

# Exclusion in Schools

A Study on Practice of  
Discrimination and Violence



National Dalit Movement for Justice (NDMJ)  
NCDHR

# EXCLUSION IN SCHOOLS

## A Study on Practice of Discrimination and Violence



NATIONAL CAMPAIGN ON DALIT HUMAN RIGHTS –NCDHR  
NEW DELHI





## Exclusion in Schools: A Study on Practice of Discrimination and Violence

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Researchers and Writers: Pallikonda Manikanta and Judith Anne Lal

Chapter on Budget: Beena Johnson Pallical and Dyuti

Coordinated by: Abirami Jotheeswaran

Edited by: Dr. V.A. Ramesh Nathan and Judith Anne Lal



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### Go, Get Education

Be self-reliant, be industrious  
Work, gather wisdom and riches,  
All gets lost without knowledge  
We become animal without wisdom,  
Sit idle no more, go, get education  
End misery of the oppressed and forsaken,  
You've got a golden chance to learn  
So learn and break the chains of caste.  
Throw away the Brahman's scriptures fast.

Savitri Bai Phule  
(03.01. 1831 – 10.03.1897)



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## Preface

Education is acquiring knowledge, information and developing skills to lead a life with dignity and self-sufficiency. Historically, caste social structure which is a construction of the Brahminical philosophy has hierarchized social relations and led to unequal distribution of resources, denial of education to a larger section of the population on the basis of their birth. This has led to denial of equal rights, denial to acquire knowledge and living in abject poverty and poor conditions of the dalit and adivasi communities. Even in today's time and age, access to quality education has been and continues to be a privilege enjoyed by a few. In recent times, violence against children is on the rise, however, the nature of violation is 'identity' based. Therefore, the impact of violence and discrimination against children are severe because of their vulnerable age. Along with age, their 'identity' also makes them vulnerable due to the biased mindsets and unequal social systems that are operating. Violence and discrimination against children on the basis of their identity is very much rampant in the society is also visible in the education system as the structures have not changed and are seldom challenged. The biggest obstacles confronting dalit (SCs), adivasi (STs), children from minority communities and differently abled children in attaining education remain discrimination, economic instability, neglect, violence and layered taboos. The prevailing mindsets, layered caste beliefs and gender based discrimination in schools are major hindrances to access education

by children coming from marginalized communities.

The available Indian constitutional safeguards such as Article 14, 16, 17 and many others along with National and International laws and guidelines on CRC for the protection and promotion of rights of children are important mechanisms which recognize the importance of the lives of children irrespective of gender, caste, race, colour or ethnicity of the child. Nevertheless, the role of National Commissions such as the National Commission for the Protection of Child Rights which was instituted under the aegis of CRC should be strengthened to take efficient and decisive measures to promote rights of dalit, adivasi, minority and differently abled children.

Keeping this as a focused area of intervention, National Dalit Movement for Justice (NDMJ-NC DHR) realized to monitor discrimination and violence in schools. In 2015, a National Public Hearing on 19th May was organized to investigate and visibilize the various forms of torture children are subjected to due to their identity vis-à-vis caste, ethnicity and religious minority (gender being a cross cutting identity marker). Apart from visibility the goal was to push for strong guidelines on Zero discrimination and violence against children in educational institutions. The cases that were deposited at the public hearing reflected the gravity of discrimination children face in terms of being subjected to menial work, discrimination and humiliation in accessing their





scholarships, meals and their learning abilities being questioned. The cases revealed increase in sexual assault within schools and hostels. The National Public hearing unmasked the reality of schools by and large perpetrating social norms and values that are often exclusionary, discriminatory and hierarchical in nature.

This led to a concerted effort to build a campaign at the states and national level. State level consultations on zero discrimination and school monitoring revealed state specific issues and challenges related to discrimination, violence and lack of facilities in schools and hostels mostly attended by dalit, adivasi and muslim children. Hence, this study was conducted in 8 states, Andhra Pradesh, Bihar, Jharkhand, Maharashtra, Odisha, Rajasthan, Tamil Nadu and Uttar Pradesh to document incidence and status of discrimination in schools. The consultations became platforms for students, parents and teachers to voice their experiences, difficulties and challenges in the education system. As the status of discrimination in schools in being documented in this study we aim to advocate for Guidelines on Prevention of Discrimination in School Education and enabling an inclusive and discrimination free learning environment.

The process has been one of great effort and learning for all who have been involved. The prominent words of Baba Saheb Ambedkar, “educate, agitate and organize” remain very significant in this age of information and technology as well. We have to step forward no matter the obstacles that come our way; the coming generations should reap the fruits of our struggle, as the fight against caste and gender based discrimination continues in our times. As a way forward the study has come up with significant recommendations for the central and state government to consider and implement for the best interest of children and towards building a just society. The role of committed individuals and organizations in this direction will remain one of dedication and determination to envision a society free from caste and gender based discrimination.

Jai Bhim Jai Savitri!

Dr. V.A. Ramesh Nathan

General Secretary,

National Dalit Movement for Justice

NDMJ-NCDHR

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# Introduction

The school, going to school, and ideas of mass elementary education have come of age. Years of developmental activism, international pressure, and the promulgation of the Right to Education (RtE) Act have championed the spread of elementary schools. Subsequently, schooling was ascribed with the objectives of eradicating illiteracy and child labour, creating citizenship, fostering democracy and facilitating economic growth. From television and radio jingles of school chalum (let's go to school) that present idealized images of going to school in even poor and remote regions, the frequent contestations over curricula and texts, to the current cooption of schools into the ledgers of corporate social responsibility and philanthropy, the school has found new presence and visibility in the imagination of the nation<sup>1</sup>. On the contrary, the present reality of the school education (especially the government schools) gives us a different and disturbing picture. One can't really say that the school education is fostering democratic and egalitarian ethos. As we know, education plays an important role in the transmission of social experiences – which includes culture, knowledge, language, beliefs, etc. – and its progress, evolution and hurdles, from one generation to the next. The school as an 'agency' plays an important role in this transmission, along with family, community, religion, economy, and politics. However, social experiences vary among different groups according to their

material condition, and the social status allied with it. Within the context of social reality and experiences the operating Caste System in India has dehumanized the society where the particular section of the society (for example Dalits) is treated as untouchables<sup>2</sup>.

Discrimination and atrocities on Scheduled Castes and other oppressed sections (especially on Scheduled Tribes, Religious Minorities and on women) increased in post-independent India. Dr. Ambedkar through his relentless effort in protecting the interests of the socially oppressed sections provided multiple safeguards in the Constitution. However the objective of attaining equality in social and political democracy has totally been ignored at present time. For example the systemic institutionalization of caste system (as a state of mind) in modern forms continuously prevents the country in annihilating the unjust, fraudulent rigmarole caste social order<sup>3</sup>.

Schools, being a part of this hierarchical society are reproducing the same social inequalities in one way or the other. The same television and radio jingles have failed to create a favorable atmosphere which challenges the inequalities persisting in society. Furthermore, incidents of untouchability, discrimination, suicides and violence in schools are being reported in the media.

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1. A.R. VASAVI. 2016. The Culture of Government Schools. New Delhi: SEMINAR. Accessed from [http://www.india-seminar.com/2016/677/677\\_a\\_r\\_vasavi.htm](http://www.india-seminar.com/2016/677/677_a_r_vasavi.htm)

2. Dr. B.R. Ambedkar in his treatise titled Annihilation of Caste states, 'Caste has killed public spirit. Caste has destroyed the sense of public charity. Caste has made public opinion impossible.....Virtue has become caste-ridden, and morality has become caste bound...' This continues even in today's time where the social status is ascribed through the caste ties and the lower sections of the society (Ati-Shudras and Shudras) in this graded inequality Caste Hindu social order continue to face discrimination and humiliation.

3. Article 15 of the Constitution of India prohibits discrimination on grounds of religion, race, caste, sex or place of birth and Article 17 abolished untouchability and its practice in any form was forbidden. Movements led in pre-independent India by anti-caste revolutionaries across the country relentlessly worked in order to bring about social transformation and engaged with the colonial government to adopt laws and safeguards which protect the interests of the socially oppressed sections. One has to acknowledge the fact that it's only through such struggles Dalits could fearlessly initiate movements/struggles in post-independent India against the caste discrimination and brahmanism. Nowhere, the Caste Hindus benevolence and sympathy helped in initiating such movements/struggles. However, the withering away of discrimination became a mere long waiting promise and the country is still witnessing heinous atrocities against Dalits and other oppressed sections. Representational Violence – attacking Dalits, Adivasis, Muslims and other oppressed sections; Selective Justice – protection of the Savarnas from punishment and legalizing the killing of Avarnas; Culture of Civic Negligence – no outrage for the heinous crimes performed on Avarnas, persists rampantly in the present day society.

These incidents substantiate the argument of the study that the educational institutions in the current times have become the site of brahminical agraharas where the students coming from the underprivileged sections are denied of their basic human rights and dignity. When the nation and the government wish to celebrate the fact that schools are the agencies of the 'social transformation', at the same time it also conveniently forgets that these agencies doesn't take the diverse realities (that exists in the society) into consideration. If the school curriculum and atmosphere doesn't inculcate the egalitarian values then the socialization of the students also takes place within the same inegalitarian structure.

Institutional murder of Rohith Vemula at University of Hyderabad in January 2016 proved once again that the modern educational institutions practice systemic caste discrimination towards Dalits and other oppressed sections in the classroom spaces, in administrative issues and also the administration of the universities repress the dissent voices coming from these sections<sup>4</sup>. This is at the level of Higher Education. In a similar and much more atrocious manner the hegemonic Sanatana Dharma progenitors practice discrimination in school education<sup>5</sup>.

As part of the initiative of identifying identity based discrimination in schools, NDMJ-NCDHR sort cases of discrimination and violence against children, fact findings were conducted and finally a National Public Hearing was organized in order to build evidence and visualize the prevailing situation of children from Dalit, adivasi, nomadic tribes, and minority backgrounds, in schools and

hostels. This National Public Hearing on 'Identity-based discrimination and violence in school education' was organized on 19th May 2015. To take the campaign towards enabling a discrimination free environment, a National Level Consultation towards promoting the 'Campaign on Zero Discrimination in School Education' was also held on 8th March 2016 and Training on Building Campaign towards Zero discrimination in School Education was conducted on 7th July 2016, which led to a series of consultations at the state levels.

These initiatives reveal the nature of gross violence and discrimination against children on the basis of their identity is very much prevalent in institutes of learning and education, especially in rural areas. Children belonging to socially oppressed communities such as scheduled caste, scheduled tribes, and minority groups form a much more vulnerable section of our society who are subjected to routine discrimination, humiliation, violence, neglect and ill-treatment in schools. A child's identity is marked with her/his surname which denotes the caste, tribe or religion she belongs to. This identification then further probes into the realm of fabricated placing within the caste ladder. Systemic social exclusion, caste based abuse and violence, mental harassment, sexual abuse and educational neglect are some of the major problems that are associated with the school education. Instead of inculcating human rights and constitutional values, there is further segregation.

In many cases that were deposited at the National Public Hearing, it was reported that the chil

4. In spite of repeated struggles against the systemic discrimination in the universities, the casteist forces still dare to continue their agenda of destroying the intellectual capacity of the oppressed groups. Do these events not indicate that the only solution is the one which Jotiba Phule suggested (?) i.e. "Let there be schools for the Shudras and Atishudras in every village;

but away with all Brahmin school-masters!" "...the education should not be transmitted through the medium of Brahmin teachers, for, while educating, they create in the minds of the pupils wrong religious ideas and lead them astray."

6. Refer National Public Hearing (held on 19th May 2015 at New Delhi) report titled IDENTITY-BASED DISCRIMINATION AND VIOLENCE IN SCHOOL EDUCATION. (Organized jointly by NCDHR-NDMJ, CSEI, CMCJ, RTE Forum) [http://www.annihilatecaste.in/uploads/downloads/doc\\_160105102634\\_141531.pdf](http://www.annihilatecaste.in/uploads/downloads/doc_160105102634_141531.pdf)



dren from a particular community were made to do menial jobs, which include cleaning toilets, class rooms and even Principal's room. In residential hostels young students are made to run errands including personal chores of the management and faculty. The case of midday meal being served from a height to the children of a particular community and were made to sit next to the toilets are blatant incidents of untouchability being practiced in schools. Similarly, a case involving dominant caste students refusing to have meals with dalit children reflects the deep rooted system of caste bias and discrimination. In another case children were brutally beaten up and rusticated by the school for drinking water from the teacher's earthen pot. The growing extent of sexual assault on children highlights their vulnerability and the position of power of the perpetrator of violence. In most cases the children aged between the age group of 8 to 15 were targeted. The cases involved assault on both girls and boys, yet majority involved girl children. The teacher (male teachers) in authority threatened the children by using tactics of issuing bad reports if the child dared to complaint. In another case of taking nude pictures with children the non-teaching staff was involved in the heinous crime which included male and female cooks and care takers. This highlights the lack of required mechanisms to prevent sexual assault on children in places which are meant to be safe havens for children. The school authorities have been very callous in dealing with complaints that were reported by students and parents. In many cases, the school protected the accused. There have been cases wherein the children have been injured due to corporal punishment and have succumbed to their injuries.

A stark revelation remains that the school authorities have not taken any action in favor of the children. In one or two cases the accused teacher was suspended but no arrests have been made. In cases related to deaths in the hostel revealed the extent of negligence on the part of the management. The pattern has largely been of non cooperation with the victims and shielding the accused for the sake of the school's reputation. As projected in the hearing in many cases the police officials have been biased in dealing with cases wherein Dalit and Adivasi children are the

victims. In many cases the police did not invoke proper sections relating to SC/ST PoA Act and Rules regarding compensation and other mandatory provisions such as Special Public Prosecutor of the victim's choice. In many cases 'violation of RTE Act and non-invoking of POCSO Act' in the FIR filed by the police. The police have not dealt with the case adequately which resulted in compromise due to fear and intimidation. The negligent dealing of cases has led to delay in judgment, many cases were closed due to compromise and the most recent trend is the filing of false cases on the victims by the police officials who aid the dominant caste teachers and school authorities. Also, scholarship is one of the equity measures to support education among SC, ST and other socially oppressed children to access education and reduce education inequalities. However, in many cases children were not receiving their rightful entitlements on time. On the pretext of delay of funds children were subjected to humiliation and hence no financial support was possessed by the children to continue their education<sup>6</sup>.

By violating the provisions mentioned in Articles 15, 15(4), 17, 21A, 29(2), 30(2), 46 of Constitution of India and also by ignoring the special acts that penalizes practice of various forms of abuse, violence, discrimination against the socially oppressed sections in general and children in particular, the school authorities especially and other public institutions are rejuvenating the inegalitarian ideas that are upheld in the inhuman text Manusmriti. The Law of Brahminical India i.e. the Manusmriti was/is avowedly based on inequality and in this context the struggle of Dr. Ambedkar against such imposed inequalities which de-humanized India occupies a unique position. Emphasizing on Manu's relevance in the formulation of what can only be called the "doctrine of holocauste" (destruction or slaughter of people on a mass scale in the name of caste, as had happened during the holocaust in Europe) in modern India, Dr. Ambedkar says "It might be argued that the inequality prescribed by Manu in his Smriti is after all of historical importance. It is past history and cannot be supposed to have any bearing on the present conduct of the Hindu. I am sure nothing can be greater error than this. Manu is not a matter of the past. It is even more

6. Ibid, Page No 20 – 44.

than a past of the present. It is a 'living past' and therefore as really present as any present can be." (emphasis added)

Thus this nation celebrates the inequalities exist in the society where the diversities and differences are not tolerated. The school education too doesn't bother to understand these diversities. Mere inserting the slogan of UNITY IN DIVERSITY into the textbooks doesn't inculcate the concept of diversities and does not really enable students to accept difference. Diversities and differences have to be respected but not celebrated. By respecting the diversities and differences and by inculcating the values of tolerance the promise of establishing social and political democracy can be actually realized.

Keeping this background in view and by focusing on various factors that has made school education a nightmare to the students belonging to Dalit, Adivasi and other oppressed sections, this study in the next chapters report the practice of discrimination and violence that is operating at different levels and forms in the school education.

### Purpose of the Study

To promote "Zero Discrimination" in school education, suggest manifold inclusionary mechanism. Also it uncompromisingly ensures the implementation of existing legal mechanism and suggested mechanism. Through action research, documentation and policy intervention etc. this study further ensures the constructive outcomes for the students coming from socially oppressed communities.

### Objectives of the study

- 1) Documents the various forms of discrimination practiced against children from socially oppressed sections (SCs/STs in particular).
- 2) Documents the cases of violence (identity and sexual violence) being faced by the students.
- 3) Documents the budget allotted for the welfare of the SC/ST students under various plan heads.
- 4) Outlines the existing legal mechanism that is supposed to prevent the discrimination and it identifies the gap existing in such mechanisms.
- 5) Documents the suggestions/recommendations

made (through state level consultation programs, field visit) in evolving a mechanism to address the discrimination practiced in school education.

### Study Scope

States covered for the study are as follows – Rajasthan (Alwar, Dausa, Bharathpur districts), Jharkhand (Palamu, Latehar), Andhra Pradesh (Guntur, East Godavari), Odisha (Kendrapara), Uttar Pradesh (Jaunpur, Pratapgarh), Maharashtra (Thane), Tamil Nadu (Erode, Coimbatore), and Bihar (East Champaran, Motihari). These states were selected because of the strong presence of the civil society organizations and its association with NDMJ-NCDHR and also for the reason that the national campaign towards promoting zero discrimination in educational institutions is initiated earlier in these states.

### Methodology

This study is qualitative research and several methods like field visit, case studies, conducting interviews, conducting state and national level consultation with students, parents, teachers and civil society organizations etc., filing RTIs, analysis of the data etc. have been followed to report the status of discrimination in the school education. Also it examined both primary and secondary sources.

### Challenges involved in data collection and study limitations

The limitations of this study are several. The study does not claim to be an exhaustive study on the children rights in general. Many civil society organizations that are working for the protection of the human rights of Dalits and Adivasis often argue that the larger human rights discourse doesn't recognize the human rights violation of the same. In a similar manner the human rights violation of dalit adivasi children are often overlooked in the larger discourse of child rights. This is the reason the present study reveals the injustice done to the SC/ST students.

This study was not without a number of challenges. By far the greatest challenge was to get access to information on the required statistics (filed through R.T.I), especially on the budget expenditure on the school education. No proper reply

and no reply were given by the eight state Governments.

The social activists supporting NDMJ-NC-DHR at the eight states often had to adopt multiple methods to obtain information, including through developing good relations with the education department officials, visiting the different like-minded teachers within the district, or filing RTI applications to receive the required information. Many a times this process took longer than expected.

During the course of the study, a few field visits coincided with the school vacation, thus meeting with teachers, school authorities and students in the school were a challenge. In order to overcome this challenge, visits to hamlets in the nearby school locality were conducted. Due to this drawback, first hand observations within the school environment were missed for a few schools.

The data collection had challenges due to the unavailability of caste (all categories) wise segregated data of the enrollment of the students. For example through the category like 'Girls of all sections and Boys of all sections' we won't be able to find out the proportion of the OBC and General category students in the school education. Also the figure of all the religious minorities is not available.

Another limitation of the study is that the focus was on government schools. Due to the time constraints and school vacation period the study couldn't include findings from the private schools. One more setback of the study is the districts in which the school monitoring was conducted hardly had the Adivasi student enrollment; this is primarily due to their low presence in the area except for Jharkhand and Odisha.

#### Framework of study and chapterization

The study report consists of an introduction, six chapters and conclusion (which contain recommendations).

#### Introduction

This includes the synopsis, rationale of the study.

#### Chapter 1

##### Statistics of School Education – At a Glance

This chapter provides the overall information on the number of schools, increase in schools and total enrollment of students (caste and gender wise).

#### Chapter 2

##### International and National Mechanism: An Overview

It lays down the laws, acts, guidelines (both national and international) that protect the rights of children, rights of Dalit/Adivasi children. Also it lays down the provisions in such acts, laws, guidelines that promote the 'prevention' of exclusion in education.

#### Chapter 3

##### Education and Emancipation: What it means to get educated for the India's Marginalized

This chapter focuses on the importance of education to the oppressed sections (especially SCs and STs) as an emancipatory tool.

#### Chapter 4

##### Discrimination in School Education

This chapter reports the practice of various forms of discrimination in the schools/residential hostels that has been identified through various sources.

#### Chapter 5

##### Violence in School Education

This chapter reports the practice of physical violence/corporal punishment (identity based violence) and sexual violence etc. in the school education.

#### Chapter 6

##### Unjust Budgetary Allocation for Marginalized Students

The chapter examines the budget allocation for the welfare of the SC/ST/Minorities/PWD students under Scheduled Castes and Scheduled Tribes budget - Sub-Plans and other schemes.

#### Chapter 7

##### Conclusion and Recommendations





## Chapter 1

# Statistics of School Education at a glance

Education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the Plan so as to make available in the various fields personnel of suitable quality at the required rate. The educational system has also an intimate bearing on the attainment of the gen

eral objectives of the Plan inasmuch as it largely determines the quality of the manpower and the social climate of the community. In a democratic set up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the masses in the affairs of the country. The success of planning in a democracy depends also on the growth of the





spirit of co-operation and the sense of disciplined citizenship among the people and on the degree to which it becomes possible to evoke public enthusiasm and build up local leadership. It is essential for the successful implementation of the Plan that the educational programme helps to train the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds. The educational system should also satisfy cultural needs, which is essential for the healthy growth of a nation. The system should stimulate the growth of the creative faculties, increase the capacity for enjoyment and develop a spirit of critical appreciation of arts, literature and other creative activities. The fulfilment of the objectives mentioned above, will lead to the development of an integrated personality in the individual, which should be the first and foremost aim of any system of education. – Chapter 33, First Five Year Plan report (1951-1956)

These introductory lines from the First Five Year plan report on the emphasis of education are quite remarkable. In order to fulfil the objectives mentioned above Government of India introduced various schemes (especially in universalizing elementary education) across the years till present. With the recent Act of making the elementary education (Age 6 to 14) free and compulsory, government campaigned relentlessly in popularizing public education. Government introduced two schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2000-01 and 2009 respectively. These schemes focused on the improvement of the physical, quality and equity facilities in the school education. Number of schools, hostels and enrollment of students increased during the course of time. However, question remains about the equality, quality in the school education. This chapter here reports the available latest statistics of school education which later enables us to look at the equality and infrastructure related

concerns.

#### (a) Schools

Government through various sources collects the information on the total number of schools present in the country. The All India School Education Survey (AISES) report is one among such source. The first AISES was undertaken in 1957 by the then Union Ministry of education GOI. Subsequently the second, third, fourth, fifth, sixth, seventh and eight surveys were conducted in the year 1965, 1973, 1978, 1986, 1993, 2002 and 2009 by NCERT at the behest of MHRD. The 8th AISES provided information related to various stages of school education. This information pertains to infrastructural facilities, enrollment of students, teachers etc. The Survey captured all the recognized schools of the country existing as on reference date of 8th AISES, i.e. 30th September, 2009.

Giving the fresh statistics on the total number of schools existing in the country, MHRD released (in May 2017) a reference manual of the status of educational institutions on the occasion of completion of the three years rule of Modi's rule (May 2014- May 2017). According to the statis

Growth in Schools<sup>i</sup>

Survey year	Rural	Urban	Total
3rd Survey (1973)	516,876	72,155	589,031
4th Survey (1978)	556,873	77,271	634,144
5th Survey (1986)	634,908	100,863	735,771
6th Survey (1993)	696,297	126,189	822,486
7th Survey (2002)	853,184	177,812	1,030,996
8 <sup>th</sup> Survey (2009)	1,094,510	205,392	1,299,902

tics given in the manual, there are nearly 18.02 lakhs schools in the country.

Also under Unified District Information System for Education (U-DISE) information system which is monitored by NUEPA, government

September 2015. (Information system portal of NUEPA).The information system presents total percentage of schools by management wise as on September 30th 2015.

Particulars	Elementary				Secondary				Higher Secondary			
	Government	Aided	Private	Total	Government	Aided	Private	Total	Government	Aided	Private	Total
Schools	10.77	0.67	3.06	14.5	1.01	0.396	0.98	2.39	0.46	0.19	0.48	1.13
Students	1169.21	153.07	644.89	1967.17	173.9	83.92	133.63	391.45	88.4	61.78	97.17	247.35
Teachers	46.74	6.85	27.18	80.77	6.61	3.08	4.8	14.49	2.87	1.35	2.38	6.60

annually releases the various statistics related to the school education. The table below is a compilation of statistics on the total number of schools at all levels existing in the country as on 30th

September 2015. (Information system portal of NUEPA).The information system presents total percentage of schools by management wise as on September 30th 2015. These figures give a clear picture of the increase in the number of schools in the country especially after the introduction of RtE Act in 2009. But at the same time there is a clear increase of

State/UT	Primary only	Primary with upper primary	Primary with Upper primary and Secondary and Hr. Secondary	Upper Primary only	Upper Primary with Secondary and Hr. Secondary	Primary with Upper Primary and Secondary	Upper Primary with Secondary	Secondary Only	Secondary with Higher Secondary	Higher Secondary only	All Schools 2015-16	All Schools 2014-15
A & N Islands	218	84	40	0	19	49	0	0	4	0	414	414
Andhra Pradesh	38793	10084	171	2	174	1476	9735	23	4	2240	62702	64161
Arunachal Pradesh	2363	1216	67	50	53	224	39	0	32	3	4047	3930
Assam	48529	2041	248	11410	687	1677	1302	4008	319	821	71042	70054
Bihar	43405	32912	938	292	92	2281	246	1174	2530	366	84236	83192
Chadigarh	12	29	85	0	5	70	0	0	0	0	201	197
Chhattisgarh	32826	2658	1082	12014	334	540	1251	674	2387	15	53781	56394
Dadra & Nagar Haveli	177	128	7	1	1	9	0	11	12	1	347	344
Daman & Diu	59	6	8	38	4	5	0	13	10	2	145	145
Delhi	2755	904	1135	35	545	260	117	0	3	1	5755	5743
Goa	973	73	15	13	5	165	218	2	0	90	1554	1563
Gujarat	11840	28827	1503	815	220	680	166	3504	4127	742	52424	51964
Haryana	9994	2235	2329	2423	1924	1926	1437	0	46	1	22315	21840
Himachal Pradesh	11327	798	565	2132	1634	684	884	2	4	9	18039	17971
Jammu & Kashmir	14604	10153	486	133	95	2693	414	34	478	2	29092	29047
Jharkhand	28010	15784	375	133	407	2084	648	640	186	261	48528	47877
Karnataka	26790	30097	711	466	59	2856	760	10011	931	2808	75489	75028
Kerala	8428	3365	1415	655	1021	1203	371	159	448	65	17130	17078
Lakshadweep	17	13	4	1	5	1	0	0	4	0	45	45
Madhya Pradesh	88593	16679	3741	30597	244	2688	45	4060	4106	9	150762	150642
Maharashtra	53151	29353	946	95	4657	2158	7853	6276	1038	2097	107624	106495
Manipur	2951	870	100	63	22	706	153	40	21	67	4993	4974
Meghalaya	9362	183	29	3414	31	107	151	997	64	176	14514	14282
Mizoram	1561	389	0	1122	0	0	0	615	0	138	3825	3809
Nagaland	1265	786	105	39	46	379	179	3	3	21	2826	3002
Odisha	36760	18797	157	3998	60	1927	7279	248	0	1074	70300	68538
Puducherry	278	86	100	1	52	166	36	0	7	5	731	732
Punjab	14371	2582	2593	2864	1754	2743	1869	6	63	143	28988	29182
Rajasthan	42577	37428	15297	228	1176	10827	398	12	485	0	108428	106792
Sikkim	706	345	80	1	7	136	4	0	0	0	1279	1274
Tamil Nadu	35379	9609	2660	124	4181	1791	3795	8	17	19	57583	57192
Telangana	21948	7189	155	0	193	4810	6523	0	3	1811	42632	45735
Tripura	2568	1261	343	1	68	593	10	0	0	0	4844	4818
Uttar Pradesh	155756	12093	2595	63551	8123	959	2842	4831	5205	14	255969	252823
Uttarakhand	15497	1584	487	3433	1600	164	895	235	116	15	24026	24029
West Bengal	76703	1439	601	7400	6284	363	2933	0	1	12	95736	95586
All India	840546	282080	41173	147544	35782	49400	52553	37586	22654	13028	1522244	1522244

@ : In a few states such as Odisha higher secondary is part of higher education which may not have been covered under U-DISE.

Exclusion in

Schools



the private schools compared to the government schools in the last few years. This has also led to a growth in privatization of education and related challenges.

State/UT	Department of Education	Tribal/Social Welfare Department	Local Body	Private Aided	Private Unaided	Other Government	Central Government	Unrecognized <sup>Z</sup>	Madrassa Recognized <sup>Z</sup>	Madrassa Unrecognized <sup>Z</sup>	All Schools
A & N Islands	80.68	0.00	2.42	0.48	16.43	0.00	0.00	0.00	0.00	0.00	414
Andhra Pradesh	2.54	4.03	64.91	3.87	23.68	0.03	0.10	0.55	0.01	0.27	62702
Arunachal Pradesh	82.25	0.05	0.15	1.48	11.49	0.07	0.77	0.74	0.00	0.00	4047
Assam	73.80	0.01	0.68	6.96	6.22	0.02	0.12	11.81	0.00	0.38	71042
Bihar	88.50	0.06	0.00	0.36	4.68	0.01	0.09	4.83	1.42	0.05	84236
Chadigarh	54.23	0.00	0.00	3.48	36.32	0.00	2.99	1.49	0.00	1.49	201
Chhattisgarh	87.61	0.00	0.00	0.81	11.06	0.00	0.12	0.00	0.36	0.05	53781
Dadra & Nagar Haveli	85.30	0.00	0.29	3.46	9.22	0.00	0.58	1.15	0.00	0.00	347
Daman & Diu	80.00	0.00	0.00	2.76	15.17	0.00	2.07	0.00	0.00	0.00	145
Delhi	17.53	0.09	30.63	4.48	46.38	0.09	0.80	0.00	0.00	0.00	5755
Goa	56.95	0.06	0.00	32.82	9.65	0.00	0.51	0.00	0.00	0.00	1554
Gujarat	1.67	1.83	62.73	11.03	22.40	0.15	0.18	0.00	0.01	0.00	52424
Haryana	65.31	0.00	0.00	1.02	29.63	0.04	0.26	3.68	0.00	0.07	22315
Himachal Pradesh	84.97	0.02	0.02	0.00	14.70	0.00	0.28	0.00	0.01	0.00	18039
Jammu & Kashmir	81.64	0.08	0.00	0.00	18.07	0.00	0.21	0.01	0.00	0.00	29092
Jharkhand	84.31	0.33	0.00	2.46	3.50	0.01	0.16	8.89	0.05	0.28	48528
Karnataka	65.48	0.99	0.09	9.75	23.42	0.02	0.21	0.02	0.00	0.01	75489
Kerala	27.31	0.31	0.01	42.16	20.13	0.02	0.32	9.73	0.00	0.00	17130
Lakshadweep	95.56	0.00	0.00	0.00	0.00	0.00	4.44	0.00	0.00	0.00	45
Madhya Pradesh	59.37	21.36	0.03	0.69	17.29	0.03	0.11	0.00	1.06	0.05	150762
Maharashtra	0.04	0.60	61.95	20.97	15.65	0.00	0.24	0.54	0.00	0.00	107624
Manipur	46.53	19.17	0.00	12.20	18.57	0.66	0.38	2.30	0.20	0.00	4993
Meghalaya	53.42	0.00	0.00	28.89	16.22	0.03	0.12	1.32	0.00	0.00	14514
Mizoram	44.78	0.00	9.20	5.99	26.17	13.05	0.71	0.10	0.00	0.00	3825
Nagaland	73.18	0.11	0.00	0.00	25.65	0.07	0.99	0.00	0.00	0.00	2826
Odisha	80.98	2.31	0.00	7.80	5.75	0.11	0.15	2.89	0.01	0.00	70300
Puducherry	57.32	0.41	0.00	4.51	36.66	0.00	1.09	0.00	0.00	0.00	731
Punjab	66.76	0.01	0.04	1.62	23.54	3.35	0.67	3.95	0.00	0.07	28988
Rajasthan	35.73	1.14	28.47	0.00	32.34	0.00	0.10	0.01	2.18	0.02	108428
Sikkim	59.81	6.18	0.16	0.23	31.74	0.86	1.02	0.00	0.00	0.00	1279
Tamil Nadu	10.16	3.10	51.34	14.59	18.75	0.22	1.53	0.30	0.00	0.00	57583
Telangana	6.54	4.68	56.81	1.82	28.45	0.17	0.12	0.36	0.00	1.05	42632
Tripura	88.65	0.23	0.00	0.99	5.92	0.06	0.29	0.14	3.72	0.00	4844
Uttar Pradesh	63.12	0.27	0.08	3.27	31.55	0.00	0.07	0.00	1.47	0.18	255969
Uttarakhand	73.23	0.27	0.12	2.39	22.19	0.00	0.26	0.84	0.64	0.06	24026
West Bengal	85.11	0.12	1.09	0.26	9.93	0.00	0.11	1.69	0.64	1.05	95736
<b>All India</b>	<b>54.17</b>	<b>3.02</b>	<b>15.04</b>	<b>5.50</b>	<b>19.38</b>	<b>0.13</b>	<b>0.21</b>	<b>1.70</b>	<b>0.66</b>	<b>0.18</b>	<b>1522346</b>

Z: may not represent complete coverage of such schools/madrasas. Note: Total may not add upto 100 due to rounding of values.

Below table presents the change in the number of government and private schools over the years.

**(b) Students**

There are approximately 260 million students enrolled in all types of schools according to the latest data available. Below two tables presents the

enrollment of students by educational level and percentage of enrollment by management level as on 30th September 2015.

Despite the modest increase in the number of govt. schools, the total enrolment in govt. schools

**Change in the number of Government and Private schools, by state  
(2010-11 to 2015-16)**

<u>State</u>	<u>Government Schools</u>			<u>Private Schools</u>		
	2010-11	2015-16	Change	2010-11	2015-16	Change
Andhra Pradesh*	79314	73078	-6236	24823	25159	336
Assam	44371	50143	5772	13144	11821	-1323
Bihar	67930	71411	3481	1423	8534	7111
Chhattisgarh	46390	44387	-2003	4552	5918	1366
Gujarat	33531	33843	312	6405	9418	3013
Haryana	14955	14598	-357	5549	7443	1894
Himachal Pradesh	15126	15386	260	2285	2638	353
Jammu-Kashmir	22180	23329	1149	4915	5249	334
Jharkhand	40517	40437	-80	2949	5870	2921
Karnataka	46522	45556	-966	10259	13063	2804
Kerala	4958	4573	-385	906	5023	4117
Madhya Pradesh	111943	114465	2522	23710	27194	3484
Maharashtra	68691	67294	-1397	9775	12737	2962
Odisha	57171	58476	1305	4347	5642	1295
Punjab	20238	20488	250	10139	7820	-2319
Rajasthan	77529	70664	-6865	26760	37267	10507
Tamil Nadu	36120	38200	2080	10622	10946	324
Uttar Pradesh	151448	161329	9881	41961	76546	34585
Uttaramchal	17345	17505	160	4823	5616	793
West Bengal	79323	82737	3414	10227	12733	2506
<b>India (20 states)</b>	<b>1,035,602</b>	<b>1,047,899</b>	<b>12,297</b>	<b>219,574</b>	<b>296,637</b>	<b>77,063</b>

**Source :** DISE raw data, from [www.dise.in](http://www.dise.in)

Note: \*Andhra Pradesh here includes Telengana even in 2015-16, in order to permit comparison with 2010-11. Thus the reduction in the number of Govt schools in Andhra Pradesh by 2015-16 here is not due to any removal of Telengana.



State/UT	Primary			Upper Primary			Secondary			Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	15991	15415	31406	9528	9179	18707	6631	6188	12819	5374	5387	10761
Andhra Pradesh	1838343	1708345	3546688	1061865	1002757	2064622	655370	617995	1273365	479362	457238	936600
Arunachal Pradesh	113186	108044	221230	50144	51084	101228	27685	25983	53668	17757	17397	35154
Assam	1876557	1844364	3720921	827841	883291	1711132	465542	500098	965640	224215	204578	428793
Bihar	8174989	7995099	16170088	3589007	3672690	7261697	1716687	1704740	3421427	662688	573737	1236425
Chadigarh	49658	43572	93230	35133	29558	64691	22584	17668	40252	22838	17070	39908
Chhattisgarh	1428455	1364550	2793005	843779	820571	1664350	488412	501291	989703	277337	273060	550397
Dadra & Nagar Haveli	19206	16990	36196	12196	10582	22778	7099	5831	12930	3445	3119	6564
Daman & Diu	9757	8388	18145	5226	4607	9833	3291	2795	6086	1127	1084	2211
Delhi	1007287	879687	1886974	595565	524471	1120036	370533	321148	691681	267448	249022	516470
Goa	64384	59404	123788	37943	34578	72521	26654	24010	50664	17755	17998	35753
Gujarat	2995004	2653041	5648045	1878648	1564021	3442669	1022824	714801	1737625	530161	420642	950803
Haryana	1274820	1061830	2336650	761922	632372	1394294	493466	385624	879090	332424	263531	595955
Himachal Pradesh	303937	277176	581113	194112	175541	369653	137568	118329	255897	119417	107180	226597
Jammu & Kashmir	652024	597029	1249053	318553	289170	607723	180356	157993	338349	133890	112728	246618
Jharkhand	2274317	2179210	4453527	1029976	1038565	2068541	518235	507558	1025793	295591	264044	559635
Karnataka	2787510	2618736	5406246	1518536	1415591	2934127	924285	849979	1774264	396261	417956	814217
Kerala	1262261	1206368	2468629	790528	753259	1543787	565171	533078	1098249	385925	419215	805140
Lakshadweep	2267	2141	4408	1585	1583	3168	1232	1286	2518	1047	1351	2398
Madhya Pradesh	4274755	3836101	8110856	2427885	2263228	4691113	1389477	1188247	2577724	705709	577256	1282965
Maharashtra	5319673	4706829	10026502	3204841	2812432	6017273	2013835	1666883	3680718	1485754	1257053	2742807
Manipur	174772	170548	345320	79140	78136	157276	43557	42013	85570	31479	28818	60297
Meghalaya	274532	273198	547730	107788	120095	227883	49269	56226	105495	24897	28686	53583
Mizoram	75222	70095	145317	35832	33168	69000	20824	20710	41534	11237	11749	22986
Nagaland	121819	116261	238080	56417	55199	111616	29648	29567	59215	15914	15288	31202
Odisha	2124147	1986903	4111050	1145555	1071479	2217034	629659	620966	1250625	252824	244732	497556
Puducherry	53398	50634	104032	33724	31706	65430	22685	21549	44234	16558	18429	34987
Punjab	1359347	1129236	2488583	815928	657928	1473856	503843	383599	887442	382950	308568	691518
Rajasthan	4428593	3845016	8273609	2223681	1842845	4066526	1338065	993174	2331239	983426	673909	1657335
Sikkim	32199	28608	60807	21747	22743	44490	13010	14240	27250	7649	9390	17039
Tamil Nadu	2945053	2805306	5750359	1787609	1698224	3485833	1153214	1104881	2258095	839708	943986	1783694
Telangana	1678904	1568072	3246976	897960	860249	1758209	534110	524018	1058128	340074	354214	694288
Tripura	187546	179322	366868	102644	100000	202644	70823	70358	141181	30725	26038	56763
Uttar Pradesh	12935607	12334741	25270348	5594629	5560656	11155285	3630419	3188363	6818782	2726829	2435609	5162438
Uttarakhand	589055	526153	1115208	311854	285611	597465	203450	185163	388613	156344	152337	308681
West Bengal	4148661	3983136	8131797	2310783	2466454	4777237	1267837	1491350	2759187	815978	820881	1636859
<b>All India</b>	<b>66873236</b>	<b>62249548</b>	<b>129122784</b>	<b>34720104</b>	<b>32873623</b>	<b>67593727</b>	<b>20547350</b>	<b>18597702</b>	<b>39145052</b>	<b>13002117</b>	<b>11733280</b>	<b>24735397</b>

@: In a few states such as Odisha Higher Secondary is part of Higher Education which may not have been covered under U-DISE.



State/UT	Department of Education	Tribal/Social Welfare Department	Local Body	Private Aided	Private Unaided	Other Government	Central Government	Unrecognized <sup>Z</sup>	Madrasa Recognized <sup>Z</sup>	Madrasa Unrecognized <sup>Z</sup>	All Schools
A & N Islands	74.02	0.00	3.99	2.74	19.25	0.00	0.00	0.00	0.00	0.00	73693
Andhra Pradesh	5.95	3.18	43.15	3.98	42.76	0.01	0.37	0.50	0.00	0.10	7821275
Arunachal Pradesh	72.23	0.04	0.16	4.58	19.57	0.08	2.83	0.52	0.00	0.00	411280
Assam	72.79	0.01	0.87	6.50	12.83	0.06	0.81	5.90	0.00	0.21	6826486
Bihar	90.67	0.05	0.00	0.54	4.66	0.01	0.14	2.44	1.44	0.04	28089637
Chadigarh	61.14	0.00	0.00	3.46	31.84	0.00	3.14	0.22	0.00	0.19	238081
Chhattisgarh	73.40	0.00	0.00	1.69	23.99	0.00	0.66	0.00	0.24	0.03	5997455
Dadra & Nagar Haveli	71.69	0.00	0.26	2.92	23.19	0.00	1.74	0.19	0.00	0.00	78468
Daman & Diu	52.20	0.00	0.00	15.57	29.56	0.00	2.68	0.00	0.00	0.00	36275
Delhi	35.40	0.03	20.12	4.07	37.74	0.11	2.53	0.00	0.00	0.00	4215161
Goa	15.08	0.02	0.00	70.96	11.51	0.00	2.43	0.00	0.00	0.00	282726
Gujarat	0.87	1.12	48.21	16.34	32.86	0.05	0.53	0.00	0.01	0.00	11779142
Haryana	43.12	0.00	0.00	2.36	51.67	0.14	0.79	1.88	0.00	0.04	5205989
Himachal Pradesh	64.97	0.03	0.08	0.00	33.34	0.00	1.58	0.00	0.00	0.00	1433260
Jammu & Kashmir	57.49	0.03	0.00	0.00	41.05	0.00	1.43	0.00	0.00	0.00	2441743
Jharkhand	67.94	0.28	0.00	4.77	14.80	0.06	0.64	11.12	0.09	0.29	8107496
Karnataka	45.90	1.21	0.13	15.82	36.25	0.04	0.62	0.02	0.00	0.00	10928854
Kerala	25.18	0.13	0.00	43.22	26.47	0.04	0.99	3.97	0.00	0.00	5915805
Lakshadweep	96.80	0.00	0.00	0.00	0.00	0.00	3.20	0.00	0.00	0.00	12492
Madhya Pradesh	46.61	14.36	0.05	1.13	36.27	0.03	0.75	0.00	0.76	0.03	16662658
Maharashtra	0.05	0.91	26.41	49.30	22.50	0.00	0.47	0.35	0.00	0.00	22467300
Manipur	25.08	7.19	0.00	6.14	57.11	0.85	1.51	1.95	0.17	0.00	648463
Meghalaya	41.30	0.00	0.00	36.75	19.70	0.23	0.97	1.05	0.00	0.00	934691
Mizoram	35.81	0.00	6.97	8.00	41.50	6.57	1.12	0.03	0.00	0.00	278837
Nagaland	42.95	0.09	0.00	0.00	55.46	0.13	1.37	0.00	0.00	0.00	440113
Odisha	66.68	5.34	0.00	11.43	12.10	0.11	0.81	3.52	0.01	0.00	8076265
Puducherry	32.05	0.05	0.00	12.31	53.57	0.00	2.02	0.00	0.00	0.00	248683
Punjab	44.74	0.01	0.06	4.63	36.84	6.48	1.51	5.71	0.00	0.03	5541399
Rajasthan	41.36	0.29	7.50	0.00	49.23	0.00	0.49	0.00	1.12	0.02	16328709
Sikkim	70.65	1.24	0.02	2.16	22.73	0.17	3.05	0.00	0.00	0.00	149586
Tamil Nadu	19.64	1.54	20.30	22.23	31.66	0.06	4.43	0.14	0.00	0.00	13277981
Telangana	8.62	3.21	31.71	2.22	52.59	0.05	0.46	0.29	0.00	0.85	6757601
Tripura	82.12	0.33	0.00	3.91	10.35	0.04	1.05	0.11	2.09	0.00	767456
Uttar Pradesh	34.62	0.30	0.13	11.29	51.37	0.00	0.26	0.00	1.77	0.26	48406853
Uttarakhand	44.41	0.25	0.12	7.43	43.73	0.00	2.03	0.50	1.41	0.12	2409967
West Bengal	87.12	0.06	0.48	0.45	6.90	0.00	0.42	0.82	3.12	0.64	17305080
<b>All India</b>	<b>43.85</b>	<b>1.64</b>	<b>8.50</b>	<b>11.46</b>	<b>31.37</b>	<b>0.17</b>	<b>0.77</b>	<b>1.25</b>	<b>0.84</b>	<b>0.14</b>	<b>260596960</b>

Z: may not represent complete coverage of such schools/madrasas. Note: Total may not add upto 100 due to rounding of values.

Change in student enrolment in Government and Private schools, by state

State	Total Student Enrolment						Average Enrolment per School					
	Government Schools			Private Schools			Government			Private		
	2010-11	2015-16	Change	2010-11	2015-16	Change	2010-11	2015-16	Change	2010-11	2015-16	Change
Andhra Pradesh*	6186492	5367402	-819090	4592255	4943739	351484	78	73	-5	185	196	11
Assam	4082132	4140192	58060	998944	1013270	14326	92	83	-9	76	86	10
Bihar	19495910	21548010	2052100	404132	1812378	1408246	287	302	15	284	212	-72
Chhattisgarh	3808619	3281257	-527362	755632	1113912	358280	82	74	-8	166	188	22
Gujarat	5901456	5816280	-85176	2017575	3031588	1014013	176	172	-4	315	322	7
Haryana	2093700	1663752	-429948	1304015	2006442	702427	140	114	-26	235	270	35
Himachal Pradesh	745712	580395	-165317	284026	370371	86345	49	38	-11	124	140	16
Jammu-Kashmir	1213246	1024643	-188603	786400	832133	45733	55	44	-11	160	159	-1
Jharkhand	5591346	4727894	-863452	928935	1508344	579409	138	117	-21	315	257	-58
Karnataka	4624287	4043609	-580678	2328793	3007783	678990	99	89	-10	227	230	3
Kerala	1075886	859682	-216204	375084	1471373	1096289	217	188	-29	414	293	-121
Madhya Pradesh	10634585	7979148	-2655437	4623450	4720051	96601	95	70	-25	195	174	-21
Maharashtra	7418628	5937688	-1480940	2433975	3803480	1369505	108	88	-20	249	299	50
Odisha	5659929	5053711	-606218	599886	992117	392231	99	86	-13	138	176	38
Punjab	2165466	2072324	-93142	1642518	1760579	118061	107	101	-6	162	225	63
Rajasthan	7132668	6264557	-868111	4736520	6073144	1336624	92	89	-3	177	163	-14
Tamil Nadu	4262160	4170562	-91598	3250332	3196288	-54044	118	109	-9	306	292	-14
Uttar Pradesh	19688240	16602404	-3085836	10280445	17622294	7341849	130	103	-27	245	230	-15
Uttaranchal	936630	757137	-179493	617344	886874	269530	54	43	-11	128	158	30
West Bengal	13484910	11193885	-2291025	1349964	1662095	312131	170	135	-35	132	131	-1
India (20 states)	12,62,02,002	11,30,84,532	-1,31,17,470	4,43,10,225	6,18,28,256	1,75,18,031	122	108	-14	202	208	6

Source : DISE raw data, from [www.dise.in](http://www.dise.in)

Note: \*Andhra Pradesh here includes Telangana even in 2015-16, in order to permit comparison with 2010-11. Thus the reduction in the number of Govt schools in Andhra Pradesh by 2015-16 here is not due to any removal of Telangana. The increase in private school enrolments does not exactly mirror the decrease in Govt. school enrolment because children may also shift to aided schools and because the child population of elementary school age increased in many states. Over the 5 year period 2010-2015, the average size of Govt. schools fell by 12%; the average size of private schools rose by 3%, despite the large increase in the number of private schools.

**Caste wise Percentage enrollment as on 30th September 2015 <sup>vii</sup>**

<b>Caste</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>
General Total Enrl	24.5	25.5	27.58
General Girls	48.4	48.7	47.57
SC Total Enrl	19.9	19.5	18.68
SC girls	48.4	48.8	47.69
ST Total Enrl	10.6	9.8	8.49
ST girls	48.3	48.5	48.59
OBC Total Enrl	45	45.2	45.25
OBC girls	48.5	48.8	47.2

Primary, Upper Primary and Secondary enrollment<sup>viii</sup> (All Category Numbers in lakhs)

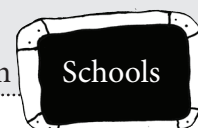
<b>Level/ Year</b>	<b>Primary (I-V)</b>			<b>Upper Primary (VI-VIII)</b>			<b>Secondary (IX-X)</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1950-51	138	54	192	26	5	31	NA	NA	NA
1960-61	236	114	350	51	16	67	NA	NA	NA
1970-71	357	213	570	94	39	133	NA	NA	NA
1980-81	453	285	738	139	68	207	NA	NA	NA
2000-01	640	498	1138	253	175	428	116	74	190
2005-06	705	616	1321	289	233	522	145	105	250
2006-07	711	626	1337	299	246	545	149	110	259
2007-08	711	644	1355	311	262	573	159	123	282
2008-09	706	647	1353	314	270	584	165	130	295
2009-10	697	639	1336	317	278	595	169	138	307
2010-11	701	646	1347	327	292	619	175	143	318
2011-12	726	672	1398	331	299	630	186	155	341
2012-13*	696	652	1348	333	317	650	183	163	346
2013-14*	686	638	1324	341	323	664	197	176	373
2014-15*	676	629	1305	345	327	672	201	182	383

Primary, Upper Primary and Secondary enrollment<sup>ix</sup> (Scheduled Caste Numbers in lakhs)

Level/ Year	Primary (I-V)			Upper Primary (VI-VIII)			Secondary (IX-X)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1980-81	72	38	110	16	6	22	NA	NA	NA
1983-84	80	45	125	23	10	33	NA	NA	NA
1986-87	79	46	125	23	11	34	NA	NA	NA
1989-90	95	59	154	26	13	39	NA	NA	NA
1992-93	103	71	174	35	19	54	NA	NA	NA
1995-96	113	79	192	34	20	54	NA	NA	NA
2000-01	121	91	212	41	26	67	18	11	29
2005-06	140	113	253	53	38	91	23	15	38
2006-07	145	118	263	55	40	95	25	16	41
2007-08	137	126	263	53	46	99	24	18	42
2008-09	140	127	267	56	49	105	28	22	50
2009-10	135	125	260	58	51	109	30	24	54
2010-11	140	129	269	60	53	113	31	26	57
2011-12	148	139	287	63	59	122	35	31	66
2012-13*	141	132	273	65	61	126	NA	NA	NA
2013-14*	136	127	263	66	63	129	36	32	68
2014-15*	134	126	260	67	64	131	37	34	71

Primary, Upper Primary and Secondary enrollment<sup>ix</sup> (Scheduled Tribe\_ Numbers in lakhs)

Level/ Year	Primary (I-V)			Upper Primary (VI-VIII)			Secondary (IX-X)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1980-81	31	15	46	5	2	7	NA	NA	NA
1983-84	37	20	57	8	3	11	NA	NA	NA
1986-87	42	24	66	10	4	14	NA	NA	NA
1989-90	49	29	78	11	5	16	NA	NA	NA
1992-93	50	33	83	13	7	20	5	2	7
1995-96	56	38	94	14	9	23	6	3	9
2000-01	63	47	110	19	12	31	7	4	11
2005-06	75	66	141	25	20	45	9	6	15
2006-07	76	68	144	26	21	47	10	7	17
2007-08	77	70	147	26	21	47	10	7	17
2008-09	78	72	150	27	23	50	11	8	19
2009-10	77	72	149	28	24	52	12	9	21
2010-11	77	72	149	28	26	54	12	10	22
2011-12	79	74	153	29	27	56	14	12	26
2012-13*	78	74	152	33	31	64	NA	NA	29
2013-14*	76	71	147	33	31	64	17	15	32
2014-15*	73	68	141	34	32	66	17	16	33







## Conclusion

As discussed earlier, schools are part of the identity formation of young persons and feed into the political, social, cultural, economic and gendered negotiations of nationhood and citizenship. For those accessing it, especially the economically disadvantaged and marginalized, they are seen as an institution that can facilitate generational shifts from the world of poverty and disadvantage. Now, located within the framework of 'welfare governmentality', the

schools (especially government schools) bears the onus of acting as an ameliorative site that must address the multiple disadvantages (mal nutrition, child labour, social exclusion, etc.) of a large proportion of the nation's population and act as a medium for realizing the new ambitions of a globalizing nation state.

Enrolment data for several government schools now indicate that it is primarily the children of low ranked caste families who fill the rosters of those schools. Dr. B. R. Ambedkar's elaboration

of the caste system as a form of 'graded inequality' is now being reinforced through the relegation of government school to the status of schools for the most disadvantaged and the lowest in caste ranking. Abandoned by the local economically advantaged and powerful, and hence by the upper caste and those with cultural capital and leverage, the government school cannot be considered a 'common school' catering to the needs of all children in a specific settlement.

The purpose of outlining the statistics here is to understand the importance given to the school education in the country. As we know students from marginalized sections mostly depend on the public schools. Despite having an increase in schools over the years in the country the drop out rates of girls, SC, ST, Muslims students are on the rise day by day. The annexures includes such statistics related to drop out rate, retention rate, gender parity index and other key information on the school education which basically allows us to understand the crisis within the same and the negative impact it has on the lives of marginalized.

Even as the government schools has become the site of the most intense provisioning of welfare schemes, it exhibits the contradictions and complexities of the socioeconomic structures in which it is embedded. Regional polity and to some extent regional culture and society, rather than regional economy, define and direct how schools function and whom they cater to. This largely explains why there are significant regional and state variations in the functioning of schools and in the delivery and achievement of literacy levels.

In its identity, orientation and functioning, the average government school is buffeted between the stipulations of the state, the agency of the headmistress/master and the teachers, and the immediate socioeconomic conditions of the settlement in which the school is located. Although in terms of debates and ideas the government school is an embattled or contested site, in the area of administration and policy decisions it largely remains a benignly neglected institution. Periodic programmes are deployed to tweak its functioning, especially the performance of teachers, but the structure and orientation of the edifice as a whole is rarely reviewed or reworked. With its historically defined features dragged into contemporary functioning, the government school as an institution is layered, porous and unstable, and yet loaded with the onerous expectations of enabling the most disadvantaged children to become educated. These tensions between what is expected of the government school and what it delivers makes the government school all the more vulnerable as an institution.

Thus not only through the rampant practice of discrimination and violence in the schools which this report addresses in the next chapters but also through the prejudice, hatred from the state itself towards the public schools, the students coming from marginalized sections face multiple forms of exclusion. Mere increase in the student enrollment and number of schools doesn't suggest the good days for the school education. Finally the statistics provided by the government itself can enable us to understand the intricacies introduced by the same especially in maintaining the public schools.

## Chapter 2

# International and National Mechanism: An Overview



The League of Nations Declaration on rights of children (1929), later the Universal Declaration of Human Rights (1945) and Declaration of Rights of Children (1959) were a way forward which initiated recognition of 'Rights' at a global level. Over the years, the human rights discourse garnered much attention, and procedures were enacted in forms of laws and conventions at the

UN having influence at individual country levels by way of domestic policy and schemes initiatives. The importance of civil society networks in raising issues of human rights abuse at the domestic and international level created more visibility and solidarity amongst groups towards advocacy for these issues. The Rights of Children thus, were recognized at the global level. How

ever, specific detailing of a child's positioning in terms of her country location, race, caste, ethnicity or minority status were only recognized later through an evolving human rights discourse. As the other identities were recognized, caste and its experience of exclusion was not, there remains a perpetual denial. In this context, experiences of discrimination and violence are very much rooted in the identity based on 'caste.' This chapter therefore, gives a cursory view of the existing laws and conventions at the international and national levels to safeguard rights of children.

With increase in human rights perspective and grounding of the concepts, a number of international and national laws, acts, guidelines, rules, provisions were enacted to safeguard and address the protection of children rights and the prevention of discrimination against children. Listed below are the few major milestones enacted/adopted in addressing the current study objectives mentioned above and in introduction.

#### (a) International

##### • Declaration of the Rights of the Child 1959

The U.N. Declaration of the Rights of the Child (DRC) builds upon rights that had been set forth in a League of Nations Declaration of 1924. The Preamble notes that children need "special safeguards and care, including appropriate legal protection, before as well as after birth," reiterates the 1924 Declaration's pledge that "mankind owes to the child the best it has to give," and specifically calls upon voluntary organizations and local authorities to strive for the observance of children's rights. One of the key principles in the DRC is that a child is to enjoy "special protection" as well as "opportunities and facilities, by law and by other means," for healthy and normal physical, mental, moral, spiritual, and social development "in conditions of freedom and dignity." The "paramount consideration" in enacting laws for this purpose is "the best interests of the child," a standard echoed throughout legal instruments

on children's rights. Among other DRC principles, a child is entitled to a name and nationality; to adequate nutrition, housing, recreation, and medical services; to an education; and, for the handicapped, to "special treatment, education and care." Other principles are on protection against neglect, cruelty and exploitation, trafficking, underage labor, and discrimination.

##### • Minimum Age Convention 1973

The aim of the Minimum Age Convention (MAC) is to establish a general instrument on the subject of the minimum age of employment with a view to achieving the total abolition of child labor (Preamble). Thus, each State Party is to "pursue a national policy designed to ensure the effective abolition of child labor and to raise progressively the minimum age for admission to employment to a level consistent with the fullest physical and mental development of young persons" (article 1). States Parties must specify a minimum age for admission to employment or work, subject to certain exceptions set forth in the MAC. That minimum may not be less than the age of completion of compulsory schooling and, in any case, less than fifteen years, but it may initially be set at fourteen years if a state's economy and educational facilities are insufficiently developed (article 2). Exceptions to the age limits may also be permitted for light work or for such purposes as participation in artistic performances (articles 7 and 8). If the employment may be hazardous to a young person's health, safety, or morals, the minimum age is generally not to be less than eighteen years (article 3(1)).

##### • U.N. Convention on the Rights of the Child 1989

The Convention on the Rights of the Child (CRC) is the most comprehensive document on the rights of children. Based purely on the number of substantive rights it sets forth, as distinct from implementation measures, it is the longest U.N. human rights treaty in force and unusua





l in that it not only addresses the granting and implementation of rights in peacetime, but also the treatment of children in situations of armed conflict. The CRC is also significant because it enshrines, “for the first time in binding international law, the principles upon which adoption is based, viewed from the child’s perspective.” The CRC is primarily concerned with four aspects of children’s rights (“the four ‘P’s”): participation by children in decisions affecting them; protection of children against discrimination and all forms of neglect and exploitation; prevention of harm to them; and provision of assistance to children for their basic needs. For the purposes of the CRC, a child is defined as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (article 1).

Key accomplishments of the CRC have been described as five-fold. It creates new rights for children under international law that previously had not existed, such as the child’s right to preserve his or her identity (articles 7 and 8), the rights of vulnerable children like refugees to special protection (articles 20 and 22), and indigenous children’s right to practice their culture (articles 8 and 30). In some instances, this innovation takes the form of child-specific versions of existing rights, such as those in regard to freedom of expression (article 13) and the right to a fair trial (article 40). In addition, the CRC enshrines in a global treaty rights that hitherto had only been found in case law under regional human rights treaties (e.g., children’s right to be heard in proceedings that affect them) (article 12). The CRC also replaced non-binding recommendations with binding standards (e.g., safeguards in adoption procedures and with regard to the rights of disabled children) (articles 21 and 23). New obligations are imposed on States Parties in regard to the protection of children, in such areas as banning traditional practices prejudicial to children’s health and offering rehabilitative measures for victims of neglect, abuse, and exploitation (articles 28(3) and 39). Finally, the CRC sets forth

an express ground obligating States Parties not to discriminate against children’s enjoyment of CRC rights. The right to participate in proceedings, it is argued, “together with the principles of non-discrimination in Article 2 and provision for the child’s best interests in Article 3, form the guiding principles of the Convention, which reflect the vision of respect and autonomy which the drafters wished to create for all children.”

#### Grounds for discrimination against children:

The following grounds for discrimination and groups affected by discrimination have been identified by the Committee (CRC 1989) in its examination of Initial and Periodic Reports (they are listed in no particular order of significance):

- gender
- disability
- race, xenophobia and racism
- ethnic origin
- sexual orientation
- particular castes, tribes
- “untouchability”
- language
- children not registered at birth
- children born a twin
- children born on an unlucky day
- children born in the breech position
- children born in abnormal conditions
- a “one-child” or “three-child” policy
- orphans
- place of residence
- distinctions between different provinces/territories/states, etc.
- rural (including rural exodus)
- urban
- children living in slums
- children in remote areas and remote islands
- displaced children
- homeless children
- abandoned children
- children placed in alternative care
- ethnic minority children placed in alternative care



institutionalized children children living and/or working in the streets

- children involved in juvenile justice system in particular, children whose liberty is restricted
- children affected by armed conflict
- working children
- children subjected to violence
- child beggars
- children affected by HIV/AIDS
- children of parents with HIV/AIDS
- young single mothers
- minorities, including

Roma children/gypsies/travellers/  
nomadic children

children of indigenous communities

- non-nationals, including  
immigrant children  
illegal immigrants  
children of migrant workers  
children of seasonal workers  
refugees/asylum seekers  
including unaccompanied refugees
- children affected by natural disasters
- children living in poverty/extreme poverty unequal distribution of national wealth
- social status/social disadvantage/social disparities
- children affected by economic problems/changes
- economic status of parents causing racial segregation at school
- parental property
- parents' religion
- religion-based personal status laws
- non-marital children (children born out of wedlock)
- children of single-parent families
- children of incestuous unions
- children of marriages between people of different ethnic/religious groups or nationalities

- International Covenant on Economic, Social and Cultural Rights 1966

The Preamble to the International Covenant on Economic, Social and Cultural Rights (ICESCR), insofar as it recognizes the indivisibility of human rights, is applicable to children's rights as well. Thus, it notes that "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world" and that "these rights derive from the inherent dignity of the human person." Specific references to children are found in articles 10 and 12. Under article 10, "[t]he widest possible protection and assistance should be accorded to the family ... particularly for its establishment and while it is responsible for the care and education of dependent children" (item 1, in part). It further stipulates that "special measures of protection and assistance" should be taken on behalf of the young without any discrimination; that they should be protected from economic and social exploitation; that employing them in morally or medically harmful or dangerous work or in work likely to hamper their normal development should be punishable by law; and that age limits should be set below which the paid employment of child labor is prohibited and punishable by law (item 3). Article 12 addresses the right of all to "enjoyment of the highest attainable standard of physical and mental health," to be fully realized by, among other measures, States Parties' providing "for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child" (item 2(a)). The ICESCR also provides for the right of everyone to education (article 13(1)) and stipulates "primary education shall be compulsory and available free to all" (article 13(2a)).

- International Covenant on Civil and Political Rights 1966

The International Covenant on Civil and Political Rights (ICCPR) contains general provisions from which children are entitled to benefit as



well as certain specific provisions on safeguards for children in the administration of justice and as members of a family unit. Thus, article 2 obliges States Parties “to respect and to ensure to all individuals within its territory and subject to its jurisdiction” the rights recognized in the ICCPR, “without distinction of any kind;” to adopt laws to give effect to those rights; and to provide effective remedies where there are violations. Article 14(1) incorporates a more specific reference to rights of the young: “any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes or the guardianship of children.” Furthermore, criminal proceedings “should take account of [juveniles’] age and the desirability of promoting their rehabilitation” (article 14(4)) and the penal system should segregate juvenile offenders from adults and accord them treatment “appropriate to their age and legal status” (article 10(3)).<sup>28</sup> Like the ICESCR, the ICCPR recognizes the family as entitled to societal and state protection (article 23(1)), and so States Parties are to respect the liberty of parents to ensure their children’s religious and moral education in conformity with their own convictions (article 18(4)). If a marriage is dissolved, provision must be made for the protection of any children (article 23(4)). Article 24 of the ICCPR is specifically devoted to children. It stipulates that “every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.” It further prescribes that every child must be registered immediately after birth and have a name and that every child has the right to acquire a nationality.

#### • Convention on the Elimination of all Forms of Discrimination against Women 1979

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) has been described as an international bill of rights for women. It defines what constitutes discrimination against women and establishes an agenda for States Parties to act to end it. The Preamble, in invoking the Universal Declaration of Human Rights, notes its affirmation of the principle of the inadmissibility of discrimination and its proclamation “that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex.” This kind of statement forms the backdrop for certain rights set forth in CEDAW, even though girls specifically are mentioned only once: the obligation of States Parties to ensure the reduction of female student drop-out rates and the organization of programs for girls and women who have left school prematurely (article 10, in part). States Parties are also to take appropriate steps “to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women” (article 5(a)). CEDAW refers to the interests of children being paramount in relation to the common responsibility of men and women for their children’s upbringing and development (article 5(b)) as well as in regard to States Parties’ ensuring the same rights and responsibilities between men and women as parents in matters relating to their children and in matters of guardianship, wardship, trusteeship, and adoption of children (article 16 (1)(d) and (f)). CEDAW also proscribes betrothal and marriage of children and calls for action to specify a minimum age for marriage and to make marriage registration compulsory (article 16(2)).

## Convention against Discrimination in Education 1960

### Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- (a) Of depriving any person or group of persons of access to education of any type or at any level;
- (b) Of limiting any person or group of persons to education of an inferior standard;
- (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- (d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given

### Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article I of this Convention:

- (a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- (b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- (c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

### Article 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

- (a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;
- (b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- (c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;
- (d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;
- (e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

### Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- (a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- (b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- (c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
- (d) To provide training for the teaching profession without discrimination.



## (b) National

India has its own laws, acts, guidelines that protect the rights of children. But very few such laws, acts and schemes introduced mention about the elimination of discrimination in all forms. However, the Indian constitution accords rights to children as citizens of the country, and in keeping with their special status the State has even enacted special laws. The Constitution, promulgated in 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy.

Over the years, many individuals and public interest groups have approached the apex court for restitution of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be “fundamental in the governance of the country and ... the duty of the state to apply ... in making laws” (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children’s rights; no court can make the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children’s rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

Constitutional Guarantees that are meant specifically for children include:

- Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21 A)
- Right to be protected from any hazardous employment till the age of 14 years (Article 24)
- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or

strength (Article 39(e))

- Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 (f))
- Right to early childhood care and education to all children until they complete the age of six years (Article 45)

Besides, Children also have rights as equal citizens of India, just as any other adult male or female:

- Right to equality (Article 14)
- Right against discrimination (Article 15)
- Right to personal liberty and due process of law (Article 21)
- Right to being protected from being trafficked and forced into bonded labour (Article 23)
- Right of minorities for protection of their interests (Article 29)
- Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46)
- Right to nutrition and standard of living and improved public health (Article 47)

## The Right to Education Act 2009

In 2005 the Central Advisory Board of Education drafted the Right to Education (RTE) Bill, and sent it to the Ministry of Human Resource Development (MHRD) for review. The MHRD in turn sent it to the National Advisory Council and the Prime Minister. The bill spent three years being scrutinized by the union government, government ministers and the public. In 2008 there was a new draft placed before and in September 2009 it was passed by the Union Cabinet, and



hence became The Right of Children to Free and Compulsory Education Act, 2009.

The main purpose of the act is to outline the provision of quality education for all children between the ages of 6-14 as per the constitutional fundamental right awarded to children in the 86th amendment. The responsibility for providing primary and secondary education lies with state governments and local authorities.

Funding comes from both central and state governments. The relevant local authority is the panchayat (elected community council) at the village level; the zilaparishad (local government body) at the district level; and municipal corporations in cities or towns. The Right to Education Act relies on school management committees (SMCs)—composed of parents, the head teacher, and a member of the local government—as a de

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

Offences or violations against Children	1 <sup>st</sup> Authority/Agency to be approached to make Complaint	2 <sup>nd</sup> Authority/Agency	3 <sup>rd</sup> Authority/Agency	Remarks
Every child of the age of 6 to 14 years, including a child belonging to disadvantaged groups and weaker sections and child with disability shall have the right to free and compulsory education in a neighbourhood school till the completion of his/her elementary education.  (Section - 3 of RTE Act)  Any Grievance relating to child under RTE Act (Section- 32)	1. School Management Committee (SMC)- Sec- 21 2. Local Authority - Sec- 32 3. SCPCR-Sec-31 4. NCPCR-Sec-31	(i) SCPCR (ii) NCPCR (Constituted under Section - 31(3) of RTE Act Read with rule 27(2) of RTE Rules).		Wherever any violation or deprivation of child rights is noticed, it can also be reported to the SCPCR (Section - 24 of CPCR Act) in the concerned State or the NCPCR (Section - 13 of CPCR Act).
Prohibition of physical punishment and mental harassment to child (Section - 17)	1. School Management Committee (SMC)- Sec- 21 2. Local Authority - Sec- 32 3. SCPCR-Sec-31 4. NCPCR-Sec-31	(i) SCPCR (ii) NCPCR (Constituted under Section - 31(3) of RTE Act Read with rule 27(2) of RTE Rules).		Wherever any violation or deprivation of child rights is noticed, it can also be reported to the SCPCR (Section - 24 of CPCR Act) in the concerned State or the NCPCR (Section - 13 of CPCR Act).

centralized mechanism to improve schooling. It envisions active community involvement in the management and supervision of schools. At the national level, the task of monitoring and grievance redress falls to an independent statutory body, the National Commission for Protection of Child Rights (NCPCR), under the Ministry of Women and Child Development. At the state lev

el, the task is entrusted to state commissions for protection of child rights, where they exist. The commissions have the powers of a civil court.

Some key provisions in the act are as follows:

- No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education.

- The child or his/her parents are not to be subjected to any screening procedure for admission to school.
- When a child of above six years has not been admitted to any school or, if admitted, is unable to continue studies, that child shall be admitted to a class appropriate to his/her age. She/he will be also given special training (minimum of 3 months; maximum 2 years) to bring him/her at par with his/her class. He/she can continue beyond 14 years in order to complete receiving elementary education.
- If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government (govt.) or government-aided school.
- Each child is also entitled to free text books, writing material and uniform.
- All private schools (those that do not seek any govt. grants to impart education) in a neighborhood are required to enroll 25% students from the weaker and disadvantaged sections of society and provide free education to them. These schools can then claim reimbursement from the govt. for the expenditure incurred, provided that, per child expenditure does not exceed the amount a govt. school spends to educate a child.
- To provide infrastructure including school buildings, teaching staff and learning equipment.
- To see that children from the weaker and marginalized sections of the society are not discriminated against in school.

## Conclusion

The Constitution and National Mechanisms recommends the State to take effective measures to ensure education for all and with special care for the disadvantaged and vulnerable children - reduce dropout and increase enrolment rates among disadvantaged children and adolescents at all levels of schooling, combat classroom segregation and discrimination, provide safe access to schools in dominant habitations and in times of conflict, ensure non-discriminatory access to the midday meal scheme, provide adequate equipment, staffing and quality teaching, strengthen grievance redress mechanisms and use of existing legal provisions to address discrimination and violence. Given the diverse and widespread prevalence of discrimination in education, it is time to consider enacting comprehensive legislation guaranteeing the right to equal treatment and protection against discrimination in education. These are important steps to achieve universal free and compulsory primary education by, inter alia, taking further initiatives to target disadvantaged and marginalized groups in particular.

By outlining the importance of education to the disadvantaged sections can liberate them from the clutches of inegalitarian societal structure that is systematically excluding them from each and every field. Nevertheless, the following chapters, this study reports the gross violation (especially through the practice of discrimination, violence in school education) of these existing laws, acts and other important international safeguards that protect the child rights and prevent the exclusion of students in the educational institutions.

## Chapter 3

# Education and Emancipation: What it means to get educated for the India's Marginalized



“...if the shudras and atishudras ever get an opportunity like your (Brahmin) women to get education then all of you Arya brahmans will have to leave your brahmanism” – Jotiba Phule

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India has established its “societal principles” on the grounds of prejudice, hatred and subordination. These principles are a result of “established” sanctified dharmas. Socio-economic-political-cultural



spaces uphold the sanctified notion of “purity” by ostracizing the oppressed sections, especially Dalits. The process of de-humanization in Indian society has been going on since time immemorial. This process can be traced back to the introduction of the constitution of the Brahminical hoodlums i.e. Manusmriti of dharma Sastra. Claiming to offer rules in the domain duties, rights, conduct and virtues, this text is an exemplar of negalitarian spirit. Shudras and Ati-shudras were denied of education and other human rights in the past. For example the incident of Shambuka Vadha in the Ramayana (a shudra saint being slayed by King Rama because he was preaching Vedas) informs us about the heinous crimes that are practiced on the Shudras and Ati Shudras in the name of protecting dharma.

By denying the physical, political and moral weapon to the shudras and atishudras and by continuously monopolizing over the knowledge production, the Brahmins (in past and present) were able to expand their presence and position in each field.

Brahmin- the learned, the embodiment of all the knowledge within himself, desires nothing but the attainment of the highest humanity. He unraveled the only and the ultimate truth of the universe and beyond, the transcendental reality and the worldly illusion. He, the higher being among all, the exalted, the ideal, the pure, concerns nothing about the distorted life of the everyday miseries. He bothers least regarding the mundane miseries and only pursues the spiritual realm. Moreover, he communicates in the language of gods. Indeed, guides them and if needed tames them in the language comprehensible only to him and the gods. But, this he, who desires and loves the cosmic reality, holds

no symptom of concern for others, the impure and the ignorant. The cosmic love always rests on the misery of the labour and human antipathy. Unfortunately and rather ironically this thrust for the cosmic reality, the ultimate reality, can't be quenched without appropriating the labour produce by the toil of the ugly, impure and distorted bodies. The unjust regime of the king and the power hungry gentry legitimized not by the benevolence of the rule but by the divine sanction, performed by the priest.

Priest is an alchemist indulged in transforming all that is social to biological-natural or metaphysical. The relation between the Brahman and the oppressed as social as it is, construed and transformed to the relation of metaphysical. While, the material relations of the oppressed and the oppressor, on the face of oppression presuppose revolt against it, the metaphysical relation invented in the mind of a priest and implanted on the minds of the toiling masses forbids any such attempt. Indeed forbids any such belief. The appropriation of the oppressed not through physical coercion but through something much more violent, the violence of the religious rituals sanctioned by the divine being, nonexistent but exists only in the minds of people controls them, compels them and demands the devotion through fear and superstition. Priest rules the realm of material through the sanction approved by the non-existing realm, the realm of the divine. At every historical juncture, whenever the oppressed rose the arms against the oppression of the unjust rule, new incarnations of the gods emerged on to the forefront to banish the reason and subjugate the mind. At every instance of noncompliance, at every instance of the resistance against the unjust social order, at every instance of insubordination, at every instance



of social unrest, priest invents new incarnation of the divine to scuttle the resistance and stabilize the order in favour of the unjust stability and stagnate the process of social transformation, in favour of the ruling classes, according to the time and requirement.

Understanding the importance of the nexus between the social identity, power and knowledge production, Dr. B. R. Ambedkar in *Annihilation of Caste* opines ... Whether you accept the theory of the great man as the maker of history or whether you do not, this much you will have to concede that in every country the intellectual class is the most influential class, if not the governing class. The intellectual class is the class which can foresee, it is the class which can advise and give lead. In no country does the mass of the people live the life of intelligent thought and action. It is largely imitative and follows the intellectual class. There is no exaggeration in saying that the entire destiny of a country depends upon its intellectual class. If the intellectual class is honest, independent and disinterested it can be trusted to take the initiative and give a proper lead when a crisis arises. It is true that intellect by itself is no virtue. It is only a means and the use of means depends upon the ends which an intellectual person pursues. An intellectual man can be a good man but he can easily be a rogue. Similarly an intellectual class may be a band of high-souled persons, ready to help, ready to emancipate erring humanity or it may easily be a gang of crooks or a body of advocates of a narrow clique from which it draws its support. You may think it a pity that the intellectual class in India is simply another name for the Brahmin caste. You may regret that the two are one; that the existence of the intellectual class should be bound with one single caste, that this intellectual class should share the interest and the aspirations of that Brahmin caste, which has regarded itself the custodian of the interest of that caste, rather than of the interests of the country. All this may be very regrettable.

But the fact remains, that the Brahmins form the intellectual class of the Hindus. It is not only an intellectual class but it is a class which is held in great reverence by the rest of the Hindus. The Hindus are taught that the Brahmins are *Bhudevas* (Gods on earth). The Hindus are taught that Brahmins alone can be their teachers. Manu says, "If it be asked how it should be with respect to points of the Dharma which have not been specially mentioned, the answer is that which Brahmins who are *Shishthas* propound shall doubtless have legal force."

In another interesting note, Jotiba Phule too denounced the merchants of knowledge as *kalam-kasai* (the pen-wielding butchers), who weave an elaborate web of lies and fabrications, who facilitate the old structures of brutalities and inequalities to morph into new but equally oppressive system of hegemonies and hierarchies.

So, this denial of right to learn, teach that has been imposed by the inhumane brahminical shastras was challenged squarely by the anti-caste movements in India. Any discussion on educational rights in India would be incomplete without the mentioning of anti-caste movements. While it is beyond the scope of this study to give a detailed account of anti-caste histories in formal education, at least a cursory glimpse is necessary. Such a glimpse would help us historicize present day struggles for inclusive formal education.

The significance of anti-caste movements in formal education is broadly twofold - philosophical and social. Shailaja Paik<sup>1</sup>, writing in the context of Maharashtra, asserts that Phule-Ambedkarite movements gave the 'modernist grammar of secular education'. The conceptual journey of anti-caste educational visions is partially indebted to Christian missionaries, which came in with colonialism, and started the first schools for Dalits across the country. Gail Omvedt<sup>2</sup> observes that it was the missionaries who brought new themes of historical thinking and new social scientific outlook to the masses. Sanal Mohan<sup>3</sup>

pointed out that Christian conversion for the 'untouchables' meant entering a set of modern institutions (schools, hospitals, nursing schools etc.). It opened up 'possibilities' which were hitherto invisible or blasphemous.

Anti-caste movements not only tried to change the social profile of those who could enter schools but also subverted the philosophical and practical premise of education. Education, with in the anti-caste movements was conceived as a 'window of opportunity to break the shackles of traditional occupations, to gain entry into the corridors of power'. Attaining education meant claiming equal human rights (samanhakka and manvihakka), justice (nyaya) and egalitarian citizenship (nagarikatva) in public domain. Such a conception was a sharp departure from Brahminical agenda of education which was anchored at accumulation of knowledge (gnanasanchaya).

For example, Ayyankali's movements, in early twentieth century Kerala, aimed at entering and owning up every public space which was hitherto inaccessible to Dalits. This meant entering roads, schools, colleges, decision making bodies, marketplaces and temples. Among these movements, K.K.S. Das<sup>4</sup> and Kunnikuyi S. Mani point out that School entry was the 'focal point' of Kerala's renaissance (Navodhanam). Ayyankali successfully organized the first Dalit agrarian Strike in India to win the right to education. He organized the first Dalit school entry movement, holding Panchami's hand (an eight year Dalit girl) in Orootambalam, Trivandrum, Kerala. After several failed attempts to gain entry into 'Savarna' schools, Ayyankali even set up his own school in Venganoor. Ayyankali's struggle opened up schools and public spaces for everyone and thereby democratized and modernized formal education in an unparalleled way in history.

Similar struggles were waged in several other parts of India. The work and life of Mahatma Jotiba Phule and Savitribai Phule need special

mention. Jotiba Phule was influenced by his convent education in Scottish-High School. Phule was the first one to emphasize mass education as a key to uplift masses. Gail Omvedt sums up Phule's educational vision which was anchored in an anti-caste historical materialism through one of Phule's quote in ShetkaryachaAsud :- 'Without education wisdom was lost; without wisdom morals were lost; without morals development was lost; without development wealth was lost; without wealth shudras were ruined.'

Submitting his memorandum to Hunter Commission in 1882, Phule recommended that the primary education is to be made compulsory. He also emphasized for the utilization of more funds to the education and condemned the involvement of Brahmin teachers in preaching the unjust religious practices. Phule opined that access to education would certainly destroy Brahminism and Brahminical patriarchy.

Phule and Savitri started the first school for girls in Pune in August 1848, facing the oppression of the 'dominant castes'. Mukta Salve, one of the Dalit students of Savitribai Phule, in her 1955 speech (quoted in the beginning of this section) delegitimizes the 'Meritorious Brahmin' and articulates the political meaning of education as an exercise in 'truth seeking'. If one reads the full speech, one would realize that the language of human rights in the Indian context emerges from the writings and life of 'anti-caste intellectuals'.

Another such example is the speech delivered by Swami Sahajananda on 18th March 1932 in Madras Legislative Assembly<sup>5</sup>. Swami was disillusioned with the discriminatory practices in both Missionaries and Karapathira Swamikal Ashram. He established a mutt and a trust in the name of Nandanar, a medieval Dalit devotee and one of the 63 Saivite saints, in Chidambaram in 1916. Twenty-five students were admitted to his school. In his speech, using facts and figures, he explains how the then government policy to close down



schools with just one teacher and Labour Force schools was 'disastrous for the Adi- Dravidas'.

One can quote several such examples from across the country. Modern formal education has been a site of political process and conflict. Dalit contributions to education cannot be limited to Dalits alone. They have been all inclusive and democratic. It gave a new language to express one's life and its crisis. The entry of Dalits and other marginalized sections in education was the entry of a transformative vision of education as well.

However, Indian historiography has hardly paid any attention to these exceptional contributions. The present fight against discrimination and violence in school education is nothing but a continuing moment in this long struggle. However, new challenges have emerged in this long standing struggle that include new forms of violence and discrimination, privatization of schools and non-implementation of legislations.

## II

Education is increasingly seen as a key to the inclusive and sustained development of a society. Experiences in many countries demonstrate that persistent social and economic inequalities and exclusion can lead to discrimination, disaffection, social fragmentation and conflicts. Furthermore, exclusion from quality educational opportunities is often related to inequalities in society. In this context, there is growing attention to disparities and inequalities in education, and to systematically addressing discrimination and exclusion in education.

The principle of equal educational opportunities is at the core of the right to education. Indeed, it inspired the movements for universal primary education and Education for All (EFA). What represents a more recent ambition is that education should not only be available to all, but that it has a crucial role in progress towards creating more inclusive and just societies. Re-orienting

today's education systems to address exclusion, however, presents a challenge of considerable magnitude.

First, the forms, as well as causes, of persistent inequalities and exclusion are socio-historical, hence diverse and complex. Certain differences between people become defining vectors of exclusion and inclusion, intersecting with each other in various ways to produce disparities and inequalities in different social contexts of different countries. Second, relationships between education, inequalities and exclusion in today's societies are highly complex and getting difficult to grasp day-by-day. The patterns of inequalities and exclusion in broader society often shape the patterns of inequalities and exclusion in education. At the same time, exclusion in education can feed into social exclusion. Yet, education can also be a means for reducing inequalities and exclusion in society.

Time to time governments at center and states have come up with different policies and programmes in regard to literacy, school education, and higher education. Various governments at the center have taken up number of programmes to improve literacy rate of the nation, for example – Adult Literacy Campaign and Total Literacy Campaign. The focus, however, is not limited to merely improving literacy rate, but there has been investment in building infrastructure, insuring greater participation, and improving quality of education as well. The attention which governments, non-government organizations, and civil society give to education is indicative of the significance of education, particularly in regard to role it could play in emancipation. It does not mean that educational needs of citizens have been adequately addressed. Compared to many other parts of world India's investment in education sector is among the poorest. There may have been significant improvement from the past, but present status of education in India raises a num-



ber of questions.

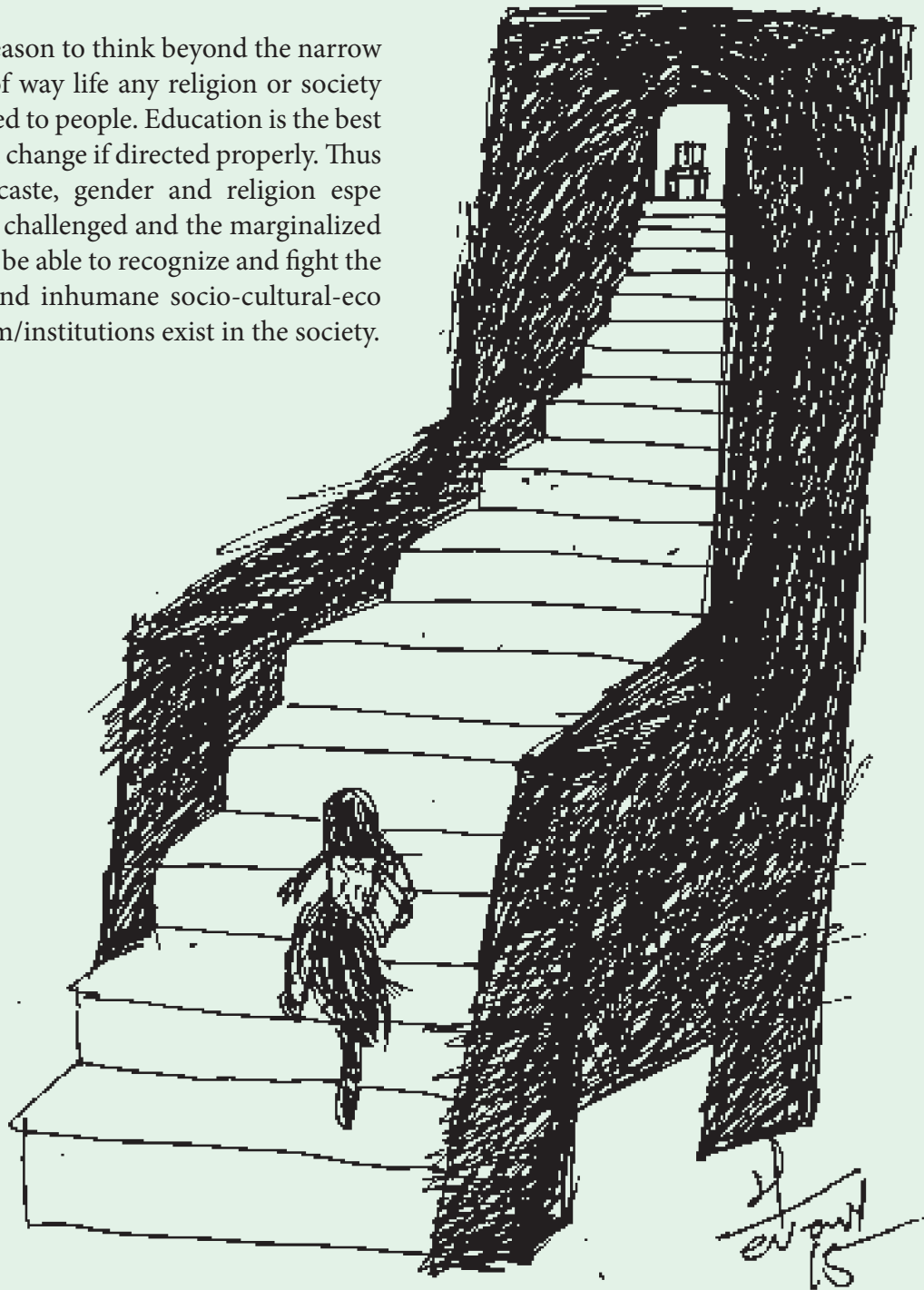
India lacks behind not only in terms of 'budgetary allocation and spending on education', but also on many qualitative fronts, such as student-teacher ratio, syllabus quality and pedagogy. In a society like India which is very diverse and marked by inequality based on caste, ethnicity, gender, class, region, language, and religion, it becomes pertinent that emancipatory potential of education is reckoned and be fully realized. What could be done in this regard offers us various opportunities laid with numerous challenges. Education for the sake of education is not enough. Education not merely improves chances of employability in job market, but it could also help socialize and inculcate human values and principles. In case of India, it could help people aware of realities of caste and gender. The education system at present, apparently, is not attentive of the role it could play in bringing gender equality and its anti-caste potential.

Although there have been some experiment and initiatives in this regard, undertaken by government as well as non-government organizations, such as –Eklavya (Madhya Pradesh), Doosara Dashak (Rajasthan), Bharat Gyan Vigyan Sanstha, Samajshala (Marathawada, Maharashtra), Avehi Abacus (Mumbai), MelJol (Mumbai). Eklavya, a non-government initiative, for example is a primary school located in a tribal region of Madhya Pradesh. The school is an interesting departure from dominant pedagogy. The syllabus and pedagogy of the school incorporates the social, cultural, environmental and historical context of its pupil. Thus the pupil find courses which talks about their surrounding and history. Otherwise a syllabus which is not attentive of surrounding and historical context could create a very alienating environment for children. Similarly, one could say that schemes such as Midday Meal are also break from past. Midday Meal for example mandates that not only education of children is

ensured, but along with it nutrition and health requirements of children are met. However, this scheme has not been successful in maintaining optimum quality in many ways. According to 'capability approach' capabilities increases one's opportunities and further improves the standard of living. So education has direct links with the quality of life, educating a child is the best investment in bringing quality of life. For example, in many ways the education to girl child is not taken seriously and thus the patriarchal structure of the society is normalized and institutionalized. Education for girls can certainly pose a challenge to the gender inequalities that exist in the society. Educating a girl is many ways a better planning strategy that is opted by many governments for the socio economic development, as it has better results on the society. Women play most of the roles in the society yet their education and quality of lives are mostly compromised, but if we could alter it the results are encouraging. As in the case of Scandinavian countries its proved that education and employment of women has not just improved the GDP in these countries but also the quality of life of each individual in these societies.

To conclude, the India's marginalized (especially SC/ST's, women and other minorities) are still ignored in the larger imagination of this nation where their education standards are not improved. If the government cannot provide the atmosphere for that improvement despite of having numerous schemes, then all other attempts would turn futile. The process of providing the favorable atmosphere for the marginalized in turn shouldn't maintain the existing unjust social structure rather it should lead to the annihilation of the same. To educate is for liberation. Education pushes the cognizance development in a child and improves the better understanding of life in general. Education opens a new world of rationality to a child that

could be a reason to think beyond the narrow definitions of way life any religion or society has prescribed to people. Education is the best way of social change if directed properly. Thus barriers of caste, gender and religion especially can be challenged and the marginalized sections will be able to recognize and fight the fraudulent and inhumane socio-cultural-economic system/institutions exist in the society.



## Chapter 4

# Discrimination in School Education

As discussed in earlier chapters, one's potential is nurtured and realized through education in order to attain self-growth and development. Education is about dignity, acquiring knowledge and leading a life of self-sufficiency. However, access to education has been and continues to be a privilege enjoyed by a few. On the other hand, accessing school education has become a nightmare to the students belonging to marginalized sections and also to the girl students in general. The biggest obstacles confronting dalit, adivasi and minority children in attaining education remain discrimination and violence. Alienation, physical abuse, humiliation, mental harassment, sexual abuse and educational



neglect are some of its forms. Rather than inculcating human rights and Constitutional values, schools by and large perpetrate social norms and values that are often exclusionary, discriminatory and hierarchical.

The Indian government has recognized that the hierarchies of caste, economic status and gender (characterizing Indian society) deeply influence children's access to education. The SSA-RTE Framework for Implementation, 2011 identified children from diverse social groups and under difficult circumstances as victims and possible victims of discrimination in our education system. Most often it is children from SC, ST, Nomadic Tribes, Muslim communities who are further discriminated in their particular context of migration, are subjected to child labour, conflict etc. making them double victims of discrimination and violence. Girl children across the board are also discriminated in education and not given equal opportunities or attention and are often the first victims based on family or school situations.

At this juncture emphasis on the significance of social access in universalizing elementary education, which can also be extended to secondary education, becomes important. Social access has two key components. One is equity, which means that all children should have equal access to, in and through elementary education to realize their potential and aspirations<sup>1</sup>. Ensuring equity means not only creating equal opportunities, but also enabling conditions in which socially excluded children like Dalit and Adivasi children can avail of the opportunity to receive an educa-

tion. The second is inclusion, which means two processes: reducing exclusion from and within education; and addressing and responding to the diversity of learning needs among students. In other words, inclusion means transforming school systems and the learning environment in order to respond to the diversity of learners.

By ignoring the two components (equity and inclusion) the school education in India is explicitly institutionalizing the exclusionary forms in subjugating the students coming from marginalized sections. Mere recognizing hierarchies existing in the society wouldn't help in eliminating the same. Though the government flagship schemes like SSA, RMSA, and MDM emphasize on the elimination of various forms of discrimination but on the other hand it would be alarming to know the fact that the teachers and other school staff turning to be as agents in disseminating the inhumane values which violates the basic human rights of the students coming from marginalized sections.

studies have identified various forms of discrimination is being practiced in education. These may be categorized along two major dimensions: -i) discrimination to accessing education ii) discrimination within education.

In exploring access to education, discrimination includes the many conditions that prevent children from having equal opportunities to access different levels of education, as well as having access to unequal qualities of education. Lack of pre-primary education to prepare the child to schooling, lack of different levels of schools in the neighborhood, physical and social barriers

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Refer UN Girls' Education Initiative & EFA Fast Track Initiative, 2010. Equity and Inclusion in Education. Washington DC: UN Girls' Education Initiative & EFA Fast Track Initiative  
[https://www.unicef.org/education/files/Equity\\_and\\_Inclusion\\_Guide.pdf](https://www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf)



## Quotes from state reports

(Source: National Synthesis Report: Inclusion and Exclusion of Students in the School and in the classroom in Primary and Upper Primary Schools. A qualitative study commissioned by SarvaShikshaAbhiyan, MHRD, Government of India, 2012. Accessed from [http://ssa.nic.in/research-studies-document\\_old/survey-report-on-out-of-school-children/list-of-studies/National%20Synthesis%20Inclusion-Exclusion%20study.pdf](http://ssa.nic.in/research-studies-document_old/survey-report-on-out-of-school-children/list-of-studies/National%20Synthesis%20Inclusion-Exclusion%20study.pdf))

**Odisha:** Caste equation plays a crucial role in determining discrimination. The school/village where one caste is in a dominant position often looks down upon the other caste that has less population. For example, in a school where there are more OBC students, they have the upper hand and they discriminate against ST and SC children. If STs are dominant, then they discriminate against SCs. But this is never in case for SCs. Even if they are in the dominant position, we did not find any in stance of their undermining STs or OBCs. We can see this in School 18 where 61% students are SC and yet, SC helper is discriminated. In Nuapada district OBC is in the dominant position and ST and SCs are in the minority position. However, only people from SC category are discriminated against more overtly. In Keonjhar district, STs are in the dominant position and SCs are discriminated against. Similarly, in Koraput district STs are in majority and SCs again are in a vulnerable position. In Kendrapada district the equation is not very different. Even if SCs are very few in number, they are isolated by the SEBC (OBC) as they are popularly known there.

**Madhya Pradesh:** The pattern of exclusion that emerged during the cleaning task showed that generally students clean the playground, verandah and rooms in school. Often, SC children do the cleaning, although there are instances where OBC and sometimes, general category children also do the cleaning. This shows that there has been some change in schools because OBC and general children were also found involved in cleaning tasks, as long as it is not the toilets. In many places, boys do not touch brooms or sweep, so double discrimination of gender and caste (SC girls doing what is considered menial work) is seen. The state of toilets is abysmal and most schools have dysfunctional toilets. It may be hypothesised that a major reason for the present state of toilets is that cleaning of toilets is considered an untouchable activity. But there were still a few cases of functional toilets that were being cleaned by SC sweepers or by SC girls who would pour water.

that prevent children from accessing schooling, no admission to children who are migrants or suffer from particular social or health reasons, lack of particular market oriented or desired courses of education, inability to access good quality education owing to cost, non-availability of seats

etc. These discriminate a child from accessing schooling, from accessing desired type of schooling, from accessing equal quality of schooling.

In exploring discrimination within education, many forms have been studied and reported. It

covers a wide range where children are referred to by their identity or parental occupation, are seated at the back of the classroom, are not allowed to use the school facilities or equipment's like other children, not paid adequate attention in their learning, humiliated or de-motivated from learning, assigned discriminatory non-acceptable tasks in schools, not allowed leadership positions, not given opportunities to participate in school activities, not provided early education in one's language, segregation in eating, drinking water or seating in classrooms in public schools, aside from discrimination and ill-treatment from non-Dalit teachers or students, segregated from other children while eating and food cooked by SC cooks is often refused by many children or their parents. There are also cases where Dalit students are served from a distance, and several students bring their own plates for fear of utensils being touched by Dalit classmates. Dalit girls have either stopped mid-way through their schooling, or have suffered mental tension due to instances of discrimination, verbal abuse and harassment, threats of assaults, sexual harassment as well as actual assaults on them by dominant caste teachers and students.

**This chapter focuses on the discrimination within education and the forms of discrimination especially practiced against the Dalit and Adivasi children.** This practice of discrimination has dire consequences on the children and one such is with regard to drop outs from the studies. Further career opportunities are also hindered due to this. By focusing on the findings based on the state level consultation meetings, field visit conducted and news items, this chapter further reports the practice of discrimination in the schools.

(Major Findings emerged from the consultation meetings and field visit:-)

### Identity based discrimination :-<sup>2</sup>

Students attended the state level consultation meetings were mostly from government schools. They reported about the practice of discrimination in their schools. Following common forms of discrimination/violence was reported during the field visit (after interviewing students and parents) in villages and schools :

- SC children (especially girls) are forced to do menial jobs. They are forced to clean toilets and other school premises.
- Bathrooms are not used by the students but the teachers make the SC children to clean them.
- Teachers make only the SC children to clean their utensils and many a times they were asked to fetch water, tea etc.
- SC children are subjected to caste abuse from the peer group and school staff.
- Caste Hindu students don't make friendship with the SC children.
- Teachers don't support/encourage the SC children in various aspects while they encourage the Caste Hindu students.
- Teachers don't answer to the questions/doubts raised by the SC children in the classroom.
- In Mid-Day meal, SC children are made to receive the food at the end (when formed queues).
- Caste Hindu students sit separately and eat during the Mid-Day meal.
- Cook often serves food second time to the Caste Hindu students but not to the SC students.
- SC students were beaten up continuously for being late to the school while the Caste Hindu students receive less or no punishment.
- SC students are made to sit in the last benches.
- Often, teachers abuse the SC students by mentioning they come to school just for the mid-day meal.
- Parents of the SC students are not being

2. As mentioned in the introduction chapter the field visit team couldn't gather the information on the discrimination faced by Adivasi children. This study report depends on news items, other study reports that focus on the exclusion of the Adivasi children. In the annexures the reference of dropout rate and gender parity index is given. For more on the cases of the discrimination and violence practiced on the adivasi and other community students see National Public Hearing (held on 19th May 2015 at New Delhi) report titled IDENTITY-BASED DISCRIMINATION AND VIOLENCE IN SCHOOL EDUCATION. (Organized jointly by NCDHR-NDMJ, CSEI, CMCJ, RTE Forum) [http://www.annihilatecaste.in/uploads/downloads/doc\\_160105102634\\_141531.pdf](http://www.annihilatecaste.in/uploads/downloads/doc_160105102634_141531.pdf)

intimated regarding the SMC meetings.

- Other SMC members don't listen to the suggestions made by the parents of the SC students.
- SC children are not allowed and less encouraged to participate in cultural and sports activities.
- Caste Hindu cooks/helpers behave very rudely with the SC students.

#### Negligence of school authorities:-

Students and parents reported the negligence and callousness of the school authorities in dealing with the school related problems in general and welfare scheme intricacies. This negligence further forces the marginalized students to suffer emotionally which pushes them into the depression and to discontinue their studies.

- There is delay in the disbursement of fellowship amount that is meant for the SC/ST/Muslim children.
- Teachers come late to the school (especially the schools that are specifically located in the SC/ST habitats) and don't teach properly to the students.
- SMC's are not functioning properly and at times the schedule of the meetings is not intimated to the parents of SC/ST children.
- For example, in Odisha, Bazar Nodal Upper Primary school is not having SMC from last three years.
- Schools don't have sufficient classrooms and they are made to sit in a single classroom (three to four classes).
- Children's Balansands (cabinets) are not functioning and at most of the places it was not formed.
- Teachers ignore the instances when the Caste Hindu students are making caste

based abuse to the SC/ST students.

- In Jharkhand, SC/ST students reported that two students are made to share one egg and sometimes they won't get it.
- In Odisha, most of the schools that we visited are having drinking water problem. (SC children enrolment is high in such schools)

Apart from the above findings, this chapter in detail below reports the practice of discrimination in the Mid-day meal and at different levels

(There is also evidence to suggest that apart from enhancing school attendance and child nutrition, mid-day meals have an important social value and foster equality. As children learn to sit together and share a common meal, one can expect some erosion of caste prejudices and class inequality. Moreover, cultural traditions and social structures of ten mean that girls are much more affected by hunger than boys. Thus the mid-day meal programme can also reduce the gender gap in education, since it enhances female school attendance). These are the lines mentioned in the official Mid-day meal scheme as one of the objectives. But the reality in the implementation of the scheme provides a different view. It's nowhere trying to eliminate or minimize the inequalities that exist among the students. Caste Hindu teachers, Caste Hindu cooks/helpers and the Caste Hindu students are continuously carrying forward the social prejudices and discriminate the SC/ST students. Castes that are engaged in unclean occupations (as regarded by the so-called civilized society) are worst affected.

Teachers and students often pass comments on the SC children especially that they come to school just to have food. Recently the HRD minister said that schools are reduced to just come, eat and go<sup>4</sup>. But the reality is something different that the government and the nation don't want to know. The schools where the SC/ST student enrollment is high and the schools that are located in SC/ST habitats face a different challenge in terms of absence of the teachers. Students reported that the teachers come late around 11 am and take the attendance and leave

Only in Rajasthan and Odisha the study team visited the schools. In all the other states including Rajasthan, Odisha the team visited the hamlets in the selected districts and interviewed the stakeholders.

after the food is served to the students. In such cases, what will the students do in the school? Why are the students to be blamed? Also in another disturbing note recently NDTV<sup>5</sup> reported that in ChuhaPahar village, Sahibganj district, Jharkhand, the adivasi students were not served mid-day meals and the students had no option left than to eat rats and rabbits. It was identified that teachers come to their school once or twice a year.

A parliamentary panel<sup>6</sup> recently asked the Centre to organize “regular surprise inspections” of the elementary schools to detect instances of untouchability and other caste biases in cooking and serving the midday meal in the areas dominated by scheduled caste (SC) and scheduled tribe (ST)

communities. Though the HRD ministry denied the cases of discrimination in the schools, the panel reiterated the reality exist in the school .

During our field visit we identified that the students from Valmiki community in Rajasthan government schools suffer the worst due to the practice of discrimination. In a government upper secondary school in Panhori village (Deeg block, Bharatpur district) a Valmiki student was made to sit separately during the lunch hours (see Picture 1, student sitting alone beside the tree). When the NDMJ team visited the school on 30/06/2017 for the field visit, this incident was identified. During the conversation with the boy and along with the other Gujar, Jat students, the team identified that the boy's plate



Picture 1



Picture 2



was kept separately after the mid-day meal every day and the helper doesn't wash his plate while she does to the other caste student's plates. The Gujar and Jat students also said that they don't play with this boy and earlier they used to play with other Valmiki girl. When asked why they used to play with her and not with him, students replied that the Valmiki girl is very fair and used to be like other Gujar or Jat girls.

Picture 2 is from the same district (Govt Upper Primary school, Barso, Sewar block) where the Valmiki students are made to drink water by not touching the spoon and bucket in which R.O water is kept. If those students want to have water always they call other students (who are Gujjars, Jats and other castes from SC category) and the students called will pour the water in their hands from a distance using the spoon.

Along with the students, the SC cooks are also

subjected to this humiliation. The caste Hindu students don't eat the food at the school because it's prepared by a SC cook. Also in the field visit government teachers in the Bharatpur district informed our team that the caste Hindu students bring food from their home and their parents encourage them to do so. Teachers remembered an instance where they oriented the caste Hindu students to eat the mid-day meal in the school itself. But later their parents in the village visited the school and threatened the teachers saying that they won't allow their children to come to school if they ask them to eat mid-day meal.

### Stigma, Humiliation and Exclusion in Schools

In the above two cases, the exclusion of Valmiki community (called as Bhangi too) in the school education exposes the connection of occupation they are involved and humiliation they face. In a similar manner, more disturbing cases exist in

<https://khabar.ndtv.com/news/india/no-mid-day-meals-in-jharkhand-villages-children-eat-rats-rabbits-1670462>  
<http://www.deccanherald.com/content/625559/midday-meal-ministry-told-look.html>  
<http://timesofindia.indiatimes.com/city/shimla/Caste-discrimination-in-school-issue-raised-with-Himachal-CM/articleshow/50926178.cms>



Rajasthan and Bihar especially with regard to Musahar and Bedia community students.

Musahar community falls under the Scheduled Caste category in the Bihar state. They are the lowest among the SC's in the state. They are known as 'rat eaters'. Picture 3 is from the Pareva village, Cheriya Block, East Champaran district, Bihar. In this village, at present no one is going to the school from this community. When asked the reasons (visited on 09/07/2017) about the drop out the students and parents narrated the bitter experience



es they had in the past. They said the teachers call them rat eaters and make them to sit in the last and also in the mid-day meal they are supposed to eat at the end. A 2nd class student in the village was hit on his head by the non-dalit students because of his excellence in the studies. Also the parents reported that if they go to school to complain the dominant caste families threaten them in the name of filing cases for the crime of stealing. Interestingly, the village premise is now having a private school owned by the same dominant caste families. Scared of such situation, students from Musahar community in this village discontinued their studies. Same is the situation in the other musahar villages that our team visited in the district.

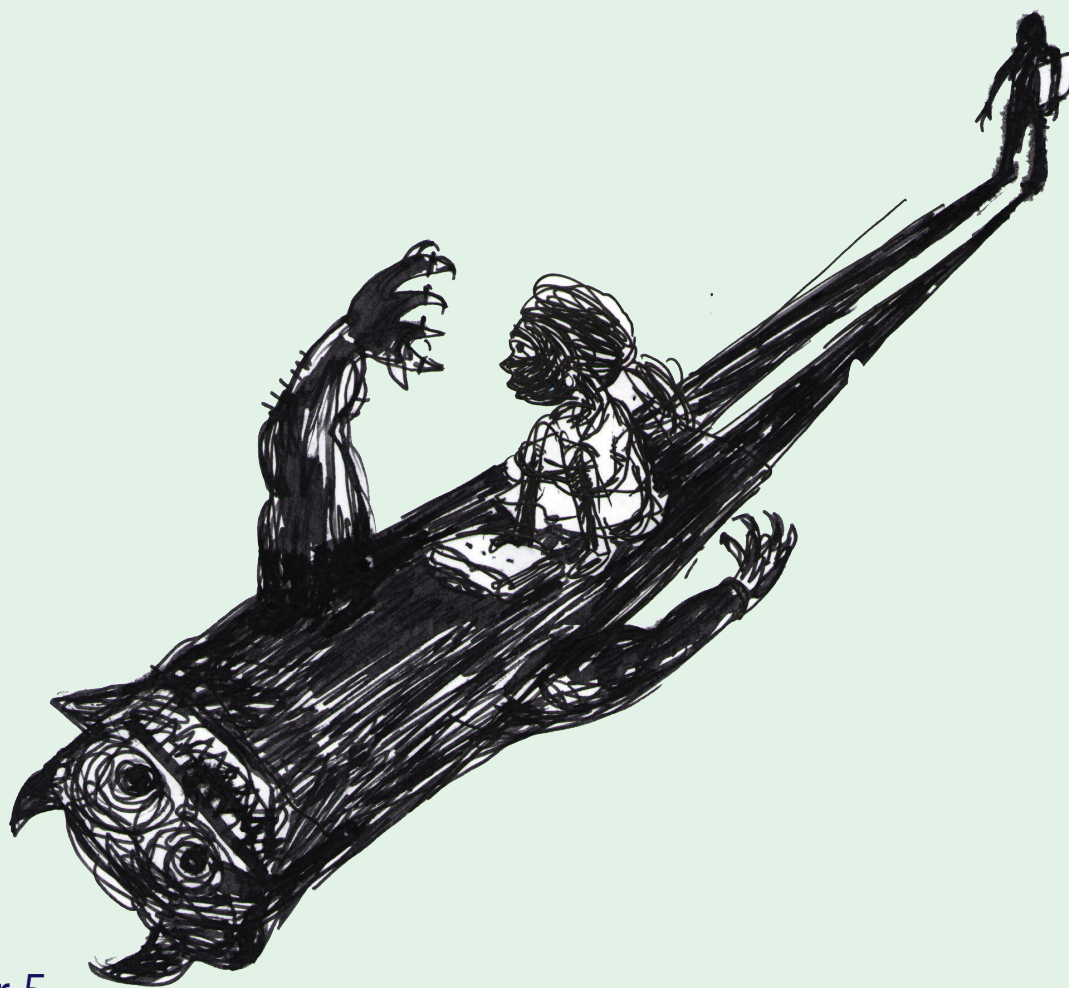
Students from Bedia community (which is known for its involvement in the sex work) also face worst experience in the school. In the village Bagdhaari of Bharatpur district, the students from the Bedia community informed our team that the teachers don't call them labelling their names but call them referring to their caste. They said the books, uniforms, prize money etc. are not distributed to them but the other caste students receive them on time. They also said that they are made to sit separately during the mid-day meal. In March 2017 in another nearby village of the same district, during the

police action (raiding), two bright girl students drowned in the nearby pond while they are escaping from the police due to the fear. The families reported that police often raid their village on the false charge.

In this way the above mentioned communities are subjected to the various forms of exclusion from the society and also from the government. Stigma, humiliation and violence play an important role in their everyday life and one can imagine the trauma

ma they undergo.

Even though legal safeguards are in place in the name of legislations, guidelines, criminal justice system; yet these children are being deceived as their experiences do not go in congruence with the values stated in the notebooks. The teachers and books speak of pluralism, diversity, tolerance, great culture of this country but on the other hand the students from the marginalized sections are subjected to worst forms of discrimination in the schools. In the next chapter, this study reports the practice of physical and sexual violence on the marginalized sections in the school education.



## Chapter 5

# Violence in School Education

Children in education settings experience and witness various forms of violence. Corporal punishment<sup>1</sup> is the most widely reported form of violence against children in education settings. Physical violence, as well as sexual violence, abuse and harassment, are also prevalent in school settings across the region. At the psychological and emotional level, one of the most common forms of violence experienced by

school children is bullying. Children are subject to corporal punishment in schools; institutions meant for care and protection of children such as hostels, orphanages, ashram shalas, and juvenile homes; and even in the family setting. A study 'Child Abuse in India – 2007', by the Ministry of Women and Child Development, Government of India, found that 69% of children reported having been physically abused. Of

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1. The Committee on the Rights of the child defines 'corporal' or 'physical' punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement — a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child



these 54.68% were boys. Incidents of having been abused in their family environment have been reported by 52.91% of boys and 47.09% of girls. Of the children who were abused in family situations, 88.6% were abused by their parents. Every two out of three school children reported facing corporal punishment. In juvenile justice institutions, 70.21% of children in conflict with the law and 52.86% of children in need of care and protection reported having been physically abused. Documentary evidence points to the persistence of discrimination based on social, economic, linguistic and religious identities inside the school. Discrimination based on disability and illness/disease has also been reported. It is also reported that psychological aggression (i.e., controlling or correcting behavior that causes the child to experience psychological pain) is more pervasive than spanking and physical punishment.

Violence can be in “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.” Keeping the study report objective in view this chapter further outlines the cases of violence (identity and sexual) in the school education. Children belonging to marginalized communities such as scheduled caste, scheduled tribes, and minority groups form a much more vulnerable section of our society who are subjected to routine discrimination, humiliation, violence and ill-treatment in schools. A child’s identity is marked with her/his surname which denotes the caste, tribe or religion she belongs to. This identification then further probes into the realm of fabricated placing within the caste ladder.

Identity based violence in the school education includes corporal punishment (caste based), abuse, humiliation, educational neglect and any other form of injury. Sexual violence refers to the abuse, harassment, rape, murder etc. Also certain forms of violence are widely accepted as part of ‘normal’ life. In education settings, violence is often tolerated as a means to enforce discipline or just another element of the rough school life. Corporal punishment and other humiliating acts against children are a way for teachers and school staff, and even peers, to establish their authority and power. In some cases, teachers and staff,

as well as senior students, have been found to abuse their authority over children in the form of sexual coercion. Accepting attitudes towards violence, combined with the authoritarian structure of schools, allow violence against children in education settings to often go unreported. On the other hand patterns of gender discrimination in broader society are reproduced and reinforced in learning environments, including in curricula and textbooks. Rigid notions of masculinity are linked to several forms of violence against children in education settings, and such violence negates the common perception that boys can be perpetrators but not victims of violence. In many cases, children and adolescents (both girls and boys) face physical, sexual and psychological violence when they are perceived as deviating from prescribed gender roles. Cultural taboos surrounding sexuality and stigma attached to those who have experienced sexual abuse often prevent cases of sexual violence from coming to light. Children are reluctant to report acts of school-related violence because they fear reprisal, punishment, and ridicule. The persistence of all these forms of violence in the schools exhibit the existing hierarchical, authoritarian structure of the education system which violates existing legislations and guidelines that prohibits all forms of violence in the educational institutions.

Article 28(2) of UN CRC requires the State parties to “take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.” Similarly, Article 29(1) (b) of the Convention emphasizes that the “State parties agree that the education of the child shall be directed to the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations”. Further, Article 37(a) of UN CRC requires States Parties to ensure that “no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment”. This is complemented by Article 19(1) of the Convention, which requires States to— “Take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploita



tion, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.” Article 19(2) lays down that– “Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.”

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which has come into force with effect from 1 April 2010, prohibits ‘physical punishment’ and ‘mental harassment’ under Section 17(1) and makes it a punishable offence under Section 17(2). These provisions read as follows: Prohibition of physical punishment and mental harassment to child – (1) No child shall be subjected to physical punishment or mental harassment. (2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person. Sections 8 and 9 of the RTE Act place a duty on the appropriate Government and the local authority to “ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds”. The RTE Act does not preclude the application of other legislation that relates to the violations of the rights of the child, for example, booking the offenses under the IPC and the SC and ST Prevention of Atrocities Act of 1989.

In violating the provisions mentioned in the international and national laws and the related guidelines the school authorities in many ways institutionalizes the forms of violence against the students from marginalized sections. Teachers often ignore when the Caste Hindu students abuse or hit the Dalit, Adivasi children right in front of them.

Below given are some of the cases that describe the different nature of violence which are perpetrated against the students coming from the mar-

ginalized sections. These cases are incorporated as case studies in the research in order to examine the nature of violations in schools across the states.

#### Case 1- Minor Dalit Girl Sexually assaulted by Teacher in School

Student named Manju Kumari (name changed) like always reached school on time (Elementary school, Sonvarsha village, Gaya district, Bihar). Incident happened in November 2016 and it was during the time of her exam. While writing exam, victim’s answer sheet tore and to fix it she went to the school office to get glue. When she went there a teacher named Ravi Kumar told her to go to another room to fix the sheet. As told by the teacher, she left the room and while she was coming down the accused caught and pulled her into an empty room. He gagged and raped the child. He threatened the child of dire consequences if she revealed the incident. However, the child informed her mother. The parents came to school but they were pressurized for a compromise. The FIR was registered only after 3 days.

#### Case 2–Drinking Water from Principal’s Earthen Pot leads to Physical Assault and Humiliation of Dalit Students

Virendra s/o Mangi Lal Meghwal who studies in fifth class and Rakesh s/o Prakash Meghwal studies in third standard, resident of village Meghwalonki Dhani, Tat, Police Station Nokha, District Bikaner, State Rajasthan. The children drank water from the earthen pot kept separately for the principal Mangal Singh caste Rajput in the Government Primary School Tat, Nokha on 01.09.2014. Since, both the students come from Scheduled Caste, the other students of the school informed the Principal. They said, “Look the Meghwal’s chokras (sons) are drinking water from your Matki!” This made him so furious that he punished (asked them to squat as chickens) them whole day and beat them brutally. On their complaint, the parents of the students along with other SC parents and relatives came to the school and enquired with the principal on 02.09.2014. The principal said that the students had defiled his pot by drinking water from it. On 06.09.2014, the principal called the parents of the





eleven students in the school and apologized for his conduct. Thereafter, he managed to get their signatures and thumb impressions on blank papers. And on 08.09.2014 when children came to the school as usual, the principal handed over the transfer certificate to all eleven students and asked them not to come to the school. All the Dalit students are Virendra, Rakesh, Manoj, Vimla, Pawan, Mamta, Maina, Naresh, Leela, Jassu and Dropadi. The parents tried to get their children readmitted in the school but the accused principal did not allow them. In fact, he told them that this is the consequence of drinking water from his earthen pot.

### Case 3 – Upper Primary Dalit and Adivasi Students Subjected to Sexual Assault by Male Teacher

The incident is of Indira Gandhi Upper Primary School, wherein two minor girls (1 dalit and 1 adivasi) aged 10 years coming under Paradip Police station of Jagatsinghapur district were raped by their Head Master. The accused headmaster named Mr. Kamal Lochan Biswal (55) have been giving tuitions to the victims in the school premises from 5 pm to 7 pm with other 25 students of upper primary schools. The incident occurred on 06.02.2015 at 6:00 to 6:30 pm during the notified

one hour power cut. During the power cut, the accused Mr. Biswal called both the girls to the 1st floor of the school building. The accused asked them to sit close to him. He forcefully made the kids to strip and raped both. The accused threatened and told them not to disclose the incident with anyone. But one of the children disclosed the incident to the mother when asked to go to tuitions.

After knowing the incident she rushed to the police station and lodged FIR against HM Kamal Lochan Biswal on 10.02.2015. The Paradip Police started investigation and recorded the statements of the two victim girls. The children were taken to the Atharabanki Medical for examination and treatment. Based on the victim's statement and evidences, the police prepared the charge sheet and arrested the accused HM and forwarded the case to the Sub Divisional Judiciary Magistrate of Kujanga. The Sub Divisional Judiciary Magistrate of Kujanga rejected his bail petition and accused was sent to judicial custody.

### Case 4– Minor Dalit Boy Sexually Harassed by Hostel Warden

The incident is of Govt. Ambedkar Residential High School, District East Champaran Police Station Sugauli where children belonging to SC/

ST Community study. On 21-09-2014, Boys Hostel Superintendent Mr. Naval Kishor Pathak tried to sexually abuse Tara Chand (name changed) 16 years, Dist- East Champaran (Bihar). He asked victim Tara Chand to come in his room and offered him some sweets and biscuits to eat, he gave him a glass of water in which he mixed some sedative and tried to molest him in that state. When Tara Chand regained his consciousness he found himself uneasy. On 22-09-2014 the incident has been reported to the School Principal Mr. Hari Shankar Tiwari, but no action was taken by him. Incident was then reported to the concerned district officials and on the following day District Welfare officer visited the school and called a meeting of all school staff and children. During the meeting the accused Mr. Naval Kishor who accepted his mistake apologized for the incident which was supported by the DWO and School Principal. Children were not convinced about the apology and demanded to register an FIR against the accused. Despite reporting incident to district officials, the medical test and other action was delayed for two days and accused not arrested.

#### Case 5–Rape and Murder in Residential School

A student of the Government Ambedkar Residential High School in Bihar's Vaishali district, was found murdered on January 8, 2017. Her body was spotted in a drain outside the school. According to the police, the medical reports have not confirmed rape but the gruesome nature of wounds inflicted on the body suggest otherwise. Twelve days have passed but so far, only two guards of the school have been apprehended while the principal has not been arrested despite being named in the FIR. The principal, Indu Devi, and the district welfare officer have been suspended. "On January 8, the local police informed me that my daughter was no more," says the victim's mother, Kusuma Devi. "When I reached the school, I saw how her body had been mutilated. She was stabbed in both her breasts and thighs. Then they threw her body in the drain running beneath the hostel wall. From the condition of her body, it is certain that something wrong was done to her." Kusuma Devi claims

that on January 6 on phone her daughter stated of being harassed. She went to visit her daughter the next day, who complained that one of the teachers was forcing himself upon her and was promising to increase her marks in return. "She stopped me from speaking to the principal as she feared that they would beat her up. We packed her stuff and began to leave but we were stopped at the gate. The teachers refused to allow her to leave. They took away her stuff and kicked me out of the school," she says. Kusuma Devi adds, "I gave all details to the police but my statement was not recorded. The police have neither named the district welfare officer nor the teacher in the FIR. The principal has been named in the FIR but she has not been arrested. I want justice for my daughter."

#### Case 6 – Rape and Blackmailing of a Dalit Student by Dominant Caste Teacher

On 6th September 2016, the Visnagar police in Gujarat's Mehsana district arrested a science teacher for allegedly raping his minor Dalit girl student. Police said that the girl's father lodged an FIR, alleging that the accused teacher had been raping his daughter for the past one year. According to local police, the victim, a Class 10 student, was first lured by the accused teacher, R D Patel, who is in his 40s, on the pretext of giving good marks in the board examination. He allegedly asked the girl to come to his home where he first had intercourse with the victim. Police said that the 16-year-old victim had left the high school due to her teacher's frequent sexual advances. She left her village in Visnagar and settled in Ahmedabad, but the teacher allegedly persuaded her in Ahmedabad as well. According to police, the victim returned from Ahmedabad and got admission in another school. However, the accused kept blackmailing her. The FIR was lodged after she informed her father about her ordeal, police said. "The accused is from a high school in Kansa village.

He had clicked a few photographs of the girl and was blackmailing her, threatening to make them public. He also threatened her with dire consequences," said Mehsana district Superintendent of Police Chaitnya Mandlik. He added that the re



port of medical examination was awaited.

#### Case 7–SCs/STs/OBC Girl Students Sexually Assaulted by KGBV Staff

About 60 students of a government-run girls' school have left hostel en masse after they came to know that the school's accountant allegedly clicked their nude pictures with the help of the hostel cook at Gudiali in Ganjam district, officials said on 12th February 2015.

The accountant of the Kasturba Gandhi Balika Vidyalaya (KGBV) clicked the photographs when the students were on a picnic last year. At least 22 nude and seminude photographs were recovered from his possession, they said. Headmistress T Arnnapurna Patra informed the DPC about it. The fact came to fore recently.

Chairperson of district Child Welfare Committee S C Das lodged an FIR against the accountant after they inquired into the matter on the direction of the district administration, they said. The accountant and the school cook have resigned, while the warden is on long leave following the incident, said District Project Coordinator (DPC) of SarvaShikshaAbhiyan (SSA), Sudam Mandal.

The inmates, belonging to SC, ST and OBC, study in Class VI to VIII and stay in the hostel. A woman constable has been deployed in the hostel premises for the safety of the girls, he said. "We have registered a case against Tulu Bhuyan, the school's accountant. He is on the run," said Inspector In-Charge (IIC) of Kabisurya Nagar police station, D R Patnaik.

#### Case 8–Sexual Assault on Student and Justice Denied

A Dalit girl from a village in the Bagalkotta luk (Karnataka) has written to Prime Minister Narendra Modi on 13th June 2017, seeking justice, after she was raped three months ago by the peon at her school and his three accomplices. The victim has marked copies of the letter, translated into English with the help of a teacher, to Union Minister for Women and Child Development Maneka Gandhi, the state women's commission, the chief executive officer of the zillapanchayat, the office of the superintendent of police.

The suspect, Vijaykumar Kalavvagol, and the oth-

ers, whose identities the victim does not know, tricked her into going with them in a car on the pretext of taking her to Bagalkot for availing benefits given to SC/ST students. On the way, the suspects drugged her by offering her a cool drink and assaulted her sexually. The girl regained consciousness after three hours, returned home and was down with fever at night. After she was taken to the doctor by her mother, he told her that the girl had been raped and asked the mother to approach the police.

The girl's father was not keen on filing a complaint, fearing consequences, and she was sent to her aunt's house. The victim then underwent treatment at a hospital.

#### Case 9–State Run Tribal Residential Schools Turn Into Death Camps

The National Human Rights Commission (NHRC) on 24th January 2017 issued a notice to the Maharashtra government over the reported suspicious deaths of 500 tribal girls in state-run ashram schools over the past decade.

The rights body has directed the state chief secretary to present a detailed report on the issue within six weeks.

1,500 students of state-run and aided tribal residential schools – including 700 girls – have died in the past 15 years, and as per a report submitted by a probe panel to the state government in October, sexual abuse was suspected to be a reason behind a majority of these deaths.

The schools had failed to provide any information related to 12% of the deaths and over 17% of the cases were attributed to 'unknown causes', 13% to 'sudden deaths' and 23% to 'severe illness' without a mention of the disease.

The school authorities also maintained menstruation records of the minor girls and conducted pregnancy tests on them whenever they missed their period or returned from vacations – an unethical practice that was carried out without parental consent.

The NHRC said that the reports were "indicative of violation of right to life and dignity of the girl students of the schools," adding that it reflected the "negligence and apathy of the authorities."



The matter first came to light when a tribal girl complained of stomach pains when she returned home on vacation. The minor girl was later found to be a victim of sexual abuse at school.

In a similar incident, a 12-year-old adivasi girl also alleged sexual abuse by a sweeper of the same school in Khamgaon in Buldhana district of the state. The school houses 70 girls without a single female superintendent.

The commission alleged that the state government had not submitted a report over a notice issued in October asking to explain the high incidence of deaths. The rights body had even issued a reminder for the same in November.

“It seems the state government has not taken any initiative to redress the grievance, which is a serious matter of concern.”

According to official figures, Maharashtra has nearly 1,100 state-run or aided tribal residential schools catering to 1.6 lakh female and 2.3 lakh male students.

#### Case 10–Dalit Woman MDM Cook and Her Son Face Physical Assault by Principal and Village Sarpanch

A government school principal and a village deputy sarpanch have been booked in Gujarat’s Junagadh district for allegedly beating up a Dalit woman and her eight-year-old son. The two were booked under the Scheduled Castes and Tribes (Prevention of Atrocities) Act after PrabhaVala, 30, who worked in the midday meal kitchen of the school, lodged a complaint that a group of men had beaten her up on June 8 2017 in Ghanatiya village.

The incident came to light when a video showing Vala and her son being heckled and beaten up went viral Wednesday. KalubhaiThakrani, the principal, has lodged a complaint against Vala and accused her of assaulting him. Vala claimed that she was asked to leave her job as the midday meal in-charge of Ghanatiya government school because she is a Dalit. “I have worked in this school for 10 years. The principal, KalubhaiThakrani, has attempted to throw me out in the past saying that it is not right for a Dalit to be involved in serving meals. When I refused, they pulled me out and then threw my son out. I got

angry and slapped one of the village leaders. After that they all started beating me up. I got numb after a point and all I could hear was ‘aaneymari nakho( kill her)’, “Vala told The Indian Express.

Vala said that she was hospitalised for two days after they thrashed her. “Over these two days, the mamlatdar asked me to leave my job and ensured that he sent an official letter informing me that I am no longer employed,” said Vala, whose husband GirishVala is in-charge of mid-day meals at a school in Bantiya.

Thakrani told The Indian Express that Vala had not been submitting bills of the mid-day meals for over 10 months now. “We kept asking her to do the same. We took the matter to the mamlatdar and had told her that action will be taken if she does not follow rules. She got people of her community and made it seem like a community issue.” He said that they have complained to officials in Gandhinagar about the missing bills. “When we asked her why she was not giving the bills, she said that nowadays no one submits bills for mid-day meals.”

#### Case 11 – “Plate Systems in Schools”: Dalit Students Thrashed for Touching Plates Meant for the Non-Dalit Students

One week after a 12-year-old Dalit student was severely beaten by a teacher (on October 1st 2016) for touching a plate “meant for non-Dalits” during the mid-day meal at his school, nothing has changed at BerdoKa Bas panchayat in Jodhpur’s Osian block. The teacher at the RajkiyaUchchMadhyamikVidyalaya here was arrested two days after the beating and is out on bail now, Class 4 student Dinesh’s elder brother Narpat, 17, has allegedly received a death threat from local Jat youths. He states, “The Jats are unhappy with the action taken against the teacher, Hemaram Jat, and want his reinstatement. So their youths keep threatening us. They have threatened Narpat, saying they will keep me busy by killing him so I won’t be able to pursue the case against Hemaram,” said Dinesh’s father MalaramMeghwal, a farmer. BerdoKa Bas has around 500 Jat and 100 Dalit families. The village has five schools of which four take in students only up to Class 8, leaving Dinesh’s school as the only option for those wishing to study up to Class 12. And it’s





in this high school, allege Dalit villagers, that the discrimination is rampant.

Here, a 16-year-old Class 9 student Raju Ram told The Indian Express that he still can't touch his classmate and best friend DeeparamJat — Raju is a Dalit and Deeparam is a Jat, which is "like being a Brahmin". Ram says he "cannot touch the water bucket at school, and my Jat classmates or teachers pour water into my palm with a mug". "In classrooms too, we have a separate seating arrangement," said Ram. Shaitanwa Ram, 15, another Class 9 student, says the plates too, are stacked separately for Jats and Dalits — meals for Dalits are served at a distance. More than 80 km away, Dr. Rakesh Johra, who looked after Dinesh as he recovered at the Umaid hospital in Jodhpur, told The Indian Express that even though the boy was discharged on Wednesday, "we have referred him to an ENT for his ear injuries".

