TEACHER EDUCATION PLAN
OF
CHHATTISGARH

(A Project Proposal for Centrally-Sponsored Scheme
of Teacher Education)

2016-2017

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By

DEPARTMENT OF **S**CHOOL **E**DUCATION
GOVERNMENT OF CHHATTISGARH

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
CHHATTISGARH, RAIPUR
SHANKAR NAGAR, RAIPUR-492007
PHONE:-0771-2443496; FAX; 0771-2443596
E-MAIL: scertcg@gmail.com

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OF
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Chhattisgarh State Education Profile

1. About the State

The State was constituted on 1st November 2000. The geographical area of the State covers over 135,191 sq. km.

Most part of Chhattisgarh is covered with hills in northern and southern parts, but the central part of Chhattisgarh is fertile plain. About 44% of the state is covered by moist and deciduous forests of the Eastern Highlands Forests. The State animal is Van Bhainsa, (Wild Buffalo), State bird is Pahari Myna, (Hill Myna) and State tree is Sal, (Sarai).The Mahanadi is the principal river of the State.

The state have three distinct regions viz. Northern, Central and Southern. The northern and southern region is known for its varied and rich forests, its diverse tribal population and unique culture. The central plains of Chhattisgarh are known as the 'rice bowl' of Central India, because of the large number of indigenous varieties of rice that are grown here. There are a large number of rural artisans in this region, and the silk weavers of Janjgir-Champa are well known. (*Source: Chhattisgarh Human Development Report, 2005, Govt. of Chhattisgarh)*

Box 1: Facts and Figure

Source: Census 2011	
Total Population	25,540,196
Total Male	12,827,915
Total	12,712,281
Sex Ratio	991
Population Density	189
0-6 Age-Group Population	3584028
Total Literates	1,55,98,314
Literates-Male	89,62,121
Literates-Female	66,36,193
Literacy Rate	71.04
Literacy Rate-Male	81.45
Literacy Rate-Female	60.59

Source: India Human Development Report 2011, IAMR and Planning Commission	
Human Development Index Value (HDI)-2007-08	0.358

Source: DISE 2011-12	
Educational Development Index (Primary & Upper Primary)	0.513
Educational Development Index (Primary & Upper Primary)-Rank in India	28

Source: Planning Commission	
Human Development Index (HDI)-2006	0.549
Gender Development Index (HDI)-2006	0.542

1.1 History[i]

The name Chhattisgarh is not ancient and has come into popular usage in the last few centuries.

All inscriptions, literary works and the accounts of foreign travellers, call this region Kosala of Dakshin Kosala. Even during the reign of the Mughals, it was called Ratanpur territory and not Chhattisgarh. The use of the word 'Chhattisgarh' started in official documents in 1795.

There are various explanations regarding the origin of the word 'Chhattisgarh. According to Beglar, the real name is Chhattisghar and not Chhattisgarh. The folklore is that ages ago during the time of Jarasandha there were thirty six families. They were mainly leather worker and migrated southward from his kingdom and settled in the region. They build thirty six houses (chhattisghar) which after them is called Chhattisgarh".

Another common explanation is based on the number of forts, which are supposed to be thirty six in number. However, there are differences among experts on this as thirty-six forts cannot be identified in the region. Some experts and historians view the name as the corrupted form of 'Chedisgarh' or the political seat of the Chedis. They are mentioned in the Rigveda and it formed one of the sixteen Mahajapadas and ruled in the area of central and western India.

The place is also associated with the mythological legend and goes as far as Ramayana and Mahabharata. The legend says that Ram, during his Vanvas stayed in Dakshin Kosala, which is modern day Chhattisgarh. The Chedis were part of the Kurukshetra war of Mahabharata.

About the history of the region the famous historian C. W. Wills during the 10th century the Kalachuri dynasty ruled the region with its base at Tripuri (modern Tewar[ii]) near Jabalpur.During the 11th century, a branch of Kalachuri gained prominence in modern Bilaspur region. King Ratanraja of this dynasty founded Ratanpur which continued as the capital of a large part of the country now known as Chhattisgarh. They also called themselves the Haihaya dyanasty. It continued to rule for six centuries. During the end of 16th century they acknowledged the suzerainty of the Mughals.

From 1741, the political structure of Chhattisgarh changed. The Marathas attacked the region in that year and deposed Raghunathsinghji, the ruler of Haihaya dynasty and placed Mohan Singh as puppet ruler. After his death in 1758, they finally annexed Chhattisgarh. It came directly under Maratha rule and Bimbaji Bhonsle was appointed the ruler. After the death of Bimbaji

Bhonsle, the Marathas annexed it into their territory and adopted the Suba system, the provincial administration system.

The Maratha ruled was marred by unrest and misrule. With large-scale loot and plunder by the Maratha army the region was in chaos.
In 1854, when the province of Nagpur lapsed to the British government, Chhattisgarh was formed into a deputy commissionership with its headquarters at Raipur. After they took the control, historian C. W. Wills, write that they made certain changes in the administrative and revenue systems which adversely affected the people of Chhattisgarh. This was an intrusion in the local socio-cultural milieu which was strongly resisted by the tribals.

During the first war of independence in 1857, Vir Narain Singh, a benevolent jamindar of Sonakhan revolted against the British. The British arrested him in 1856 for looting a trader's grain stocks and distributing it amongst the poor in a severe famine year. In 1857 he escaped with the help of some soldiers of the British Army at Raipur and resumed his fight. Later he was captured and hanged.

1.2 Tribal Protests and Rebellions

The region has witnessed numerous tribal protest and rebellions. Some of these were of local nature while some widespread. It started from the late 18th century. The key tribal rebellions are listed:

- Halba rebellion (1774-79)
- Bhopalpatnam Struggle (1795)
- Paralkot rebellion (1825)
- Tarapur rebellion (1842-54)
- Maria rebellion (1842-63)
- First Freedom Struggle (1856-57)
- Koi revolt (1859)
- Mariarebellion(1876)
- Rani rebellion (1878-82)
- Bhumkal (1910)

The Halba rebellion is one of the important events in the history of the region. Started as a rebellion against the Chalukyas by the governor of Dongar in 1774 with intention of carving his own kingdom, the Halba soldiers join him as they were suffering from a prolonged famine and the King was attending to their need. The deteriorating condition of the region led the Marathas and later British to interfere. While the Halba rebellion was internal, the Paralkot rebellion was against outsiders primarily the Marathas and the British. This rebellion was

supported by the Abujhmarias. This rebellion was directed against the foreign interference in their land. The rebellion of Tarapur (1842-54) was also against the interference of their traditional social, economic and political setting. In essence all these rebellions were against interference in their traditional way of living. Furer Hamendorf, ethnologist, writes all these rebellions were defensive movements, they were the last resort of tribesmen driven to despair by the encroachments of outsiders on their land and economic resources.

1.3 Geographical Background[iii]

The region has been divided into three regions, the northern region, the central plain region and southern region.

The region enjoys tropical rainy climate with dry winter and dry hot summer. The annual rainfall which it receives from south-east and south-west monsoon is unevenly distributed. Besides, it is irregular as well.

Forests of the region are of tropical moist deciduous and dry deciduous variety and contain three types of forests viz., Sal, Sagaun and mixed forests. Besides, certain trees here grow cocoons for tussar silk as well.

The soil of the uplands is generally lateritic (rich in iron and aluminum, formed in hot and wet tropical areas). It is deeply red and not suitable for agriculture. In the low lying region, it is deeply dark and bluish black. It is soft and sticky when wet and is remarkable for its moisture retaining capacity like black cotton soil. It is known as Kanhar and is most suitable for the cultivation of wheat and other Rabi crops. A yellow sandy soil with admixture of clay found in comparatively higher and better drained area is of lighter texture and pliable. It is known as Matasi and is considered quite suitable for the production of rice. Loamy soil suitable for taking varieties of crops and the soil called as Dorsa is of an intermediate variety between Kanhar and Matasi. The Bhata variety of soil is of sandy and gravelly nature arid is available on the tops of the uplands. It is of coarse texture and red colour. As the finer and more productive mineral particles, as well as, much organic matter is washed down the slope from this soil it is very poor in fertility and produces millets only. The alluvial soil is found here only in narrow belts flanking the river channels and on the Mahanadi river quite extensive area is covered with this soil.

1.4 Brief about Bastar[iv]

As the region was secluded, on account of the forests and hills all around it, details of its past is missing in the history. Some epigraphical evidence gives names of seven rulers of the family. Beside these, hordes of coins found in village Edenga Kondagaon of the Bastarrevealed names of three kings. The Chhindaka Naga of Chakrakota was ruling in the centre of Bastar district.

Their rule over the region has been placed between 1023 A.D-1328 A.D. Besides the Chhindaka Naga dynasty of the Chakrakota, there was one more Naga dynastyruling from Kawardha. Ahiraja appears to be the first king of the family. The dynasty became the feudatory of the Kalachuris and continued to rule under their protection for pretty long period. Apart from these two Naga families, there was one Somavamsin royal family ruling from Kanker.

The Bastar district comes between the tropics. Hence, the climate here is hot and humid. It was formed post-Independence by merging two feudatory states viz., Bastar and Kanker. The region has undulated topography with well-marked elevations and depressions and has been divided into natural divisions like Kanker Kotri or north-western plain, north-eastern plateau, Abujhmar hills, southern plateau and Godavari-Sabari plain or Indravati-Sabari plain.

1.5 The Movement for Chhattisgarh[v]

The idea and need for separate Chhattisgarh state started around early 1920s. Though there was no organized movement for it, but some individuals and organizations highlighting its unique identity and expressing the sense of perceived marginalization. The Raipur Congress unit, in 1924, raised the demand for a separate state and later on also discussed in the Tripuri Annual Session of the Indian Congress. Post-Independence, when the State Reorganization Commission was set up in 1954, the demand for a separate Chhattisgarh was placed for its consideration. However, it was not accepted. The movement again gained momentum in the last quarter of 20th century. There were formations of many state-wide political forums including Chhattisgarh Rajya Nirman Manch.

The President of India gave his consent to the Madhya Pradesh Reorganization Act 2000 on the 25thAugust 2000. The Government of India subsequentlyset the First day of November 2000 as the day on which the state of Madhya Pradesh would be bifurcated into Chhattisgarh and Madhya Pradesh.

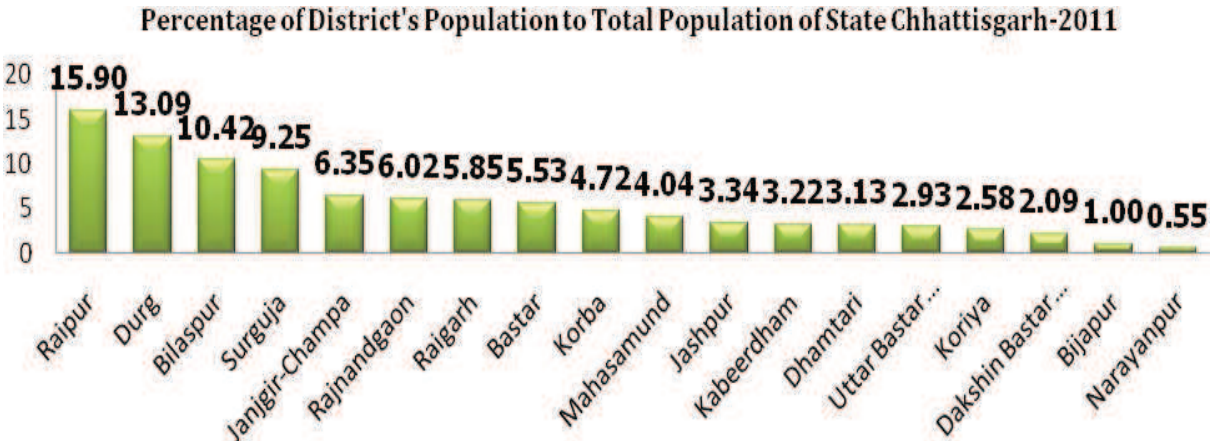
2 Demography

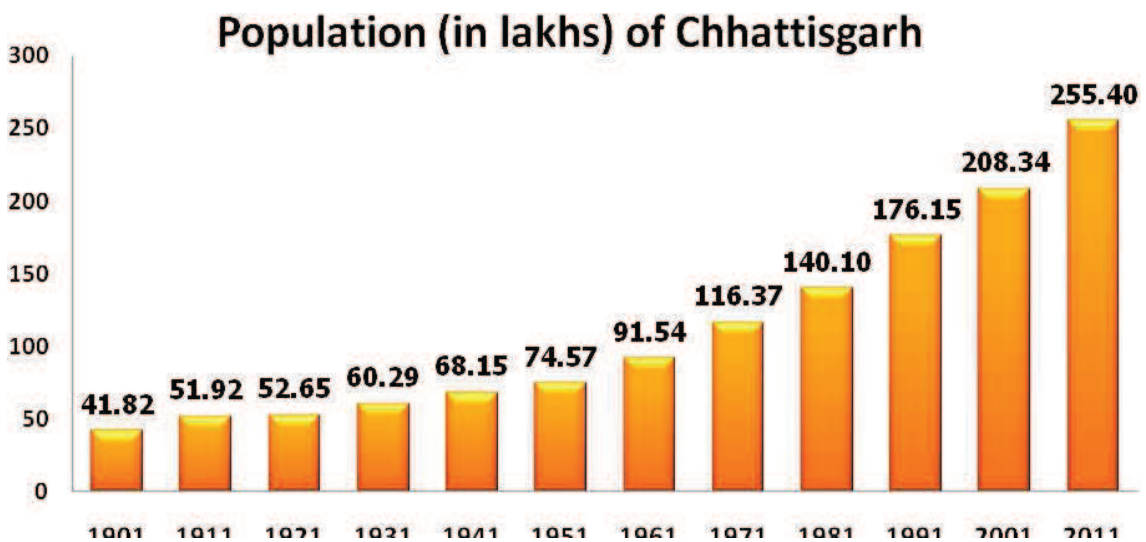
2.1 Overall distribution of population

In Chhattisgarh total population as per Census 2011 is 25,540,196, comprising of 19.6 million rural and 5.9 million urban population. An increase of 22.61% since the last decade, the contribution of rural and urban areas are 17.75% and 41.83% respectively.The population of Chhattisgarh forms 2.11 percent of India in 2011 .Raipur has the largest share of rural population at 2.58 million (13.16% of the State's rural population) followed by Surguja (10.79%) and Durg (10.5%) Raipur also has the highest share of urban population at 1.4 million (24.98%) followed by Durg (21.63%) and Bilaspur (11.45%).

	Rural	Urban
Population (%)	76.76%	23.24 %
Total Population	19,603,658	5,936,538
Male Population	9,792,514	3,035,401
Female Population	9,811,144	2,901,137
Population Growth	17.75 %	41.83 %
Sex Ratio	1002	956
Child Sex Ratio (0-6)	972	932
Child Population (0-6)	2,866,474	717,554
Child Percentage (0-6)	14.62 %	12.09 %
Literates	11,173,237	4,425,077
Average Literacy	66.76 %	84.79 %
Male Literacy	78.20 %	91.63 %
Female Literacy	55.40 %	77.65 %
Census 2011		

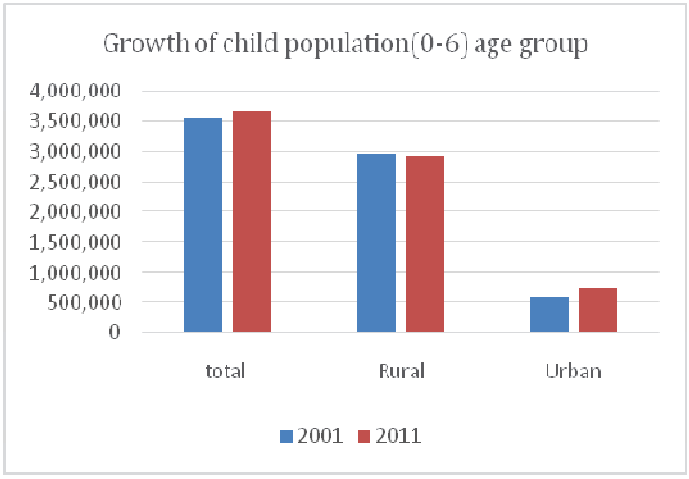
In Chhattisgarh, the rural population constitutes 76.75% of the population, similar to the all-India level of 68.84%. Growth rate of population in Chhattisgarh between 2001 and 2011 is 22.61% (Rural – 17.75% and Urban – 41.83%), which is slightly higher than all-India figures (Total- 17.7%; Rural-12.3%; Urban - 31.8%). It can be seen that rate of urbanization in the state is higher than that of national average.





