

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

STARRED QUESTION NO:461
ANSWERED ON:09.05.2012
QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS
Ananth Kumar Shri ;Rajaram Shri Wakchaure Bhausahab

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

- (a) whether there are deficiencies in the learning standards of a large number of students of Government schools in the country;
- (b) if so, the reasons therefor;
- (c) the time frame involved and the targets set for improving the standard of education of students; and
- (d) the measures proposed to be taken in this regard, both at primary and secondary levels, during the Twelfth Five Year Plan?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL)

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

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (d) OF LOK SABHA STARRED QUESTION NO. 461 TO BE ANSWERED ON 09.05.2012 ASKED BY SHRI ANANT KUMAR AND SHRI WAKCHAURE BHUSAHEB RAJARAM REGARDING QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS

(a): National Council of Educational Research and Training (NCERT) conducts periodic surveys of learning achievement of children in classes – III, V and VIII. Two rounds of National Learners' Achievement Surveys have been completed by NCERT and these surveys have revealed improvements in the overall learning levels. A comparative table of the progress in respect of the two rounds is given below: -

Subject	Class III	Class V	Class VIII
	Round-I 2003-04	Round-II 2007-08	Round-I 2001-02 Rnd-II 2005-06 Round-I 2002-03 Round-II 2007-08
Mathematics	58.25%	61.89%	46.51% 48.46% 39.17% 42.71%
Language	63.12%	67.84%	58.57% 60.31% 53.86% 56.57%
EVS	NA	NA	50.30% 52.19% NA NA
Science	NA	NA	NA NA 41.30% 42.73%
Social Science	NA	NA	NA NA 46.19% 48.03%

NA: Not applicable.

The NCERT has commenced the third round of Achievement Survey. The findings of the third round conducted recently for class V also indicate that there is enhancement in the level of achievement in most States.

(b): Despite improvements in the learning achievement levels of the children reported by these surveys, it is fact that there are deficiencies in the learning standards of a significant percentage of children. The reasons for this may be summed up as inadequate infrastructure facilities in the schools, adverse pupil teacher ratio, presence of large number of untrained teachers in the system, curriculum, syllabus and textbooks not being in sync with the principles of National Curriculum Framework (NCF) - 2005 and the provisions of the Right of Children to Free and Compulsory Education (RTE) Act 2009, excessive subject load on children, absence of child friendly and child centered classroom processes, and traditional methods of memory based assessment systems.

(c) & (d): The RTE Act, 2009 prescribes the timeframe for various activities mandated in the Act. This includes:- Activity Time Frame Establishment of neighborhood schools 3 years (by 31st March, 2013) Provision of school infrastructure 3 years (by 31st March, 2013) All weather school buildings One-classroom-one-teacher Head Teacher-cum-Office room Toilets, drinking water Barrier free access Playground, fencing, boundary walls Provision of teachers as per prescribed Pupil-Teacher Ratio (PTR) 3 years (by 31st March, 2013) Training of untrained teachers 5 years (by 31st March 2015) Quality interventions and other provisions With immediate effect Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a Centrally Sponsored Scheme, has been under implementation since 2009-10 with the vision to make secondary education of good quality available, accessible and affordable to all children up to class 10. The scheme envisages providing a secondary school within 5 Kms. of a habitation and improving the quality of education in Government schools by strengthening their infrastructure and teacher provisioning.

The 12th Five Year Plan is yet to be finalized. However, the Central Government has issued an Advisory under section 35(1) of the RTE Act on the implementation of the provisions of section 29 of the Act. The salient features of the Advisory are as follows: -

Formulating age-appropriate curricula and syllabi in keeping with NCF-2005. Maintaining subject balance, Initiating textbook contents reform, Incorporating methods of bridging between the child's home language and the standard classroom language, Undertaking textbook production reform, and Ensuring Continuous and Comprehensive Evaluation.