head Master Room, (viii) Office Room."

(iii) Provision of Toilets and Drinking Waters:

1.89 When asked to furnish what steps have been undertaken by the Government to ensure the availability of quality drinking water and sanitation facilities in schools especially in rural area, the Ministry in a written reply stated as under:-

"As per DISE 2011-12 (provisional) 94.3% schools have drinking water facility, 87.9% school have boys toilets and 65.4% schools have girls toilets, of which 79.82% boys and 80.38% girls toilets are functional.

Under SSA all new school buildings are sanctioned as composite buildings which include toilets for girls and boys, drinking water facilities and electrification. For existing rural schools drinking water and toilet facilities are constructed in convergence with schemes of Ministry of Drinking Water & Sanitation. State have been advised to complete the pending sanctions in respect of these facilities. Under SSA annual maintenance grant is provided @ 5,000 for schools upto 3 classrooms and Rs. 10,000 with schools more than 3 classrooms for maintenance and repair of existing infrastructure.

Under RMSA, so far 19,357 toilet blocks and 12,327 drinking water facilities are approved as part of strengthening of existing secondary schools. Under RMSA there is a provision for providing separate toilet block for girls."

State/UT wise details about toilets and drinking water is given in **Annexure-XV**

1.90 When the Committee desired to know whether the Government has implemented any pro-active steps to introduce eco-friendly e-toilets in schools, the Ministry in a written reply stated as under:-

"Under SSA infrastructure activities are approved as per the proposals from the State Government. However, during various review meetings of State Project Engineers States are advised to ensure eco-friendly construction."

(iv) Women Teacher:

1.91 On being enquired by the Committee as to what is the current percentage of women teachers at the primary, secondary and higher secondary levels in Government schools in the Country, it was informed through a written reply that as per SES 2010-11, 43.18% women teachers are in primary schools, 44.44% in upper primary schools, 37.89% in secondary schools and 39.39% are in Senior Secondary schools. State-wise percentage of female teachers are as under:

	States/ Territories	Union	Intermediate/ Secondary Schools	Senior	High/ Secondary Schools	Upper Primary Schools	Primary Schools
1	Andhra Pradesh		28.06		40.48	46.24	50.50
2	Arunachal Pradesh		24.24		32.89	35.48	33.77
3	Assam		29.58		25.93	23.66	36.31
4	Bihar		29.58		15.97	38.27	39.02
5	Chhattisgarh		35.06		38.27	36.31	37.11
6	Goa		56.90		60.78	71.35	90.56
7	Gujarat		32.89		31.03	50.98	-

	States/ Territories	Union	Intermediate/ Secondary Schools	Senior	High/ Secondary Schools	Upper Primary Schools	Primary Schools
8	Haryana		47.09		43.82	41.86	47.09
9	Himachal Pradesh		40.83		52.15	37.89	45.36
10	Jammu & Kashmir		41.86		43.50	44.75	39.39
11	Jharkhand		-		-	-	-
12	Karnataka		31.51		46.24	57.98	50.00
13	Kerala		68.25		75.96	70.15	75.73
14	Madhya Pradesh		42.86		42.20	30.56	31.03
15	Maharashtra		31.97		31.51	47.92	45.95
16	Manipur		46.81		41.52	42.53	40.12
17	Meghalaya		53.27		52.61	54.13	68.05
18	Mizoram		42.53		29.58	33.33	52.38
19	Nagaland		50.25		39.76	36.31	37.11
20	Odisha		24.24		24.24	33.77	42.53
21	Punjab		65.87		65.52	61.83	64.29
22	Rajasthan		28.57		26.47	31.51	31.03
23	Sikkim		37.11		43.50	50.00	57.63
24	Tamil Nadu		55.16		56.52	68.05	73.89
25	Tripura		37.89		27.01	23.66	25.93
26	Uttar Pradesh		15.97		20.63	40.12	40.12
27	Uttarakhand		24.24		28.57	39.76	53.49
28	West Bengal		31.97		28.06	30.07	29.08
29	A&N Islands		54.34		58.85	60.63	62.96
30	Chandigarh		82.24		82.08	73.96	88.29
31	D&N Haveli		46.81		49.75	49.75	54.95
32	Daman & Diu		54.13		41.52	66.33	79.51
33	Delhi		71.35		67.11	83.05	70.85

	States/ Territories	Union	Intermediate/ Secondary Schools	Senior	High/ Secondary Schools	Upper Primary Schools	Primary Schools
34	Lakshadweep		13.04		39.39	42.53	46.81
35	Puducherry		63.24		67.95	69.79	67.64
	National		39.39		37.89	44.44	43.18

1.92 When the Committee desired to know about the specific steps that have been taken by the Government to improve the working conditions of women teachers and also attract more young women particularly from rural and far flung areas into the stream of education, the Ministry in a written reply stated as under:-

"The State Governments have taken following steps to improve working condition of women teachers –

- (i) States have put in provisions for attracting women teachers in their recruitment rules, like Delhi provide adequate age relaxation in appointment for women candidate, Bihar has reservation for women in teacher recruitment etc.*
- (ii) Efforts have been made to create a gender conducive environment in the schools by providing various facilities including working space, training, etc.*
- (iii) SSA suggests that the practice of recruiting at least 50% women teachers to States/ UTs."*

(v) Teachers' Shortage and Training:

1.93 The Committee observed that there is a teacher shortage of atleast 30 per cent i.e. nearly 7 lakh teachers in the country today and express concern on the impact it will have on the right of every child to get free but quality education. The Committee also noticed that in many schools, the teachers themselves are not well trained or not qualified which have cause serious impediment to the imparting of quality learning to the children. The representative of the Ministry while admitting the observations of the Committee during the evidence stated as under:-

"...If you see the background from which the teachers have come, I do not mean the social background but I mean the educational system and the institutions

that they have come from, roughly between 10 to 12 per cent of the teacher population and about 10 to 12 per cent of the teacher institutions are from the Government sector. That is, out of all the teachers in the country, 10 to 15 per cent are produced by the government institutions which have a reasonable degree of quality. About 85 to 90 per cent have been produced from private institutions which has been a cause of such serious concern that even the Supreme Court had to get into the whole issue and refer it to the Justice Verma Committee.

So the inflow of teachers must improve in a qualitative fashion both in terms of value education, their conscience and values and also in terms of their output. When the examinations are conducted for Teacher Education Test, today the pass is only one to seven per cent. When those teacher educators were trained in the DIETs literally 70 to 80 per cent of them are passed. What we want to do at the MHRD and what all the States want to do is though the instrumentation of the TET has been started, the TET is to just ensure quality of what they have learned. But it will not ensure quality of the values that they have come with. Therefore, in the teacher curricular framework itself, one very substantive element is on this value education, constitutional obligations and others on our National Curriculum Framework for the students itself which translates to the syllabus and textbooks and others. A huge component is there of this.

Plus there is a core component in the National Curriculum which is totally based on Constitutional obligations. But unfortunately this process of the teacher system improvement is not really a fast process which the Government is fast tracking by having started Teacher Education Mission Project. The Teacher Education Mission Project is to strengthen the teacher education system in our country which is to strengthen the DIETs - the teacher education system is far removed from the university system - to integrate it with the university system. But it is an area of concern which is always in the back of our mind. What we are now trying to do now to fast pace it is to intensify further training of those teachers on ground. There is annual training for them, refresher course training with refresher material and also the NCERT material on the ground."

(vi) Lady Counsellor:

1.94 The Committee found that girls coming from various strata of society may have a lot of emotional problems as well as physiological concerns which they might want to share

with someone competent, like a lady counsellor. In this regard, the Committee desired to know the existing provisions for appointing qualified lady counselors in schools and also the State/UT-wise data of counselors available in secondary and higher secondary schools in the country. The Ministry in a written reply furnished the following information:-

"There is no provision under SSA for appointment of lady counselors in schools. Under RMSA, provision for a guidance and counseling cell at District and State level is approved subject to state proposing for the intervention. Salaries and honorarium for resource persons and for Teaching and Learning Material/display material is also provided for under the scheme. State-wise Resource Persons / Research Assistant available is as below:

Sl. No	States	Resource Person at the state Level	Research Assistant at district Level
1	Tripura	1	1
2	UP	5	-
3	D & N Haveli	2	-
4	Goa	12	-
5	Gujarat	2	27
6	J &K	-	5
7	Karnataka	68	-
8	Meghalaya	2	7
9	Mizoram	5	1
10	Odisha	2	2
11	Uttarakhand	5	13
12	Chandigarh	5	-
	Total	109	56

1.95 Elaborating further about the rationale of introducing new course in counselling and having trained counsellor, the representative of Ministry of Women and Child Development during the evidence stated as under:-

"...then, there is introduction of new courses in counselling. Counselling is very important because on the one hand we have so many schemes where counselors are required but we do not have the trained counselors. So we have

written that new courses, the degree level courses or the post graduate level courses, should be started in universities on counselling."

(vii) Absentee Teacher:

1.96 The Committee noted that 'absentee teacher' is a major problem that affects the functioning of the schools in rural and far-flung areas. On being asked by the Committee about the steps undertaken to ensure that teachers are present at their place of posting, the Ministry in a written reply stated as under:-

"The RTE Act under Section 24 (1) lays down the roles and responsibilities of the teacher. Teachers should maintain regularity and punctuality in attending school. No teacher can now be deployed for any non – educational purposes other than the decennial population census, disaster relief duties or duties related to elections to the local authority, or the State legislature or the Parliament, as the case may be.

School Management Committees (SMCs) have been constituted across the country and these supervise the punctuality and regularity of teachers in schools. Moreover, State Governments / UTs Administration are requested time to time for taking all necessary steps to prevent teacher absence and enhance the regularity of teachers in schools."

1.97 On the issue of absentee teacher, the representative of Ministry of Women and Child Development while giving evidence before the Committee on the subject stated as under:-

"...then there is absenteeism in teachers' number. We have requested the Ministry through CABE that teacher absenteeism should be curbed and ways and means should be searched to effectively counter this problem of teacher absenteeism. It is not that teachers are not there but they are not attending the schools in some places."

(viii) Value and Quality of Education:

1.98 Having observed that the value and quality of education is a cause for worry the Committee wanted to know as to whether education without morality and value is akin to a

body without soul. While replying to the observations made by the Committee, the representative during evidence stated as under:-

"...as far as value education is concerned, the right to free and compulsory education in Section 29 of the Act encapsulates value education as an essential component. It may not use the term. Section 29 says all teaching should be in accordance with the Constitutional obligations. Madam, we are blessed with a Constitution which has a conscience. These are not my words these are the words of President Shankar Dayal Sharma at the fifty years of the Constituent Assembly in the year 1996 in the speech that he gave to the Joint Session of Parliament. He said our Constitution has a conscience. They were not his words also. He quoted one of the most Constitutional historians. The conscience in the Constitution is parts 3, 4, now 4A, read with the Preamble.

Our teaching material, the National Curriculum Framework is based on 22 focus documents. One of the documents is a gender focus document which incorporates all the aspects. And National Curriculum Framework designed by the NCERT finalised in 2005 incorporates all these. This does not require in terms of mental absorption more than a one-hour talk or a two-hour talk to absorb each and every aspect of the Preamble, Part 3 and 4. Sensitivity to children and women, sensitivity to environment, everything is built in there. The translation of this in the teacher educator group which is 85 per cent of the private institutions and 15 per cent of the government institutions is rather poor.