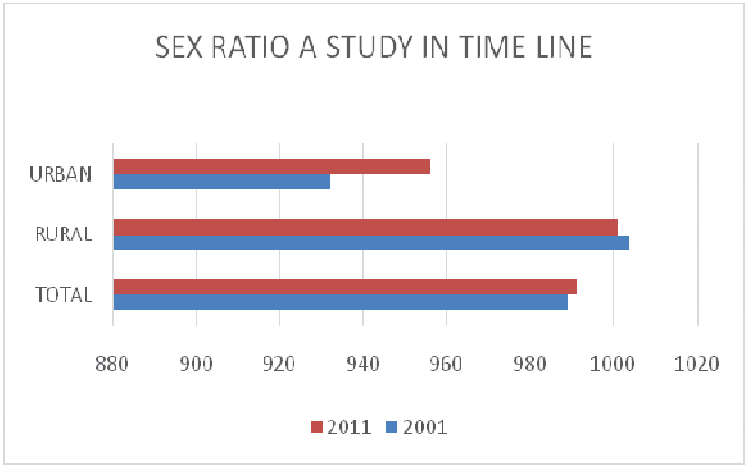
2.2 Growth in child population and total population

The total population shows a growth rate of 22.61% between the period 2001-11. However, in the same period, the child population (0-6 years) has remained more or less stationary and shows very little change. This could be indicative of lowering fertility rates in the state especially in the rural areas and increased migration for employment.



2.3 Sex ratios

Sex Ratio in Chhattisgarh is 991 i.e. for each 1000 male, which is above national average of 940 as per census 2011. In 2001, the sex ratio of female was 990 per 1000 males in Chhattisgarh.



3 Communities[vi]

3.1 Agariya

A community of Chhattisgarh and Madhya Pradesh, its name is derived from aag (fire), appropriately associated with the furnace used for smelting iron ore. They also call themselves Lohar (loha meaning iron), and are referred to as Patharia in Rewa, Kelha Agaria in Chhattisgarh, Khunria Chok and Mahali Asur Agaria in Bilaspur and Godduka Parharia in Raipur. The concentration of the community is in the Maikal hill ranges which run through Mandla, Bilaspur, Rewa and some other districts.

3.2 Baiga

Also known as the Panda, the term Baiga means a priest. They believe that they are the descendants of mother earth. According to another legend, their community descended from a man called Nanga Baiga. They are village priests and medicine men, distributed in the forest hill tracts of the Manla and Balaghat districts. They are also found in the districts of Seoni, Chhindwara, Bilaspur, Shadel and Durg in small numbers. A majority of population are from rural areas. Many Baigas are landless. They often collect forest produce like fuel wood and medicinal herbs to sell at the markets where they buy their daily needs. There is an increase in the number of wage earners among them in recent years.

3.3 Bhaina

According to legend they are the descendants of an 'admixture' of the Baiga and the Kawar. They are distributed in the fertile plains of the Raigarh and Bilaspur districts. They speak in Chhattisgarhi. The Bhaina are divided into exogamous totemic clans like Deur, Chechan, Bendra, etc. The Bhaina occupy a high position in the local social hierarchy.

3.4 Bharia Bhumia

A forest dwelling community they relate a legend of their origin which says that Arjun, one of the Pandavas, produced some men by pressing bharru grass; these men are said to be the ancestors of the Bharia. At present, the Bharia claim to have Kshatriya status and prefer to be called Bhari Thakur. They trace their origin from the Bhar kingdoms which were once dominant in the eastern part of the United Provinces and in Madhya Pradesh. The Bharia are mostly distributed in the Seoni and Chindawara districts and have also been notified as Bharia Bhumia, Bhuinhar Bhumia, Bhumiya.

3.5 Bhil

The Bhils are the second largest scheduled tribe of India. They are spread over a large territory of western India and are concentrated in southern Chhattisgarh, western Madhya Pradesh, Gujarat and northern Maharashtra. Their population in Chhattisgarh is very low as per Census 2001.

3.6 Bhattra

According to Russell and Hiralal (1916), Bhattra means servants, as they were formerly village watchmen and domestic servants. They claim to have come to Bastar from north India via the southern part of Bastar, along with the chief (raja) of the last dynasty. They are distributed in Bastar and in adjacent parts of Orissa, where they are notified as the Bhottada, a scheduled tribe. They are mostly a rural community with more than 98 per cent are from the rural areas. They speak in Bhatri, an Indo-Aryan language, among the kin-group and use the Halbi language for inter-group communication.

3.7 Binjwar

A community of Madhya Pradesh and Chhattisgarh, Russell and Hiralal (1916) have mentioned that the community derived its name from the Vindhya Mountains from where they migrated. There are two endogamous divisions, namely the Binjhwar proper and the Sonvaha Binjhwar, found in large numbers in the districts of Raipur, Bilaspur, Sarguja and Raigarh. They speak in Chhattisgarhi at home and use the Devanagari script. They are also conversant with Hindi and Sadri.The Binjhwar are a landowning community and their primary occupation is agriculture. They also work as agricultural labourers.The main deity of worship for the Binjhwar is Panigosain who is also called Sarat. They worship clan and village deities like Thakurdev, Mahadev, Markin Dai and Mathin Dai.

3.8 Gond

Numerically the most dominant tribe of India, their homeland extends from the Satpura range down to the Godavari, from Uttar Pradesh (Gonda district) and north Bihar to Andhra Pradesh and from Maharashtra to Orissa.They have lent their name to Gondwana, a historical region which gained prominence during the medieval period.Their mother tongue, Gondi, belongs to the Dravidian family of languages. The Gond are now bilingual or even trilingual. The Gond are proficient in wall paintings, which they do in red and black on a white background. The pictographs are made to celebrate festivals and for aphrodisiacal purposes. They draw many natural objects such as animals and birds, trees and human figures, the hunt and dancers, as well as geometric forms to decorate their walls. The decorations are made with thick sticks, mud or clay mixed with chaff and water. The commonly found motif in wall paintings is the triangle used in inverted juxtaposition in panels, and as borders around the wall in the form of a chapad. Gond are also proficient in wood carving. Doors and panels are carved by them to decorate their houses.The Gond has a very rich folklore.

3.9 Basor

An occupational community of bamboo workers, they are known by various names, such as the Bansor, Basar, Bansphor, Bansodi, Baskar and Burud. In the Jabalpur district, they are called the Basor, the Baskar and the Bansphor. Their community name might have been derived from the word bans, meaning bamboo. The Basor trace their origin from one Raja Banu or Venu. It is said

that Raja Banu was so pious that he raised no taxes from his subjects and earned his livelihood by bamboo work.

3.10 Dewar

Traditionally a nomadic community, they probably are made up of excommunicated members of other tribes in Chhattisgarh. They trace their origin to Devagarh (house of god). Once they had a language of their own, but now they mostly speak in Chhattisgarhi both at home and with other people. Many of them also speak in Hindi and Oriya. They write in the Devanagari script. The Dewars eke out their living by singing songs in the streets, snake charming and playing with monkeys. They also resort to begging for alms. The rearing of pigs is a vital economic activity for the Dewars. Notable changes are evidenced in their way of life in recent times. Earlier they were nomadic but now they are only seasonal nomads. Many of them have stopped begging. They are now largely engaged in the purchase and sale of household garbage and in pig-rearing.

3.11 Ganda

Traditionally the Ganda were musicians who play drums and other musical instruments at the time of Holi and Dussehera but presently they are mainly engaged as agriculturists and daily-wage labourers. Some of them pursue subsidiary occupations like selling vegetables and making idols.The Ganda are also known as Gara. They migrated from Orissa to Madhya Pradesh and are concentrated in the Chhattisgarh area.

3.12 Mahar, Mehra, Mehar/Mahara

The Mahar, who migrated and settled in the Bastar and Balaghat districts (about hundred years back), are referred to as Tigda by the local people but they like to call themselves Kotia. The local people called them Tigda owing to the frequent use of words like ikde and tikde.Traditionally, the Maharas were village servants who removed dead animals from the village. Many of them now work as village watchmen (korwars). They pursue agriculture and also work as agricultural labourers.

4 Education

- The actual percentage of beneficiaries of ICDS programmes was around 70% of the targeted population in 2011-12.M
- Majority of schools provide mid-day meals, however food is cooked in the open in most of those schools.
- Urbanized districts like Raipur, Durg and Bilaspur have high proportions of private schools
- 75% of the Primary only schools have a favourable PTR of 30 or less.
- 1/3rd of the regular teachers in elementary schools of Chhattisgarh are females.
- The proportion of trained teachers in government schools is higher than that of private schools
- According to ASER 2012 average learning levels of children in Chhattisgarh are lower than that of India.
- There are district wise variations in PTRs of secondary and higher secondary schools in Chhattisgarh.
- Teachers in the secondary schools of Chhattisgarh are primarily from the arts stream.

In today's context, education is synonymous with formal education, which involves teaching conducted in a school, based on a State-guided curriculum, imparted by teachers formally employed and trained for the job. The Jan Rapats broaden this definition to include not only school education, but all learning, knowledge and information that people acquire over the course of their life

Knowledge encompasses wisdom (gyaan) information (jaankaari), and education (vidhya or shiksha). In analyzing knowledge, therefore, it is important to explore the local systems of knowledge and education. While knowledge can be explored in all aspects of life, including knowledge systems with respect to livelihoods, health, social, political and economic institutions, customs and traditions, education is important in enhancing human development. Formal education builds capabilities that enable people to avail of opportunities both at home and outside. It is a process that develops self-reliance and self-esteem, so that a person can negotiate the world with skill and understanding. (Chhattisgarh Human Development Report ……..Chapter 3-Education Knowledge and Information, page 87)

Education, then, refers to a continuous process that enlightens, strengthens and empowers people. Transmission of education may be in the form of letters, a skill, a way to live life, the capability to extract natural resources from the forests, to make medicine from herbs, to cultivate land, or learning to read and write. People clearly articulate the sentiment that

while there may have been an absence of a formal structure like a 'school' in the past, a number of sources of learning did exist that continue to be present today.

(Chhattisgarh Human Development Report ……..Chapter 3-Education Knowledge and Information, page 88)

4.1 Education Developments in Chhattisgarh – Some Historical Background

To understand the history of education of Chhattisgarh, there is a need to look at, how the state was formed? The state was formed by the bifurcation of the state of Madhya Pradesh in year 2000. Madhya Pradesh was created in 1950 from the former British Central Provinces and Berar and the princely states of Makrai and Chhattisgarh, with Nagpur as the capital of the state. Later in 1956, the states of Madhya Bharat, Vindhya Pradesh, and Bhopal were merged into Madhya Pradesh. In November 2000, as part of the Madhya Pradesh Reorganization Act, the southeastern portion of the state split off to form the new state of Chhattisgarh.

Therefore the present document on the "History of Education in Chhattisgarh" that focuses on both pre and post education scenario in Chhattisgarh, consists of information collated from literatures on Madhya Pradesh, Central Provinces and Berar. Old Madhya Pradesh was known as Central Provinces and Berar, prior to independence while Madhya Bharat was formed in May 1948.

Most of the literature work focuses on history of education with reference to India. During the colonial period two third of the Indian sub-continent was under the British Crown which included the Central Province and Berar. Therefore it could be inferred that the education related policies that were adopted for India would also had been applicable to the present state of Chhattisgarh.

Based on the above literature found, as per the above context, following inferences about the education in state of Chhattisgarh could be derived.

Wood's Education Despatch of 1854

It was the 1st official document regarding the provision of schooling in British India. It created an elaborate machinery of education departments at the province-level with established guidelines for the development of schools at the primary, secondary and collegiate level. As earlier policies promoted a very high degree of education for a small number of natives, the upper castes, the Company now emphasized the importance of creating a mass schooling system with instruction in the vernacular medium. Given the high costs of building such a system, the Despatch introduced public subsidies known as 'grant in- aids' to partially support schools under private management that came to be known as aided schools.By encouraging grant-in-aids, the Company created an important role for private Indian enterprise in the public school system. Although the British Crown formally took control over the Indian sub-continent in 1857, the general guidelines of Wood's Despatch set the tone for subsequent colonial policies.

History of Education – Pre-Independence

- Until the early 19thcentury, no vigorous efforts were made to encourage local indigenous schools, the East India Company promoted new public schools of western learning to serve the higher classes of Society to produce a group of English educated elites who could then work in the colonial administrative offices.
- During the colonial period, approximately two-thirds of the Indian sub-continent was under the direct control of the British Crown. During 1850 to 1917, education policy was under the direct control of the East India Company and the British Crown. This particular time period begins with the drafting of Wood's Despatch of 1854.
- Over most of the period, the growth of primary education generally lagged behind.Collegiate and secondary education expanded tremendously from 1887 to 1917 in central province. In comparison, the growth of primary schools and enrollment lagged behind.
- As the new public system developed, the demand for an English medium education becamemore entrenched and there was a dramatic increase in the number of English mediumsecondary schools and colleges over the second half of the 19th century.
- The Indian Education Commission Report of 1883made primary education a subject of critical importance with a declaration that "elementaryeducation of the masses, its provision, extension, and improvements, to be that part ofthe educational system.
- While colonial policy of 19th century focused on quantitative improvements andprivate support for schooling, Lord Curzon switched the focus to quality improvementsand greater state control in the early 20th century. Former policies of promoting aidedsecondary schools and colleges were abandoned in favor of instituting government schools asrole models for aided schools. The importance of mass primary schooling was emphasized again and various schemes were developed to increase literacy, which was as low as 7% in 1911 in India.
- Literacy rates remained fairly stable from 1850 to 1917. In central province, the literacy rate for males was 6% compared to 0.3% for females (provincial census India 1911). Caste system had tremendous influence on the literacy rate. In 1911, it was highest among Brahmans (43%) compared to other higher (42%), middle (10%) and lower (2%) castes.
- Literacy among aboriginal tribes was even lower than among the lower castes with less than 1% of the tribes recorded as literate in any province. The tribes were found in large numbers in the jungles of central India.
- Literacy rate and enrolment was low in central province compared to coastal provinces like Bombay and Madras.
- In colonial period, education was primarily funded by the land taxes, an important source of provincial revenues in the 19th and early 20th century. Sources of fund (from 1881 to 1932) included Provincial Government Revenues, District Board Revenues and Fees and Private Funds (Endowments, etc.)

Education Status in Central Province and Berar

Year	Schools per 100,000 of population				Enrolment Rates (Pupils/School-Age Population Reported in Percentages)			
	Total Public Schools	Public Primary	Public Secondary	Public Collages	All Recognized Institutions	Primary Schools	Secondary Schools	Art & Professional Collages
1891-92	20.34	18.39	1.79	0.032	7	5.7	1.2	0
1896-97	24.49	22.64	1.74	0.032				
1901-02	24.24	22.15	1.94	0.034	8.9	7.4	1.4	0
1906-07	25.05	21.79	3.09	0.045				
1911-12	25.42	22.46	2.83	0.038	13.4	10.9	2.4	0
1916-17	32.36	28.84	3.28	0.050				
1921-22					15.8	12.5	3.2	0
1931-32					19.4	14.3	4.8	0.1

*These tables are prepared using data from the Quinquennical Reviews of Education

Education Post-Independence

There was no facility for education in Chhattisgarh before four-five decades. Primary-secondary and higher secondary education were available in cities or towns but there was scarcity of facilities for higher education. It can be guessed through this thing that the first college was started in this region in 1938. However colleges were opened in the mid of fiftieth's decade but the nearest universities had been Sagar and Nagpur. The first university was established at Khairagarh region in 1956. But it was university of art and music. Pt. Ravishankar Shukla university began to work in Raipur in 1964. Afterwards Guru Ghasidas University was established in 1983 and Indira Gandhi Agricultural University was gifted in 1987 in the region. In this way there were 4 universities in this region today. There were 12 universities in Madhya Pradesh at present.

