

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

**LOK SABHA
UNSTARRED QUESTION NO. 2162
TO BE ANSWERED ON 1st JANUARY, 2018**

Shortcomings in SSA

2162. DR. P.K. BIJU:

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

- (a) whether the Government has noticed any shortcomings in the Sarva Shiksha Abhiyan (SSA) and if so, the details thereof;
- (b) the details of measures taken by the Government to improve the pupil-teacher ratio to achieve the objectives of SSA; and
- (c) the details of findings of the independent study commissioned for assessing the present status of school dropouts and the action taken by the Government thereon?

ANSWER

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

(a): The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) has been designated as the vehicle for implementing the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Since the inception of SSA in 2000-01, opening of 3.64 lakh new elementary schools, construction of 3.12 lakh school buildings and 18.87 lakh additional classrooms, 2.42 lakh drinking water facilities, 3.94 lakh boys toilets, 5.17 lakh separate girls' toilets, 1.40 lakh Children with Special Needs (CWSN) toilets and 19.33 lakh teacher posts have been sanctioned to States and UTs. Out of this, 3.59 lakh elementary schools have been opened, 2.93 lakh school buildings and 17.90 lakh additional classrooms have been constructed, 2.32 lakh drinking water facilities have been provided, 3.69 lakh boys toilets, 5.01 lakh separate girls toilets, 1.19 lakh CWSN toilets have been constructed and 15.16 lakh teachers have been recruited as on 31st March, 2017.

The implementation of SSA has been reviewed twice every year by a Joint Review Mission comprising independent experts and external funding agencies covering States. The Ministry of Human Resource Development convenes periodic meetings with State Education Ministers and Secretaries to review the programme implementation. Educational data is collected through a Unified District Information System for Education (UDISE) every year. The status of these evaluations and monitoring is placed in the public domain on the Ministry's website. A National

Achievement Survey (NAS) across all States and UTs was conducted on 13.11.2017 to assess the learning achievement of students of classes 3, 5 and 8.

(b): The RTE Act, 2009 in its Schedule lays down the Pupil Teacher Ratio (PTR) for both primary and upper primary schools. At primary level, the PTR should be 30:1 and at the upper primary level, it should be 35:1. As per UDISE 2015-16, the PTR at national level for elementary schools is 25:1 in all Government Schools.

The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments/UT Administrations. The Central Government has been consistently pursuing the matter of expeditious recruitment and redeployment of teachers with the States/UTs at various forums. Advisories on this issue have also been issued to States and UTs from time to time.

(c): As per an independent survey commissioned in 2014 by Ministry of Human Resource Development, 60.64 lakh children were estimated to be out of school in the age group of 6 to 13 years.

Universal enrolment is the primary objective of SSA, and hence all efforts have been made to bring all children to schools. Under SSA, 2.06 lakh primary and 1.61 lakh upper primary schools have been provided for ensuring universal access to schooling facilities. Preference for opening of school is given to tribal areas and areas with high concentration of Scheduled Caste, Scheduled Tribe and minority population. In addition, 3703 Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at upper primary level, have been sanctioned to the States for improving access to marginalised girls particularly out of school, either drop out or never enrolled.

Under SSA, provisions have also been made for residential schools/hostels and transportation/escort facility for children living in sparsely populated areas, children living in areas where schools cannot be opened due to unavailability of land and children in need of care and protection. Special training is also provided to all such children who are school dropouts and long absentees.

Additionally, other strategies adopted under SSA such as strengthening school infrastructure, improving pupil-teacher ratios, providing incentives like free textbooks, uniforms for eligible category of children and mid-day meal in schools have proved to be useful in increasing the enrolment of children in elementary schools.
