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GIST OF KURUKSHETRA

NOVEMBER 2019

Shankar IAS Academy™

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KURUKSHETRA – NOVEMBER 2019

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KURUKSHETRA – NOVEMBER 2019

1. POLICY AND PLANNING TOWARDS RURAL EDUCATION

What is the status of rural education in India?

- As per Census 2011, literacy rate in rural areas was around 68 per cent while it was 84 per cent in urban areas.
- Furthermore, only 59 per cent of rural women were estimated to be literate as compared to nearly 80 per cent urban women being literate in 2011.
- As per U-DISE 2016-17, total number of schools in India were 15.3 lakhs out of which nearly 12.97 lakh schools were in rural areas.
- Total enrolment in schools was 25.13 crore out of which 18.02 crore was enrolment of students from rural areas.
- Therefore, rural areas account for 84.46 per cent of total schools in India and 71.72 per cent of total; student enrolment in India.
- In addition, 73.04 per cent teachers are placed in rural locations.
- A surprise finding of NAS 2017 with respect to learning outcomes in Rural vs Urban areas is that the learning outcomes are similar in rural and urban school going population and in fact, even higher for rural students over urban ones

for class 8th in Mathematics, Science and Social Science subjects.

What are the GOI interventions to promote education in rural areas?

- Jawahar Navodaya Vidyalayas : The objectives of the Jawahar Navodaya Vidyalayas (JNVs) are mainly to provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.
- Samagra Shiksha : The Government of India has launched Samagra Shiksha - an Integrated Scheme for school education, which is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education.
- It envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels and subsumes the three erstwhile centrally sponsored schemes i.e. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).



- **Kasturba Gandhi Balika Vidyalya (KGBV) scheme:** This was launched for setting up residential schools at appear primary level for girls belonging predominantly to the SC, ST,OBC and minority communities.
- The scheme is being implemented in Educationally Backward Blocks (EBBs) of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average
- Eklavya Model Residential Schools (EMRS) : EMRS started to impart quality education to ST children in remote areas in order to enable them to avail of opportunities in high and professional educational courses and get employment in various sectors.
- The schools focus not only on academic education but on the all-round development of the students.

What are the Digital initiatives by GOI to promote the rural education?

- Operation Digital Board : The recent launch of Operation Digital Board aims to introduce digital boards all over the country in government and government-aided schools for nearly 1.5 lakh Secondary/Sr. Secondary schools.
- Similarly, UGC proposes to take up 300 universities and about 10,000 colleges in

the first phase covering 2 lakh classrooms.

- **e-PATHSHALA:** NCERT books are now available in digital version for free for anybody.
- Approximately 15 lakh students have downloaded e-Pathshala app.
- Diksha is a digital platform for teachers to enable capacity building of all categories of teachers.
- It will help over 50 lakh teachers in improving the quality of education.
- **MOOCs on SWAYAM Platform:** It is an integrated platform for offering online courses and covering school (9th to 12th) to Postgraduate Level. .
- The online courses are being used not only by the students but also by the teachers and non-student learners, in the form of lifelong learning.
- **SWAYAM PRABHA (Kishore Manch) DTH-TV** Channels have been launched for transmission of educational e-contents through 52 National Channels i.e. SWAYAM PRABHA DTH-TV.
- National Digital Library of India (NDL) is a project to develop a framework of virtual repository of learning resources with a single-window search facility.
- There are more than 5 crore digital resources available through the NDL.



- More than 50 lakh students have registered themselves in the NDL, with about 20 lakhs active users.
- **NISHTHA:** National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) has been launched very recently to build capacities of 42 lakh elementary school level teachers, principals, block resource centre coordinators and cluster resource centre coordinators.
- The basic objective of 'NISHTHA' Programme is to motivate and equip teachers to encourage and foster critical thinking in students.
- With a marked increase in first-generation learners, students are transcending the educational attainment of their parents.
- The United Nations Human Development Report reveals a doubling in the mean years of schooling from 3.0 to 6.4 between the years 1990 and 2017.
- The Government of India has been successful in its efforts to universalize access to education.
- The Sarva Shiksha Abhiyan (Education For All) launched in 2000, the Mid-Day Meal Scheme initiated in 2001, as well as the enactment of the Right to Education Act in 2009, have been instrumental in increasing enrolment and providing equitable educational opportunities.
- In fact, enrolment in the age group between 6 to 14 years, across both rural and urban areas, has been above 95 per cent since 2007.