There is continuous progress in the facilities regarding primary to college education in the region. According to population 26.68 percent of population of Madhya Pradesh resides in Chhattisgarh. According to this point of view Chhattisgarh's educational facilities are in progress with the entire managements of Madhya Pradesh in same pace. At present 29.62 percent primary, 28.95 percent upper primary, 26.50 percent higher secondary and 22.24 percent colleges Madhya Pradesh are in Chhattisgarh.

According to data there were 19145 primary schools in the region in 1985 which had increased in 20332 in 1990. There were 3455 secondary schools in 1983 which had increased to 4019 in 1990. The number of higher secondary schools including high schools and higher secondary increased to 1073 in 1990 in comparison of 771 in 1983. The number of colleges had been 123 to

86 during this period. There were 52662 teachers in primary schools, 16609 in upper primary schools and 13495 in higher secondary schools in the region in 1990. The number of teachers in colleges was 1983.

Analyzing the internal condition of the region, it is found out that Raipur Commissionaire is the most affluent regarding educational facilities. Three universities are only in this Commissionaire. The condition of educational facilities are good in Raipur in comparison of other districts. Bilaspur district is in good condition regarding educational facilities in tribal populated Bilaspur Commissionaire.

Literacy: -- The literacy percent of India is 52 and Madhya Pradesh is 43 and in that term Chhattisgarh (35 percent) is backward. The literacy percentage of male and female is respectively 23 and 47 which is equal to Madhya Pradesh. In terms of districts during census of 1991 the literacy percentage in Durg was 47. At the same time 39 in Raipur, 36 in Bilaspur and Rajnandgaon, 34 in Raigarh, 24 in Sarguja and 20 percent people were literate in Bastar. The highest literacy rate of male and female was in Durg district respectively 35 and 61 percent. There is possibility of Durg being as fully literate due to literacy program. In the meantime the literacy percentage of Raipur and other districts has increased that's data is not available.

The last decade has been a period of marked improvement in the literacy rate in Chhattisgarh. From a literacy rate of 42.91 percent in 1991 as against the national average of 54.21 percent, the literacy rate in Chhattisgarh has climbed to 64.7 percent in 2001, and it is at par with the national average of 64.8 percent. Better enrolment, reduced dropout rates, better access to schools for children and some success in adult literacy programmes have enabled the State of Chhattisgarh to catch up with the national average in just a decade.(…….Chapter 3- Education, knowledge and Information Page 89)

Table: Literacy Rate of districts and state of Chhattisgarh (1991-2001)

District	Literacy Rate (%)						Difference betweenmale andfemale literacy rates	Increase between 1991 and 2001 (in percentage
	1991			2001				
	Persons	Males	Females	Persons	Males	Females		
Chhattisgarh	42.9	58.07	27.52	64.7	77.4	51.9	25.5	21.79
Kanker	37.7	51.37	24.13	72.9	82.7	63.3	19.4	35.19
Rajnandgaon	48.77	66.0	31.9	77.2	87.2	67.6	19.6	28.43
Surguja	27.34	39.0	15.2	54.8	67.6	41.6	26	27.46
Raigarh	42.96	59.05	26.93	70.2	82.7	57.6	25.	27.24
Jashpur	38.33	51.02	25.67	63.8	75.2	52.4	22.8	25.47
Kabirdham	29.78	45.42	14.16	55.2	7	39.5	31.5	25.42
Mahasamund	42.85	60.22	25.85	67	81.	53.3	27.8	24.15

Korea	38.79	51.78	24.53	63.	75.7	49.7	26	24.3
Bastar	23.06	32.4	13.7	43.9	56.3	31.6	24.7	20.84
Dhamtar	52.84	69.92	36.02	74.9	86.5	63.4	23.	22.06
Raipur	48.65	65.47	31.56	68.5	82	54.8	27.2	19.85
Janjgir-	47.36	67.4	27.56	65.9	81.8	50.	31.7	18.54
Bilaspur	45.46	62.43	27.99	63.5	78.4	48.2	30.2	18.04
Korba	45.3	61.52	28.15	61.7	75.9	47	28.9	16.4
Durg	58.7	74.06	42.78	75.6	86.4	64.6	21.8	16.9
Dantewada	16.46	22.87	10.09	30.2	39.8	20.7	19.	13.74

Source: Census of India, 2001, (Chattisgarh Human Development Report …….Chapter 3- Education, knowledge and Information Page 90)

A comparison of the literacy rate in the last decade shows that Kanker, Rajnandgaon, Surguja, Raigarh, Jashpur and Kabirdham have recorded substantial increases in literacy levels with an increase of at least 25 percentage points. Districts like Rajnandgaon, Mahasamund, Raigarh and Durg, which have relatively high literacy rates, started with better initial situations and continue to have higher literacy rates. This supports the view voiced in many Jan Rapats that an area or people that has had access to education earlier continues to have an advantage over areas that are late starter.

Who is literate?

The Census document classifies a person as literate if he/she can read and write. Literacy is assessed by the person's own admission or from the information provided by the person who is questioned during the Census operations.Literacy as measured by the Census is quite limited and though it is used as an important indicator in education, it is nothing more than the basic ability to read and write. The level of literacy that enables a person to read or write with reasonable skill and comprehension is not measured by this definition. (Chattisgarh Human Development Report…….Chapter 3- Education, knowledge and Information, Page

Kanker seems to be the only exception. The three districts of Kanker, Bastar and Dantewada (all three were part of district Bastar, prior to 1998) were part of the first phase of the District Primary Education Programme (DPEP). While Kanker in 2001 has recorded a literacy rate higher than the State average of 64.7 percent, both Dantewada and Bastar have significantlylower literacy rates at 30.2 percent and 43.9 percent respectively. However, each of these districts recorded a doubling in their literacy rates in the 1991-2001 period. Kanker district has recorded the highest percentage increase in the State The literacy rate for women has improved significantly in the last ten years, moving up from 27.52 percent to 51.9 percent. Kanker, Rajnandgaon, Durg, Dhamtari, Raigarh, Raipur, Jashpur and Mahasamund districts have female literacy rates, which are higher than the literacy rate for women has

improved significantly in the last ten years, moving up from 27.52 percent to 51.9 percent. Kanker, Rajnandgaon, Durg, Dhamtari, Raigarh, Raipur, Jashpur and Mahasamund districts have female literacy rates, which are higher than the national average. However, in Dantewada district, only one in five women is literate and in Bastar district only one in three women is iterate. (Chattisgarh Human Development Report …….Chapter 3- Education, knowledge and Information Page 90 & 91)

4.2 Pre-school Education

The Integrated Child Development Scheme was launched in 1975 in India aimed at early childhood development and maternal health. Thus, on one hand it seeks to provide pre-school education to children and on the other hand it attempts to break "the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality".

The following are the primary objectives of ICDS Scheme (*Source: Ministry of Women and Child Development, GOI*):

i. "to improve the nutritional and health status of children in the age-group 0-6 years;
ii. to lay the foundation for proper psychological, physical and social development of the child;
iii. to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
iv. to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
v. to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education."

The ICDS scheme aims at achieving the above objectives by providing a package of services that comprise of:

i. supplementary nutrition,
ii. immunization,
iii. health check-up,
iv. referral services,
v. pre-school non-formal education and
vi. nutrition & health education.

All the services are provided in an Anganwadi Centre (AWC) that have been set up in each village of India. The pre-school non-formal education (PSE) component of ICDS "focuses on total development of the child, in the age up to six years, mainly from the underprivileged groups. Its programme for the three-to six years old children in the anganwadi is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development." The PSE component tries to achieve universalization of education by providing not only necessary preparation for primary

schooling but also providing care for young children thereby freeing the older siblings from the burden of taking care of younger siblings so that they can attend school.

An ICDS team comprises of Anganwadi Workers (AWWs), Anganwadi Helpers (AWHs), Supervisors, Child Development Project Officers (CDPOs) and District Programme Officers (DPOs). Currently, the Government of India pays an honorarium ranging from Rs 1438 to Rs 1563 to AWWs and Rs 750 per month to AWHs. Chhattisgarh government pays an additional honorarium of Rs 500 to AWWs and Rs 250 to AWHs over and above that paid by the GOI.

According to the APIP Report 2012-13 of the Department of WCD, Government of Chhattisgarh, 97% of the sanctioned AWCs are currently operational.

	No. of ICDS projects		**No. of AWCs**		**Beneficiaries of pre-school education**		
	Sanctioned	Operational	Sanctioned	Operational	Boys (3-6 yrs)	Girls (3-6 yrs)	Total (3-6 yrs)
Chhattisgarh	220	220	43763	42497	458738	468583	927321

The number of actual beneficiaries of ICDS services in Chhattisgarh was 2.54 million in 2011-12 which was 70% of the total beneficiaries surveyed. Moreover, while the per centre number of surveyed beneficiaries was 86, the per centre actual number of beneficiaries was 60 indicating a per centre efficiency of 70%. Although the figure for 2011-12 is low, per centre efficiency fopr AWCs in Chhattisgarh has increased from 60% in 2000-01 to 64% in 2005-06 and finally to 70% in 2011-12. The number of mini AWCs in the state was 5767, i.e. 88% of the total sanctioned in 2012-13.

The preschool education (PSE) component of AWCs benefitted almost a million children in 2012-13. Since 2007-08 the number of beneficiaries of PSE in AWCs in the state has steadily increased. Thus, the number of beneficiaries increased by 17.8% between the years 2007 (the base year) and 2012. In Chhattisgarh, the number of female beneficiaries of PSE components in AWCs has always been more than the number of male beneficiaries. The APIP report outlines some of the reasons for this trend. The report suggests that female children are more likely to be sent to AWCs while male children are made to work in the fields by their parents. It has also been seen that a male child is more likely to be sent to a pre-nursery school than an AWC if it exists in the village, thereby increasing the number of female students in AWCs. Moreover, in tribal areas of the state since the sex ratio is more favourable for girls, the number of female students in AWCs is higher.

Although AWCs provide huge benefits to the village community through child and maternal health and nutrition and by providing pre-school education to children, in terms of infrastructural AWCs in Chhattisgarh are not up to the mark. 31% of the AWCs do not have

buildings. Moreover, while only 31% of the AWCs had facilities for potable water, only 27% had any toilet facility. Thus, in order to strengthen the effectiveness of AWCs in Chhattisgarh, infrastructure of AWCs will have to be improved.

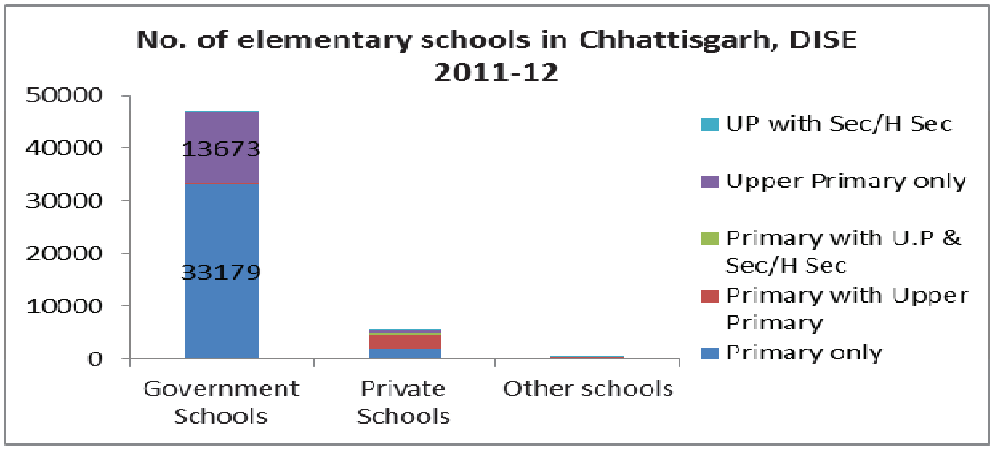
4.3 Elementary Education

4.3.1 Schools

The total number of pre-primary and primary schools in the State was 31,086 in 2002-03, with an enrolment of 30,19,092 children. Girls constitute about 47 percent of the total enrolment in schools. Thenumber of teachers in these schools is 73,871 and the average teacher- pupil ratio is 1:45. This average figure does not reflect the extremely high teacher-pupil ratios in some districts. The Jan Rapats state that in many villages, one teacher looks after 50 to 70 students and may even teach multiple classes simultaneously. In addition, 2,55,303 children are enrolled in the Education Guarantee Scheme (EGS) schools, which have been set up.

The enrolment at the entry level (class-I) has improved with respect to the girl child. The total enrolment in 2001-02 was 7,23,180 children, of which 3,23,500 or 44.7 percent were girls. In2002-03 enrolment increased to 8,20,234 of which 3,85,315 or 47 percent were girls. The increase in the enrolment of girls is higher than the enrolment for boys. The increasing awareness of the need to educate girls is reflected in the Jan Rapats. (Chattisgarh Human Development Report …….Chapter 3- Education, knowledge and Information Page 91)

According to DISE 2011-12, the number of elementary schools in Chhattisgarh is 52,798 out of which 47,004 are government schools, 5,504 private and 290 other schools including madrassas and unrecognized ones. The breakup of the schools is given below. While majority of the government schools are primary only, large number of upper primary only schools are also run by the government. Unlike government schools, the primary-with upper primary schools form the largest chunk of private schools with 2376 out of 5504 schools. Moreover, for schools that have all 3 sections (primary, upper primary and secondary/ higher secondary) the number of private run schools is more than the number of government run schools. Out of the government elementary schools in Chhattisgarh, 63% of the schools are managed by tribal or social welfare department of the state, while around 37% are run by the department of education.

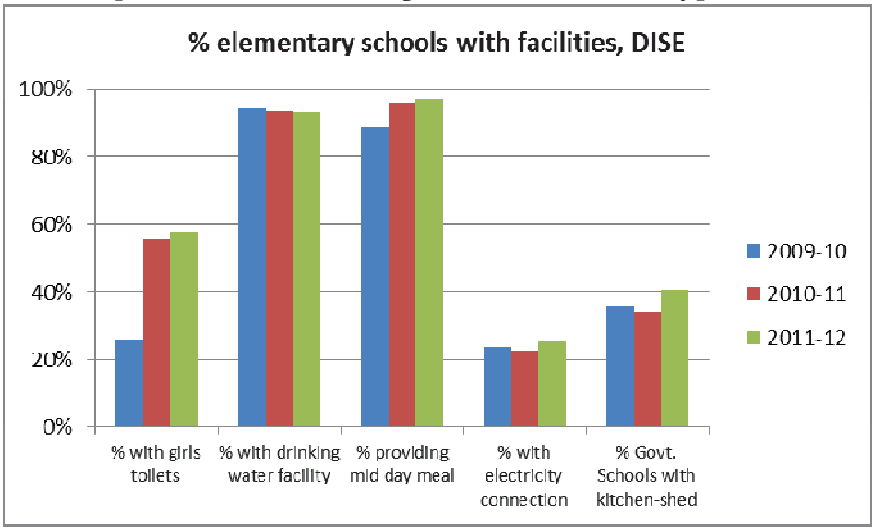


Not all elementary schools of Chhattisgarh are well equipped and many lack basic necessities like electricity and kitchen shed. Only 25.6% of the schools have electricity connection while around 55% have girls' toilets. However, most of the schools have school management committees (SMCs). Although over 97% of the schools provide mid-day meals to its students, only 40.7% of the total schools have a kitchen shed. Thus, food is cooked in the open in the majority of the schools that provide meals.

