

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

**LOK SABHA
UNSTARRED QUESTION NO - 1779
ANSWERED ON – 13/02/2023**

Poor Arithmetic Calculations of Children of Southern, Central and Western States of India

1779. PROF. SOUGATA RAY:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government is aware of the recently released Annual Status of Education Report (Rural) 2022 which shows that the ability of school children to carry out simple arithmetic calculations was very poor in most of the Southern, Central and Western States compared to other parts of the country;
- (b) if so, the details thereof;
- (c) the details of methodology followed for the ASER Survey;
- (d) the steps being taken by the Government to increase the ability of school children to improve their arithmetic capacity;
- (e) whether the Government has given counselling to the students who were very poor in mathematics; and
- (f) if so, the details thereof?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(DR. SUBHAS SARKAR)**

(a) to (c): Achievement survey released in the Annual Status of Education Report (ASER) is conducted by a non-governmental organization.

However, The National Achievement Survey (NAS) has been conducted to evaluate children's progress and learning competencies of students at classes III, V, VIII and X with a cycle period of three years. The latest round of NAS i.e. NAS 2021 was held on 12.11.2021 and has covered (a) Government Schools (Central Government and State Government); (b) Government Aided Schools; and (c) Private Unaided Schools. Subjects covered are Language, Mathematics & EVS for class 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Language, Mathematics, Science, Social Science and English for class 10. About 34 lakh students of 1.18 lakh schools from both rural and urban areas, have appeared in NAS 2021. National, State/UT and District Reports for NAS 2021 have been released on 25.5.2022 and are available at <http://nas.gov.in>. The learning gaps identified at the district level will be used to provide feedback to the districts.

Further, a national level workshop on Post-NAS 21 interventions was organised on 28/07/2022 by Ministry of Education with representatives of all States/UTs, State Council of Educational Research & Training (SCERTs), District Institute of Education & Training (DIETs) and National Council of Educational Research and Training (NCERT) to support State/UT governments in developing long term, mid-term and short-term interventions to improve learning levels and orient on differential planning based on NAS 2021 data.

(d) to (f): As per the recommendation of National Education Policy (NEP) 2020, under Samagra Shiksha, a dedicated mission ‘National Initiative for Proficiency in Reading with Understanding and Numeracy’ (NIPUN Bharat) was launched by the government on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy by Grade 3 by 2026-27. For this purpose, a curricular framework for foundational stage, engaging teaching-learning material both for teachers and students (online and offline), defined and measurable learning outcomes, teacher capacity building programme, assessment techniques including tracking the achievement of learning outcomes, addressing the needs of children’s health and well-being including nutrition etc. has been developed to take it forward in a systematic fashion through a 5-tier implementation mechanism developed. Moreover, a comprehensive guideline of NIPUN Bharat has been developed for States and UTs to achieve the goal of proficiency in Foundational Literacy and Numeracy for every child by grade 3, which can be accessed: https://dsel.education.gov.in/sites/default/files/NIPUN_BHARAT_GUIDELINES_EN.pdf

Further under Samagra Shiksha Scheme, there is a provision of Learning Enhancement Program which envisages each student is given the opportunities necessary for his/her to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning.
