

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

**LOK SABHA
UNSTARRED QUESTION NO. 2217
TO BE ANSWERED ON 24.12.2018**

Learning Skills

2217. SHRI PREM DAS RAI:

SHRI PRASUN BANERJEE:

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

- (a) whether it is a fact that as per the Annual Status of Education Report (ASER) there is an increasing gap in learning outcomes of children in higher classes and if so, the steps taken/proposed to be taken by the Government to address the issue;
- (b) whether the learning gaps in schools as highlighted in the ASER are leading to elevated dropout levels and if so, the details thereof;
- (c) the steps undertaken by the Government in this regard and the details of enrolment in the country under the Sarva Shiksha Abhiyan, State/UT-wise;
- (d) whether new learning-outcome oriented guidelines are likely to be formulated by the Government to ensure that learning is focused upon and if so, the details thereof; and
- (e) whether the Government proposes to devise mechanisms to keep the teachers accountable for the learning-outcome of children and if so, the details thereof?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DR. SATYA PAL SINGH)**

(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. The Department of School Education & Literacy, Ministry of Human Resource Development (MHRD) is not associated with this survey.

MHRD 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 National Council of Educational Research and Training (NCERT). District report cards for NAS 2017 have been released and are available on MHRD website. These contain various sections, including indicating the lowest performing area in Learning Outcomes to enable States to identify learning gaps and take steps to improve the learning outcomes based on the same.

Similarly, National Achievement Survey for Class X was also conducted throughout the country on February 05, 2018 in government, government aided and private schools. The learning levels of 1.5 million students in 44,304 schools across 610 districts in 34 States and UTs were assessed, in 5 subject areas of English, Mathematics, Science, Social Science and Modern Indian Language (MIL).

Some of the post NAS activities, which NCERT has suggested to the States/UTs to take up for improving the learning levels in the districts are Community participation; Teacher training in Assessment and learning; use of Science and Mathematics Kits developed by NCERT; State Text book analysis and use of Early language kit and Early Mathematics kit developed by NCERT etc.

The National Council of Educational Research and Training (NCERT) have developed minimum class-wise, subject-wise Learning Outcomes for all classes from I-VIII in all subject areas. Learning outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. These indicators can be used as check points to assess learning at different points of time. The Learning Outcomes for each class at elementary stage in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science have been finalized and shared with all States and UTs.

An amount of Rs.91.20 crore was released by the MHRD in the FY 2017-18 to all States and UTs for printing the Learning Outcomes documents, Posters and leaflets in regional languages, for their dissemination.

The total number of children enrolled at elementary level has increased from 15.1 crore in 1998-99 to 18.98 crore in 2016-17. Enrolment of students State/UT-wise is at **Annexure**.

The 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). The Samagra Shiksha 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, provision of textbooks as per Right of Children to Free and Compulsory Education (RTE) Act, 2009, remedial teaching for academically weaker students, ICT and digital initiatives, vocational education, composite school grant to every school for providing a

conducive learning environment has been increased and provision for library grants and grants for sports and physical education have also been introduced.

Further, Section 23 (2) of the RTE Act has been amended to ensure that all untrained in-service teachers working in Government, Government aided and Private un-aided schools 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.

(e): All matters related to teachers including accountability are primarily in the domain of State Governments and UT Administrations. However, the Central Government continuously pursues with States/UTs to implement norms of Right of Children to Free and Compulsory Education (RTE) Act, 2009 in various forums and has also issued advisories from time to time for the same. Section 24 of the RTE Act, 2009 mandates that a teacher appointed under subsection (1) of the Section 23 shall perform the following duties, namely (a) maintain regularity and punctuality in attending school and (b) complete entire curriculum within specified time.

The steps taken by the Central Government to improve teachers' performance include, inter alia, monitoring teachers' attendance through School Management Committees/School Management Development Committees/Block Resource Centres/Clusters Resource Centres and encouraging States and UTs to use digital technology like installation of Bio-metric/digital attendance system in schools. Further, NCERT has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the states for effective monitoring and benchmarking of teacher performance across the country.

ANNEXURE

ANNEXURE REFERRED TO IN REPLY TO PART (a) to (d) OF LOK SABHA UNSTARRED QUESTION NO 2217, ASKED BY SHRI PREM DAS RAI AND SHRI PRASUN BANERJEE TO BE ANSWERED ON 24.12.2018 REGARDING “LEARNING SKILLS”

State/UTs	Total Enrolment (I to VIII) Elementary- 2016-17		
	Boys	Girls	Total
ANDAMAN & NICOBAR ISLANDS	25009	24136	49145
ANDHRA PRADESH	2911829	2648891	5560720
ARUNACHAL PRADESH	141280	137264	278544
ASSAM	2762882	2780960	5543842
BIHAR	10862092	10857372	21719464
CHANDIGARH	84069	72329	156398
CHHATTISGARH	2213623	2136628	4350251
DADRA & NAGAR HAVELI	31578	27702	59280
DAMAN & DIU	15262	13389	28651
DELHI	1592595	1395906	2988501
GOA	101241	92343	193584
GUJARAT	4814610	4197563	9012173
HARYANA	2100628	1724274	3824902
HIMACHAL PRADESH	493240	447434	940674
JAMMU & KASHMIR	892417	800642	1693059
JHARKHAND	2959594	2829547	5789141
KARNATAKA	4346371	4017468	8363839
KERALA	2033261	1942882	3976143
LAKSHADWEEP	3688	3590	7278
MADHYA PRADESH	6503752	5882956	12386708
MAHARASHTRA	8495745	7489967	15985712
MANIPUR	236122	226486	462608
MEGHALAYA	355729	360734	716463
MIZORAM	104676	97270	201946
NAGALAND	150434	143684	294118
ODISHA	3207884	2990141	6198025
PUDUCHERRY	87137	81594	168731
PUNJAB	2126227	1768001	3894228
RAJASTHAN	6534144	5617961	12152105
SIKKIM	48830	45951	94781
TAMIL NADU	4678433	4430459	9108892
TELANGANA	2491414	2326558	4817972
TRIPURA	278926	269149	548075
UTTAR PRADESH	17682217	17025528	34707745
UTTARAKHAND	885672	793623	1679295
WEST BENGAL	5998263	5935759	11934022
India	98250874	91636141	189887015

Source UDISE 2016-17 (Provisional)