School facilities DISE 2011-12		
	2010-11	2011-12
% Schools with girls toilets	55.6	57.6
% Schools with boys toilets	31.9	54.6
% Schools with drinking water facility	93.6	93.4
% Schools providing mid day meal	95.6	97.1
% Schools with electricity connection	22.6	25.6
% Schools with computers	6	7.2
% Schools with ramp	38.6	40.2
% Schools with kitchen-shed	34	40.7
% Schools having SMC	0.5	88.7

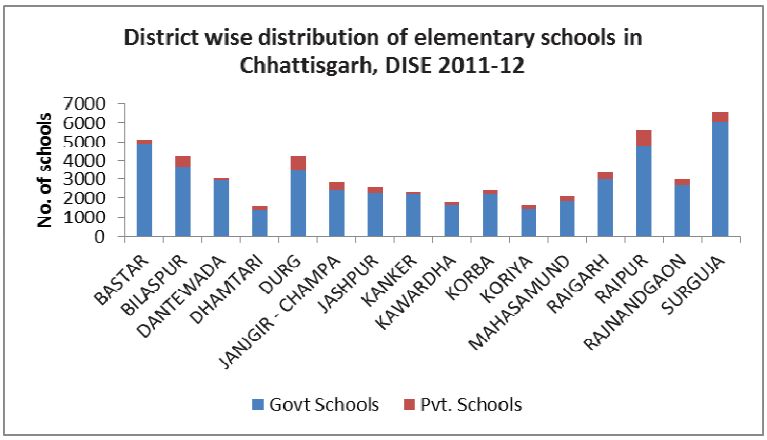
There have been improvements over time in the amenities provided in schools. Compared to 2009-10, when less than 30% of the schools had toilet facilities for female children, close to 58% of the schools have such facilities according to DISE 2011-12. However, there has not been much improvement in the percentage of schools with electric connection.

The average number of classrooms per school in Chhattisgarh varies with the type of school. While primary schools have around 3 classrooms on average indicating overcrowding of its schools, schools that have primary, secondary as well as secondary sections have close to 13 classrooms on average. While most of the classrooms in schools are in good condition, less than 13% of the classrooms in primary only schools are in need of major repair work.

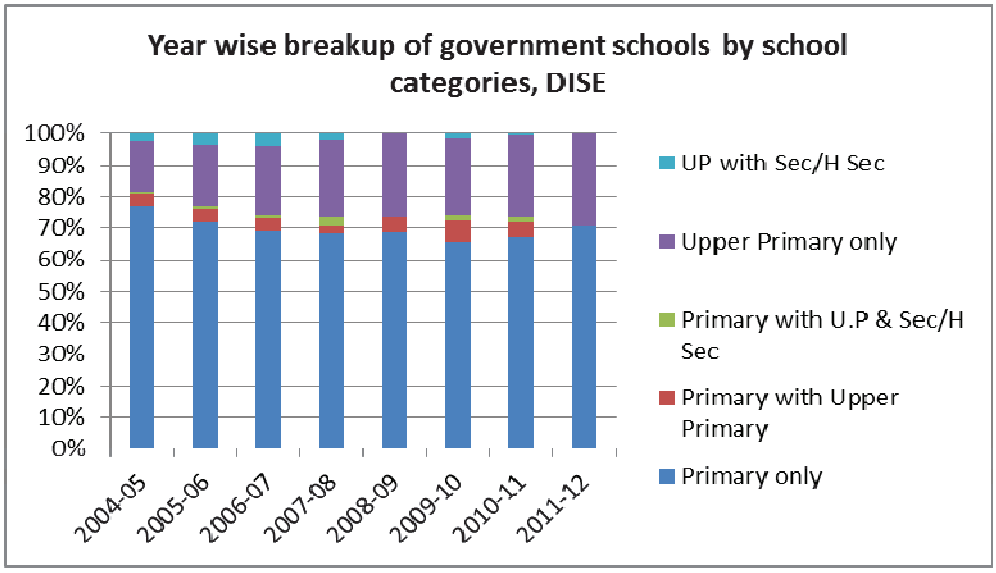


Classrooms: CTG DISE 2011-12						
School category	Avg. CLS	Total CLS rooms	%good condition	% needing minor repair	% needing major repair	Other rooms
Pry. only	2.9	102,732	70.28	17.14	12.58	41,322
Pry + U.Pry	8.5	20,979	93.09	6.01	0.9	5,531
+Sec	12.8	6,408	96.85	2.57	0.58	2,002
U. Pry. only	3.2	44,755	80.66	13.49	5.85	21,305
U. . + Sec	4.9	742	85.64	10.91	3.45	349

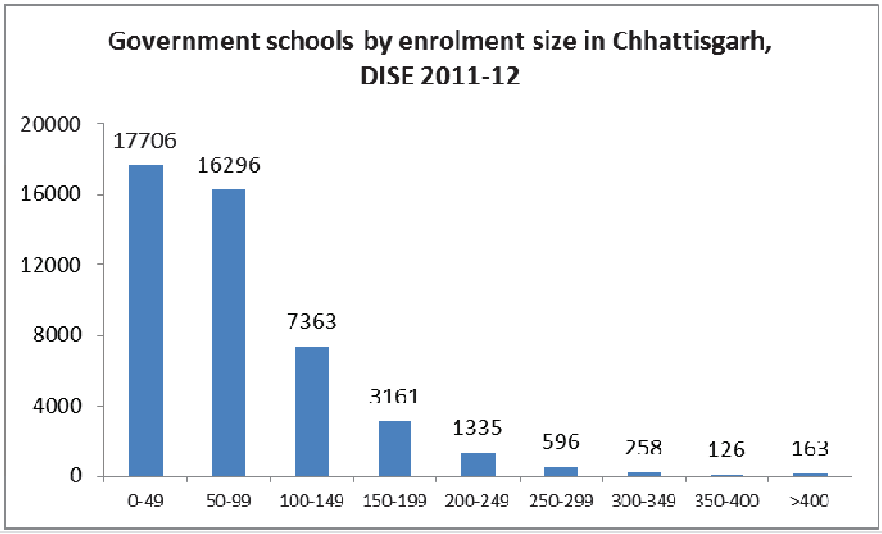
Among the districts of Chhattisgarh, Surguja, Raipur and Bastar have the largest number of elementary schools. The proportion of private schools is higher in more urbanized districts like Raipur, Durg and Bilaspur.



The total number of government schools in Chhattisgarh has increased over time. However, the number of schools fell from 51423 to 47004 between 2010-11 and 2011-12. Most of the government schools have traditionally been primary only. The proportion of upper primary only schools have however, increased over time- from less than 20% in 2004-05 to almost 30% in 2011-12. Primary with upper primary schools used to form between 3-5% of the total number of government schools. But, the DISE survey of 2011-12 has not found a significant number of such schools.

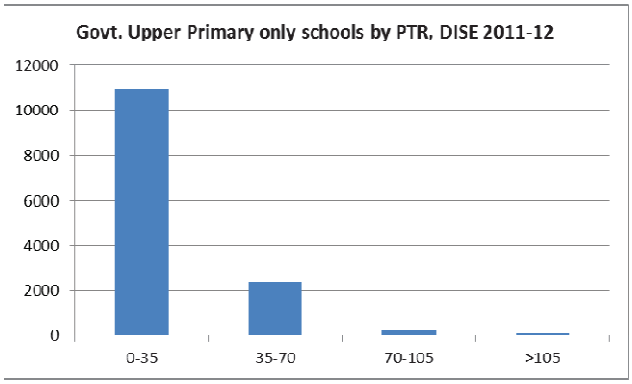


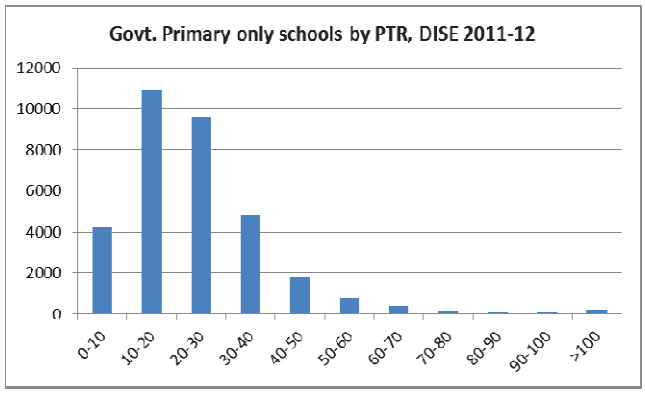
By enrollment size, most of the government elementary schools in the state have less than 50 students enrolled in them. This is because most of the government run schools are primary only which have lesser number of students enrolled in them on average than upper primary schools.



Pupil Teacher Ratio (PTR) refers to the number of students per teacher in a school. As per the Right to Education Act, the PTR of a primary school should ideally be less than or equal to 30:1, while that of an upper primary school should be less than or equal to 35:1. Almost 75% of the government primary only schools have favourable PTRs. Among the district of the state, except Bilaspur and Kawardha, all other districts had average PTRs of less than or equal to 30:1.

Close to 80% of the upper primary only government schools in Chhattisgarh have favourable PTRs of less than or equal to 35:1. Moreover, among the districts of the state, except Rajnandgaon which had average upper primary only PTR of more than 35, all other districts had average PTRs less than 35.





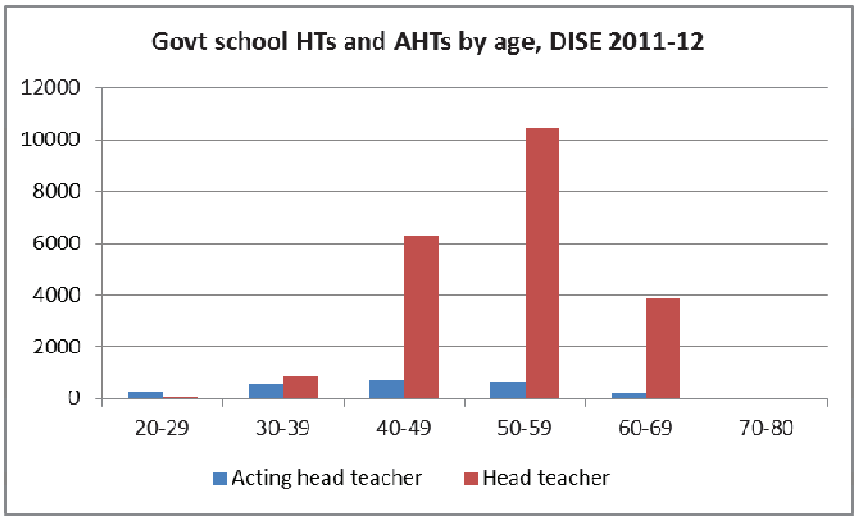
4.3.2 Head Teachers

Schools run by tribal or social welfare departments of Chhattisgarh have the largest number of head teachers and acting head teachers. The ratio of number of head teachers to acting head teachers is higher for government schools than private schools. This indicates that private schools often have teachers that assume the role of head teachers. Out of the 47004 government run elementary schools of the state, 23964 or 51% of the schools have head teachers or acting head teachers.

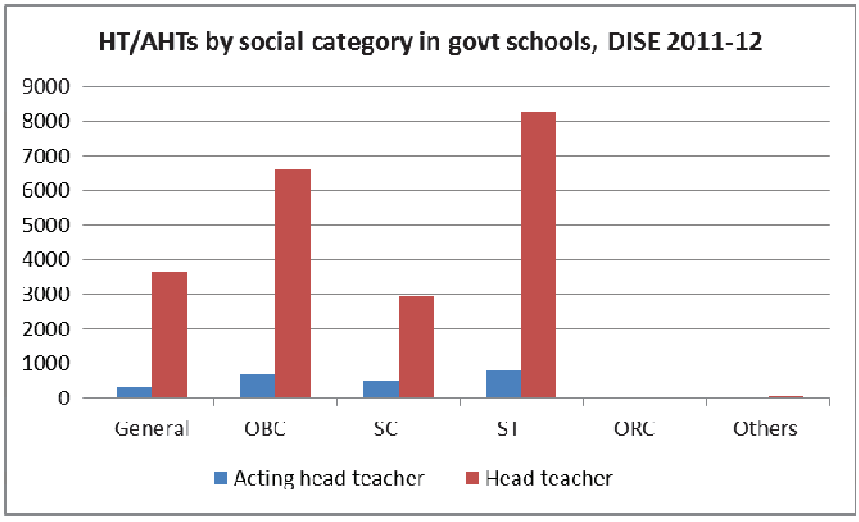
	Acting head teacher	Head teacher
Central Govt	19	38
Dept of Education	768	10397
Local body	7	14
Tribal/Social Welfare Dept	1549	11172
Madarsa recognized	6	36
Madarsa unrecognized	7	9
Pvt Aided	65	207

Pvt Unaided	1175	2844
Unrecognised	2	11
Others	31	49
Total	3629	24777

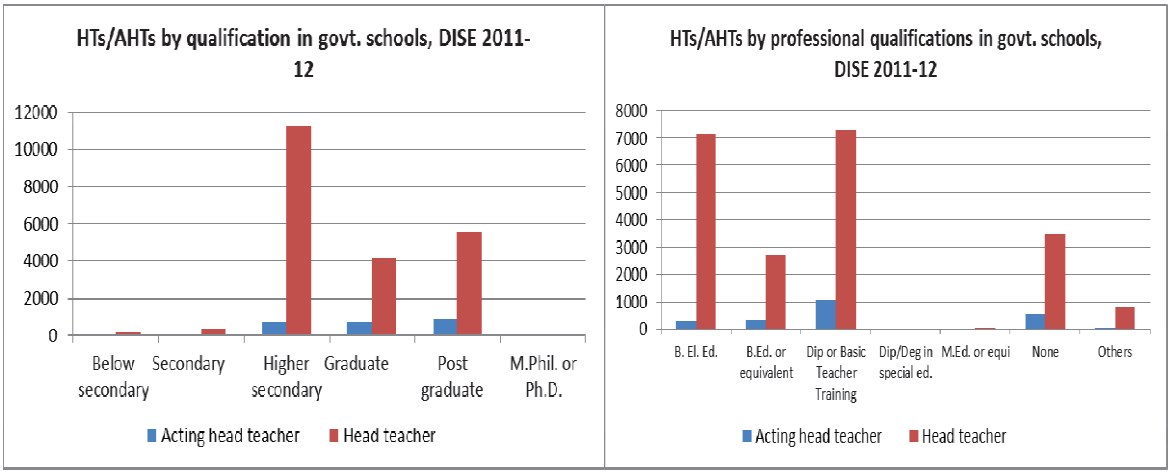
While most of the head teachers are between 50 and 59 years old, most of the acting head teachers are younger with majority aged between 40 and 49 years. The proportion of head teachers who are women is low in Chhattisgarh. While 19% of the acting head teachers are females, only 15.7% of the head teachers are females in the state.



Unlike most other state in India, a majority of the head teachers belong to the Scheduled Tribes (STs). However, large numbers of head teachers also belong to OBCs, the general category and SCs.



A surprising trend is observed among the head teachers of government elementary schools in the state. More than 50% of the head teachers are just high school graduates, while less than 50% have graduate or post graduate degrees. However, a majority of the acting head teachers have post graduate degrees. While most of the head teachers have professional education degrees, a substantial number do not have such qualifications. While 23.6% of the acting head teacher do not have professional qualifications, 17% of the government elementary school head teachers did not have a professional qualification.



4.2.3. Teachers

There are around 200094 elementary school teachers in Chhattisgarh out of which around 80.5% are employed in government schools. While most of the teachers are regular teachers, there are a substantial number of contract teachers as well.

Teachers by school management categories, DISE 2011-12

	Contract teacher	Part-time instructor	Regular teacher
Central Govt	28	56	446
Dept of Education	25050	24	35363
Local body	37	8	120
Tribal/Social Welfare Dept	26385	70	48906
Madarsa recognized	12	19	94
Madarsa unrecognized	14	6	38
Pvt Aided	403	118	1495
Pvt Unaided	3427	5910	21691
Unrecognised	7	52	37

Others	87	83	391
Total	55450	6346	108581

Since schools run by the tribal or social welfare departments of the state, 45% of the regular teachers and 47.5% of the contract teachers are employed in those schools. Over 6000 part times instructors are present in the state. However, they are hardly employed in government schools and they primarily cater to the needs of private unaided schools where 90% of the part time teachers are engaged in teaching. There are only 54 recognized and 24 unrecognized madrassas in the state. Thus the total number of teacher employed in these schools is very low.

Elementary School Teachers in Chhattisgarh, DISE 2011-12

	Primary only	**Primary with UP**	**Primary with UP & Sec/H sec**	**UP only**	**UP with & Sec/H sec**
Government teachers	103,146	531	174	56,969	439
Private teachers	10,047	20,708	4,981	2624	466

While 2376 primary with upper primary schools are privately in Chhattisgarh, there are just 70 such schools operated by the government. Thus, most of the private school teachers work in primary-with upper primary schools, while most of the government school teachers work in primary only schools. Most of the elementary school teachers in Chhattisgarh are males, with around 2/3rd of the total number of teachers. Moreover, while 37% of the contract teachers are females, 34% of the regular teachers are females.

