

#	GOAL 4	DRAFT NATIONAL INDICATOR	SUGGESTED INDICATOR & COMMENTS
<b>EDUCATION</b>	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Net Enrolment Ratio (NER) at Primary/ Upper-Primary/ Secondary/ Senior Secondary levels	<p>A joint study by UNESCO Institute for Statistics and the Global Education Monitoring Report, released in July 2016, has found that due to <i>persistent disparities in education participation linked to sex, social identity, location and wealth</i> 47 million adolescent in India have not progressed to upper secondary school. As per the data in the report, the country has the highest number of out-of-school adolescents in the world. Over a fifth of children between the ages of six and 11 are out of school. The report also highlights that 2.9 million children have not attended school at all. The U-DISE Provisional data (MHRD, 2014) shows dropout among SC children from Grade 1 to Secondary level (grade 9) to be at 50.1% (boys 51.8 &amp; girls 48%). For ST children it is 62.4% (boys 63.2% and girls 61.4%).</p> <p><b>Hence the indicator should be;</b></p> <ul style="list-style-type: none"> <li>• Gender disaggregated data on learning outcomes recorded for children studying in private schools under PPP models covered under the 25% reservation based on economic status and caste based reservations.</li> <li>• Sex, Age and Social identity (caste, ethnicity, religion wise) wise disaggregated data of enrolled children</li> </ul>

			<ul style="list-style-type: none"> <li>• Sex, Age and Social identity (caste, ethnicity, religion wise) wise disaggregated data of out of school children</li> <li>• Number of special training of school drop-outs as provided under RTE Act to bring them up to par with students of the same age.</li> <li>• Number of monitoring surveys conducted in all neighbourhoods and children requiring education identified as per the RTE Act.</li> <li>• Gender, age and caste wise segregated data of children identified through monitoring surveys for education.</li> <li>• Number of facilities set up for providing education to identified children requiring education.</li> <li>• Availability of all above information in public domain</li> </ul>
		<p>Proportion of students starting from Grade 1 who reaches last grade of Primary/ Upper-Primary/ Secondary/ Senior Secondary levels</p>	<p>A joint study by UNESCO Institute for Statistics and the Global Education Monitoring Report, released in July 2016, has found that due to <b><i>persistent disparities in education participation linked to sex, social identity, location and wealth</i></b> 47 million adolescent in India have not progressed to upper secondary school. As per the data in the</p>

			<p>report, the country has the highest number of out-of-school adolescents in the world. The report highlights almost 60% of adolescents aged between 15 and 17 years are not in school. The U-DISE Provisional data (MHRD, 2014) shows dropout among SC children from Grade 1 to Secondary level (grade 9) to be at 50.1% (boys 51.8 &amp; girls 48%). For ST children it is 62.4% (boys 63.2% and girls 61.4%).</p> <p><b>Hence the indicator should be;</b></p> <ul style="list-style-type: none"> <li>• Sex, Age and Social identity (caste, ethnicity, religion wise) wise disaggregated data of enrolled children</li> <li>• Sex, Age and Social identity (caste, ethnicity, religion wise) wise disaggregated data of out of school children</li> <li>• Number of special training of school drop-outs as provided under RTE Act to bring them up to par with students of the same age.</li> <li>• Number of monitoring surveys conducted in all neighbourhoods and children requiring education identified as per the RTE Act.</li> <li>• Gender, age and caste wise segregated data of children identified through monitoring surveys for education.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Number of facilities set up for providing education to identified children requiring education.</li> <li>• Availability of all above information in public domain</li> </ul>
		<p>Total public expenditure on education as a percentage of GDP</p>	<p>The DISE data has provided trends of elementary education in India according to which there has almost 24.28 percent increase in the number of private schools in between 2010-11 to 2014-15, whereas the growth of Government Schools is only 1.51 percent. When it comes to enrolment of students, during the same period there is a steep rise of 24.42 percent in private schools as against an 8.55 percent decline in enrolment in Government schools during the period.</p> <p><b>Hence the indicator should be;</b></p> <ul style="list-style-type: none"> <li>• Public expenditure of 6% GDP on enhancing quality of education at all levels, be it in Government schools or aided private schools.</li> <li>• Funds allocated to minority institutions in proportion to minority community population for quality education (curriculum and teaching learning materials, teachers, infrastructure development and maintenance)</li> </ul>

