Ministry of Education
Government of India

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NCERT

PARAKH

PARAKH RASHTRIYA SARVEKSHAN 2024

National Report

शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

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PARAKH RASHTRIYA SARVEKSHAN 2024

National Report

PARAKH

Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

Shri Sanjay Kumar
Secretary

सत्यमेव जयते

Department of School
Education & Literacy,
Ministry of Education
Government of India

MESSAGE

PARAKH Rashtriya Sarvekshan 2024 is a significant step forward in our ongoing efforts to assess and enhance the quality of education in India. This national survey marks a significant milestone in our journey towards educational excellence, reflecting our unwavering commitment to the transformative goals set forth by the National Education Policy (NEP) 2020.

The NEP 2020 envisions an education system that is holistic, flexible, multidisciplinary, and aligned with the needs of the 21st century, aiming to bring out the unique capabilities of each student. Central to this vision is the emphasis on competency-based learning and assessment, ensuring that our students not only acquire knowledge but also develop critical thinking, problem-solving abilities, and a love for lifelong learning. PARAKH Rashtriya Sarvekshan 2024 assessed these competencies across diverse stages of schooling, providing us with invaluable insights into the effectiveness of our educational interventions.

The findings from PARAKH Rashtriya Sarvekshan 2024 help identify both our achievements and the challenges that lie ahead. They provide a clear roadmap for targeted interventions, enabling us to channel our resources and efforts where they are most needed. Moreover, this survey fosters a culture of accountability and continuous improvement, encouraging educators, administrators, and policymakers to collaborate effectively in enhancing the competencies of our students.

Moving beyond the assessment itself, the next phase of this initiative is focused on enabling systemic action. To facilitate this, a comprehensive multi-level strategy has been planned to translate the findings of the PARAKH Rashtriya Sarvekshan 2024 into meaningful actions. This includes a phased dissemination of data through workshops at the national, regional, state, and district levels. These workshops will focus not only on understanding the survey results but also on preparing district-specific roadmaps, where roles and responsibilities are clearly defined. A layered set of interventions—short-, mid-, and long-term—will support this process. These range from teacher training and community engagement to the development of intervention handbooks, digital learning materials, and a Management Information System for continued data use. The integration of survey insights into Annual Work Plans and Budgets (AWPBs) will help embed these efforts into ongoing planning cycles, ensuring that the survey serves as a lever for sustained system strengthening.

Let us celebrate our successes, learn from our shortcomings, and renew our commitment to providing an education that equips our students to navigate and contribute positively to an ever-evolving world.

Shri Anandrao V Patil
Additional Secretary

Department of School
Education & Literacy,
Ministry of Education
Government of India

MESSAGE

Education is not just about imparting knowledge; it is about nurturing minds, shaping perspectives, and equipping students with the skills to navigate an ever-changing world. The PARAKH Rashtriya Sarvekshan 2024 serves as a critical initiative that helps us understand how well we are achieving these objectives. By assessing students' competencies across various educational stages, this survey enables us to measure learning outcomes, evaluate educational policies, and enhance the teaching-learning process in schools across the country.

One of the most significant contributions of this initiative is its role in bridging the gap between assessment and action. The findings from the PARAKH Rashtriya Sarvekshan provide an accurate reflection of student performance, allowing for targeted interventions that cater to the diverse learning needs of children across geographies, socio-economic backgrounds, and linguistic diversities. Furthermore, the survey brings into focus the importance of teacher training, curriculum refinement, and pedagogical innovations in improving learning outcomes.

The National Education Policy 2020 advocates for a shift towards competency-based education, where learning is not just about memorization but about understanding, application, and problem-solving. This survey plays a key role in evaluating this transition, ensuring that students are not only absorbing knowledge but also developing critical skills that will prepare them for future academic and professional challenges.

As we move into the implementation phase, the focus shifts to helping states and districts make effective use of the findings through structured and responsive planning. The post-survey interventions are being designed to support this shift, beginning with detailed workshops that bring together local education officials, academic experts, and practitioners to examine their district-level data in depth. These workshops will inform the creation of action-oriented district plans, tailored to address specific learning needs. Alongside these efforts, practical tools are being developed, such as subject- and stage-specific handbooks, orientation guides for training functionaries, and digital resources, to assist teachers and school leaders in translating insights into instructional practices. The emphasis is on usability, clarity, and adaptability, so that those at the frontlines of education have what they need to respond effectively. These initiatives are not isolated but are being integrated with broader administrative cycles, such as state academic planning and budgeting, to ensure coherence and long-term continuity in interventions.

I would like to express my sincere gratitude to the Secretary (Department of School Education & Literacy), the State Project Directors (SPDs), Directors of SCERTs, and the Principals of State Institutes of Education (SIEs) for their tireless efforts in facilitating the successful execution of this nationwide assessment. Their leadership, commitment, and coordination have been invaluable in ensuring that this initiative reaches schools across the country.

I also extend my gratitude to Central Board of Secondary Education (CBSE) for their valuable support in facilitating the administration of the PARAKH Rashtriya Sarvekshan 2024. Their cooperation in ensuring smooth coordination and execution has contributed to the successful completion of this large-scale assessment.

