

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
LOK SABHA
UNSTARRED QUESTION NO.2151
ANSWERED ON 09/12/2024

Improvement in Educational Infrastructure

2151. Shri Saleng A Sangma:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government is taking any steps to strengthen teachers capacity to deliver foundational learning under the NIPUN Bharat Mission;
- (b) if so, the details of the training programmes and resources being provided to teachers under the Mission;
- (c) the measures being taken by the Government to improve educational infrastructure, particularly in rural and underprivileged areas especially in North-Eastern Regions; and
- (d) the procedure being followed by the Government for monitoring and evaluating the impact of the interventions on learning outcomes among children?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a) & (b): In order to provide continuous learning opportunities to the teachers, NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) online was launched using DIKSHA (Digital Infrastructure for Knowledge Sharing) platform in October 2020 to reach out to elementary teachers and its further extension to all level of teachers. It includes multiple approaches for interaction i.e., Text Modules along with videos. All these contents are aligned to the developmental goals and learning outcomes of Foundational Literacy and Numeracy (FLN).

To prepare an initial cadre of high quality Early Childhood Care and Education (ECCE) Teachers in Anganwadis, NISHTHA-ECCE and FLN were launched in July, 2022. It is aimed towards sensitization of master trainers on developmentally appropriate pedagogy for holistic development of children which will contribute for enhancing quality education at Foundational level. These cater to both training of Anganwadi workers and preschool teachers.

(c): Samagra Shiksha Scheme supports creation of infrastructure and basic facilities for students in Government Schools. In this regard, Annual Work Plan and Budget (AWP&B) is prepared by the States and UTs based on their requirements and priorities and guidelines issued by the Ministry of Education at the beginning of every year. These plans are then appraised/approved by Project Approval Board (PAB) in consultation with the States and UTs as per the programmatic and financial norms of the Scheme and availability of budgetary resources. The measures are being taken by the Government to improve educational infrastructure, particularly in rural and underprivileged areas including in North-Eastern Regions by providing for separate toilets, labs, library, ICT lab, Smart Classroom etc. Under the Samagra Shiksha Scheme, funds are provided to the North Eastern States in the ratio of 90:10 whereas in all other States/UTs, the funding pattern is 60 : 40.

(d): To evaluate children's progress and learning competencies, Department of School Education and Literacy (DoSE&L), Ministry of Education has been implementing a rolling programme of sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with an interval of three years. It acts as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. About 34 lakh students of 1.18 lakh schools of 720 districts from both rural and urban areas were assessed from Government and Private Schools. Further, National, State and District report card of NAS 21 demonstrating the performance of students from each type of schools have been released in public domain on 25.05.2022 at <http://nas.gov.in>.

PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been setup under National Council of Educational Research and Training (NCERT) by the DoSE&L. It has conducted State Educational Achievement Survey (SEAS) 2023. The primary objective of this survey is to evaluate the learning competencies of students in Foundational Literacy, Foundational Numeracy, Language and Mathematics at the end of each of the educational stages i.e. Foundational, Preparatory, and Middle. The SEAS-23 has included blocks in the sample to cover students to understand the learning gaps at the block level, a strategic shift from district. Approximately 8.4 million students and 6 lakh teachers, of 4 lakh schools of 6416 educational blocks were assessed in SEAS-23.
