

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

**RAJYA SABHA
UNSTARRED QUESTION NO-2922
ANSWERED ON – 26/03/2025**

Assessment of the status of School Education

2922 Shri Sandosh Kumar P:

Will the Minister of Education be pleased to state:

- (a) whether Government has conducted any impartial assessment of the standard of school education in each State;
- (b) if so, the details thereof; and
- (c) the latest report of the assessment of standard of school education in each State?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a) to (c): The Government of India conducts large-scale assessments to measure learning and education outcomes across the country from time to time. The National Achievement Survey (NAS) was conducted in 2017 and again in 2021 to assess the learning levels of students at different stages of school education. The surveys provided a comprehensive overview of student performance 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 may be accessed at <https://nas.gov.in/report-card>.

In continuation of these efforts, the PARAKH Rashtriya Sarvekshan 2024 was conducted on December 4, 2024 by the National Assessment Centre, PARAKH under the aegis of the Ministry of Education. This survey marks a significant advancement in India's assessment framework, aligning with the objectives of the National Education Policy (NEP) 2020, which emphasizes competency-based learning and assessment reforms. The survey was designed to provide a detailed, granular understanding of student learning, at the end of Foundational, Preparatory and Middle stages, across different socio-economic backgrounds and regional contexts, ensuring that educational policies are data-driven and targeted towards equitable learning improvements. With participation of 74000 Schools, 2.70 lakh teachers and 21 lakh students from Government, Aided and Private Schools, the survey's data collection and analysis are expected to yield significant insights into student learning competencies and the effectiveness of various interventions undertaken at the District, State and National levels. The findings will contribute to refining teacher training programs, curriculum reforms and state-specific strategies to bridge learning gaps.

Education features on the Concurrent list with the quality of school education imparted by State Education Boards coming under the jurisdiction of respective States. In order to improve the standard of schooling and education across India, the National Education Policy (NEP), 2020 recommends the development of School Quality Assessment and Accreditation Framework (SQAAF) which will serve as a comprehensive tool to assess various aspects of a school's operations, including academic performance, management, infrastructure, teacher quality and student outcomes and the establishment of an independent, State-wide body called the State School Standards Authority (SSSA) which will establish a minimal set of standards based on basic parameters defined by SQAAF which shall be followed by all schools.

The Ministry of Education, through the National Assessment Centre PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) has also played a crucial role in advocating for the adoption of the State School Standards Setting Authority (SSSA) and the School Quality Assessment and Accreditation Framework (SQAAF). These initiatives establish structured assessment approaches that align with national benchmarks while allowing States the flexibility to incorporate region-specific learning goals. Regular engagement with State Education Departments, State Boards, and other key stakeholders ensures that assessment practices are documented, analysed, and refined in line with global best practices. This collaborative approach strengthens the credibility of state-level assessments and fosters a culture of evidence-based decision-making in education policy.

In pursuance of the above recommendations, the Central Board of Secondary Education (CBSE) has been mandated to act as Standards Setting Authority (SSA) for schools under the Central Board and frame parameters against which these schools can be assessed for quality interventions. A few States/UTs have also designated their SCERTs/State Boards to act as SSSA for Schools under their jurisdiction.
