

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

**LOK SABHA  
UNSTARRED QUESTION NO.3868  
TO BE ANSWERED ON 19<sup>TH</sup> MARCH, 2018**

**RTE**

**†3868. SHRI CHANDU LAL SAHU:  
SHRI DILIPKUMAR MANSUKHLAL GANDHI:  
SHRI DEVJI M. PATEL:**

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

- (a) whether it is a fact that as per the report of the Right to Education Forum on the one hand the provisions of the law have been fully implemented in merely 9.08 percent schools, 10 percent schools have just one teacher, half of the schools do not have clean drinking water or separate toilets for girls and on the other hand more than two lakh Government schools have been closed due to shortage of students during the last few years after the implementation of the Right to Education Act;
- (b) if so, whether the Government is looking for ways to privatise the public schools system; and
- (c) the concrete steps taken/to be taken by the Government to implement the Right to Education Act, 2009 fully?

**ANSWER**

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

(a): A report on 'Status of Implementation of The Right of Children to Free and Compulsory Education (RTE) Act, 2009 (2016-17)' has been released by the Right to Education Forum, a non-governmental organization. The Department of School Education & Literacy, Ministry of Human Resource Development was not associated with this Report.

As per Unified District Information System for Education (U-DISE) 2015-16, the number of Government schools at elementary level has increased from 10.48 lakh in 2009-10 to 10.77 lakh in 2015-16 and 96.53% of Government Schools have drinking water facilities. With the construction/reconstruction of 4,17,796 toilets in 2,61,400 government elementary and secondary schools within one year upto 15.08.2015 under Swachh Vidyalaya initiative, all Government schools were provided access to gender segregated toilets for girls and boys. Further, RTE Act 2009, in its Schedule, lays down the Pupil Teacher Ratio (PTR) norms 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.

The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) has been designated as the vehicle to support States and UTs in implementing the provisions of 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, 2.94 lakh school buildings and 17.97 lakh additional classrooms, 2.35 lakh drinking water facilities and 9.95 lakh school toilets have been constructed and 15.16 lakh teachers have been recruited as on 31<sup>st</sup> December, 2017.

(b): No, Madam. The RTE Act, 2009, effective from 1st April, 2010, 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. All States and UTs, defined as the 'appropriate Governments' under the Act, are implementing the provisions of the RTE Act, 2009 through their respective state RTE Rules.

(c): The Government of India has taken several initiatives to facilitate the implementation of the RTE Act and to ensure universalization of quality elementary education in the country. 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.

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 the 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.

The Shagun portal has been launched to create a repository of best practices from the States and UTs and to enable online monitoring of implementation of the RTE Act, 2009 through the SSA programme.

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