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**Educational-Regional Disparities and New Education Policy in India and Chhattisgarh**

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Central University), Bilaspur, C.G.****Abstract:**

In this paper the authors intend to highlight the facts and figures of regional disparities in terms of education, reasons for its existence in the Indian society in general and possible solution measures taken up by the Government and other Private agencies to overcome this disparity in India and Chhattisgarh. The authors also have given their suggestions for the New Education Policy based on the past facts and the present education scenario.

**Key Words:** Regional disparity, Educational disparities, New Education policy, Constitutional Provision, Literacy rate, Gross Enrolment Ratio.

**Introduction:**

It is an undeniable fact that education, if imparted, received and implemented in the good spirit, is a powerful instrument for overcoming inequalities, promoting human development, accelerating social transformation and achieving economic progress. It has become a challenge now to ensure providing the equitable educational facilities and opportunities in order to mitigate the educational deprivation. The strategic challenge is to compromise with the poor and quality-less socio-economic background of the children which proves to be one of the major determinant stepping stony factors towards the access to educational systems. Post-independence education policy envisaged providing equal opportunity to all sections of the society and recommended various measures to help the education system achieve this goal.

**Regional Disparity:**

The term 'disparity' origins from Latin word 'disparitas', which means divided.

According to Large explanatory dictionary, it means inequality or disproportion of different phenomena.

The Free Dictionary opines that it is the condition or fact of being unequal, as in age, rank, or degree. It is the economic disparities among regions and industries" as Courtenay Slater says.

According to The American Heritage Dictionary, and ILO, the Regional disparities mean the differences between economic performance and welfare between countries or regions.

Regional disparity means unbalanced spatial structures in some region or in different regions ". "Regional disparities are manifested in different conditions of life as well as in unequal economic and development potential. Contrast between city and rural area can be also understood as a form of spatial disparity".

**Education:**

The Father of the Nation, Mahatma Gandhi said, "By education I mean all round drawing out of the best in Child & Man – body, mind and Spirit."

Nelson Mandela opines, "Education is the most powerful weapon that we can use to change the world."

"Learning gives creativity, Creativity leads to thinking, Thinking provides knowledge, Knowledge makes you great." - Sir Abdul P.J. Kalam.

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**Constitutional Provisions:**

1. Article 45 of the Constitution of India originally stated: "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.
2. Article 45 was proposed to be substituted by the article which read: " Provision for early childhood care and education to children below the age of six years: The State shall endeavour to provide early childhood care and education for all children until they complete the age of sixteen years."
3. Following the initiatives by the Supreme Court of India during the 1990s the Ninety-third amendment bill suggested three separate amendments to the Indian constitution: The Constitution of India was amended to include a new article, 21A, which read: " The State shall provide free and compulsory education to all children of the age of six to fourteen years in a such manner as the State may, by law, determine."
4. Another article, 51A, was to additionally have the clause: "..... a parent or guardian [shall] provide opportunities for education to his child or, as the case may be, [a] ward between the age of six to fourteen years.
5. The bill was passed unanimously in the Lok Sabha, the lower house of the Indian Parliament, on November 28, 2001. It was later passed by the upper house – the Rajya Sabha\_ on May 14, 2002. After being signed by the President of India the Indian constitution was amended formally for the eighty sixth time and the bill came into effect. Since then those between the age of 6-14 have a fundamental right to education.
6. The Indian Constitution has provided many safeguards for socially disadvantaged groups, i.e. SC, ST and religious minorities. Various provisions made in the five year plans related to ensuring equal opportunity for all, reflected a translation of the principle of equity and social justice.
7. Article 46 of the Constitution of India holds that: "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation".
8. Other provisions for the Scheduled Castes and Scheduled Tribes can be found in Articles 330,332,335,338-342. Both the 5<sup>th</sup> and the 6<sup>th</sup> Schedules of the Constitution also make special provisions for the Scheduled Castes and Scheduled Tribes.
9. The Right of Children to Free and Compulsory Education Act 2009 has made important provisions in this respect. However, its implementation has proved extremely challenging, not only because of political and financial reasons but also due to the extremely hierarchical nature of society.