Prof. Dinesh Prasad Saklani
Director

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NCERT

National Council of Educational
Research and Training

FOREWORD

Education serves as the foundation for a nation's progress, and ensuring its quality, accessibility, and relevance is a continuous endeavour. PARAKH Rashtriya Sarvekshan 2024 is a significant step in this direction, offering a comprehensive, data-driven insight into student learning outcomes, school environments, and educational effectiveness across India. This initiative reflects our commitment to evidence-based reforms, providing key findings that will guide future educational strategies and help bridge gaps in learning.

In an era of rapid socio-economic and technological transformation, education must equip students with competencies that go beyond rote learning. The focus should be on critical thinking, creativity, problem-solving, and adaptability, ensuring that learners are prepared for a dynamic future. The findings from this survey enable schools, teachers, and policymakers to assess how effectively these competencies are being nurtured at different stages of schooling. By analyzing student performance in language, mathematics, science, and social sciences, alongside teacher training, infrastructure, and pedagogical approaches, the survey provides a holistic overview of the current education landscape.

One of the most valuable aspects of PARAKH Rashtriya Sarvekshan 2024 is its role in facilitating targeted interventions. The data collected does not merely identify learning gaps—it serves as a catalyst for informed decision-making, curricular improvements, and teaching innovations. This approach is essential in ensuring that our education system is inclusive, equitable, and aligned with the principles of competency-based learning as envisioned in NEP 2020.

As we analyze and act upon these findings, our collective goal should be to create an education system that is responsive, forward-thinking, and centered on student development. This requires collaboration among educators, policymakers, and communities to implement meaningful changes that enhance both teaching and learning experiences.

Preface

PARAKH Rashtriya Sarvekshan 2024 is a significant step towards understanding and improving student learning outcomes and overall school effectiveness across India. This nationwide survey serves as a comprehensive reflection of the education system, offering valuable insights into how students at different stages of schooling develop competencies and how various factors contribute to their learning experiences. Designed as a large-scale competency-based assessment, the survey provides a structured analysis of student achievement, teacher preparedness, school infrastructure, and pedagogical practices. Through this initiative, we aim to bridge the gap between policy and classroom realities, ensuring that education remains dynamic, inclusive, and aligned with contemporary learning needs.

At the core of this survey is the principle that education should not only focus on content mastery but also on the development of critical thinking, problem-solving, and application-based skills. By examining student performance in language, mathematics, science, and social sciences, the study highlights both areas of progress and challenges that require targeted interventions. The findings provide a deeper understanding of learning trends across different regions and socio-economic backgrounds, emphasizing the need for a more equitable and responsive education system. The survey also explores how teachers are equipped to facilitate meaningful learning, assessing their engagement with professional development programs, use of technology in teaching, and implementation of innovative classroom strategies. The role of school infrastructure and access to digital learning tools is also examined, underscoring the importance of creating an environment that supports holistic education.

One of the key takeaways from this study is the need to transform data into action. The insights gained from the survey must serve as a foundation for informed decision-making, guiding improvements in curriculum design, teacher training, and resource allocation. The assessment is not merely a measurement of where we stand today but a tool to shape the future of education in the country. Strengthening foundational skills, ensuring inclusive learning opportunities, and fostering an adaptive and innovative approach to teaching will be critical in achieving the objectives envisioned under the National Education Policy (NEP) 2020. The findings also emphasize the importance of integrating technology into

learning processes, addressing regional disparities in student performance, and enhancing social-emotional learning to create a more supportive educational framework.

To ensure that the findings of PARAKH Rashtriya Sarvekshan 2024 lead to meaningful interventions, a multi-level post-survey intervention strategy has been planned. Workshops at the national, regional, state, and district levels will be organized to disseminate results, analyze key insights, and develop targeted action plans. These workshops will bring together education department officials, SCERTs, school leaders, and teachers to collectively interpret the survey results, identify learning gaps, and formulate strategies to strengthen the teaching-learning process. The district-level workshops, in particular, will play a crucial role in enabling local functionaries, including teachers, principals, and community stakeholders, to engage with the findings and develop district-specific interventions. These efforts will help in formulating short-, mid-, and long-term strategies aimed at addressing gaps in student learning and enhancing the overall quality of education.

As we look ahead, PARAKH Rashtriya Sarvekshan 2024 stands as a cornerstone for shaping the future of assessment-driven education in India. The journey toward an inclusive, competency-based, and future-ready education system requires sustained commitment and continuous reflection. Through collaboration and innovation, we can ensure that every learner, regardless of background or location, has access to meaningful learning experiences that empower them for life. It is my hope that this report will serve as a catalyst for positive change, fostering an education system that is both forward-looking and deeply rooted in the principles of equity and excellence.

