

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

UNSTARRED QUESTION NO:1326

ANSWERED ON:24.07.2017

Literacy in Rural Areas

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

- (a) the details of illiterate people in rural India as per the Socio-Economic and Caste Census 2011 report;
- (b) whether the number of illiterate persons in rural parts of the country are growing and if so, the reasons therefor;
- (c) whether it is true that the Right to Education Act is not being properly implemented in rural parts of the country resulting in increase in illiterates; and
- (d) if so, the steps Government has taken/proposed to be taken to improve the quality of education in rural regions across the country?

**Answer**

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(SHRI UPENDRA KUSHWAHA)

(a) A statement indicating State/UT-wise details of illiterate people in rural India, as per the Socio-Economic and Caste Census 2011 report, is annexed.

(b) No, Madam. As per Census 2011, the number of illiterate in rural parts of the country, in the age group of 7 and above, is 22,96,32,152 as compared to 25,41,49,325 reported by Census 2001.

(c) & (d) The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides a legal entitlement to every child of the age of six to fourteen years for free and compulsory elementary education in a neighbourhood school. The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA), which is the designated scheme for meeting the objective of RTE Act, 2009, provides assistance to State Governments and UT Administrations for universalization of elementary education in the country.

SSA programme provides a number of incentives to encourage enrolment and retention and to reduce the out of school or dropout children in schools. These include enhancing access to primary, upper primary schools, strengthening school infrastructure like school building, additional classrooms, toilets, drinking water facilities etc., improving the teacher pupil ratio as well as strategies for gender positive textbooks, gender sensitization of teachers and educational administrators. Since inception of SSA in 2001 till 31.3.2016, opening of 2.04 lakh new primary schools and 1.59 lakh new upper primary schools; and construction of 18.61 lakh additional classrooms have been sanctioned to States and UTs to enable the States to provide access to elementary education. In addition, 3609 Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at upper primary level, have also been sanctioned to the States for improving access to marginalized girls particularly out of school, either drop out or never enrolled. The Mid-day Meal programme is implemented in elementary schools, to help retain children in schools.

The 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, that curriculum and courses of study are prescribed in a timely manner, and that 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. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These would serve as a guideline for States and UTs to ensure that all children acquire appropriate learning level.

Under the Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA), the State Governments and UT Administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly

recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc.

Additionally, the Central Government, supports States and UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme of SSA namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further, the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a sub-component of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

Further, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been launched by NUEPA, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.

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