The growing inequality in educational access and participation has its roots in India's patriarchal and caste based stratified social structure. Despite many constitutional safeguards like Articles 38, 15, 16, 17, 21A, 45, 46, 51A and related policies, social and economic divisions between different social groups remain stark. Opportunities and resources are not distributed fairly and the access to them is determined by the position of individuals in society based on caste, class and gender, leading to disparity in education. Despite the constitutional safeguards, these groups continue to lag behind the mainstream population in every aspect of life as social and regional disparities are inter-twined problems resulting from an uneven spread of educational facilities across India and the states. Education in India falls under the control of both the Union Government and the states, with

some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

### Facts & Figures:

There are many well-equipped private schools, mainly located in cities, catering to the elite strata and there has been a steady increase in enrolment in these schools.

These schools enhance gender and social inequality, as only 20% SC/ST children were enrolled in private schools at the primary level and their proportion was only 14% at the upper primary level in the year of 2005-06. This inequality is also revealed in the literacy rate of SC and ST for male and female.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. However, India continues to face stern challenges.

Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7%, of the 15% who make it to high school, graduate. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

1. The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India.) The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country.
2. According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.04%.

Let us have a bird's eye view on the given data.

Sn.	Particulars	India		Chhattisgarh	
		2001	2011	2001	2011
1.	Total Population	1028737436	1210193422	20833803	25540196
2.	Male Population	532223093	623724248	10474218	12827915
3.	Female Population	496514346	586469174	10359585	12712281
4.	Area in Sq. KM	3287240	3287240	135191	135191
5.	Density	325	382	154	189
6.	Sex Ratio	933	943	989	991
7.	Literacy Rate	64.8	<b>74.04</b>	65.18	<b>71.04</b>
8.	Male Literacy Rate	75.3	82.14	77.86	81.45
9.	Female Literacy Rate	53.7	65.46	52.40	60.59

**Sources:** Census, 2001, Slums India Population, 2001, Chhattisgarh study, 2002– ISI, Delhi& XIDAS, Jabalpur, Chief Medical Office, Raipur, 2005, Internet – Chhattisgarhonline.in – 2011, Interim Provisional Data,2011.

3. Female literacy was at a national average of 65% whereas the male literacy was 82%. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8%.

4. World Bank statistics found that fewer than 40 percent of adolescents in India attend secondary schools. The Economist reports that half of 10-year-old rural children could not read at a basic level, over 60% were unable to do division, and half dropped out by the age 14.

5. As per Report of the Higher education in India, Issues Related to Expansion, Inclusiveness, Quality and Finance, the access to higher education measured in terms of Gross Enrolment Ratio (GER) increased from 0.7% in 1950/51 to 1.4% in 1960–61. By 2006/7 the GER increased to about 11 Percent and by 2012, (the end of 11th plan objective) is to increase it to 15%.

#### Gross enrolment Ratio

Year	GER
1950-51	0.7%
1960-61	1.4%
2006-07	11%
2011-12	15%

6. During the Financial Year 2011-12, the Central Government of India has allocated Rs 38,957 crores for the Department of School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 21,000 crores, is for the flagship program 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 21,000 crores is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12.

7. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009. In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) which announced the following:

(a) To progressively increase expenditure on education to around 6 percent of GDP.

(b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes.

(c) To ensure that no one is denied of education due to economic backwardness and poverty.

(d) To make right to education a fundamental right for all children in the age group 6–14 years.

(e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been seen on this front. Although the country targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations.

#### Percentage of GDP spending on Education

Sn.	Years	% of GDP
1.	1951-52	0.64
2.	1970-71	2.31
3.	2000-01	4.26
4.	2004-05	3.49
5.	2011-12	6.0

