

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

**LOK SABHA  
UNSTARRED QUESTION NO. 2702  
TO BE ANSWERED ON 12<sup>th</sup> MARCH, 2018**

**Implementation of Right to Education**

†2702. **SHRI SUSHIL KUMAR SINGH:**

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

- (a) whether it is a fact that rate of admission in schools has increased in the wake of implementation of the Right to Education Act, 2009 in the country and if so, the details thereof;
- (b) whether it is also a fact that on account of lack of quality education in most of the Government schools, parents are facing many problems for providing education to their children in private schools;
- (c) whether according to the report of Non-Governmental Organization 'Pratham' most of the children upto 14 to 18 year age group are not even eligible for lower classes;
- (d) if so, the details thereof;
- (e) whether it is a fact that many teaching posts are lying vacant in the Government schools in most of the States of the country and quality education is not being provided to children owing to appointment of untrained/ineligible teaching staff on low salaries over there; and
- (f) if so, State/UT-wise details of assessment conducted and the measures taken by the Government in this regard?

**ANSWER**

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

(a): Yes, Madam. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, mandates that every child of the age of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education. The Sarva Shiksha Abhiyan (SSA) Programme has been designated as the vehicle for implementing the provisions of RTE Act, 2009. Since inception of SSA in 2001, there has been significant progress in achieving near universal enrolment. As per UDISE 2015-16, enrolment of children in elementary schools has increased from 18.78 crore in 2009-10 to 19.67 crore in 2015-16.

(b): The RTE Act, 2009 lays down the duties of the appropriate Government and the local authority to provide good quality elementary education conforming to norms and standards and to ensure that curriculum and courses of study are prescribed in a timely manner, and that teachers are trained. In order to focus on quality education, the Central RTE Rules have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes

for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These would serve as a guideline for States and UTs to ensure that all children acquire appropriate learning level.

(c) and (d): Achievement surveys are released in the Annual Status of Education Report (ASER) by 'Pratham' - a non-governmental organization. It is a household survey limited to rural areas of the country. Some of the salient findings of the ASER-2017 report include inter-alia, that, overall, 86% of youth in the 14-18 age group are still within the formal education system, either in school or in college, 75% of children in the 14 to 18 age group can read basic text fluently in their own language. Further, 53% of all 14 year-olds in the sample can read English sentences. For 18 year-old youth, this figure is closer to 60%. Of those who can read English sentences, 79% can say the meaning of the sentence. Also, 76% of surveyed youth could count money correctly and 56% could add weights correctly in kilograms and for those with basic arithmetic skills this figure was close to 90% and 76%, respectively. However, the report points out that only 43% student are able to do a 3-digit by 1-digit division correctly.

The Department of School Education & Literacy, Ministry of Human Resource Development was not associated with this survey.

(e): The RTE Act 2009, in its Schedule, lays down the Pupil Teacher Ratio (PTR) for primary and upper primary schools at 30:1 and 35:1 respectively. As per UDISE 2015-16, the PTR at national level for primary and upper primary schools is 23:1 and 17:1 respectively which is better than the norms of the RTE Act 2009. As on 31<sup>st</sup> March 2017, against a total of 51.03 lakh teacher posts sanctioned in Government schools, 42.03 lakh teachers are in position across all States and UTs. The terms and conditions of recruitment and service of teachers come under the purview of respective states/UTs.

(f): A National Achievement Survey (NAS) was conducted on 13th November 2017 through which the learning levels of around 22 lakh students of Classes III, V and VIII from 1.10 lakh schools across 700 districts in all 36 States and UTs were assessed. This competency based assessment was based on the Learning Outcomes developed by NCERT. District report cards (provisional) for NAS 2017 have been released by this Department and are available on MHRD website. Through NAS, it is for the first time that the teachers have a tool to understand what exactly the child should be learning in various classes, how to teach this through activities and how to measure and ensure that children have reached the required level.

The RTE Act, 2009 was amended in 2017 to ensure that all teachers acquire the minimum qualifications prescribed under the Act by 31st March 2019 to reinforce the Government's emphasis on improvement of quality of elementary education. The National Institute of Open schooling (NIOS) has been entrusted to conduct this training through Open Distance Learning (ODL) mode. A total of 13,78,935 admissions of in-service untrained teachers have been confirmed for the programme.

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