

remove those problems and hurdles and put the whole state of affairs back on the right track?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI) : (a) to (c) As per the Unified District Information System for Education (UDISE), there has been considerable progress in the educational indicators of Assam. The net enrolment ratio (at upper primary level), gross enrolment ratio (at upper primary level), retention rate (at primary level), transition rate and pupil teacher ratio has improved from 70.22, 83.58, 51.55, 88.35 and 23 in 2009-10 to 76.49, 93.13, 76.09, 93.15 and 20 during 2013-14 respectively. The dropout rate at primary level has also reduced from 8.60% in 2009-10 to 6.24% in 2013-14.

Since inception of Sarva Shiksha Abhiyan (SSA) programme, 11015 primary schools, 1192 upper primary schools, 70087 additional classrooms, 788 drinking water facilities, 12866 boys toilets and 41486 girls toilets were sanctioned to Assam, SSA. Of these, 10781 primary schools, 1170 upper primary schools, 64790 additional classrooms, 788 drinking water facilities, 2452 boys toilets and 34998 girls toilets have so far been constructed upto 31st December, 2014. Assam has been sanctioned 48,808 teacher posts under SSA. Government of India has released its central share under SSA of Rs. 106921.15 lakhs, Rs. 130881.60 lakhs, Rs. 131820.73 lakhs and Rs. 83375.19 lakhs during 2011-12, 2012-13, 2013-14 and 2014-15 (as on 12.02.2015) to Assam.

The Central Government through the SSA has introduced several measures to improve the quality of elementary education in all States, including Assam, through (i) the 'Padhe Bharat Badhe Bharat', a foundational programme to improve early reading and writing with comprehension and early mathematics; (ii) a focussed programme on strengthening Science and Maths learning at the upper primary level; (iii) sharing an exemplar on continuous comprehensive evaluation in elementary education developed by the NCERT; (iv) notifying learning outcomes by class and stage of education brought out by the NCERT; (v) conducting the 3rd round of National Achievement Surveys for Class III, V and VIII to track student learning outcomes; (vi) providing funds and technical guidance to States for annual refresher training of teachers and (vii) providing academic support to teachers and schools through Block and Cluster Resource Centres.

#### **Attendance in rural schools**

320. SHRI A.W. RABI BERNARD : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Government data on rising enrolment rates in schools hides a critical

fact that actual attendance rates in rural areas and among poor children is abysmally low;

(b) if so, the details thereof;

(c) whether it is a fact that the average rural attendance rate is merely 71.8 per cent per Annual Status of Education Report (ASER) Survey, 2013 and the percentage was 73.4 in 2010 against world wide average attendance rate of 91 per cent according to UNICEF; and

(d) if so, the details thereof and the necessary steps taken to improve enrolment rate as well as actual attendance?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI) : (a) to (d) The study on student's attendance at primary stage conducted by an independent survey has revealed that at national level 81.7 % children were found present in schools in rural areas in 2012-13.

To increase enrolment rate as well as attendance, the Central Government under its flagship programme of Sarva Shiksha Abhiyan (SSA) has adopted strategies *inter-alia*, strengthening school infrastructure, improving pupil-teacher ratios, providing incentives like free textbooks, uniforms for eligible category of children, mid-day meal in schools, and strategies for promoting education of girls and children belonging to disadvantaged group.

#### **Basic infrastructure in schools**

321. DR. T.N. SEEMA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the number of schools in the country which lack access to basic amenities like toilets, drinking water, play grounds and electricity, etc., State-wise;

(b) the details of projects/schemes currently running to improve basic infrastructure in the Government schools;

(c) the time frame by which Government would ensure providing safe drinking water and clean toilets in all Government and Government-aided schools;

(d) the number of educationally backward districts identified in the country, State-wise; and