Regional and National Consultations in India for Transforming Education and achieving SDG Goals

Government of India is working towards providing Inclusive, Equitable and Healthy environment in schools. The **National Education Policy launched by India in 2020 also known as NEP 2020**, aims to address the growing developmental imperatives of our country and is aligned with the 2030 Agenda for Sustainable Development. It is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

All the five Action Tracks identified under the Transforming Education Summit– safe, inclusive, equitable schools, learning and skills for life, work and sustainable development, growth of teachers, digital learning and financing education - **have also been identified as areas of priority under the NEP 2020, with specific recommendations for each area**. The Government of India, in coordination with state governments and other stakeholders, has been holding **large scale regional and national level consultations** for implementation of these recommendations. The following paragraphs give details of these efforts, as also some initiatives which are already in existence/ recently rolled out towards fulfilment of the SDG Goals and the identified priority areas.

> **Details of Regional and National Consultations Undertaken/ Scheduled**

I.   RegionalConsultationsfor School Education

i.**Two internal meetings** of three Secretaries from Department of School Education and Literacy (DoSE&L), Department of Higher Education (DoHE) and Ministry of Skill Development and Entrepreneurship (MSDE)were conducted to identify common themes. It was decided to consider following themes, subject to consultation with states/UTs:

- **Access:** This includes Equity and Inclusion, GER, GAR, OoSC, Tracking etc. for school education and Equity, Inclusion, Measures for increasing access including online and ODL education, increasing access through Indian languages for higher education.
- **Quality:** This includes ECCE and Foundation Literacy and Numeracy, Teacher Education and Use of Technology for school education and Multidisciplinary and holistic education, Flexibility of Course and Student–mobility-multiple entry and exit, IKS, Research, Innovation and Ranking, Capacity building of faculty for higher education.
- **Future Readiness:** This includes Skilling for youth and Vocational Education for school education and Enhancing

employability through internship/ apprenticeship, Transforming education through integration of technology, Accreditation, Internationalization, Governance for higher education.

ii. **A one-day National Workshop** with Secretaries, State Programme Directors and Directors of SCERTs of all States and UTs was organized to deliberate on above themes and get their suggestions.

iii. Subsequently, **5 Regional Workshops** (15.11.2021, 16.11.2021 and 17.11.2021) were organized with state/district/block and school level stakeholders. Almost 156 unique suggestions were generated on the themes and sub-themes.

iv. After incorporating the suggestions given by the states and UTs, 5 thematic groups comprising of 7-8 states/UTs each were constituted by D/o SE&L, these groups were chaired by a ACS Education and were given detailed Terms of Reference for the preparation of well-consulted Concept notes.

v. These groups included Education Secretaries, State Project Directors, Director SCERTs (State Council of Educational Research and Training) of various states/UTs, Experts, DIETs and DM/DC of 2-3 districts. The details of the Terms of Reference (ToR) are given below:

Table: Details of Thematic Groups with ToR

Themes	Sl. No.	Thematic distribution of the State and UT	ToRs of the group

ACCESS
 	
(Equity and Inclusion, GER, GAR, OoSC, Tracking etc.)
 	
Led by Bihar
	1.	ANDAMAN & NICOBAR ISLANDS	1. Identify Key issues of the Access.
			2. Measures to ensure 100% GER at all level, with special focus on reduction in number of out of school children.
			3. Strategy for providing education in mother tongue
			4. Suggest ways for children to catch up and re-enter school in case they have fallen behind or dropped out.
			5. Methods for child tracking
			6. Suggest multiple pathways of learning with special focus on SEDG group.
			7. Ways to ensure equitable and inclusive education for all.
			8. Implementation strategy for above suggestions including:
			  o ☐ Suggested Governance reforms for above
			  o ☐ Measures to streamline the fund flow and
			
