GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA

STARRED QUESTION NO. 319

ANSWERED ON 11.08.2025

Best Performing States of PARAKH

*319. Prof. Sougata Ray:

Will the Minister of Education be pleased to state:

(a) the details of the best performing States of the Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshen 2024;

(b) the details of the criteria followed to arrive at the results along with the details of the States which obtained Grade 3 and Grade 6;

(c) whether the Kendriya Vidyalayas recorded the lowest performance in mathematics in Grade 3 and if so, the details thereof;

(d) whether it is a fact that only 31 per cent of students could explore and understand sets of numbers and their properties; and

(e) if so, the details thereof and the steps taken by the Government to enhance the standard of Kendriya Vidyalayas?

ANSWER

MINISTER OF EDUCATION

(SHRI DHARMENDRA PRADHAN)

(a) to (e): A statement is laid on the table of the House.

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STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (E) OF LOK SABHA STARRED QUESTION NO. 319 ANSWERED ON 11.08.2025 ASKED BY HON'BLE MEMBER OF PARLIAMENT, PROF. SOUGATA RAY REGARDING "BEST PERFORMING STATES OF PARAKH".

(a) & (b) The PARAKH Rashtriya Sarvekshan 2024 (formerly National Achievement Survey) was undertaken by the National Assessment Centre, PARAKH, NCERT under the aegis of the Department of School Education & Literacy, Ministry of Education to understand the baseline performance under the National Education Policy (NEP) 2020 in development of competencies among students at the end of the Foundational, Preparatory, and Middle stages (Grades 3, 6, and 9 respectively) of schooling.

Nationwide over 21.15 lakh students and 2.70 lakh teachers and school leaders from more than 74,000 schools across 781 districts from all States/UTs participated in the assessment. National, State and District level reports for PARAKH Rashtriya Sarvekshan 2024 are available at https://dashboard.parakh.ncert.gov.in/en, a dedicated dashboard designed to disseminate the findings of the assessment. List of best performing States/UTs and districts at various stages of schooling, based on average percent correct scores, is available in the National report hosted on the dashboard (link given above).

Under the PARAKH Rashtriya Sarvekshan, the sampled cohort of students, ensuring proportional representation across regions and school categories, were assessed on test items, which were prepared on the basis of stage-wise learning competencies as defined under the National Curriculum Framework- Foundation Stage (NCF-FS) and National Curriculum Framework- School Education (NCF-SE). The performance on these test items were analysed using Percent Correct Scores, derived using globally accepted assessment theory and models, to arrive at the State/UT wise scores which are available in the National, State and District level reports hosted on the PARAKH Rashtriya Sarvekshan 2024 dashboard.

(c) to (e) As per PARAKH Rashtriya Sarvekshan, 2024, the performance of students in Mathematics in Kendriya Vidyalayas (KVs) vis-a-vis national average for different stages of schooling, including Foundational Stage (assessed in Grade 3), is given below:

Percentage Correct Scores in Mathematics	**Kendriya Vidyalayas**	**National Average**
Foundational Stage (Grade 3)	**57**	60
Preparatory Stage (Grade 6)	**55**	46
Middle Stage (Grade 9)	**43**	37

The National Curriculum Framework for School Education (NCF-SE) inter-alia recommends that students should gain certain competencies such as exploring and understanding sets of numbers and their properties by the end of Middle Stage. Percent correct scores at the National level for competencies related to Mathematics, assessed by the PARAKH Rashtriya Sarvekshan 2024 in Grade 9, is given at **Annexure**.

The Kendriya Vidyalaya Sangathan (KVS) has undertaken a number of strategic measures to address the identified gaps and enhance the overall quality of education, especially at the foundational Stage. Key interventions include implementation of Balvatika I, II, and III in selected KVs to provide strong early childhood education, adoption of Vidya Pravesh, a three-month play-based school readiness module for Grade I learners, deployment of Jaadui Pitara, e-Jaadu Pitara learning kits and , integration of activity-based, experiential, art-integrated, and toy-based learning approaches in classrooms to create joyful and engaging learning environments, promotion of Competency-Based Learning (CBL) and ICT integration using smart boards, digital resources, and the PM e-Vidya KVS Channel to support multimodal learning. Besides, KVS has also undertaken robust capacity-building programmes in collaboration with NCERT, CBSE, IITs, IISERs, Homi Bhabha Centre for Science Education (HBCSE), National Institute of Science Education and Research (NISER) and other institutions to continually upgrade the skills of teachers and school leaders. These comprehensive and multi-layered efforts are designed to strengthen foundational learning and enhance student performance across all levels of schooling.

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Annexure

ANNEXURE REFERRED TO IN REPLY TO PARTS (c) TO (e) OF LOK SABHA STARRED QUESTION NO. 319 ANSWERED ON 11.08.2025 ASKED BY HON'BLE MEMBER OF PARLIAMENT, PROF. SOUGATA RAY REGARDING "BEST PERFORMING STATES OF PARAKH".

Competency wise percentage correct score in Mathematics at Middle Stage (Grade 9)

Competency Code	Competency Description	National Score in percentage Correct
C-1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns	39%
C-1.4	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line	31%
C-1.5	Explores the idea of percentage and applies it to solve problems	28%
C-1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations	31%
C-2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable	44%
C-2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations	38%
C-2.5	Develops own methods to solve puzzles and problems using algebraic thinking	37%
C-3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems	37%
C-3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles	40%

C-4.1	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes	39%
C-5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median	41%
C-6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments or proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry	29%