

**GOVERNMENT OF INDIA**  
**MINISTRY OF EDUCATION**  
**DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**RAJYA SABHA**

**UNSTARRED QUESTION NO-2579**

**ANSWERED ON –18/12/2024**

**High failure rates among students**

**2579 Shri Raghav Chadha:**

Will the Minister of EDUCATION be pleased to State:

- (a) whether Government is aware of the high failure rates in Class 10 and 12 exams in 2023, with over 6.5 lakh students failing;
- (b) the steps taken to improve the Gross Enrolment Ratio (GER) and ensure that students continue their education despite academic setbacks;
- (c) whether targeted programs are in place to support underperforming State Board students;
- (d) Government's efforts to standardize curriculum quality across the State and Central Boards to reduce performance disparities; and
- (e) the manner in which teacher training is being enhanced in regions with low pass rates to improve overall academic performance?

**ANSWER**

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION**

**(SHRI JAYANT CHAUDHARY)**

(a) to (d): Education is a subject in the concurrent list of the Constitution of India, and all State Education Boards are under the administrative control of the respective State Governments or Union Territory (UT) administrations.

The Department of School Education and Literacy (DoSEL), Ministry of Education has developed the Unified District Information System for Education Plus (UDISE+) system to record data on indicators of school education provided by all the States and Union Territories. As per UDISE+, Gross Enrolment Ratio (GER) and Total Enrolment during 2021-22 is as under:

Year	Gross Enrolment Ratio					Total Enrolment
	Primary	Upper Primary	Elementary	Secondary	Higher Secondary	
2021-22	103.39	94.67	100.13	79.56	57.56	265235830

The NEP, 2020 is premised in ensuring access and inclusivity for all and aims to achieve 100% Gross Enrolment Ratio (GER) for Secondary level by 2030. The Centrally Sponsored Scheme of Samagra Shiksha has now been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process. Under the scheme, financial assistance is provided to all States and UTs for undertaking various activities for reducing dropout rate, including opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, free uniforms and free text books as per eligibility, transport allowance and undertaking enrolment & retention drives. Further, special training for age appropriate admission of out of school children and residential as well as non-residential training for older children, seasonal hostels / residential camps, special training centres at worksites, transport/ escort facility are also supported to bring the Out of School Children (OoSC) to the formal schooling system. Under the student oriented component for the children with special needs, financial assistance is provided for identification and assessment of children with special needs, aids and appliances, braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc. Financial assistance upto ₹ 2000 per annum is being provided for Out of School Children of age group of 16-19 years, belonging to socio economically disadvantaged groups, for completing their education through NIOS/SIOS, for accessing course materials and certification.

In pursuance of the recommendation of the NEP 2020, the National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), was established by the Ministry of Education under the National Council of Educational Research and Training (NCERT). PARAKH's primary objective is to establish norms, standards, and guidelines for student assessment and evaluation across all recognized school boards in the country and to ensure equivalence of academic standards among learners across all school boards.

PARAKH, in its equivalence report, has found that there exists a lot of differences in the educational standards, curricula, assessment methodologies, and outcomes across different school boards. These differences are particularly evident in question papers, which vary in (a) domains of learning (such as remembering/recall, understanding, applying, analyzing, evaluating, and creating), (b) typology of questions (essay, short-answer, very

short-answer, objective/multiple-choice), and (c) the difficulty level of questions (easy, medium, difficult).

PARAKH is closely working with school boards and conducting various workshops on equivalence of academic standards among learners across all school boards. Equivalence is the process of recognizing and validating the academic qualifications, curricula, and examinations of different educational boards as being of comparable value and rigor. The goal of equivalence is to ensure that learners' credentials are fairly acknowledged across various educational institutions and regions, facilitating mobility and access to opportunities. The key aspects of equivalence among school boards includes: (a) Curricular Semblance: Ensuring that learning competencies are comparable across boards, (b) Assessment Standards: Establishing consistent assessment methods and scoring criteria to reflect similar expectations of learner performance, (c) Administrative Practices: Standardizing governance and operational procedures among different boards, (d) Inclusiveness: Promoting equitable access to education for all learners, regardless of their background or learning needs, and (e) Infrastructure Quality: Ensuring educational facilities and resources are consistent across different regions and boards.

PARAKH also acts as a platform for sharing best practices and ensuring academic equivalence across various school boards, fostering fairness and uniformity in student learning outcomes. It provides guidance to school boards on new assessment patterns, the latest research and promotes collaboration among school boards. The series of workshops organized by PARAKH is a critical step towards improving passing rates in school boards and supporting students who have not passed their exams by standardizing question paper templates and enhancing the capacity of question paper setters across school boards. Restructuring assessment methodologies is crucial for reducing rote learning and focusing on critical thinking and the evaluation of core competencies to enable student mobility across school boards and schools without disadvantage due to differing assessment systems.

(e) NEP 2020 envisage that teachers are to be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These are offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Each teacher is expected to participate in at least 50 hours of CPD (Continuous Professional Development) opportunities every year for their own professional development, driven by their own interests.

In order to provide continuous professional development opportunities to the teachers, initiatives like NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) program by NCERT are implemented by the Department. It aligns with NEP's focus on enhancing teacher competency, fostering innovative pedagogical practices, and integrating technology into education. NISHTHA plays a pivotal role in improving teaching quality, fostering equity, and achieving the NEP's goal of creating a vibrant, inclusive, and future-ready education system.

As per NEP 2020, Continuous professional development courses for teachers, teacher educators and other stakeholders are offered through DIKSHA by NCERT

(<https://ciet.ncert.gov.in/onlinecourses>). NISHTHA Courses have been launched for elementary, secondary, foundational literacy and numeracy (FLN), and Early Childhood Care and Education (ECCE) by NCERT. More than 65 lakhs+ teachers have completed NISHTHA Trainings through offline and online modes.

National Professional Standards for Teachers (NPST) and the National Mission for Mentoring (NMM) have been developed to support the professional development of teachers. The NPST outlines the competencies required for effective teaching at different career stages. The NMM focuses on creating a robust network of mentors to provide professional and personal support to teachers. NPST guiding Document and NMM Bluebook have been shared with States/UTs for wider dissemination.

Further, under the integrated centrally sponsored scheme of Samagra Shiksha, financial assistance is provided to the States/UTs as per the programmatic and financial norms of the scheme for implementing the different interventions/ components of the scheme, including teacher training and also for physical upgradation of all 613 functional DIETs in the country in a phased manner in order to strengthen the in-service training imparted by DIETs.

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