Elaborating on the incident, Dinesh's father Malaram says that "other students had prodded him to pick up a plate meant for non-Dalits". "But as soon as he touched it, they raised a commotion after which Hemaram beat him. My son came home crying, and started vomiting," he said.

"When I reached the school to confront them over the 'bheda' (discrimination), one teacher held me by the throat and Hemaram attacked me with a stick, injuring my arm," said Malaram. Back in the village, the horror stories continue. "Three years ago, another Dalit student in that school was beaten up by Hemaram for touching his chair and landed up in hospital for 15 days. He ultimately dropped out," said Dheeraram, 51, whose wife was once a sarpanch here.

"If you touch their tiffin, they throw the contents to dogs," said Togaram, 48. Dayaram, 18, from Class 10, says he was once beaten up when his hand touched a teacher's tiffin box while he was sweeping the floor.

While Hemaram and other teachers refused to speak to The Indian Express, Anshulal, a physical education teacher who is the headmaster temporarily in charge of this school, says "there is absolutely no discrimination at the school." "They cook up stories because we are strict," he said.

Bhagwana Ram, a Jat who has a child in the same school, says Hemaram is "just strict". "All

children are hit, else they will be spoiled. But whenever they (the Dalit kids) are scolded, their parents make it a caste issue," he said. Nutan Balakapila, Jodhpur Deputy Director, Elementary and Secondary Education, said that an inquiry report into Dinesh's case is expected soon. "The District Education Department had been asked to submit a report, we expect it within a couple of days," she said. Hemaram was arrested on October 3 after being booked under sections 323 (Punishment for voluntarily causing hurt) and 341 (Punishment for wrongful restraint) of the Indian Penal Code as well as under the SC/ST Act. He was granted bail soon after.

#### Case 12–Dalit Boy Dies Due to Brutal Attack by School Mates

The family and relatives of a 10-year-old Dalit boy who died in Namakkal (on March 2016) have blamed two boys of the upper caste for assaulting him. The mother of the deceased boy, Papathi said that her son had told her that he was assaulted by two boys from the upper caste in school for questioning them why they stole his geometry box, according to The New Indian Express.

The deceased boy was a student of Panchayat Union Middle School in Kozhikkalnatham. After he fainted at home, Papathi took her son to Sankagiri Government Hospital where the physician said that the child was not having any problems.

Then she took her son to Salem for a temple festival where the boy was still feeling weak and exhausted. She told The New Indian Express, "After my son vomited blood, I took him to the Government Mohan Kumaramangalam Medical College Hospital and the doctors told me that there was a blood clot in his brain and his condition was serious." The family and relatives denied taking the boy's body after his death. The Collector V Dakshinamoorthy asked the family to file a case under the SC/ST Act.

The police had registered a case at the Thiruchengode Rural police station against the two upper caste boys after getting a complaint from the mother. Later, it was altered to a murder case after the boy died of his injuries. Moreover, his mother filed a fresh complaint on Sunday alleging that he was subject to caste-based abuse, according to The New Indian Express.

### Case 13–Students Humiliated and Strip Searched for Menstruation

Blood stains in a bathroom at a residential school in Uttar Pradesh's Muzaffarnagar made the warden so furious that she allegedly forced some 70 girls to strip to check which girl was in her menstruation cycle. The girls were allegedly also made to sit in the classroom naked. Incident happened on March 31st 2017. According to a complaint filed by the parents of the students of Kas turba Gandhi Residential School, the girls were not just humiliated by the warden, she allegedly threatened worse if they disobeyed her, district education officer Chandrakesh Yadav has said.

The state government has ordered an investigation by a senior woman officer. The district administration has removed the warden and registered a police complaint against her. "There was no teacher around. We were called downstairs (from the hostel). Madam made us to take off our clothes saying she will beat us if we did not. We are kids, what could we do? She would have beaten us had we not obeyed her," one of the students said.

The parents want the state government to punish the warden, who, they allege, "often hits the girls and blackmails them." "She forced the girls to take off their clothes. How are we supposed to react? When I read about the incident in the paper, I asked my daughter and she told me the whole story. She said that even she was made to remove her clothes and the teacher tortured them," said a distraught parent.

"We have taken prompt action. A five-member team has been formed. They are investigating the case. There has to be zero tolerance towards such acts," said Mr Yadav.

The warden has denied the allegations. "No one asked them to remove clothes. This is a conspiracy by the staff because they do not want me to stay here. I am strict, that is why they hate me," she said. At least 35 students have left the facility. Many of them have come forward with similar allegations, Mr. Yadav said.

### Case 14 – Dalit Student Tied and Beaten for Questioning the Practice of Untouchability during Mid-Day Meal Distribution in School

Student Sachin Kumar S/o Vinod Hajra, from

Dalit community and a resident of village Khera, East Champaran Bihar is a student of Middle School. The teachers in the school are all from the general category. And the school principal is a Brahmin. The teachers in this school treat Dalit students differently because of their caste and are subject them to untouchability practices this also affects the parents of the children. A stark incident of caste based violence occurred in the school on 28-12-2016, when Sachin sat in the queue to take the mid-day meal. He was served his meal. After sometime, Principal Harender Pandey saw him having his meal with the general caste children. Pandey instructed the other helpers to remove Sachin from the line. On this Sachin protested. With this retaliation the teachers and principal tied him up with rope and hit him with shoes. Sachin's siblings saw that he was being beaten up so they ran and informed their father. When the father reached school and questioned the teachers he was also ill-treated and was called a Chamar and abused with casteist language. A few villagers also intervened. Vinod Hajra decided to go to the jail to report the case, but the school authority tried to settle the matter through the panchayat. In the mean time the school authority falsely implicated the child's father and four others from the village in a case under FIR no. 369/16, dated 29.12.2016 under sections 147]148]149]341]323]353]369]384] 427]504]506. When the Victim Vinod Hajra got to know about the false FIR he approached the SCs and STs Police Cell and submitted an application on 03.01.2017 and FIR no. 02/17 was filed. However, victim Vinod was jailed.

### Case 15 - Dalit Students made to Clean Septic Tank in School: Fall Sick

Meiyampuli is a village located in Rameshwaran District and this village has a panchayat union Middle School. About 116 students are studying in this school wherein 71 students belonging to Arunthathiyar community (sub caste of Scheduled Caste); 29 students are from Kammalar, Kadaiyar and Yadavar community; (OBC). There are total 7 teachers are working in this school where 5 belong to MBC and 2 belong to BC classes. There is no single teacher from SC community where as there are 71 students from SC community.



With regard to the school infrastructure facilities there are separate toilets for teachers and students; the school management has appointed a support staff to clean the campus and toilets. Since the support staff was not paid properly she halted from her work for the past three months.

On 25.07.2017 at about 1 pm, the students reported to the school head mistress that the toilets are very unclean and could not bear the smell. HM responded to the students to pour phenol into the septic tanks to clean them. Students namely Naveen Kumar, Ravivarma, Muneeswaran and Harish of 7th standard opened the septic tanks and poured the phenol into the tanks. Due to this the students got affected from the poisonous gas which emitted from the septic tank. The children got severe fever along with nausea, vomiting and diarrhea. On 26.07.2017, the 4 boys were admitted to the Rameshwaran Government Hospital and received medical treatment for about 7 days. This incident was published in the news dailies on 03.08.2017 and the school management had called the parents and requested them not to reveal about this incident to any one and also promised them that these kinds of incidents will not happen in future. This is a blatant form of child rights violation and it is very obvious that only the Arunthathiyar children were made to clean the toilets and still these kinds of human rights violations are happening even in schools.

### Conclusion

Above mentioned cases describe how classroom and schools are becoming sites for violence against students coming from marginalized sections. All these forms of violence mostly result in mental depression and physical torture leading to increase in dropout rate from the schools. On one side the teachers and the peer group participate in carrying out such heinous crimes and later the responsible authorities under the pressure of dominant castes, or due to political pressure or caste bias delay and deny justice to the victims. In the cases of violence on the Dalit children, many a times the Caste Hindus file counter cases (pri-

or to the true incident) in order to mislead investigation. The victims get affected as a result of the counter cases filed against them, this leads to high incidents of pendency of cases in courts and also forceful compromise of the cases. These cases reveal the irresponsible attitude of the school authorities in dealing with complaints that were reported by students and parents. In many cases, the school sheltered the accused. There have been cases wherein the children have been injured and even succumbed to injuries due to corporal punishment. The school authorities have not taken any action in favour of the children. Even in cases related to sexual assault reflects the same attitude by the school management, most of the time the accused teacher or other offender is sheltered by school. In cases related to deaths in the hostel reveals the extent of negligence and no responsibility taken by the management. The pattern has largely been of non-cooperation with the victims and shielding the accused for the sake of the school's reputation.

Through these reported cases of assault it proves that education systems and the schools are becoming spaces where casteist, communal and gendered violence are operational. Instead of being the camps of social change they are literally turning into agraharas which systematically are eliminating the students from marginalized sections from accessing their education. Children as young as in the 1st standard are being targeted and are subjected to sexual violence. Manusmriti says "If the Sudra intentionally listens for committing to memory the Veda, then his ears should be filled with (molten) lead; if he utters the Veda, then his tongue should be cut off". Now in the present times, the Brahminical Indian educational system is practicing the same punishment patterns in different forms on the Dalits, Adivasis and other sections. These kinds of violation based on identity and gender need to be condemned and strict legal action have to be taken in such cases of violation of rights and dignity of children.

## Chapter 6

# Unjust Budgetary Allocation for Marginalized Students



In the previous chapters this study reported the rampant practice of discrimination and violence in the school education. While understanding the social exclusion especially through the forms of discrimination and violence in India, one cannot totally ignore the form it takes i.e. (government) by denying the economic entitlements to the marginalized sections.

Inclusive development encompasses progress both in terms of social and financial inclusion. The government has acknowledged the social and financial exclusion that SCs and STs face, in response to which government policies should be specifically directed towards the upliftment of these communities in order to enable them to equally reap the benefits of economic growth.

Budgets are crucial policy documents that expose the social and economic priorities of governments. By examining budgets, therefore, one can under





stand the priorities of the government and how government commitments towards SCs/STs/Minorities become concretised. Further, as far as education is concerned, one core element on which strategies are to be based is 'innovations and diversity of approaches in terms of curricula, pedagogies and community engagements in order to respond to the diversity of learner groups'. This demands that the specific needs of SC/ST/minority children be assessed and adequately addressed through education schemes and budgets. In sum, there is a need to examine how government planning, legal and policy commitments to ensure the educational development of Dalit and Adivasi children are translated into reality via education schemes and budgetary allocations and expenditures.

## II

Keeping this background in view, this chapter further analyses Union Government Budget from 2011-12 to 2017-18 and States budgets of (UP, Bihar, Jharkhand, Odisha, AP, Tamil Nadu, Maharashtra and Rajasthan) from 2015-16 to 2017-18. The allocations under 'School Education' under Union Budget is calculated by examining allocations in general budget, under Schedule Caste Sub Plans and Tribal Sub Plan (now Schedule Caste Component and Scheduled Tribal Component), and allocations under Umbrella Programmes for Development of Minorities. Further in-depth analysis for a few schemes has been provided. State's budgetary allocations towards welfare of the community has been analysed under the same set of schemes.

## WHY SCSP AND TSP

Government of India launched flagship plans called Special Component Plan (SCP) and Tribal Sub Plan (TSP) for the SC and ST communities respectively. The TSP was launched in 1974 and later, on the same line SCSP was launched in 1979-80.

Under SCSP/TSP, the Central Government and State Government need to allocate development (plan) fund in proportion to their population. This fund is to be utilised by the government towards the development and welfare of Dalit and Adivasi communities. The Central Government's average national population of SC/ST is to be considered at 16.6% for SC and 8.6 % for ST while for the State Governments' applicable percentage population varies from state to state.

Mandates of SCSP/TSP are as follows:

1. Allocation of Plan Fund of the State / Union under SCSP/TSP in proportion to SC/ST population - Setting aside a proportion of the total Plan outlays of the Centre and states that is in proportion to the population of SCs/STs at the national and state level, for their development. Encouraging participation of the concerned communities, CSOs and experts in planning, implementation and evaluation of these schemes.
2. Fund should be non lapsable and non divertible.
3. Fund should be spent only on those schemes that directly benefit individuals, families and hamlets belonging to SC/ST Community.

1. Since its inception (1979) the name was "Special Component Plan". The current name, "Scheduled Castes Sub Plan" (SCSP) is in force since 2006. With the merger of Plan and Non-plan component of the budget in 2017-18, the plans have been further modified into Scheduled Caste Component (SCC) and Scheduled Tribe Component (STC).

2. Census 2011 of Government of India

3. Guidelines of Planning Commission of India



SCSP-TSP is an important and critical mechanism for ensuring socio-economic development amongst SC and ST community. A critical analysis of SCSP-TSP reveals that majority of funding via SCSP-TSP is towards 'social services'.

#### FOR MINORITIES AND DISABLED

For the purpose of the analysis schemes outlined in the budget designated for the development of minority community and disabled community. Further schemes with specific physical and finan

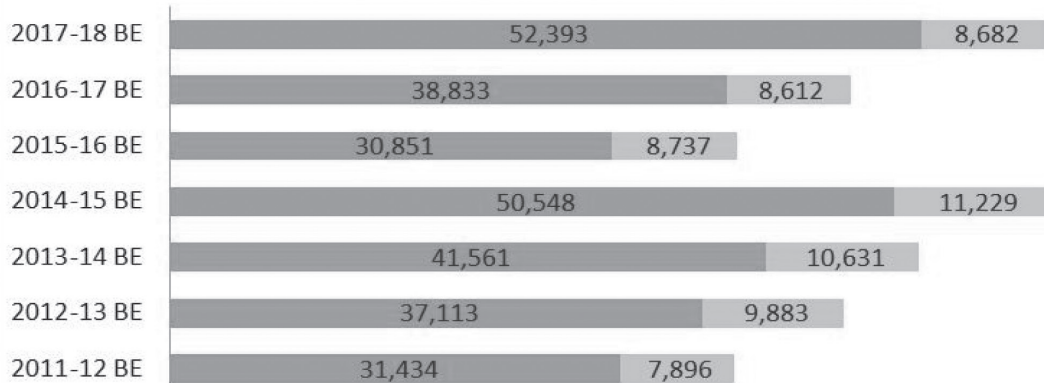
cial outlays of minority and disabled community are further taken into consideration.

#### MAJOR SCHEMES UNDER ANALYSIS

For the purpose of analysis 20 schemes have been identified. They are divided into two groups, the first set details schemes those pertaining to scholarships, access to education, and child development. While the second set pertains to infrastructure related schemes.

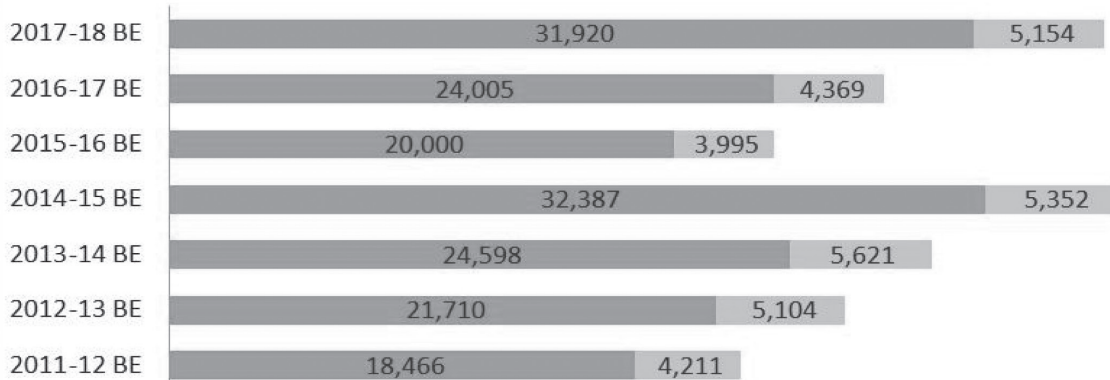
#### Allocations in School Education under SCC in Union Budget FY 2011-18 (Rs. in Cr.)

■ Total SC Budget ■ SC Allocation in School Education



#### Allocations in School Education under STC in Union Budget FY 2011-18 (Rs. in Cr.)

■ Total SC Budget ■ ST Allocation in School Education





## III

Budgetary analysis (Union Budget) of allocation over the period of 2011-18 reveals stark shifts in the allocation patterns. An analysis of Union budget from 2011 to 2018 reveals that allocations

towards school education form on an average 5.73% of total budgetary allocations.

The above diagram reveals that allocations under the thematic head of school education constituted 4.76% of the total budgetary allocations

## An Inclusive Education Budget?

(Source: Provita Kundu, EPW, Op cit')

The Twelfth Five Year Plan (2012–17) focus es on inclusive education as a process that strengthens the capacity of the education system, to reach out to all learners. The first step in this process is reducing inequalities, so that every section of society seeking an education is given equal access to one, especially primary and secondary education. In this process of inclusion, special focus should be on socially and economically exploited groups like Dal its and Adivasis, groups that are marginalised like children with special needs, educationally backward minorities and young girl children.

Besides the MHRD, the Ministry of Social Justice and Empowerment (MSJE), the Ministry of Tribal Affairs (MOTA), the Ministry of Minority Affairs (MOMA) and the Ministry of Women and Child Development (MWCD) are some of the nodal ministries, responsible for the education of children from Scheduled Castes, Scheduled Tribes and minority communities respectively.

The MHRD has increased its allocation for the development of education schemes in the North East from 4.9% in 2016–17 (BE) to 7.9% in 2017–18 (BE). As recommended by the Parliamentary Standing Committee on Human Resource Development, the union government has increased its allocation for

the National Means Cum-Merit Scholarship Scheme, from `35 crore in 2016–17 (BE) to `282 crore in 2017–18 (BE). The budget allocation towards the National Scheme of Incentives to Girls for Secondary Education has witnessed a sevenfold increase in this year's budget as compared to the 2016–17 (BE). The budget for the Beti Bachao, Beti Padhao campaign, under the MWCD, has increased from `100 crore to `200 crore in 2017–18 (BE). However, given that the programme has been extended to an additional 61 districts in 2016, this budgetary increase may not be enough.

Further, only 43% of the expenditure has been incurred, as against the total allocation made in 2016–17 (RE), indicating the underperformance of the scheme.

The MHRD budget for education schemes, for madrasas and minorities, remained unchanged at `120 crore. There is a substantial decrease in the budgetary allocation for the Department of Social Justice and Empowerment. The budget for "Pre-Matric Scholarships for Scheduled Caste" students has gone down, from `495 crore in 2016–17 (BE) to `45 crore in 2017–18 (BE). The overall budget of MOTA, in charge of tribal education, has decreased from `1,660 crore in 2016–17 (RE) to `1,635 crore in 2017–18 (BE).

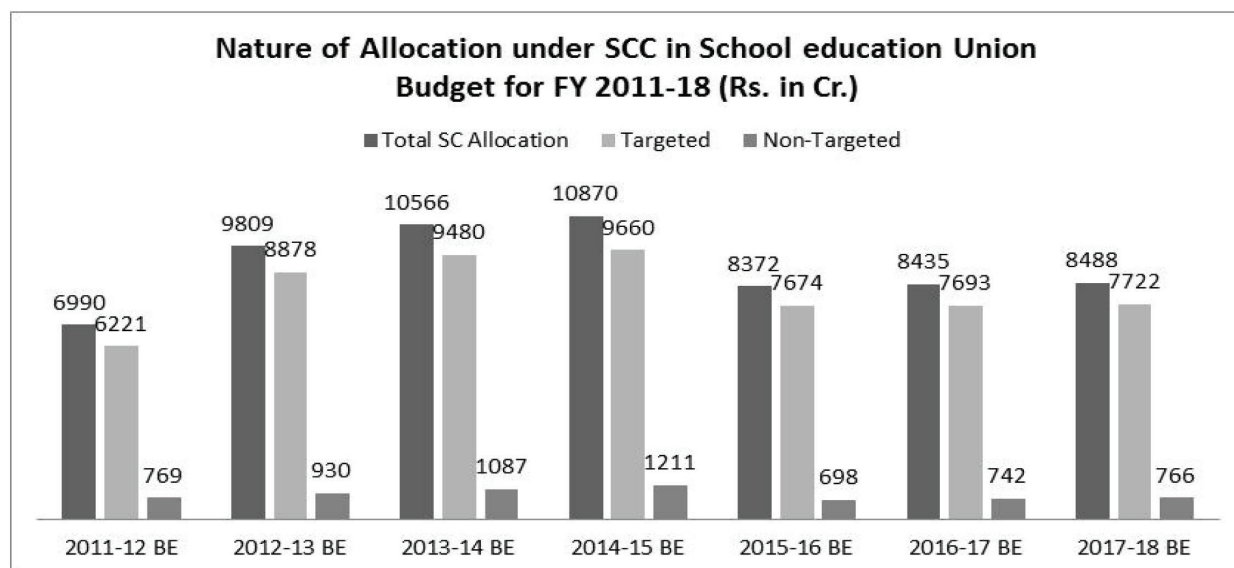
in 2011-12 a year after Right to Education Act came into force. The allocations fell substantially in 2015-16 when the allocations towards school education fell as low as 3.50%. Under 2017-18 Union Budget allocations towards school education make for 4.54% of total allocation.

Despite a policy commitment towards elementary education, abysmal allocations towards school education reveals a mismatch between paper commitments and will to ensure universal access to education. Further, decrease in allocations towards education, points to continued treatment of education as matter of 'social consumption' not contributing towards immediate capital formation.

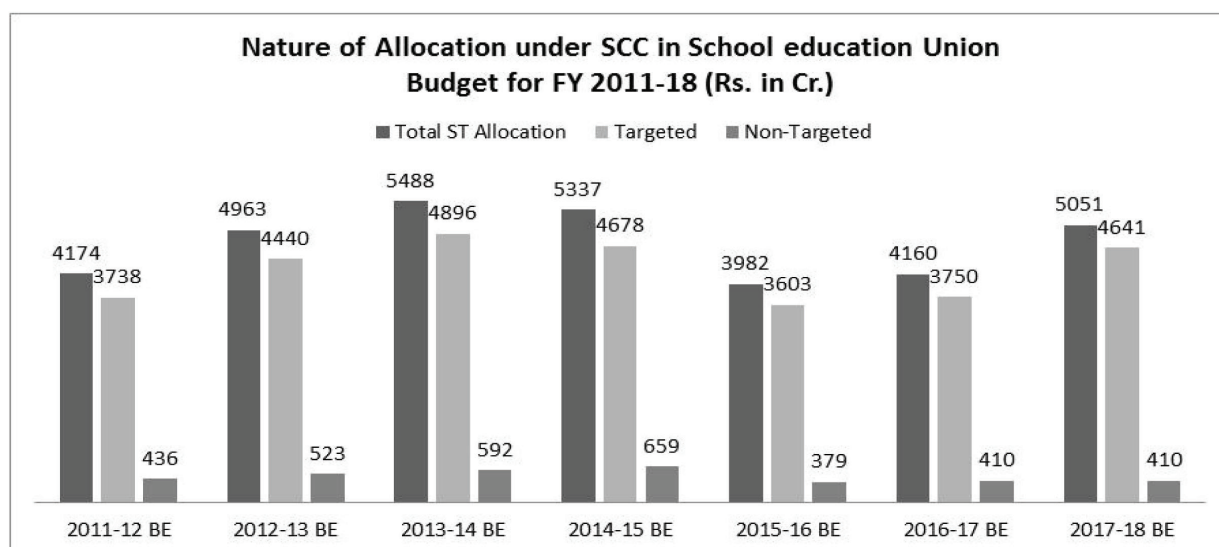
Lastly, even though commitment towards 'education for all' was made in the pre-1991 era, most of the legislative measures towards actualising this have taken place in the post liberalisation-globalisation and privatised world. Thus reflecting that education today is increasingly becoming a 'privatised subject'. In the process the government is washing its hands off their responsibility towards ensuring quality education for all, despite a commitment on paper towards 'education for all'.

In 2016-17 Union Budget outlined, "Education, Skill Development and Job Creation" was outlined as a category playing a key role in transforming India. While in the Union Budget 2017-18, the focus shifted towards "proposal" for the youth. Off the Rs. 79, 686 Cr allocated towards only 38% is allocated in Department of School Education and Literacy and 62% towards Department of Higher Education. Even though allocations in the Union Budget 2017-18 saw an increase from the previous year but in comparison to GDP the allocations fell from 0.48% to 0.47%. The share of education in the total budget remained a stagnant 3.7%.

Comparatively, allocations under SCSP-TSP, towards school education form substantive allocations form substantive part of the SCSP-TSP allocation. In 2011-12 allocations towards school education accounted for 18.3% under SCSP and 10.90% under TSP. Allocations under SCSP-TSP under school education were highest in 2013-14, with allocations under SCSP accounting for 20% and 10.41% under TSP. While allocations under SCSP have declined since and were only 18.3%



4. Kondu, Protiva. "Education Budget Lacks Imagination" Economic and Political Weekly LII, no. 27 (July 2017): 33-33.

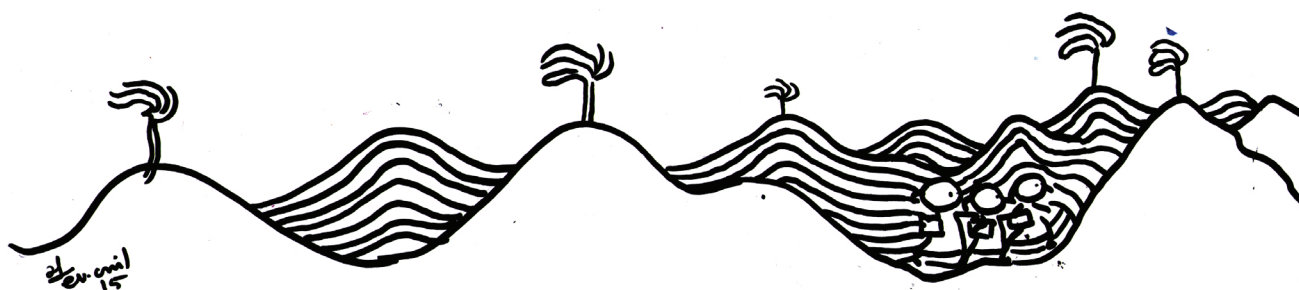


in 2017-18; allocations under TSP have seen an increase and account for 10.90% of allocations under TSP.

A deeper analysis of the allocation of schemes under SCSP-TSP reveals that a majority of allocations are targeted allocations, i.e. allocations targeted for the benefit, and development of the community, in line with the guidelines for SC SP-TSP. In 2017-18, under SCSP, Rs 7721.93Cr and under TSP Rs 4640.72 were targeted allocations out of 8487.95 Cr and Rs 5050.53Cr respectively. On the other hand, the allocations towards schemes geared towards elementary education

for minority community over the years have seen a consistent increase. In 2011-12 total allocations for schemes for minorities (Scheme for Quality Education in Madarsa, Pre-Matric Scholarship for Minorities and Scheme for Infrastructure Development in Minority Institutions) accounted for Rs 720Cr. The allocations in 2017-18 have increased to Rs1070Cr.

Further a study of allocations towards elementary education over the past 25 years reveals that 80% of social sector spending has come from state own budgets. With the increase in taxed devolved from 32% to 42% and a consequent de



5. Kapur, Ambrish Dongre and Avni. "Trends in Public Expenditure on Elementary Education in India" Economic and Political Weekly LI, no. 39 (September 2016): 23-25.

6. Direct allocations are those allocations made under SCSP-TSP that benefit the SC/ST community through individual or basti oriented schemes. As mentioned, in the 'Guidelines for Implementation "Scheduled Caste Sub Plan and Scheduled Tribe Sub Plan" (2006)'



crease in funding through Centrally Sponsored Schemes points to the fact that the centre social sector financing is likely to see a further decline in years to come .

#### IV

Off these mentioned below, 7 schemes pertain to infrastructure needs. Off the listed schemes here, a few have been analysed in detail below. Allocations for all the schemes are made under direct allocation.

SNO.	NAME OF SCHEME ALLOCATION IN 2017-18 (in Rupee Crore)	SCSP	TSP
1.	Sarva Shiksha Abhiyan	4700.00	2849.17
2.	National Mid Day Meal Scheme	1942.00	1054.00
3.	Navodaya Vidyalaya Samiti	418.27	223.81
4.	Kendriya Vidyalaya Sangathan	250.56	134.00
5.	National Scheme for Incentive to Girls for Secondary Education	147.00	64.00
6.	National Education Mission-Rashtriya Madhiyamik Shiksha Abhiyan (RMSA)	766.00	409.80
7.	National Means-cum- Merit Scholarship Scheme	56.40	30.18
8.	Pre-Matric Scholarship for Children of those occupied in Unclean Occupation	2.70	0.00
9.	Pre-Matric Scholarship for SC	50.00	0.00
10.	Pre-Matric Scholarship for ST	0.00	265.00
11.	Scheme for Quality Education in Madrasa (SPEQM)	0.00	0.00
12.	Scheme for Setting up of 6000 model schools at block level as Benchmark for Excellence	0.00	0.00
13.	Scheme for Construction and Running of Girls Hostel for Students of Secondary and Higher Education	0.00	0.00
14.	Scheme for Hostels for ST Girls and Boys	0.00	10.00
15.	Establishment of Ashram Schools in Tribal Sub Plan Areas	10.00	
16.	Digital e-learning	0.02	0.01
17.	Hostels for SC Boys and Girls	155.00	0.00
18.	Scheme for Infrastructure Development in Minority Institutions (IDMI)	0.00	0.00

Exclusion in

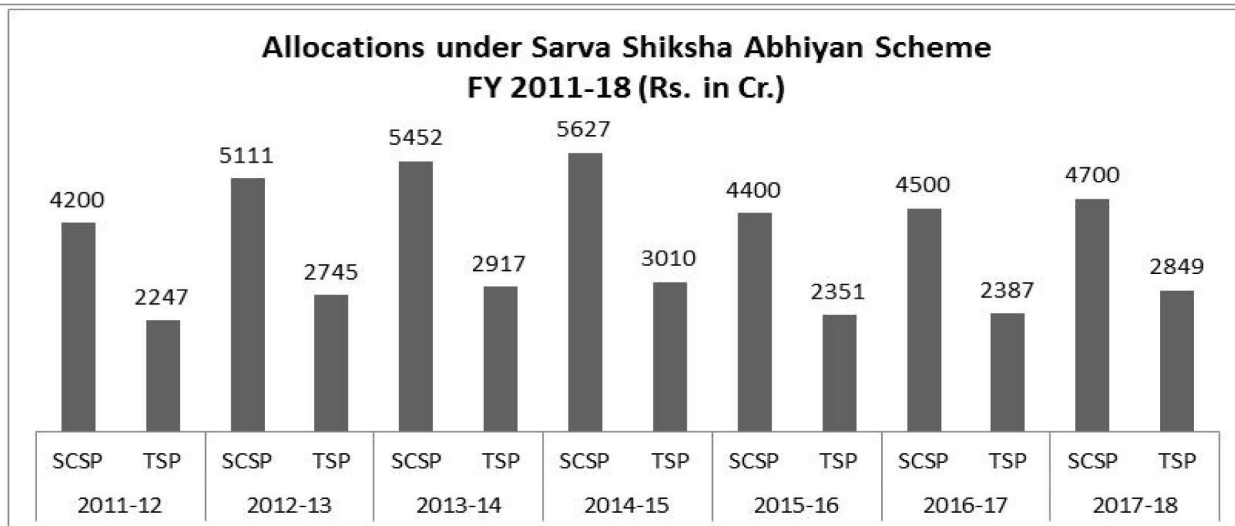
Schools

SNO.	NAME OF SCHEME ALLOCATION IN 2017-18 (in Rupee Crore)	
1.	Pre-Matric Scholarship for Minorities	950
2.	Pre-Matric Scholarship for Persons with Disabilities	7

**SARVA SHIKSHA ABHIYAN-** With the 86th amendment the government introduced Sarva Shiksha Abhiyan (henceforth, SSA) to ensure universalisation of elementary education in a time bound manner. The programme was introduced with the aim to improve quality of education. The expenditure for the scheme is shared between central (85%) and state. Central funds are also funded by external agencies including, World Bank, DFID, UNICEF.