Personally, I have tried distinct it out with children in just a 15-20 minute talk with them, it is easily absorbable. So, value education is an essential part of our system. The CBSE has designed value education kit. Where we are falling behind is in terms of its translation through quality teacher. The framework is there in position. The State Boards are also encouraged to change their curriculum and framework in accordance with the national curriculum framework. Madam Dastidar had asked about the people who are fixing the curriculum. For West Bengal State Board, it will be the West Bengal equivalent of the SERT who will fix the curriculum. If it is CBSE, then it is the national curriculum framework which is there. That is why, teacher education is one of the most critical areas, even though our funding for the Teacher Education Mission Project is very limited as Rs.6000 crore is a very limited amount. But it shows the significance that the Government of India took it up as a Mission-mode project. Translation of this in the States was for the States to give money from

their side and also teacher educative B.Ed. institutions exist in isolation. They do not exist in a university environment which is an old Kothari Commission recommendation which we are now trying to take it forward. So these are the aspects of moral and value education. Our translation on ground has not been very efficient and effective. The only translating person is the teacher not only by teaching what is value education and value does not mean any of the religion. The Constitution itself imbibes everything of that. That is the area we are concentrating on."

(ix) Convergence

1.99 When the Committee enquired as to whether there is any umbrella body that helps in organizing and coordinating the objectives of all the implementing agencies towards a common goal, the Ministry in a written reply stated as under:-

"The Ministry of Human Resource Development coordinates with the State Education Departments and the State Implementing Agencies through regular meetings with the State Education Secretaries in order to review progress made under SSA and RMSA. The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. In addition, the Project Approval Board is a comprehensive review mechanism while considering Annual Work Plan and Budget. Regular Bureau Heads meetings are held for constant review of the progress made under SSA and RMSA."

PART II

OBSERVATIONS/RECOMMENDATIONS OF THE COMMITTEE

Gender Sensitization

2.1 The Committee note that gender sensitization is one of the important aspects for attaining the intended objectives of universalization, inclusion, equity and quality in education for the girl child in the country. The Committee further note that in order to address the challenges of gender inequality in the country, various measures have been initiated by the Government in the school education system such as National Curriculum Framework (NCF), Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RSMA). During the examination by the Committee, it came out that the Ministry have also initiated various steps at micro level viz. issue of curriculum, syllabus and text books, teacher training modules, classroom environment, School Management Committee etc. which are aimed at gender sensitization. The Committee express their concern over the slow progress of various projects/ programmes initiated by the Government resulting in slowing down the process of uprooting the gender discrimination in the country. The Committee are of the considered view that gender prejudice in the country has led to several social and economic constraints. The most painful devaluation of women is the physical and psychological violence that stalks them from cradle to grave. Starting from the age of birth, women are discriminated in areas like access to nutrition, childcare, education, work etc. The Committee recommend that such syllabus is put in place which make the students sensitive towards women issues. It should also be ensured that co-educational system should be introduced in

almost all schools from the elementary level so as to encourage a caring and harmonious relationship between boys and girls. For achieving the objective of gender sensitization, the Government should also work out modalities to introduce a pragmatic and result-oriented teachers' training module as well as need-based refresher course. The Committee would like to be apprised of a definite roadmap at the earliest.

(Recommendation Sl. No. 1, Para No. 2.1)

National Policy on Education

2.2 The Committee note that the National Policy on Education (NPE) was formulated in 1968 and has been rechristened in 1986 and 1992 with a view to promoting education and achieve Universal Elementary Education in the country. The Ministry has stated that the enrolment of girls in schools, both in rural and urban areas, across the country has shown a steady increase over the years. The Gross Enrolment Ratio at primary and upper primary level(s) which was 73.8% and 49.3% respectively in 1992-93 has increased to 116.7% and 83.1% respectively in 2011. The female literacy rate, as per Census of 1991, which was 39.29% increased to 64.6% in 2011. The dropout rate at primary level which was 41.9% for girls and 39.7% for boys in 2000-01 has reduced to 25.1% for girls and 28.7% for boys in 2010-11, whereas, at elementary level, it was 57.7% for girls and 50.3% for boys in 2000-01 has reduced to 41% for girls and 40.3% for boys in 2010-11. While the Committee appreciate the increase in the Gross Enrolment Ratio and female literacy rate in the country alongwith decrease in the dropout rate of girls and boys, at the same time, they express concern over the fact that upto 2009, 4.28% children in the age group of 6-13 years which comes to around 80 lakh were out of school. The other vital indicators derived from the survey conducted by the Government in 2005 and 2009 are also not encouraging. In this connection, the Committee are of firm opinion that computation of relevant indicators in percentage terms does not reflect a realistic picture until and unless the same are expressed in unambiguous and quantitative terms.

The Committee express their displeasure to note that the National Policy on Education was initially conceived in the year 1968 and since then 45 years have elapsed and we have still not been able to wipe out the perennial problem of school dropouts, gender gap, out of school children etc., which are apparently due to sheer lack of coordination between the implementation agencies. The Committee, therefore, recommend that the Ministry should play a pro-active role by strengthening their monitoring mechanism so that the right of children to free and compulsory education for which the Constitution (Eighty Sixth Amendment) Act, 2002 was enacted becomes a reality in true sense. The Committee would like to be kept informed about the progress made in this regard.

(Recommendation Sl. No. 2, Para No. 2.2)

Mid Day Meal Scheme

2.3 The Committee find that the Mid Day Meal Scheme is benefitting 10.44 crore children in 12.12 lakh schools in the country. This scheme has helped in preventing classroom hunger, promoting school participation and fostering social equality and enhancing gender equity, thereby, facilitating overall healthy growth of children. The Committee also find that for primary and upper primary schools, the total cost per meal has been fixed at Rs. 3.11 and Rs. 4.65 respectively in the sharing ratio of 3:1 between Centre and the State(s). A sum of Rs. 9901 crores was spent on this scheme during the fiscal year 2011-12 which has now been pegged to Rs. 13215 crores for the current fiscal year 2013-14. The Committee are not happy regarding the cost of meal fixed by the Government. The fact remains that now-a-days, a bottle of drinking water in the country costs not less than Rs. 10 and on the other hand a sum of Rs. 3.11 or Rs. 4.65 is allocated to serve mid day meal with specified calorie value to students in schools. The Committee, therefore, strongly recommend that the per unit cost of mid-day meal being served in schools should be worked out and fixed on realistic basis lest the recent incident of tragic death of school students in Bihar after consuming mid-day meal might

recur at other places. The Committee would also like the Government to regularly review the implementation of the scheme in terms of periodic revision of per unit cost, calorie contents and mode of preparation of mid day meals in schools. The Committee are aware that there is provision of various arrangements made by the Department of School Education and Literacy, Ministry of Human Resource Department for comprehensive and elaborate mechanism for monitoring and supervision of the scheme at Block, District, State and Central levels through Committees constituted for this purpose. However, to their dismay, the Committee note that the Committees constituted for the purpose are not taking their task seriously otherwise Bihar incident would not have taken place. The Committee, therefore, strongly recommend that there must be continuous and serious monitoring by these Committees to ensure the foolproof implementation of this scheme in future. They also want that some accountability may be fixed on monitoring agencies in order to ensure that they take their work seriously.

(Recommendation Sl. No. 3, Para No. 2.3)

Girls' Hostel

2.4 The Committee are informed that the Centrally Sponsored Scheme namely "Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools" was implemented in 2009-10. The Scheme envisages construction of a hostel with a capacity of 100 girls in each of 3479 Educationally Backward Blocks in the country. As on date, 1999 girls hostels have been approved, out of which 87 hostels are completed and made functional, 342 hostels are made functional in temporary locations and 1068 hostels are under construction. It has also been informed that hostels would be completed and become functional by 2015-16. The Committee are dismayed to note that the physical performance under this Centrally Sponsored Scheme is not encouraging in view of the fact that against the target of 1999 girls hostels approved way back in 2009-10, only 4.35% girls hostels have been completed and made functional, 17% girls hostels are made functional in temporary locations and a massive

78% girls hostels are either under construction or not even started. The Ministry has now fixed the target of completing and functionalizing the girls hostels by 2015-16. The Committee are apprehensive that keeping in view the past record, achievement of this target by the Ministry might remain a pipe dream. This target should have been set in the beginning itself. The Committee, therefore, strongly recommend that a practicable strategy be put in place and a proper time bound action plan be prepared to ensure that the target for completing the remaining 78% girls hostels are met with surgical precision and methodological approach failing which appropriate action should be taken against the concerned organisations/ persons in this regard. The Committee would also like the Ministry to approach the Ministry of Finance for release of funds so that completion of girls hostels do not suffer for want of funds.

(Recommendation Sl. No. 4, Para No. 2.4)

Rashtriya Madhyamik Shiksha Abhiyan

2.5 The Committee observe that the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was started in March, 2009 for making secondary education of good quality available, accessible and affordable to all young persons in the country. The Scheme presently covers upgradation of Upper Primary Schools to Secondary Schools, strengthening of existing Secondary Schools run by the State Government and Local Bodies and opening of new Government Secondary Schools. For this purpose, the Ministry had approved 9636 new Secondary Schools for upgradation as well as 34311 existing Secondary Schools for strengthening with a total budget of Rs. 3983 crores for the fiscal year 2013-14. Against these targets, 8175 schools i.e. 85% have become functional. The Committee hope that the Ministry would complete the targets of upgradation and strengthening of Secondary Schools in the right earnest. However, the Committee are unable to understand the reasons for restricting the total project of upgradation and strengthening

of Secondary Schools in the entire country to a meagre 9636 and 34311 schools respectively inspite of the fact that RMSA scheme had been conceived and launched way back in 2009. The Committee also wish to express their serious concern on the norms for upgrading existing Upper Primary Schools to Secondary Schools which is presently 5 kms in distance between two Schools and enrolment of 50 students in one section and 70 students in two section Schools. The Committee, therefore, strongly recommend that the Ministry should make all out efforts to complete all the on-going projects of upgradation and strengthening of Secondary Schools by the end of current financial year. The Committee also urge the Government to re-visit the existing norms for upgrading the existing Upper Primary Schools to Secondary Schools. Besides, the Committee would also like to be apprised of the reasons for taking a small percentage of projects for upgradation and strengthening of Secondary Schools under RMSA.

(Recommendation Sl. No. 5, Para No. 2.5)

National Scheme of Incentives to Girls for Secondary Education

2.6 The Committee note that the National Scheme of Incentives to Girls for Secondary Education (NSIGSE) is a centrally sponsored scheme, launched in 2008, with a view to establishing an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging to SC/ST categories in Secondary Schools. As per the scheme, a sum of Rs. 3000 is deposited in the name of eligible unmarried girl(s) on enrolment to Class IX and they are entitled to withdraw the amount alongwith interest thereon on attaining the age of 18 years and passing the Secondary School Examination. The Ministry have also informed that around 16 lakh girls have been benefitted since the launch of the scheme involving an expenditure of Rs. 471.13 crores. More than 98% of the benefitted girls belong to SC/ST categories. While appreciating the efforts of the Government for disbursing an amount of Rs. 417 crore as incentive to around 16 lakh girls during a period of around five years, the Committee wish to urge the Government to

work out modalities to expand the scope of this scheme not only in terms of girls who will be benefitted but also the amount given to them as incentive. The Committee are of considered opinion that the identification of beneficiary girls should also be based on economic criteria i.e., girls belonging to 'Below Poverty Line' (BPL) families could also be covered under the scheme as it is in existence in various other centrally sponsored schemes of the Government. Secondly, the incentive of Rs. 3000 being given to girls pursuing Secondary Level Schooling should also be appropriately enhanced keeping in view the inflationary trends in the country. They, therefore, recommend that the Ministry should work out a two-pronged strategy i.e., to initiate a quick study on aforementioned two aspects and thereafter take up the matter with the Ministry of Finance for a realistic higher allocation of funds and apprise the Committee accordingly.