Over 70% of the primary only school teachers received any training in the year preceding the survey. However, less than 2% of the teachers in primary-with upper primary schools received any training and just 0.5% of the teachers teaching in schools with primary, secondary and higher secondary sections received any training. It is also seen that a higher proportion of male teachers received training compared to female teachers.

% teachers who received in-service training in the previous year, DISE 2011-12

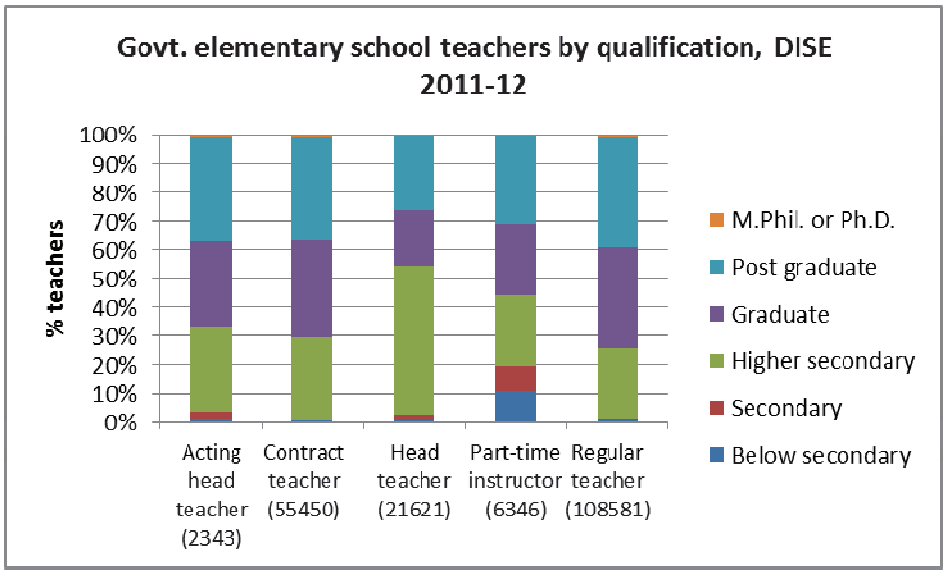
	P. only	**P+UP**	**P+Sec/HS**	**U.P. only**	**UP+Sec/HS**
Male	74.3	2.6	0.6	66.2	19
Female	65.7	1.4	0.5	62	15.3
All Teachers	71.2	1.8	0.5	64.9	17.6

Among teachers in elementary schools of the state, regular teachers who are employed in government schools are more likely to be trained than teachers in private schools. Moreover, in government schools, the proportion of regular teachers who are trained is more than that of contract teachers.

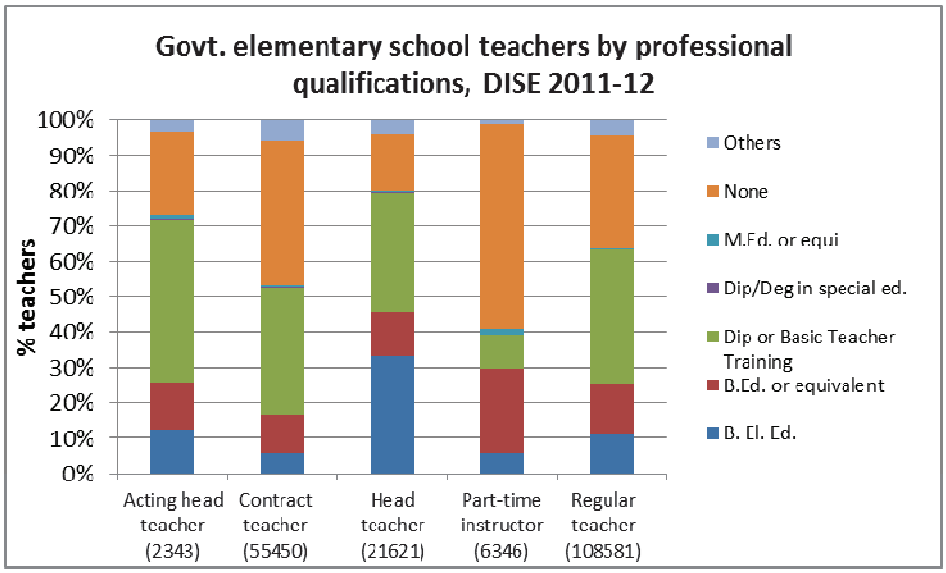
% trained teachers, DISE 2011-12

	Govt Regular teachers	Govt Contract teachers	Private teachers
Male	72.2	58.4	28.1
Female	68.9	60.1	23.4
All Teachers	71.2	59	25.2

Most of the elementary school teachers are graduates with significant number of post graduates or high school graduate. While regular and contract school teachers are primarily graduates or have post graduate degrees, a large number of part time instructors had just secondary or below secondary education. As was discussed in the previous section, most of the head teachers in the state are just high school graduates.



As far as professional qualifications are concerned, while a majority of the teachers have some professional qualification, around 32% did not have any such qualifications. The proportion of teachers without professional qualifications varies by the teacher categories. Thus while 60% of the part time instructors did not have any professional qualifications, almost 85% of the head teachers had some form of professional qualification.



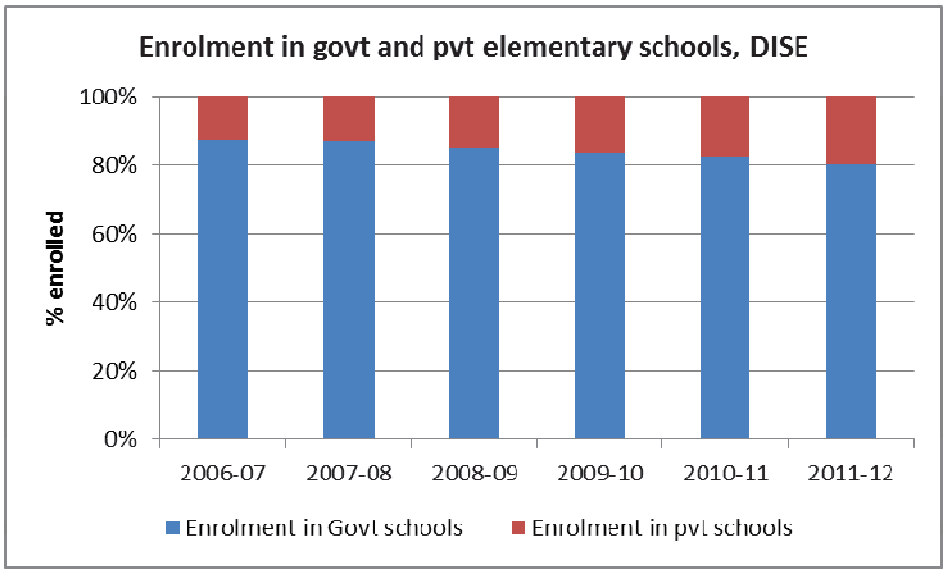
4.2.4. Children

4.73 million children are enrolled in the elementary schools of Chhattisgarh. While 80% of those children are enrolled in government schools, the rest are mostly enrolled in private schools. Very few students are enrolled in either madrassas or unrecognized schools in the state. Only 6943 or around 0.1% of the total students are enrolled in those schools. Most of the madrassas or unrecognized schools are primary only. The numbers of students per school vary with school category and school management. On average a private school has more students enrolled in it than a government school. Most of the private schools are either primary-with upper primary or ones that have all elementary school sections and the average enrollments in those schools are among the highest

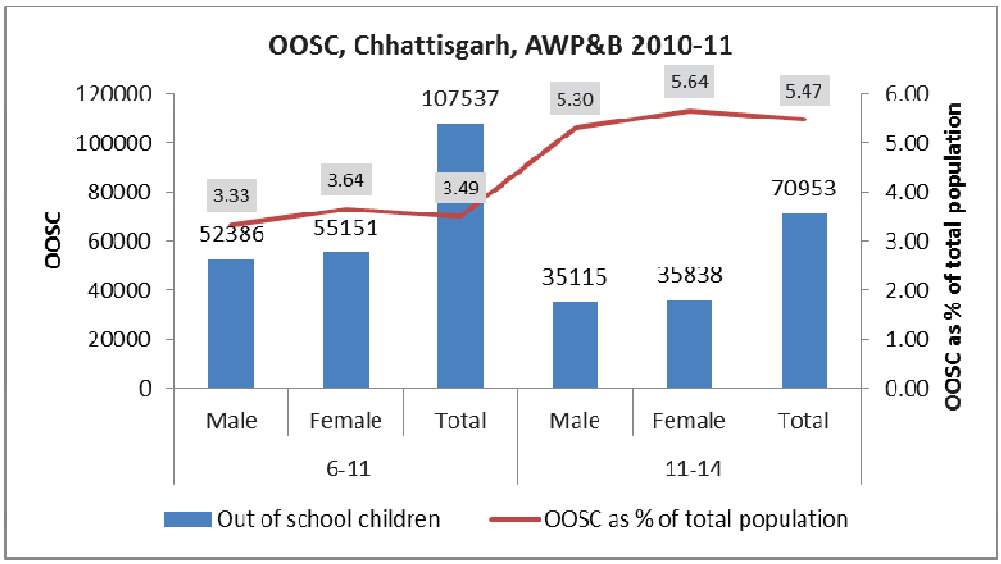
	Primary only	Primary+UP	Primary+UP & Sec/Hsec	UP only	UP with Sec/Hsec	Total
Enrolment in Govt. sch.	2,442,951	14,255	7,929	1,315,570	8,560	3,789,265
Enrolment in Pvt. sch.	204,196	535,900	142,667	55,985	7,835	946,583
Students per Government School	73.63	203.64	660.75	96.22	122.29	80.62
Students per Private School	98.22	225.55	295.38	114.26	103.09	171.98

Enrolment in government elementary schools has increased over time. However, the proportion of students attending government elementary schools has decreased over time, while that of private schools has increased over time. Thus while close to 90% of the students used to attend

government elementary schools in 2006-07, around 80% of the students attended those schools in 2011-12.



Out of school children (OOSC) comprises of children who had either dropped out of schools and those who were never enrolled. In Chhattisgarh the number of females who are out of school is more than that of males according to the Annual Work Plan and Budget of Chhattisgarh of March 2010-11. Moreover, the proportion of the total females between 6 and 14 years of age is more than that of males. Among the total number of children who are out of school, 60.2% belong to the 6-11 year age group, while 39.8% belong to the 11-14 year group.



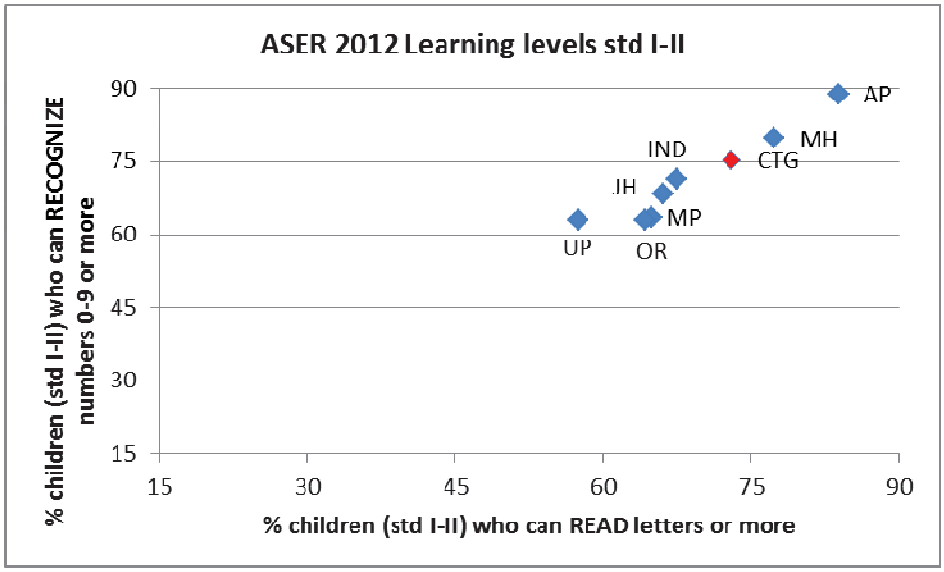
4.2.5 Medium of Instruction

The primary medium of instruction in Chhattisgarh is Hindi with the largest number of students studying in schools with Hindi as the medium of instruction.

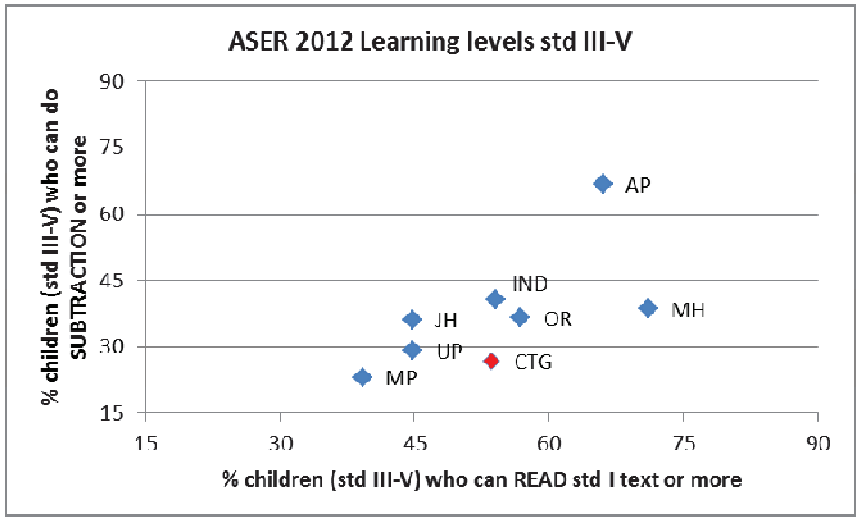
Enrolment by Medium of instruction DISE 2011-12				
School category	Hindi	English	Others	Urdu
Primary only	2529533	21161	2228	1615
Primary with UP. Pri. and Sec/HS	374786	108288	1909	335
Primary with UP and Sec/HS	88713	42295	0	0
Upper Primary only	1322766	7132	3403	414
Upper Primary with Sec/HS	14351	1126	0	0
All schools	4330149	180002	7540	2364

4.2.6 Learning Levels
ASER 2012

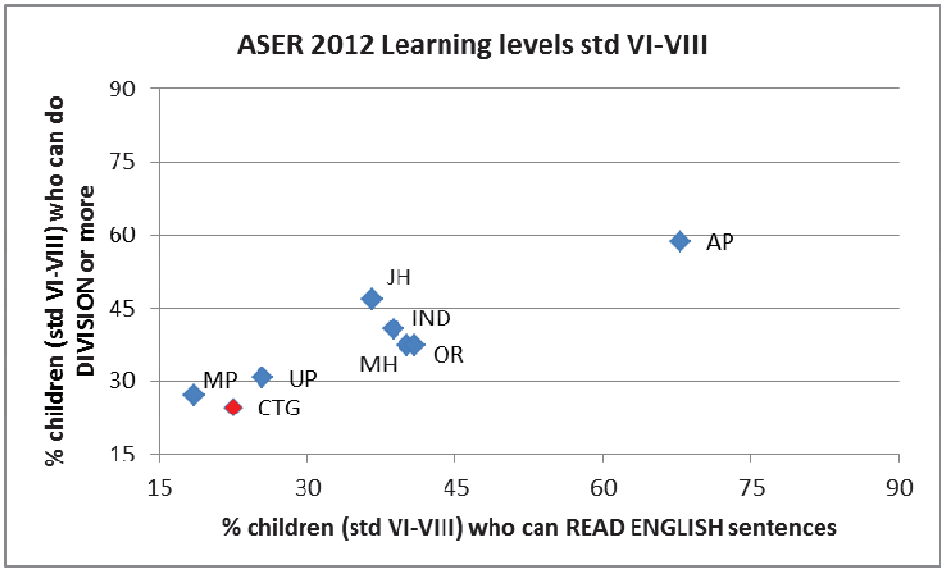
ASER or Annual Survey of Education Report is an annual survey that provides estimates of learning levels of children across all districts and states in India. It is a household based survey that covers approximately 700,000 children between the ages 3 and 16. "Children in the age group 5-16 are tested in basic reading and basic arithmetic. The same test is administered to all children. The highest level of reading tested corresponds to what is expected in Std 2; in 2012 this test was administered in 16 regional languages. The highest level of arithmetic tested corresponds to what is expected in Std 3 or 4, depending on the state."