The above diagram reveals that allocations under SSA, under SCSP increased consistently and

tially different with the new government. The allocations in 2014-15 were a leap forward from the allocations a year before, amounting to Rs 5627Cr under SCSP and Rs 3010Cr under TSP but fell to Rs 4400Cr and Rs 2351Cr under SCSP and TSP respectively. Even though there has been a consistent increase since under both SC SP-TSP the allocations are nowhere as close to allocations in 2014-15. The allocations are severely under considering the vast mandate it seeks to fulfil. Allocations towards elementary education are mostly paper allocations and a large propor

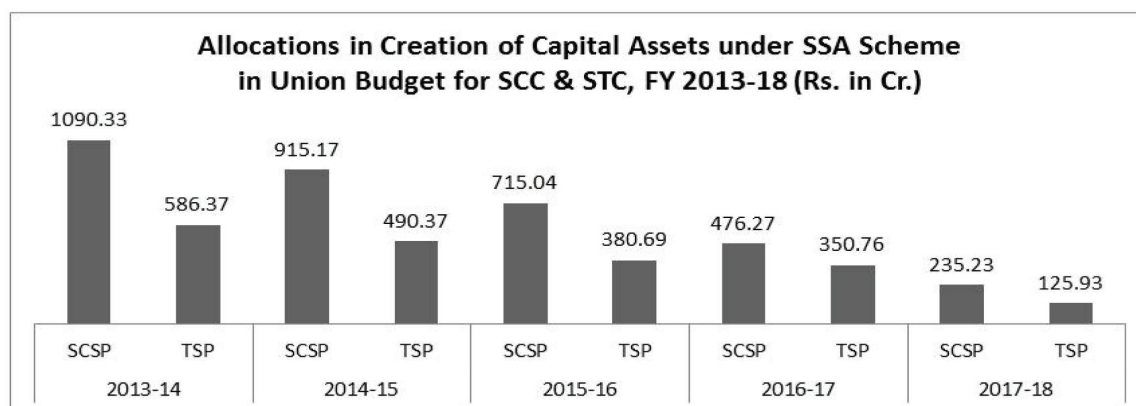
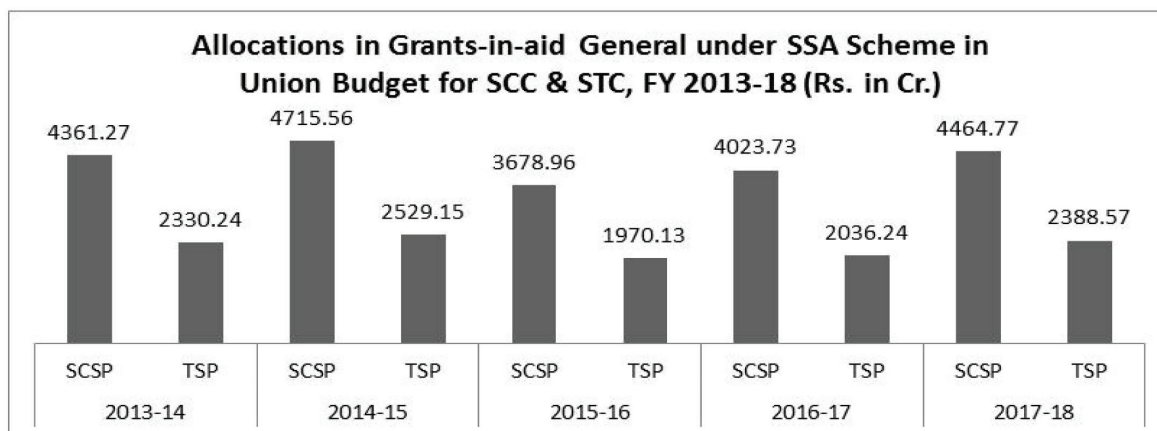


substantially towards the end of previous government. Allocations under SCSP were Rs 4200Cr in 2011-12 increased to Rs 5111Cr in 2013-14 and under TSP were Rs 2247Cr in 2011-12 increased to Rs 2745Cr. However the trends are substan-

tion of funds are diverted towards infrastructure development. Even the infrastructure built is not necessarily taking into account the needs of the students. Apart from this, these funds do not take into account structural inequalities, failing to fulfil the main objective.

Further a deeper look into the nature of allocations reveals that majority of allocations are made under the object head- “Grants-in-General” and “Grants for Creation of Capital Asset”. Even though the scheme factors in needs of children from marginalised and vulnerable backgrounds,

a deeper look at the allocations reveals a different picture. The allocations are not directed towards actual education of the students but infrastructure or untied fund that can be used for a number of purposes .



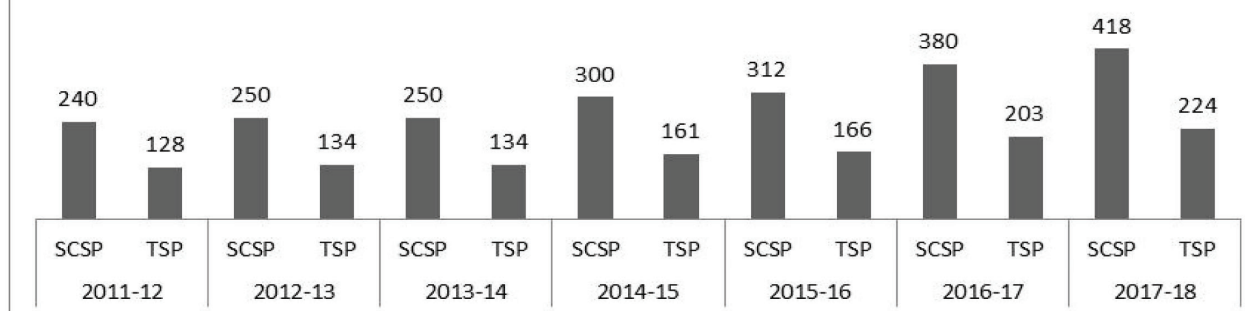
NAVODAYA VIDYALAYA SAMITI (hence forth NVS) - NVS was and continues to be an unparalleled experiment in the annals of school education. Under the programme selected targeted talented rural children are given quality

education, enabling them to compete at a level playing field. NVS were introduced as part of the New Education Policy of Rajiv Gandhi government introduced in 1986.

Considering NVS is aimed reaching to stu

7. Mangubhai, Dr Jayshree P. 25% is Our Right: Examining SC/ST Exclusion Through Budgets In School Education . New Delhi: Centre for Social Equity and Inclusion & Swadhikar , 2013.

**Allocations under Navodaya Vidyalaya Samriti Scheme FY 2011-18 (Rs. in Cr.)**



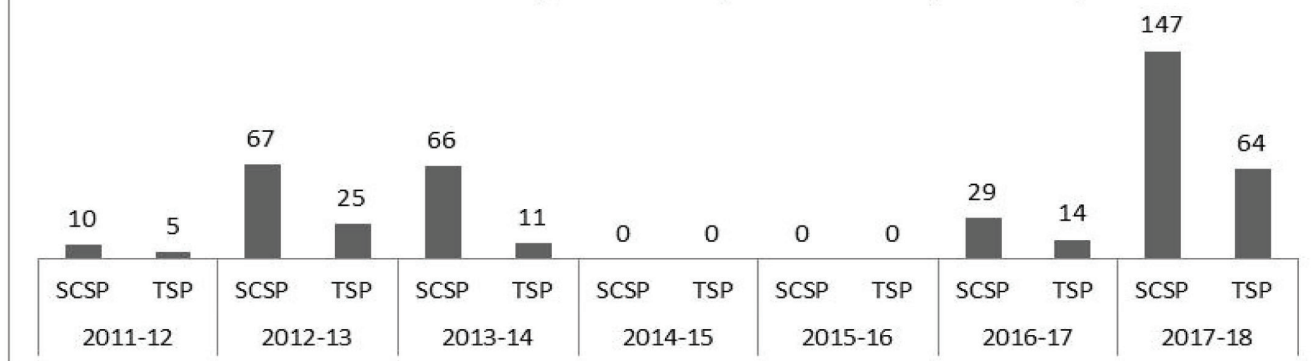
dent from marginalised communities, allocations under NVS are very meagre. But have been consistently increasing since 2011-12 under both SCSP and TSP. In 2011-12 the allocations were Rs 240Cr and Rs 128Cr under SCSP and TSP respectively. The allocations have increased to Rs 418Cr and Rs 224Cr under SCSP and TSP respectively.

Further, in Union Budget 2017-18, the allocations towards universal primary education were so meagre that its translation into reality is the biggest mystery. For example, in 2016-17 the Union Budget promised to set up 62 Navodaya Vidyalayas in the uncovered districts. In the

Union Budget 2017-18 has been supported only by an additional allocation of Rs 229Cr, whereas the unit cost for construction of a standard Navodaya Vidyalaya is estimated by the MHRD to be 16.89Cr for first phase alone.

**NATIONAL SCHEME OF INCENTIVES TO GIRLS FOR SECONDARY EDUCATION**— the scheme was introduced with the purpose of addressing low enrolment rates of girls in the age group of 14-18 years. It was launched in 2008 to provide an enabling environment for girls ensuring reduction in enrolment rates. The scheme is targeted towards SC and ST girls.

**Allocations under National Scheme for Incentives to Girl Child for Secondary Education, FY 2011-18 (Rs. in Cr.)**





Girls from SC and ST backgrounds are triply marginalised. Their caste/tribe location, class and gender put them at triple vulnerability and marginalisation from rest of the community. Despite the mandate of the scheme to provide an enabling environment to girls from SC and ST backgrounds, the allocations though direct are meagre allocations. The allocations have seen a consistent increase since 2011-12. In 2011-12 the allocations were Rs 10Cr and Rs 5Cr under SCSP and TSP respectively. The allocations have increased to Rs 147Cr and Rs64Cr under SCSP and TSP respectively.

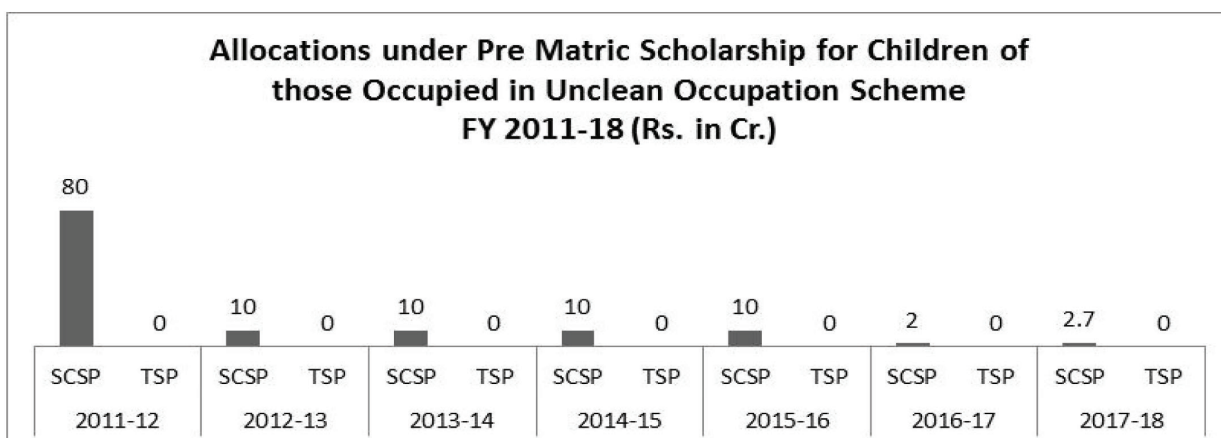
PRE MATRIC SCHOLARSHIP are awarded for studies in India in a government or private school from class I to class X, including

such residential Government institutes and eligible private institutes selected and notified by the State Government/UT Administration concerned. Scholarship is to be awarded to the students who have secured not less than 50% marks in the previous final examination and annual income of their parents/guardian does not exceed Rs. 1 lakh. 30% of scholarship is earmarked for girl students.

The scholarship is designed for the following

- FOR CHILDREN OF THOSE OCCUPIED IN UNCLEAN OCCUPATION

Pre-matric scholarship for children of those occupied unclean occupation is directed for children of manual scavengers to ensure them equal



and fair access to education. Manual scavenging is a caste-based practice that continues to employ people to clean dry latrines despite constitution prohibiting manual scavenging. However allocations under the scheme have been gradually declining. The allocations that were Rs80Cr in 2011-12 have declined to Rs 2.70Cr in 2017-

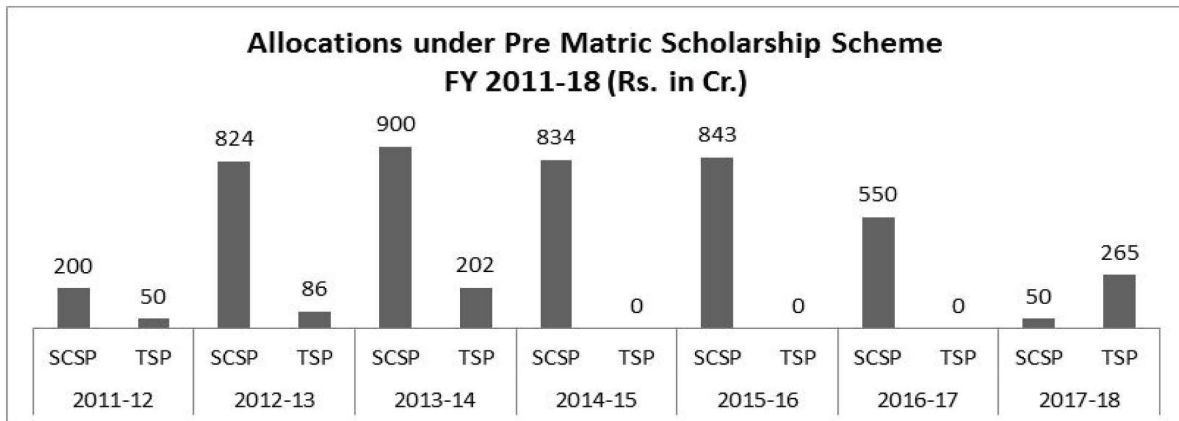
18. While the allocated amount may be declined the allocations continue to be direct.

- FOR SC/ST

Pre-matric scholarship plays a vital role in ensuring access to primary education by both SC and ST community. The scholarship goes a long

8. Navodaya Vidyalaya Samiti, Construction Activities, viewed at 27 April 2017, [http://nvshq.org/display\\_page.php?page=Construction%20Activities](http://nvshq.org/display_page.php?page=Construction%20Activities).

way in supporting students in their initial years education.



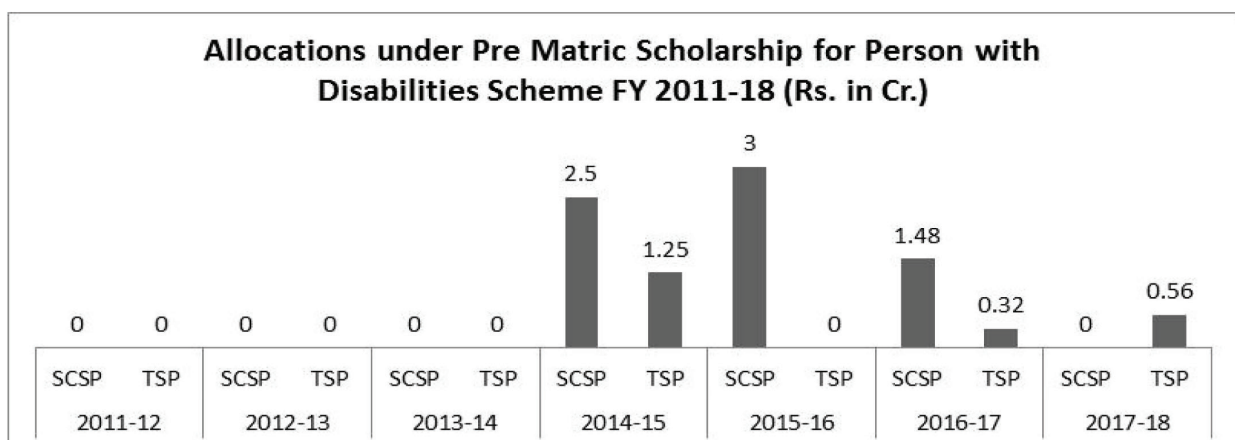
of educations. According to DISE data GER amongst SC population stands at 110.90 and for ST population at 106.74.

The allocations under SCSP under the scheme in 2011-12 that were Rs 200Cr rose to Rs 824Cr in 2012-23 and further to Rs 900Cr in 2013-14. While the allocations saw a massive dip in 2014-15 to Rs 834Cr. The allocations in 2017-18 fell to a meagre amount of Rs 50Cr reflecting a re orientation in the commitment towards primary

While under TSP, allocations accounted for Rs 50Cr in 2011-12. In 2014-15 and 2015-16 the allocations for ST students was zero but subsequently saw a leap in 2017-18 with Rs 265Cr being allocated.

- **FOR PERSONS WITH DISABILITY**

Till 2014-15 allocations under Pre-Matric Scholarship for Persons with Disabilities was made under Department of Social Justice and Empowerment. Allocations under SCSP till 2013-14



were zero under the scheme. With the splitting of the departments, in 2014-15 allocations under the scheme are being made by Department of Empowerment of Persons with Disability. Al locations under SCSP under the department of empowerment of persons with disability are diverting funds away from addressing the needs of the community by being non-direct in nature.

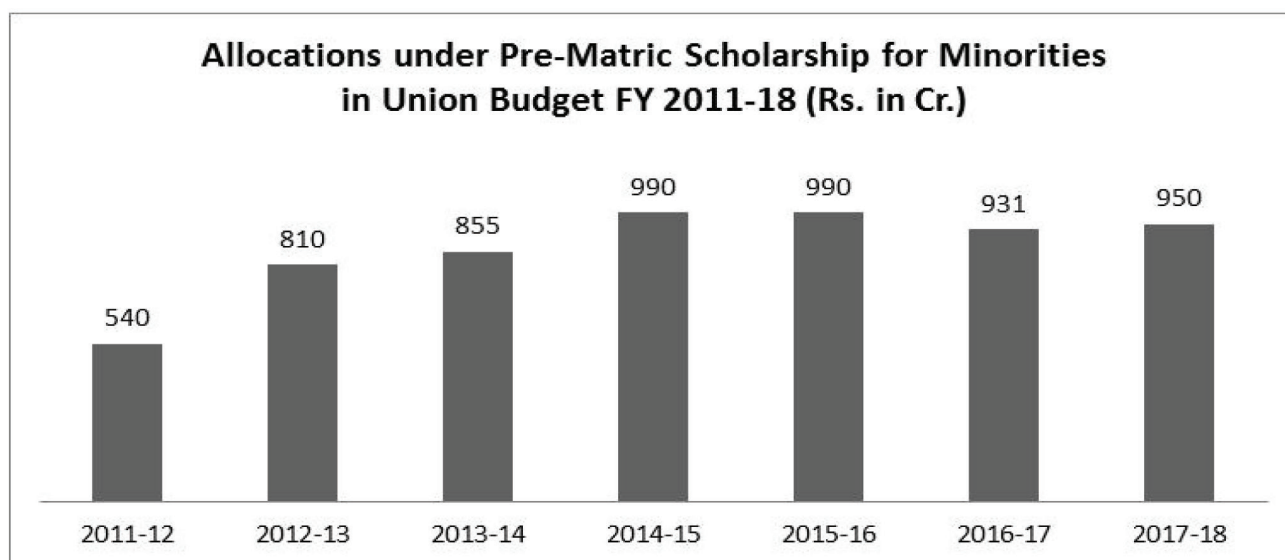
No allocations were made under SCSP-TSP till 2014-15. From 2014-15 consistent allocations were made. However the nature of allocations is at best erratic. In 2014-15, Rs 2.5 Cr and Rs 1.25 Cr were allocated under SCSP-TSP. In the following year zero allocations were made under TSP, Rs 3Cr was made under SCSP. 2016-17 again saw a decline in allocations under both SCSP-TSP with only Rs 1.48Cr and Rs.0.32Cr being allocated under SCSP-TSP. In the merged scenario the allocations under SCSP has been zero under TSP

has been a marginal increase to Rs 0.56Cr.

Allocations by the department of empowerment of persons with disability under the scheme were made only in 2014-15. Direct allocations accounted for Rs 4Cr in 2016-17 and saw a marginal increase in 2017-18 to Rs 7Cr. These all are tokenistic in nature because in India 1.67% of the 0-19 population has a disability. 35.29% of all people living with disabilities are children. Other estimates say that India has 12 million children living with disabilities. Only 1% of children with disabilities have access to school and one third of most disabilities are preventable .

#### •FOR MINORITIES

Department of Minorities Affairs makes allocation under the scheme. The allocations have seen a steady increase since 2011-12. In 2005 Prime Minister Manmohan Singh initiated a process of recasting '15 Point Programme' for the welfare of



the minorities. The thrust of this program was to, in a multi-sectoral manner, address definite needs of the minority in a time- bound fashion. Off the broad heads recognised by under the programme, education tops the list. Pre-matric scholarship continues to be a top priority for the government. The allocations in 2017-18 were

Rs950Cr.

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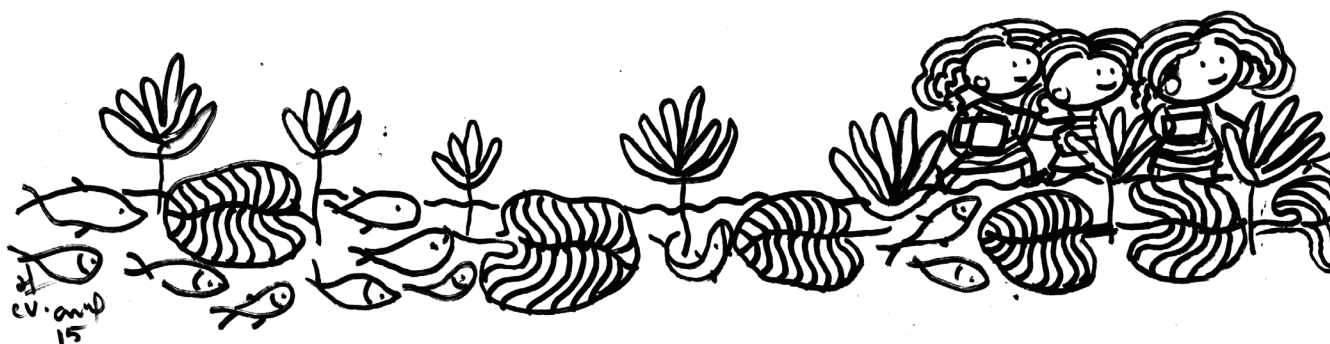
A deeper look at the allocations under state budgets for the key schemes reveals that the allocations towards elementary education forms a minor part of the total SCSP-TSP allocations across

all the eight states which aren't adequate for the enrolled students. Andhra Pradesh's allocations under elementary education, in 2017-18 towards school education under SCSP constituted 6.3% of the total allocations and under TSP constituted 2.4%. In Bihar, the allocations in 2017-18 towards school education under SCSP constituted 10.98% of the total allocations and under TSP constituted 1.00%. Allocations under SCSP-TSP in 2017-18 saw a slight improvement from the previous year. Rajasthan state budget allocated a substantial part of its SCSP-TSP budget towards higher education. The allocations in 2017-18 towards school education under SCSP constituted 21.20% of the total allocations and under TSP constituted 20.25%. Proportionate allocations under SCSP and TSP saw a sharp decline from the previous year. Tamil Nadu in 2017-18 allocations towards school education under SCSP constituted 19.15% of the total allocations and under TSP constituted 13.61%. While proportionate allocations under SCSP saw a sharp decline, allocations under TSP saw a marginal increase from the previous year. Uttar Pradesh's allocations under elementary education, in 2017-18 towards school education under SCSP constitut

ed 10.79% of the total allocations and under TSP constituted 4.46%. Allocations under SCSP-TSP in 2016-17 were a slight improvement from the previous year.

Most of the schemes mentioned above, are centrally sponsored schemes, sharing the financial resources with states. In many key schemes like Navodaya Vidyalaya that are targeted/ direct schemes the allocations by the state governments in zero.

Pre-Matric Scholarship is one of the oldest and largest scholarship schemes for SC & ST students in elementary education. The State governments, like the Union governments, show the funds earmarked for SCP and TSP separately under Minor Heads 789 and 796. A deeper look at the allocations under Jharkhand Welfare Budget reveals that Pre-Matric Scholarship money is being allocated for Minorities and OBCs under 796 Minor-Head. While Maharashtra budget makes zero allocations under TSP. Uttar Pradesh makes maximum allocations under SCSP of Rs 1948.05Cr and Odisha makes the highest allocations under TSP, Rs 535.31Cr.





SCHEME																
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
Sarva Shiksha Abhiyan					224		185	164			64	54				
Navodaya Vidyalaya	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
National Scheme for In-centive to Girl for Secondary Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00	5.40	0.00	0.00	0.00	0.00
Pre-Matric for children engaged in unclean Occupation	0.00	0.00	0.00	0.00	0.85	0.00		0.00	0.16	00		0.00	0.00	0.00	0.00	0.00
Pre-Matric for SC/ST					4.00	2.50		0.00						1.50		
TOTAL																

## CONCLUSION

Where do Dalit and Adivasi children stand today with regard to their right to school education, and specifically their entitlement to the SCSP/TSP funds and schemes that will fulfil this right for them? And what is the framework of educational development that SC/ST communities envision to ensure them social justice as well as sustainable development?

As a preliminary point, the SCSP/TSP today remains as policy guideline and not as legal, enforceable rights. A fundamental shift in government approach, from that of welfare or social assistance

for SC/STs to ensuring the rights of SCs/STs, is urgently required. This would allow for the creation of a holistic development plan for these two communities, one that includes the participation of SC/ST communities in these initiatives themselves. The 12th Five Year Plan talks of a paradigm shift: from post-facto accounting to “proactive planning for SCSP/TSP”. This is to be achieved through a set of key implementation measures to strengthen the SCSP/TSP planning process, including: the earmarking of SCSP/TSP funds from the total plan outlay well in advance of the commencement of the financial year; preparation of pro-planning documents as Sub Plans; an appraisal and approval



mechanism for the Sub Plans; and a robust monitoring and evaluation mechanism. While at the central government level, the Planning Commission will ensure these changes, at the state level, an apex body headed by the Chief Minister and designated Nodal Department will appraise the SCSP/TSP for each state. All this is necessary and can be assured under comprehensive national legislation on the SCSP/TSP.

In conclusion, the Department of School Education and Literacy seems to be mechanically allocating funds under SCSP/TSP without any proper needs assessment of SC/ST children in school, planning of schemes and programmes for children, and accordingly budgeting under SCSP/TSP.

Recently, an Andhra Pradesh Cabinet Sub-Committee report has spelt out the major loopholes in central government planning under SCSP/TSP: 'While Central Ministries are expected to prepare plans under SCSP/TSP taking into account the needs of SCs/STs, there is no evidence of this taking place in any Central Ministry... Central Government Ministries do not have the expertise to plan exclusively for the development of SCs/STs.... Even the Ministries that have allo-

cated funds under SCSP/TSP have mechanically shown such allocation under the ongoing general schemes... The concept of non-divertibility and non-lapsability of SCSP/TSP funds has not been operationalised by the Government of India.'

All this seems to hold true for the Department of School Education and Literacy (DSEL), MHRD as well. Without a nodal officer in the Ministry to coordinate planning of the SCSP/TSP, mostly general schemes without specific SC/ST programmatic components are being notionally earmarked under the SCSP/TSP. Meanwhile, the outcomes are the continuing lower educational levels of SC/ST children in the country. The Ministry itself has acknowledged the need to ensure better planning for SC/ST children under the SCSP/TSP in 2012, when it set up a taskforce to generate guidelines for the implementation of MHRD education programmes and schemes under SCSP/TSP. The challenge, therefore, is to reorient the school system and centre stage equity in DSEL schemes. All this would contribute towards ensuring accountability for SC/ST children's learning, as vital future citizens of the country.



## Chapter 7

# Conclusion and Recommendations

The study concludes children from dalit, adivasi and minority backgrounds remain vulnerable to structures which are defined by caste, ethnicity and gender in school. Children from these backgrounds are four times more vulnerable than children who enjoy a specific caste or gender privilege. Sustainable Development Goal 4 on education states that achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. The goal 4 on education ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparity, and achieve universal access to a quality higher education.



In order to move towards a free, just and inclusive society; rights and dignity of all human beings and particularly children, are to be realized and protected. At the same time, strengthening of institutions and available mechanisms at all levels of governance are necessary to ensure inclusive democratic principles and structures are functional. Therefore, after examining the gaps and inaccessibility of quality education by all the study proposes a few significant recommendations which address pertinent issues affecting the overall development of dalit, adivasi, minority and differently abled children in accordance with the Sustainable Development Goal 4 on education. Further, through the study we also identify key responsible authorities to play a significant role in realization of 'education for all' agenda by enabling discrimination and violence free school education.

