

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**RAJYA SABHA
STARRED QUESTION NO. 23
ANSWERED ON 27th NOVEMBER, 2024**

Dropout rates among SC/ST children

23 SHRI M. MOHAMED ABDULLA :

Will the Minister of EDUCATION be pleased to state :

- (a) whether the Union Government is aware of the alarmingly high dropout rates among SC and ST children at the upper primary and secondary levels in the country during the last three years;
- (b) if so, the details thereof, State-wise, and the steps taken against this situation;
- (c) whether the Union Government has taken any steps to prevent caste discrimination in upper primary and secondary level educational institutions in the last three years; and
- (d) if so, the details thereof and if not, the reasons therefor?

ANSWER

MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)

(a) to (d): A statement is laid on the table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) to (d) OF RAJYA SABHA STARRED QUESTION NO. 23 FOR REPLY ON 27th NOVEMBER, 2024 ASKED BY SHRI M. MOHAMED ABDULLA HON'BLE MEMBER OF PARLIAMENT REGARDING DROPOUT RATES AMONG SC/ST CHILDREN :

(a) and (b): As per Unified District Information System for Education (UDISE), the state wise details of annual average dropout rates among SC and ST children at the upper primary and secondary levels for the last three years is at Annexure –I and Annexure –II.

The Department of School Education and Literacy with effect from 2018-19 is implementing an Integrated Centrally Sponsored Scheme for School Education- Samagra Shiksha. Under the scheme, financial assistance is provided to States and UTs for undertaking various activities for reducing dropout rate, including opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, construction of hostels for PVTGs under PM-JANMAN, construction of hostels under Dharti Aaba Janjatiya Gram Utkarsh Abhiyan for unsaturated ST population, free uniforms, free text books, transport allowance and undertaking enrolment & retention drives. Further, special training for age appropriate admission of out of school children and residential as well as non-residential training for older children, seasonal hostels / residential camps, special training centres at worksites, transport/ escort facility are also supported to bring out of school children to the formal schooling system.

Further, financial assistance upto ₹ 2000 per annum is being provided for Out of School Children of age group of 16-19 years, belonging to socio economically disadvantaged groups, for completing their education through NIOS/SIOS, for accessing course materials and certification.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, mandates the appropriate Government to provide free and compulsory elementary education to every child of the age 6 to 14 years in a neighbourhood school. Also, Section 10 of the RTE Act states that it is the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, for elementary education in the neighbourhood school.

Under 'Pradhan Mantri Poshan Shakti Nirman' (PM POSHAN) one hot cooked meal in Government and Government aided schools is provided to students at the elementary level of education, including Balvatika, which encourages the children to attend schools regularly and contributes towards reduction in dropout rate.

To impart quality education at par with Navodaya Vidyalaya to tribal children in their own environment, the Government of India, Ministry of Tribal Affairs operates a Central Sector Scheme of Eklavya Model Residential School (EMRS). As against a target of setting up 728 EMRS, benefitting around 3.5 lakh ST students across the country, 476 EMRS has been made functional benefitting 1,33,928 students.

(c) and (d): Sections 8(c) and 9(c) of Right of Children to Free and Compulsory Education (RTE) Act, 2009 make it obligatory for the appropriate government and local authority to ensure that the child belonging to weaker section and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. Education is a subject in the Concurrent List of the Constitution and schools, other than those owned / funded by Central Government, are under the jurisdiction of the State Governments. Thus, the matters relating to discrimination against children from poorer sections and disadvantaged groups and related matters are regulated mainly in terms of Rules and Instructions of the respective State Government concerned. This Department has issued several advisories to all the States and UTs in this regard.

Under rule 9(4) of Central RTE Rules, 2010 for UTs without legislature and schools under administrative control of Centre Government, it has been mandated that for the purposes of clause (c) of section 8 and clause (c) of section 9, the appropriate Government and the local authority shall ensure that a child belonging to a weaker section and a child belonging to disadvantaged group is not segregated or discriminated against in the classroom, during mid day meals, in the play grounds, in the use of common drinking water and toilet facilities, and in the cleaning of toilets or classrooms. Further, under rule 11(2) it is mandated that the school referred to in clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in accordance with clause (c) of sub-section (1) of section 12 shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, library and Information, Communication and Technology (ICT) facilities, extra-curricular and sports.

National Education Policy (NEP), 2020 emphasises ensuring of inclusive, equitable and quality education for all. (**para 6.1**) NEP, 2020 provides that special attention will be given to reduce disparities in the educational development of schedule Castes and Scheduled Tribes (**para 6.16**). It also provides that all students, irrespective of their place of residence, should have a quality education system, with particular focus on historically marginalized, disadvantaged and under-represented groups. Further, NEP 2020 mentions that to facilitate learning for all students, with special emphasis on Socio-Economically

Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and informal education modes. **(para 3.5)** The NEP, 2020 also mandates that students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. **(para 2.9)**

The National Curriculum Framework for School Education (NCFSE), 2023, in its chapter 3 (Approach to Learning Standards, Content, Pedagogy, Assessment across Stages), has given importance to providing an environment where children feel secure and relationship are governed by care, equity, and respect. Any form of discrimination based on religion, caste, gender and community beliefs, disability, or any other factor, is unacceptable. Further, in its chapter 9 (Vocational Education), it mentions that teacher must ensure no discrimination takes place towards students having disabilities or towards students from specific genders or socio-economic backgrounds.

The Samgra Shiksha scheme has now been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process. State and UT Governments are funded under Samgara Shikhsa to implement the various provisions of NEP, 2020. The States submit proposals for funding under Samagra Shiksha duly formulating the Annual Work Plan & Budget (AWP&B) which is then appraised as per the programmatic and financial norms and approved in consultation with the States and UTs concerned as per the provisions available. There is also a provision for financial support to SCPCR at the State level to enable SCPCR to take up appropriate activities.

The Government has also conducted sensitization programmes at pre-primary stage to secondary stage from time to time and taken various constructive measures to protect the rights of all from time to time. The following development and capacity building programmes have been undertaken for addressing the caste-based discrimination:

(i) A teacher training package consisting of modules emphasizing on different issues and concerns related to access to quality education of children belonging to scheduled castes has been developed. These modules include: Policies, Programmes & Schemes for Educational Development of Children, Quality Improvement of Education, Equity, Equality and Nondiscrimination of Children in School.

(ii) A manual has been developed by NCERT to create awareness on roles and responsibilities of School Management Committee (SMC) members. The manual emphasizes on different issues and concerns related with the quality education of children belonging to different marginalized groups. It has a specific chapter on education of children belonging to socially disadvantaged groups. The chapter details the discrimination of socially disadvantaged groups, issues and concerns related to socially disadvantaged group, particularly Issues and concerns of Scheduled Castes children, addressing issues related to education of Scheduled Caste children, issues and concerns of ST children, addressing issues related to education of ST children etc.

(iii) The NEP 2020, NCFFS (2022) and NCFSE (2023) have specific chapters on Pedagogical Strategies for school teachers, and several capacity building programme for teachers are regularly conducted in which teachers are trained on pedagogical processes for teaching different school subjects from an inclusive perspective including children belonging to scheduled castes.

(iv) Under National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), teachers are trained and sensitized to induce rightful teaching methods for avoiding discrimination amongst students.

ANNEXURES REFERRED TO IN REPLY TO PART (B) OF RAJYA SABHA STARRED QUESTION NO. 23 FOR REPLY ON 22.11.2023 ASKED BY HON'BLE MP SHRI M. MOHAMED ABDULLA REGARDING DROPOUT RATES AMONG SC/ST CHILDREN

ANNEXURE-I

Annual Average Dropout Rate - SC

State/UT Name	2019-20		2020-21		2021-22	
	Upper Primary	Secondary	Upper Primary	Secondary	Upper Primary	Secondary
INDIA	3.75	18.65	3.34	15.32	3.56	12.55
Andaman & Nicobar Islands	96.00	0.00	0.00	0.00	0.00	0.00
Andhra Pradesh	0.36	13.49	0.44	15.95	1.58	15.08
Arunachal Pradesh	13.38	34.13	30.41	64.12	3.60	6.07
Assam	0.88	36.09	2.13	32.86	4.72	22.34
Bihar	11.22	24.33	5.68	19.67	6.07	21.42
Chandigarh	0.00	8.46	0.00	0.00	0.00	0.00
Chhattisgarh	3.04	19.12	4.20	15.73	4.85	10.92
Dadra & Nagar Haveli and Daman & Diu	0.00	7.34	0.00	4.66	8.09	4.53
Daman & Diu@	0.00	12.69	5.66	17.46	-*	-*
Delhi	0.00	11.88	0.00	2.42	0.00	0.12
Goa	6.65	3.37	1.51	0.00	0.00	0.00
Gujarat	1.97	22.90	1.04	22.35	3.46	17.35
Haryana	1.39	20.07	1.18	14.87	0.00	5.97
Himachal Pradesh	0.05	11.88	1.65	10.68	0.00	2.21
Jammu & Kashmir	4.93	24.74	3.58	8.29	2.25	6.62
Jharkhand	16.06	24.51	7.93	16.73	5.80	11.39
Karnataka	2.41	18.19	2.06	17.97	1.83	15.08
Kerala	0.00	4.79	0.00	1.53	0.00	2.36
Ladakh*	0.00	0.00	21.43	0.00	14.29	28.57
Lakshadweep	33.33	0.00	0.00	0.00	33.33	0.00
Madhya Pradesh	3.70	28.50	4.10	27.51	7.86	9.25
Maharashtra	0.28	17.61	1.59	13.01	0.67	10.48
Manipur	2.94	7.79	5.68	7.53	3.94	0.00
Meghalaya	27.92	45.20	7.43	40.80	25.35	23.44
Mizoram	8.08	13.71	0.00	49.87	0.00	37.09
Nagaland	0.00	30.57	20.12	44.94	18.09	29.94
Odisha	3.87	30.04	0.00	18.92	8.14	31.22
Puducherry	0.00	11.46	0.00	9.52	5.57	10.40
Punjab	0.00	14.78	2.38	6.94	3.97	3.97
Rajasthan	2.23	16.38	3.14	10.29	4.40	8.19
Sikkim	8.50	30.91	0.00	22.73	0.00	10.94
Tamilnadu	1.55	13.66	0.64	7.90	0.00	5.08
Telangana*	0.60	10.32	0.00	11.62	3.03	10.81
Tripura	0.06	24.65	5.70	26.98	3.68	9.02
Uttarakhand	3.48	13.07	3.37	12.92	2.15	5.28
Uttar Pradesh	6.76	16.59	9.21	14.96	7.53	10.55
West Bengal	0.00	18.75	0.00	17.79	0.00	20.93

