

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**LOK SABHA
UNSTARRED QUESTION NO. 3000
TO BE ANSWERED ON 06.08.2018**

Annual School Education Report

3000. SHRI KUNDARIYA MOHAN BHAI KALYANJI BHAI:

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

- (a) whether the Annual School Education Report (ASER) for 2017 has been released recently;
- (b) if so, the details thereof indicating the major points revealed by the said report;
- (c) whether the said report had pointed certain inadequacies in the Right to Free and Compulsory Education (RTE Act) and the state of education in the country; and
- (d) if so, the details thereof and the corrective action taken/to be taken by the Government in this regard?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)**

(a) to (d): Achievement surveys are released in the Annual Status of Education Report (ASER) by a non-governmental organization. It is a household survey limited to rural areas of the country. ASER 2017 report shows inter-alia, that, 53% of all 14 year olds in the sample can read English sentences. For 18 year-old youth, this figure is closer to 60%. Of those who can read English sentences, 79% can say the meaning of the sentence. The report also points out that only 43% student are able to do a 3-digit by 1-digit division correctly. The Department of School Education & Literacy, Ministry of Human Resource Development was not associated with this ASER 2017 survey.

However, National Council of Educational Research and Training (NCERT) conducted National Achievement Survey (NAS) on 13th November, 2017 through which the learning levels of around 22 lakh students of Classes III, V and VIII from 1.10 lakh schools across 700 districts in all 36 States and UTs were assessed. This competency based assessment was based on the Learning Outcomes

developed by the NCERT. District report cards for NAS 2017 have been released by this Department and are available on MHRD/NCERT website. These cards contain various sections, including indicating the lowest performing area in Learning Outcomes.

NCERT is facilitating States/UT's for post NAS activities to improve the learning level of students in the districts which includes community participation, teacher training in Assessment, use of Science and Mathematics Kits developed by NCERT, State Text book analysis, use of Early language kit and Early Mathematics kit developed by NCERT, training in child friendly assessment practices for teachers etc.

Further, Central Government has launched an integrated scheme, for school education named as Samagra Shiksha w.e.f 2018-19, which subsumes the three erstwhile Centrally Sponsored schemes of school education i.e Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE). Samagra Shiksha envisages school education as a continuum from pre-school to senior secondary level and aims to ensure inclusive and equitable quality education for all.

The Scheme focuses on improvement of quality of education by providing support for different interventions like; in-service training of teachers and schools heads, conduct of achievement surveys at National and State level, composite school grant to every school for providing a conducive learning environment, library grants, provision of textbooks and uniforms as per Right of Children to Free and Compulsory Education (RTE) Act, 2009, remedial teaching for academically weaker students, ICT and digital initiatives, grants for sports and physical education etc.

The scheme also supports States and UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme namely 'Padhe Bharat Badhe Bharat' (PBBB) in foundational years of schooling. Rashtriya Aavishkar Abhiyan (RAA) was also launched to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

In order to increase focus on quality of elementary education, the Central rules to the RTE Act, 2009 have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. Learning outcomes have been translated in different languages and serve as a benchmark for student's capabilities to be achieved in each subject & class.

Section 23(2) of the RTE Act has been amended to extend the period for training of untrained in-service elementary teachers to 31st March, 2019. As per above amendment, all untrained in-service teachers working in Government, Government aided, and Private un-aided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019.

The National Institute of Open Schooling (NIOS) has been entrusted to conduct this training through ODL (Open Distance Learning) mode. The online D.El.Ed. course has started from 3rd October, 2017. More than 13 Lakh teachers have joined these courses.