			budgetary provision for school

	2.	ARUNACHAL PRADESH	
	3.	BIHAR	
	4.	TAMIL NADU	
	5.	JAMMU AND KASHMIR	
	6.	MAHARASHTRA	
	7.	WEST BENGAL	

Themes	Sl. No.	Thematic distribution of the State and UT	ToRs of the group
			education
			o ☐ Exploring avenues for alternative funding/ convergence
			o ☐ Ways to ensure community/volunteer participation
			o ☐ Strategy for scaling up Best Practices/ innovative methods implemented by the States and UTs
FOUNDATIONAL LEARNING (ECCE and FLN) Led by Sikkim	8.	HIMACHAL PRADESH	1. Identify key issues in of the Foundational learning.
	9.	TELENGANA	2. Suggest strategy to ensure access to quality ECCE in AWs, Pre-schools, Primary schools with pre-school section
	10.	SIKKIM	3. Ways for effective convergence with MWCD
	11.	CHATTISGARH	4. Measures/Reforms /Strategy required for effective implementation of NIPUN Bharat mission.
	12.	MANIPUR	5. Implementation strategy for above suggestions including:
	13.	CHANDIGARH	o ☐ Suggested Governance reforms for above
			o ☐ Measures to streamline the fund flow and budgetary provision for school education
	14.	DELHI	o ☐ Exploring avenues for alternative funding/ convergence
			o ☐ Ways to ensure community/volunteer participation
			o ☐ Strategy for scaling up Best Practices/ innovative methods implemented by the States and UTs

Themes	Sl. No.	Thematic distribution of the State and UT	ToRs of the group
TEACHER EDUCATION (Teacher Training (pre-post service),	15.	UTTAR PRADESH	1. Identify key issues of the teacher education.
	16.	MADHYA PRADESH	2. Ways to improve pre-service teacher training
	17.	ODISHA	3. Measures for closing sub-standard TEIs
	18.	KERALA	
	19.	TRIPURA	

Themes	Sl.	Thematic	ToRs of the group

TEIs etc.)
 	
Led by Madhya Pradesh
	20.	MEGHALAYA	4. Methods to improve in-service teacher training
			5. Suggestions for NPST
			6. Mentoring of teachers
			7. Enabling provisions for motivation of teachers
			8. Implementation strategy for above suggestions including:
			   o ☐ Suggested Governance reforms for above
			   o ☐ Measures to streamline the fund flow and budgetary provision for school education
			   o ☐ Exploring avenues for alternative funding/ convergence
			   o ☐ Ways to ensure community/volunteer participation
			   o ☐ Strategy for scaling up Best Practices/ innovative methods implemented by the States and UTs

	21.	JHARKHAND PUNJAB	

USE OF TECHNOLOGY
 	
Led by Rajasthan
	22.	ANDHRA PRADESH	1. Identify key issues of the technology.
			2. Suggest methods to integrate technology in teaching learning process as well as governance.
			3. Child-wise Tracking of learning outcomes and enrolment
			4. Suggestions for development of applications based on NDEAR framework.
			5. Ensuring access to high quality e-content for students and teachers.
			6. Implementation strategy for above suggestions including:
			   o ☐ Suggested Governance reforms for above
			   o ☐ Measures to streamline the fund flow and budgetary provision for school education
			   o ☐ Exploring avenues for alternative funding/ convergence
			   o ☐ Ways to ensure community/volunteer participation
			   o ☐ Strategy for scaling up Best Practices/ innovative methods implemented by the States and UTs

	23.	GUJARAT	
	24.	RAJASTHAN	
	25.	ASSAM	
	26.	PUDUCHERRY	
	27.	KARNATAKA	
	28.	LAKSHADWEEP	
	29.	LADAKH	

Themes	Sl.	Thematic	ToRs of the group

	No.	distribution of the State and UT	

FUTURE READINESS
 	
(Skilling for youth and Vocational Education)
 	
Led by Haryana
	30.	PUNJAB	1. Identify key issues of the skilling and vocational education.
			2. Measures to expand vocational education
			3. Strategy for skilling of youth including out of school children
			4. Methods to increase employability after skill training.
			5. Suggestions for universalisation of Vocational Education at Secondary/Hr. Secondary level.
			6. Implementation strategy for above suggestions including:
			   o ☐ Suggested Governance reforms for above
			   o ☐ Measures to streamline the fund flow and budgetary provision for school education
			   o ☐ Exploring avenues for alternative funding/ convergence
			   o ☐ Ways to ensure community/volunteer participation
			   o ☐ Strategy for scaling up Best Practices/ innovative methods implemented by the States and UTs