Prof. Indrani Bhaduri
Programme Co-ordinator
CEO and *Head* PARAKH, NCERT

Ministry of Education
Government of India

PARAKH Rashtriya Sarvekshan 2024

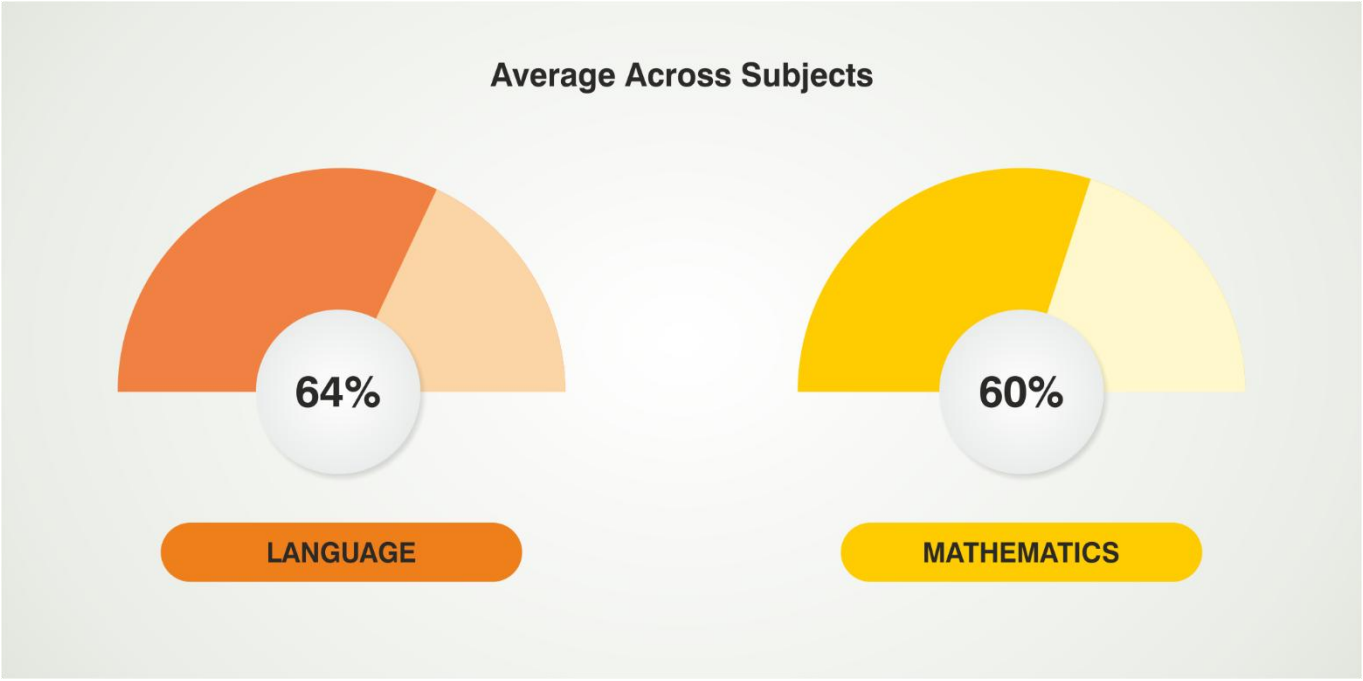
PARAKH Rashtriya Sarvekshan 2024 was conducted by PARAKH, NCERT under the aegis of the Department of School Education and Literacy, Ministry of Education, to understand the baseline performance in the development of competencies at the end of the Foundational, Preparatory, and Middle stages at the district level for Grades 3, 6, and 9 respectively. Through Rashtriya Sarvekshan 2024, PARAKH provides a system-level reflection on effectiveness of school education.

21,15,022 children assessed from grades 3, 6 and 9 **74,229** Unique schools from **781** districts across 36 States and UTs (State Govt., Govt. Aided, Private recognized and Central Govt. schools) **2,70,424** teachers and school leaders responded through questionnaires

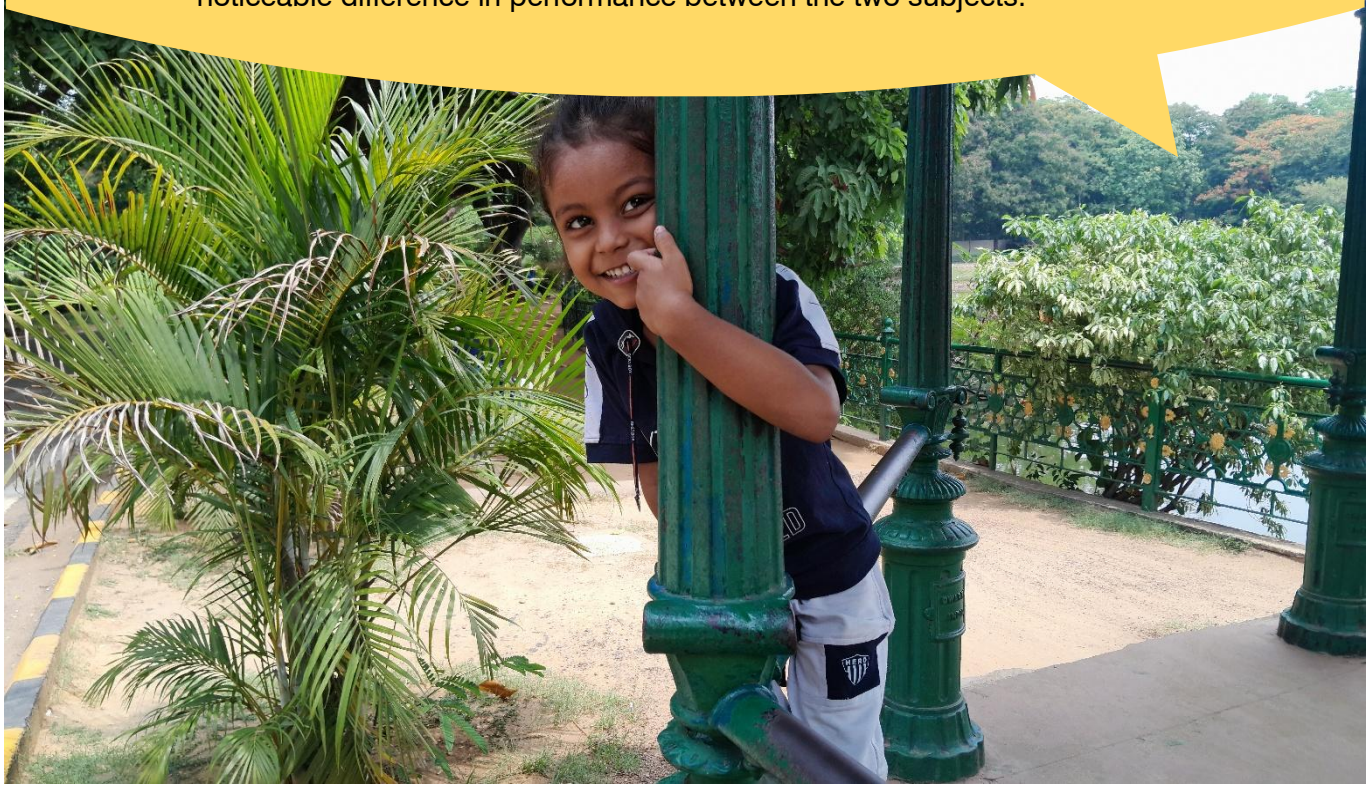
Total Number of Schools Participated		
Grade 3	Grade 6	Grade 9
27,741	**26,973**	**31,406**

