

DEI.Ed. course has been started from 3rd October, 2017, and about 9.58 lakh teachers have completed the course.

- (v) Section 16 of the RTE Act, 2009 has been amended to make provision that there shall be a regular examination in the fifth class and in the eighth class at the end of every academic year. If a child fails in the examination, he shall be given additional instruction and granted opportunity for re-examination within a period of two months from the date of declaration of the result. The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, if he fails in the re-examination.

(c) Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Samagra Shiksha scheme. The scheme reaches out to girls and children belonging to Scheduled Caste (SC), Scheduled Tribe (ST), minority communities and transgender. The scheme also gives attention to urban deprived children, children affected by periodic migration and children living in remote and scattered habitations. Under the scheme, provision has been made for giving preference to Special Focus Districts (SFDs), Educationally Backward Blocks (EBBs), LWE affected districts, and aspirational districts while planning interventions like setting up of primary schools, upper primary schools, construction of additional classrooms, toilets, Kasturba Gandhi Balika Vidyalayas (KGBVs), Residential Schools etc.

KGBVs have reached out to girls from marginalised social groups and emerged as the key intervention for promoting girls' access and retention in elementary to secondary and senior secondary education, particularly of those from marginalised communities in the Educationally Backward Blocks. A total of 4881 KGBVs are operational with enrolment of 617680 girls. Out of the 617680 girls enrolment, 171800 are SC (27.81%), 157740 are ST (25.54%), 219862 are OBC (35.59%), 26422 are Muslims (4.28%) and 41856 are in BPL category (6.78%).

Reading and math skills amongst students

558. SHRI DEREK O'BRIEN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Government has ascertained reading and math skills in students up to standard 8 in schools, the details thereof;

(b) if so, whether Government takes cognisance of the Annual Status of Education Report (ASER), 2018 which states that 1 out of 4 children are leaving standard 8 without basic reading skills, the details thereof; and

(c) the initiatives taken by Government during the last three years to improve learning levels at schools, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAMESH POKHRIYAL 'NISHANK'): (a) The National Council for Educational Research and Training (NCERT) conducts periodic national surveys to assess learning achievement of children in Classes - III, V, VIII, and X. The National Achievement Survey (NAS) 2017 was held on 13th November for assessing the competencies developed by the children at the grade levels III, V and VIII from across 701 districts covering all the 36 States and UTs and covered 22 lakh students from 1.10 lakh schools. NAS (2017) was administered with districts as the unit of reporting in different subject areas such as languages, mathematics, EVS/Science and Social Sciences in the Government and Government aided schools. The competency based test was based on the Learning Outcomes which were recently incorporated in the Central Rules for the Right of Children to Free and Compulsory Education Act by the Government of India. Similarly, National Achievement Survey for Class X was also conducted throughout the country on February 05, 2018 in Government, Government aided and private schools. The learning levels of 1.5 million students in 44,304 schools across 610 districts in 34 States and UTs were assessed, in 5 subject areas of English, Mathematics, Science, Social Science and Modern Indian Language (MIL).

The NAS district report cards have been shared with the States and UTs to help in identifying gaps at the district level and devise strategies for further improvement. Subsequently, a framework of intervention has been developed and shared with States to improve the quality of learning in the schools.

(b) Achievement surveys are released in the Annual Status of Education Report (ASER) by a non-governmental organization. It is a household survey covering 546,527 children in rural areas of 596 districts in the country. The Department of School Education and Literacy, Ministry of Human Resource Development (MHRD) is not associated with this survey.

(c) Further, Central Government has taken the following initiatives during the last three years for improving learning level at schools:

- (i) In order to increase focus on quality of elementary education, the Central rules to the RTE Act, 2009 have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, have been finalized and shared with all States and UTs. Learning outcomes have been translated in different languages and serve as a benchmark for student's capabilities to be achieved in each subject and class.
- (ii) Section 23(2) of the RTE Act has been amended to extend the period for training of untrained in-service elementary teachers to 31st March, 2019. As per above amendment, all untrained in-service teachers working in Government, Government aided, and Private un-aided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019. The National Institute of Open Schooling (NIOS) was entrusted to conduct this training through ODL (Open Distance Learning) mode. The online D. El. Ed. course was started from 3rd October, 2017, and about 9.58 Lakh teachers have completed the same.
- (iii) The Department of School Education and Literacy has launched an Integrated Scheme for School Education-Samagra Shiksha, subsuming three erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE), with effect from 1st April, 2018. The new integrated scheme envisages school education as a continuum from pre-school to senior secondary level and aims to ensure inclusive and equitable quality education at all levels. The main objectives of the scheme are providing quality education, enhancing learning outcomes of students, bridging social and gender gaps in school education, ensuring requisite infrastructure in schools, support to states in the implementation of RTE Act, 2009 and strengthening of teacher education institutions.
- (iv) MHRD has launched a Massive Open Online Courses (MOOCs) platform popularly known as SWAYAM (Study Webs of Active learning for Young

Aspiring Minds) on 9th July, 2017. The portal is offering various online courses for school education and higher education.

- (v) A programme for utilization of satellite communication technologies for transmission of educational e-contents through 32 National Channels *i.e.* SWAYAM PRABHA DTH-TV has been launched. Central Institute of Educational Technology (CIET)-NCERT is the national coordinator for one DTH TV channel *i.e.*, Kishore Manch (#31) and has started feeding a 24x7 educational TV channel *w.e.f.* 09 July, 2018. Besides, NIOS is running 5 channels for teachers of Secondary and Senior Secondary levels and for sign language.
- (vi) In order to provide supplementary learning material for students and for upgrading the skills of teachers, MHRD has developed a dedicated Digital Infrastructure for Knowledge Sharing (DIKSHA) platform launched in December, 2017. High quality e-learning material both for students and teachers is being uploaded by Ministry and States/UTs on this portal.
- (vii) Integrated Teacher Training Programme NISHTHA (National Initiative for School Heads and Teachers' Holistic Advancement) was launched in August, 2019 for capacity building of all the teachers and school heads at the elementary stage to provide training in core areas to about 42 Lakh teachers across the country. The aim of this training is to motivate and equip teachers to encourage and foster critical thinking in students, handle diverse situations and act as first level counsellors.
- (viii) Government of India has decided to participate in the Programme for International Students Assessment (PISA) to be conducted by the Organization for Economic Cooperation and Development (OECD) in 2021. PISA is a competency based assessment which unlike content-based assessment, measures the extent to which students have acquired key competencies that are essential for full participation in modern societies.

New Education Policy and its implementation

†559. DR. SATYANARAYAN JATIYA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state areas in which the "New Education Policy" is different from the old one and the salient features of it, management of it's estimated expenditure and the action plan for it's implementation?

†Original notice of the question was received in Hindi.