2. STRATEGY TO PROMOTE RURAL EDUCATION

What is the overview of India's Education?

- Spread over an enormous landscape, impacting over 18 crore students (71 per cent of the nation's students), the rural school education sector accounts for over 84 per cent of the total schools in India.
- Historical analysis depicts admirable progress in this sector and unravels a transformation in the narrative around education.
- From being a luxury only a few could afford, today the sight of children in school uniforms even in the most remote regions of the country, has become common place.

What are the strategies followed by GOI to promote equitable education?

- **Transformation of Aspirational Districts Program:** Launched by the Prime Minister in 2018, the program aims to expeditiously improve the socio-economic status of some of the most backward regions in the country.
- With the highest weightage accorded to education, 112 Districts across the country are consistently monitored and



ranked in terms of progress made, on a critical set of indicators.

- Anchored at the NITI Aayog and in line with its mandate to promote 'cooperative and competitive' federalism, the program is resulting in tangible progress.
- More than 71 districts improved their language scores in Class 3 within just 6 months since the launch of the program.
- There has been exceptional progress in infrastructure parameters as well, especially in the 25 districts mentored by NITI Aayog.
- **Sustainable Action for Transforming Human Capital (SATH) Program:** NITI Aayog is steering this initiative in Jharkhand, Madhya Pradesh and Odisha.
- Home to 7 per cent of India's rural population and 8 per cent of the total schools, these three States are undertaking simultaneous academic and administrative reforms with an aim to - create efficient schools, enhance human resource capacity, strengthen organization structure and most importantly, improve learning outcomes.
- Implemented in partnership with the State Governments, initiatives like the learning enhancement programs, school consolidation, teacher recruitment and restructuring of the State Education Departments are leading to strengthened

governance systems and resulting in greater resource efficiency.

- **School Education Quality Index-SEI:** The Index provides the first national ranking of States, based on the success of their school education systems.
- Covering critical parameters including learning outcomes, access, equity, infrastructure as well as governance processes, the index provides a relative and fair comparison of States and Union Territories (UTs).
- SEI strives to drive evidence-based policymaking and will facilitate cross learning among States/ UTs.
- Its granular analysis includes an assessment of the overall performance in States/UTs as well as their progress over time.
- **New Education Policy:** India is on the verge of finalizing a new education policy.
- The draft National Education Policy 2019 envisions an inclusive and equitable education system where all children have an equal opportunity to learn and thrive.
- It advocates for equalizing participation and learning outcomes across regions through concerted policy action.
- Through the establishment of special education zones, targeted funding for inclusion as well as district-wise assistance for independent research on



inclusive education, the policy lays the road ahead for India, building on existing efforts to this end.

3. IMPACT OF THE RIGHT TO EDUCATION

What are the main features of the RTE Act?

- The Act makes education a fundamental right of every child between the ages of 6 and 14 years and specifies minimum conditions or input criteria that have to be met in all elementary schools.
- It mandates all private schools to reserve 25 per cent of seats, absolutely free of cost, for children belonging to disadvantaged categories, which is to be reimbursed by the State.
- It prohibits all unrecognized schools from practice, and also states that provision for donation or capitation fees is not permissible as well as that no child or parent should be required to appear for interviews prior to admission.
- In addition, the Act recognizes the large number of children who have had to drop out for financial and/or other considerations and provides for their mainstreaming in schools through special training so as to bring them at par with their peers in school.
- The RTE Act also requires surveys that will take stock of the education situation in all neighborhoods, identify children

who should be getting an education in school and set up facilities for providing it.

- The Act also states that necessary provisions such as teacher-student ratio, minimum infrastructure (drinking water, separate toilets for girls and boys, libraries, playgrounds, classrooms, ramps, boundary walls, etc.) shall be made available in all schools.
- Section 29 of the Act provides for curriculum and evaluation procedure in elementary schools, State Governments are required to prescribe the academic authority to lay down the curriculum and evaluation procedure.

What makes RTE to stand out with the similar legislations in other countries?