(Recommendation Sl. No. 6, Para No. 2.6)

Navodaya/Jawahar Navodaya Vidyalaya

2.7 The Committee observe that Navodaya Vidyalaya System is an exclusive experiment initiated by the Government in the school education primarily aimed at selection of talented rural children both boys and girls with a view to providing them with quality education. The Committee also note that this experiment had enabled the girl students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education, 1986 had envisaged the setting up of residential schools to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent. The Committee appreciate the efforts of the Government in providing quality education to rural girls by way of establishing Navodaya/ Jawahar Navodaya Vidyalayas. However, the Committee fail to understand as to why these schools have not been established in smaller units of governance in the country namely taluk/ tehsil/block level or in the North-Eastern and Educationally Backward Regions. The Committee are of

the view that till the time the Navodaya/ Jawahar Navodaya Vidyalayas are confined to District level, the objectives of the scheme to provide good quality and modern education to the talented children predominantly from the rural areas would be difficult to attain. The Committee, therefore, urge the Government to re-orient their priorities and make time-bound sincere efforts to establish more Navodaya/ Jawahar Navodaya Vidyalayas at the taluk/ tehsil/block level(s) in the country including the North-Eastern and Educationally Backward Regions so that the objectives of the scheme for which it was conceived are achieved in real sense.

(Recommendation Sl. No. 7, Para No. 2.7)

Drop-out rate and retention of Girl Child in Schools

2.8 The Committee note that with a view to assessing the dropout rate of students at elementary level of education in North-Eastern, tribal and backward regions of the country, the Government initiated a study. Six important reasons were identified in the said study namely, lack of interest in studies, need to help family in domestic work, poverty/economic reasons, migration of family to other place, child's own long illness, need to take care of sibling and non-satisfactory facilities/ teaching in schools. The remedial measures initiated by the Government for retaining of girl child in schools include provision of neighbourhood school, provision of two sets of uniforms and free textbooks for girls, mid-day meals, transport/escort facility to children from the remote habitations etc. The Committee are not satisfied with the interventions made by the Government in the form of initiating a study alongwith introducing some remedial measures which are incongruous when analysed in terms of its 'cause-and-effect'. The Committee are of the view that school dropout and non-retention of girl child in schools is a serious problem requiring accurate prescription and effective strategies. There is, thus, an urgency for obtaining more accurate, consistent and timely data to analyse as to who is dropping out and the reasons contributing to these life-altering decisions. To

curb the alarming dropout rate, the Government should focus on preventive efforts in the beginning itself. Some useful preventive strategies may include small-size learning communities and school within a school for better personalization, close interaction between teachers and students, lessening the burden of home work, support for students with disabilities outside the school. The Committee would, therefore, like the Government to appoint an Expert Committee to identify the indicators responsible for school dropout rate alongwith non-retention of girl child in schools and implement effective preventive strategies. The Committee also expect that they will be apprised about the outcome of constitution of said Expert Committee at the time of Action Taken Report.

(Recommendation Sl. No. 8, Para No. 2.8)

Toilets and Drinking Water facilities

2.9 The Committee are aware that under Sarva Shiksha Abhiyan, all new school buildings are sanctioned as composite buildings which include separate toilets for girls and boys, drinking water facilities and electrification. For the existing rural schools, drinking water and toilet facilities are made available in convergence with the schemes initiated by the Ministry of Drinking Water and Sanitation. The Committee also find that till 2012-13, under Sarva Shiksha Abhiyan, besides school buildings and additional classrooms, 8.53 lakh toilets which includes 4.49 lakh toilets for girls and 2.9 lakh drinking water facilities have been sanctioned by the Government. The Ministry have stated that under Sarva Shiksha Abhiyan, for maintenance and repair of existing infrastructure, annual maintenance grant is provided @ Rs. 5000 for schools upto 3 class rooms and Rs. 10000 with schools having more than 3 class rooms. The Committee while noting the various steps initiated by the Government expressed their displeasure on the pathetic condition of these toilets and drinking water facilities. No sincere efforts are also being made for maintenance of infrastructure and workability of drinking water and toilet facilities in the schools. The Committee are of considered

opinion that due to shoddy condition of key amenities and infrastructure in schools, in October, 2012, the Hon'ble Supreme Court of India had directed all the States to provide facilities like toilets for boys and girls, drinking water etc., within a period of six months. Now that the time limit prescribed by the Hon'ble Supreme Court of India has already elapsed, the Committee strongly recommend that a detailed survey should be undertaken by the Government to evaluate the availability of key amenities like toilets and drinking water facilities, separately for boys and girls, in schools and apprise the Committee accordingly. The Committee also recommend that the annual maintenance grant for maintenance and repair of existing infrastructure being provided under Sarva Shiksha Abhiyan should also be appropriately re-worked keeping in view the inflationary trends in the country.

(Recommendation Sl. No. 9, Para No. 2.9)

Lady Counsellors

2.10 The Committee find that when education coincides with adolescence, various personal, social and emotional problems are created due to demands of adjustment in family and/or school situations. Thereby, the role of Counsellors becomes important due to the fact that they are especially trained in theory and practice of counselling and can appropriately guide particularly to the girl students and help them develop the right attitudes and competencies to cope with the educational, personal, social and career related problems and issues. The Committee also find that schooling of children in rural areas, especially the girl child, starts at a late stage in comparison to schooling of children in urban areas. The Committee further note that under Rashtriya Madhyamik Shiksha Abhiyan (RSMA), there is a provision for a Guidance and Counselling Cell at District and State level which is subject to State Government concerned proposing for the intervention. However, the Committee are surprised to find that there is no provision for appointment of Counsellor in Schools under Sarva Shiksha Abhiyan (SSA).

Theoretically, the non-availability of Counsellor in schools under SSA or RSMA does not affect the basic curriculum of schooling. Ironically, in reality, the need of Counsellors in each and every School in the country has now become inevitable, especially, for the girl child due to visible and distinguishable gender discrimination. The Committee, therefore, believe that qualified lady Counsellors should be attached not only in every SSA Schools but also in RMSA Schools in a uniform pattern even without the request of State Government concerned for the requisite intervention. The Committee also recommend that a pilot project in this regard may be introduced by the Government in consultation with the State Governments to appoint lady Counsellors in Schools under SSA. The availability of funds should not stand as a hindrance in providing Counsellors to the Schools.

(Recommendation Sl. No. 10, Para No. 2.10)

Absentee Teacher

2.11 The Committee find that over the past decade, the Government have expanded the primary school access in the country in co-ordination with the State Governments which is also consistent with the United Nations Millennium Development Goals which calls for achieving primary education to all by 2015. However, the Committee note that improvements in school access have not been accompanied by improvements in school quality particularly for imparting education to the girl child in the country. The Committee are of the opinion that poor learning outcomes are broadly due to high absence rates amongst teachers. The Ministry have informed that under Section 24(1) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, teachers are required to maintain regularity and punctuality in attending the school. The Committee have also been informed that School Management Committees (SMCs) have been constituted across the country with a mandate to supervise the punctuality and

regularity of teachers in schools. Besides, State Governments/ UT Administration have also been advised for taking all necessary steps to prevent the absence of teacher and enhance their regularity in schools. The Committee are not satisfied with the intervention of the Government which is confined to merely issuance of advisories or invite an oblique reference of the RTE Act, 2009. The Committee feel that the Ministry should not feel satisfied that these interventions would solve the problem of absenteeism in teachers. The Committee are of the strong opinion that the Ministry should have acted swiftly and formulated an effective policy in close co-ordination with the State Governments to curb this problem. The Committee, therefore, urge the Ministry to be pro-active in formulation/ planning/implementation of a workable scheme/policy so that the objectives of RTE Act, 2009 are not defeated due to this avoidable impasse.

(Recommendation Sl. No. 11, Para No. 2.11)

Teachers shortage and Training

2.12 The Committee further note that there is shortage of atleast 30 per cent i.e., nearly seven lakh teachers in the country at present and express their deep concern on the impact it will have on the right of girl child to get free and quality education. The Committee are also aware that in many schools particularly in the rural areas, the teachers are not well qualified and not well trained which is causing a serious hurdle in imparting quality learning to the girl child. The representative of the Ministry while deposing before the Committee during evidence also admitted that there is lack of quality teachers in the country which is reflected from the fact that a meagre one to seven percent Teachers are able to qualify in the Teacher Education Test. Against this backdrop, the Committee recommend that in addition to the Teacher Education Mission Project to strengthen the teacher education system in the country, the Ministry of Human Resource Development should evolve in collaboration with States a specific time

bound action plan for additional recruitment of quality teachers particularly the lady teachers as well as impart them regular training so that every girl child could be able to get quality education without any hindrance.

(Recommendation Sl. No. 12, Para No. 2.12)

New Delhi

14 August, 2013

23 Sravana, 1935 (Saka)

Rajkumari Ratna Singh

Chairperson,

Committee on Empowerment of Women

Annexure-I

State / UT wise Gross Enrolment Ratio

[vide para 1.6, 1.10, 1.16(i) of the Report]

Sl. No.	States/ Union Territories	All Categories			
		2010-11			
		Classes I-V (6-10 Years)		Classes VI-VIII (11-13 Years)	
		Girls	Total	Girls	Total
1	Andhra Pradesh	99.4	99.5	79.9	80.1
2	Arunachal Pradesh	176.9	180.8	102.6	105.5
3	Assam	95.6	94.3	68.7	67.9
4	Bihar	123.6	127.7	60.4	64.6
5	Chhattisgarh	120	122.8	84.7	87.5
6	Goa	101.5	104.3	92.2	95.8
7	Gujarat	121.4	120.3	81.5	85.7
8	Haryana	100.2	94.9	84.8	83.5
9	Himachal Pradesh	109.4	109.2	111.4	113.8
10	Jammu & Kashmir	111.7	109.9	92.6	94.7
11	Jharkhand	148.5	147.1	81	81.3
12	Karnataka	104.1	104.7	89.1	90.7
13	Kerala	91.5	91.4	101.3	103.9
14	Madhya Pradesh	139.7	135.2	102.6	101.4
15	Maharashtra	103.7	104.7	89.6	92.4
16	Manipur	188.4	192.1	100.8	104.6
17	Meghalaya	196.3	195	96.2	91
18	Mizoram	180	186	101.3	104.8
19	Nagaland	102.8	103.3	60.7	60
20	Odisha	120.1	119.4	80.7	82
21	Punjab	108.3	108.8	91.7	94
22	Rajasthan	109.5	109.9	73	82.4
23	Sikkim	158.7	161.6	86.6	78.8
24	Tamil Nadu	112.6	111.8	111.5	112.3
25	Tripura	133.3	134.1	91.5	91.9
26	Uttar Pradesh	130.4	126.9	75.5	79.9
27	Uttarakhand	110.2	109	109.2	105.8
28	West Bengal	93.9	92.7	88	86.3
29	A&N Islands	84.9	86.2	86.4	87.9
30	Chandigarh	78.1	78.4	77.1	81
31	D&N Haveli	107	105.6	100.5	100.6
32	Daman & Diu	82.6	79.3	81.3	76.4
33	Delhi	129.6	127.7	106.4	108.8
34	Lakshadweep	80.8	81.1	93	83
35	Puducherry	102.3	103.6	99.7	103.2
Total Ratio		116.7	116	83.1	85.5

