

GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION  
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

**LOK SABHA**  
**STARRED QUESTION NO. 365**

ANSWERED ON 27.03.2023

**Minimum Level of Learning for School Children**

**\*365. SHRI RAVIKUMAR D.:**

Will the Minister of EDUCATION be pleased to state:

(a) whether there is learning gap of children as per their standards even after a decade of enactment of the Right to Free and Compulsory Education Act, (RTE Act) 2009, if so, the steps taken by the Government to ensure the Minimum Level of Learning (MLL) for all school children;

(b) the steps taken by the Government from Jan, 2020 to December, 2022 for enrolling returned migrant/child labour and children of weaker sections in the schools;

(c) the steps taken by the Government to ensure proper implementation of the RTE Act in schools especially in West Champaran where schools do not have girls toilet and if there are toilets they are not functional; and

(d) the steps taken by the Government to ensure School Management Committees under the RTE Act, 2009 is effective and functional so that children who are irregular, dropped out and out of schools are tracked and brought to schools?

ANSWER  
MINISTER OF EDUCATION  
(SHRI DHARMENDRA PRADHAN)

(a) to (d): A Statement is laid on the Table of the House.

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**STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (d) OF LOK SABHA STARRED QUESTION NO. 365 ANSWERED ON 27.03.2023 ASKED BY HON'BLE MP, SHRI RAVIKUMAR D. REGARDING MINIMUM LEVEL OF LEARNING FOR SCHOOL CHILDREN.**

(a) & (b): The Department of School Education and Literacy has launched an Integrated Centrally Sponsored Scheme for School Education-Samagra Shiksha with effect from the year 2018-19. The Scheme subsumes the three erstwhile Centrally Sponsored Schemes of SarvaShikshaAbhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). Samagra Shiksha scheme has been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

The Ministry of Education, Department of School Education and Literacy has conducted National Achievement Survey (NAS) on 12.11.2021 in 717 districts of the country to assess learning levels of sampled children of grades 3, 5, 8 and 10. The aim and objective of NAS is to evaluate children's progress and learning competencies as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. National, State/UT and District Reports for NAS 2021 have been released on 25.05.2022 and are available at <http://nas.gov.in>.

In order to mitigate the impact of challenges thrown by the COVID-19 pandemic for migrant children and for preventing drop outs, lower enrolments and loss of learning, this department has issued guidelines dated 13.07.2020 for identification, smooth admission process and continued education of migrant children, inter-alia, requesting the States to identify and enroll all children without any procedural formalities and maintain a database of children so admitted. Also, to ensure that children have access to education with quality and equity and to minimize the impact of the pandemic on school education in the country, Ministry of Education has shared guidelines dated 7th January, 2021 with all States which, among others, include identification of out of school children from age 6-18 years, enrolment drives and awareness generation, student support while schools are

closed, continued Education for children with Special Needs (CWSN), student support on school reopening and Teacher capacity building.

The Department of School Education and Literacy vide letter dated 4th May, 2021 has shared a comprehensive Covid Action plan with States/UTs and other stakeholders for mitigating the learning gap. Further, an Alternate Academic Calendar has been prepared for learning solutions including self-assessment for grade 1 to 12 for both children with and without device.

Section 12(1)(c) of the RTE Act, 2009 provides for admission of children belonging to weaker sections and disadvantaged groups in the schools specified in sub-clauses (iii) and (iv) of clause (n) of section 2 in Class I (or below) to the extent of at least 25 percent of the strength of that class.

(c): Education is in the Concurrent list of Constitution and most of the schools come under jurisdiction of concerned States and UTs. State and UT Governments are the appropriate Governments under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, and have the responsibility and mandate to provide school infrastructure in schools in accordance with the norms laid down in the Schedule to the RTE Act, 2009 and as per respective State RTE Rules. States and UTs including Bihar have been repeatedly advised to ensure that all the schools in their jurisdiction should have provision for separate toilets for boys and girls and safe and adequate drinking water facilities for all children. As per UDISE+ 2021-22, out of 3509 co-ed & girl's schools in the West Champaran district of Bihar, 3503 schools have girl's toilet and 3502 schools have functional girl's toilet.

Further the Department of School Education & Literacy has approved a project on Rejuvenation of Basic Infrastructure in approximately 1.20 lakh Government schools across the country with an overall budget estimate of Rs. 4590 crore out of which, budget estimate of Rs 598.05 crore for 21789 schools have been allocated for the State of Bihar.

(d): Section 21(1) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides for a School Management Committee (SMC) in schools other than unaided schools and envisages dynamic role of the community in effective monitoring of schools. Section 21(2) of the Act lays down the following functions of

the SMCs namely: (i) Monitor the working of the school (ii) prepare and recommend school development plan (iii) monitor the utilization of the grants received from the appropriate Government or local authority or any other source (iv) perform such other functions as may be prescribed.

Samagra Shiksha scheme assigns special importance to decentralised planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of schools through SMCs. Under Samagra Shiksha, there is specific provision of financial assistance of up to Rs.1500 per school under 'Community Mobilisation' and upto Rs. 3000 per school for Training of SMC/SDMC members for Government Schools.

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