

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
LOK SABHA
UNSTARRED QUESTION NO- 117
ANSWERED ON- 01/12/2025

OBJECTIVES OF SAMAGRA SHIKSHA ABHIYAN

†117. SHRI SUKHJINDER SINGH RANDHAWA:

Will the Minister of EDUCATION be pleased to state:

- (a) whether it is fact that despite the declared objective such as universal access, gender equality inclusive education, digital access, vocational education and teacher training set under the Samagra Shiksha Scheme, the impact of these interventions has not reached the desired level, at the ground level;
- (b) if so, the reasons therefor;
- (c) whether the learning outcomes, transition rates and quality of education have not improved significantly so far under the said Scheme, if so, the details thereof;
- (d) whether adequate resources or trained manpower have not been provided to promote technology use, strengthen institutional mechanisms and ensure effective convergence and monitoring; and
- (e) if so, the various steps taken by the Government to address the said issues so far and the outcome thereof?

ANSWER

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

(a) to (e): The Department of School Education and Literacy is implementing an Integrated Centrally Sponsored Scheme for School Education- Samagra Shiksha since 2018-19. The scheme has been aligned with the recommendations of the National Education Policy, 2020 with the aim to ensure that all children have access to quality education with an equitable and inclusive classroom environment. Under the scheme, various interventions like access to infrastructure and resources, enabling environment for retention, quality and innovations, learning outcomes and its assessment, bridging social and gender gap, inclusive and skilling interventions, capacity building of teachers, establishment and strengthening of teacher education institutions etc. are supported across all levels of school education.

As a result, substantial advancements have been made in ensuring universal access across all levels of school education as evident from the major indicators like Gross Access Ratio (GAR), Gender Parity Index (GPI) and Enrolment of Children With Special Needs (CWSN)-

Level	GAR^		GPI of GER*		CWSN Enrolment*	
	2018-19	2024-25	2018-19	2024-25	2018-19	2024-25
Primary	97.15	97.83	1.0	1.0	1138326	943512
Upper Primary	96.49	96.57	1.0	1.0	646735	698544
Secondary	88.24	95.35	1.0	1.0	247788	324941
Higher Secondary	65.05	94.97	1.03	1.1	78648	149022

^Source: AWP&B, *Source: UDISE of respective years.

The National Achievement Survey (NAS) was conducted in 2017 and again in 2021 to assess the learning levels of students in Grades 3, 5, 8 and 10 across language, mathematics, environmental studies, science and social science. The State-wise and District-wise report cards are available in public domain and are available at <https://nas.gov.in/report-card>.

PARAKH Rashtriya Sarvekshan 2024 was conducted on 4th December, 2024 to understand the baseline performance among students at the end of the Foundational, Preparatory and Middle Stages in grade 3,6 and 9. National, State and District level reports for PARAKH Rashtriya Sarvekshan 2024 are available at <https://dashboard.parakh.ncert.gov.in/en>. The findings of PARAKH Rashtriya Sarvekshan 2024 highlight a significant improvement when compared to NAS 21 scores in foundational literacy and numeracy skills, thereby, reflecting the positive impact of the NIPUN Bharat Mission launched under NEP 2020.

There is substantial improvement in transition rate from Secondary to Higher Secondary from 68.8 in 2018-19 to 75.1 in 2024-25.

Financial support is provided as per state specific proposals for in-service training of teachers, school Heads, subject teachers, resource persons, master trainers, Education Administrators, Teachers Educators, key resource persons, induction training of newly recruited teachers including those in rural and remote areas at elementary and secondary levels through SCERTs and DIETs, as the nodal agencies.

National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a capacity building programme for "Improving Quality of School Education through Integrated Teacher Training". NISHTHA online was launched using DIKSHA platform in October, 2020. NISHTHA training has been extended to secondary stage teachers in 2021-22. NISHTHA also caters to Foundational Literacy and Numeracy and Early Childhood Care and Education (ECCE) for training of master trainers.

The Government has decided to develop all functional 613 District Institutes of Education and Training (DIETs) into Centers of Excellence under the centrally sponsored scheme of Samagra Shiksha in a phased manner starting from FY 2023-24. Based on proposals submitted by States/UTs, the Government has sanctioned financial assistance of Rs. 2,429.59 Crore for upgradation of 246 DIETs till date.

Further, in line with the recommendations of NEP, 2020, the Government has released a Guiding Document on the National Professional Standards for Teachers (NPST) and Bluebook on the National Mission for Mentoring (NMM). NPST defines competencies of teachers at different stages/levels. The Bluebook on NMM contains the various modalities for mentoring of school teachers for enhancing their capacity building.

National Council for Teacher Education (NCTE) has notified Integrated Teacher Education Programme (ITEP), a 4-year integrated dual major bachelor degree in Education as well as a specialized subject in arts, science, physical education etc. The aim is to develop passionate, motivated, qualified, professionally trained, and well-prepared teachers. Admission for the ITEP is carried out by the National Testing Agency (NTA) through the National Common Entrance Test (NCET), which was last held on 29th April, 2025.