Annexure-II

State / UT wise and urban-rural female literacy rate

(vide para 1.6, 1.10 of the Report)

Female Literacy Rate (Census 2011)				
State /UT Code	India/State/ Union Territory #	Total (%)	Urban (%)	Rural (%)
	INDIA	64.6	79.1	57.9
01	Jammu & Kashmir	58.01	69.0	51.6
02	Himachal Pradesh	76.60	88.4	74.6
03	Punjab	71.34	79.2	65.7
04	Chandigarh #	81.38	81.4	73.2
05	Uttarakhand	70.70	79.3	66.2
06	Haryana	66.77	76.9	60.0
07	NCT of Delhi #	80.93	80.9	73.1
08	Rajasthan	52.66	70.7	45.8
09	Uttar Pradesh	59.26	69.2	53.7
10	Bihar	53.33	70.5	49.0
11	Sikkim	76.43	84.7	72.4
12	Arunachal Pradesh	59.57	76.7	52.0
13	Nagaland	76.69	87.4	71.5
14	Manipur	73.17	79.3	68.9
15	Mizoram	89.40	97.3	79.8
16	Tripura	83.15	91.4	79.5
17	Meghalaya	73.78	89.1	68.4
18	Assam	67.27	84.9	63.4
19	West Bengal	71.16	81.0	65.5
20	Jharkhand	56.21	75.5	48.9
21	Odisha	64.36	80.4	60.7
22	Chhattisgarh	60.59	77.2	55.1
23	Madhya Pradesh	60.02	76.5	52.4
24	Gujarat	70.73	81.0	61.4
25	Daman & Diu #	79.59	82.9	71.9
26	Dadra & Nagar Haveli #	65.93	83.4	49.6
27	Maharashtra	75.48	84.9	68.5
28	Andhra Pradesh	59.74	74.4	51.5
29	Karnataka	68.13	81.4	59.7
30	Goa	81.84	86.6	81.6
31	Lakshadweep #	88.25	87.8	88.5
32	Kerala	91.98	93.4	90.8
33	Tamil Nadu	73.86	82.3	65.0
34	Puducherry #	81.22	84.2	73.0
35	Andaman & Nicobar Islands #	81.84	86.6	79.9

Annexure-III

List of States with female literacy rate below National Average

(vide para 1.9 of the Report)

States with Female Literacy Rate below national average			
S. No.	India/State/ Union Territory	Literacy rate (%)	Decadal literacy growth rate
		Females	Females
	INDIA	65.46	20.86
1.	Andhra Pradesh	59.74	18.79
2.	Arunachal Pradesh	59.57	48.07
3.	Bihar	53.33	61.02
4.	Chhattisgarh	60.59	8.72
5.	Jammu & Kashmir	58.01	37.40
6.	Jharkhand	56.21	44.61
7.	Madhya Pradesh	60.02	9.91
8.	Odisha	64.36	27.42
9.	Rajasthan	52.66	20.09
10.	Uttar Pradesh	59.26	37.81

Annexure-IV**State / UT wise percentage of girls' enrolment***[vide para 1.16{a}(ii)]*

State/UT	Percentage of Girls Enrolment at Upper Primary Level
	2011-12
A & N Islands	48.31
Andhra Pradesh	49.42
Arunachal Pradesh	49.26
Assam	51.32
Bihar	48.77
Chandigarh	43.86
Chhattisgarh	49.28
D & N Haveli	46.13
Daman & Diu	46.17
Delhi	45.94
Goa	46.92
Gujarat	45.65
Haryana	44.83
Himachal Pradesh	46.72
Jammu & Kashmir	46.8
Jharkhand	49.77
Karnataka	48.15
Kerala	48.58
Lakshadweep	53.4
Madhya Pradesh	50.13
Maharashtra	46.61
Manipur	49.82
Meghalaya	52.9
Mizoram	48.66
Nagaland	49.5
Odisha	48.82
Puducherry	48.64
Punjab	43.85
Rajasthan	44.73
Sikkim	53.23
Tamil Nadu	48.39
Tripura	48.95
Uttar Pradesh	50.39
Uttarakhand	48.44
West Bengal	51.94
All States	48.63

Annexure-V**State / UT wise Dropout Rate***[vide para 1.16(a)(iv) of the Report]*

Sl. No.	States/ Union Territories	All Categories							
		2009-10				2010-11			
		Classes I-V		Classes I-VIII		Classes I-V		Classes I-VIII	
		Girls	Total	Girls	Total	Girls	Total	Girls	Total
1	Andhra Pradesh	15.2	15.8	41.7	41.3	16.7	17.4	32.7	32.9
2	Arunachal Pradesh	39.2	41.4	45.1	47.0	42.1	43	49.1	50.5
3	Assam	32.7	35.9	62.6	61.2	26.4	29.9	58.2	54
4	Bihar	41.0	42.5	67.3	66.0	30.7	35.7	58	58.3
5	Chhattisgarh	24.9	34.1	42.4	40.7	32.2	31	49	48.3
6	Goa	-4.3	-8.5	-10.1	-17.9	2.4	-	-	-
7	Gujarat	6.5	25.7	48.1	39.7	6.6	25.7	49.4	46.7
8	Haryana	-2.2	-1.6	8.1	14.4	8.9	9.4	3.9	4.6
9	Himachal Pradesh	1.2	0.7	3.4	2.4	3.6	3.8	-	-
10	Jammu & Kashmir	6.8	8.4	19.8	22.0	6.8	8.4	4	6.1
11	Jharkhand	26.4	27.1	68.4	61.9	25.6	28.4	41.2	45.1
12	Karnataka	10.6	11.1	26.7	25.9	8.5	8.9	21.5	20.8
13	Kerala	-11.0	-12.5	-11.5	-14.1	-	-	-	-
14	Madhya Pradesh	20.5	21.2	23.4	21.4	25	29.5	27	30.7
15	Maharashtra	22.5	21.3	27.6	25.9	19	20.3	27.4	25.9
16	Manipur	40.1	36.5	56.6	57.1	45.3	45.7	53.9	52.8
17	Meghalaya	54.5	57.6	70.3	72.3	55.7	58.4	68.3	70.4
18	Mizoram	47.5	46.0	53.7	55.1	38.7	37.9	35.7	36.7
19	Nagaland	39.8	40.0	30.5	31.6	39.8	39.9	45.6	45.4
20	Odisha	26.2	26.5	55.6	54.3	2.4	7	55.6	55
21	Punjab	-10.7	-18.1	-13.4	-19.1	-	-	-	-
22	Rajasthan	52.1	50.5	59.7	50.3	51.5	50.6	58.1	53.3
23	Sikkim	12.0	18.6	38.2	44.7	11	18.4	34.3	42.8
24	Tamil Nadu	0.4	0.4	8.2	8.7	-	-	8.2	8
25	Tripura	25.0	25.5	41.8	43.7	30.3	31.1	45.9	48.2
26	Uttar Pradesh	41.7	42.1	55.2	52.8	34.8	34.1	50.2	49.7
27	Uttarakhand	31.3	32.6	28.7	30.8	32.2	32.9	29.3	31.6
28	West Bengal	16.2	20.5	48.0	50.5	27	28.4	47.7	49.1
29	A&N Islands	3.0	5.0	12.9	11.6	7.1	7.8	17.1	15.1
30	Chandigarh	-18.1	-22.8	-24.5	-23.8	-	-	-	-
31	D&N Haveli	20.0	17.5	53.4	43.3	16.5	12.7	40.2	33.7
32	Daman & Diu	4.3	2.9	12.3	10.7	8	8.3	8.3	10.8
33	Delhi	17.1	13.3	-21.1	-27.1	8.5	5.9	-	-
34	Lakshadweep	8.1	11.1	3.8	9.0	3.1	7.1	9.7	12.7
35	Puducherry	-3.1	-3.6	-16.0	-14.9	-	-	-	-
	INDIA	27.3	28.9	44.4	42.4	25.1	27	41	40.6

Annexure-VI**State / UT wise SC/ST/Muslim representation in Enrolment***[vide para 1.16 {a}(vii)]*

State/UT	Percentage of Enrolment at Elementary Level		
	2011-12		
	SC	ST	Muslim
A & N Islands	0.42	7.42	7.62
Andhra Pradesh	18.76	9.93	9.61
Arunachal Pradesh	0.56	75.81	0.37
Assam	9.27	15.1	38.15
Bihar	18.76	2.1	14.73
Chandigarh	10.35	0.13	4.89
Chhattisgarh	14.79	32.42	1.4
D & N Haveli	2.27	67.19	3.23
Daman & Diu	3.72	10.57	9.27
Delhi	10.01	0.37	12.54
Goa	1.74	9.06	8.86
Gujarat	7.6	18.34	8.41
Haryana	26.8	0	8.18
Himachal Pradesh	28.06	5.8	1.69
Jammu & Kashmir	8.03	15.11	67.66
Jharkhand	14.73	29.04	14.27
Karnataka	19.25	8.07	15.41
Kerala	9.75	2.63	30.44
Lakshadweep	0.36	98.57	94.96
Madhya Pradesh	17.2	24.61	4.73
Maharashtra	14.15	11.94	12.97
Manipur	4.39	45.39	8.57
Meghalaya	1.12	91.44	3.42
Mizoram	0.23	98.69	0.31
Nagaland	0.07	92.1	0.87
Odisha	19.05	28.19	1.5
Puducherry	19.04	0.27	7.15
Punjab	38.19	0.01	1.46
Rajasthan	20.49	15.7	7.66
Sikkim	7.47	37.35	1.15
Tamil Nadu	24.25	1.71	5.7
Tripura	19.48	38.48	11.59
Uttar Pradesh	26.94	0.78	9.64
Uttarakhand	25.7	3.1	15.34
West Bengal	27.24	7.07	31.12
All States	19.8	10.92	12.79

Annexure-VII
State-wise Cumulative Sanction and Achievement upto 2012-13
[vide para 1.16(b), 1.25 of the Report]