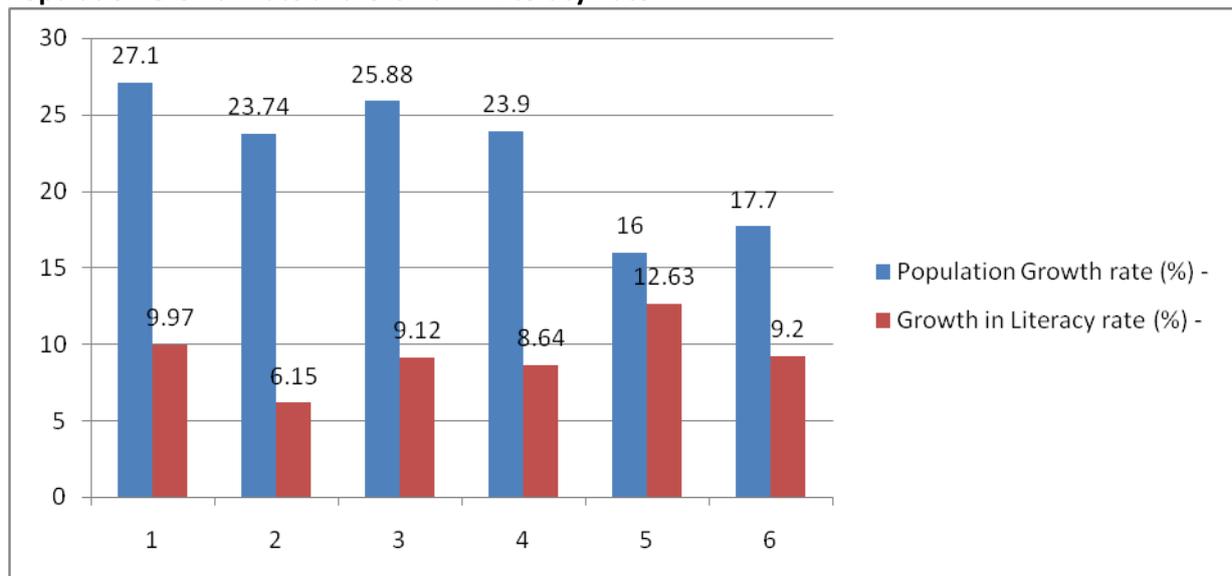
Expenditure on education has steadily risen from 0.64% of GDP in 1951-52 to 2.31% in 1970-71 and thereafter reached the peak of 4.26% in 2000-01. However, it declined to 3.49% in 2004-05, while it increased to 6% in the year end of the 11<sup>th</sup> Five Year Plan.

Let us view the given table

Census Year	Population in Million	Literacy rate (%)	Census year	Population in Million	Literacy rate (%)
1951	361	18.33	1991	886.3	52.21
1961	458.6	28.30	2001	1028	64.84
1971	567.8	34.45	2011	1210	74.04
1981	715.1	43.57			

Year	Population Growth rate (%)	Growth in Literacy rate (%)
1951	-	-
1961	27.1	9.97
1971	23.74	6.15
1981	25.88	9.12
1991	23.9	8.64
2001	16.0	12.63
2011	17.7	9.2

Population Growth Rate and Growth in Literacy Rate



There is a fact which cannot be denied about the growth rate of the population and literacy rate. The trend shows that there is a non- proportionate growth rate between both the variables. For this, there may be many factors relating to economic, social, political, cultural etc. which cannot be bypassed.

**Number of Institutions imparting higher education 2012-13**

Supply side presents dismal picture : One Institution serves about over 1.8 million population.

SN.	Types of Institutions	Number
1.	Central Universities (Public)	45
2.	State Universities (Public)	306
3.	State Universities (Private)	154
4.	Deemed Universities (Private or Public)	129
5.	Institution of National Importance (Public)	67
6.	Total Degree-granting Institutions	700
7.	Total Degree-granting Engineering Colleges (Public + Private - 2011)	1522
8.	Polytechnics (Public + Private - 2011)	1244
9.	Affiliated Colleges (Public or Private)	35539

Source: <http://www.dreducation.com/2013/08/data-statistics-india-student-college.html>

**Gross enrolment Ratio:**

As regards the Gross Enrolment Ratio it can be observed that in the year 1993-94, it was 10.0% , which increased to 27.5 % in the year 2011-12. It has a big jump since 2004-05 due to several governmental schemes and measures for the children and students to get themselves enrolled. However, it is way below in comparison to the developed country like USA where the UG enrolment is 37%. The Indian Government educational policy should focus on the increase in the enrolment ratio in the coming years.

**GER in higher education since 1990s**

SN	Years	Male	Female	Total
1.	1993-1994	13.1	6.7	10.0
2.	1999-2000	13.6	9.1	11.4
3.	2004-2005	15.6	11.5	13.6
4.	2011-2012	30.5	24.2	27.5

**GER in higher education since 1990s: Rural-Urban divide**

SN	Years	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1.	1993-1994	8.1	2.3	5.2	26.4	19.5	23.1
2.	1999-2000	8.4	4.1	6.3	26.4	22.8	24.7
3.	2004-2005	10.4	6.4	8.4	28.1	25.8	27.1
4.	2011-2012	25.4	16.5	21.0	43.0	42.1	42.6

When compared to the rural – urban GER, the situation reads a pathetic story. The rural GER is far below than the urban GER.

