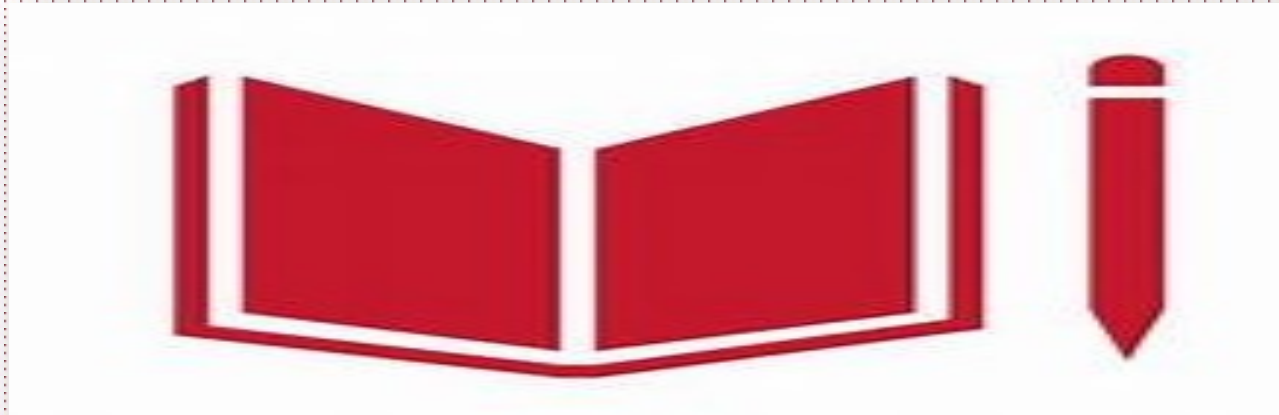


Sustainable Development Goal (SDG): Goal 4: Quality Education Progress Card



Department of School Education & Literacy (DoSE&L)
Ministry of Education
Government of India

Overview

- ✓ SDG 2030 with 17 Goals and 169 targets was introduced with effect from 1st January 2016.
- ✓ Government of India has constituted a High Level Steering Committee (HLSC) under the Chairmanship of Chief Statistician of India (CSI) & Secretary, MoSPI with members from NITI Aayog and other participating Ministries including Education.
- ✓ The HLSC meets from time to time to discuss the different indicators which can be used for achieving the SDG targets
- ✓ SDG Goal 4 is related to Education
- ✓ The Global Indicator Framework (GIF) on SDG Goal 4 has 10 main indicators
 - ✓ Some of them can be computed both at national and sub-national level
 - ✓ Few do not have necessary data for computation at sub-national level
 - ✓ One indicator – gender parity by top/ bottom wealth quintile do not have data for computation at national level as of now

Overview

- ✓ For better monitoring at sub-national level, 12 additional indicators have also been considered – these are called indicators for National Indicator Framework (NIF)
- ✓ These additional indicators are being discussed for its inclusion in monitoring and publishing SDG report for India at national and sub-national level
- ✓ The SDG Report of India is expected to include values of indicators at national and sub-national level
 - ✓ Indicators of the Global Indicator Framework to the extent it is currently available
 - ✓ Additional indicators of National Indicator Framework mutually agreed by the Ministry of Statistics and PI and the related line Ministry
- ✓ The line Ministry has also identified Policy Actions based on the National Education Policy 2020 for achieving the SDG 2030 targets

Actions initiated by India to achieve SDG targets :

1. **Universalisation of Pre-Primary Education by 2030:**

- ✓ Rationalization of existing resources from academic year 2021- by States/UTs to initiate 1 year of preparatory class in those areas where resources are already available;
- ✓ Introduce Preparatory class/Balavatika in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes;
- ✓ Development of locally contextualized teaching learning materials for ECCE by States in local languages.

2. **Improving enrolment in primary classes:**

- ✓ Extension of the mid-day meal programme to the Preparatory Class in primary schools ;
- ✓ Monitoring and Tracking of Health status of Children through periodic health check-up within one year;
- ✓ States/UTs will prepare individualised Health cards for all enrolled students.