The ASER learning levels of Chhattisgarh and its neighbouring states are compared. For children belonging to standards I-II, Chhattisgarh's performance was higher than most of its neighboring states and India as a whole. Only children from the much richer states of Andhra Pradesh and Maharashtra performed better than those in Chhattisgarh.

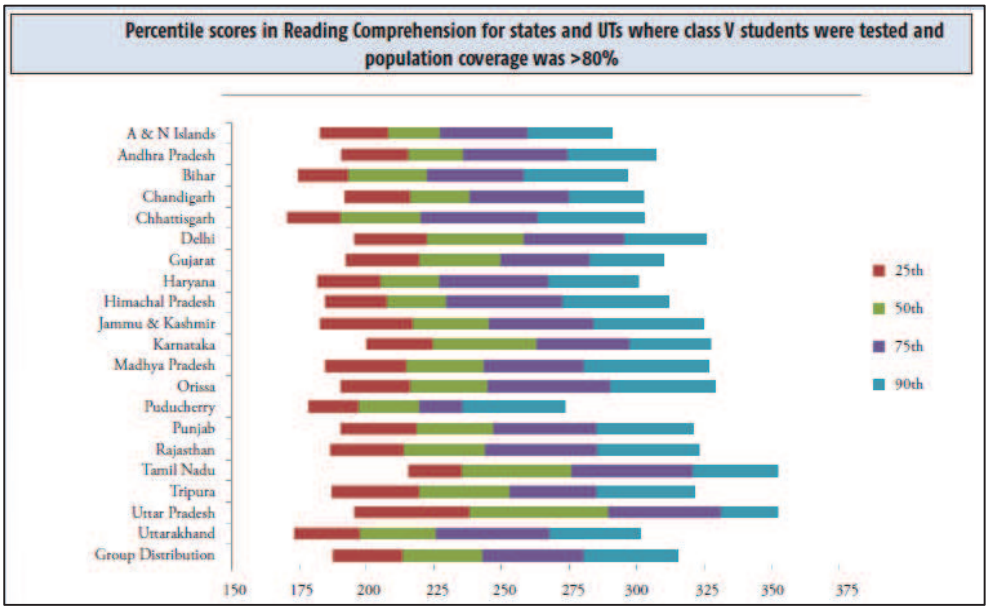


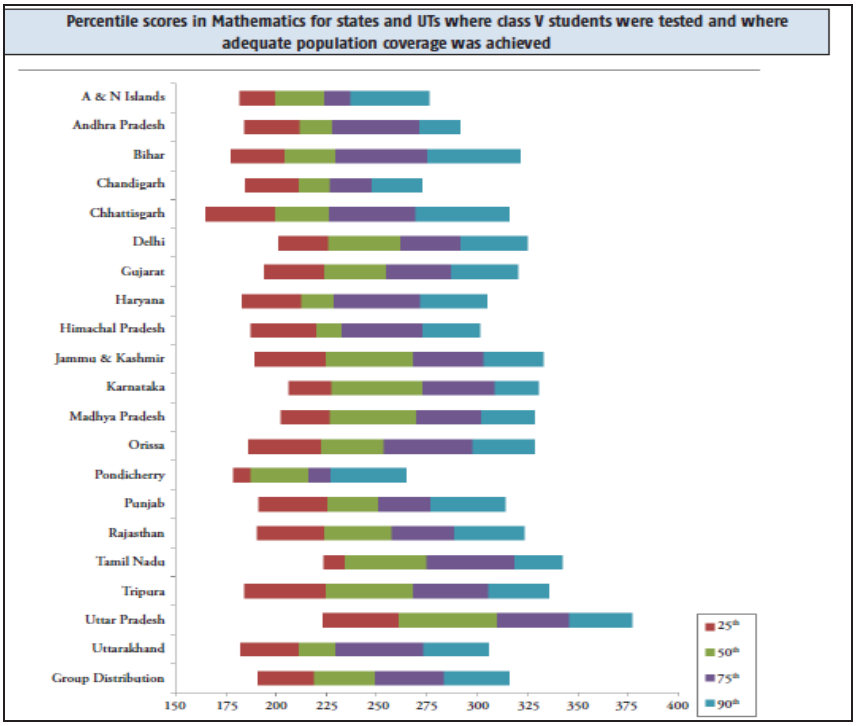
However, the performance of children belonging to standards III-V in Chhattisgarh was worse than most other states in math and reading. The trend of falling levels of performance continues as one moves to upper primary levels. Students in those classes (standard VI-VIII) performed worse than all other states in reading and performed better than only students from MP in math.

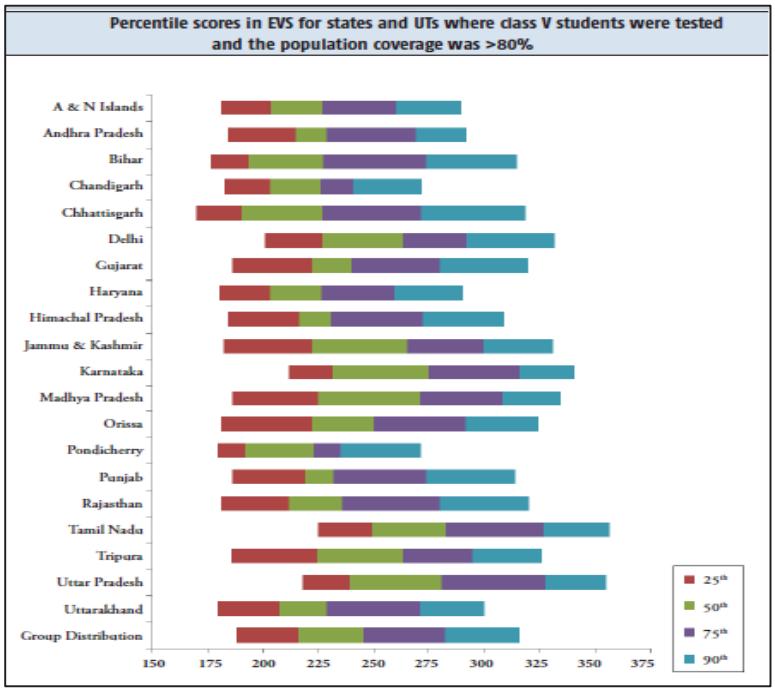


National Achievement Survey 2012

"National Achievement Surveys (NAS) are conducted under the Government's flagship programme *Sarva Shiksha Abhiyan* (SSA). NAS is designed to provide information about the learning achievement of students in the elementary sector of education in government and government-aided schools. This is achieved by administering standardized tests to students of Classes III, V and VIII." The findings of the student performance in Reading Comprehension, Mathematics and Environmental Studies for Chhattisgarh along with all other states of India are given below. The survey was conducted for students in class V from November 2010 to March 2011. The group distribution consists of the average of the states where the population coverage was more than 80%. Students from Chhattisgarh had among the lowest performance in all three subjects with the lowest scores, among all the districts, for the bottom 25 percentile of the students.







4.2.7 Educational Development Index

NUEPA has come up with Educational Development Index (EDI) which attempts to evaluate and compare effectiveness of elementary education system in India. In an attempt to calculate EDI, NUEPA has considered 23 indicators of access to educational facilities, infrastructure, teachers and outcome indicators. Overall, at the primary level, Chhattisgarh ranks 24th out of the 35 states in India with a score of 0.517, while at the upper primary level it ranks 30th with a score of 0.509. Compared to its neighbours, Chhattisgarh performs better than Uttar Pradesh and Jharkhand in EDI.

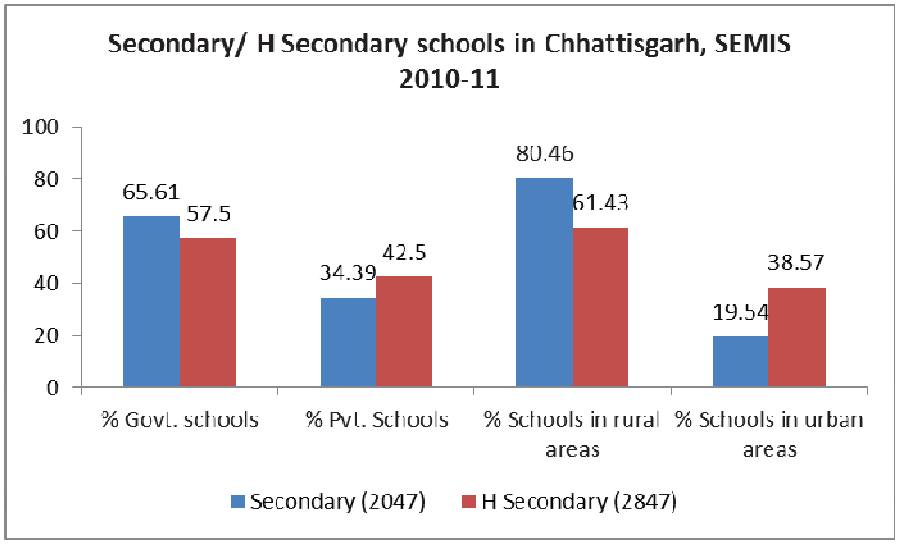
Educational Development Index, Chhattisgarh								
	Access		Infrastructure		Teacher		Outcome	
	Index	Rank	Index	Rank	Index	Rank	Index	Rank
Primary	0.21	19	0.527	25	0.508	28	0.876	2
Upper Primary	0.338	21	0.451	31	0.559	31	0.703	11

Although is amongst the least ranked states in EDI, its rank in the outcome component of EDI is very high for primary schools and relatively high for upper primary schools. Thus the state does well in gross enrolment ratio (overall, SC, ST), which is the most important indicator of outcome, and other indicators like repetition rate, dropout rate, and gender parity index in enrolment.

4.3 Secondary and High School Education

4.3.1 Schools

There are 2047 secondary and 2847 higher secondary schools in Chhattisgarh according to SEMIS, 2010-11. Most of the secondary as well as the higher secondary schools are run by the government. But the proportion of higher secondary schools run privately is more than the proportion of private run secondary schools. Most of the schools are located in rural areas since most of the population in Chhattisgarh is rural.

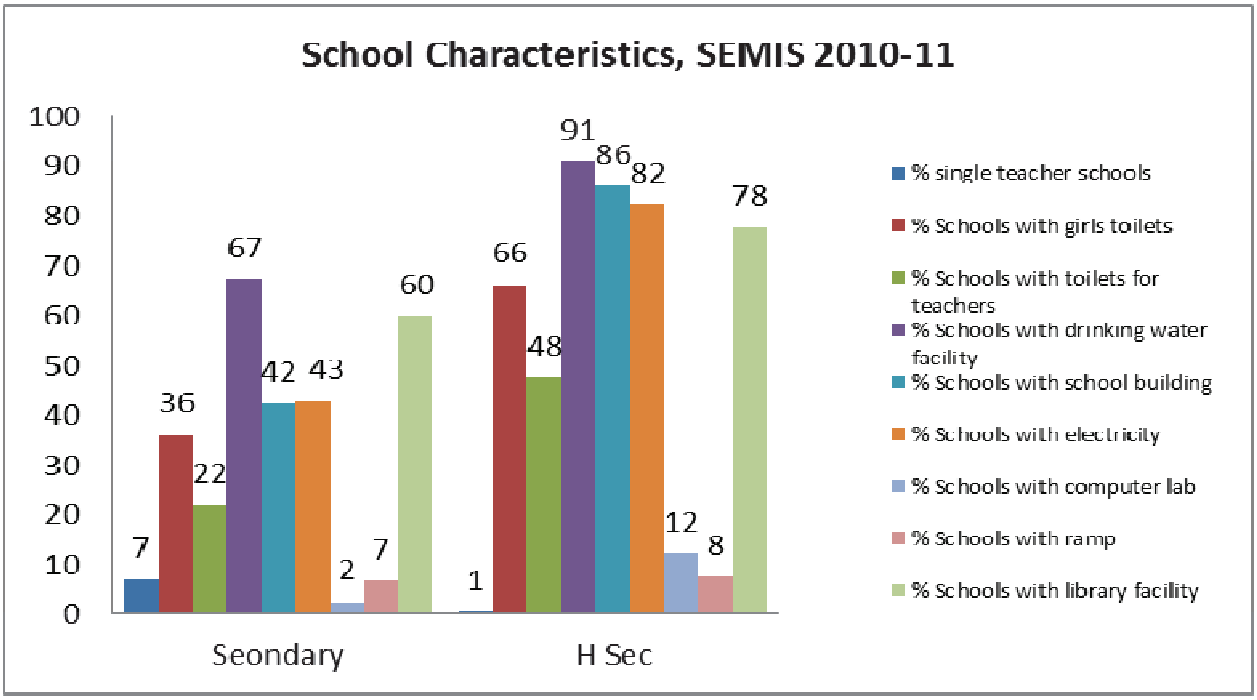


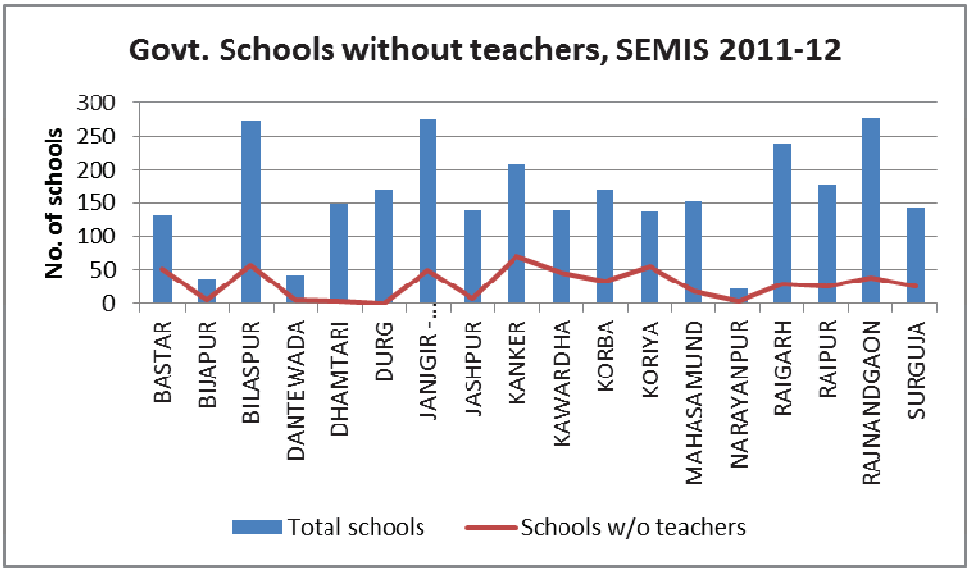
Higher secondary schools in the state are usually better equipped than the secondary schools. Thus while 82% of the higher secondary schools had electricity connection, only 43% of the secondary schools had such connection. Moreover, the proportions of single classroom or single teacher higher secondary school are lower than those of secondary schools. Over 30% of the higher secondary schools in the state have science laboratories.

Almost 80% of the secondary and higher secondary schools have pucca classrooms that are of good condition.