## Key Recommendations

### I. Central Government

- Enact Anti-Discrimination Legislation or Comprehensive National Guidelines on Prevention of Discrimination and Promotion of Equality in Primary and Secondary Educational Institutions - The Central Government should enact a Legislation on Anti-Discrimination/National Guidelines at all India level in order to foreground the principles and targets laid down in Convention on Rights of Child; and realize the fulfillment of constitutional legal safeguards enshrined as Articles 14, 15, 17, 21, 21A, 23, 24 such as right to freedom, equality, freedom to express, abolishment of untouchability and right to education etc. are upheld;
- Effective implementation of RTE Act 2009, government should take steps for the effective implementation of the Right of Children to Free and Compulsory Education Act 2009 that focuses not just on enrollment, but also addresses completion of schooling of every child,
- For children to benefit under RTE Act, the act should be amended to extend the age limit right up to 18 years from the stipulated 14 years, in order to have consistency in the legally defined age for children as young adults;
- Enhance Role of Commissions The role of National and State Commissions for Scheduled Caste, Scheduled Tribes, Minorities, and Protection of Child Rights should be expanded from being merely an advisory entity to a legal intervening authority; in order to work in a collaborative mode

by way of being linked with the Judicial System to curb violence and discrimination against children in school education;

- Safety and security of children The Integrated Child Protection Scheme (ICPS) promoted by the Ministry of Women and Child Development, should be strengthened to secure safety related measures for the students (both girls and boys) from sexual assault and other security measures in schools and hostels. Cases of sexual assault, malfunctioning of institutions for the protection of children and reported cases of discrimination and violence against children from marginalised communities should be immediately addressed by the Central Government agencies;
- Central Govt. to Recognize Recommendation by National Task Force on Equity and Inclusion in the revised curriculum of teacher education central government should direct the Ministry of Human Resource Development to ensure that the National Council of Teacher Education (NCTE) incorporates the recommendations laid out by the National Task Force on Equity and Inclusion in the revised curriculum of teacher education. These inputs should be included in the NCTE's work with various states in order to have a common teacher training curricula.
- Develop Module - National Council on Education Research and Training (NCERT) and National Council for Teacher Education (NCTE) should develop activity-based modules to promote an environment of safe, non-discrimination, equity, and social inclusion in schools, and these should be included in teacher training modules and be applicable for school management committees;
- Implementation and Sharing For the implementation of the above, the module and guidelines are to be shared with the states and schools through the SSA, RMSA and other available schemes;
- The education boards should revise the syllabus of schools in order to be in concurrence with the Convention on Rights of Child (CRC) and the Articles 14, 15, 17, 21, 21A, 23, 24 of the Indian constitution; wherein the ethos of equality, liberty, justice and fair treatment and education as a right are inculcated in young minds through quality and value based education in public and privately run schools;
- Monitor existing and Establish well equipped schools for differently abled students in states where there is a lacking and also provide friend



ly environment/infrastructure in the mainstream school for Differently Abled Students; and also engage in awareness campaigns with the Civil Society in order to promote enrolment and continuation of education by the differently abled children in schools;

- Unified Monitoring System to map enrollment and continuation of education The central and state governments should develop clear standards for monitoring children at risk of dropping out, and develop mechanisms to ensure relevant authorities undertake social mapping, especially in marginalized communities, engage with minority communities, and intervene to ensure that children who have left school can return;
- Disbursement of Scholarship for SCs/STs/Minority/CWD on time - the central government is to ensure that the scholarship of the SC/ST/Minority/CWD children is to be disbursed on time without delay and the process should ensure the dignity and rights of children, the government should be responsible to promote awareness of scholarships and schemes available to the students and set up grievance cells to sort out short comings;
- Transparent systems should be in place to review the allocation, spending and implementation of budgetary allocations under the Scheduled Castes Component and Scheduled Tribes Component and other welfare schemes for the development and maintenance of better facilities such as proper lighting, fans, water, toilets, beds, desk and chairs, and medical centres, computers, in schools and hostels along with professional appointed staff - teachers, wardens, counselors, support staff, in the Welfare hostels and school operational for SCs and STs students;
- Awareness camps should be conducted by the central government on the SCSP and STSP in order to create awareness amongst the SCs and STs population of the sub plans as well as government officials and implementation authorities;
- In accordance with the Sustainable Development Goal 4 on education, the Central Government is to ensure that all learners acquire the knowledge and skills through education for sustainable development and sustainable lifestyles, promotion of human rights, gender equality, promotion of a culture of peace, non-violence, and appreciation of cultural diversity and of culture's contribution

to sustainable development;

## II. State Governments

- Enact Anti-Discrimination Legislation or Comprehensive National Guidelines on Prevention of Discrimination and Promotion of Equality in Primary and Secondary Educational Institutions - The Central Government should enact a Legislation on Anti-Discrimination/National Guidelines on Prevention of Discrimination and Promotion of Equality in Primary and Secondary Educational Institutions at all India level in order to foreground the principles and targets laid down in CRC; and realize the fulfillment of constitutional legal safeguards Articles 14, 15, 17, 21, 21A, 23, 24 such as right to freedom, equality, freedom to expression and abolishment of untouchability and right to education;
- In accordance with Sustainable Development Goal 4 on education the State government has to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all;
- Quality Angadwadis Centres with Trained and well paid Staff - The State governments to ensure that all girls and boys have access to quality early childhood care and preprimary education in their area Angadwadis and to make these centres accessible and inclusive for all children so that they are ready for primary education;
- Safe residential hostels and regular monitoring of staff by DEO or BEO- The state government should establish required number of safe residential schools of improved quality, especially for girls from the Dalit, adivasi and minority community to continue their secondary and higher education;
- State Governments to Monitor existing and Establish well equipped schools for differently abled students in states where there is a lacking and also provide friendly environment/infrastructure in the mainstream school for Differently Abled Students; and also engage in awareness campaigns with the Civil Society in order to promote enrolment and continuation of education by the differently abled children in schools;
- The state government should establish primary schools near to Dalit residential colonies or hamlets in the villages;



- State government to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including children with disabilities, and children in vulnerable situations
  - Effective implementation of RTE Act 2009 The state governments should take steps for the effective implementation of the Right of Children to Free and Compulsory Education Act 2009 that focuses not just on enrollment, but also addresses completion of schooling of every child,
  - For children to benefit under RTE, the act should be amended to extend the age right up to 18 years from the stipulated 14 years, in order to have consistency in the legally defined age for children as young adults;
  - Strengthening of SCs and STs PoA Amended Act, POCSO, RTE and other related legislations for the protection, to end impunity and fast track cases of violence against Dalit, Adivasi and minority children who face violation of rights in educational institutions;
  - Monitoring enrollment and retention in schools The state governments should review the Block Education Officer's performance to track schools in monitoring children's enrollment and retention in schools in order to identify children who have enrolled, are out of school, have dropped out, or are at risk of dropping out so that necessary and immediate actions are carried out in order to continue their education (especially Dalit/adivasi/minority/differently abled children);
  - Good Practices as Social Inclusive Practice The government should instruct the Ministry of Human Resource Development to develop guidelines and manuals for teachers that set forth good practices for social inclusion and equity, such as encouraging children from marginalized communities to participate in school activities, ensuring more frequent collaboration between children of different backgrounds, and promoting innovative activities aimed at inclusion by way of using parameters such as participation and activity based learning;
  - Scholarship Allocation should be increased in accordance with the population of children - The scholarship amount is a bare minimum and under SCSP and ST component, and the allocation is below the required amount in comparison to the SCs and STs children population, thus this allocation has to be increased;
  - Visibility Scholarship Schemes The state government, education officer and school management teams should be made responsible to visualize the scholarships and schemes available for SC/ST/Minority children in order for them to avail the same in schools, institutions and also via media;
  - Disbursement of Scholarship -The state governments are to ensure the scholarship of the SC/ST/Minority children are disbursed on time without delay and the process is to ensure the dignity and rights of children are maintained;
  - Awareness camps should be conducted by the state government on the SCSP and STSP in order to create awareness amongst the SCs and STs population of the sub plans as well as government officials and implementation authorities;
  - Training on budget and guidelines All officials at state and district level should be trained on SCSP and STSP objectives and guidelines for the planning process;
- ### III. Commissions
- Exclusive departments to address child related cases
- The SC, ST and Minority commissions at national and state levels should be equipped with the required capacitated Human Resource and skills and establish exclusive departments to deal with cases related to violence and discrimination faced by dalit/adivasi/religious minority children in schools as the case may be to strengthen the implementation of SCs and STs POA Acts and Rules; and other relevant acts such as POCSO and RTE;
- Redressal Mechanism
- The commissions hence, should hold 'Special Meetings' with District Collectors and Education Authorities; to address, review and take action in cases of discrimination and violence in schools and hostels;
- NCPCR/Ministry of Women and Child Development/Education Board Develop a module on prevention of sexual assault on children to ensure awareness and safe learning environment for students in schools and their homes;
  - NCPCR should incorporate non-discrimination, safety, equity and inclusion issues in their awareness camps and engagement with schools as these will recognize the discrimination faced by dalit and adivasi children;

#### IV. Education Department and School Management

- Quality AngadwadisCentres with Trained and well paid Staff -

The State governments to ensure that all girls and boys have access to quality early childhood care and preprimary education in their area Angadwadis and to make these centres accessible and inclusive for all children so that they are ready for primary education;

- Quality of education in all schools has to be enhanced nationwide to reach all children thereby hiring qualified teachers;

- Safe residential hostels and regular monitoring of staff by DEO or BEO- The state government should establish required number of safe residential schools of improved quality, especially for girls from the Dalit, adivasi and minority community to continue their secondary and higher education;

- State government and education officers to ensure equal access to all levels of education and vocational training for the vulnerable, including children with disabilities, and children in vulnerable situations;

- Promotion of education The Block Education Officers should work with civil society groups to engage as community mobilizers to encourage parents to send their children to school, particularly girl children;

- Promotion of rights based curriculum, perspectives and principles in schools to raise awareness among all students on human rights, non-discrimination and human dignity, through regular awareness programmes, play learn methods, promotional materials, organizing special days and activity based learning to enhance respect for diverse backgrounds of children to truly promote inclusive society from the class rooms itself;

- Campaign on zero discrimination to be launched by the Education Authorities in collaboration with Community based organization and Schools at zone and district level on issues of equity, safety and inclusion to curb discrimination and violence; for this Children should be involved in the campaign against discrimination based on caste, religion or gender;

- Birth centenary of social reformers, philosophers, activists and educators such as SavitriPhule Jayanti, JyotibhaPhule, Dr. BhimRaoAmbedkar, Birsamunda, Ramabai, Helen Keller, Martin Luther King, Nelson Mandela, many others should be celebrated in order to inculcate rights based perspective from childhood in schools;

- Schools should be audited, children should be engaged in social auditing of schools in terms of providing quality education, qualified teachers, discrimination free school environments and available facilities;

- Sensitized teacher training courses -Teacher training courses should be inclusive for more sensitivity based approach in order to teach children from all sections of the society; the teacher trainings to engage in methods such as group activities, interactions and learning that facilitate communication within different groups of students from varied socio-economic and caste backgrounds and genders;

- Activity based learning The activity based learning which is being pushed under RTE should incorporate the element of social responsibility, innovation, nature preservation, promoting human values of equality and justice in students from a very young age; the education system has to be altered to view teachers and students as change agents rather than adhering to a strict marking system based on expensive projects;

- Recognition and Awarding Schools and Teachers who display outstanding teaching abilities and have played a significant role in promoting values of equality following the icons as Dr. B. R. Ambedkar or SavitriBaiPhule in order to promote positive examples

- Sensitization and Workshops for School Authorities and Teachers by Civil Society, Educators, Psychologists and DC – regular workshops should be conducted or material should be shared with school management and teachers on diverse communities, and also to deal with the pressure of teaching teachers go through in order to enhance their capacities as better teachers;

- Operational Special Cells should be established in education institutes by children of marginalized communities along with parents and teachers belonging to (SC/ST/Minority communities)





to discuss and report issues of discrimination and violence in schools with the SMC, BEO and DC;

- Every school to come with Discrimination and Violence Free School Charter to be on display and be observant of incidents of child abuse within the school premises;
- Mandatory Legal Awareness Camp should be provided to the school management and children on significant legal safeguards such as SC/ST PoA Amended Act (2015), POCSO (2012), right of children to free and compulsory education (RTE - 2009) by education officers, civil society members or police personnel;
- Strengthening of SCs and STs PoA Amended Act - The SCs and STs PoA Amended Act and Rules should be strengthened to ensure the protection of Dalit and Adivasi children. Other relevant laws for the protection of children such as RTE and POCSO should be strengthened to end impunity and fast track cases of violence against Dalit, Adivasi and minority children, who face violation of rights in educational institutions;
- Any teaching or non-teaching staff found guilty of discrimination and sexual assault on students are to be charged with legal action;
- Review of Schools and Hostels- The Education Officer and District Collector should meet to review schools periodically every 4 months and submit the report to the State Commissions and Government which in turn need to review the status of children in school education;
- Heads of schools as responsible authority - In any matters related to discrimination and violence against children, Heads of the schools, Head master/Principal and affiliate education authority are to be made responsible for the safety, security and free learning environment for children;
- Facilities in schools The State government, Block Education Officers and Panchayat Heads are to be held responsible for lack of facilities in schools and hostels such as water supply, toilet construction and cleanliness, electricity and equipment, furniture, learning material, uniforms and medical centres for children;
- Surprise inspection by DEO and members of Civil Society on Mid-Day Meal Scheme implementation in the schools in order to monitor quality of food and also the distribution process to children, any cases of discrimination in terms of seating arrangement of children and verbal abuse found should be immediately taken up for action by the DEO and

Education Officers as violation of SCs and STs PoA Act and article 17 of the constitution;

- Alternate inspection body –the Local Community based organization or Mahila Mandals along with Bal Sansads (children's parliaments) can be involved in monitoring of schools in matters related to discrimination and violence;
- Mental, Physical and Adolescent health issues to be addressed - schools and hostels should have well equipped and staffed health centres and counselors in schools in matters related to health issues;
- Parents, Students and Teachers to meet regularly to discuss issues - related to studies and the overall development of the child;
- Action Usage of caste name by any member of the school management in order to reprimand or humiliate a child from Dalit and Adivasi community should be monitored with stringent legal action against the offender as per the SCs and STs PoA Amended Act under section 3 (1) (s);
- Scholarship Visibility in Education Institution to be made mandatory by the School Head / BDO/ Panchayat heads
- School administration are to be made responsible to provide assistance in the scholarship application and process;
- BEO and DEO are to enable Transparent process and Timely disbursement of scholarship for SC/ST/ Minority/CWD as a priority;
- School Admissions, Adhar Enrollment and Scholarships - For Enrollment of Adhar Cards and enrollment in schools by children the process should be made simplified; by making the provision of enrolling to be processed within the schools in order to accommodate new enrollment in schools and also to have access to scholarships by students;
- Safe, Secure and Free Transportation for Children - The responsibility to provide 'safe and secure transportation exclusively for school going children' area wise should be the responsibility of the DC, BEO and Panchayat Heads as per the necessity; as Travelling to school demands safety for children; 'no transportation, long distances, over-crowding of vehicles and sexual abuse' are major concerns which hamper the development of school children leading to higher dropout rate especially for girl children, therefore, the responsibility to provide 'safe and secure transportation exclusively for school going children' area wise is a strategic need.



# Annexures

## i. Dropout rates

(a) Below two tables (All India snapshot 2009 and 2014) are taken from the National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India. This survey was commissioned by Educational Consultants India Limited with support from the Ministry of Human Resource Development to assess the number of out-of-school children across the nation. SRI – IMRB International was entrusted with the responsibility of conducting this survey.

Table A1: All India Snapshot - 2009										
Sl No	STATES	Children Estimated			Children Out of School			Percent Out of School		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1	All Children (6-13 years)	15,51,43,385	3,54,39,196	19,05,82,581	70,24,118	11,26,500	81,50,618	4.53	3.18	4.28
2	Male Children	8,50,88,249	1,95,44,734	10,46,32,983	34,57,926	6,47,171	41,05,097	4.06	3.31	3.92
3	Female Children	7,00,55,136	1,58,94,462	8,59,49,598	35,66,192	4,79,329	40,45,521	5.09	3.02	4.71
4	Age 6-10 years	9,64,97,783	2,12,27,013	11,77,24,796	37,52,344	5,91,359	43,43,703	3.89	2.79	3.69
5	Age 11-13 years	5,86,45,602	1,42,12,183	7,28,57,785	32,71,774	5,35,141	38,06,915	5.58	3.77	5.23
6	SC Children	3,31,98,476	55,09,281	3,87,07,757	20,51,609	2,57,241	23,08,850	6.18	4.67	5.96
7	ST Children	1,74,04,549	16,78,593	1,90,83,142	10,31,535	37,763	10,69,298	5.93	2.25	5.6
8	Muslim Children	1,77,64,576	66,89,026	2,44,53,602	14,28,203	4,47,541	18,75,744	8.04	6.69	7.67
9	OBC + Other Children	8,67,75,784	2,15,62,296	10,83,38,080	25,12,771	3,83,955	28,96,726	2.90	1.78	2.67
10	All Disabled			28,97,096			9,88,359			34.12
11	Mental Disability			5,20,051			2,49,803			48.03
12	Visual Disability			3,93,655			1,16,909			29.7
13	Hearing Disability			2,23,511			45,663			20.43
14	Speech Disability			3,77,927			1,39,692			36.96
15	Orthopaedic/ Loco-motor Disability			11,01,004			2,71,736			24.68
16	Multiple Disability			2,80,948			1,64,556			58.57
17	Slum			36,55,216			1,36,565			3.74

Table A1: All India Snapshot - 2014										
S No	Details	Estimated Child Population (6-13 years)			Estimated Number of Out of School Children			Percentage of Out of School Children		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1	All Children (6-13 years)	15,01,10,948	5,39,76,326	20,40,87,274	46,95,518	13,68,711	60,64,229	3.13	2.54	2.97
2	Male Children	8,32,66,078	3,11,50,340	11,44,16,418	24,50,953	7,15,456	31,66,409	2.94	2.30	2.77
3	Female Children	6,68,44,870	2,28,25,986	8,96,70,856	22,44,564	6,53,256	28,97,820	3.36	2.86	3.23
4	Age 6-10 years	9,01,23,249	3,26,47,814	12,27,71,166	26,23,399	7,74,939	33,98,338	2.91	2.37	2.77
5	Age 11-13 years	5,99,87,699	2,13,28,410	8,13,16,108	20,72,119	5,93,772	26,65,891	3.45	2.78	3.28
6	SC Children	4,63,96,983	1,43,75,716	6,07,72,699	15,91,869	3,74,158	19,66,027	3.43	2.60	3.24
7	ST Children	1,92,90,908	47,00,374	2,39,91,282	9,25,193	82,369	10,07,562	4.80	1.75	4.20
8	OBC Children	5,11,38,467	2,07,60,803	7,18,99,270	15,50,918	6,55,084	22,06,001	3.03	3.16	3.07
9	Other Children (Social Group)	3,32,84,589	1,41,39,433	4,74,24,023	6,27,538	2,57,101	8,84,639	1.89	1.82	1.87
10	Hindu Children	12,25,75,932	3,88,80,483	16,14,56,415	36,42,763	7,59,650	44,02,413	2.97	1.95	2.73
11	Muslim Children	2,24,00,636	1,27,67,893	3,51,68,529	9,72,727	5,84,373	15,57,100	4.34	4.58	4.43
12	Christian Children	26,84,858	14,37,172	41,22,030	47,444	15,255	62,699	1.77	1.06	1.52
13	Other Children (Religion)	24,49,522	8,90,778	33,40,300	32,583	9,434	42,017	1.33	1.06	1.26
14	All Disabled			21,39,943*			6,00,627*			28.07
15	Mental Disability			3,11,837			1,12,175			35.97
16	Visual Disability			4,19,250			73,969			17.64
17	Hearing Disability			2,20,425			42,556			19.31
18	Speech Disability			3,62,766			1,26,319			34.82
19	Orthopaedic/ Loco-motor Disability			5,37,493			1,27,489			23.72
20	Multiple Disability			2,52,789			1,11,564			44.13
21	Slum			1,98,60,602			4,73,130			2.38



In 2009 the total dropout rate was 4.28% whereas in 2014 it's 2.97. According to 2014 study the higher proportion of children who are out of school is from ST category.

(b) Below five tables are taken from the school education flash statistics 2015-16. This UDISE reports and data are maintained by NUEPA.

Table 3.20 Annual Average Drop-out Rate\* by Educational Level: 2014-15

State/UT	Primary			Upper Primary			Elementary			Secondary			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	2014-15	2013-14	2014-15	2014-15	2013-14	2014-15	2014-15	2013-14	2014-15	2014-15	2013-14	2014-15	2014-15	2013-14	2014-15
Andaman & Nicobar Islands	0.47	0.55	1.21	0.51	1.44	1.95	0.51	1.69	0.84	1.08	0.95	11.47	8.16	7.20	9.87
Andhra Pradesh	6.57	6.89	4.35	6.72	5.09	5.32	3.78	5.20	6.04	6.33	6.18	15.81	15.60	12.65	15.71
Arunachal Pradesh	11.51	10.09	10.89	10.82	5.31	8.08	5.59	6.71	9.62	9.45	9.54	18.33	15.81	14.49	17.11
Assam	16.07	14.65	7.44	15.36	10.45	10.56	7.05	10.51	14.39	13.35	13.87	24.64	29.28	30.43	27.06
Bihar	0.35	-	2.09	-	4.14	4.01	2.98	4.08	1.49	0.76	1.13	25.21	26.62	25.33	25.90
Chadigarh	-	-	-	-	0.01	0.96	1.08	0.44	-	-	-	-	-	-	12.10
Chhattisgarh	3.08	2.74	1.42	2.91	6.47	5.22	3.80	5.85	4.31	3.65	3.99	22.62	19.92	23.41	21.26
Dadra & Nagar Haveli	1.60	1.31	1.57	1.47	3.70	4.40	4.13	4.02	2.43	2.52	2.47	18.19	15.08	28.59	16.77
Daman & Diu	1.80	0.29	0.85	1.11	3.14	3.07	3.56	3.11	2.27	1.28	1.82	34.45	29.73	19.86	32.27
Delhi	-	-	-	-	0.95	0.55	2.78	0.76	-	-	-	13.55	9.80	8.90	11.81
Goa	0.63	0.84	0.20	0.73	-	0.21	-	0.07	0.38	0.61	0.49	14.15	7.68	9.58	11.15
Gujarat	0.82	0.98	0.76	0.89	4.65	8.54	5.55	6.41	2.26	3.71	2.93	26.29	23.24	21.61	25.04
Haryana	5.54	5.69	0.41	5.61	5.50	6.18	2.55	5.81	5.53	5.87	5.68	16.35	15.30	12.51	15.89
Himachal Pradesh	0.46	0.83	0.46	0.64	0.50	1.27	0.78	0.87	0.48	1.00	0.73	6.31	5.80	9.09	6.07
Jammu & Kashmir	6.98	6.59	5.46	6.79	4.98	5.95	4.30	5.44	6.32	6.38	6.35	16.97	17.65	15.36	17.28
Jharkhand	5.91	5.03	6.41	5.48	9.01	8.96	7.42	8.99	6.88	6.30	6.59	23.45	24.56	23.15	24.00
Karnataka	2.03	2.01	2.32	2.02	3.46	4.27	2.51	3.85	2.54	2.82	2.67	27.71	24.52	27.57	26.18
Kerala	-	-	-	-	-	0.00	-	-	-	-	-	14.96	9.52	14.46	12.32
Lakshadweep	-	-	-	-	2.37	3.18	1.86	2.78	0.69	0.91	0.80	8.82	4.96	8.03	6.76
Madhya Pradesh	6.48	6.72	10.14	6.59	7.78	10.70	11.70	9.20	6.94	8.16	7.53	23.71	25.97	26.47	24.77
Maharashtra	1.26	1.25	0.55	1.26	0.89	2.83	0.61	1.79	1.12	1.84	1.46	13.11	12.58	14.47	12.87
Manipur	9.50	9.83	18.00	9.66	3.61	4.80	7.02	4.20	7.74	8.30	8.02	12.94	15.86	13.81	14.38
Meghalaya	10.35	8.56	10.34	9.46	6.77	6.30	6.84	6.52	9.36	7.89	8.61	20.80	20.27	24.75	20.52
Mizoram	10.17	10.03	12.96	10.10	5.46	4.06	6.02	4.78	8.65	8.11	8.39	23.02	20.73	18.70	21.88
Nagaland	6.18	5.02	19.41	5.61	7.87	7.97	17.86	7.92	6.71	5.97	6.35	17.98	18.47	35.11	18.23
Odisha	2.91	2.81	2.94	2.86	4.11	3.49	2.80	3.81	3.32	3.04	3.18	29.74	29.37	49.48	29.56
Puducherry	0.36	0.38	0.66	0.37	0.44	0.69	0.60	0.56	0.39	0.50	0.44	14.94	9.36	14.24	12.19
Punjab	2.89	3.25	1.29	3.05	2.95	3.55	2.85	3.22	2.91	3.36	3.11	9.22	8.39	8.83	8.86
Rajasthan	5.02	5.02	8.39	5.02	2.54	3.73	6.03	3.07	4.20	4.62	4.39	13.54	13.40	18.77	13.48
Sikkim	3.75	0.62	4.57	2.27	2.07	1.08	5.14	1.57	3.12	0.81	1.99	17.58	14.39	12.89	15.89
Tamil Nadu	-	-	0.46	-	-	-	4.52	-	-	-	-	11.67	4.36	12.20	8.10
Telangana	2.21	1.94	5.81	2.08	2.43	2.17	4.71	2.30	2.29	2.02	2.16	16.54	14.50	17.43	15.53
Tripura	1.37	1.19	3.58	1.28	2.37	1.61	2.72	1.99	1.72	1.34	1.53	28.03	28.83	25.09	28.42
Uttar Pradesh	9.08	8.04	7.08	8.58	0.78	4.61	0.53	2.70	6.64	7.00	6.81	9.89	10.60	7.30	10.22
Uttarakhand	4.37	3.67	3.07	4.04	0.79	1.62	1.66	1.19	3.16	2.96	3.06	11.26	9.46	8.70	10.40
West Bengal	2.13	0.79	2.91	1.47	5.84	2.88	4.31	4.30	3.46	1.59	2.53	16.33	19.06	18.34	17.80
All India	4.36	3.88	4.34	4.13	3.49	4.60	3.77	4.03	4.07	4.13	4.10	17.21	16.88	17.86	17.06

Table 3.21 Annual Average Drop-out Rate by Educational Level: Scheduled Castes: 2014-15

State/UT	Primary			Upper Primary			Elementary			Secondary			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Andhra Pradesh	8.43	7.80	8.12	6.47	5.39	5.94	7.74	6.95	7.36	16.57	15.23	15.91	-	-	-
Arunachal Pradesh	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Assam	14.03	13.20	13.62	7.71	6.62	7.16	11.94	10.98	11.46	30.71	35.14	33.01	-	-	-
Bihar	-	-	-	5.56	5.75	5.65	1.44	1.22	1.34	24.17	25.25	24.67	-	-	-
Chadigarh	-	-	-	-	-	-	-	-	-	-	-	-	23.81	14.98	20.07
Chhattisgarh	1.83	1.45	1.65	5.70	4.88	5.29	3.25	2.73	2.99	22.45	20.58	21.51	-	3.84	1.45
Dadra & Nagar Haveli	12.15	11.21	11.71	12.42	13.25	12.80	12.26	11.96	12.12	-	-	-	20.00	6.25	11.54
Daman & Diu	2.17	-	-	-	-	-	-	-	-	39.90	30.20	35.73	10.71	10.53	10.61
Delhi	0.07	-	-	-	-	-	-	-	-	13.92	7.34	10.63	21.33	12.76	17.05
Goa	2.71	-	1.35	2.19	8.33	5.37	2.50	3.72	3.10	21.40	22.45	21.91	31.95	16.74	23.33
Gujarat	2.61	2.67	2.64	4.79	8.11	6.32	3.48	4.75	4.07	28.67	24.58	26.93	10.92	7.18	9.19
Haryana	6.32	4.97	5.68	8.48	7.47	8.00	7.16	5.95	6.58	25.86	24.10	25.04	17.39	13.43	15.53
Himachal Pradesh	0.87	0.94	0.90	0.43	0.82	0.62	0.70	0.89	0.79	9.77	8.36	9.10	10.49	7.23	8.93
Jammu & Kashmir	4.47	4.62	4.54	3.11	5.79	4.37	4.00	5.02	4.48	21.42	21.14	21.29	19.46	18.22	18.86
Jharkhand	7.94	6.87	7.42	13.63	13.29	13.47	9.61	8.76	9.19	29.48	32.21	30.81	-	16.15	5.97
Karnataka	0.81	1.02	0.91	2.84	4.60	3.68	1.53	2.26	1.89	28.64	25.38	27.11	8.57	2.65	5.65
Kerala	-	-	-	-	-	-	-	-	-	12.49	7.44	10.06	4.43	-	2.09
Lakshadweep	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Madhya Pradesh	6.85	6.59	6.73	7.72	11.04	9.34	7.16	8.25	7.68	27.12	31.16	28.95	1.61	2.77	2.11
Maharashtra	2.13	1.90	2.02	0.50	2.93	1.66	1.49	2.29	1.88	15.38	14.77	15.10	1.40	2.34	1.84
Manipur	3.43	6.37	4.92	-	-	-	-	3.31	1.53	4.02	5.82	4.92	-	-	-
Meghalaya	9.12	11.80	10.45	13.85	18.99	16.68	10.79	14.71	12.82	27.73	37.22	33.09	-	-	-
Mizoram	-	-	-	-	-	-	-	-	-	-	14.20	6.01	94.88	97.32	96.14
Nagaland	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Odisha	3.72	2.98	3.36	5.39	4.07	4.74	4.30	3.36	3.84	34.70	34.47	34.58	-	-	-
Puducherry	-	1.05	0.12	-	3.42	1.30	-	1.99	0.58	19.50	15.35	17.42	10.61	3.40	6.89
Punjab	1.01	1.38	1.18	2.36	2.86	2.59	1.51	1.91	1.70	13.11	12.63	12.88	12.34	7.27	9.96
Rajasthan	4.60	4.88	4.73	2.68	4.34	3.43	3.98	4.71	4.32	17.56	18.49	17.95	-	-	-
Sikkim	6.05	-	2.34	9.23	0.56	4.95	7.23	-	3.33	4.23	2.68	3.43	-	14.03	6.60
Tamil Nadu	0.23	0.10	0.17	1.69	1.61	1.65	0.78	0.67	0.73	15.46	7.75	11.65	6.31	3.88	5.01
Telangana	4.75	4.19	4.48	3.47	2.70	3.09	4.29	3.65	3.98	17.46	15.21	16.32	12.83	12.30	12.56
Tripura	0.43	-	0.14	1.35	1.30	1.32	0.77	0.39	0.58	29.55	32.22	30.88	9.67	13.24	11.28
Uttar Pradesh	8.80	7.83	8.33	6.70	9.99	8.35	8.20	8.47	8.33	15.41	15.22	15.32	7.51	7.40	7.46
Uttarakhand	3.24	2.84	3.05	2.06	2.83	2.44	2.83	2.84	2.84	15.07	12.03	13.59	1.45	-	0.65
West Bengal	3.33	2.60	2.98	7.04	4.28	5.66	4.74	3.26	4.01	20.69	22.74	21.74	8.96	9.34	9.14
<b>All India</b>	<b>4.71</b>	<b>4.20</b>	<b>4.46</b>	<b>5.00</b>	<b>6.03</b>	<b>5.51</b>	<b>4.80</b>	<b>4.82</b>	<b>4.81</b>	<b>19.64</b>	<b>19.05</b>	<b>19.36</b>	<b>3.34</b>	<b>3.09</b>	<b>3.22</b>

-: States reporting negative drop-out rate have not been reported. \*: State do not have enrolment in this caste.

Table 3.22 Annual Average Drop-out Rate by Educational Level: Scheduled Tribes: 2014-15

State/UT	Primary			Upper Primary			Elementary			Secondary			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	1.03	-	0.35	6.31	2.25	4.35	2.76	0.49	1.66	12.72	10.49	11.62	23.89	21.81	22.86
Andhra Pradesh	13.74	13.61	13.68	13.04	10.36	11.76	13.53	12.66	13.11	16.13	17.22	16.67	3.03	5.89	4.40
Arunachal Pradesh	12.16	10.45	11.32	5.39	8.83	7.16	10.11	9.93	10.02	17.09	14.65	15.90	19.51	17.26	18.40
Assam	16.21	16.57	16.39	6.47	7.94	7.22	13.05	13.71	13.38	23.86	26.95	25.42	-	0.88	0.06
Bihar	3.55	2.60	3.09	6.23	4.43	5.33	4.25	3.10	3.69	7.58	7.68	7.63	-	-	-
Chadigarh	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Chhattisgarh	6.09	5.54	5.82	9.77	7.67	8.74	7.36	6.28	6.83	26.45	23.50	24.93	3.87	4.22	4.05
Dadra & Nagar Haveli	0.01	0.74	0.37	4.30	5.45	4.84	1.96	2.80	2.36	24.06	22.40	23.29	12.50	4.32	8.95
Daman & Diu	-	-	-	-	-	-	-	-	-	28.85	23.41	26.20	4.76	-	-
Delhi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Goa	-	-	-	-	-	-	-	-	-	14.21	10.14	12.26	18.32	16.28	17.30
Gujarat	2.62	2.65	2.64	8.02	9.43	8.69	4.47	4.94	4.69	32.36	30.41	31.45	9.38	5.51	7.51
Haryana	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Himachal Pradesh	0.01	0.62	0.31	1.35	2.32	1.83	0.54	1.30	0.91	3.60	6.27	4.87	10.43	4.09	7.54
Jammu & Kashmir	8.74	8.59	8.67	8.44	11.60	9.92	8.65	9.43	9.02	28.62	28.97	28.78	17.83	14.63	16.42
Jharkhand	8.91	8.14	8.53	12.06	11.54	11.80	9.79	9.11	9.46	27.35	26.19	26.78	0.39	4.47	2.44
Karnataka	2.11	1.49	1.81	5.03	6.94	5.95	3.14	3.40	3.26	28.47	27.49	28.00	11.59	7.62	9.68
Kerala	2.81	0.24	1.57	0.70	-	-	2.01	-	0.35	15.84	7.44	11.77	13.40	1.03	7.08
Lakshadweep	0.40	-	-	2.74	3.43	3.09	1.38	1.18	1.28	9.06	4.81	6.79	2.40	3.24	2.86
Madhya Pradesh	8.96	9.34	9.14	14.45	15.93	15.18	10.72	11.56	11.13	34.40	34.85	34.62	8.73	6.34	7.59
Maharashtra	2.81	2.48	2.65	4.23	6.56	5.32	3.32	3.89	3.59	20.87	20.61	20.75	4.71	4.90	4.79
Manipur	13.33	13.50	13.41	6.95	5.90	6.43	11.61	11.40	11.50	17.95	17.26	17.61	-	-	-
Meghalaya	10.92	8.85	9.89	6.69	5.86	6.25	9.78	7.97	8.86	21.24	20.08	20.62	-	-	-
Mizoram	10.84	10.70	10.77	6.39	4.96	5.70	9.41	8.85	9.14	23.25	20.87	22.07	1.32	-	-
Nagaland	6.32	5.25	5.79	8.30	7.84	8.07	6.96	6.09	6.53	17.46	18.90	18.19	9.15	1.88	5.69
Odisha	6.82	7.11	6.96	9.02	8.11	8.58	7.43	7.39	7.41	33.56	31.51	32.56	@	@	@
Puducherry	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Punjab	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Rajasthan	5.38	6.11	5.72	4.12	3.07	3.65	5.00	5.23	5.11	16.47	15.47	16.03	-	-	-
Sikkim	5.18	-	2.40	5.44	1.52	3.36	5.27	0.14	2.78	18.59	13.90	16.01	13.91	12.53	13.12
Tamil Nadu	4.89	4.94	4.91	13.52	13.33	13.43	7.67	7.70	7.69	22.58	16.12	19.48	8.17	2.25	5.29
Telangana	8.26	8.01	8.14	6.53	6.07	6.31	7.71	7.40	7.56	15.70	13.55	14.68	2.73	6.60	4.57
Tripura	2.48	2.28	2.38	3.13	3.53	3.32	2.70	2.69	2.69	30.44	29.13	29.82	6.88	5.32	6.20
Uttar Pradesh	6.13	4.21	5.20	-	1.59	0.11	4.03	3.43	3.73	0.59	7.57	4.01	-	-	-
Uttarakhand	1.52	0.34	0.95	5.99	-	2.84	3.16	0.02	1.65	13.82	6.75	10.33	-	-	-
West Bengal	6.00	5.02	5.52	9.24	5.91	7.57	7.04	5.31	6.19	23.72	24.14	23.93	13.76	9.14	11.65
All India	7.02	6.84	6.93	8.48	8.71	8.59	7.48	7.44	7.46	24.94	24.40	24.68	-	-	-

-. States reporting negative drop-out rate have not been reported. \*: State do not have enrolment in this caste.