Total Number of Students Participated		
Grade 3	Grade 6	Grade 9
5,99,026	**6,63,195**	**8,52,801**

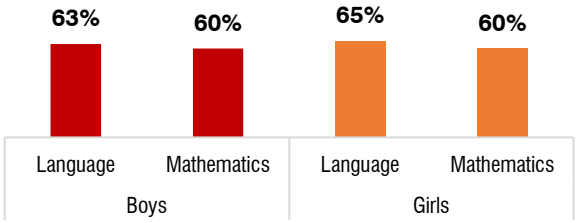
Assessing Foundational Stage Competencies (Grade 3)



Language recorded a higher average score than **Mathematics**, with a noticeable difference in performance between the two subjects.



Performance Comparision by Gender



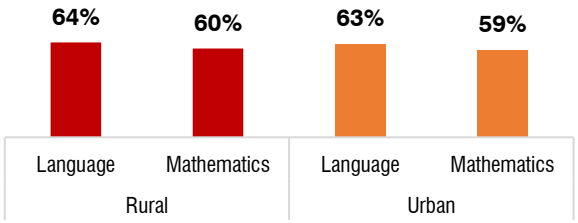
Girls demonstrated higher performance than boys in Language, while both performed equally in Mathematics.

Top states where Girls are performing better

Language: Punjab, Kerala, Himachal Pradesh, Manipur and Rajasthan

Mathematics: Punjab, Kerala, Manipur, Rajasthan, Maharashtra

Performance Comparision by Location



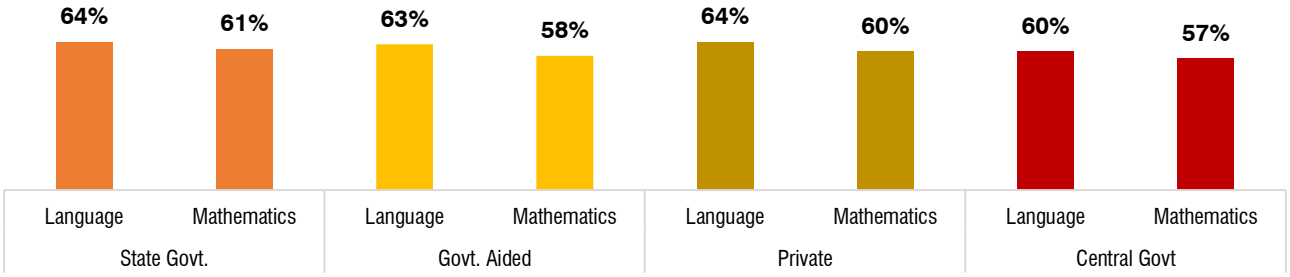
Rural students outperformed their urban counterparts in both Language and Mathematics. The difference was marginal in both subjects.

Top states where Rural Students are performing better

Language: Punjab, Himachal Pradesh, Kerala, Manipur, Rajasthan

Mathematics: Punjab, Himachal Pradesh, Kerala, Manipur, Rajasthan

Performance Comparision by School Management



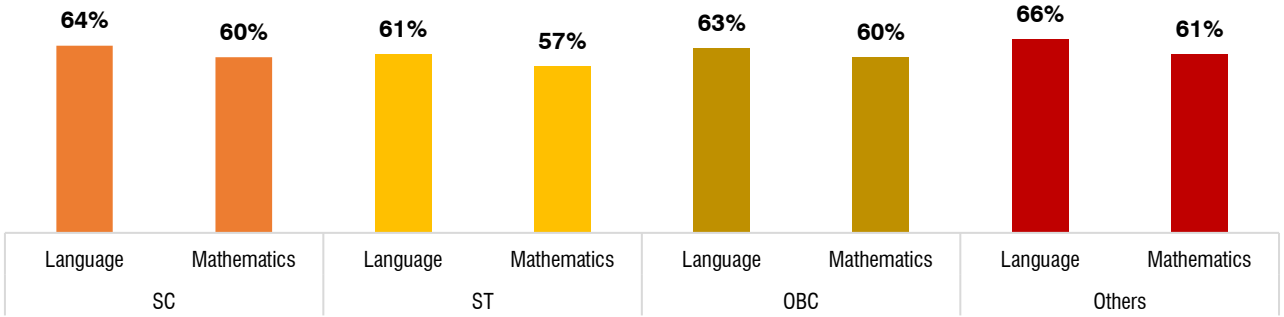
State Government and Private schools recorded the highest scores in both Language and Mathematics. Central Government schools showed the lowest performance in Mathematics.