Actions initiated by India to achieve SDG targets :

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at all Levels :

- ✓ A Household survey to identify Out of School Children by the States/ UTs
- ✓ Preparing school/block/district wise Fact Sheets to analyse the causative factors leading to dropout and poor learning level, and take preventive and remedial action
- ✓ Engagement of Counselors to schools, a group or cluster of schools/school complexes from 2022-23 onwards
- ✓ Adoption of a child-wise tracking system from pre-school to grade 12 to assess achievement in learning outcomes
- ✓ States to offer open school courses designed and developed by the NIOS in collaboration with the NIOS
- ✓ Creating a database of alumni, retired scientists, retired teachers, subject experts and volunteers mapped to each school for ease of access by teachers, students, parents, SMC, etc. to engage them in helping schools identify OoSC, mainstreaming them, remedial classes, contributing in FLN, etc.

Actions initiated by India to achieve SDG targets :

4. Identifying gaps and bridging availability of teachers at school level:

- ✓ Policy of recognising creative, dedicated and achieving teachers, by states for giving recognition to best teachers on different occasions, and for different purposes.
- ✓ An online transparent teacher transfer policy to meet the vacancies and needs of rural and remote areas by all States and UTs/KVS/JNV;
- ✓ Development of IT based solutions to reduce the education administration/planning/governance burden of teachers;
- ✓ A common National Professional Standards for Teachers (NPST) will be developed for the country and adoption of the National Professional Standards for Teachers (NPST) by all the States/UTs;
- ✓ NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes and suitably adapted 1-year B.Ed. Programmes,, including training in time-tested as well as the most recent techniques in pedagogy, teaching children with disabilities, teaching children with special interests, children with talents/ gifted children, use of educational technology, etc..
- ✓ All teacher education programmes to move to multi-disciplinary institutions;
- ✓ NCTE will formulate a new and comprehensive National Curriculum Framework for Teacher

Actions initiated by India to achieve SDG targets :

5. Improving adult literacy :

- ✓ NCERT will set up a constituent body dedicated to Adult Education within the organisation

6. Increase internet access to schools and promote digital schools:

- ✓ Internet access to schools will be increased to 100% by 2025 from the current level of 18.7% with the help of Bharat net and local effort
- ✓ The schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority by states/UTs under the strengthened ICT scheme
- ✓ Online teacher training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools
- ✓ Digital repository of innovative content, including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality, apps, gamification of Indian art and culture - in multiple languages
- ✓ NCERT and SCERTs will leverage existing e-learning platforms DIKSHA, for creating virtual labs

Actions initiated by India to achieve SDG targets :

7. Consultations with States/ UTs:

- ✓ **The Samagra Shiksha Scheme has been aligned with the New Education Policy (NEP) 2020 for further extension up to year 2025-26**
- ✓ **The Reform Agenda in the NEP and Samagra Shiksha has been discussed extensively with the States/UTs**
- ✓ **PGI has been evolved with extensive discussion with the States/ UTs**

National Indicator Framework- Approved / agreed indicator for School Education

Sl.No.	Indicator No.	Indicator Description
1	4.1.1	Net Enrolment Ratio in primary and upper primary education, (in percentage)
2	4.1.2	Adjusted Net Enrolment Ratio in primary, upper primary and secondary education
3	4.1.3	Gross Enrolment Ratio in higher secondary education
4	4.1.4	Percentage of students in grade 3, 5, 8 and 10 achieving at least a minimum proficiency level in terms of nationally defined learning outcomes to be attained by pupils at the end of each of above grades, 2017-18
5	4.1.5	Completion Rate for Grade 5, 8 & 10
6	4.1.8	Number of years (i) free and (ii) compulsory education guaranteed in legal frameworks, 2009, 2015-16
7	4.5.2	Gender Parity indices for Primary /Secondary/Higher Secondary /Tertiary education
8	4.a.1	Proportion of schools with access to: (a) electricity; (b) computers for pedagogical purposes; (c) adapted infrastructure and materials for students with disabilities/ disabled friendly ramp and toilets; (d) basic drinking water; (e) single-sex basic sanitation facilities; and (f) basic hand washing facilities (as per the WASH indicator definitions), (in percentage)
9	4.c.1	Proportion of trained teachers, by education level (primary, upper primary, elementary, secondary and higher secondary education), (in percentage)
10	6.2.3	Proportion of schools with separate toilet facility for girls, 2015-16 (in percentage)
11	4.7.1	Global Citizenship education (GCED) & education for sustainable development(ESD) including mainstreaming of gender equality & human rights in national education policies