Table 3.23 Annual Average Drop-out Rate by Educational Level: Other Backward Class: 2014-15

State/UT	Primary			Upper Primary			Elementary			Secondary			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	-	-	-	-	-	-	-	-	-	3.98	-	1.21	7.02	-	1.42
Andhra Pradesh	2.27	2.92	2.58	1.77	2.81	2.28	2.09	2.88	2.47	10.70	12.31	11.48	-	-	-
Arunachal Pradesh	6.74	-	2.35	0.96	2.02	1.48	5.00	-	2.09	9.04	-	-	-	22.45	5.32
Assam	11.18	11.22	11.20	7.14	5.28	6.22	9.87	9.31	9.59	27.67	28.39	28.03	-	-	-
Bihar	-	-	-	3.44	3.75	3.60	0.93	0.40	0.67	27.51	28.80	28.14	-	-	-
Chadigarh	-	-	-	-	-	-	-	-	-	-	12.50	2.21	2.48	0.57	1.60
Chhattisgarh	1.65	1.48	1.57	5.19	4.22	4.71	2.98	2.52	2.75	21.88	18.86	20.36	0.02	3.70	1.89
Dadra & Nagar Haveli	-	-	-	-	-	-	-	-	-	-	-	-	-	16.67	5.88
Daman & Diu	5.83	1.93	3.99	0.36	1.91	1.12	3.65	1.93	2.82	39.54	32.10	35.96	15.91	8.15	12.22
Delhi	7.50	2.38	5.26	-	-	-	2.41	-	0.47	-	-	-	3.07	-	-
Goa	-	-	-	-	-	-	-	-	-	7.34	1.40	4.49	17.22	3.32	10.18
Gujarat	0.51	0.59	0.55	5.21	10.86	7.76	2.30	4.32	3.24	29.50	27.74	28.82	9.75	7.30	8.78
Haryana	9.41	9.99	9.68	10.49	12.13	11.24	9.80	10.75	10.24	19.27	17.98	18.71	8.32	6.19	7.40
Himachal Pradesh	-	-	-	-	-	-	-	-	-	3.74	3.66	3.70	7.72	4.80	6.36
Jammu & Kashmir	16.02	15.58	15.81	13.13	15.01	14.05	15.09	15.40	15.24	30.62	32.40	31.44	23.11	27.10	24.88
Jharkhand	4.19	3.33	3.76	7.48	7.69	7.59	5.28	4.84	5.06	28.54	29.30	28.92	5.02	4.43	4.74
Karnataka	-	-	-	-	-	-	-	-	-	18.31	15.11	16.76	-	-	-
Kerala	-	-	-	-	-	-	-	-	-	18.16	12.23	15.28	0.24	-	-
Lakshadweep	-	8.70	-	-	-	-	-	3.13	-	-	0.00	-	20.00	0.00	16.67
Madhya Pradesh	5.70	5.84	5.77	5.92	9.61	7.73	5.78	7.25	6.49	23.32	25.00	24.09	-	1.50	-
Maharashtra	1.39	1.29	1.34	0.65	2.71	1.61	1.11	1.83	1.44	12.75	12.19	12.50	1.77	1.93	1.84
Manipur	2.57	4.91	3.76	-	2.60	0.57	1.33	4.21	2.79	17.81	21.11	19.44	-	-	-
Meghalaya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mizoram	-	-	-	-	-	-	-	-	-	0.00	-	-	-	-	-
Nagaland	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Odisha	0.66	0.43	0.55	2.63	2.40	2.52	1.40	1.18	1.30	39.19	39.15	39.17	@	@	@
Puducherry	-	-	-	-	-	-	-	-	-	14.46	8.48	11.50	5.67	6.00	5.85
Punjab	-	-	-	-	-	-	-	-	-	4.83	4.54	4.70	3.87	0.27	2.22
Rajasthan	5.50	5.42	5.46	2.60	4.37	3.39	4.53	5.09	4.79	13.32	13.23	13.28	-	-	-
Sikkim	-	0.10	-	-	-	-	-	-	-	18.59	13.76	16.09	13.42	7.07	10.05
Tamil Nadu	-	-	-	-	-	-	-	-	-	10.41	2.93	6.77	4.07	1.96	2.96
Telangana	3.59	3.58	3.59	2.37	2.14	2.26	3.16	3.06	3.11	20.36	19.24	19.80	6.23	5.27	5.75
Tripura	-	-	-	-	-	-	-	-	-	26.04	27.91	26.98	5.46	7.30	6.45
Uttar Pradesh	8.90	7.72	8.32	0.87	4.98	2.93	6.56	6.90	6.72	7.81	9.44	8.58	-	0.44	-
Uttarakhand	9.22	6.99	8.17	1.94	3.26	2.58	7.16	5.89	6.55	13.50	12.23	12.88	-	-	-
West Bengal	-	-	-	-	-	-	-	-	-	10.49	13.26	11.99	3.34	2.80	3.08
<b>All India</b>	<b>2.99</b>	<b>2.48</b>	<b>2.74</b>	<b>2.15</b>	<b>3.73</b>	<b>2.92</b>	<b>2.71</b>	<b>2.91</b>	<b>2.81</b>	<b>17.35</b>	<b>16.72</b>	<b>17.05</b>	<b>-</b>	<b>-</b>	<b>-</b>

-: States reporting negative drop-out rate have not been reported.



Table 3.24 Annual Average Drop-out Rate by Educational Level: Muslim: 2014-15

State/UT	Primary			Upper Primary			Elementary			Secondary			Class XI-XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A & N Islands	0.14	-	-	2.99	3.60	3.30	1.18	1.21	1.19	11.00	8.07	9.55	8.55	-	4.24
Andhra Pradesh	4.81	7.11	5.94	0.20	3.61	1.90	3.32	5.96	4.63	45.32	47.34	46.32	-	-	-
Arunachal Pradesh	0.08	-	-	-	1.82	-	-	-	-	-	-	-	-	30.77	10.31
Assam	21.32	18.09	19.71	20.27	18.80	19.46	21.05	18.30	19.64	30.96	37.26	34.46	1.42	4.52	2.95
Bihar	-	-	-	7.34	6.09	6.66	1.80	0.52	1.14	24.45	24.89	24.69	-	-	-
Chadigarh	-	-	-	2.16	1.87	2.02	-	-	-	20.75	19.22	20.04	19.09	10.64	15.20
Chhattisgarh	8.31	3.00	5.89	5.83	3.01	4.45	7.53	3.00	5.42	25.17	17.46	21.17	9.18	-	4.14
Dadra & Nagar Haveli	3.13	1.16	2.22	-	4.64	1.00	1.36	2.33	1.80	16.23	24.70	20.17	17.95	8.11	13.16
Daman & Diu	-	0.37	-	-	-	-	-	-	-	24.34	7.98	17.48	17.39	-	0.00
Delhi	-	-	-	4.47	2.41	3.45	-	-	-	20.48	14.30	17.38	27.13	16.31	21.78
Goa	-	-	-	-	-	-	-	-	-	26.14	18.16	22.50	20.60	17.68	19.11
Gujarat	-	0.27	-	7.04	13.11	9.90	1.33	4.87	3.02	34.18	27.22	31.34	12.94	7.02	10.34
Haryana	21.54	23.56	22.50	31.18	39.62	34.83	24.50	27.89	26.07	30.48	30.78	30.57	16.95	7.09	14.34
Himachal Pradesh	0.60	-	-	0.40	2.34	1.30	0.53	-	-	19.59	13.37	16.89	10.03	-	1.44
Jammu & Kashmir	8.44	8.14	8.29	6.50	7.17	6.83	7.82	7.83	7.82	17.10	19.35	18.17	9.83	7.54	8.80
Jharkhand	9.23	6.99	8.11	21.25	19.94	20.55	12.89	11.30	12.08	37.07	39.14	38.17	-	26.34	12.99
Karnataka	-	-	-	2.23	1.89	2.06	-	-	-	33.64	30.55	32.07	3.00	-	-
Kerala	-	-	-	-	0.42	-	-	-	-	21.65	17.76	19.75	1.18	-	0.10
Lakshadweep	-	-	-	1.70	3.30	2.52	0.33	1.27	0.80	10.23	5.65	7.78	2.59	3.23	2.94
Madhya Pradesh	7.35	5.17	6.30	12.66	11.38	12.01	9.01	7.23	8.14	25.51	21.36	23.43	1.47	-	-
Maharashtra	1.49	1.93	1.71	3.12	4.82	3.95	2.07	2.95	2.50	26.31	23.52	24.96	2.73	0.91	1.84
Manipur	9.68	9.73	9.70	1.57	5.03	3.30	7.44	8.42	7.93	19.43	21.29	20.31	-	-	-
Meghalaya	6.86	7.67	7.27	6.54	14.91	10.98	6.76	10.02	8.45	20.36	27.44	23.78	-	-	-
Mizoram	-	-	-	-	0.96	-	-	-	-	51.02	43.24	47.67	84.62	92.31	88.46
Nagaland	-	-	-	-	-	-	-	-	-	4.87	6.73	5.70	-	-	-
Odisha	9.66	8.00	8.85	13.33	9.69	11.45	10.87	8.59	9.74	40.61	41.48	41.09	-	-	-
Puducherry	3.02	3.14	3.08	1.13	-	0.32	2.33	1.78	2.06	13.08	4.24	8.98	11.42	3.51	7.41
Punjab	2.33	0.28	1.38	4.39	1.70	3.15	2.96	0.71	1.92	15.73	-	4.54	14.17	-	6.62
Rajasthan	6.99	4.03	5.65	4.36	6.74	5.41	6.30	4.72	5.58	20.12	18.12	19.32	-	0.04	-
Sikkim	6.53	5.34	5.96	5.47	3.81	4.72	6.22	4.93	5.61	30.00	25.69	28.25	50.00	57.89	53.98
Tamil Nadu	2.18	1.35	1.77	2.75	2.42	2.58	2.39	1.75	2.07	14.85	6.98	10.92	4.11	4.83	4.50
Telangana	2.05	0.61	1.33	3.97	3.58	3.77	2.64	1.58	2.11	29.60	28.06	28.78	20.71	15.42	17.80
Tripura	8.07	9.64	8.85	5.42	0.72	2.98	7.30	6.90	7.10	35.81	38.52	37.35	14.20	13.64	13.94
Uttar Pradesh	18.04	15.73	16.93	21.43	20.24	20.83	18.90	16.95	17.95	19.49	16.41	17.92	12.16	9.29	10.65
Uttarakhand	12.96	10.29	11.71	10.69	11.53	11.11	12.39	10.63	11.55	24.45	20.89	22.61	8.90	-	4.02
West Bengal	2.56	-	1.04	10.15	3.33	6.35	4.96	0.93	2.88	22.38	23.55	23.09	10.60	9.17	9.82
<b>All India</b>	<b>7.37</b>	<b>5.68</b>	<b>6.54</b>	<b>9.98</b>	<b>8.97</b>	<b>9.46</b>	<b>8.16</b>	<b>6.84</b>	<b>7.45</b>	<b>24.71</b>	<b>23.58</b>	<b>24.12</b>	<b>8.55</b>	<b>6.29</b>	<b>7.40</b>

## ii. Participation of girls

**Table-23: Number of Female per hundred Male Enrolled by Stages of Education**

Level/ Year	Primary (I-V)	Upper Primary (VI-VIII)	Secondary (IX-X)	Senior Secondary (XI-XII)	Higher Education
1950-51	39	19	NA	15	13
1960-61	48	31	NA	26	21
1970-71	60	41	NA	33	28
1980-81	63	49	NA	45	36
1990-91	71	58	NA	49	46
2000-01	78	69	63	62	58
2005-06	87	81	73	72	62
2006-07	88	82	73	74	62
2007-08	91	84	77	76	63
2008-09	92	86	79	77	65
2009-10	92	88	82	80	67
2010-11	92	89	82	79	78
2011-12	93	90	84	81	80
2012-13*	94	95	89	87	81
2013-14*	93	95	89	89	85
2014-15*	93	95	91	90	85

*Note: from 1950-51 to 1990-91, figures for Class XI-XII include Class IX-X*

### **Data Source:**

#### **For School Education:**

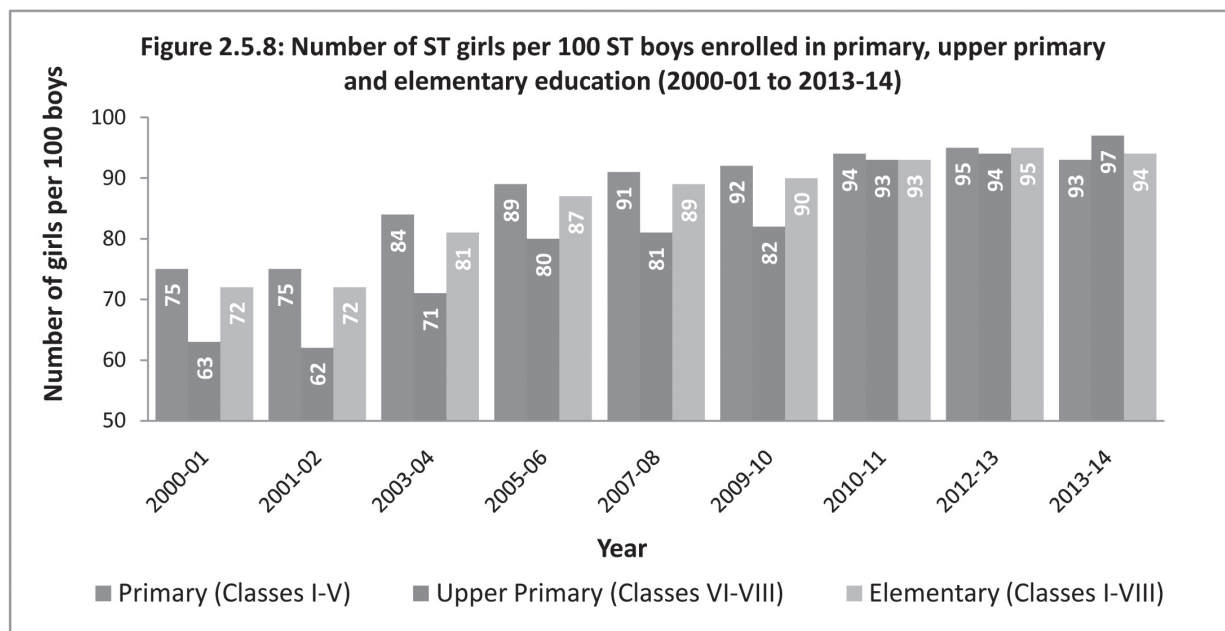
(i) figure from 1950-51 to 2011-12: Ministry of Human Resource Development, Government of India (website: <http://mhrd.gov.in/statist>)

(ii) figure from 2012-13 & 2014-15: National University of Educational Planning & Administration, New Delhi (website: <http://dise.in>)

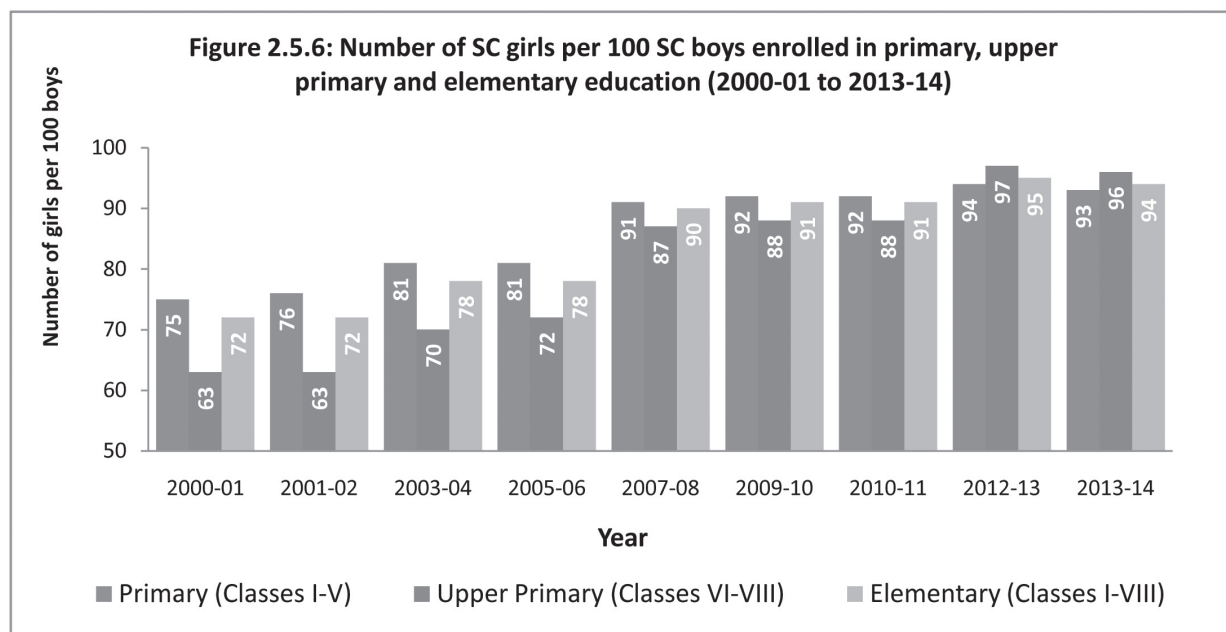
\* figures related to School Education are provisional.

#### **For Higher Education:**

Ministry of Human Resource Development, Government of India (website: <http://mhrd.gov.in/statist>)



Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA



Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA



**Table 2.5.4: SC/ST Girls enrolled as percentage of total SC/ST enrolment in primary (Classes I-V), upper primary (Classes VI-VIII) and elementary (Classes I-VIII) education (2000-01 to 2013-14)**

Year	SC Girls enrolled as percentage of total SC enrolment			ST Girls enrolled as percentage of total ST enrolment		
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary
2000-01	42.9	38.8	41.9	42.7	38.7	41.8
2001-02	43.3	38.7	41.9	42.7	35.1	41.7
2002-03	44.7	41.3	44.0	45.8	40.6	44.7
2003-04	45.0	40.7	43.9	45.6	41.7	44.7
2004-05	44.4	41.4	43.6	46.7	42.9	45.6
2005-06	44.7	41.8	43.9	47.2	44.4	46.5
2006-07	45.0	41.9	44.2	47.2	43.5	46.3
2007-08	47.7	46.5	47.4	47.9	44.7	45.7
2008-09	47.9	46.7	47.3	48.0	46.0	47.5
2009-10	47.9	46.8	47.6	48.0	45.1	47.3
2010-11	48.0	46.9	47.7	48.3	48.1	48.3
2011-12	48.4	48.7	48.5	48.4	49.2	48.6
2012-13	48.4	49.2	48.6	48.7	48.4	48.6
2013-14	48.3	48.8	48.5	48.3	49.2	48.3

Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

**Table 2.5.5: Ratio of SC/ST Girls' enrolled to SC/ST boys' enrolment in primary (Classes I-V), upper primary (Classes VI-VIII) and elementary (Classes I-VIII) education (2000-01 to 2013-14)**

Year	Ratio of SC girls' enrolment to SC boys' enrolment			Ratio of ST girls' enrolment to ST boys' enrolment		
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary
2000-01	0.75	0.63	0.72	0.75	0.63	0.72
2001-02	0.76	0.63	0.72	0.75	0.62	0.72
2002-03	0.82	0.71	0.79	0.84	0.68	0.81
2003-04	0.81	0.70	0.78	0.84	0.71	0.81
2004-05	0.80	0.71	0.77	0.86	0.75	0.84
2005-06	0.81	0.72	0.78	0.89	0.80	0.87
2006-07	0.82	0.72	0.79	0.89	0.77	0.86
2007-08	0.91	0.87	0.90	0.92	0.81	0.89
2008-09	0.92	0.88	0.90	0.92	0.85	0.91
2009-10	0.92	0.88	0.91	0.92	0.82	0.90
2010-11	0.92	0.88	0.91	0.94	0.93	0.93
2011-12	0.94	0.95	0.94	0.94	0.97	0.95
2012-13	0.94	0.97	0.95	0.95	0.94	0.95
2013-14	0.93	0.96	0.94	0.93	0.97	0.94

Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA



**Table 2.5.1: Girls enrolled as percentage of total enrolment and ratio of girls' enrolment to boys' enrolment by level of education (primary, upper primary, elementary and secondary education) (2000-01 to 2013-14)**

Year	Enrolment of girls as percentage of total enrolment (%)			Ratio of girls' enrolment to boys' enrolment			Enrolment of girls as percentage of total enrolment (%)	Ratio of girls' enrolment to boys' enrolment	
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary	Secondary & Higher Secondary	Secondary	Higher Secondary
2000-01	43.8	40.9	43.0	0.78	0.69	0.75	38.8	63	63
2001-02	44.2	41.7	43.5	0.79	0.72	0.77	39.7	65	66
2002-03	46.8	43.9	46.0	0.88	0.78	0.85	41.3	70	70
2003-04	46.7	44.1	46.0	0.88	0.79	0.85	41.1	70	70
2004-05	46.7	44.3	46.0	0.88	0.80	0.85	41.5	71	71
2005-06	46.6	44.6	46.1	0.87	0.81	0.85	41.9	73	72
2006-07	46.9	45.2	46.4	0.88	0.83	0.87	42.4	73	74
2007-08	47.5	45.8	47.0	0.91	0.85	0.89	43.4	77	77
2008-09	48.0	46.9	47.7	0.92	0.88	0.91	43.7	78	78
2009-10	47.8	46.5	47.4	0.92	0.87	0.90	44.6	81	81
2010-11	47.9	47.2	47.7	0.92	0.89	0.91	44.7	82	81
2011-12	48.4	48.6	48.4	0.94	0.95	0.94	--	--	--
2012-13	48.4	48.8	48.5	0.94	0.96	0.94	46.9	89	88
2013-14	48.20	48.60	48.30	0.93	0.95	0.94	47.10	89	89

Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, U-DISE, NUEPA

**Table 2.5.2: Gender Parity Index (GPI) for GER in primary, upper primary and elementary education (2000-01 to 2013-14)**

Year	GPI (All categories of students)			GPI (SC students)			GPI (ST students)		
	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary	Primary	Upper Primary	Elementary
2000-01	0.82	0.75	0.80	0.80	0.70	0.78	0.73	0.66	0.72
2001-02	0.83	0.77	0.81	0.80	0.72	0.78	0.80	0.70	0.77
2002-03	0.96	0.86	0.93	0.88	0.77	0.85	0.88	0.74	0.85
2003-04	0.95	0.86	0.93	0.89	0.80	0.87	0.93	0.79	0.90
2004-05	0.95	0.88	0.93	0.87	0.79	0.85	0.90	0.81	0.88
2005-06	0.94	0.88	0.92	0.87	0.80	0.86	0.92	0.84	0.91
2006-07	0.94	0.89	0.93	0.88	0.76	0.86	0.92	0.85	0.91
2007-08	0.98	0.91	0.96	0.99	0.95	0.98	0.96	0.87	0.94
2008-09	1.00	0.96	0.99	1.00	0.96	0.99	0.97	0.90	0.96
2009-10	1.00	0.93	0.97	1.01	0.96	0.99	0.98	0.90	0.96
2010-11	1.01	0.95	0.99	1.01	0.97	1.00	1.00	0.96	0.99
2012-13	1.02	1.05	1.03	1.02	1.07	1.03	0.98	1.03	0.99
2013-14	1.03	1.08	1.04	1.02	1.07	1.04	0.98	1.02	0.99

Source: Statistics of School education, 2007-08; MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA

**Table 2.5.3: Gender Parity Index (GPI) for GER in secondary and higher secondary education (2004-05 to 2013-14)**

Year	Secondary stage (Classes IX-X) (Age 14-15 years)			Higher Secondary stage (Classes XI-XII) (Age 16-17 years)		
	GPI (All)	GPI (SC)	GPI (ST)	GPI (All)	GPI (SC)	GPI (ST)
2004-05	0.79	0.72	0.70	0.80	0.72	0.59
2005-06	0.80	0.74	0.74	0.80	0.75	0.60
2006-07	0.81	0.77	0.75	0.83	0.75	0.63
2007-08	0.85	0.88	0.76	0.84	0.84	0.67
2008-09	0.86	0.90	0.79	0.84	0.86	0.71
2009-10	0.88	0.89	0.82	0.87	0.90	0.71
2010-11	0.89	0.91	0.86	0.86	0.90	0.76
2013-14	1.00	1.02	1.00	0.98	1.02	0.93

Source: *Edicational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; U-DISE, NUEPA*

### iii. Major problems exist in the operation of SCSP/TSP

- Funds are often not allocated under SCSP/TSP in proportion to the population of SCs/STs in the state/nation. For example, in the current central government budget 2013-14, while the allocations under SCSP and TSP recorded a slight increase of 0.43% and 0.32% respectively, they are still short of being proportionate to the population of SCs and STs in the country. The SCSP allocation under the central government budget of Rs 9931.80 crores amounts to only 9.92% (as compared to SCs' 16.2% share of the national population) of the total Plan budget, and the TSP allocation of Rs 5313.52 crores is only 5.87% (as compared to STs' 8.2% share of the national population).
- A large amount of funds under SCSP and TSP are being allocated for general programmes and schemes, which are not specifically designed for SCs and STs with fixed, realistic targets. Much of the allocations by different departments are thus 'notional', in that they are made on paper but the money does not reach SCs and STs. The Planning Commission's Mid-term Appraisal of the Eleventh Five Year Plan, for example, noted that only two states – Gujarat and Tamil



Nadu – had fixed realistic physical targets for TSP schemes and programmes, while several states had not conducted surveys to identify the issues and priorities for ST development in their states.

- Most of the schemes devised by different departments for SCs and STs, that are accounted for under the SCSP and TSP that have direct benefit to SC/ST beneficiaries are merely for survival, not for their development or empowerment. In other words, the funds flow mainly for schemes for education, health and poverty alleviation, and less to schemes that would redistribute resources to SCs and STs and make them also owners of productive and knowledge resources.
- Critical administrative bottlenecks in the implementation of the development programmes/schemes and funds allocations, and the absence of adequate monitoring mechanisms, means that much of the funds for schemes for SCs and STs do not reach the communities. There is, therefore, poor utilisation of the funds for the welfare of SCs and STs.
- SCSP/TSP have been, time and time again, diverted to other sectors and for other purposes.
- There is a lack of transparency in many state budgets in terms of accessing information on the SCSP/TSP, to be able to track the funds and how much actually reaches the communities.
- Scheme planning and budgeting for SCs and STs is devised without the participation of the communities, or often any needs assessment on the ground. Consequently, as one report noted, “In spite of the number of schemes and incentives for educational development among STs, the impact has been marginal.”
- Service delivery mechanisms are poor and are a major constraint to the attainment of good development outcomes for SCs and STs.
- There is a lack of effective monitoring and review mechanisms at the central, state and district levels to ensure that all the relevant departments/ministries at both the central and state levels earmark the appropriate amount of funds under SCSP/TSP and also utilise effectively those funds as per the guidelines framed.



## iv. Current Needs of Dalit and Adivasi Children

Type of Need	Need
Information	<ul style="list-style-type: none"> <li>• Access to information on educational scheme for them</li> <li>• Access to information on norms and provisions of the Right of all Children to Free and Compulsory Education Act (RTE Act)</li> <li>• Awareness programmes for SC/ST parents on the various education schemes for their children as well as community mobilisation</li> </ul>
Academic support	<ul style="list-style-type: none"> <li>• A quiet room within schools in which to study, given the often noisy atmosphere in their crowded homes</li> <li>• Computer facilities and computer education in schools</li> <li>• Special classes for academically weaker students, so that they do not need to go outside for private tuition classes</li> <li>• Free coaching for SC/ST students in classes 10 and 12 to prepare for the competitive exams</li> <li>• Curriculum in tribal languages at the primary school level</li> <li>• A review of the curriculum at all stages of school education from the perspective of Dalits and Adivasis, to ensure their rich cultural identity and important leaders are acknowledged in positive ways</li> <li>• Special coaching in English, access to English medium schools</li> </ul>
Basic entitlements	<ul style="list-style-type: none"> <li>• System to ensure that the full scholarships, textbooks, etc. reach the students on time</li> <li>• Increase the scholarship amounts by at least 10%; e.g. for classes 1-5 it should be Rs 600 to 1200; for classes 6-8 Rs 1200 to 2400; for classes 9-10 Rs 1800 to 3600</li> <li>• Free computers for SC/ST students in secondary schools</li> <li>• Free textbooks, notebooks and stationery at least up to class 10, if not class 12</li> <li>• Decent quantity and quality of mid day meals in schools</li> <li>• Move towards free education for SC/ST children upto class 12</li> <li>• Transport or escort facilities for SC/ST students, especially girls</li> </ul>
Hostels/residential Schools	<ul style="list-style-type: none"> <li>• Hostels for SC/ST girls and boys at the block and district level</li> <li>• A residential school of JNV standard in every block for SC/ST students</li> <li>• Separate schools for ST Paharia and Birhor students in Jharkhand, who are extremely socio-economically marginalised</li> </ul>
Resource centres	<ul style="list-style-type: none"> <li>• Greater access to vocational and technical education schemes/centres</li> <li>• Education resource centre-cum-library in the villages in which students can study and learn, even be provided with tuition.</li> <li>• Block level resource centres should have SC/ST representatives</li> </ul>



Extra-curricular support	<ul style="list-style-type: none"> <li>• Guidance and counselling on social issues such as child marriages and how to negotiate social conflicts, as well as career guidance</li> <li>• A special guidance counsellor for girls</li> <li>• Karate and boxing training for students, especially girls</li> <li>• Extra-curricular activities such as sports, music and art provided in all schools with adequate equipment</li> <li>• Monthly health checkups for all students</li> <li>• Educational tours for secondary school students</li> <li>• Ensure electricity in all SC/ST habitations and in schools (via generators if necessary)</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Regular meetings should be organised between SC/ST parents and children with Education Department officials in order to share on issues and plan on education</li> <li>• Building better relationships between SC/ST parents and teachers</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>• Proper monitoring systems in schools to ensure regular, quality teaching takes place, that teachers are not over-burdened with other non-teaching works, and that basic facilities like toilets and drinking water are adequate and clean</li> <li>• All education volunteers working with SC/ST communities should be properly trained and regularly monitored in terms of their sensitivity towards these communities and their work</li> <li>• Regular impact analysis of SC/ST educational schemes to ensure match to SC/ST children's needs</li> </ul>
Grievance redress	<ul style="list-style-type: none"> <li>• Specific intervention programmes to address discrimination in schools and ensure SC/ST children are not made to do extra work in the schools like cleaning</li> <li>• Special training for teachers and school management on issues of discrimination and exclusion, equity and inclusion</li> <li>• Grievance redress system in schools to deal with discrimination and other violations of the right to education.</li> </ul>

i. Accessed from <http://ssa.nic.in/pabminutes-documents/NS.pdf>

ii. Accessed from <http://udise.in/Downloads/Publications/Documents/U-DISE-SchoolEducationInIndia-2015-16.pdf>

iii. All the tables are accessed from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/ESG2016\\_0.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/ESG2016_0.pdf) and <http://dise.in/Downloads/education-foe-all-in-india-2014-review.pdf>

iv. Accessed from <http://www.ncdhr.org.in/resources/publications/daaapublication/Institutional%20Exclusion%20in%20Education-2.pdf>

v. Accessed from <http://www.ncdhr.org.in/resources/publications/daaapublication/Institutional%20Exclusion%20in%20Education-2.pdf>

campaign towards

**ZERO**

**DISCRIMINATION**

**IN**

**SCHOOL**

**EDUCATION**



**National Dalit Movement for Justice - NDMJ**

A Program of SWADIHIKAR - NCDHR,

7/58, First Floor, South Patel Nagar, New Delhi - 110008

Tel. : +91-11-45009309/25842251

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