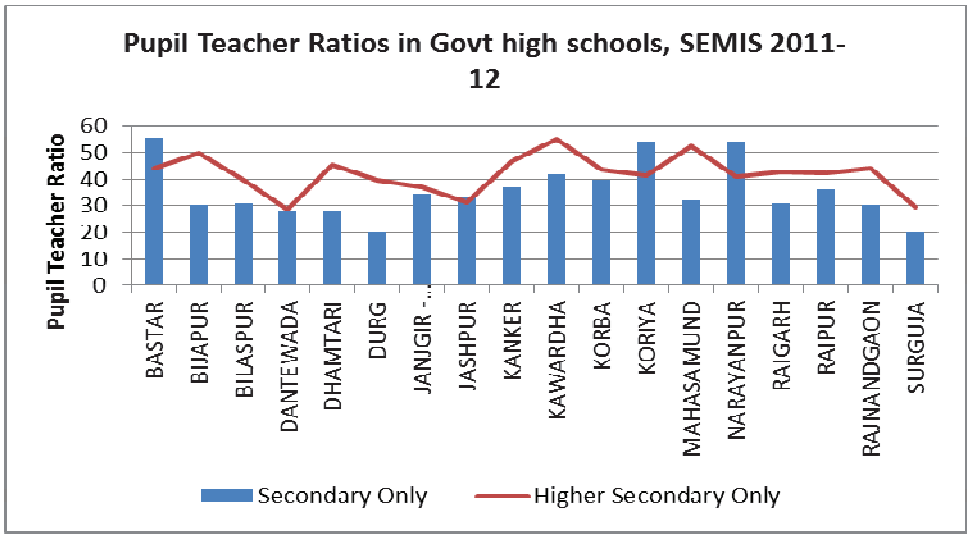
The districts of Bilaspur, Janjgir-Champa and Rajnandgaon have the largest number of government run high schools in the state with each having more than 270 schools each. According to SEMIS, 2011-12, there are 530 government run high schools (18.4% of the total) in the state that do not have a teacher. Bastar, Bilaspur, Janjgir-Champa, Kanker, and Koriya each have more than or equal to 50 schools without teachers.

% H Sec schools with Laboratory (SEMIS 2010-11)	
Physics	37.77
Chemistry	36.06
Biology	31.73
Psychology	0.24
Maths	5.43
Language	1.82
Home Sci.	1.06
Geography	6.22



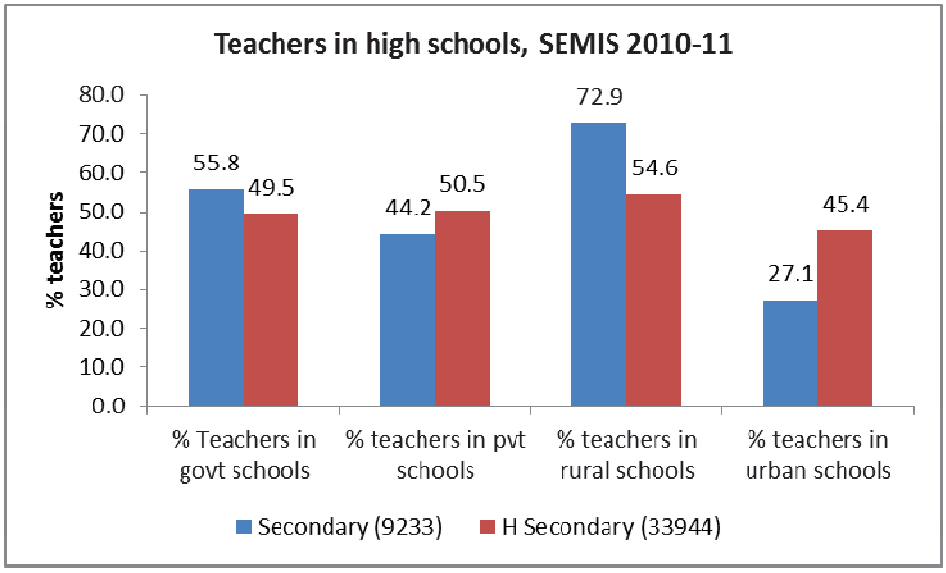


Among the government schools, higher secondary schools on average have higher pupil teacher ratios than secondary schools. The average PTR of secondary schools in Chhattisgarh is 32, while that for higher secondary schools is 41. Among the districts, Bastar has the highest average PTR for secondary schools with 55 students per teacher, while Kawardha has the highest average PTR for government run higher secondary schools with 55.

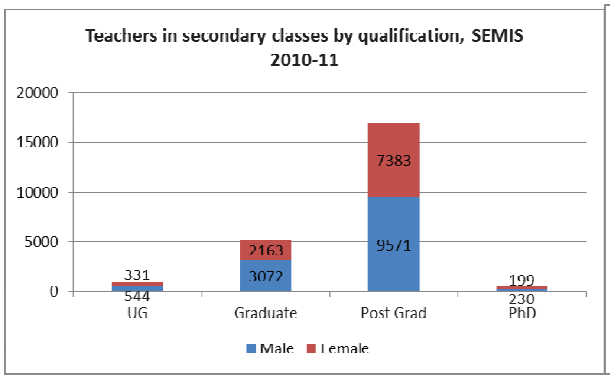


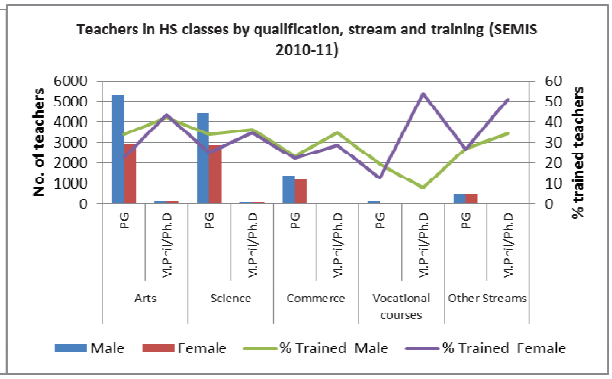
4.3.2 Teachers

Among the teachers employed in government high schools of Chhattisgarh, most are employed in higher secondary schools. A higher number of teachers teach in privately run higher secondary schools than secondary schools. Majority of theteacher are regular teachers, with Janjgir-Champa, Koriya, Raigarh and Raipur having some para teachers at secondary and higher secondary schools. Among the teachers employed in government high schools less than 2% are para teachers, while among those employed in the private schools 10.5% are para teachers.



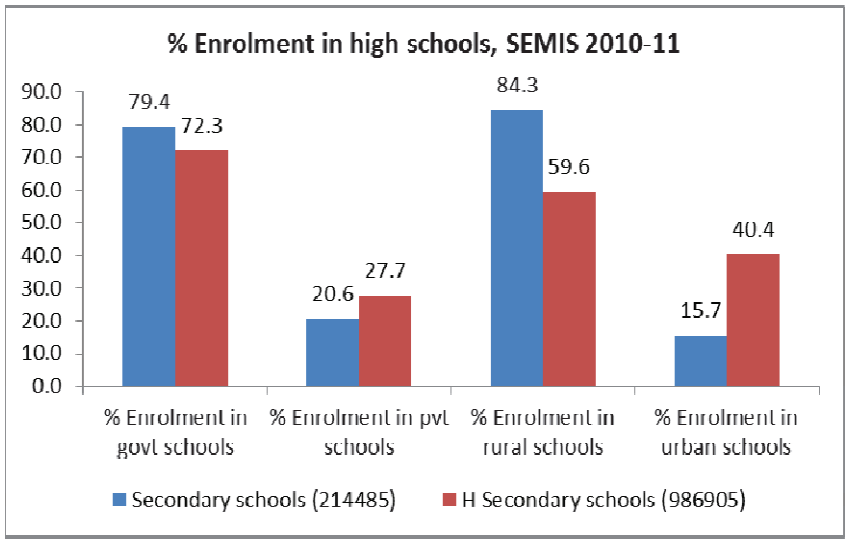
Teachers in secondary mostly have post graduate or graduate degrees with some having M Phil or PhD or undergraduate degrees as well. Majority of the teachers in higher secondary schools have their background in arts. Percentages of male teachers who are trained are high for arts and science stream but not high in vocational courses and other streams. However, the percentage of female teachers who are trained is high for vocational courses. Approximately 26% of teachers across all secondary schools in the state are trained.





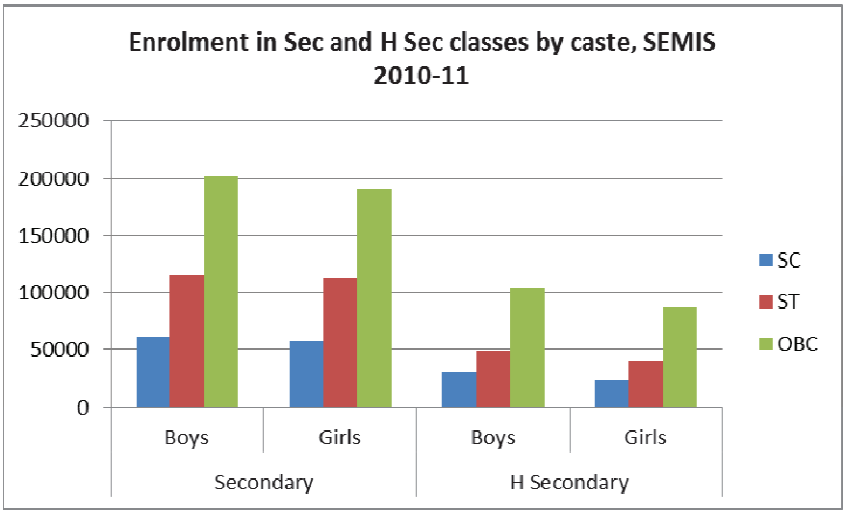
4.3.3 Children

The percentage of students enrolled in government secondary schools is more than that of the students enrolled in government higher secondary schools. Consequently, percentage enrolled in private higher secondary schools is more than private secondary schools. A similar trend is observed for students enrolled in the high schools of rural and urban areas of the state.

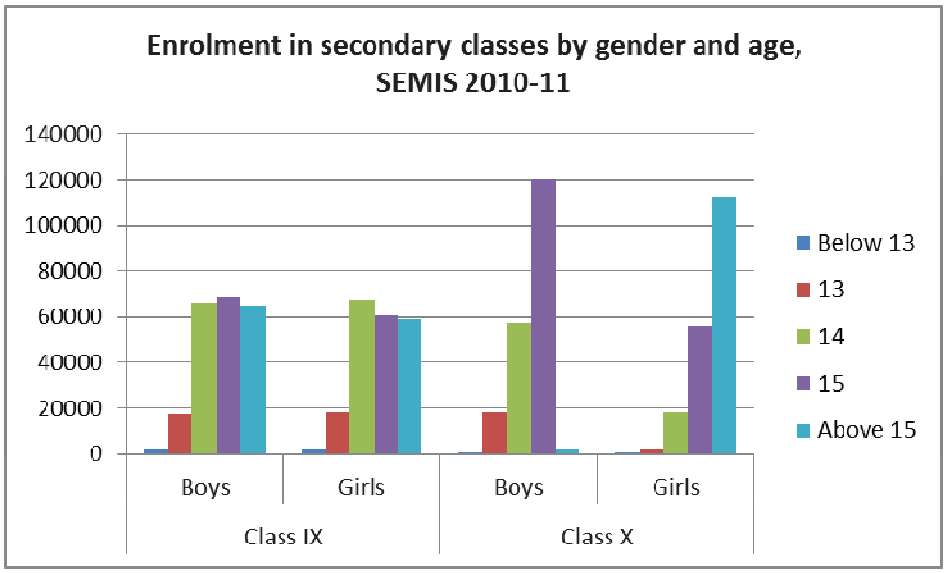


Most of the students are enrolled in secondary classes, i.e. classes IX and X. This indicates that the number of out of school children grows as children graduate from secondary schools. There

are more boys enrolled than girls in the high schools of the state. Amongst the communities of the state, students from OBCs form the majority of those who are enrolled.

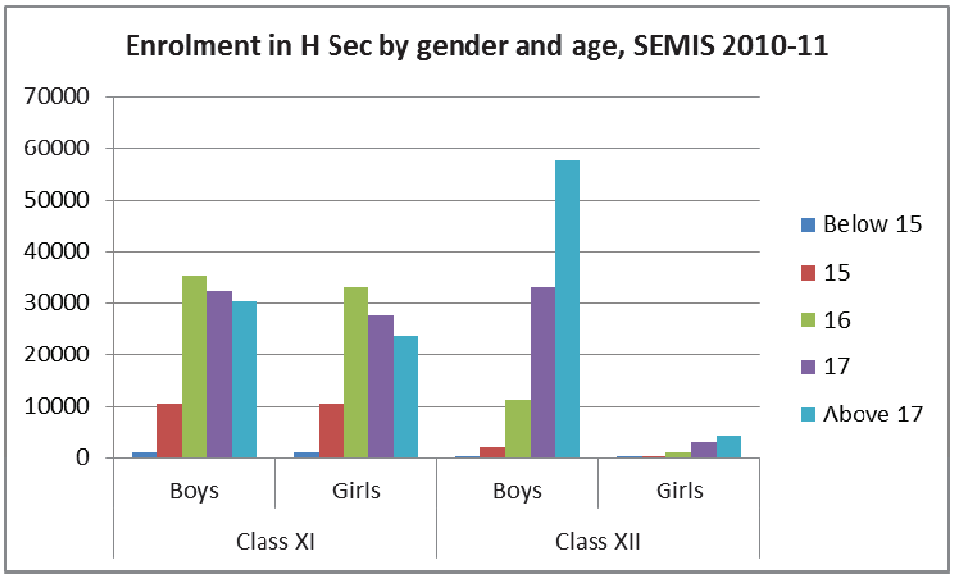


Most of the students in class IX are 14 year olds compared to class X's 15 and class XI and class XIIs' 16 and above 17 respectively. According to SEMIS, 2010-11 there are very few boys in classes X who are more than 15 years of age. However, most of the girls enrolled in class X are 15 or more years of age. This might be an error in estimation on the part of SEMIS and can be investigated.



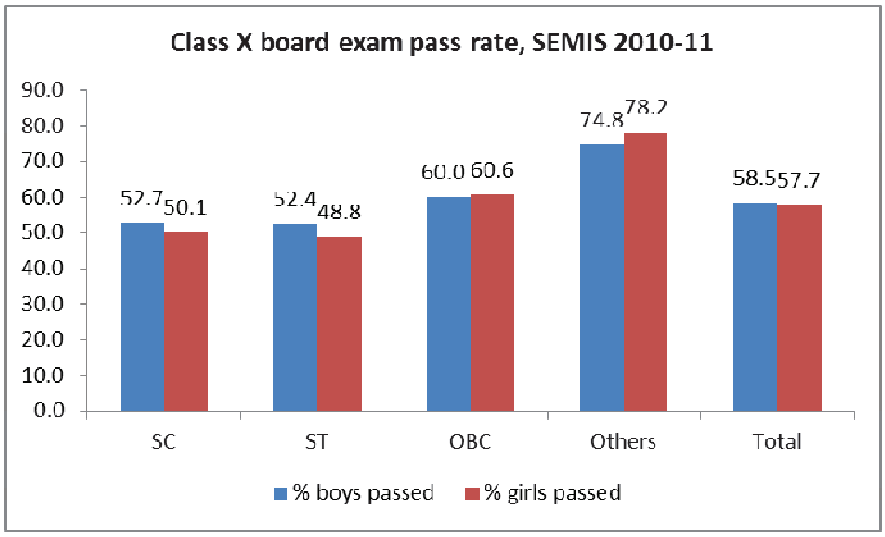
The numbers of male and females students enrolled in class XI are comparable. However, the number of female students enrolled in class XII is substantially lower than that of class XI. This

indicates significant drop outs among female children before completing higher secondary school.

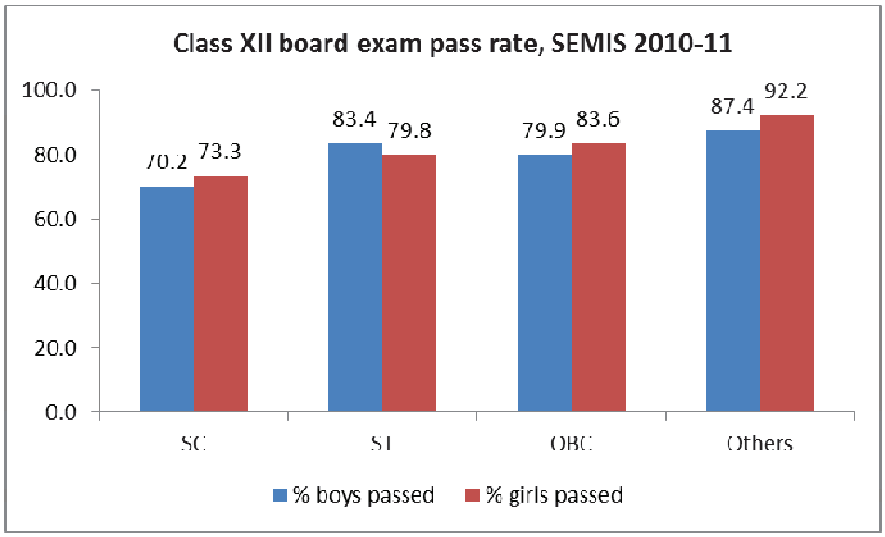


4.3.4 Learning Levels

Among the children who appeared for class X board exams, for SCs and STs the proportion of boys passing is more than that of girls. However, the trend is reversed for OBCs and other communities. Overall, the performance of children belonging to other categories is better than those of OBCs, SCs and STs.