#### GER in higher education among some of the states in India

- Large inter-state disparities have been found due to several reasons. The disparities are increasing as the table indicates, instead of decreasing. The states like Orissa, West Bengal, Uttar Pradesh, Chhattisgarh and Gujarat are lagging behind and they are below the national average with respect to GER in Higher Education. On the other hand the states like Kerala, Tamilnadu, Haryana, Maharashtra, Punjab and Andhra Pradesh have more than the national average.

**GER in higher education**

Sn.	States	1993-94	2011-12
1.	Orissa	7.5	16.6
2.	Bihar	7.9	20.6
3.	Madhya Pradesh	9.0	23.3
4.	Assam	10.0	17.2
5.	Rajasthan	10.2	27.1
6.	Jharkhand	10.7	23.4
7.	Karnataka	12.0	26.6
8.	West Bengal	12.2	19.5
9.	Uttar Pradesh	12.5	23.3
10.	Chhattisgarh	12.7	21.2
11.	Gujarat	13.6	21.8
12.	India	13.6	27.5
13.	Andhra Pradesh	15.7	36.3
14.	Punjab	16.9	28.0
15.	Maharashtra	17.1	34.3
16.	Haryana	17.7	38.7
17.	Tamil Nadu	18.0	39.6
18.	Kerala	25.0	43.2

**Reasons for Disparities:**

1. The absence of adequate school infrastructure like improper facilities and inefficient teaching staff is one of the main factors affecting literacy in India. There is a shortage of 6 lakh classrooms to accommodate all the students in 2006-2007.
2. There is no proper sanitation in most schools. The study of 188 government-run primary schools in central and northern India revealed that 59% of the schools had no drinking water facility and 89% no toilets.
3. A Public Report on Basic Education (PROBE) team did survey and reported that India had very poor infrastructure in 1999 and a 25% rate of teachers being absent from schools on any particular day in 2005.
4. In 600,000 villages and multiplying urban slum habitats, 'free and compulsory education' is the basic literacy instruction dispensed by barely qualified 'para teachers'. The average Pupil Teacher Ratio for All India is 1:42, implying shortages of teachers. Such inadequacies resulted in a non-standardized school system where literacy rates may differ.
5. Furthermore, the expenditure allocated to education was never above 4.3% of the GDP from 1951-2002 despite the target set by the Kothari Commission was 6% . This further complicates the literacy problem in India.
6. Severe caste disparities also exist. Discrimination of lower castes has resulted in high dropout rates and low enrolment rates. The National Sample Survey Organization and the National Family Health Survey, collected information in India, on the percentage of children completing primary schools, reported to be only 36.8% and 37.7% respectively.
7. On 21 February, 2005, the Prime Minister of India said that he was pained to note that "only 47 out of 100 children, enrolled in class I, reach class VIII, putting the dropout rate at 52.79 % ." It is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in schools.
8. Absolute poverty in India has also deterred the pursuit of formal education as education is not deemed as the highest priority among the poor as compared to other basic necessities. The MRP-based (mixed recall period) poverty estimates about 22% of poverty in 2004-05 which translated to 22 out of per 100 people, are not meeting their basic needs. In such situation, how can one expect that the children will meet the need of education.
9. The large proportion of illiterate females is another reason for low literacy in India. Inequality based on gender differences resulted in female literacy rates being lower at 54.2% than that of their male counterparts at 75.8%. Due to strong stereotyping of female and male roles, boy-children are thought of to be more useful and hence are educated. Females are pulled to help out on agricultural farms at home as they are increasingly replacing the males on such activities which require no formal education. Fewer than 2% of girls who engaged in agriculture work attended school.
10. In 2000-01, there were 60,840 pre-primary and pre-basic schools, and 664,041 primary and junior basic schools. Total enrollment at the primary level has increased from 19,200,000 in 1950-51 to 109,800,000 in 2001-02. The number of high schools in 2000-01 was higher than the number of primary schools at the time of independence.
11. In 1944, the Government of British India presented a plan, called the Sergeant Scheme for the educational reconstruction of India, with a goal of producing 100% literacy in the country within 40 years, i.e. by 1984. Although the 40 year time-frame was derided at the time by leaders of the Indian independence movement as being too long a period to achieve universal literacy, India had only just crossed the 74% level by the 2011 census.
12. The literacy rate grew from 18.33 per cent in 1951, to 28.30 per cent in 1961, 34.45 per cent in 1971, 43.57 per cent in 1981, 52.21 per cent in 1991, 64.84 per cent in 2001 and 74.04 per cent in 2011. During the same period, the population grew from 361 million to 1,210 million.

