

Proposals for establishment of 08 model degree colleges under the Centrally Sponsored Scheme of one such college in each of the 374 identified educationally backward districts in the country, have been received from Government of Odisha. These are under consideration of the UGC for which additional documents from the State Government have been requisitioned.

Bogus enrolments in primary schools

1960. SHRI PRAKASH JAVADEKAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Central Government or any State Government has carried out any inspection for finding bogus enrolments in primary schools in the last three years;
- (b) if so, the details thereof and the findings thereof;
- (c) the loss incurred by Government because of such bogus students; and
- (d) the action Government proposes to check such bogus enrolments?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) to (d) Enrolment data is collected annually by the State Governments with 30th September as the reference date. It is compiled nationally as the Statistics of School Education (SSE). In the course of regular school inspections by State Governments the status of enrolment is also verified.

The State Government of Maharashtra has reported that a drive was undertaken from 3rd to 5th October, 2011 to find the actual enrolment in primary schools, and a committee has been constituted under the chairmanship of the State Chief Secretary to scrutinize the findings of the enrolment drive and recommend the action to be taken.

Findings of ASER on primary education

1961. SHRIMATI SHOBHANA BHARTIA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the recently released Annual Status of Education Report (ASER) based on a survey of five States has found primary educational attainments to be below normal;
- (b) if so, the reasons therefor; and

(c) the details of corrective steps Government intends to take to improve the same?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) to (c) Assessment Survey Evaluation Research (ASER) Centre, an independent unit of Pratham Network, a Non-Governmental 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, textbooks and other facilities, and that these have been matched by very significant improvements in enrollment. 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.