- First of all, "free" education does not merely mean waiving off tuition fees.
- It excludes any charge that may hinder a child's pursuit of her elementary education in a school of her choice.
- It, therefore, alleviates the burden of school expenses by encompassing provisions of textbooks, uniforms, stationery, special educational material and / or teaching / learning material and requisite aids and appliances for children with disabilities.
- Secondly, it looks at learning and education as a process and prescribes quality principles for the same.



- Thirdly, by making it a Fundamental Right, that is, by enshrining it in the fundamental law of the land, it makes it the duty and obligation of the government towards its people.
 - This is a giant leap ahead from Article 45 which was merely a Directive Principle and hence not justifiable in a court of law.
 - Such legislative design, therefore, plays a chief role in its potential as an agent of inclusive growth.
 - Fourthly, an external constitutional body is necessary to monitor the implementation of the Act which brings in transparency and accountability; both are hallmarks of good governance.
 - Finally, by requiring that psychological and emotional issues of children are addressed, the Act becomes a holistic and exemplary model for revamping the education sector in India and in countries with a similar milieu, especially in the context of education.
- strength of teachers' unions, existing teacher capabilities and variability in performance across the State.
 - It also needs to account for transparency in decision-making within the State.
 - The Central and State Governments should partner with international agencies for providing technical strengthening support in the education sector.
 - International development partners like the World Bank, DFID, ADB, etc., not only contribute through additional funding but also bring in their rich international experience and practical knowledge of best practices.
 - These same organisations could also contribute by designing tailor-made technical assistance and capacity building programmes.
 - Focus should be on improving quality by developing bespoke solutions instead of a standard straitjacketed programme design.
 - "Education for All" should not imply "One Programme for All". This thwarts innovations which should devise local solutions to local problems.

What is the way forward in fulfilling the objectives of RTE Act?

- Qualitative improvement in education is a much-needed outcome for India to remain competitive in the global sphere.
- This would require education policy to acknowledge that quality spans on a wide range of aspects ranging from the size of the school system, financial capabilities,



4. INVOLVING LOCAL COMMUNITIES IN RURAL SCHOOLS

What is the status of rural schools?

- While central and state governments have almost resolved the access problem in rural areas by providing primary schools in and around every habitation / village but surprisingly, according to the NITI Aayog majority of these schools have less than 50 students.
- These schools are also facing the shortage of qualified and trained teachers, perennial problem of poor infrastructure including no toilets or non-functioning toilets, no electricity, no running water no library or computer labs, absenteeism in teachers and poor governance.
- Unfortunately, in public perception government schools are now synonymous to poor quality of education.
- Due to this wide spread perception substantial numbers of parents in rural areas too are not sending their children to the government school and in fact, preferring private schools.
- It is not surprising that the percentage of children going to private schools is increasing every year.

What is the impact of this trend?

- It is certainly affecting the employability of young people from rural areas as

employability is directly related to the educational outcomes.

- If the quality of rural education is poor in terms of basic skills, knowledge and language efficiency required for number of jobs, it will affect the chances of rural youth.
- On the other hand, it has another ramification for the country's growth and development as India requires manpower with better schooling and skilling.
- Clearly, India may miss the much talked about 'demographic dividend' benefits if it fails to improve rural education as majority of workforce will come from the rural areas.
- How engagement of Local bodies and SHGs in school management will be a game changer ?
- It is important to note that the local bodies are directly accountable to their electors.
- The members and head of the local bodies come from local villages and block and district and also most of the time present in their areas.
- Similarly members particularly women members of the self-help groups are also active members of the rural communities.
- Both local bodies as well as self-help groups are best suited to lead and



manage the affairs of schools and colleges.

- They can play very crucial role in opening of the schools and colleges, developing its infrastructure and managing and maintaining it as well as in monitoring the performance of teachers and students.
- Both can mobilize local communities to take the ownership of the local schools/colleges and motivate its members to contribute physically and financially (for example Shramdaan or giving land or other resources for school/college) in expansion and maintenance of the school/college infrastructure on regular basis.
- There are hundreds of examples in rural India where local communities have built and ran efficient and well performing schools/colleges.
- It is high time to learn, revive the spirit and replicate those examples.

How SHGs in particular can be utilized in improving rural education?

- SHGs can be used in management and governance of rural schools on pilot basis after giving proper training and capacity building programmes.
- It will ensure local participation and monitoring in school management.

