

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

**LOK SABHA  
UNSTARRED QUESTION NO. 389  
TO BE ANSWERED ON 5<sup>th</sup> FEBRAURY, 2018**

**Accountability in Education**

†389. **SHRI CHANDRA PRAKASH JOSHI:  
SHRI RAMDAS C. TADAS:**

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

- (a) whether the Government is taking any steps to ensure quality, equality, access, accountability in the education sector and to make it cost effective;
- (b) if so, the details thereof;
- (c) whether the Government is also implementing any scheme for the promotion of physical education in schools besides Swachh Bharat Abhiyan, Ek Bharat Shreshtha Bharat, Padhe Bharat Badhe Bharat and Sugamya Bharat; and
- (d) if so, the details thereof?

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

(a) and (b): The Right of Children to Free and Compulsory Education (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. In order to focus on quality education, the Central RTE Rules have been amended on 20th February, 2017 to include reference to 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 the appropriate learning level.

A National Achievement Survey based on these Learning Outcomes was conducted on 13th November, 2017 for around 22 lakh students from around 1,10,000 schools across 700 districts of India. The detailed district-wise results would serve as 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. Around 13 lakh in-service untrained teachers have registered under the online training course offered by National Institute of Open Schooling (NIOS).

The Government of India is currently implementing the Centrally Sponsored Schemes of Sarva Shiksha Abhiyaan (SSA) and Mid-Day Meal (MDM) for the universalization of elementary education and the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programme for the universalization of secondary education. 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, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, and teacher and school grants for development of appropriate teaching-learning materials, etc. Additionally, the Central Government supports States/UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme 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 including a 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.

RMSA and SSA also provide a number of incentives to encourage enrolment and retention of children in schools. These include enhancing access to primary, upper primary & secondary schools, strengthening school infrastructure like school building, additional classrooms, laboratories, libraries, arts & craft rooms, toilets, drinking water facilities etc., improving the teachers pupil ratio as well as strategies for gender positive textbooks, gender sensitization of teachers and educational administrators and ICT enabled education. SSA programme also provide for free textbooks and two sets of uniform for children at elementary level.

SSA has provided 2.06 lakh primary and 1.61 lakh upper primary schools for ensuring universal provisioning of 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 Vidyalyas, which are residential schools for girls at upper primary level, have also 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. RMSA has a component for setting up of Girls Hostels for girl students in the age group of 14-18 years studying in classes IX to XII and belonging to Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), Minority communities and Below Poverty Line (BPL) families. The scheme envisages setting up of hostels with lodging and boarding facilities with the capacity of 100 girls in each of the 3451 Educationally Backward Blocks (EBBs) in the areas nearing concentration of above target groups so that the girl students are not denied the opportunity to continue their study due to societal factors. As on date, out of 3451 EBBs, 2549 girl's hostels have been approved and 1352 girl's hostels are functional with a total enrollment of 1,19,623 girls students.

To ensure effective utilization of funds under these Schemes, there are robust monitoring systems in place to review the physical and financial progress of approved interventions through monthly/quarterly reports, annual audit by independent Chartered Accountants empanelled with the Comptroller and Auditor General (CAG) of India, a regular CAG audit, a system of concurrent financial reviews, as well as regular internal audit and regular Review Meetings with all States/UTs.

(c) and (d): Section 29 of the RTE Act, 2009 lays down a curriculum which promotes, among others, all round development of the child and development of physical and mental abilities to the fullest extent. The Schedule to the RTE Act lays down the norms and standards for a school building which includes a playground and equipment for sports and games. It also provides for engagement of part-time instructors for Health and Physical Education at upper primary level where enrolment of children is more than hundred, which is supported under SSA.

The Central Government supports States and UTs for creation and augmentation of infrastructural facilities in government elementary and secondary schools under the SSA and RMSA programmes. To address the issue of shortage of playgrounds in schools, an advisory has been issued that schools that do not have playgrounds, may make adequate arrangements in an adjoining playground, municipal park etc., for children to play outdoor games and other physical activities. Under SSA, annual school grant is provided to government and government aided schools for replacement of non-functional school equipment and for other recurring costs such as consumables, play material, games and sports equipment etc. RMSA programme encourages the States/UTs to focus on sports, culture activities, activity based learning, exposure to life skills with respect to health, nutrition etc. The annual school grant of Rs. 50,000/- per school provided under the scheme has provision among other components, for sports equipment. The construction of play fields, which can be used by school children, is also provided under the Mahatma Gandhi National Rural

Employment Guarantee Scheme (MGNREGS).

The Central Board of Secondary Education (CBSE) has also included provision of playgrounds in its Affiliation Bye laws. There is an inbuilt system for creating sports facilities for students in Kendriya Vidyalayas. As and when a building for Kendriya Vidyalaya is constructed, a provision is kept for developing sports infrastructure/playgrounds as per the local need and the land availability. Also, in Jawahar Navodaya Vidyalayas, play facilities such as Running Track, playfield, Basketball field, Kho-Kho etc are provided.

National Curriculum Framework (NCF), 2005, adopted as the curriculum under the RTE Act, 2009, recommends health and physical education as a compulsory subject area from Classes I to X and as an optional subject at Senior Secondary Stage (Classes XI and XII). All States have either adopted or adapted their curriculum as per NCF.

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