

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

**LOK SABHA
UNSTARRED QUESTION NO. 5056
TO BE ANSWERED ON 26th MARCH, 2018**

Padhe Bharat Badhe Bharat

5056. SHRI SHIVKUMAR UDASI:

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

- (a) the details of the status of the “Padhe Bharat, Badhe Bharat” programme of the Government focussing on early reading, writing, comprehension and mathematics;
- (b) the details regarding the response/ cooperation of different States/UTs to expedite the said programme in the country, State/UT- wise;
- (c) the details about the funds allocated/released and utilised by the Government for the purpose, State/UTs- wise; and
- (d) the other steps taken by the Government for all-round development of the children under the Sarva Shiksha Abhiyan?

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

(a) to (c): The ‘Padhe Bharat Badhe Bharat’ (PBBB) is a sub-programme of Sarva Shiksha Abhiyan (SSA) which is a centrally sponsored scheme implemented to support the States/UTs for universalization of elementary education. It was launched in August, 2014 to ensure quality at the foundational years of schooling. The objectives of the programme are to promote early reading and writing with comprehension skills in children, and also basic numeracy skills. States/ UTs are implementing PBBB in their respective States/UTs using multiple strategies and approaches. These include adoption of NCERT model of early reading, provision of supplementary reading material, development of State specific models for early Maths and early reading, collaboration with organisations like UNICEF etc. The details of activities undertaken by various States/ UTs is at Annexure- I. The expenditure for this programme is inbuilt in the broader components of Textbooks, teacher training, LEP, Teacher Grant etc for Elementary Classes. The State-wise details of funds allocated/released are at Annexure-II.

(d): In order to focus on quality education, the Central rules to the Right of Children to Free and Compulsory Education (RTE) Act have been amended 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 serve as a guideline for State and UTs to ensure that all children acquire appropriate learning level. Further, a National Achievement Survey based on learning outcomes has been conducted on 13th November, 2017 with a sample frame upto district level to enable states/UTs to identify gaps in learning outcomes at district level and design strategies to address those gaps. District reports are available along with learning gaps for each district.

The Central Government has moved an amendment to the Right of Children to Free and Compulsory Education Act (RTE), 2009 to give States the freedom to review the 'No Detention' Policy. Accordingly, the RTE (Second Amendment) Bill, 2017 was introduced in the Lok Sabha on 11th August, 2017 to amend Section 16 of the Act. The said amendment seeks to improve the learning levels of children and leading to greater accountability and improvement in the quality of education.

Further, Section 23(2) of the RTE Act has been amended to extend the period for training of untrained in-service elementary teachers to 31st March 2019. As per above amendment, all untrained in-service teachers working in Government, Government aided and Private un-aided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019. The National Institute of Open Schooling (NIOS) has been entrusted to conduct this training through ODL (Open Distance Learning) mode. The online D.El.Ed. course has already been started from 3rd October, 2017.

The Central Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a subcomponent of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (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. Further, realizing the need for holistic development of children, Yoga and physical activities are encouraged. Physical education instructors are recruited in schools and Yoga Olympiad is conducted at various levels.

ANNEXURE REFERRED TO IN REPLY TO PARTS (a) to (c) OF LOK SABHA UNSTARRED QUESTION NO.5056 TO BE ANSWERED ON 26.03.2018 ASKED BY SHRI SHIVKUMAR UDASI REGARDING PADHE BHARAT BADHE BHARAT