	31.	D&N H AND DAMAN & DIU	
	32.	MIZORAM	
	33.	UTTARAKHAND	
	34.	HARYANA	
	35.	GOA	
	36.	NAGALAND	

II. RegionalConsultation for Higher Education:

With the larger goal of implementing NEP and with the objective of designing of institutionalizing National level framework, the Department of Higher Education, Ministry of Education, University Grant Commission (UGC), All India Council for Technical Education (AICTE) and HEIs jointly organised Zonal workshops with the support of States and UTs, to plan prioritize and evolve key solutions that can be operationalized in a phased manner. A Concept Paper was prepared summarizing the learnings emerging out of the stakeholder workshops and classifies the NEP implementation areas into the three pillars of Access, Quality and Future Readiness.

Each area has been deliberated in the Zonal / Regional workshops. This Concept Paper captures details on initiatives, issues and concerns-expressed by the stakeholders, emerging best practices, and plausible solutions in their regional context for addressing concerns. The details are as follows:

i. Two National Level Workshops were organised with all States / UTs for brainstorming on the various initiatives for implementation of NEP, 2020. Three themes namely, 'Access', 'Quality' and 'Future Readiness' were identified for further discussion.

ii. Thereafter, a series of workshops / deliberation were held at Zonal and Regional level. **In all 26 meetings were held.A total of 989 participants including officials from State/UT Governments, VC/ Principals of HEIs, Directors of IITs, IIMs, NITs, Domain Experts, Heads of UGC, AICTE, NAAC, NBA and different councils attended the meeting**. The details of the participants are as under:

- 35 States and UTs.
- 31 Additional Chief Secretaries/ Pr. Secretaries/ Secretaries.
- 154 Other State officials including Chairman, SHERCs, Directors/ Deputy Directors, HE/TE, Joint Secretaries, OSDs, RUSA coordinators.
- 321 HEIs (28 CUs, 3 CFHEIs, 290 State Universities – VCs, Registrars, Professors, Associate Professors, Asstt. Professors).
- 39 Officials from UGC, NAAC, NBA, INFLIBNET, Coordinating HEIs.
- 04 Officials from Deemed University, 03 from IITs, 02 from NITs, 02 Officials from IIMs, 13 officials from Councils namely, DCI, NCH, NCRI, BCI, CII, PCI, VCI, NMC, RCI, CCIM, INC.

iii. 03 Concept Papers were received from three Zones which were analyzed and a single Concept Paper was prepared. The Draft Concept Paper covering the themes Access, Quality and Future Readiness was also shared with NITI Aayog and States / UTs.

iv. The Concept Paper on the identified themes of Access, Quality and Future readiness along with Best Practices was further discussed and deliberated with the States /UTs.

III. National Conference of School Education Ministers (1-2 June 2022)

1. A National Conference of School Education Ministers was held during 1-2 June, 2022 at Gandinagar, Gujarat under chairmanship of Hon'ble Ministry of Education Shri Dharmendra Pradhan, GOI. Education Ministers of 18 States/UTs and Education Secretaries of about 32 States/UTs participated in the meeting. Discussions were held onsharing of strategies for learning recovery after School re-opening, Foundational Literacy and

Numeracy and Vidya Pravesh, promotion of Skill education in schools and (vi) Student Registry and NDEAR.

2.   During the conference, States/UTs shared their learnings and experiences on ways to transform learning and usher in excellence in educational practices. The Conference highlighted the need for prioritizing the curriculum, teacher training and e-learning frameworks. States/UTs should strive to blend State/UT specific requirements with the curriculum. Also, States/UTs to pro-actively support, cooperate and participate in the development of NCF and in building teacher capacities. DIETs should be upgraded as multi skilling centre to enhance capacity building of teachers and all stakeholders of school education. Life skill centres may be started in the schools. Tourism hub, Eco-clubs, sports should be promoted at the District/State/UT level. All should work together continuously to make education landscape of the country more vibrant by ensuring quality, access and equity to fulfill Sustainable Development Goals (SDG) for Education. Further, digital learning initiatives may be undertaken vigorously by the States/UTs for imparting digital education to all.The above steps were accepted and agreed upon by all to ensure quality education in schools.