**Educational Scenario in Chhattisgarh:**

The Chhattisgarh State with its limited resources and slow-moving machinery is unable to develop to its maximum, the genius of the Indian people. Very often the impersonal education that is imparted by the State, devoid of adequate material contents, that will not make the students self-reliant. This type of education only succeeds in producing potential pen-pushers and not the quality students.

With regard to the literacy rate, Chhattisgarh witnessed it with 65.18%, out of which 77.86% male members are literate, while 52.40% female literacy rate has been quoted as per the census 2001, while According the census 2011, the literacy rate of Chhattisgarh is 71.04%, out of which 81.45% male members are literate and 60.59% female members are literate. Though there is an increase in the literacy rate but disparity in education is still persisting.

The literacy rate of some of the districts in C.G. is given below:

**Highest and Lowest Literacy rate of some districts**

Sn	Highest lit. rate		Lowest lit. rate (Tribal & hilly belt)	
	Name of the District	Literacy rate	Name of the District	Literacy rate
1.	Rajnandgaon	77.55	Dantewada	30.01
2.	Durg	75.84	Bastar	45.48
3.	Dhamtari	75.16	Surguja	50.37
4.	Kanker	73.31	Bilaspur	63.50

In the above given table it is very clear that the districts situated in the plain area in Chhattisgarh are having more literacy rate than the other districts. The districts having being situated in the hilly area and where a majority of the tribals are dwelling except Bilaspur, have witnessed a very low literacy rate in the state.

Here it is worth noting the data quoted in the Times of India, which reads as per Census 2011 - Formal Education eludes 36% population in state in the Times of India, Raipur, Saturday, Sept.5, 2015, Page 2 columns 1,2,3,4.

Formal education still eludes a major chunk of Chhattisgarh's population, as over 90 lakh people in state which accounts for almost 36% population, have never attended any school or educational institute.

States	Total Population (in Crore)	Population attending educational institutions	Population never attended educational institutions	Population not attending educational institutions (attended before/drop outs)
Chhattisgarh	2.55	67.10 lakhs (26.31%)	92.89 lakhs (36.42%)	95.45 lakhs (37.43%)
Madhyapradesh	7.26	1.95 crore (26.85%)	2.74 crore (37.74%)	2.56 crore (35.26%)
Bihar	10.40	2.86 crore (27.5%)	4.88 crore (46.92%)	2.68 crore (25.76%)
Jharkhand	3.29	92.08 lakh (27.98%)	1.37 crore (41.64%)	1 crore (30.39%)
Odisha	4.19	89.79 lakh (21.42%)	1.40 crore (34.14%)	1.89 crore (45.10%)

When compared to the neighboring states of M.P., Bihar, Jharkhand and Odisha, which have much higher population, Chhattisgarh ranks the lowest in numbers of people (26.31%) receiving formal education, after Odisha. While in M.P. 26.85% people are attending some educational or vocational institute to learn and hone their skills, the % of such people in Bihar, and Jharkhand is 27.5% and

27.98% respectively. However the case of Odisha is miserable as it has got the lowest percentage (21.42%) of people having formal education.

Contrary to general perception that more people in rural and backward areas of state are generally deprived of access to education, the problem seems all pervasive in Chhattisgarh as the percentage of people having never attended any educational institute is between 36.42%.

Chhattisgarh has one of the best sex ratios in country, having 990 females per 1000 males but education still eludes majority of women as 61.36% are illiterate as compared to 38.5% males. These figures literally indicate that though the state has achieved the aim of "beti padaho" (educate girl child). Gender inequality in educational empowerment is high as the number of women not receiving any formal education exceeds the number of such males. In Raipur 48.12%, Rajnandgaon 46.94%, Bijapur 42.8%, Dantewada 44.6% of women attended educational institutions.