- SHGs know local problems and issues and can offer local solutions to rural schools.
- In the beginning, on experimental basis the state governments can hand-over the operational management of five rural schools to different SHGs with a clear mandate and full financial as well as manpower support to improve the quality of education in three years time period.
- A local body like BDC of the area can monitor and review the functioning of those schools on periodic basis.
- There must be inbuilt system of reward and punishment for the success of this experiment.
- Another area where SHGs can play an important role is managing the mid-day meal in rural schools.
- There are regular complaints appearing in news media regarding the quality of food, mismanagement and corruption in the ambitious mid-day meal scheme.
- Another problem of mid-day meal scheme is wastage of precious time of a teacher in overseeing the preparation of the mid-day meals in rural schools.
- To deal with it effectively, SHGs can be entrusted to manage and oversee the mid-day meal scheme in rural schools.



5. TOWARDS DIGITAL AND FINANCIAL LITERACY

What is the importance of Financial Literacy?

- **Inclusive Growth and Financial Inclusion:** Financial education assumes a crucial role in making the consumers respond to the initiatives of the supply or the service provider side.
- **Familiarity and Ability:** To make an informed choice, it is necessary to have financial literacy. Knowing about the schemes and options develops confidence, familiarity and skills to administer.
- **Freedom from exploitation:** Financial literacy will assist in safeguarding individuals and the general public against manipulative financial schemes and inflated interest rate charged by moneylenders.
- **Prevention of over indebtedness:** Financial education will help to avoid over-indebtedness, improve the quality of services and make wise financial decisions.
- **Promotion of entrepreneurship:** The educated entrepreneurs who have small scale businesses can benefit a great deal if a systematic national plan to impart specific financial knowledge is properly implanted.
- This is owing to the fact that making them aware of the new financial ventures and products will guide them in understanding the workings of market mechanism and improve their business dealings.
- **Positive Spillover effects:** A household with a substantial amount of financial education would make regular savings and invest in the correct channels to generate income.
- The financial well being of persons will in turn augment the societal welfare.
- **Making the Pension Responsibility an individual or personal affair and not that of the State / Corporations:** An individual who is financially literate would be in a superior situation to evaluate his / her own necessities and make savings in suitable schemes.
- **Behavioral Change:** The outburst of many financial products has made their usage grow quite rapidly without any refrain from the larger financial implications.
- There can be brought about a certain degree of behavioral change by means of financial education.
- **More and better input in Financial Markets:** In India, the need of the hour is to 'convert savers into investors'.
- It is mentioned in the National Strategy for Financial Education that more participation from the of domestic retail



investors in securities market will increase the strength and depth is needed of the same and “will give dividends by Increasing depth of securities market, reducing reliance on foreign investors and domestic savers reaping benefits of Corporate Growth and reducing strain on Government Treasury for investment in National Infrastructure.”

What is meant by "Project Financial Literacy"?

- Reserve Bank of India has undertaken a project titled “Project Financial Literacy”.
- The objective of this project is to disseminate information regarding the central bank and general banking concepts to various target groups, including school and college students, women, rural and urban poor, defense personnel and senior citizens.
- The project has been designed to be implemented in two modules, one module focusing on the economy, RBI and its activities, and the other module on general banking.
- The material is created in English and other vernacular languages.
- It is disseminated to the target audience with the help of banks, local government machinery, schools and colleges through presentations, pamphlets, brochures, films and also through RBI’s website.

What are the Government endeavors to strengthen Digital Literacy in India?

- Digital Saksharta Abhiyan (DISHA): National Digital Literacy Mission (NDLM) Scheme has been initiated by the government in order to impart IT training to citizens who are not literate in the IT sphere.
- This scheme aims at making target groups like the Angawadis, ASHA workers, sanctioned ration dealers, etc IT literate and enable them to effectively and actively participate in the national developmental course of action, by augmenting their livelihoods through digital literacy.
- Digitize India Platform (DIP): This is an initiative of the Union Government under the Digital India Programme.
- This scheme aims at creating a digital repository of all existing content, which includes the certificates and degrees of people, in various formats and media in a digitised pattern.
- Direct Benefit Transfer (DBT): DBT was brought underway with the objective to identify beneficiaries and accurately target them by directly transferring funds into their account, doing away with any sort of middlemen in the process.
- AADHAR and AADHAAR Enabled Payment System: AADHAR platform is



one of the main pillars of the Digital India Platform.