Top states where State Govt. Schools are performing better

Language: Punjab, Himachal Pradesh, Kerala, Uttar Pradesh, Maharashtra

Mathematics: Punjab, Himachal Pradesh, Kerala, Uttar Pradesh, Dadra & Nagar Haveli and Daman & Diu

Performance Comparision by Social Categories



Students from the 'Others' social category recorded the highest performance in both Language and Mathematics. ST students showed the lowest scores across both subjects, while OBC and SC students performed comparably, with better outcomes in Language than in Mathematics.

Top states where ST Students are performing better

Language: Chandigarh, Manipur, Sikkim, Ladakh, Nagaland

Mathematics: Chandigarh, Manipur, Ladakh, Arunachal Pradesh, Sikkim

Competency-wise Performance (Grade 3)

The tables below show the average percentage of correctly answered questions related to each competency at national level. For example, in competency C-10.7 (Language, Grade 3) at national level 61% represents the proportion of correctly answered questions.

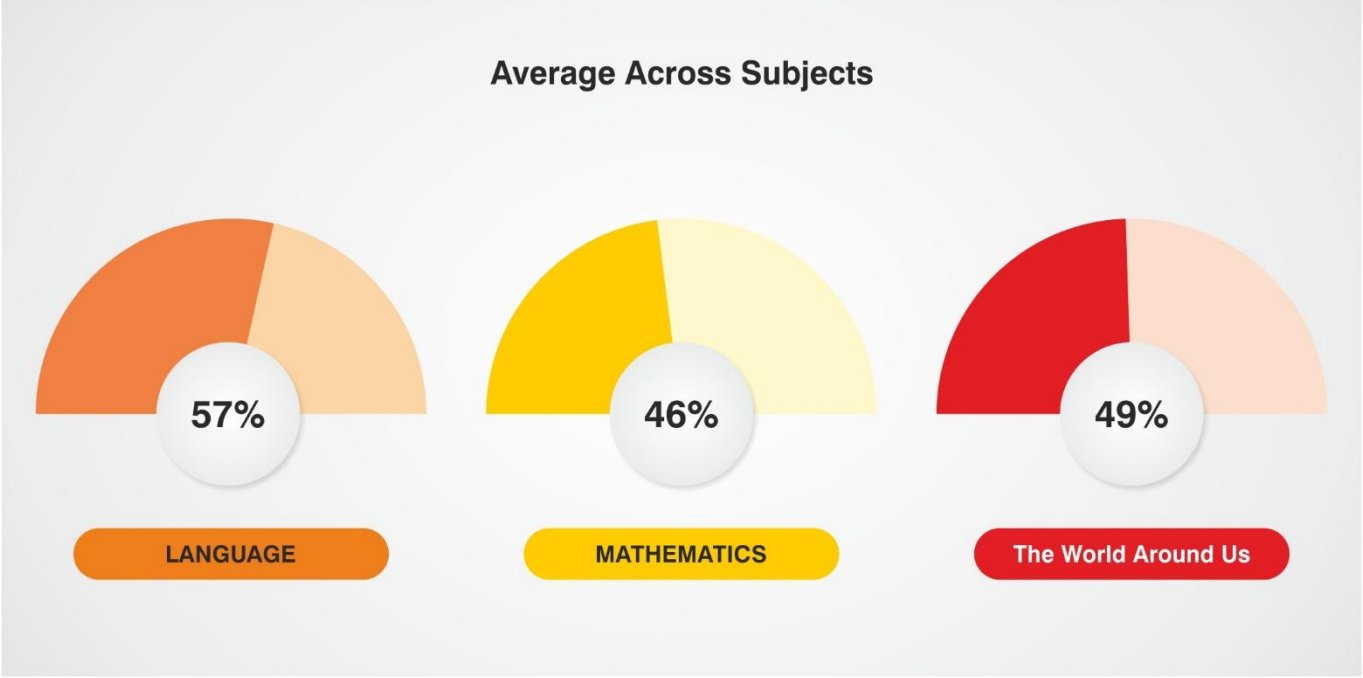
Language

Competency Code	Competency Description	National
C-9.7	Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing Vocabulary	67%
C-10.5	Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own	60%
C-10.7	Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	61%

Mathematics

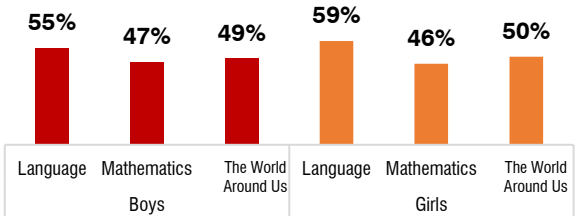
Competency Code	Competency Description	National
C-8.1	Sorts objects into groups and sub-groups based on more than one property	68%
C-8.2	Identifies and extends simple patterns in their surroundings, shapes, and numbers	69%
C-8.4	Arranges numbers up to 99 in ascending and descending order	55%
C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	61%
C-8.6	Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems	58%
C-8.7	Recognises multiplication as repeated addition and division as equal sharing	54%
C-8.8	Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	50%
C-8.9	Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	62%
C-8.10	Performs simple measurements of time in minutes, hours, days, weeks, and months	61%
C-8.11	Performs simple transactions using money up to INR 100	50%
C-8.12	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	55%
C-8.13	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	55%

Assessing Preparatory Stage Competencies (Grade 6)



Among the three subjects assessed, **Language** had the highest average score, followed by **The World Around Us**. **Mathematics** recorded the lowest performance.

