

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

**LOK SABHA
UNSTARRED QUESTION NO.1495
TO BE ANSWERED ON 05th March, 2018**

Lack of Permanent School Buildings

1495. SHRI JAGDAMBIKA PAL:

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

- (a) whether it is a fact that 60% of India's schools are still short of teachers and 39% of schools operate out of Kaccha buildings;
- (b) if so, the steps taken by the Government to provide basic amenities and infrastructure including adequate number of teachers in schools;
- (c) whether it is also true that underprivileged children still continue to drop out due to caste discrimination, inadequate pre-schooling and sheer poverty, if so, the details thereof; and
- (d) the steps taken/being taken by the Government to address these issues?

ANSWER

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

(a): As per Unified District Information System for Education (UDISE) 2015-16, 33.90% Government Schools at elementary level have Pupil-Teacher Ratio(PTR) adverse than the norms of 30:1 at primary level and 35:1 at upper primary level laid down by the Schedule to The Right of Children to Free and Compulsory Education (RTE) Act, 2009. However, the overall PTR at national level for primary schools is 23:1 and upper primary schools is 17:1, which is better than the norm laid down in the RTE Act, 2009. Also, 29.2% of Government secondary schools do not meet the PTR norm of 30:1 at secondary level as per framework of Rashtriya Madhyamik Shiksha Abhiyan(RMSA). However, as per UDISE 2015-16, the overall PTR at national level for Secondary Level is 27:1, which is better than the norms. Further, as per UDISE 2015-16, 1.61 % of Government Schools operated in kaccha buildings at Elementary level.

(b): The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments/UT Administrations. However, the Central Government through the Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA) at elementary level and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) at secondary level, provides assistance to the State Governments and UTs for additional teachers to maintain appropriate Pupil-Teacher Ratio as per the prescribed norms for various levels of schooling. The Central Government has issued advisories to the States and UTs for redeployment of teachers in order to ensure appropriate PTR is maintained as per the norms in all schools.

The Central Government supports State Governments and UT Administrations for creation and augmentation of infrastructural facilities in government schools under SSA and RMSA programmes. The requirement of infrastructural facilities in schools is worked out every year by the respective State/Union Territory on incremental basis depending on their need and priority and reflected in their Annual Work Plan and Budget (AWP&B) and viable projects are approved under the schemes in consultation with the respective States/UTs.

(c) & (d): The Government of India has issued guidelines to all States/UTs for implementation of clause (c) of Section 8 and 9 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 regarding non-discrimination with children belonging to disadvantaged groups and weaker sections in schools, requesting the State Governments and local authorities to take appropriate steps to ensure that all schools adhere to these guidelines. The SSA and RMSA programmes include strategies to provide teacher training to sensitize teachers on inclusion and non-discrimination and training of Headmasters/Principals for School Leadership so that they help establish inclusive schools. Curriculum and textbooks also emphasize values of equity and inclusion.

The Central Government provides assistance to State Governments and UTs to ensure free and compulsory quality elementary education for all children. Universal enrollment is the first goal of SSA, and hence all efforts are made to bring all children in schools. 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, Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at upper primary level, have also been sanctioned to the States for improving access to marginalized girls particularly those out of school, either dropped out or never enrolled. Further, 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 and they are enrolled in “back to school” camps. As per Unified District Information System for Education 2015-16, the number of total children enrolled at elementary level has increased from 15.1 crore in 1998-99 to 19.67 crore at present.

Additionally, other strategies adopted under SSA such as strengthening school infrastructure, 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 enrollment of children in elementary schools.

Further, the Centrally sponsored scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) also envisages universalizing access to secondary schools by providing a secondary school within a reasonable distance of every habitation, improving quality of education through making all secondary schools conform to prescribed norms and removal of gender, socio-economic and disability barriers.

As per the UDISE 2015-16, there is decrease in Annual Average Dropout rate from 4.15% to 4.10% at elementary level and from 17.86% to 17.06% at secondary level from the year 2013-14 to 2014-15.

