

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

**LOK SABHA**  
**UNSTARRED QUESTION NO- 212**  
ANSWERED ON- 25/11/2024

**Lack of Quality Education to Rural, Deprived, Underprivileged Communities Students**

†212 Smt. Bharti Pardhi:  
Shri Shrirang Appa Chandu Barne:

Will the Minister of EDUCATION be pleased to state:

- (a) whether several rural, deprived and underprivileged communities still have no access to education despite the country's rapid economic development and increasing prosperity, if so, the steps taken by the Government to provide quality education for these communities;
- (b) whether there is shortage of adequate resources in several schools and colleges to provide quality education to students, despite the Government's commitment towards education, if so, the action taken by the Government in this regard;
- (c) the reasons for lack of resources for providing quality education in schools and colleges;
- (d) the steps taken by the Government in this regard; and
- (e) whether the Indian education system is based on old curriculum which is not in accordance to the latest technologies used in schools and colleges and the latest development in the society, if so, the action taken by the Government in this regard?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION  
(SHRI JAYANT CHAUDHARY)

(a) to (e): Education is in the Concurrent List of the Constitution and the majority of Schools/Higher Education Institutions are in the domain of the respective States/UTs. The States/UTs and Centre endeavour to uplift the educational status of the students of the country, including rural, deprived and underprivileged students.

Various schemes/projects/programmes run by the Ministry have been aligned with the National Education Policy (NEP) 2020. NEP 2020 aims to ensure that no student loses opportunity to learn and excel because of the circumstances of birth or background. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which inter-alia includes geographical identities such as students from villages, small towns, and aspirational districts and other categories. This policy aims at bridging the social category gaps in access, participation, and learning outcomes.

The Department of School Education and Literacy has implemented an Integrated Centrally Sponsored Scheme for School Education- Samagra Shiksha from 2018-19. It aims to ensure that all children, from pre-school to class 12, 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. Samagra Shiksha supports to all States and UTs for different interventions like composite school grant to every school for providing a conducive learning environment, grants for library, sports and physical activities, Free Uniform And text books to eligible students, support for Rashtriya Avishkar Abhiyan, ICT and digital initiatives, School Leadership development programme, remedial teaching for academically weaker students, etc. Under Samagra Shiksha, financial assistance is provided to States and UTs including rural and underprivileged students for the expansion of quality education by undertaking various activities such as setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up and running of Netaji Subhash Chandra Bose Avasiya Vidyalayas, establishing of hostels under PM-JANMAN, DA-JGUA, various school infrastructure components to identified border villages under Vibrant Village Program etc. Further, under the student-oriented component for the children with special needs, financial assistance is provided for identification and assessment of children with special needs, aids and appliances, Braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc.

The integrated scheme of Samagra has also been aligned with NEP 2020 to focus on improving the quality of education through various measures such as introduction of new pedagogical and curricular structure, Early Childhood Care and Education, Foundational Literacy and Numeracy and Transforming Assessment for Student Development, Experiential and Competency based Learning, etc.

In order to ensure that every student, including those residing in rural areas of the country, gets continuous access to education, a multi-pronged approach has been adopted by the Department of School Education and Literacy, Ministry of Education. A comprehensive initiative called PM e-Vidya has been started as part of Atma Nirbhar Bharat Abhiyan, which unifies all efforts related to digital/ online / on-air education to enable multi-mode access to education.

Where the digital facility (mobile device/DTH television) is not available, the Ministry of Education has taken many initiatives like Community Radio Stations and a podcast called Shiksha Vani of CBSE, Textbooks, worksheets supplied to the residence of learners, and community/mohalla classes. Innovation Funds of the Department are used to set up mobile schools, virtual studios, virtual classrooms in schools. Continuous Learning Plan (CLP) for states/UTs has been initiated in all States/UTs, pre-loaded tablets in various states and UTs are effectively used in remote rural areas where online classes are difficult.

The Department of Higher Education has also undertaken various measures for expansion of quality education such as providing much-needed flexibility, allowing creative combination of subjects, providing multiple pathways, establishing equivalence and mobility to the students through National Credit Framework (NCrF), National Higher Education Qualification Framework, Academic Bank of Credit (ABC), multiple entry/exit; offering of

courses and books / course materials in Indian Languages; use of technology to enhance access to education and for administration and governance of Universities and HEIs; permitting learners to avail upto 40% credit Courses from SWAYAM platform; industry academia collaboration for internships and to develop courses and curriculum to meet the industry and societal needs, offering of industry-aligned courses; embedding of Indian Knowledge system in the education etc.

The Department of Higher Education has launched the third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) as Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) in June 2023 with an outlay of Rs. 12926.10 crore for the period 2023-24 to 2025-26 to cater to needs of educationally unserved/ underserved areas. It is a Centrally Sponsored Scheme aimed at funding specific State government universities and colleges, including in the rural areas, so as to improve their quality by ensuring their conformity to prescribed norms and standards.

Under PM-USHA, priority is given to Focus Districts. The focus districts are identified by the concerned States/UTs based on various criteria including low Gross Enrolment Ratio, Gender Parity, population proportion and enrolment proportion for females, transgenders, Scheduled Castes, Scheduled Tribes, and Other Backward Classes, Aspirational/ Border Area/ Left Wing Extremism prone district, etc.

The Indian education system has undergone significant transformations to keep pace with the latest technologies and societal developments, moving away from old curricula to embrace modern educational practices. Before National Education Policy 2020, the school curriculum was based on the National Curriculum Framework -2005, which followed the perspective of National Policy on Education 1986.

The two new National Curriculum Frameworks (NCF) - NCF Foundational Stage (2022) and NCF School Education (2023) based on the principles of National Education Policy 2020 (NEP) aim to revamp the Indian education system. These frameworks serve as guiding documents that encourage the adoption of modern teaching practices and the seamless integration of digital technologies in classrooms, focusing on a learner-centred approach that promotes critical thinking, creativity, and holistic development. They emphasize the integration of technology, skill development, and a multidisciplinary curriculum to prepare students for the challenges of the 21st century.

The frameworks underscore the importance of incorporating real-world applications, project-based learning, and collaborative activities to enhance students' critical thinking and problem-solving skills. Furthermore, the NCF SE advocates for the use of digital tools and resources to supplement traditional teaching methods, enabling educators to create dynamic and interactive learning environments. By integrating technology into the curriculum, teachers can personalize instruction, provide immediate feedback, and access a wealth of online resources to enrich the educational experience for students

NCERT has brought out new textbooks for grades 1,2,3 and 6 which integrate the perspective of educational technology. All the new textbooks have QR codes which include a variety of e-content and audio-video programmes for help children learn better.

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