IV. Conference of Vice Chancellors (June 7-8, New Delhi) :

The Conference was inaugurated by the **President of India, Shri Ram Nath Kovind.**It included participation by Vice-Chancellors of Central Universities and Directors of Institutions of National Importance at Rashtrapati Bhavan. The President is the Visitor of 161 Central Institutes of Higher Education. Out of 161 institutes, 53 are attending the Conference physically while others are connected virtually.

2.   In different sessions, the Conference deliberated on various topics such as - Role and responsibilities of Higher Education Institutions; international rankings of Higher Education Institutions; collaboration between Academia-Industry and policy-makers; integrating school, higher and vocational education; education and research in emerging and disruptive technologies.

V. National Conference of Chief Secretaries (15-17 June 2022, Dharamshala, HP)

1.   The first National Conference of Chief Secretaries was held during June 15-17, 2022 at Dharamshala, Himachal Pradesh to set the roadmap for the key priority areas where the Centre and States may act together to

ensure reforms, welfare and ease of living for citizens. Implementation of NEP 2020 was on the agenda. The five regional workshops conducted earlier fed into the discussions here. Discussions were focussed on the five themes- namelyAccess, Foundational Learning, Teacher training, Use of Technology, Future readiness: Skilling and Vocational Education.**Hon'ble Prime Minister of India Shri Narendra Modi also attended the deliberations**.

> **Programmes and Initiatives being undertaken by Government of India under National Education Policy 2020 for achieving SDG Goals**

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1. Samagra Shiksha Abhiyaan: Government is implementing the Samagra Shiksha scheme which is an overarching programme for the school education sector extending from pre-school to class 12 with an objective of bridging social and gender gaps in school education as well as ensuring equity and inclusion at all levels of school education. Steps will be taken to **ensure universal access to high-quality early childhood care and education (ECCE) across the country by 2030**. Some of the other initiatives in providing quality education includes the **National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)**launched to ensure universal acquisition of Foundational skills by all children. **SAFAL (Structured Assessment for Analysing Learning levels)**, a competency-based assessment has been introduced in schools for grades 3, 5 and 8 with focus on testing core concepts, application-based questions and higher order thinking skills.

The Scheme places **special emphasis on the needs of Children with Special Needs (CwSN)** from pre-primary to senior secondary level across the country. **The Samagra Shiksha Scheme presently covers over 2.2 million children with special needs from pre-primary classes to class XII.**

It supports specific student oriented interventions i.e. aids and appliances, teaching aids, assistive devices, identification and assessment camps, teaching and learning materials, orientation program for the parents, education administrators, community, sports events, world disability day, braille books/kits, corrective surgeries, transportation allowances, escort allowances, uniforms (under Right To Education),

stipend for girls, training of general teachers, financial assistance for special educators, use of ICT etc.

Samagra Shiksha Scheme reaches out to girls, and children belonging to SC, ST, Minority communities and transgender community. Under the scheme, there is a provision of **Kasturba Gandhi BalikaVidyalayas** (KGBVs). KGBVs are **residential schools** from class VI to XII for girls belonging to disadvantaged groups. Boarding, lodging and education facilities are provided free of cost to all girls studying in KGBVs. The **KGBVs are set up in Educationally Backward Blocks, where rural female literacy rate is below the national average.** The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education.

As on the end of March 2022, a total of 5627 KGBVschools have been sanctioned in the country. Out of it, **4980 KGBV schools are operationalwith the enrolment of 669,000 girls**.

2. **PM CARES for Children Scheme**:In order to provide care and protection to Covid affected children, the **PM CARES for Children Scheme** was launched by The Hon'ble Prime Minister of India on 29th May 2021. It aims to support children who have lost both their parents or legal guardian or adoptive parents or surviving parent to Covid-19 pandemic during the period starting from 11th March 2020. The objective of the Scheme is to ensure comprehensive care and protection of Children in a sustained manner, and enable their well being through health insurance, empower them through education, skilling and equip them for self-sufficient existence with financial support on reaching 23 years of age. About 3922 such Covid affected children have been provided schooling support so far by the Government of India.

