

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
LOK SABHA
UNSTARRED QUESTION NO. 132
ANSWERED ON 20/07/2026

National Audit on Government Schools

132. Shri Ramasahayam Raghuram Reddy:

Will the Minister of EDUCATION be pleased to state:

- (a) whether any national audit has been conducted recently on the quality of teaching and infrastructure in Government schools;
- (b) if so, the proportion of schools without functional toilets, internet access, or science labs, State/UT-wise;
- (c) whether the Government is considering a minimum per-student infrastructure budget if so, the details thereof States/UT-wise;
- (d) whether implementation of National Education Policy (NEP) has resulted in improved student learning outcomes; and
- (e) if so, the details thereof?

ANSWER

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

(a): The quality of school education and infrastructure is monitored, audited and assessed through various institutional mechanisms, including the Performance Grading Index (PGI), UDISE+, PARAKH assessments, PM SHRI School Quality Monitoring Framework, social audit and periodic review and monitoring under the Samagra Shiksha Scheme. Further, States/UTs undertake monitoring and evaluation of schools as per their respective administrative arrangements.

(b): As per the latest available UDISE+ data, information relating to the availability of functional toilets, internet connectivity, science laboratories and other infrastructure facilities in schools is collected and maintained. The State/UT-wise details are available in the UDISE+ Report. Further, the State/UT-wise details of proportion of Government schools, where functional toilets, internet access, and science labs are available, can be accessed at URL: <https://udiseplus.gov.in/#/en/page/publications>.

(c): Under the Samagra Shiksha scheme, financial assistance is provided to States and UTs based on their requirements as reflected in the Annual Work Plan & Budget (AWP&B), which is appraised and approved by the Project Approval Board (PAB) in accordance with the scheme guidelines and availability of funds.

(d) & (e): In order to improve learning outcomes, the Government has undertaken several initiatives to improve the quality of school education including strengthening foundational literacy and numeracy through NIPUN Bharat, competency-based education, teacher capacity building through NISHTHA, pedagogy reforms, and assessment reforms through PARAKH. Student learning outcomes are assessed periodically through national and State-level assessments.

PARAKH Rashtriya Sarvekshan (previously National Achievement Survey) 2024 was conducted on 4th December, 2024, by the National Assessment Centre, PARAKH, (NCERT) under the aegis of the Department of School Education & Literacy, Ministry of Education to measure the baseline performance under the National Education Policy (NEP) 2020 in development of competencies and learning outcomes among students at the end of the Foundational, Preparatory and Middle Stages (assessed in Grades 3, 6 and 9, respectively) of education. This Sarvekshan is designed as a system-level reflection on Learning Outcomes in India which underscores critical competency, skill or infrastructural gaps at various stages of schooling.

Nationwide over 21.15 lakh students and 2.70 lakh teachers and school leaders from more than 74,000 schools in 781 districts 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.

The findings of PARAKH Rashtriya Sarvekshan 2024 highlight a significant improvement when compared to National Achievement Survey (NAS) 2021 scores in foundational literacy and numeracy skills, thereby, reflecting the positive impact of the NIPUN Bharat Mission launched under NEP 2020. Further, Central Government schools demonstrate the strongest performance in all subjects at the preparatory and middle stage, suggesting returns from improved infrastructure and increased per child spending in such schools.
