

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

**LOK SABHA
UNSTARRED QUESTION NO. 3374
TO BE ANSWERED ON 09th August, 2021**

Learning Outcomes

3374. SHRI P.V. MIDHUN REDDY:

Will the Minister of EDUCATION be pleased to state:

- (a) whether there has been a significant increase in the learning outcomes of students in primary and upper-primary schools in India during the last seven years;
- (b) if so, the details thereof, State-wise;
- (c) if not, the reasons therefor;
- (d) the relevant parameters that correctly assess learning skills of a child at these levels, especially the formal skills of reading and writing; and
- (e) the annual data on these parameters at primary and upper primary levels since 2014, State-wise?

**ANSWER
MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)**

(a) to (e): The National Achievement Survey (NAS) 2017 was held for assessing the competencies of nearly 22 lakh children at the grade levels III, V and VIII from 1.10 lakh schools across 701 districts covering all the 36 States and UTs. NAS (2017) was administered with district as the unit of reporting in different subject areas such as Languages, Mathematics & Environmental Studies (EVS) for class III and V and Languages, Mathematics, Science and Social Science for class VIII in the Government and Government aided schools. The competency based test was the first assessment based on the Learning Outcomes which were incorporated for the first time in the Central Rules for the Right of Children to Free and Compulsory Education Act by the Government of India in February 2017. NAS district report cards have been shared with States and UTs to help in identifying gaps at the district level. Subsequently, a framework of intervention has been developed and shared with States/UTs to improve

the quality of learning in the schools. The NAS reveals continuous improvement in learning achievement levels of pupils, in identified subjects.
(https://ncert.nic.in/pdf/NAS/WithReleaseDate_NPPTL.pdf)