	State	Primary School		Upper Primary School		Additional classrooms		Drinking Water		Toilets	
		Sanction	Achievement	Sanction	Achievement	Sanction	Achievement	Sanction	Achievement	Sanction	Achievement
1	2	3	4	5	6	7	8	9	10	11	12
1	Andhra Pradesh	8143	7689	1940	1940	103337	82267	9041	9041	42351	33473
2	Arunachal Pradesh	1556	1309	617	563	4862	4565	1891	1849	3091	1387
3	Assam	10979	10639	1170	1170	66909	59873	788	788	37450	25325
4	Bihar	17466	11184	544	530	263225	156156	24465	21099	70506	51030
5	Chhattisgarh	10618	9229	8811	7927	48252	40787	3666	2832	78358	30523
6	Goa	0	0	0	0	227	148	529	[393	1039	798
7	Gujarat	835	797	0	0	59751	46427	6576	7451	20417	11875
8	Haryana	1029	882	1325	1161	29292	24613	6039	5326	21284	16643
9	Himachal Pradesh	88	8	27	0	11421	9901	2417	2393	15370	11732
10	Jammu & Kashmir	10624	7135	1119	839	23159	7987	2745	549	20073	235
11	Jharkhand	19321	18507	10142	9455	108038	70295	7120	7010	24595	16953
12	Karnataka	3740	3734	11	0	56672	49975	22861	22709	52629	46529
13	Kerala	517	222	12	0	8270	7990	10132	10132	19932	19076
14	Madhya Pradesh	26355	25587	18828	16686	127309	92895	18381	18143	81204	77058
15	Maharashtra	13388	11948	5387	4478	76207	60770	8634	7255	34461	12338
16	Manipur	944	399	214	61	3664	1460	566	571	5001	1043
17	Meghalaya	2810	2021	2221	651	7248	5085	2619	2971	850	850
18	Mizoram	752	655	646	546	2010	1909	1767	1763	7097	5973
19	Nagaland	405	108	526	359	4709	4402	1565	1065	4490	3351
20	Odisha	10303	8361	7515	8584	77157	55685	7159	5737	79931	15065
21	Punjab	650	551	857	832	25875	23970	17730	18358	28736	22357
22	Rajasthan	5315	5216	3151	3124	90297	83663	23156	22955	43262	42581
23	Sikkim	53	60	55	26	586	670	544	444	1301	1003
24	Tamil Nadu	2568	2537	5754	5728	36903	32701	17330	15351	56987	37820
25	Tripura	1390	1365	617	618	4485	3785	1201	1194	4959	4451
26	Uttar Pradesh	31983	27216	30942	30049	306728	289028	11951	9919	12709	9254
27	Uttarakhand	2921	2086	2188	1623	8902	7592	6719	6136	20512	15887
28	West Bengal	10083	5750	4814	1174	232296	150612	11551	9372	62702	26921
29	Andaman Nicobar	41	4	0	0	251	136	83	80	91	80
30	Chandigarh	26	14	8	1	290	112	0	0	17	12
31	Dadra Nagar Haveli	61	60	0	0	618	412	91	33	387	64
32	Daman Diu	9	8	6	4	109	63	80	80	161	53
33	Delhi	13	12	0	0	2242	1638	68	68	1093	680

34	Lakshadweep	7	0	2	1	25	7	30	3	40	1
35	Puducherry	10	4	2	0	534	437	345	338	538	405
TOTAL SSA		195003	165297	109451	98130	1791860	1378016	229840	213408	853624	542826

Annexure-VIII

Statewise details of Pupil Teacher Ratio (Govt. Schools)

[vide para 1.16(c) of the Report]

State/UT	2011-12	
	Primary level	Upper Primary level
A & N ISLANDS	12	9
ANDHRA PRADESH	21	15
ARUNACHAL PRADESH	19	17
ASSAM	35	20
BIHAR	52	64
CHANDIGARH	41	36
CHHATTISGARH	24	23
D & N HAVELI	34	48
DAMAN & DIU	38	27
DELHI	42	36
GOA	16	13
GUJARAT	25	30
HARYANA	35	17
HIMACHAL PRADESH	16	14
JAMMU & KASHMIR	12	14
JHARKHAND	37	46
KARNATAKA	16	22
KERALA	17	20
LAKSHADWEEP	13	11
MADHYA PRADESH	36	44
MAHARASHTRA	21	27
MANIPUR	12	14
MEGHALAYA	19	11
MIZORAM	16	11
NAGALAND	16	13
ODISHA	26	28
PUDUCHERRY	16	11
PUNJAB	32	13
RAJASTHAN	29	26
SIKKIM	9	13
TAMIL NADU	24	31
TRIPURA	14	20
UTTAR PRADESH	39	37
UTTARAKHAND	23	17
WEST BENGAL	30	29
Total	31	29

ANNEXURE-IX

State wise detail of teacher post sanctioned and recruited upto 2012-13*[vide para 1.16(c), 1.25 of the Report]*

States /UTs	Teacher Sanctions	Teacher Recruited
Andhra Pradesh	39189	38319
Arunachal Pradesh	7262	6334
Assam	48808	40756
Bihar	403413	201536
Chhattisgarh	67507	57193
Goa	169	169
Gujarat	58688	31430
Haryana	13435	13399
Himachal Pradesh	5856	3653
Jammu & Kashmir	43471	42268
Jharkhand	120396	80857
Karnataka	29055	24278
Kerala	2925	2783
Madhya Pradesh	173855	169557
Maharashtra	42091	15387
Manipur	2871	2719
Meghalaya	13262	9050
Mizoram	2485	2175
Nagaland	3147	3147
Odisha	89901	79936
Punjab	14090	10661
Rajasthan	114132	100889
Sikkim	724	405
Tamil Nadu	33214	33214
Tripura	6980	5711
Uttar Pradesh	423553	277216
Uttarakhand	14316	5046
West Bengal	198253	136895
Andaman Nicobar	210	198
Chandigarh	1390	1390
D & Nagar Haveli	937	427
Daman Diu	119	92
Delhi	7104	3834
Lakshadweep	38	17
Pondicherry	48	37
Total	1982894	1400978

Annexure-X**State-wise details of children mainstreamed***(vide para 1.74 of the Report)*

S. No.	State	No. (s)
1	A&N Island	-
2	Andhra Pradesh	51046
3	Arunachal Pradesh	9268
4	Assam	105435
5	Bihar	183180
6	Chandigarh	696
7	Chhattisgarh	28541
8	Dadra & Nagar Haveli	65
9	Daman & Diu	166
10	Delhi	1651
11	Goa	467
12	Gujarat	35829
13	Haryana	46422
14	Himachal Pradesh	1259
15	Jammu & Kashmir	34168
16	Jharkhand	306889
17	Karnataka	49156
18	Kerela	0
19	Lakshdweep	
20	Madhya Pradesh	98566
21	Maharashtra	105175
22	Manipur	9132
23	Meghalaya	531
24	Mizoram	4714
25	Nagaland	8839
26	Odisha	20462
27	Puducherry	227
28	Punjab	17002
29	Rajasthan	43354
30	Sikkim	619
31	Tamilnadu	39585
32	Tripura	356
33	Uttar Pradesh	58378
34	Uttarakhand	9332
35	West Bengal	4447
	Total	1274957

Annexure–XI
State-wise details of children mainstreamed
(vide para 1.74 of the Report)

S. No.	State	Residential				Non-Residential				Total			
		Centers	Boys	Girls	Total	Centers	Boys	Girls	Total	Centers	Boys	Girls	Total
1	A&N Island		0	0	0		0	0	0	0	0	0	0
2	Andhra Pradesh	838	32370	30034	62404	1549	52781	55214	107995	2387	85151	85248	170399
3	Arunachal Pradesh	155	4275	3492	7767	137	1921	1518	3439	292	6196	5010	11206
4	Assam	40	15249.56	9348.44	24598	5597	134660	133705	268365	5637	149909.5	143053.5	292963
5	Bihar	2016	63224	40601	103825	5352	65594	56965	122559	7368	128818	97566	226384
6	Chandigarh	0	0	0	0	217	3331	2721	6052	217	3331	2721	6052
7	Chhattisgarh	1117	21586	18219	39805	1690	16341	11788	28129	2807	37927	30007	67934
8	Dadra & Nagar Haveli	0	0	0	0	31	44	40	84	31	44	40	84
9	Daman & Diu	0	0	0	0	3	93	91	184	3	93	91	184
10	Delhi	3	78	150	228	154	2003	1397	3400	157	2081	1547	3628
11	Goa	5	94	92	186	64	698	832	1530	69	792	924	1716
12	Gujarat	604	24396	23670	48066	7353	47548	48551	96099	7957	71944	72221	144165
13	Haryana	0	0	0	0	3132	43060	35230	78290	3132	43060	35230	78290
14	Himachal Pradesh	12	104	38	142	121	1232	1454	2686	133	1336	1492	2828
15	Jammu & Kashmir	1197	15720	15014	30734	26	454	440	894	1223	16174	15454	31628
16	Jharkhand	120	4097.08	3781.92	7879	12631	174958.7	161500	336459	12751	179055.8	165282.2	344338
17	Karnataka	926	12272	9856	22128	1613	16717	10530	27247	2539	28989	20386	49375
18	Kerala	0	0	0	0	0	0	0	0	0	0	0	0
19	Lakshdweep	0	0	0	0	0	0	0	0	0	0	0	0
20	Madhya Pradesh	846	25381	18041	43422	28479	78126	63171	141297	29325	103507	81212	184719
21	Maharashtra	9791	26556	16148	42704	2926	59914	45261	105175	12717	86470	61409	147879
22	Manipur	1030	2581	2593	5174	589	7363	7378	14741	1619	9944	9971	19915
23	Meghalaya	0	0	0	0	350	5566	3193	8759	350	5566	3193	8759
24	Mizoram	85	2157	2120	4277	110	1401	1373	2774	195	3558	3493	7051
25	Nagaland	107	2778	2594	5372	246	3501	2665	6166	353	6279	5259	11538
26	Odisha	123	6170	3602	9772	3079	8718	8440	17158	3202	14888	12042	26930
27	Puducherry	0	0	0	0	35	271	219	490	35	271	219	490
28	Punjab	23	507	268	775	1495	8894	7333	16227	1518	9401	7601	17002
29	Rajasthan	135	4853	3251	8104	982	30025	31719	61744	1117	34878	34970	69848
30	Sikkim	11	333	263	596	11	199	98	297	22	532	361	893
31	Tamilnadu	351	7581	7389	14970	1603	17387	13555	30942	1954	24968	20944	45912
32	Tripura	86	239	278	517	270	1995	1984	3979	356	2234	2262	4496
33	Uttar Pradesh	0	0	0	0	4535	30346	28032	58378	4535	30346	28032	58378
34	Uttarakhand	12	180	273	453	495	12790	10313	23103	507	12970	10586	23556
35	West Bengal	0	0	0	0	2777	36101	33324	69425	2777	36101	33324	69425
	Total	19633	272781	211116	483898	87652	864032	780034	1644067	107285	1136814	991150	2127965

Annexure–XII

State-wise details of financial target and achievement under special training in 2012-13

(vide para 1.74 of the Report)

Sl. No.	State	Target	Achievement	%
1	A&N Island	0	0.00	0.00
2	Andhra Pradesh	18087.904	3376.42	18.67
3	Arunachal Pradesh	1802.611	1802.61	100.00
4	Assam	12728.212	10358.99	81.39
5	Bihar	32439.063	2936.94	9.05
6	Chandigarh	343.94	259.17	75.35
7	Chhattisgarh	9662.38	3481.89	36.04
8	Dadra & Nagar Haveli	8.82	3.88	43.99
9	Daman & Diu	7.2	2.39	33.19
10	Delhi	633.24	168.32	26.58
11	Goa	190.75	80.88	42.40
12	Gujarat	5477.63	4255.79	77.69
13	Haryana	3039.77	1710.50	56.27
14	Himachal Pradesh	167.43	60.74	36.28
15	Jammu & Kashmir	2682.2	121.98	4.55
16	Jharkhand	12889.9	3194.52	24.78
17	Karnataka	6697.425	3095.22	46.22
18	Kerela	0	0.00	#DIV/0!
19	Lakshdweep	0	0.00	#DIV/0!
20	Madhya Pradesh	10156.83	3730.31	36.73
21	Maharashtra	11708.718	4211.48	35.97
22	Manipur	1920.88	1367.99	71.22
23	Meghalaya	1337.175	66.43	4.97
24	Mizoram	1050.07	923.67	87.96
25	Nagaland	822.905	352.60	42.85
26	Odisha	1892.245	853.43	45.10
27	Puducherry	22.5	11.26	50.04
28	Punjab	1037.48	808.98	77.98
29	Rajasthan	4123.176	1393.33	33.79
30	Sikkim	128.04	105.33	82.26
31	Tamilnadu	4365.58	3244.24	74.31
32	Tripura	402.06	141.68	35.24
33	Uttar Pradesh	3002.58	1272.82	42.39
34	Uttarakhand	959.23	622.38	64.88
35	West Bengal	8186.22	541.19	6.61
	Total	157974.164	54557.33	34.54