		Literacy rate of 7+ year-olds	As provided by NCE  However, the need is to shift from literacy to education.
		Youth literacy rate of persons (15-24 years)	As provided by NCE
	<b>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</b>	Prevalence of stunting in children under [5] years of age	<p>The principled decision to extend the right to education till Class X (age 16) and into the preschool age range being looked into by the CABE committee is a welcome step and needs confirmation in order to achieve the SDG target.</p> <p><b>Hence the indicator should be;</b></p> <ul style="list-style-type: none"> <li>• Training modules prepared for training of Anganwadi workers to impart pre-primary education to children</li> <li>• Number of trainings done with Anganwadi workers</li> <li>• Learning outcome monitoring mechanisms at local levels by engaging the administration, community based organisations, education activists and youth covered under literary programme.</li> <li>• % of increase of children and women who receive institutional nutrition care</li> <li>• No of children profiled</li> <li>• No of children newly linked up with Anganwadis</li> </ul>
		Prevalence of underweight children under [5] years of age	
		Proportion of students starting from Grade 1 who reaches last grade of Primary/ Upper-Primary/ Secondary/ Senior Secondary levels	
		Upper-Primary/ Secondary/ Senior Secondary levels	
		Proportion of children 12-23 months receiving full immunization	
		Proportion of 12-23 months old children immunised against measles	

		Under-five mortality rate	<ul style="list-style-type: none"> <li>No of malnourished children traced</li> <li>No of children returning to non-critical bracket of nutrition% increase in household visits of ASHA, ANM and Anganwadi worker</li> <li>No of cases attended to by nutrition workers</li> <li>No. of children who enters into the 'safe zone' of nutrition</li> </ul>
		Infant mortality rate	
		Child (0-6) Sex Ratio	
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months Proportion of male-female enrolled in higher education, technical and vocational education and the pass percentage gender-wise	<p>According to the Census of India 2011, there are currently 47 million unemployed youth in the 15-24 years age group, of which 26 million are male and 21 million are female. Within the overall figures, the conditions for the SCs and STs for the same period is worse, with 21% SCs and 22% STs reported to be unemployed in the 15-34 age group. Their participation in the skilled workforce is linked to their lower rates of participation in education.</p> <p><b>Hence the indicator should be;</b></p> <ul style="list-style-type: none"> <li>Number of programmes in place directly targeting SC, ST and Muslim communities' skill development</li> <li>Gender and caste/ethnicity, religion disaggregated data on <b>number of members trained /certified under these skill development schemes</b></li> </ul>
		Gross Enrolment Ratio (GER) at higher education level, male-female and SC/ST wise	
		Share of female students in different disciplines at higher education level	
		Total public expenditure on education as a percentage of GDP	

			<ul style="list-style-type: none"> <li>• Number of trained people placed in suitable jobs with gender and caste/ethnicity, religion disaggregated data in public domain.</li> <li>• Number of government run technical, vocational and tertiary education centres opened.</li> <li>• New regulatory legislation to regulate the private sector in technical, vocational, tertiary and university education to ensure that these players don't use this opportunity on squeezing money.</li> <li>• Number of recognised vocational, technical and tertiary education centres.</li> </ul> <p><b>Endorse last 3 NCE suggestions additionally</b></p>
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Proportion of Computer Literate Adults (Available through NSSO Survey)	<p><b>Go with NCE recommendations; additionally:</b></p> <ul style="list-style-type: none"> <li>• No. of training centres developed and strengthened</li> <li>• No. of male and female youth trained and certified, and placed in jobs</li> <li>• Percentage of GDP allocated to youth and adults training in relevant skills, including technical and vocational skills, for</li> </ul>
		Proportion of students passing out of NSDC sponsored skill development programme	
		Proportion of students passing out of long term vocational training programme	

		No. of entrepreneurial ventures set up under Start-up India, Stand-up India or through MSME.	employment, decent jobs and entrepreneurship
		Percentage Change in technical colleges, Business colleges over last year	<ul style="list-style-type: none"> <li>• SC/ST/Muslim male and female employed at entrepreneurial ventures set up under Start-up India, Stand-up India or through MSME.</li> <li>• Number of SC/ST/Muslim male and female youth enrolled at the training centres and technical colleges, Business colleges</li> </ul>
		Percentage Change in no. of vocational institutes over last year	
		Percentage Change in enrolment in vocational institutions	
	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Literacy rate of 7+ year-olds	
		Literacy rate of Adults in the age group of 15 and above	



		Literacy rate of youth in the age group of 15-24	
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	The Indicator is being developed	Human rights education introduced in school curriculum at appropriate levels up to Higher secondary levels, with participation of academicians, social workers, civil society organisations. <i>(To include sub-sections on sustainable development and sustainable lifestyles, gender equality, social equity and inclusion, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity etc.)</i>
	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)	<b>Go with NCE recommendations</b>
		Total public expenditure on education as a percentage of GDP	

	<p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<p>Volume of official development assistance for scholarships</p>	<p><b>Go with NCE recommendations</b></p>
	<p>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>Total public expenditure on education as a percentage of GDP</p>	<p><b>Go with NCE recommendations</b></p>