

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

**LOK SABHA  
UNSTARRED QUESTION NO - 1185  
ANSWERED ON – 11/12/2023**

**State Educational Achievement Survey**

1185. SHRI PRATAPRAO JADHAV:  
SHRI SHRIRANG APPA BARNE:  
SHRI SUDHEER GUPTA:  
SHRI DHAIRYASHEEL SAMBHAJIRAO MANE:  
SHRI SANJAY SADASHIVRAO MANDLIK:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government/National Council of Educational Research and Training (NCERT) has recently conducted State Educational Achievement Survey (SEAS);
- (b) if so, the details thereof;
- (c) the details of the main features of the survey;
- (d) the aims and objectives of conducting such a survey;
- (e) the details of methodology adopted by the Government for conducting the said survey;
- (f) the total number of students and schools across the country who have participated in the survey; and
- (g) the manner in which the said survey is helpful in enhancing the quality of education and imparting skill in the students in the country?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION  
(SMT. ANNPURNA DEVI)

(a) to (g) Yes, Sir. The National Assessment Centre –Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), a constituent unit of National Council of Educational Research and Training (NCERT) is a standard-setting body under Ministry of Education that has conducted State Educational Achievement Survey (SEAS)- 23 on 03.11.2023 covering students from grades 3, 6 and 9 in 30 States and UTs. One of the noteworthy features of SEAS-23 is the expansion of the sample size of students to understand the learning outcomes at the block level, a strategic shift from district.

The aims and objectives of this survey are (i) evaluate learning competencies of students in Foundational Literacy, Foundational Numeracy, Language and Mathematics at the end of each educational stage i.e. foundational, preparatory, and middle, (ii) Ensure validity and comparability of assessment results with future surveys, (iii) gather background data through questionnaires to understand the factors influencing educational outcomes, (iv) provide insight to educational policymakers for evidence-based decision-making, (v) provide impetus for teacher’s training at the end of each stage (preparatory, foundation, and middle) in “Competency Based Assessment”, (vi) conceptualize the achievement of learning competency with the help of background data collected through Pupil Questionnaire (PQ), Teacher Questionnaire (TQ) and School Questionnaire (SQ).

SEAS-23 deploys a pen-paper-based assessment approach with OMR technology for data capture and analysis. This extensive survey covered approximately 80 lakh students from 3 lakh schools at 5917 blocks in the country.

SEAS-23 reflects the overall health of the education system at the block level at the end of each stage and provides insight into the areas that need intervention. Post-SEAS -23 involves workshop with stakeholders at different tiers to analyse the data collected and assist State/UT Government to plans short-term, mid-term and long-term interventions aimed at augmenting learning levels of students.

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