- This platform has the largest biometrics based recognition system, and is "a strategic policy tool for social and financial inclusion, public sector delivery reforms," to "promote hassle-free people-centric governance."
- Similarly, the AADHAR enabled payment system lets the customer use his/her AADHAR card as the identity proof and link the bank to AADHAR to carry digital payment activities.
- Saugamya Bharat Abhiyan: This campaign aims at achieving "universal accessibility" for people with disabilities in order for them to have access to equal opportunity, independent living and inclusive socio-economic development.
- AGRIMARKET App: This app has been created to enable the farmers to stay updated with the crop prices in order to ensure the best market for the sale of their crop and assess the market conditions beforehand.
- This app automatically traces the location of the farmer through GPS and fetched the market prices of the crops within a range of 50km.
- Bharat Interface for Money (BHIM): This app makes the bank transactions simple, swift and uncomplicated.

- It enables bank to bank direct transfer, which is done using a mobile phone.
- Cyber Swachhta Kendra: Under this initiative of the government, the main task of the centre is to quarantine and safeguard cyberspace by spotting botnet infections and subsequently notify the end-users to prevent further damage.
- This falls within the purview of 'National Cyber Security Policy' that aims to ensure clean cyber ecosystem iindo8.
- Vittiya Saksharta Abhiyan (VISAKA) : Launched by the Ministry of Human Resource Development, VISIKA is said to be "biggest digital transformation of country after Independence".
- The principle of the 'Vittiya Saksharta Abhiyan' is to energetically connect the Higher Education Institutions and their students and encourage all payers and payees to use a "digitally enabled cashless economic system" for their fund transfer.

6. INFRASTRUCTURE DEVELOPMENT IN SCHOOL EDUCATION

What are the infrastructure facilities provided by GOI to promote school education and their status?

- Increase in number of schools: SSA and RMSA during its decade long programme have sanctioned more than 3.64 lakhs elementary and secondary schools, which



- has resulted in significant increase in the number of schools in rural areas.
- The figures of the 8th All India Education Survey reveal that (96.01 per cent) rural population have access to primary stage education facilities within walking distance of 1km; and 92.81 rural population have access to upper primary stage education facilities within a distance of 3 kms.
 - Kasturba Gandhi Balika Vidyalaya (KGBV) are residential upper primary schools set up in educationally backward blocks for girls from SC,ST, OBC and Minority communities. 3609 KGBVs have been sanctioned by Government of India.
 - Girls' hostel for students of secondary and higher secondary schools: This is also a Centrally Sponsored Scheme that has been implemented since 2009-10 to set up a 100-bed girls' hostel in each of the 3,479 Educationally Backward Blocks (EBBs) of the country in an effort to ensure that girls are retained at the secondary level of education.
 - 2,483 Girls' Hostel are sanctioned in rural areas to improve access and retain the girls in Secondary and Higher Secondary classes (X XII) so that the girls get the opportunity to continue with their studies irrespective of distance to schools and other socio-economic factors.
 - School Building and classrooms: There are 98 per cent schools in rural areas, having their buildings.
 - Since the inception of the erstwhile Centrally Sponsored Scheme, SSA and RMSA 18.40 lakh classrooms has been constructed as a result the student classroom ratio (SCR) reduced drastically.
 - Drinking Water: As per UDISE 2016-17, there are 97 per cent schools in rural areas equipped with drinking water facility.
 - Many states have already achieved universal availability of drinking water facility with 100 per cent in schools.
 - **Separate Toilet for Boys and Girls:** Under Swachh Vidyalaya Initiative 4,17,796 (2.26 lakh boys' and 1.91 lakh girls toilets) toilet blocks were constructed or made functional in 2,61,400 schools within the given timeline.
 - The Initiative was made successful in partnership with all State Governments, 64 Central Public Sector Undertakings, and 11 Private Corporates.
 - With this, about 13.77 crore children in 11.21 lakh government schools all over the country now have access to toilet facilities.
 - Ramp and CWSN Toilet: One of the major objectives of all education programmes that have been implemented at present is



to develop an inclusive education system by providing access to children with disabilities.

