

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

**RAJYA SABHA**  
**UNSTARRED QUESTION NO-1152**  
ANSWERED ON –30/07/2025

**IMPROVEMENTS IN LEARNING OUTCOMES**

**1152 Dr. Ashok Kumar Mittal:**

Will the Minister of *Education* be pleased to state:

- (a) the steps undertaken by Government to ensure that the increased spending on education leads to measurable improvements in learning outcomes across primary, secondary, and higher education sectors;
- (b) how will the current education budget directly address the needs of students from Scheduled Castes (SC), Scheduled Tribes (ST), and other disadvantaged backgrounds;
- (c) the details of Government's plan to strengthen public-private partnerships to bridge gaps in infrastructure and resource availability without compromising on the quality of education; and
- (d) the measures undertaken by Government to ensure access to quality digital education for students in rural areas?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a): The Government of India conducts large-scale assessments to measure learning and education outcomes across the country from time to time. The National Achievement Survey (NAS) was conducted in 2017 and again in 2021 to assess the learning levels of students at different stages of school education. The surveys provided a comprehensive overview of student performance in Grades 3, 5, 8 and 10 across language, mathematics, environmental studies, science and social science. The State-wise and District-wise report cards are available in public domain and may be accessed at <https://nas.gov.in/report-card>.

The PARAKH Rashtriya Sarvekshan 2024 (formerly National Achievement Survey) was undertaken in December, 2024 by the National Assessment Centre, PARAKH, NCERT under the aegis of the Department of School Education & Literacy, Ministry of Education to understand the baseline performance under the National Education Policy (NEP) 2020 in development of competencies among the students at the end of the Foundational, Preparatory, and Middle stages (Grades 3, 6, and 9 respectively).

The Sarvekshan is designed as a system-level reflection on Learning Outcomes in India which underscores critical competency, skill or infrastructural gaps at various stages of schooling. It equips policy makers with robust, district-level data on learning outcomes and

contextual variables captured through student, teacher and school questionnaires to design evidence driven interventions for enhancing the quality and effectiveness of school education.

Nationwide over 21.15 lakh students and 2.70 lakh teachers and school leaders from more than 74,000 schools across 781 districts from all States/UTs participated in the survey. National, State and District level report cards for PARAKH Rashtriya Sarvekshan 2024 are accessible at <https://dashboard.parakh.ncert.gov.in/en>.

(b): The Right of Children to Free and Compulsory Education (RTE) Act, 2009 makes it mandatory for schools to ensure that the children belonging to weaker and disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. National Education Policy (NEP), 2020 emphasizes on inclusive, equitable and quality education for all. NEP, 2020 provides that special attention is given to reduce disparities in the educational development of Schedule Castes and Scheduled Tribes. Further, NEP 2020 mentions that to facilitate learning for all students, with special emphasis on Socio Economically Disadvantaged Groups (SEDGs), the scope of school education is broadened to facilitate multiple pathways to learning involving both formal and informal education modes.

Under Samagra Shiksha, there is a dedicated Inclusive Education component for various interventions such as Kasturba Gandhi Balika Vidyalaya (KGBVs) residential schools from class VI to XII, for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL) set up in Educationally Backward Blocks, Netaji Subhash Chandra Bose Avasiya Vidyalayas which provide residential facilities for both girls and boys belonging to SEDGs. Further, under Samagra Shiksha the educational needs of children from the Particularly Vulnerable Tribal Groups (PVTGs) are addressed through the Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN) and Dharti Aaba Janjatiya Gram Utkarsh Abhiyan (DAJGUA) Schemes.

Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, provision for free textbooks and uniforms are provided to children from SEDGs. Further, Section 12 of RTE Act, 2009 provides for 25% seats to be provided to EWS category of students in private-unaided schools.

Further, the Government also provides merit scholarship under the National Means cum Merit Scholarship Scheme @ Rs. 12,000/- per annum, from Classes IX to XII to children whose family income is below Rs. 3.5 lacs per annum to enable children from SEDG complete their schooling upto secondary level.

(c): Vidyanjali is an initiative of Department of School Education and Literacy, Ministry of Education, for facilitating the community and volunteers to directly connect with the government and government-aided schools to contribute their services and/or assets/ materials/equipments through a dedicated portal. It's an online portal to facilitate volunteer contribution by alumni of educational institutions, serving and retired teachers, scientists, government/semi-government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, persons from Indian diaspora and any other organization/group or company in the government/ government aided schools of their choice pan-India by registering on the Vidyanjali portal. The interested volunteers can contribute either in the form of assets or material or can participate by sharing their knowledge and skills in curricular, co-curricular and extra-curricular activities. The broad categories for volunteer

contribution cover services/activities as well as assets/materials such as basic civil infrastructure, basic electrical infrastructure, digital infrastructure, equipment for extra-curricular activities & sports, yoga, health and safety aids, teaching learning materials, maintenance & repairs, office stationery/furniture/support services/needs etc.

(d): ICT and Digital Initiatives component of Samagra Shiksha covers Government and Aided Schools having classes VI to XII. Under this component financial assistance is provided for establishing ICT Lab and Smart Classrooms in schools. A comprehensive initiative called PM eVidya was initiated as part of Atma Nirbhar Bharat Abhiyaan on 17th May, 2020, which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education across the country. The PM eVidya initiative is supported through a budget allocated under Samagra Shiksha scheme and implemented with the support of NCERT. The components of these initiatives are available to all the students across all the States/UTs free of cost. States/UTs collaborate with NCERT to utilise, monitor and evaluate the effectiveness of these initiatives as per their requirements. NCERT also provides regular guidance/ feedback to States/UTs on quality of these initiatives.

The key components of PM eVidya are also aligned towards enhancing digital literacy and include 200 DTH TV Channels. These channels were launched on 9th March 2024 by Hon'ble Education Minister. As per the Union Budget announcement for Financial Year 2022-23, the 12 DTH Channels have been expanded to 200 PM eVidya DTH TV Channels and 400 Radio channels to enable all States/UTs to provide supplementary education in various Indian languages for classes 1-12. The channels have been allocated to the States/UTs and Autonomous Bodies under an MoU with NCERT and are operational.

\*\*\*