

# National Benchmark setting processes Country Experience India

Department of School Education & Literacy (DoSEL)  
Ministry of Education  
Government of India

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# Discussion on Benchmark Setting

# SDG 4 : Education Indicators benchmarked by India

Four main Groups : Proficiency(6) , Completion rate(3) , Participation rate(1) and teachers with minimum qualification (4)

Benchmark has been set for 14 Sustainable Development Goals (SDGs).

## Proficiency:

- ✓ 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics.
- ✓ 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading.
- ✓ 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics
- ✓ 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading.
- ✓ 4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics.
- ✓ 4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading.

## Completion rate

- ✓ 4.1.2. i Completion rate primary
- ✓ 4.1.2. ii Completion rate lower secondary
- ✓ 4.1.2. iii Completion rate upper secondary

## Participation rate

- ✓ 4.2.2 Participation rate in organized learning (one year before the official primary entry age).

## Teachers with minimum qualification

- ✓ 4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary.
- ✓ 4.c.1.b Proportion of teachers with the minimum required qualifications, primary.
- ✓ 4.c.1.c Proportion of teachers with the minimum required qualifications, lower secondary.
- ✓ 4.c.1.d Proportion of teachers with the minimum required qualifications, upper secondary

# Processes followed by India in Benchmarking

## 1. Policy reforms to achieve goals:

- ✓ The National Education Policy (NEP) 2020 implemented in 2020 is the first guiding principle for setting SDG benchmark.
- ✓ Mapping of NEP principles with SDG goals.
- ✓ Right of Children to Free and Compulsory Education Act, 2009 provides for education to all up to the age of 14 years. With set time lines to achieve it.

## 2. Following historical trend:

- ✓ The previous outcomes measured under UDISE+ and after analyzing the Growth Trend of each indicator the targets are set.
- ✓ Internally, India has set target for achieving SDG milestones for **2023, 2025, 2027 and 2030**

## 3 Consultation with stakeholders/ experts feedback:

- ✓ Important stakeholders viz., National Programme Divisions such as Samagra Shiksha Bureau, Adult Education Bureau, National Council for Educational Research and Training (NCERT) were consulted for setting benchmark

## SDG4 Roadmap and Sectoral Plan policy based approach

### India's own context and priorities towards achieving set goals:

- ✓ The National Education Policy (NEP) 2020 proposes the revision and revamping of all aspects of the education structure, including its reform and governance. NEP set out following reforms with specific intervention to achieve various goals including SDG 4. Important one's are:
  1. **Improving student enrollment, retention and learning outcomes and Improving school attendance** : Training of teachers in innovative pedagogy, integrated education, integration of ICT, etc. through **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)** and **Digital Infrastructure for Knowledge Sharing (DIKSHA)**, Bal Vatika (pre primary class) to be included in PM- Poshan scheme (by 2022-23), Assessing performance of States with respect to their Expected Years of Schooling (EYS). Target for next 5 years on improving EYS shall be shared with the States.
  2. **Targeted intervention for increasing participation of girls in education and reducing their dropout** : Gender sensitization training will be provided to all teachers as a part of NISHTHA training.
  3. **Improving learning outcomes/ proficiency** : Foundational Literacy and Numeracy Mission to be launched to ensure that every child achieves foundational learning outcomes at primary level (by 2021-22). The National Achievement Survey (NAS) will be conducted in 2021 to assess learning outcomes of students. India shall be participating in Programme for International Student Assessment (PISA ) in 2022.

## SDG4 Roadmap and Sectoral Plan policy based approach

### India's own context and priorities towards achieving set goals:

4. **Increase digital access through net work improvement and internet to schools** : Internet access to schools will be increased to 100% by 2025 from the current level with the help of Bharatnet and local effort.
5. **Flexibility in course choice rather than one course fits all approach**: Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. This is expected to increase enrolment at the Secondary and Higher Secondary level.
6. **Concurrent monitoring mechanism**: Monitoring mechanism in Ministry of Education to overseas the implementation of schemes by States on monthly basis by Secretary, School Education. This will help in identifying the gaps and accordingly prioritize areas for intervention to ensure that the school education system is robust at every level and not out of sink with goals.

## SDG4 Roadmap and Sectoral Plan policy based approach

### India's own context and priorities towards achieving set goals:

7. **Use of technology to leverage** the schemes through Project Appraisal, Budgeting, Achievements and Data Handling System (PRABANDH ) portal for real time approval and monitoring ;
8. **Use of Online education as a tool** : The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education through digital mode and open school system. A dedicated unit for the purpose of strengthening of providing uninterrupted digital infrastructure, digital content and capacity building is created in the Ministry.
9. **Review through Public Accounts Committee/Parliamentary Committee approach** : Parliamentary Committee in India while reviewing achievement made so far in SDG goals(all) recommended for setting goals for 2023, 2025,2027 and 2030. following, this recommendations, India completed this exercise of Benchmark setting in February 2021.

## Details of National Benchmark for SDG 4 - India

Indicator	Latest year	Latest value	2025	2030
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	2017	52.9	90.0	100.0
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	2017	47.2	92.0	100.0
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	2017	43.6	85.0	95.0
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	2017	46.3	90.0	100.0
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	2017	39.5	65.0	75.0
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	2017	38.3	85.0	90.0
4.1.2.i Completion rate primary	2020	95.2	98.5	100.0
4.1.2.ii Completion rate lower secondary	2020	86.8	98.5	100.0
4.1.2.iii Completion rate upper secondary	2020	59.9	84.0	88.0
4.2.2 Participation rate in organized learning (one year before the official primary entry age)	2020	0.0	80.0	100.0
4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary	2020	0.0	95.0	100.0
4.c.1.b Proportion of teachers with the minimum required qualifications, primary	2020	73.1	95.0	100.0
4.c.1.c Proportion of teachers with the minimum required qualifications, lower secondary	2020	75.0	95.0	100.0
4.c.1.d Proportion of teachers with the minimum required qualifications, upper secondary	2020	76.2	82.0	86.0



# Challenges in benchmark setting

- ✓ Impact of Covid on the learning outcomes of the children at primary & Secondary levels of education can only be known after the ongoing NAS 2021 results
- ✓ The future behavior of corona virus and its impact on school opening is difficult to pre-judge
- ✓ Major challenges faced is capacity building by way of trained teachers due to Covid and target shifted by 2 years

Thank You