Performance Comparision by Gender



Girls performed better than boys in Language and The World Around Us, while boys had a slight edge in Mathematics. The gender gap was most noticeable in Language.

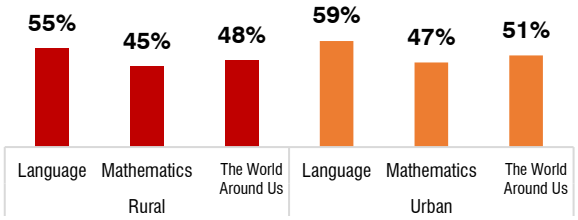
Top states where Girls are performing better

Language: Kerala, Punjab, Chandigarh, Dadra & Nagar Haveli and Daman & Diu, Himachal Pradesh

Mathematics: Punjab, Kerala, Rajasthan, Himachal Pradesh, Maharashtra

The World Around Us: Kerala, Punjab, Himachal Pradesh, Dadra & Nagar Haveli and Daman & Diu, Chandigarh

Performance Comparision by Location



Students from urban schools scored higher than their rural counterparts in all three subjects. The difference was most pronounced in Language, followed by The World Around Us and Mathematics.

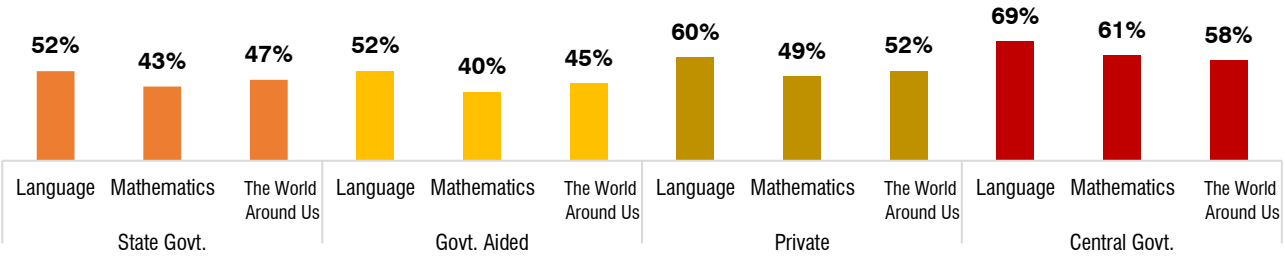
Top states where Rural Students are performing better

Language: Punjab, Dadra & Nagar Haveli and Daman & Diu, Rajasthan

Mathematics: Punjab, Dadra & Nagar Haveli and Daman & Diu, Rajasthan, Maharashtra, Madhya Pradesh

The World Around Us: Punjab, Maharashtra, Rajasthan, Madhya Pradesh

Performance Comparision by School Management



Students from Central Government schools recorded the highest scores across all subjects. Private schools followed with relatively better performance in The World Around Us, Mathematics, and Language. Government-aided and State Government schools reflected lower performance, particularly in Mathematics.

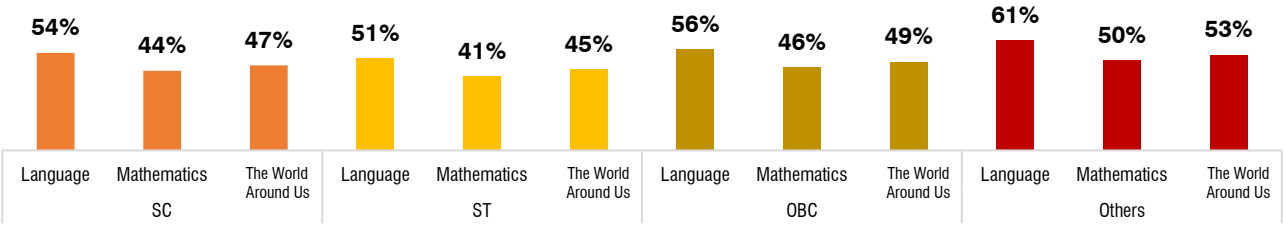
Top states where State Govt. Schools are performing better

Language: Punjab

Mathematics: Punjab

The World Around Us: Punjab, Dadra & Nagar Haveli and Daman & Diu, Rajasthan

Performance Comparision by Social Categories



Students from the 'Others' category recorded the highest scores across all subjects. ST students had the lowest performance, especially in Mathematics. OBC and SC students showed moderate scores, with relatively better outcomes in Language compared to The World Around Us and Mathematics.

Top states where ST Students are performing better

Language: Manipur, Arunachal Pradesh, Nagaland, Assam

Mathematics: --

The World Around Us: Manipur, Arunachal Pradesh, Nagaland

Competency-wise Performance (Grade 6)

The tables below show the average percentage of correctly answered questions related to each competency in the state, compared to the national average. For example, in competency C-2.1 (Language, Grade 6) at national level 56% represents the proportion of correctly answered questions.