Source: UDISE+

*in 2021-22 D&NH and D&D merged as one UTs

Annual Average Dropout Rate - ST

State/UT Name	2019-20		2020-21		2021-22	
	Upper Primary	Secondary	Upper Primary	Secondary	Upper Primary	Secondary
INDIA	6.06	24.18	5.02	20.91	6.03	16.62
Andaman & Nicobar Islands	0.46	19.62	0.00	11.15	2.96	10.34
Andhra Pradesh	5.60	16.92	2.54	14.11	6.23	11.64
Arunachal Pradesh	5.42	30.65	3.52	4.81	7.39	9.04
Assam	0.58	29.49	1.65	26.58	4.76	12.67
Bihar	6.73	19.40	0.00	15.88	0.00	16.87
Chandigarh	0.00	0.00	0.00	0.00	0.00	0.00
Chhattisgarh	6.80	20.32	5.83	14.93	5.92	12.79
Dadra & Nagar Haveli and Daman & Diu	2.62	25.01	0.00	21.99	0.00	12.21
Daman & Diu@	0.00	28.73	4.39	28.63	-*	-*
Delhi	0.90	2.97	0.00	0.00	0.00	0.00
Goa	1.17	8.35	0.00	0.00	0.00	2.34
Gujarat	7.51	26.56	3.97	25.87	6.47	20.35
Haryana	0.00	0.00	13.40	15.69	0.00	0.00
Himachal Pradesh	0.00	6.59	0.82	6.45	0.00	0.00
Jammu & Kashmir	24.06	43.28	6.89	11.98	5.02	14.17
Jharkhand	10.66	24.15	9.79	19.19	5.37	12.71
Karnataka	3.09	19.31	2.23	19.36	1.77	16.47
Kerala	7.48	20.12	2.45	13.49	0.00	7.83
Ladakh*	0.00	0.00	0.55	2.16	0.58	3.47
Lakshadweep	0.00	6.72	0.00	0.00	2.24	0.00
Madhya Pradesh	8.49	30.93	10.11	32.46	14.02	17.60
Maharashtra	2.68	26.15	3.13	21.38	2.85	21.04
Manipur	5.66	11.70	6.19	11.71	5.71	3.23
Meghalaya	7.78	22.08	9.02	27.95	10.83	21.99
Mizoram	2.23	20.12	5.63	19.69	2.51	11.48
Nagaland	5.51	21.05	2.79	21.96	3.20	16.79
Odisha	9.64	31.51	4.24	19.97	8.77	33.12
Puducherry	0.00	27.48	0.00	2.00	0.00	21.17
Punjab	0.67	8.09	0.00	9.44	0.00	0.00
Rajasthan	3.92	16.93	3.85	11.78	5.57	9.34
Sikkim	0.00	23.27	0.00	23.07	0.00	11.50
Tamilnadu	17.61	32.34	3.15	20.12	0.52	9.44
Telangana*	1.40	11.03	0.00	12.64	4.57	13.01
Tripura	6.58	34.65	7.23	32.95	7.49	9.21
Uttarakhand	0.00	9.58	2.32	12.43	1.46	6.36
Uttar Pradesh	3.60	20.58	11.53	29.23	0.00	12.33
West Bengal	0.00	21.64	0.00	20.28	0.00	12.14

Source: UDISE+

*in 2021-22 D&NH and D&D merged as one UTs