Progress report on Goal 4: Quality of Education : Flash points

➤ School Infrastructure

- ✓ In 2015-16, 51.60 per cent schools had basic hand washing facilities whereas in 2018-19, 88.18 per cent schools had this facility;
- ✓ In 2015-16, 58.55 per cent schools had access to electricity whereas in 2018-19, 73.86 per cent schools had this facility;
- ✓ In 2015-16, 86.62 per cent schools had access to basic drinking water whereas in 2018-19, 95.68 per cent schools had this facility;
- ✓ In 2015-16, 27.31 per cent schools had access to computers for pedagogical purpose whereas in 2018-19, 32.66 per cent schools had this facility;

➤ Teachers:

- ✓ Percentage of trained teachers, by education level, was 67.82 for primary, was 81.60 for secondary in 2015-16. These values increased to 71.68 for primary, 82.62 for secondary education in 2018-19;

➤ Enrolment:

- ✓ Gross enrolment ratio for Higher secondary education increased from 48.32 per cent in 2015-16 to 50.14 per cent in 2018-19 .

Status of National Indicator Framework for SDG4

Sr. No	NIF Indicator	Level	2015-16	2018-19	
1	4.1.1: Net Enrolment Ratio in primary and upper primary education	Primary	94.11	89.14	
		Upper Primary	72.02	68.99	
2	4.1.2: Adjusted Net Enrolment Ratio in primary, upper primary and secondary education	Primary	98.79	93.6	
		Upper Primary	81.29	76.97	
		Secondary	58.35	55.64	
3	4.1.3: Gross Enrolment Ratio in higher secondary education	Higher Secondary	48.32	50.14	
4	4.1.5: Completion Rate for Grade 5, 8 and 10	Grade 5	97.59	96.53	
		Grade 8	98.58	97.18	
		Grade 10	80.44	77.58	
5	4.5.2: Gender Parity indices for Primary /Secondary/ Higher Secondary /Tertiary education	Primary	1.01	0.92	
		Secondary	1	0.94	
		Higher Secondary	1	0.97	
		Tertiary education	1.01	1	
6	Table 4.c.1: Proportion of trained teacher, by education level primary,upper primary, secondary	Primary	67.82	71.68	
		Upper Primary	74.56	72.27	
		Secondary	81.60	82.62	
7	4.a.1: Proportion of schools with access to: (a) electricity; (b) computers for pedagogical purposes; (c) adapted infrastructure and materials for students with disabilities/ disabled friendly ramp and toilets; (d) basic drinking water; (e) single-sex basic sanitation facilities; and (f) basic hand washing facilities (as per the WASH indicator definitions), (in percentage)	(a) Electricity	58.55	73.86	
		(b) Computers for pedagogical purposes	27.31	32.66	
		(c) Adapted infrastructure and materials for students with disabilities/ disabled friendly ramp and toilets	Toilets	19.79	17.54
			Ramp	61.00	63.71
		(d) Basic drinking water			
			86.62	95.68	
		(e) Single-sex basic sanitation facilities	Boys	95.65	92.63
			Girls	96.90	94.38
		(f) Basic hand washing facilities (as per the WASH indicator definitions)		51.60	88.18
8	6.2.3: Proportion of schools with separate toilet facility for girls, (in percentage)			96.90	94.38

Thank You