

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

**LOK SABHA
UNSTARRED QUESTION NO. 4362
TO BE ANSWERED ON 07.01.2019**

National Achievement Survey 2017

4362. SHRI ASADUDDIN OWAISI:

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

- (a) whether the National Council of Education Research and Training (NCERT) recently released National Achievement Survey, 2017;
- (b) if so, the number of districts and students covered under this survey, State/ UT-wise;
- (c) whether it is a fact that there is low learning levels in higher class as 40 per cent of students can not answer the questions in Maths, Sciences and Social Science;
- (d) if so, the reasons therefor;
- (e) whether the staff crunch, crowded class rooms and inadequate funds are responsible for low learning in higher classes and if so, the details thereof; and
- (f) the trend of learning levels in urban areas along with the steps taken or being taken by the Government in consultation with States in this regard?

ANSWER

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

(a) to (f): National Achievement Survey (NAS) was conducted 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 701 districts in all 36 States and UTs were assessed. Students of Classes III and V were assessed on Reading Comprehension, Mathematics and Environmental Studies and Class VIII students were assessed on Language, Maths, Science and Social Science. This competency based assessment was based on the Learning Outcomes developed by the National Council of Educational Research and Training (NCERT). Along with the test items, questionnaires pertaining to students, teachers and schools were also used. District report cards for NAS 2017 have been released and are available on MHRD website.

NAS evidences that the performance of the students decreases with the advancement of the grade in general. The NAS 2017 was conducted on Learning Outcomes for the first time. The items assessing the performance of the students were all competencies based.

NCERT has initiated the post NAS activities to improve the Learning levels of the students in rural and urban areas. The short terms actions include sharing of findings with State level officers, and DIET functionaries in regional workshops and Understanding of the learning gaps in the Districts by the State functionaries. The medium term goal for NAS includes Sharing of findings of NAS with BRCs, teachers, head teachers, parents, SMC members and other stakeholders, orientation of BRCs, CRCs and teachers on evolving learning strategies to enhance learning outcomes at different grade levels, facilitating teachers in using alternative instructional strategies to bridge the learning gaps with the support of State functionaries, and seeking support from community to improve the learning levels.

During 2018-19, many modules for the post NAS interventions have been initiated which includes understanding the district report cards, pedagogical inputs to target the learning outcomes, school based assessment, promoting experiential learning, sports and art integrated education and improving community participation.

Education is in the Concurrent List of the Constitution and a majority of the schools are under the jurisdiction of respective States and Union Territories (UT). Hence, the infrastructure and teachers related aspects of education are primarily in the domain of respective State Governments and UT Administrations. However, the requirement of infrastructural facilities in schools are worked out every year by the respective State/Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget. The Central Government through the Samagra Shiksha scheme provide assistance to the States and UTs for school infrastructural facilities and for additional teachers to maintain appropriate Pupil Teacher Ratio, as per norms. Further Samagra Shiksha 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.