ANNEXURE-XIII
Dropout Rate for Girls
(vide para 1.74, 1.86 of the Report)

State/UT	2006-07			2007-08			2008-09			2009-10			2010-11		
	I-V	I-VIII	I-X	I-V	I-VIII	I-X	I-V	I-VIII	I-X	I-V	I-VIII	I-X	I-V	I-VIII	I-X
Andhra Pradesh	24.38	57.85	64.81	18.48	49.78	64.00	15.05	41.35	61.38	15.24	41.68	54.02	16.70	32.70	46.60
Arunachal Pradesh	29.75	54.16	66.84	42.59	47.87	62.21	39.71	43.31	62.43	39.23	45.13	64.70	42.10	49.10	61.00
Assam	42.79	74.68	77.14	7.64	68.81	80.18	0.00	68.35	79.55	32.67	62.55	77.82	26.40	58.20	78.10
Bihar	54.10	76.23	86.99	49.68	68.79	85.71	34.65	55.41	82.21	40.97	67.33	76.06	30.70	58.00	58.90
Chhattisgarh	27.57	-	-	32.77	-	-	26.91	37.19	-	24.94	42.43	-	32.20	49.00	57.50
Goa	3.08	2.42	36.85	0.00	4.21	35.56	0.00	0.00	32.93	-4.29	-10.07	32.63	2.40	-	26.90
Gujarat	30.10	54.59	58.54	24.79	53.02	61.19	3.30	40.75	62.25	6.52	48.08	64.41	6.60	49.40	52.40
Haryana	6.62	0.00	44.26	0.00	8.75	39.15	-1.02	1.50	23.77	-2.24	8.10	19.46	8.90	3.90	16.00
Himachal Pradesh	7.50	5.88	31.04	4.35	0.00	34.23	3.61	0.89	21.93	1.17	3.41	18.93	3.60	-	17.00
Jammu & Kashmir	11.01	36.98	61.45	0.00	39.99	64.48	0.00	22.75	64.48	6.82	19.79	40.63	6.80	4.00	38.90
Jharkhand	43.44	-	-	5.49	-	-	18.76	57.95	-	26.41	68.44	-	25.60	41.20	68.10
Karnataka	11.64	38.83	53.24	8.31	34.77	48.85	3.45	30.11	49.15	10.61	26.73	46.33	8.50	21.50	42.10
Kerala	0.00	0.00	-0.69	0.00	0.00	-2.59	0.00	0.00	0.00	-11.02	-11.51	-5.20	-	-	-
Madhya Pradesh	0.00	48.06	74.58	0.00	46.28	73.68	15.17	29.53	72.95	20.49	23.36	71.32	25.00	27.00	59.30
Maharashtra	5.80	20.84	49.96	20.17	32.82	49.15	18.94	28.64	46.48	22.54	27.55	42.62	19.00	27.40	40.00
Manipur	47.07	41.87	40.49	39.25	42.88	40.83	45.19	44.94	57.06	40.08	56.59	55.71	45.30	53.90	44.80
Meghalaya	43.37	58.26	75.32	35.51	58.34	75.50	56.95	75.75	75.77	54.51	70.33	76.46	55.70	68.30	76.70
Mizoram	48.87	61.26	70.90	47.65	61.06	67.94	40.08	61.61	66.45	47.46	53.70	60.72	38.70	35.70	52.30
Nagaland	20.27	39.18	68.02	39.21	46.44	73.39	15.71	31.03	66.84	39.78	30.52	73.97	39.80	45.60	74.40
Odisha	28.81	59.09	61.95	21.92	59.71	64.27	32.89	53.98	65.76	26.18	55.56	65.91	2.40	55.60	59.70
Punjab	4.92	30.54	49.40	3.10	26.52	50.04	20.12	15.20	43.26	-10.67	-13.43	39.45	-	-	30.70
Rajasthan	47.45	66.20	79.79	47.86	62.52	73.58	39.41	57.89	74.50	52.11	59.68	73.42	51.50	58.10	69.00
Sikkim	19.37	63.54	85.17	12.54	61.65	79.30	31.55	39.41	82.53	11.98	38.15	79.36	11.00	34.30	67.10
Tamil Nadu	7.36	0.00	39.67	8.87	8.67	36.51	0.80	0.00	35.17	0.42	8.22	30.28	-	8.20	23.60
Tripura	18.02	48.67	75.45	20.57	54.15	73.35	20.07	45.53	70.33	24.97	41.77	62.34	30.30	45.90	57.50
Uttar Pradesh	32.16	42.35	52.36	31.25	18.99	24.05	32.61	25.98	25.38	41.70	55.23	15.09	34.80	50.20	14.40
Uttarakhand	17.47	-	-	17.63	-	-	31.82	27.08	-	31.33	28.72	-	32.20	29.30	41.30
West Bengal	29.36	59.54	73.55	35.18	62.70	74.40	26.81	57.69	73.77	16.15	47.98	70.70	27.00	47.70	63.50
A&N Islands	6.97	9.84	26.11	11.20	14.44	30.30	10.05	16.91	26.19	2.98	12.89	27.07	7.10	17.10	23.30
Chandigarh	0.00	1.92	16.98	0.00	0.00	41.52	0.00	0.00	8.67	-18.06	-24.46	7.86	-	-	-
D&N Haveli	41.27	55.35	74.99	24.11	46.73	62.14	24.64	64.99	72.07	19.95	53.42	63.48	16.50	40.20	58.30
Daman & Diu	6.02	13.90	44.27	19.22	17.67	29.47	0.00	14.89	30.95	4.27	12.28	29.75	8.00	8.30	30.20
Delhi	3.97	26.39	39.30	0.00	0.00	38.38	7.80	20.17	35.23	17.07	-21.13	9.15	8.50	-	26.30
Lakshadweep	1.21	0.00	41.21	9.22	0.00	35.67	3.10	7.17	34.88	8.06	3.81	22.67	3.10	9.70	20.30
Puducherry	0.00	0.00	5.87	0.00	0.00	-0.94	0.00	0.00	3.28	-3.12	-15.95	1.39	-	-	1.40
INDIA	26.75	45.22	61.50	24.41	41.34	57.33	22.90	38.86	55.95	27.25	44.39	51.97	25.10	41.00	47.90

Annexure-XIV

ENROLMENT AND DROPOUT OF GIRLS IN NORTH EASTERN REGION AND BACKWARD STATES*(vide para 1.85, 1.86 of the Report)*

Sl. No.	States/ Union Territories	Enrolment of Girls			Dropout rate – girls		
		TOTAL Class I- VIII	TOTAL Class IX- X	TOTAL Class XI- XII	Classes I-V	Classes I-VIII	Classes IX
1	Andhra Pradesh	5285060	1052362	731053	16.7	32.7	46.6
2	Arunachal Pradesh	148352	17063	10651	42.1	49.1	61
3	Assam	2134846	306754	95767	26.4	58.2	78.1
4	Bihar	9072155	867090	409190	30.7	58	58.9
5	Chhattisgarh	2227807	307549	155081	32.2	49	57.5
6	Gujarat	4351183	601146	361424	6.6	49.4	52.4
7	Jharkhand	3364531	312577	85112	25.6	41.2	68.1
8	Madhya Pradesh	7598924	793427	559246	25	27	59.3
9	Maharashtra	7557995	1427014	1032496	19	27.4	40
10	Manipur	249117	40808	16662	45.3	53.9	44.8
11	Meghalaya	341736	28058	9980	55.7	68.3	76.7
12	Mizoram	103320	15872	9163	38.7	35.7	52.3
13	Nagaland	150125	15927	9459	39.8	45.6	74.4
14	Odisha	3110480	453398	176698	2.4	55.6	59.7
15	Rajasthan	5456145	734550	453161	51.5	58.1	69
16	Sikkim	57833	6706	4339	11	34.3	67.1
17	Tripura	299035	56086	18797	30.3	45.9	57.5
18	Uttar Pradesh	18791690	2576553	1310057	34.8	50.2	14.4
19	West Bengal	5882281	1045977	562508	27	47.7	63.5
20	Lakshadweep	5068	1156	1111	3.1	9.7	20.3

Annexure-XV

Toilets and drinking water

(vide para 1.89 of the Report)

Sarva Shiksha Abhiyan provides for toilets and drinking water to all new schools opened under the programme. SSA also provides toilets in existing schools located in urban areas. In the case of existing schools in rural areas, drinking water and toilets are provided in convergence with the Total Sanitation Campaign (TSC) now called Nirmal Bharat Abhiyan and the Accelerated Rural Water Supply Programme (ARWSP) of the Ministry of Rural Development.

States have also been requested to keep a close liaison with the state level departments implementing the schemes of Total Sanitation Campaign (TSC)/ Nirmal Bharat Abhiyan (NBA) and ensure a coordination approach in covering the schools with deficit in these facilities.

Sl. No.	States Name	2008-09											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
1	Andhra Pradesh	0	704	0	111	9793	9498	0	494	0	988	153	153
2	Arunachal Pradesh	213	285	95	395	687	687	0	0	74	74	827	827
3	Assam	0	15	0	0	10758	16688	0	0	2799	2800	0	0
4	Bihar	4906	1341	0	224	32993	22533	565	571	1054	2028	31756	3011
5	Chhattisgarh	1315	949	444	1264	10078	4825	0	225	0	107	1594	6790
6	Goa	0	0	0	0	0	8	0	0	56	145	0	0
7	Gujarat	0	1	0	0	2098	3310	241	1297	210	246	0	0
8	Haryana	0	20	0	78	3437	1332	0	9	1840	1395	0	0
9	Himachal Pradesh	0	0	0	0	1036	1339	0	101	1865	658	684	39
10	Jammu & Kashmir	1938	2335	454	372	0	1620	0	209	0	209	8145	4453
11	Jharkhand	2595	9390	6891	2310	1030	7042	0	0	0	0	5724	3505
12	Karnataka	313	954	0	0	5128	6044	1621	0	3370	1177	1266	0
13	Kerala	0	0	0	0	202	0	762	837	1395	1395	0	0

Sl. No.	States Name	2008-09											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
14	Madhya Pradesh	0	611	1483	2407	19448	7425	0	10114	0	9860	3145	0
15	Maharashtra	790	520	50	90	3664	3891	189	1219	451	589	10068	10068
16	Manipur	0	0	0	0	0	515	0	0	0	0	0	0
17	Meghalaya	497	150	891	269	199	682	0	0	0	0	1888	1888
18	Mizoram	13	11	0	0	196	168	0	0	971	619	222	222
19	Nagaland	5	0	0	37	788	616	0	60	329	977	22	0
20	Odisha	1466	1674	669	1297	8871	10873	0	0	0	398	4894	18877
21	Punjab	31	139	134	129	1621	3788	97	0	250	1131	464	1083
22	Rajasthan	0	0	0	0	16337	19168	397	864	1274	713	3000	10128
23	Sikkim	1	18	0	0	0	178	0	109	0	40	25	0
24	Tamil Nadu	0	422	1005	0	6070	4403	0	2117	0	3503	167	5098
25	Tripura	253	162	0	41	170	358	0	0	361	865	1106	1106
26	Uttar Pradesh	3033	3662	4398	9641	17310	47112	310	471	1210	1008	19260	4277
27	Uttarakhand	217	247	254	165	1389	681	0	269	1029	1182	1196	1196
28	West Bengal	0	2780	3300	0	11105	20121	0	91	1725	4077	10392	3498
29	Andaman Nicobar	0	0	0	0	0	0	0	0	0	2	0	0
30	Chandigarh	0	6	0	0	0	7	0	0	0	0	0	398
31	Dadra Nagar Haveli	18	0	0	0	0	0	0	0	81	0	5	0
32	Daman Diu	0	1	0	3	0	10	0	31	0	42	0	0
33	Delhi	4	4	0	0	175	160	0	0	0	450	8	0
34	Lakshadweep	1	0	0	0	9	0	0	0	0	0	13	0
35	Pondicherry	0	0	0	0	108	0	0	0	9	0	10	0
Total		17609	26401	20068	18833	164700	195082	4182	19088	20353	36678	106034	76617

Sl. No.	States Name	2009-10											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
1	Andhra Pradesh	37	285	0	98	2528	10460	395	361	1296	885	152	1680
2	Arunachal Pradesh	174	170	16	39	444	127	0	0	241	82	396	105
3	Assam	1521	0	0	0	3455	5499	0	0	1845	1845	3042	0
4	Bihar	0	3272	0	28	18706	25414	545	319	1015	524	9039	0
5	Chhattisgarh	1	921	404	444	14948	5796	0	0	2691	204	1594	0
6	Goa	0	0	0	0	0	40	4	49	120	64	0	0
7	Gujarat	0	0	0	0	2143	2056	75	289	1021	995	0	0
8	Haryana	0	3	0	49	2199	2944	817	340	2940	2793	12	1062
9	Himachal Pradesh	40	0	0	0	0	831	0	27	3650	844	80	0
10	Jammu & Kashmir	472	227	0	25	4666	473	0	0	0	0	2400	3199
11	Jharkhand	442	1227	918	2295	11916	1438	382	315	1771	369	1439	5900
12	Karnataka	317	233	0	0	3637	4865	0	0	9925	2381	1214	1084
13	Kerala	0	10	0	0	516	35	0	0	984	607	0	0
14	Madhya Pradesh	0	82	671	1265	16171	7702	0	0	7731	1071	2798	0
15	Maharashtra	1755	2602	0	-12	4865	4260	224	387	737	1102	2119	1026
16	Manipur	0	0	0	0	256	0	0	0	2358	0	0	0
17	Meghalaya	208	240	0	159	2508	891	0	0	0	0	1691	2116
18	Mizoram	12	14	5	5	473	283	0	0	869	1550	479	479
19	Nagaland	0	75	0	23	1065	1375	0	0	145	522	400	590
20	Odisha	1558	1262	928	754	5430	6479	0	69	1789	232	13176	0
21	Punjab	69	89	590	119	1833	835	24	1528	256	0	1935	1908
22	Rajasthan	0	0	0	0	2673	5360	3726	1923	16088	8475	0	7486
23	Sikkim	4	6	0	0	98	159	0	36	80	52	8	0
24	Tamil Nadu	5	0	831	2065	0	4740	437	249	3871	1963	2086	2086
25	Tripura	170	150	70	28	286	191	0	0	50	149	1439	1439
26	Uttar Pradesh	863	868	1162	1198	8784	8609	0	1455	0	115	5212	9324
27	Uttarakhand	53	158	129	161	1456	1015	964	230	2438	957	493	0
28	West Bengal	360	197	776	3	13155	15791	832	153	7103	3458	4146	4145
29	Andaman Nicobar	0	0	0	0	17	22	8	4	8	12	0	0
30	Chandigarh	0	2	0	0	136	0	0	0	0	12	0	1
31	Dadra Nagar Haveli	3	45	0	0	72	198	0	29	0	30	18	14
32	Daman Diu	0	0	0	0	64	0	0	0	0	0	32	0
33	Delhi	0	3	0	0	161	159	0	0	0	160	0	16
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	5	24
35	Pondicherry	0	0	2	0	76	150	0	151	3	221	6	24
Total		8064	12141	6502	8746	124737	118197	8433	7914	71025	31674	55411	43708

Completion during the year is against cumulative targets upto that year

Sl. No.	States Name	2010-11											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
1	Andhra Pradesh	412	63	0	2	15125	12239	248	800	11464	9694	55	55
2	Arunachal Pradesh	194	314	0	0	828	962	0	0	530	544	550	0
3	Assam	1200	1483	0	0	4845	4526	0	0	10010	10010	25751	0
4	Bihar	0	2233	0	8	47206	12206	8870	5564	17800	6127	57963	31838
5	Chhattisgarh	359	536	125	453	8128	9521	782	2	7266	1700	1177	1837
6	Goa	0	0	0	0	0	25	30	0	220	48	0	0
7	Gujarat	0	0	0	0	9647	8441	0	3	395	412	20052	15052
8	Haryana	114	50	117	250	6151	3722	0	471	1748	2445	2209	0
9	Himachal Pradesh	0	0	0	0	364	434	105	35	3431	1975	101	93
10	Jammu & Kashmir	1248	967	0	64	3054	614	1018	1417	2036	1728	3583	9318
11	Jharkhand	995	1822	1017	3236	21920	12760	5	72	6931	1729	9446	27
12	Karnataka	132	315	0	0	7149	3345	0	0	9720	8560	2902	1396
13	Kerala	6	0	0	0	1289	1387	1755	725	3157	2012	2689	0
14	Madhya Pradesh	386	0	954	1734	31622	12918	95	0	7262	55	71520	19615
15	Maharashtra	1057	1680	335	93	10071	4097	308	332	4226	1123	28011	3153
16	Manipur	180	0	0	0	1024	886	0	0	1600	982	810	0
17	Meghalaya	574	201	0	107	1311	114	0	0	0	0	2606	896
18	Mizoram	0	0	0	0	703	572	0	0	846	694	353	0
19	Nagaland	98	0	327	0	150	0	285	0	375	0	2557	0
20	Odisha	1177	1348	379	717	11860	5939	141	74	2197	961	6552	19690
21	Punjab	36	30	112	478	3545	1469	72	60	1103	858	9250	4881
22	Rajasthan	0	0	0	0	7486	3862	965	2086	2881	8182	0	1082
23	Sikkim	0	0	40	3	58	105	0	0	359	345	156	0
24	Tamil Nadu	228	14	279	674	4071	0	401	401	12102	2815	2595	2412
25	Tripura	92	147	168	82	1487	296	0	0	123	88	719	353
26	Uttar Pradesh	26	129	1152	1207	38604	9160	278	299	415	406	122765	9443
27	Uttarakhand	7	154	14	198	125	974	175	196	6683	2579	6578	0
28	West Bengal	5499	207	323	138	29960	18064	1133	244	4922	3450	73869	49087
29	Andaman Nicobar	0	1	0	0	41	20	0	46	0	26	2	0
30	Chandigarh	6	0	6	9	70	101	0	0	5	0	112	36
31	Dadra Nagar Haveli	0	2	0	0	108	4	0	0	0	0	368	0
32	Daman Diu	1	0	0	0	12	42	23	12	13	0	1	32
33	Delhi	2	0	0	0	388	177	0	0	161	0	3004	0
34	Lakshadweep	2	0	0	0	3	6	10	0	20	0	9	4
35	Pondicherry	0	0	0	0	22	86	50	25	103	26	0	0
Total		14031	11696	5348	9453	268427	129074	16749	12864	120104	69574	458315	170300

Completion during the year is against cumulative targets upto that year

Sl. No.	States Name	2011-12											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
1	Andhra Pradesh	13	3	0	0	20599	15286	155	353	15660	15920	26	26
2	Arunachal Pradesh	124	19	0	0	608	179	42	0	626	145	374	0
3	Assam	2296	2750	0	0	11116	10491	0	0	8219	8219	0	0
4	Bihar	0	1141	0	18	76693	32048	123	3139	17420	22333	84609	0
5	Chhattisgarh	193	355	140	305	1407	8738	278	544	24208	9809	8929	0
6	Goa	0	0	0	0	0	25	200	37	120	26	0	10
7	Gujarat	0	0	0	0	14615	14417	0	0	1990	1244	18320	11625
8	Haryana	9	25	49	40	3948	3821	167	117	715	1211	163	197
9	Himachal Pradesh	40	2	20	0	828	478	0	50	373	2349	1577	7
10	Jammu & Kashmir	447	682	0	43	2112	772	0	0	7939	0	1784	0
11	Jharkhand	42	693	32	1565	17683	15013	716	515	1410	4225	180	562
12	Karnataka	0	128	0	0	1950	5126	318	1286	2922	13819	15	0
13	Kerala	0	0	0	0	0	142	0	1030	595	1522	236	0
14	Madhya Pradesh	0	359	0	1394	6552	28978	384	447	20648	32700	2379	0
15	Maharashtra	12	769	0	78	14591	7374	377	535	1043	2247	0	0
16	Manipur	0	0	0	0	1036	532	0	140	0	2311	1544	0
17	Meghalaya	506	402	960	74	770	1514	0	0	0	0	0	2043
18	Mizoram	21	0	63	0	33	349	0	0	0	422	231	0
19	Nagaland	141	0	56	0	81	308	10	284	90	27	0	0
20	Odisha	0	1370	374	502	7841	9887	252	329	1534	2966	0	0
21	Punjab	0	26	0	98	2683	3196	6	35	2666	1469	0	0
22	Rajasthan	0	0	0	0	7016	6273	181	757	1634	2525	0	0
23	Sikkim	1	1	12	15	24	0	0	0	44	26	2	0
24	Tamil Nadu	0	152	0	227	2228	6612	3158	2913	6986	18694	7695	7695
25	Tripura	0	73	0	130	97	1208	7	0	2171	329	420	0
26	Uttar Pradesh	10494	283	1173	106	19335	34199	0	6	0	9	24571	0
27	Uttarakhand	182	95	21	80	699	640	8	653	2000	3494	18	0
28	West Bengal	0	1078	0	365	15030	24869	307	537	8170	4533	15720	3644
29	Andaman Nicobar	5	2	0	0	45	18	0	17	12	22	108	127
30	Chandigarh	4	11	2	0	0	0	0	0	0	0	493	0
31	Dadra Nagar Haveli	0	3	0	0	100	77	0	0	0	30	40	0
32	Daman Diu	0	0	0	0	11	10	21	11	6	6	17	0
33	Delhi	0	1	0	0	155	40	0	0	95	0	4064	0
34	Lakshadweep	0	0	0	0	0	0	0	0	0	0	0	4
35	Pondicherry	0	0	0	0	26	35	0	25	0	40	0	0
Total		14530	10423	2902	5040	229912	232655	6710	13760	129296	152672	173515	25940