Districts	Women attended educational Institutions	Women Not attended educational Institutions
Raipur	48.12%	51.88%
Rajnandgaon	46.94%	54.06%
Bijapur	42.8%	57.2%
Dantewada	44.6%	55.4%

However, Naxalism affected tribal areas are in the worst affected, as the percentage of such people in these areas are much higher, ranging from 50% to 60%. In Bastar, almost 50% of district's population falls in this category while Dantewada is worse at 59.2%. The percentage of such people in Raipur is 32.6%. The data also reveals that while enrolment in Chhattisgarh schools is as high as 90% for school age children, there is a huge dropout rate as only 6.6% enrolls for higher education. This percentage is less than the national average of 10.43%, reflecting that much needs to be done to promote higher education in state.

It is in this scenario where there is a lack of quality education in most of the Government schools and colleges, that a number of private educational institutions have been established by eminent educationists, religious and linguistic minorities and non-minorities; do have one of the objectives that is to impart quality education to the students, along with other objectives, like,

- To have job-oriented education
- To have the best and 100% results
- To have disciplined schools and colleges
- To produce future honest leaders for the community and nation
- To have all round balanced development of the students
- To build strong character of students.

Education is a means to an end, everyone believes in the "empowering" effect of education and its ability to enable people to develop a critical questioning attitude towards society, government, existing gender and cultural stereo-types.

#### **Gender based disparity:**

Today, it has been noted that all the states of India and all the districts of Chhattisgarh are having less literacy rate of the female folk compared to the male folk. The reasons are very obvious.

1. By nature female folk is treated as second fiddle than the male folk.

2. The Society/Community has the traditional habit of pushing the female folk to the second place in comparison to the male folk. It has been seen from the birth of a girl child to the death bed, from cradle to the grave, that a girl is not given preference or priority in comparison to the boy.
3. A girl child is considered less importance as she has to move out from the family to other family after the marriage.
4. In some of the communities, the parda pratha is still persisting, which keeps the female folk in the cocoon.
5. In most of the communities, the rural people give priority to the boy-children and they don't care for and don't send the girl-children to the schools.
6. The negative mentality of the people is really hampering the education level of the female folk.

**Measures:**

In line with the constitutional mandate, attempts have been made by the government to introduce different policy measures in education,

1. Welfare provisions in the form of scholarships, hostels etc. targeting SC/ST and girls. These initiatives are part of a broader strategy of poverty reduction and overcoming social exclusion.
2. The National Policy on Education (NPE), 1986 suggested provision of essential facilities for achieving universal access to comparable quality education and laid special emphasis on removal of disparities. It also emphasized improving learning attainment of disadvantaged children at a faster rate to bring them at par with the others.
3. The post-NPE period, especially the 1990s, witnessed many schemes like the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) to help bridge the social and gender gap in elementary education.
4. There has been considerable improvement in terms of expansion of educational facilities and enrolment even in the backward states and districts. In the year 2010-11, there were around 1.36 million elementary schools with 193.4 million children and 6.2 million teachers. The opening of single teacher schools (around 8.86% all schools and 11.8% of primary schools in 2010-11) in the remote rural parts has further added to the number of small schools (27.8% with 50 or less enrolment in 2010-11). Around 61% of primary schools have been found with enrolment of merely 100 children. In addition, the inability to recruit and train teachers who are sensitive to disadvantaged students and capable of dealing with diversity in classrooms remains a major challenge.
5. There are many schools with a high number of para-teachers and devoid of basic facilities like drinking water and toilets, located mainly in habitations of disadvantaged groups. The policy of recruitment of para-teachers on a contract basis and at low salary further exacerbates inequity. As Subramanian observes, 'The haste to achieve "education for all" has been interpreted in policy terms as a race of numbers, rather than a shift towards the creation of the kind of education system that can embrace diverse groups and acknowledge and address economic constraints that limit education participation. As revealed by recent estimates, while at the primary level enrolment of SC and ST children accounts for 20% and 11% respectively to total enrolment, it reduces to 18% and 9% respectively at the upper primary level. Further, the dropout rate is disproportionately high among scheduled tribes with 34% and 58% at primary and upper primary levels. It is also high among scheduled caste children.
6. Chhattisgarh, conventionally among the most educationally backward state, have witnessed considerable increase in enrolment along with expansion of schooling facilities. As per the 2010-11 data, the total number of elementary schools in Chhattisgarh is 51,423. Recent estimates reveal that while the percentage of SC enrolment at the elementary level is nearly 15% in Chhattisgarh, the

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proportion of ST enrolment is 32% in Chhattisgarh. However, the proportion of OBC enrolment is 45% in Chhattisgarh.

