

01.09.2015 in W.P.(C) No. 753 of 2014 i.e., 31% for ST, 2% for SC and 17% for OBC shall be applicable in the ongoing admission process.”

Apart from this, Writ Appeal No. 40 of 2015 (Manipur) and 83 of 2016 (Meghalaya) have also been filed in the Division Bench of the High Court of Meghalaya for staying the order dated 01.09.2015 of Hon’ble High Court of Manipur in WP(C) No. 753/2014.

The matter is still *sub-judice* in the Hon’ble High Court of Meghalaya.

Digital Gender Atlas for promoting girl education

1805. SHRIMATI SASIKALA PUSHPA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has prepared a Digital Gender Atlas to identify areas/pockets which are poor in girls education, if so, the details thereof;

(b) whether Government was able to identify such areas/pockets since its preparation including in the State of Tamil Nadu and if so, the details thereof;

(c) the details of the remedial plan proposed to be undertaken in those areas/pockets to promote girls education; and

(d) whether Government proposes to divert fund from ‘Nirbhaya Fund’ for promoting education in these areas/pockets?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) Yes, Sir. Digital Gender Atlas has been developed to identify the low performing geographic pockets for girls, particularly from marginalised groups such as scheduled castes, scheduled tribes and Muslim minorities, on specific gender related education indicators.

The Atlas is designed around the two broad areas of performance of girls' education and vulnerabilities visualized in the following five sections:

1. Comparative Composite Index based Quartile Ranking grouped under categories of access, infrastructure, teachers and outcome indicators and based on 25 indicators pertaining to primary, upper primary and secondary level which can be visualized at State, district and block level.
2. A Trend Analysis of the performance status of 25 individual indicators can be visualised at State, district and block levels over three years viz 2011-12, 2012-13 and 2013-14.
3. Spatial Distribution of Special Focus Districts. These are districts with a population of 25% and above of people belonging to Schedule Tribes (109

districts), Schedule Castes (61 districts), Muslims (88 districts with a muslim population of more than 20%), minority community (121 districts as identified by Ministry of Minority Affairs under PM's 15 PPP), Left Wing Extremist affected districts (88 districts identified by Ministry of Home Affairs), Beti Bachao Beti Padhao (BBBP) districts (161 districts) and Educationally Backward Blocks (3479 blocks).

4. Vulnerability status of an area based on a composite index of 3 broad indicators (i) rural female literacy (ii) percentage girls/boys married below the legal age of marriage and (iii) working children can be visualized. Separate visualisations are given for working children for the following sub-indicators: disaggregation by gender and age for the 5-9 years, 10-14 years and 15-19 years age groups as well as for marriage below the legal age. These maps are available up to the district level.
5. Children with Disabilities: The performance status of six individual indicators can be visualized at State and district level across three years *i.e.* 2011-12, 2012-13 and 2013-14. This Digital Gender Atlas can be accessed at website www.rmsaindia.gov.in → Gender Atlas.

(b) All the States including Tamilnadu have been mapped in the Digital Gender Atlas. The States have been using it as a planning tool to come up with strategies for inputs for the State SSA and RMSA annual plans.

(c) Universal enrolment is the first goal of Sarva Shiksha Abhiyan, a programme for universalisation of elementary education and all efforts are being made to bring all children including girls to school. SSA has provided 2.04 lakh primary and 1.59 upper primary schools for ensuring universal access. SSA strategies for promotion of girls education include *inter alia*, opening of schools in the neighbourhood to make access easier for girls, appointment of additional teachers including women teachers, free textbooks, free uniforms, separate toilets for girls, teachers' sensitization programmes to promote girls participation, gender-sensitive teaching-learning materials including textbooks. In addition, the Kasturba Gandhi Balika Vidyalayas (KGBVs) have been opened in educationally backward blocks where the female rural literacy rate is below the national average, to provide residential upper primary schools for girls from SC/ST/OBC/Muslim and BPL families.

For children living in remote areas, sparsely populated areas, SSA provides for residential schools, hostels, transportation and escort facilities. All States undertake massive awareness generation campaigns and enrolment drives at the beginning of academic years. The focus is on areas with high concentration of Out of School Children.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA), is a programme for universalisation of secondary education and has targeted interventions for girls. The RMSA provides for strengthening of secondary schools and opening of new schools, additional teachers, residential quarters for teachers in remote/hilly areas, girls hostels in educationally backward blocks, gender sensitization of teachers and separate toilet blocks for girls, girls activity room in schools etc. The National Scheme of Incentive to Girls for Secondary Education (NSIGSE) seeks to reduce drop-outs and promote enrolment of girls especially those belonging to SC/ST communities, by providing funds for a fixed deposit at class IX level. In addition, exemption from paying tuition fee in Kendriya Vidyalayas, and 33% reservation for girls in Navodaya Vidyalayas, have also been implemented.

(d) There is no proposal to divert fund from 'Nirbhaya Fund' for advancement of education.

Standard of education in Government schools

1806. KUMARI SELJA:

SHRI P. BHATTACHARYA:

SHRIMATI RAJANI PATIL:

SHRI DARSHAN SINGH YADAV:

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

(a) whether it is a fact that despite spending crores of rupees on Government schools the standard of education has not improved, if so, the details thereof and the reasons therefor; and

(b) whether Government is making any plan to improve the standard and quality of education in Government schools, if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) and (b) The National Council of Educational Research and Training (NCERT) conducts periodic national surveys of learning achievement of children in classes—III, V, VIII, and X. Four rounds of National Achievement Surveys (NAS) have been conducted so far for class V whereas three rounds have been conducted for classes III and VIII. These reveal improvement in learning achievement levels of pupils, in various subjects. First round of NAS has been conducted at Class X level, indicating that there is need for significant improvement in learning levels. The Central Government through a Centrally funded programme, Sarva Shiksha Abhiyan (SSA), supports States/UTs on early grade reading, writing and comprehension, and early Mathematics programmes through a sub-programme namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes