

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

**LOK SABHA
UNSTARRED QUESTION NO-2084
ANSWERED ON -09/12/2024**

Learning levels among SC/ST/OBC Students in Schools

**†2084 Smt. Bharti Pardhi:
Shri Shrirang Appa Chandu Barne:
Shri Arvind Ganpat Sawant:**

Will the Minister of EDUCATION be pleased to State:

- (a) whether there has been no increase in the learning levels among SC, ST and OBC students in schools across the country;
- (b) if so, the current status of the learning levels among SC, ST and OBC students, especially in Madhya Pradesh and Maharashtra; and
- (c) the steps taken by the Government to increase the learning levels as well as enrolment of the children of deprived section of the society in Madhya Pradesh and Maharashtra?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)**

(a) to (c): Ministry of Education has been implementing a rolling programme of sample based National Achievement Survey (NAS) at classes 3, 5, 8 and 10 with an interval of three years to assess children's progress and learning competencies. It acts as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. The last round of NAS was conducted on 12.11.2021 and has assessed students in Language, Mathematics & Environmental Science 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 of 720 districts from both rural and urban areas were assessed from Government, Government Aided and Private Schools. National, State and District report card of NAS 21 demonstrating the performance of students from various social categories have been released in public domain and are available at <http://nas.gov.in>. The data comparing the grade-wise and subject-wise performance of students from Madhya Pradesh and Maharashtra in NAS 2017 and NAS 2021 is placed at Annexure.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 makes it mandatory for schools to ensure that the children belonging to weaker and disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary

education on any grounds. Education is a subject in the Concurrent List of the Constitution of India and schools, other than those under the Central Government, are regulated/managed/controlled by the State/UT Governments.

National Education Policy (NEP), 2020 also emphasizes on inclusive, equitable and quality education for all. NEP, 2020 provides that special attention is given to reduce disparities in the educational development of Schedule Castes and Scheduled Tribes. The NEP, 2020 further mandates that students are sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. Further, NEP 2020 mentions that to facilitate learning for all students, with special emphasis on Socio Economically Disadvantaged Groups (SEDGs), the scope of school education is broadened to facilitate multiple pathways to learning involving both formal and informal education modes.

In pursuance of the recommendation of the NEP 2020, the National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), was established on 8th February, 2023 by the Ministry of Education under the National Council of Educational Research and Training (NCERT). PARAKH's primary objective is to establish norms, standards, and guidelines for student assessment and evaluation across all recognized school boards in the country and to ensure equivalence of academic standards among learners across all school boards. PARAKH is closely working with school boards and conducting various workshops on equivalence of academic standards among learners across all school boards. PARAKH also acts as a platform for sharing best practices and ensuring academic equivalence across various school boards, fostering fairness and uniformity in student learning outcomes. It provides guidance to school boards on new assessment patterns, the latest research and promotes collaboration among school boards. The series of workshops organized by PARAKH is a critical step towards improving quality of assessment by standardizing question paper templates and enhancing the capacity of question paper setters across school boards. Restructuring assessment methodologies is crucial for reducing rote learning and focusing on critical thinking and the evaluation of core competencies to enable student mobility across school boards and schools without disadvantage due to differing assessment systems. For Competency Based Assessment for Holistic Development, the Holistic Progress Card (HPC) for the Preparatory, Foundational, Middle and Secondary stage have also been prepared by the PARAKH and shared with all States and UTs.

The Centrally Sponsored Scheme of Samagra Shiksha has now been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process. Under the scheme, financial assistance is provided to all States and UTs including the States of Madhya Pradesh and Maharashtra for undertaking various activities for reducing dropout rate, including opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, free uniforms and free text books as per eligibility, transport allowance and undertaking enrolment & retention drives. Further, special training for

age appropriate admission of out of school children and residential as well as non-residential training for older children, seasonal hostels / residential camps, special training centres at worksites, transport/ escort facility are also supported to bring the Out of School Children (OoSC) to the formal schooling system. Under the student oriented component for the children with special needs, financial assistance is provided for identification and assessment of children with special needs, aids and appliances, braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc. Financial assistance upto ₹ 2000 per annum is being provided for Out of School Children of age group of 16-19 years, belonging to socio economically disadvantaged groups, for completing their education through NIOS/SIOS, for accessing course materials and certification.

National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. The mission covers the first 5 years of the school continuum of the 5+3+3+4 pedagogical structure including 3 preschool years.