Sl. No.	States Name	2012-13											
		Primary School		Upper Primary School		Additional classrooms		Drinking water		Toilets		Teachers	
		Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion	Sanctions	Completion
1	Andhra Pradesh	435	60	0	0	20389	15243	0	44	7449	2917	870	0
2	Arunachal Pradesh	123	124	0	0	297	610	0	0	1094	542	821	1108
3	Assam	0	506	0	0	6910	818	0	0	12125	3800	20015	40756
4	Bihar	0	339	0	2	0	21664	2859	1540	7747	7376	0	9553
5	Chhattisgarh	15	344	30	149	1630	4088	378	209	38044	14615	822	2208
6	Goa	0	0	0	0	0	25	0	124	0	260	0	0
7	Gujarat	0	0	0	0	14979	15483	0	0	9661	9578	20316	4753
8	Haryana	4	18	8	53	1182	3155	527	78	5051	4248	2115	4266
9	Himachal Pradesh	8	6	7	0	334	677	0	20	1103	2289	0	100
10	Jammu & Kashmir	253	1184	0	116	7755	1748	0	0	8170	235	0	2529
11	Jharkhand	0	849	0	100	25369	13771	309	487	7465	5230	16165	0
12	Karnataka	4	1	11	1	5675	4327	152	147	3378	1761	1860	0
13	Kerala	0	0	0	0	37	371	32	32	2582	3177	0	2783
14	Madhya Pradesh	196	308	880	954	6764	7892	851	883	19110	20760	2588	71270
15	Maharashtra	67	568	693	82	4559	11244	31	147	21230	5703	657	76
16	Manipur	368	0	153	0	36	0	0	0	0	0	152	2719
17	Meghalaya	27	207	0	8	25	941	0	0	0	0	0	0
18	Mizoram	131	21	37	0	68	0	4	4	1124	321	12	289
19	Nagaland	75	0	63	258	211	142	91	0	837	0	0	2557
20	Odisha	0	373	0	354	15416	16844	185	147	65416	33038	0	0
21	Punjab	0	1	21	8	1070	1995	0	2	6930	1976	0	967
22	Rajasthan	99	0	27	0	3016	4771	0	276	0	1235	0	6688
23	Sikkim	0	4	0	8	3	187	0	-68	69	0	156	220
24	Tamil Nadu	0	38	0	62	2612	0	1803	336	17925	0	296	0
25	Tripura	34	21	0	13	937	552	10	13	525	2259	71	17
26	Uttar Pradesh	0	6888	0	643	15262	18039	1629	952	3660	2779	0	18292
27	Uttarakhand	273	144	50	70	737	853	0	34	2236	3900	161	0
28	West Bengal	264	748	471	793	54379	18099	0	394	25789	6373	1445	22559
29	Andaman Nicobar	32	1	0	0	5	20	0	2	0	7	33	4
30	Chandigarh	2	3	0	2	0	43	0	0	0	0	0	605
31	Dadra Nagar Haveli	0	0	0	0	37	15	0	58	162	272	81	50
32	Daman Diu	0	1	2	0	11	12	0	21	95	6	6	0
33	Delhi	1	2	0	0	300	335	0	0	227	145	0	3798
34	Lakshadweep	0	1	0	1	3	2	0	3	0	1	3	0
35	Pondicherry	0	4	0	0	38	0	26	26	96	0	0	1
Total		2411	12764	2453	3677	190046	163966	8887	5911	269300	134803	68645	198168

Completion during the year is against cumulative targets upto that year

APPENDIX I**COMMITTEE ON EMPOWERMENT OF WOMEN (2012-2013)****MINUTES OF THE FIFTH SITTING OF THE COMMITTEE HELD ON
WEDNESDAY, THE 13th FEBRUARY, 2013**

The Committee sat from 1500 hrs. to 1700 hrs. in Committee Room 'E, Parliament House Annexe, New Delhi.

PRESENT

Rajkumari Ratna Singh - Chairperson

MEMBERS**LOK SABHA**

2. Smt. Susmita Bauri
3. Smt. Santosh Chowdhary
4. Smt. (Dr).Kakoli Ghosh Dastidar
5. Smt. Rama Devi
6. Smt. Ingrid Mcleod
7. Smt. Annu Tandon
8. Smt. Yashodhara Raje Scindia
9. Smt. Usha Verma
10. Shri O.S. Manian

RAJYA SABHA

11. Smt. Naznin Faruque
12. Smt. (Dr). T.N. Seema
13. Smt. Maya Singh
14. Smt. (Dr). Prabha Thakur

SECRETARIAT

1. Shri R.K. Jain - Joint Secretary
2. Smt. Reena Gopalakrishnan - Deputy Secretary

**Representatives of Ministry of Human Resource Development
(Department of School Education & Literacy)**

1. Shri Rajarshi Bhattacharya - Secretary
2. Smt. Vrinda Sarup - Additional Secretary
3. Smt. Radha Chauhan - Additional Secretary
4. Shri Vineet Joshi - Chairman, CBSE
5. Dr. S.S. Jena - Chairman, NIOS

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[Type text]

[Type text]

Representatives of Ministry of Women and Child Development

- | | | | |
|----|---------------------|---|----------------------|
| 1. | Shri Prem Narain | - | Secretary |
| 2. | Smt. K Ratna Prabha | - | Additional Secretary |
| 3. | Dr. Shreeranjana | - | Joint Secretary |

2. At the outset, the Chairperson welcomed the members of the Committee to the sitting convened to have a briefing by the representatives of the Ministries of Human Resource Development (Department of School Education and Literacy) and Women and Child Development in connection with examination of the subject 'Assessment of Educational Status of Women with Special Reference to the Girl Child'.

[Witnesses were then called in]

3. After welcoming the witnesses, the Chairperson read out Direction 55 (1) regarding confidentiality of the proceedings. The Chairperson then highlighted that though the National Policy on Education and the subsequent Programme of Action emphasizes on the role of education as an agent of basic change in the status of women, it is near impossible to achieve Universal Elementary Education unless efforts are made to reach out to every girl child. The Chairperson also highlighted that the Right to Education and other policies and Programmes will remain only on paper unless concerted efforts are taken to ensure completion of elementary education of every child, especially the girl child in the age group of 6 to 14 years and impart quality primary education.

4. Thereafter, the representatives of the Ministry of Human Resource Development (Department of School Education and Literacy) made a power point presentation highlighting the various steps taken by the Ministry to improve the educational status of women and especially the girl child. The representatives of the Ministry of Women and Child Development also highlighted the steps taken by the Ministry to meet the challenges and difficulties faced by women especially the girl child in receiving education due to the rigid patriarchal mind-set in the country. The Members of the Committee raised various issues, viz. poor toilet and other infrastructural facilities in schools; proper implementation and monitoring of schemes like Mid-day meal and ICDS and the need to improve teacher education and teacher-student ratio. The issues emphasized by the Chairperson and the Members were generally replied to by the officers of both the Ministries. However, on the queries on which the information was not readily available, the Ministries of Human and Resource Development (Department of School Education and Literacy) and Women and Child Development were directed to send the written replies to the Secretariat at the earliest.

[The witnesses then withdrew]

5. A verbatim record of the proceedings has been kept.

The Committee then adjourned.

APPENDIX II**COMMITTEE ON EMPOWERMENT OF WOMEN (2012-2013)****MINUTES OF THE TWELFTH SITTING OF THE COMMITTEE HELD ON
FRIDAY, THE 31st MAY, 2013**

The Committee sat from 1500 hrs. to 1715 hrs. in Room No. 62, Parliament House, New Delhi.

PRESENT

Rajkumari Ratna Singh - Chairperson

MEMBERS**LOK SABHA**

2. Smt. Susmita Bauri
3. Smt. Santosh Chowdhary
4. Smt. (Dr).Kakoli Ghosh Dastidar
5. Smt. Helen Davidson
6. Smt. Ashwamedh Devi
7. Smt. Rama Devi
8. Smt. Mausam Noor
9. Smt. Usha Verma

RAJYA SABHA

10. Smt. Naznin Faruque
11. Shri (Dr). C.P. Thakur

SECRETARIAT

1. Shri R.K. Jain - Joint Secretary
2. Shri S.C. Chaudhary - Director
3. Smt.Reena Gopalakrishnan - Deputy Secretary

**Representatives of Ministry of Human Resource Development
(Department of School Education & Literacy)**

6. Shri Rajarshi Bhattacharya - Secretary
7. Smt.Vrinda Sarup - Additional Secretary
8. Dr. Amarjit Singh - Additional Secretary
9. Shri Vineet Joshi - Chairman, CBSE
10. Shri Avinash Dikshit - Commissioner, KVS
11. Shri G.S. Bothyal - Commissioner, NVS
12. Prof. P. Sinclair - Director, NCERT

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2. At the outset, the Chairperson welcomed the Members of the Committee to the sitting convened to take oral evidence of the representatives of the Ministry of Human Resource Development (Department of School Education and Literacy) in connection with examination of the subject 'Assessment of Educational Status of Women with Special Reference to the Girl Child'.

[Witnesses were then called in]

3. After welcoming the witnesses, the Chairperson read out Direction 55 (1) regarding confidentiality of the proceedings. The Chairperson then highlighted the importance of education as the single most powerful tool for the Empowerment of Women and avowed that the most effective way to do so is by educating the girl child. The Chairperson also acknowledged the various educational schemes, policies and programmes initiated by the Government for women and especially the girl child. The Chairperson further stated that educating women is important because it will allow women to claim their rights and realize their potential in the economic, political and social arenas. The Chairperson however, observed that these policies and programmes will only remain on paper unless concerted efforts are taken to ensure its effective and efficient implementation on the ground.

4. Thereafter, the representatives of the Ministry of Human Resource Development (Department of School Education and Literacy) made a power point presentation highlighting the various steps taken by the Ministry to improve the educational status of women and especially the girl child. The representatives of the Ministry also informed the Committee about the various challenges faced by them especially the financial constraints in implementing these schemes and programmes. The Members of the Committee then raised various issues, viz. transportation of students, conditions of toilet and other infrastructural facilities in schools; proper implementation and monitoring of schemes like Mid-Day Meal, Special training centres, introduction of extra-curricular activities in schools and the need to improve teacher education and training and teacher-student ratio. The issues raised by the Chairperson and the Members were replied to by the officers of the Ministries. However, on the queries on which the information was not readily available, the Ministry of Human and Resource Development (Department of School Education and Literacy) was directed to send the written replies to the Secretariat at the earliest.

[The witnesses then withdrew]

5. A verbatim record of the proceedings has been kept.

The Committee then adjourned.

APPENDIX III

COMMITTEE ON EMPOWERMENT OF WOMEN (2012-2013)
MINUTES OF THE FIFTEEN SITTING OF THE COMMITTEE HELD ON
WEDNESDAY, THE 14th AUGUST, 2013

The Committee sat from 1500 hrs. to 1530 hrs. in Committee Room 'C', Parliament House Annexe, New Delhi.

PRESENT

Rajkumari Ratna Singh - Chairperson

MEMBERS**LOK SABHA**

2. Smt. Susmita Bauri
3. Smt. Helen Davidson
4. Smt. Ashwamedh Devi
5. Smt. Jyoti Dhurve
6. Smt. Ingrid Mcleod
7. Smt. Botcha Jhanshi Lakshmi
8. Smt. Sumitra Mahajan
9. Smt. Annu Tandon
10. Smt. Mausam Noor
11. Smt. Jayshreeben Patel
12. Smt. Supriya Sule
13. Smt. Prabha Kishor Taviad
14. Smt. Seema Upadhyay
15. Shri O.S. Manian

RAJYA SABHA

16. Dr. C.P. Thakur

SECRETARIAT

1. Shri R.K. Jain - Joint Secretary
2. Shri S.C. Chaudhary - Director
3. Shri Raju Srivastava - Additional Director

2. At the outset, the Chairperson welcomed the members to the sitting of the Committee. The Committee then took up for consideration the Draft Report on the subject 'Assessment of Educational Status of Women with special reference to the Girl Child'. After discussing the Draft Report in detail, the Committee adopted the Draft Report without any modifications.

3. The Committee also authorized the Chairperson to finalize the Draft Report and present the same to both the Houses of Parliament.

The Committee then adjourned.