3. **Guidelines on School Safety**:The Government of India accords highest priority to ensuring safety and security of children in schools and has developed Guidelines on School Safety and Security of children studying in Government, Government-aided and Private Schools. These Guidelines have been developed following an 'accountability framework' with the help of existing legal provisions. A 'whole school approach' has been adopted by integrating safety and security aspects in education itself, by including deliberations upon the health, physical, socio-emotional, psycho-social and cognitive aspects of school safety and security. It aims to address multi-sectoral concerns to further create a safe society.

4.**Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) :**Ministry of Education is implementing **'Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)'** for providing one hot cooked meal in Government and Government – aided Schools across the country. It caters to about**118 million children of classes I to VIII studying in 1.1 million schools.** The main objectives of the PM POSHAN Scheme (earlier known as Mid-Day Meal Scheme) are to address two of the pressing problems for majority of children in India, i.e. nutrition and education by improving the nutritional status of eligible children in Government and Government-aided schools as well as encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.

5. School Health Programme (SHP) is a joint collaborative initiative of Ministry of Health and Family Welfare and Department of School Education and Literacy, Ministry of Education, to foster the growth, development and educational achievement of school going children. It aims to strengthen health promotion and disease prevention, which encompasses comprehensive and evidence based health promotion in addition to offering age appropriate health education, health promotion activities, health screening, preventive services, documentation of health related data and better skills for emergency care. A total of **eleven themes** have been identified under the SHP which helps in creating awareness among adolescents. These themes are: (i) Growing Up Healthy; (ii) Nutrition, Health and Sanitation;(iii) Emotional Well Being and Mental Health;(iv) Prevention and management Of Substance Misuse;(v) Interpersonal Relationships; (vi) Promotion of Healthy Life Style;(vii) Values and Citizenship; (viii) Reproductive Healthy and HIV Prevention;(ix) Gender Equality; (x) Safety and Security against Violence And Injuries;(xi) Promotion of safe Use of Internet and Social Media Behaviours.

6.**NISHTHA-Integrated Teacher Training Programme** :A National Mission to improve learning outcomes at the elementary level through an Integrated Teacher Training Programme called **NISHTHA** was launched under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20.NISHTHA is a capacity building programme for "**Improving Quality of School Education through Integrated Teacher Training**". It aims to build competencies among all the teachers and school principals at the elementary stage. NISHTHA is the world's largest teachers' training programme of its kind.The basic objective of this massive training programme is to motivate and equip teachers to encourage and foster

critical thinking in students. The initiative is first of its kind wherein standardized training modules are developed at national level for all States and UTs.The Government of India is committed to ensuring learning for all, with equity, to cover all students at all levels of education and in all geographical locations, even in the remotest parts of the country so that the conveniences of accessing any service through the click of a button is no longer the luxury of the rich alone.

7. The **Digital India Campaign (2015)** strives to transform India into a digitally empowered society and knowledge economy by focusing on the three vision areas: Digital Infrastructure as Core Utility to Every Citizen, e-Governance and Services on Demand and Digital literacy and empowerment of citizens.

A comprehensive initiative called **PM e-VIDYA** was launched on 17th May 2020 as a part of the AtmaNirbhar Bharat Programme, which unifies all efforts related to digital/online/on-air education to enable coherent **multi-mode access to education**.Initiatives Include:

- **Digital Infrastructure and Knowledge Sharing (DIKSHA)** a 'Made in India' digital infrastructure, emerged as **'One Nation, One Platform'** for school education. DIKSHA is an initiative to ensure continuity of quality education loaded with QR coded textbooks and various specialized e-Contents of around 276,145 e-contents available on DIKSHA, 6,451 Energized Textbooks developed by States/UTs and NCERT for classes 1-12 and teachers in 32 Indian languages and 4 Foreign languages and also in ISL which is created by States/UTs and National level organizations with an average daily page hits of 4.2+ crore, and total Learning in minutes on DIKSHA being 5,748+ crore minutes, DIKSHA has witnessed an unparalleled usage. Language-wise, class-wise, subject wise and topic wise contents and chapter wise, explanation video by the teacher for the given topic, videos on hard spots, slides, concept maps, additional resources for extra learning, test items, worksheets, etc. including e-content for Energized Textbooks, Graphic Novels, are made available on DIKSHA with a feature of Radio and TV coherence. It also houses **NISHTHA (teacher-training)**. DIKSHA has featured an **AI-enabled TARA chatbot** as well. (https://diksha.gov.in/)