PM SHRI (PM Schools for Rising India) scheme was launched on 7th Sep 2022 with an aim to strengthen the existing schools from amongst schools managed by Central government/State/UT Government/local bodies. These schools are to showcase all the initiatives of National Education Policy 2020 and emerge as exemplar schools over a period of time, and also offer leadership to other schools in the neighbourhood. They provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020. Under the scheme, there is a provision of setting up of more than 14500 PM SHRI Schools by strengthening the existing schools from amongst schools managed by Central government/State/UT Government/local bodies out of which 12,084 PM SHRI Schools have been selected so far.

Strengthening Teaching-Learning and Results for States (STARS) Project, supported by the World Bank, is being implemented as a Centrally Sponsored Scheme (CSS) in six states namely Himachal Pradesh, Madhya Pradesh, Rajasthan, Maharashtra, Odisha, and Kerala over a period of 5 years, i.e., from F.Y. 2020-21 to F.Y. 2024-25 and aims at improving the assessment system in schools and ensuring equal education for all. STARS Project supplements the efforts of Samagra Shiksha scheme for the school education sector. It encompasses teachers and students from pre-primary to 12th standard as beneficiaries.

The NEP 2020 also recognises reinvigoration of DIETs to change the capacity and work culture of these institutions and develop them into vibrant institutions of excellence. Financial assistance under Samagra Shiksha is provided to States/UTs for physical upgradation of all 613 functional DIETs in the country in a phased manner in the next five years. In the FY 2023-24, 125 DIETs across 33 States/UTs with an approximate budget of Rs. 92,320.18 lakhs were approved.

The Centrally Sponsored Scheme of Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) has been revamped and extended to cover students of Balvatika in addition to

students of Classes I-VIII in Government and Government-Aided Schools. It encourages setting up of School Nutrition Gardens (SNG) and strengthening of community participation through 'Tithi Bhojan'.

ANNEXURE REFERRED TO IN REPLY TO PART (A) TO (C) OF LOK SABHA UNSTARRED QUESTION NO. 2084 FOR ANSWER ON 09.12.2024 ASKED BY SMT. BHARTI PARDHI, SHRI SHRIRANG APPA CHANDU BARNE AND SHRI ARVIND GANPAT SAWANT HON'BLE MEMBERS OF PARLIAMENT REGARDING LEARNING LEVELS AMONG SC/ST/OBC STUDENTS IN SCHOOLS

The data comparing the grade-wise and subject-wise performance of students from Madhya Pradesh in NAS 2017 and NAS 2021.

Grade 3:

Grade 3								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	70	67	71	71	67	66	66	64
Mathematics	63	60	64	64	63	59	62	60
Environmental Science	66	62	66	65	63	62	62	60

Grade 5:

Grade 5								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	58	55	59	61	59	57	58	61
Mathematics	52	49	52	54	50	46	48	50
Environmental Science	57	54	57	58	56	53	54	55

Grade 8:

Grade 8								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	55	51	57	58	54	49	55	63
Mathematics	40	36	41	42	43	38	41	42
Science	43	41	45	45	42	38	41	46
Social Science	44	41	45	47	42	40	42	44

Grade 10 :

Grade 10								
Subject	NAS 2018				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Mathematics	30	27	31	31	34	28	34	38
Science	31	30	32	32	35	30	35	39
Social Science	36	34	37	37	36	32	37	43
English	29	27	30	32	40	33	42	52
Modern Indian Language	48	43	50	53	43	36	44	50

The data comparing the grade-wise and subject-wise performance of students from Maharashtra in NAS 2017 and NAS 2021.

Grade 3:

Grade 3								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	70	67	70	72	67	65	67	67
Mathematics	65	61	65	66	61	50	62	61
Environmental Science	68	64	69	70	58	57	57	59

Grade 5:

Grade 5								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	59	59	60	63	56	58	58	60
Mathematics	52	53	52	53	43	46	45	46
Environmental Science	54	56	55	56	50	52	52	52

Grade 8:

Grade 8								
Subject	NAS 2017				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Language	61	57	63	64	55	48	57	59
Mathematics	38	41	41	41	32	33	34	35
Science	39	41	41	41	37	36	39	41
Social Science	40	42	42	43	38	37	40	41

Grade 10:

Grade 10								
Subject	NAS 2018				NAS 2021			
	SC	ST	OBC	General	SC	ST	OBC	General
Mathematics	31	30	34	35	28	27	29	31
Science	33	31	34	36	33	30	34	36
Social Science	39	36	40	41	35	34	37	40
English	34	33	37	40	43	38	45	51
Modern Indian Language	48	44	50	51	42	40	45	46
