

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

**LOK SABHA
UNSTARRED QUESTION NO. 125
TO BE ANSWERED ON 18th November, 2019**

Norms for Educational Institutions

125. SHRI NIHAL CHAND:

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

- (a) whether the Government has fixed any norms for educational institutions engaged in imparting compulsory elementary education in the country;
- (b) whether the Government has formulated any system to gauge the quality of education system of the private and public education Institutions;
- (c) if so, the details thereof; and
- (d) the steps taken by the Government to improve the quality of education system?

ANSWER

**MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI RAMESH POKHRIYAL 'NISHANK')**

(a): The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, mandates that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school. Section 18 and 19 of RTE Act, specify certain essential norms and standards for educational institutions imparting compulsory elementary education (**Annexure-I**). These include norms for number of teachers, minimum number of working days, Teaching Learning equipment, library, play material, games and sports equipment, school organisation as well as infrastructure.

(b) and (c): The Right of Children to Free and Compulsory Education (RTE) Act, 2009 lays down the duties of the appropriate Government and the local authority to ensure that good quality elementary education conforming to norms and standards is provided, curriculum and courses of study are prescribed in a timely manner, and 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.

To gauge the quality of Education, National Council for Educational Research and Training (NCERT) has conducted National Achievement Survey (NAS) based on these learning outcomes for Classes III, V and VIII on 13th November, 2017 to enable States/UTs

to identify gaps in learning outcomes at district level and design strategies to address those gaps. Similarly, NAS for Class X was conducted on 5th February, 2018.

(d): The Central Government has taken several steps to improve the quality of education and to ensure mastering of competencies:

- (i) In order to focus on ensuring competencies, the Central rules to the Right of Children to Free and Compulsory Education (RTE) Act, 2009 have been amended to include reference on class-wise, subject-wise Learning Outcomes, which have, accordingly, been finalized and shared with all States and UTs.
- (ii) Under Samagra Shiksha, funds are given to all States and UTs for strengthening of infrastructure and provision of other facilities in schools to ensure that all schools meet the prescribed norms, besides other interventions to improve the quality of education such as training of in-service teachers, headmasters and principals, remedial teaching for academically weaker students, provision of library grants to schools, ICT and digital initiatives, strengthening of teacher education institutions, Rashtriya Avishkar Abhiyan, Padhe Bharat Badhe Bharat, etc.
- (iii) The online D.El.Ed. course was started from 3rd October, 2017 and 9,58,513 teachers have successfully completed the training.
- (iv) Regulations for a four year B.Ed integrated course, to bring about qualitative improvement in teacher education, have been published in official gazette on 29th March, 2019 and applications have been invited w.e.f. 3rd June, 2019.
- (v) It has been decided to participate in the Programme for International Students Assessment (PISA) to be conducted by the Organization for Economic Cooperation and Development (OECD) in 2021, which is a competency based assessment.
- (vi) Approval has been given for conducting a Census based audit of school infrastructure called **Shagunotsav** of all government and government aided schools in all States and UTs.
- (vii) MHRD has designed a 70 indicators based matrix called **Performance Grading Index (PGI)** to grade the States/UTs.
- (viii) In 2019-20, approval has been given for **NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement)**, an Integrated Teacher Training Programme to train 42 lakh teachers, and other functionaries to make classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social-personal qualities such as cooperation, team work etc.

		<ul style="list-style-type: none"> v) a kitchen where mid-day meal is cooked in the school; vi) playground, vii) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days / instructional hours in an academic year.	<ul style="list-style-type: none"> (i) Two hundred working days for first class to fifth class; (ii) Two hundred and twenty working days for sixth class to eighth class; (iii) Eight hundred instructional hours per academic year for first class to fifth class; (iv) One thousand instructional hours per academic year for sixth class to eighth class.
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be library in each school providing newspaper, magazines and books on all subjects, including story-books.
7.	Play material, games and sports equipment.	Shall be provided to each class as required.