Language

Competency Code	Competency Description	National
C-2.1	Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts	56%
C-2.2	Understands main ideas and draws essential conclusions from the material read	58%

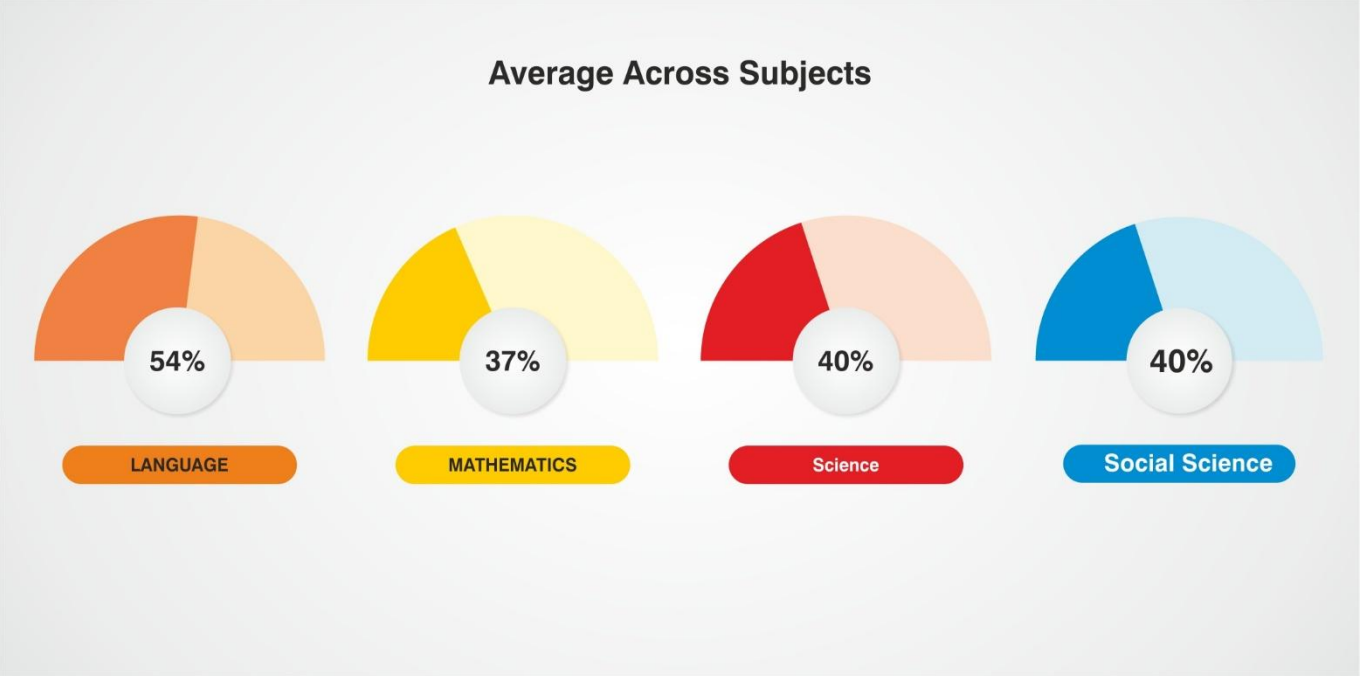
Mathematics

Competency Code	Competency Description	National
C-1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	54%
C-1.2	Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers	29%
C-1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (Pahade) and applies the four basic operations on whole numbers to solve daily life problems	53%
C-1.4	Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.	49%
C-2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (Najri Naksha)	41%
C-2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	48%
C-3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	38%
C-3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units	42%
C-4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)	38%
C-4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context	49%

The World Around Us

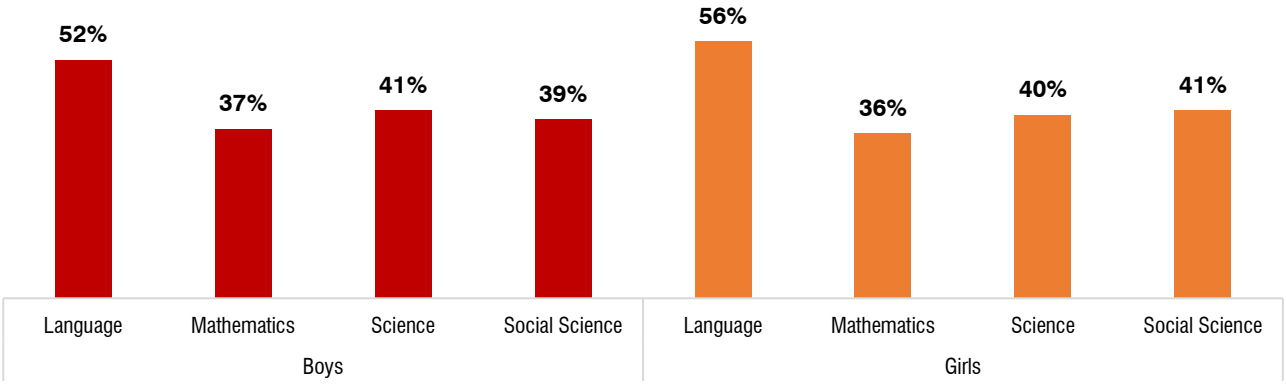
Competency Code	Competency Description	National
C-1.1	Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment	44%
C-1.3	Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment	38%
C-1.4	Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles	56%
C-2.1	Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)	51%
C-2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)	38%
C-3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals	57%
C-3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences	45%
C-4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)	54%
C-4.3	Describes usage of natural resources in their immediate environment	50%
C-4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)	51%
C-5.3	Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions	46%

Assessing Middle Stage Competencies (Grade 9)



Among the four subjects, Language had the highest average score, while Mathematics had the lowest. Science and Social Science showed equal average performances.