- **SWAYAM MOOCS portal** that is a free e- learning platform portal that has more than 2500 courses covering school, higher education and skill domains, with a student enrolment of over 26 million. https://swayam.gov.in/

- **Virtual labs**:More than 25 lakh students have benefitted from the 120 Virtual labs that have been set up. (https://www.vlab.co.in/)

- The **National Digital Library** has over 7.65 crore content with more than 64 lakh registered users.   (https://ndl.iitkgp.ac.in/)

- **12 Swayam Prabha TV Channels** under the one class, one TV channel initiative with more than 7000 programs telecasted. To ensure coherent access through multimodal delivery, the broadcasted content will be organised by chapter & topics on DIKSHA to ensure asynchronous usage by anyone, anytime, anywhere. To give a boost to digital education, the **programme will now be expanded from 12 to 200 channels**. Apart from the curriculum-based programs, subjects like yoga, cyber safety and security, ICT tools, guidance and counselling, inclusive education etc. are also included in the transmission schedule.

- Radio broadcasting/Mobile Podcast with more than 3480 pieces of curriculum-based radio programs have been produced by CIET-NCERT for its dissemination on 397 radio stations and also through iRadio 1229 programs have been disseminated. A Podcast called **Shiksha Vani** of the CBSE is also being effectively used by learners of grades 9 to 12.

- For Children with special needs, 597 textbook-based ISL videos have been uploaded on DIKSHA from classes 1 to 5, Talking books (in Daisy format) and 3424 Audio Book Chapters have been developed. Additionally, one DTH channel is being operated specifically for hearing impaired students in sign language. Also, NCERT has developed curricular and resource materials for students, teachers and other stakeholders for promoting inclusive education. Users can download any text to speech (TTS) software and use the digital books as audiobooks which are developed by NCERT.

- **National Digital Education Architecture (NDEAR):**NDEAR is being envisioned to be a digital infrastructure for Education. To achieve the NEP 2020 goals, the policy emphasizes the importance of the role that technology can play in solving critical challenges that our education system is facing today as the Digital Architecture will not only support teaching and learning activities but also educational planning, governance administrative activities of the Centre and the States

/Union Territories. Its blueprint was released by the Hon'ble PM on 29th July 2021 and can be found at https://www.ndear.gov.in/resources.html which focuses to facilitate achieving the goals laid down by National Education Policy 2020, through a digital infrastructure for innovations in the education ecosystem, ensuring autonomy and participation of all the relevant stakeholders. It will pave the way to achieving learning outcomes by offering solutions to learners and teachers.

- **Internet Connectivity through BHARATNET**: This project is providing Fibre to the Home (FTTH) connectivity to the Government Institutions, including schools. 52,567 active connections have been provided to the identified 65,656 schools at various villages and more are being identified and will be provided with active internet connectivity sooner.

- **OLabs:**In order to learn experiments - anywhere, anytime, and individualized practise in all areas of experimentation and also lab experiments can be taught using the Internet, more efficiently and less expensively OLABS have been made available. (http://www.olabs.edu.in/)

Indian education sector caters to a large population. Government of India has envisioned to transform India into a knowledge economy. The Indian school education System is one of the largest in the world with more than 15 lakh schools, nearly 97 lakh teachers and nearly 26.5 Crore students' of pre-primary to higher secondary level from varied socio-economic backgrounds. In the higher education system there are nearly 40 million students enrolled in 42000 colleges and over 1000 universities.

In higher education the policy focuses on flexibility in choice of subjects, fluidity between different streams, multiple entry and exit with the facility of credit transfer. The policy also lays a lot of stress on nurturing a culture of research, improving quality of education and better management and governance of institutions. **Multidisciplinary Education and Research Universities** will be opened across the country to provide better access to quality higher education.

India's National Education Policy (NEP) 2020 calls for **'Re-imagining Vocational Education'.** By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be

developed. This is in alignment with the Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend.

The public expenditure on education has accordingly been rising over the last few years and stands at 4.39 % of GDP at present. This year the budget allocated to the education ministry under GOI amounts to Rs 1,04,278 crore which is equivalent to approximately $13billion and **is an increase of 11.86 % over last year's budget.**

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