

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

UNSTARRED QUESTION NO:3263
ANSWERED ON:14.12.2011
ENROLMENT RATE
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Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) the gross enrolment rate of children in primary level in the country during the last three years, State-wise and year-wise;
- (b) the average attendance rates of children in primary level in the country during the last three years, State-wise and year-wise;
- (c) whether a recent report published by Pratham with support from UNICEF and UNESCO raises concerns over low attendance of the children, improper training to the teachers and other issues;
- (d) if so, the details thereof alongwith the other major highlights of the report and the reaction of the Government;
- (e) whether the Government has taken steps/proposes to take steps to address these issues; and
- (f) if so, the details thereof ?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (Dr. D. PURANDESWARI)

(a): As per Statistics of School Education (SSE), the State-wise details of enrollment at primary level for the year 2007- 08, 2008-09 and 2009-10 is at Annexure.

(b): An All India survey covering 20 major states was commissioned by the Ministry of Human Resource Development in 2006-07 for providing information of students' and teachers' attendance rate. Results of this survey with regard to average attendance rate of students is as under:

States Primary Level

Andhra Pradesh 72.7

Assam 81.3

Bihar 42.2

Chhattisgarh 67.7

Delhi 73.1

Gujarat 75.0

Haryana 82.2

Himachal Pradesh 94.6

Jammu & Kashmir 78.5

Karnataka 86.2

Kerala 91.4

Madhya Pradesh 72.1

Maharashtra 89.0

Odisha 66.8

Punjab 81.7

Rajasthan 62.7

Tamil Nadu 88.3

Uttar Pradesh 57.4

Uttarakhand 80.0

West Bengal 74.2

OVER ALL 68.5

(c) to (f) : Assessment Survey Evaluation Research (ASER) Centre, an independent unit of Pratham Network, a Non-Government Organisation, has, in collaboration with United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organisation (UNESCO), released a report of a study conducted on teaching and learning in rural India, titled, 'Inside Primary Schools: A study of teaching and learning in rural India'. This study covered government primary schools in five states, namely, Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand and Rajasthan and sampled 30,000 rural children in Standard 2 and Standard 4 in about 900 schools. The study has noted that in the last two decades, impressive strides have been made in India in terms of providing school buildings, classrooms, teachers, textbook and other facilities, and that these have been matched by very significant improvements in enrolment. While noting that children's learning improves over the course of a Year, the study also points out that most children are two grades below the required level of proficiency in Language and Mathematics. The study has made certain recommendations, including that textbooks need to be more developmentally appropriate in what children are expected to learn.

Government is committed to improving the quality of elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has become operative with effect from 1st April, 2010. The RTE Act places obligation on the appropriate government and local authority to ensure good quality elementary education conforming to the norms and standards specified in the Schedule to the Act. The RTE Act also provides that the curriculum and evaluation procedure shall be in accordance with the values enshrined in the Constitution of India, and shall take into account the all-round development of the child, build on the child's knowledge, potentiality and talent, provide for learning through activities, discovery and exploration, and shall make the child free of fear, trauma and anxiety.

The norms of Sarva Shiksha Abhiyan (SSA) have also been revised to correspond with the provisions of the RTE Act, 2009 and several steps have been taken to improve the quality of elementary education, including recruitment of additional teachers, periodic in-service training of teachers, free distribution of textbooks, regular academic support to primary and upper primary schools through Block Resource Centres and Cluster Resource Centres and Support for learning enhancement programmes for Mathematics and Language.