A closer analysis shows that economic impoverishment itself is deeply embedded within the discriminatory social structure. Around 20% SC, 9% ST and 9% OBC children were contributing to the economic activities of the family. Further, 16% SC, 19% ST and 26% OBC children were engaged in household activity which inhibits school attendance. Children of parents with little or no previous educational experience are more likely to be excluded from schooling.

The social gap between children attending private and public schools is high.

While access to school shows a persistence of inequality among different social groups.

A majority of low achievers who secured less than 30% were from SC, ST and OBC backgrounds. The disparity in learning is closely linked with the disparity in schooling facilities and quality of school functioning.

#### **Suggestions/Recommendations:**

1. Human beings are not the slaves of system, but system is under the foot of the human beings.
2. Government should provide adequate funds/grants for well furnished and required infrastructural facilities like educational, research and lab buildings, quality roads, electricity and water supply for 24 hours in the campus of the educational institutes. The infrastructure facilities in the campus must be congenial and hygienic. Cleanliness and greenery of the whole campus be taken care of. Electricity and water supply, the approach road, the in the educational institutes situated in the rural areas must be paid attention in a special way and on the priority basis. Special efforts also have to be made in providing the sports and games facilities for all-round development of the students.
3. Library is the key to the students and it is a heart of the colleges and universities. Library should be strengthened in all the educational institutions all over India.
4. Government should provide qualified human resources through impartial interviews and selection process to the educational institutes all over India. There should be an honest and sincere process in the recruitment system. The recruited staff must inculcate in themselves a sense to commitment and dedication towards their responsibilities, offices, colleges, universities and very importantly to their students.
5. The sense of commitment and dedication does not come from external forces but from within. There should be an incentive provision with some indicators to the staff members, selected by the staff, students and administration.
6. There should be an orientation programme for the newly recruited staff members and regularly (at least once a year) there must be refresher and training courses. It should be mandatory for all. For this all the organizers, trainers and trainees should prepare and motivate themselves mentally, psychologically and spiritually that they are going to participate in the programme with sound and positive thought.
7. A proper format for monitoring and evaluation system be developed, formulated and properly implemented about the performance of the teachers and students
8. The curriculum and syllabus should be that of national level, however, the local, regional state level situation also should be considered while preparing the curriculum and syllabus. The courses should be such which can cater the maximum employability.
9. Placement must be 100% in any of the courses. Skill development should be given priority in the colleges and universities in order to have 100% placement. For this a dynamic and active Placement Officer and his/her team be appointed.
10. Coaching classes on NET, UPSC, should be organized for the students.
11. There should be a provision of satisfactory and just pay-scale, to the teaching and non-teaching staff members, as per the present socio-economic conditions so as to combat against the dearness economic situation with future savings.

12. There should be drastic change in the thinking pattern/mentality of the Education Ministers, Educational Heads/ Administration, Managers, Principals/Heads of the Colleges/Departments in the educational Institutions in terms of inculcating a sense of commitment and dedication in order to mitigate the corruption.
13. There must not be a place for subjectivity in all these processes. Let us be objective. Let us have a sense of belongingness to India. Let us be loyal to our India, our Nation, and our Country. Let us live for others.

**Conclusion:**

As concluding remarks, it can be noted down that the society is becoming aware of the importance of education. Hence there should be a New Education Policy which must incorporate all the pro-suggestions and recommendations. The schemes and projects by the government regarding education should be more honestly implemented with maintenance of the time period. The government certainly, is trying its level best to bring each and every girl-child, the tribals and scheduled caste children in the enrollment list, but due to the corruption, politics, disinterested leaders, commercialization of education, the level of education and especially the level of female education has not yet taken off as it would had/have been.

The aim of our education is all round development of the children. The dissatisfaction of the youth students towards teaching and education skill, unemployment, lack of discipline, political unwillingness which keep matters of education in pending. Casteism, Privatization of education, unawareness of new methods of techniques of teaching are the great challenges prevailing in the present era.

It would not be an exaggeration if we say that corruption and greediness are the main roots of all evils especially the disparities in the society. Let us hope, one day there should be 100% enrolment and 100% literacy rate in India in general and in Chhattisgarh in Particular.

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