The passing percentage of students appearing for class XII board exams is more than that of the class X board exams.



5. Community Participation in Education

A school is an integral part of a community. And to make schools more effective, members from the community must participate in the management of the school. With this in mind, the GOI requires all government, government aided and special schools to have a School Management Committee (SMC) under the Right to Education (RTE) Act. SMCs consist of parents, teachers, members from local authorities and a local educationist or a student nominee who collaborate with each other to perform the following primary functions (*Source: Chhattisgarh RTE 2009 Rules GOI,*):

- "communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act as also the duties of the State Government, local authority, School, parent and guardian";
- "ensure the enrolment and continued attendance of all the children from the neighbourhood in the school";
- "monitor that teachers are not burdened with non-academic duties other than those mentioned in the RTE policies";
- "bring to the notice of the local authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as mentioned in the Act";
- "monitor the identification and enrolment of, and facilities for education of children with disability, and ensure their participation in and completion of elementary education";

- "monitor the implementation of the mid-day meal schemes in the school";
- "prepare an annual account of receipts and expenditure of the school".

SMCs in government schools of Chhattisgarh, DISE 2011-12

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
No	484	8	1	6	207	706
Yes	29419	47	8	50	12412	41936
Total schools	33179	70	12	70	13673	47004

Note: 7% of the govt. schools had missing values

As seen in the above table, around 1.5% of the government elementary schools in Chhattisgarh that are primary only or that are upper primary only have no SMCs. An SMC must have an Executive Committee comprising of the head teacher of the school, one of the teachers from the school, the elected local authority member, 11 members elected by SMC members from among the parents of the school children and a local educationist or a nominated student of the school. The Act stipulates that at least 50% of the members of the Executive Members will have to be women. The gender composition of SMC members is given in the next table. Parents constitute the bulk of the total SMC members. While the total number of male members is greater than that of females, the number mothers who are SMC members is more than that of fathers.

SMC members, DISE 2011-12

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
Total Male SMC members	231537	350	52	379	98409	330727
Total Female SMC members	219538	277	22	354	92477	312668
Ratio of total females to males	0.95	0.79	0.42	0.93	0.94	0.95
Parents Male	169366	204	14	255	70332	240171
Parents Female	177451	204	17	291	75112	253075
Ratio of mothers to	1.05	1.00	1.21	1.14	1.07	1.05

fathers						

An SMC is required to have a meeting at least once every quarter and the minutes and decisions will have to be documented and made public. Currently most of the SMCs in government schools have more than 4 meetings a year. However, more than 30% of the SMCs in both primary only and upper primary only schools had no meetings or less than 4 meetings during the year of the survey. Unlike the SMC as a whole, the Executive Committee of an SMC is required to meet at least once a month.

SMC meetings in govt schools with SMCs, DISE 2011-12

No. of meetings	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
None	4165	9	1	8	1754	5937
1-3	5039	14	6	20	2191	7270
4-11	19445	24	1	22	8162	27654
>11	770	0	0	0	305	1075
Total	29419	47	8	50	12412	41936

A school SMC is also required by the RTE Act to prepare a 3 year School Development Plan (SDP). SDPs contain yearly estimates of class-wise enrolment, number of teachers required by both primary and upper primary classes, and infrastructure and financial requirements. Although RTE requires every school SMC to have a school development plan, less than around 18% of the primary only and upper primary only schools had no SMCs.

SMCs with school development plans, DISE 2011-12

	Primary only	Primary with Upp Pri	Primary with Upp Pri and Sec/High Sec	Upper Pri with Sec/High Sec	Upper Primary only	Total
No	5506	14	3	17	2235	7775
Yes	23910	33	5	33	10175	34156

Note: 5 had missing values

Consortium for Research on Educational Access, Transitions and Equity (CREATE)[vii]conducted a school survey called Community and School Survey (ComSS) in 88 schools in 2 clusters of Madhya Pradesh (Rewa and Dindori) and 1 cluster of Chhattisgarh (Rajnandgaon). The following were found on the SMCs in those schools:

- Most of the school SMCs were unaware of the details of how their schools were funded. Moreover, in the few meetings that these SMCs had regarding utilization of funds, the members mostly discussed utilizing funds without specifying the items for expenditure.
- The SMC members were mostly unsatisfied with the schools due to lack of classrooms, lack of teaching aids, ineffectiveness of teachers, and low teacher motivation.
- Although majority of the children were enrolled in schools, the primary reasons for the children to drop out or to be out of school, according to the SMCs were, truancy and repetition, lack of upper level schools, and care for younger siblings. Few of the SMCs were however aware of the alternative education for out of school children.

6 Development & Educational Aspects

6.1 Chhattisgarh in the 12th Five Year Plan

The Annual Plan for 2013-14 for the State of Chhattisgarh has been agreed at Rs.25,250crore which includes the central assistance to the State Plan of about Rs.2,574 crore. The State Government's effort in improving human development index is appreciable, it was pointed out that health indicators have shown substantial improvement but deterioration in child sex ratio is a matter of concern. Concerted efforts are needed to improve the literacy rate and eliminate gender and social gap in school enrolment by the end of Twelfth Five Year Plan by ensuring that educational opportunities are available to all segments of the society. According to Census, 2011 data, the gender gap in literacy in Chhattisgarh is high at 20.86 per cent. High incidence of Child and Malnutrition and anaemia among women are other areas of concern which need more attention. It is suggested that convergence with ICDS should be encouraged in order to address the problems of malnutrition. Only 55 per cent of the habitations in the State are fully covered with drinking water facility under NRDWP against the national average of 76 per cent. The State Government should step up its efforts to cover 100 per cent habitations with drinking water supply facility in 12th Five Year Plan

6.2 Jan Rapat

In the chapter 'Education, knowledge and information' of the Human Development Report – Chhattisgarh, 2005 (Jan Rapat), there is a three-fold categorization that the Jan Rapats have

delineated with reference to education reflects the problem of education. Education should not be restricted to its narrow modern meaning. All learning should be subsumed byeducation, which has become restricted to being thought of as school education alone. School education is unable to create for itself a larger space, and in effect often eases out all other forms of transmission of knowledge and knowledge itself. Within school education, the quality of education is an important aspect that needs regular scrutiny. While we quantify education by parameters such as literacy,enrolment and achievement, there is little that tracks and monitors the quality of education imparted.

6.2.1 Women in the Panchayat system

The village Jan Rapats discuss the role and status of women in Chhattisgarh, both in the institutional structure in general and in the Gram Panchayats and Gram Sabhas in particular. Twenty-nine percent villages feel that women have an equal status in the institutional setup. This perception of equity is based on the following indicators:

- Access of women to all institutions
- Freedom to form Mahila Mandals
- Freedom to attend Gram Sabha meetings
- Freedom to contest Panchayat elections

The village community in general, and women in particular, say that they are not restricted from joining any institution.

6.2.2 Mid Day Meal Scheme (MDMS)

17.69 lakh primary school children have been covered under the Mid-Day meal scheme (MDMS). Chhattisgarh State started serving cooked hot meal in all the primary schools from 1st April 2002. Since 1st October 2007, Mid-Day Meal started in all government and government aided Upper Primary schools of 16 districts of the State.

Perhaps Chhattisgarh is the first state to send the proposal to GOI for decentralization of food grains allocation and transportation to district level and after the proposal got accepted, this best practice is going on without any interruption. Prior to this practice, payment was made at the state level, that too without any proper system of acknowledgement of receipts of food grains.

In Chhattisgarh, system of procuring cooking ingredients (fuel, condiments, oil, etc.) commodities are locally purchased by cooking agency designated by Panchayat Body in the concern village because cooking cost amount are transferred to their account. No central purchase of commodities is in practice

6.2.3 Health

Mitanins are women Community Health Volunteers selected by hamlet based communities. Mitanin programme was started by Chhattisgarh government in 2003. The state has now has 60,000 Mitanins, one for each of the rural hamlets in the state. Mitanin programme looks at ill health as a problem having social causes related to malnutrition, gender discrimination, environmental degradation and lack of education.

In Koriya district of Chhattisgarh, Mitanins formed Community Monitoring Committees (dekh rekh samitis) at hamlet level to monitor food programmes including MDM. Mitanins along with other women started visiting the schools.

They fought against teacher absenteeism, confronted the negligent teachers and petitioned the administration. They encourage parents of out of school/dropped out children to send their children to schools and opposed caste discrimination against Dalit children in serving of MDM. They were able to enlist the support of better teachers in monitoring MDMPeople's perception about knowledge.

6.2.4 Comparison the status of education in the past with the current situation

The Village Jan Rapats compare the status of education in the past with the current situation. Comparisons are based on provisioning, status, condition and access to schools. In the case of knowledge and information, comparisons are made in terms of the relevance of education in the past.

In the past, the realm of each individual's knowledge was related to his or her local environment. Due to poor roads and transportation networks, under-developed telecommunications and the virtual absence of media, new ideas and knowledge could not reach the villages. Today, the knowledge domain of an individual in the village has widened beyond the scope of the village to the national and even the international level.

An analysis of the Jan Rapats shows that people's perception of education (including knowledge and awareness) differs according to the income group that they belong to. Coming to the stakeholders , parents come first .The role of parents is to ensure that the child's basic requirements of food, clothing and shelter are provided for. They must also create conditions that enable their children to attend school regularly.

Children, both boys and girls, have to sometimes fight with their parents, for their right to education especially when money isscarce or when there is a need for extra hands at work. Often parents do not give any priorityto education and children drop out of school. Children who receive full parental support intheir education are far more motivated than those who do not.

Teachers feel that the teaching community was more respected in the past than it is today.

Teachers had the liberty go to homes in the village and bring children to school. Today, very little importance is given to the teacher. There is a need for mobilising support for education in the community so that more parents send their children to school and understand its importance. According to the teachers, most parents send their children to school to learnsimple arithmetic, so as to help them with their accounts.

6.3 Tracking Public Investment for Children-Chhattisgarh

The report, 'Tracking Public Investment for Chhattisgarh 2011 was published by UNICEF & Centre for Budget and Governance Accountability (CBGA). Some of the main point of the report:

Chhattisgarh is also among the better performing states with regards to raising revenue (tax and non-tax) to fund its expenditure.Spending on child related interventions accounts for only 10 per cent of Chhattisgarh's total state budget.

5. In 2004-05, the total outlay earmarked for children was 13.5 per cent of the total state budget. It increased to 14.2 per cent in 2005-06 but declined over the next two years to 10.5 per cent of the state budget in 2007-08. The total state budget outlay earmarked for children as a proportion of Chhattisgarh's Net State Domestic Product was almost stagnant at less than 3 per cent for the four years from 2004-05 to 2007‑08. This indicates that the priority accorded to child-centred interventions in the state budget of Chhattisgarh has been relatively low, registering a decline between 2004-05 and 2007-08.

• Child Education: The share of Child Education in the total budgetary resources allocated for children was above 90 per cent between 2004-05 and 2006-07. While this declined in 2007-08, to around 86 per cent, it was still higher than any other social sector.

• Child Development: The share of Child Development programmes stood at 13 per cent of the total child budget in 2007-08, which was much higher than in the previous years.

• Child Health: The share of Child Health in the total budgetary resources reserved for children has been negligible, and allocations for this sector have remained low over the years, varying from Rs. 9 crore to Rs. 17 crore between 2004-05 and 2007-08.

• Child Protection: The share of Child Protection in the total budgetary resources reserved for children has been negligible, and even allocations have remained low over the years, varying from Rs. 7.58 crore and Rs. 7.24 crore between 2004-05 and 2007-08.

6.4 UNICEF-India: State Profile, Chhattisgarh

As per 'UNICEF-India: State Profile, Chhattisgarh', many of Chhattisgarh's most disadvantaged people live in distant and forested districts that remain poorlyserved by social services and have lower levels of human development. In Chhattisgarh, nearly 21,600children die annually

within the first week of their lives and one child in four under three years of age sufferfrom wasting due to acute under-nutrition. While neonatal mortality stands at about 57 per cent, only 54 out of1,000 deliveries are recorded as live births. More than half of adolescent girls in the state suffer fromanaemia. Challenges also exist in water safety, sanitation, school enrolment and quality of education, while violence incivil strife affected districts of Bijapur, Narayanpur, Dantewada, Bastar and Kanker make outreach andprovision of social services difficult.

6.5 Multi-grade Multilevel (MGML) Programme in Chhattisgarh: An Evaluation-2013

This research study was conducted by TISS with the support of the State Council for Education,Research and Training (SCERT), Chhattisgarh. The study was carriedout between August 2012 and June 2013, covering a sample of 120 schools across 13 blocks in9 districts. Some points and extract from the report:

About Multi-grade Multilevel (MGML) Programme in Chhattisgarh

The Multi Grade Multi Level (MGML) programme was started in Chhattisgarh in 2008 witha view to make primary schools more child friendly, and address the multigrade and multilevelclassroom realities by allowing children to learn in more individualised and self paced ways. Themethod was adopted following a visit to the Rishi Valley RIVER programme and the materialswere developed by the SCERT, Chhattisgarh with the involvement of teachers. Beginning witha pilot project in Durg district the programme was expanded over three phases to all 26,750primary schools by 2012. Materials, including learning cards, learning ladders, group chartsfor wall display, and some materials such as abacus, were centrally printed/produced andsupplied. Registers to be used to keep track of children's progress were printed and privately tobe purchased by teachers from local vendors. Readers were prepared and supplied, althoughnot to all schools, and workbooks were planned but eventually not produced. Teachers weretrained for the method through block level trainings. Classroom walls were painted and roofdecorated. Initially a State and Block Resource Group supported the implementation andexpansion of the programme. After 2011, the Block and Cluster Resource Centres were expectedto support teachers. The programme initially was implemented for grades 1 to 4. From the2012 session, however, it was restricted to only grades 1 and 2. In the period up to about 2009,simultaneously a new State Curriculum Framework and new State textbooks for all grades werealso prepared by the SCERT. The D.Ed. curriculum was also totally revised and new materialsalso prepared for the new DEd. This was undertaken by the SCERT with the involvement ofresource institutions including Digantar, Vidya Bhavan, Eklavya and Azim Premji Foundation.Textbooks were provided to all children in primary schools. The SCERT also prepared guidelinesand practices for the RTE mandated Continuous Comprehensive Evaluation, and from 2012onwards, CCE was also implemented in all schools.

Some of the Key Findings:

Almost half of the schools (48%) were not practicing MGML. Only 21% of the schools were practicing the method as per the expected design and 17% of the schools had adapted the approach or had mixed it with other pedagogies. Key deficiencies contributing to this include: (a) inadequate or poor quality training for teachers (b) insufficient basic material being provided (c) weak or absent resource and monitoring support (d) ambiguous position of the State vis-a-vis the programme leading to a widespread perception among teachers that the Department is not serious about MGML programme and it is going to close down.

Schools face several constraints – lack of adequate teachers, small schools, multigradedclassroom situations, lack of basic teaching learning material (even the non-MGMLtype).The method is heavily dependent on adequate materials, qualified and trained teachers(with both pre-service teacher qualifications and trained in the method) and resourcesupport and monitoring, both initially and in a sustained manner over a long period.It seems that the state undertook the expansion of the system without adequatelypreparing for these matters.

A majority of the teachers were Shiksha Karmis, young and with limited experience.They were very upset about their employment conditions, given their low pay anduncertainty of employment, with high expectations of work.

Although every school had at least one teacher trained in MGML, the quality of thistraining and its absorption by the teachers was patchy.

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