Sl. No.	States/ UTs	Details of activities being conducted by States/ UTs
1.	Arunachal Pradesh	Orchid Series – a supplementary reader containing 30 folktales of 13 major tribes and introduced in the form of reading corners targeting the children of classes I & II on the pattern of Barkha Series for the development of their language skills
2.	Chandigarh	Adopted the NCERT model of early reading
3.	Uttar Pradesh	
4.	Himachal Pradesh	
5.	Uttarakhand	
6.	Punjab	
7.	Haryana	
8.	Andaman & Nicobar Islands	
9.	Madhya Pradesh	Introduced programmes for strengthening teaching of maths in classes 1 and 2
10.	Punjab	
11.	Delhi	
12.	Meghalaya	
13.	Uttarakhand	
14.	Tamil Nadu	Implementing activity based learning methodology
15.	Puducherry,	
16.	Karnataka	
17.	Gujarat	
18.	Nagaland	
19.	Andhra Pradesh	Developed their state specific models for early reading and early mathematics
20.	Bihar	
21.	Chhattisgarh	
22.	Jharkhand	
23.	Maharashtra	
24.	Sikkim	They have set up reading corners for children in the foundational classes through support from community members
25.	Assam	Started a pilot with 200 schools across 2 districts on early reading. In 2015-16 this programme has been expanded to 10 districts
26.	West Bengal	Piloted an early reading programme in 7000 schools in 2014-15, this programme has been expanded across districts in 2015-16
27.	Jammu & Kashmir	Has initiated a pilot across 3 districts with support from UNICEF.

Annexure-II

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State-wise Allocation of Funds for Padhe Bharat Badhe Bharat under SSA over the years

(Rs. in lakhs)

Sl. No	State/ UT	2014-15	2015-16	2016-17	2017-18
1	A & Nicobar Islands	11.91	4.05	12.26	31.07
2	Andhra Pradesh	1628.98	603.04	2631.89	3000.25
3	Arunachal Pradesh	150.02	199.73	518.73	538.33
4	Assam	1741.26	2668.31	3967.54	3824.68
5	Bihar	10911.02	8825.56	10075.58	18094.38
6	Chandigarh	35.92	38.49	35.55	80.43
7	Chhattisgarh	1738.45	1275.51	1644.30	3396.01
8	Dadra & N. Haveli	10.98	4.87	19.07	65.44
9	Daman & Diu	9.02	6.49	9.70	16.69
10	Delhi	55.54	50.36	133.34	286.40
11	Goa	60.71	49.51	76.95	114.70
12	Gujarat	2677.50	1759.94	2644.14	3188.05
13	Haryana	983.70	717.88	682.39	1592.06
14	Himachal Pradesh	240.81	276.61	341.17	711.43
15	Jammu & Kashmir	150.60	177.10	1024.73	1783.51
16	Jharkhand	2214.39	1943.64	3034.65	4486.46
17	Karnataka	650.11	1198.61	4052.34	4430.66
18	Kerala	878.98	944.57	1261.07	1329.59
19	Lakshadweep	1.71	1.06	2.07	11.68
20	Madhya Pradesh	4551.44	9478.24	5319.18	6029.46
21	Maharashtra	5179.40	5102.81	9067.31	9539.81
22	Manipur	252.95	199.37	346.48	444.01
23	Meghalaya	352.95	407.73	443.55	793.86
24	Mizoram	98.11	80.40	172.62	244.88
25	Nagaland	163.93	140.27	191.28	538.57
26	Odisha	1583.27	2610.29	3950.74	4407.36
27	Puducherry	13.33	5.77	3.69	44.10
28	Punjab	494.36	436.31	1127.97	822.40
29	Rajasthan	909.60	681.94	2598.23	5880.92
30	Sikkim	64.47	34.35	108.46	73.32
31	Tamil Nadu	1779.66	1127.98	1191.98	1955.20
32	Telangana	0.00	384.40	1507.84	2970.94
33	Tripura	282.90	277.30	464.87	534.07
34	Uttar Pradesh	5579.39	6774.58	17429.15	9491.06
35	Uttarakhand	505.19	339.37	639.75	936.18
36	West Bengal	175.90	200.43	2039.90	1516.82
	Total	46138.46	49026.86	78770.47	93204.79

Source (PAB minutes)

Note - This includes Text Book, Training BRC Level, CRC Level, RP Training, LEP and Survey of Learning Outcomes