- It has been found in DISE 2016-17 that around 64 per cent schools are having ramp and 23 percent schools having CWSN toilet facility.
- Library: The RTE Act and RMSA specifies that the Library will be an essential component of the school, providing not only resource for learning, but also for strengthening the idea of reading for pleasure, among the students.
- In rural areas the percentage of schools with library has been increased from 55 per cent in 2009-10 to 82 per cent in 2016-17.
- Information and Communication Technology (ICT): ICT@ schools was a scheme launched in 2004 by MHRD and revised in 2010 to provide opportunities to secondary and senior secondary students to mainly build their capacity on ICT skills and make them learn through computer aided learning process.
- Computer Aided Learning (CAL): Under SSA the CAL is primarily introduced in rural government upper primary schools covering the classes VI to VIII to attract and retain children and also in the process, enhance the quality of learning.
- The main objective of the CAL programme is to attract the rural children, retain

them in the schools and to improve the quality of the education through animated multimedia based educational content.

- **Electricity:** Electricity is a lasting need for education.
- Particularly in rural areas within a few years, students will be using digital devices to access information needed for studies, instead of using traditional textbooks.
- Computers and smart classrooms in rural areas have changed the need for electricity in schools.
- Although more than 80 percent of secondary and higher secondary schools in the rural areas are equipped with electricity facility, large number of primary schools are still devoid of electricity, despite having electricity in villages.
- Playground: RTE Act 2009 gives emphasis on playground in schools as playing puts enormous positive impact on children in their learning and overall physical development.
- There are 59 per cent schools having playground within it.
- Lack of availability of playground hampers engagement of children in different games and physical activities making schooling monotonous and unattractive.



- Boundary Wall: It is also noteworthy that although most of the schools are running in a building but many of these schools are found without any boundary wall.
- The analysis of U-DISE data indicates that a 47 per cent of schools in rural areas do not have boundary wall which is very important for the safety of children.
- Science Laboratory for Secondary and Higher Secondary schools: Children are able to retain knowledge for longer when they see the experiments being performed in front of them.
- Under RMSA, integrated science labs has been sanctioned to the Secondary-Schools.
- Associated with the challenge of deployment of teachers is the sudden and unpredictable transfers to which teachers and indirectly their students and their schools are often subjected.
- Lack of sufficient infrastructure, resources, and supplies are other impediments that affect the availability of teachers, especially in rural India.
- In spite of the Right to Education Act mandating teachers not to indulge in non teaching activities, teachers are often asked to spend large portions of their time on these activities, such as midday meal preparation, administrative tasks, data management, etc.,.

7. AVAILABILITY OF TEACHERS FOR BETTER EDUCATION

What are the issues regarding Teachers?

- Lack of initiatives and mechanisms that explicitly aim to recruit the best performing students, or those who have the best talent for teaching, into the teaching profession.
- Quality teacher education is severely lacking and indeed in a crisis at the current time.
- According to the data, the country faces over 10 lakh teacher vacancies - a large proportion in the rural areas - leading to Pupil Teacher Ratios that are even larger than 60 : 1 in certain areas.

- Issues like salary, promotion, transfers, etc, in the school system are hardly based on the merit system.
- There is a dire need to revisit and overhaul service conditions and career management to restore the high status of the teaching profession.

What are the suggestions to improve the Teacher Efficacy?

- Stability of tenure of teachers must be ensured for better and enhanced educational outcome.
- Incentives can be provided for teachers to take up teaching jobs in rural areas, especially in those remote areas with the greatest current numbers of teacher vacancies and shortages.



- In order to gauge passion and motivation towards teaching, a classroom demonstration or interview should be an integral part of teacher hiring at schools.
- A comprehensive teacher requirement planning exercise should be conducted in each state to assess expected teacher and subject vacancies over the next two decades.
- To ensure decent and pleasant service conditions, all schools need to be equipped with adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computers and internet in order to ensure that teachers and students are comfortable and inspired to teach and learn.
- In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools and decision making, including as members of School Management Committees.
- Teachers need to be given more autonomy in choosing finer aspects of curriculum and pedagogy, so that they may teach in the manner that they find most effective for students in their classroom and communities.
- Teachers must be given constant opportunities for self improvement and to learn latest innovations.