

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**LOK SABHA
UNSTARRED QUESTION NO. 2858
TO BE ANSWERED ON 20th March, 2017**

Quality Education in Government Schools

†2858. SHRIMATI KAMLA DEVI PAATLE:

Will the Minister of **HUMAN RESOURCE DEVELOPMENT** be pleased to state:

- (a) whether it is a fact that the quality of education being imparted in Government schools is lower than that of private schools;
- (b) if so, the details thereof and the reasons therefor;
- (c) whether the Government has made any assessment in this regard;
- (d) if so, the outcome thereof; and
- (e) the remedial measures taken/being taken by the Government to improve quality of education in Government schools?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)**

(a) to (e): The Central Government through the National Council of Educational Research and Training (NCERT) conducts periodic national surveys of learning achievement of children in grade III, V, and VIII in Government and Government aided schools in all States and UTs. Four rounds of National Achievement Survey (NAS) have been conducted so far for grade V and three rounds for classes III & VIII. These reveal improvement in learning achievement levels of pupils, in identified subjects from first round to fourth round. For the first time in 2015, NAS has been conducted at class X level, for the Government, Government aided and private schools. Since only first round of NAS has been conducted for class X level, it is not possible to comment on the comparative learning achievement or decline of students of Grade X in Government, Government aided and private schools. The NAS survey for class X has revealed that there is heterogeneity in achievement scores within most States and UTs.

The Central Government implements Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for improvement of elementary and secondary education, respectively.

Under SSA, the State Governments and UT Administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies statutory duties and responsibilities of teachers and lays down the minimum qualifications for a person to be eligible for appointment as a teacher in elementary schools. For the year 2016-17, 10% of the funds under SSA have been clearly earmarked for quality interventions.

Recently, the Central Government has notified Learning Outcomes for all elementary classes which will help teachers and parents to benchmark learning levels of students.

Additionally, the States & UTs are supported for early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme of SSA namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a sub-component of SSA and RMSA, to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

In order to provide quality education to students at the secondary level, various interventions are funded under the RMSA, a Centrally Sponsored Scheme. These include provision for : (i) additional teachers to improve Pupil Teacher Ratio, (ii) induction and in-service training for Principals, Teachers , Master Trainers and Key Resource Persons, (iii) Maths and Science kits, (iv) Lab equipments, (v) Special teaching for learning enhancement, (vi) ICT facilities in schools, (vii) introduction of vocational education component at the secondary level.

Further, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been developed by NUEPA, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.