Performance Comparision by Gender



Girls outperformed boys in Social Science and Language, with the widest margin observed in Language. Boys scored marginally higher in Science and Mathematics, though overall performance in Mathematics remained the lowest for both groups. Language emerged as the strongest subject for both girls and boys.

Top states where Girls are performing better

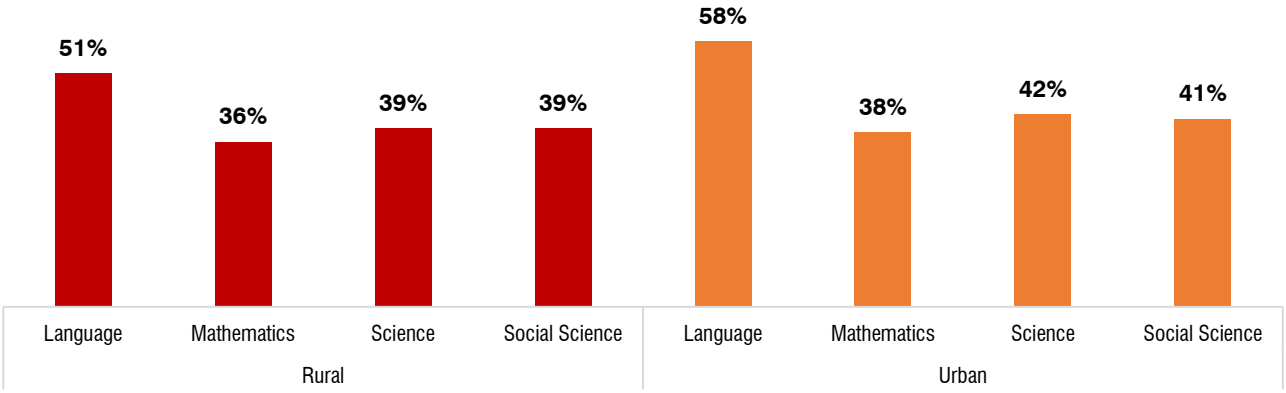
Language: Kerala, Chandigarh, Punjab, Dadra & Nagar Haveli and Daman & Diu, Himachal Pradesh

Mathematics: Punjab, Kerala, Rajasthan, Ladakh

Science: Punjab, Kerala, Himachal Pradesh, Rajasthan, Dadra & Nagar Haveli and Daman & Diu

Social Science: Punjab, Kerala, Chandigarh, Himachal Pradesh, Dadra & Nagar Haveli and Daman & Diu

Performance Comparision by Location



Urban students scored higher than their rural counterparts across all subjects, with the widest margin in Language. The difference in scores for Science and Mathematics was relatively smaller, though performance in Mathematics remained the lowest across both locations.

Top states where Rural Students are performing better

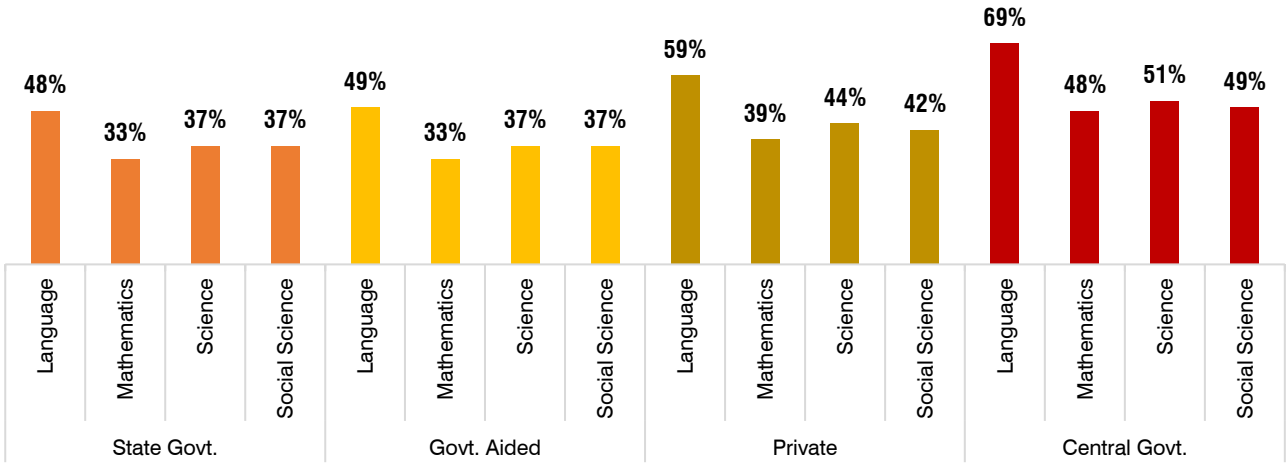
Language: Punjab

Mathematics: Punjab, Rajasthan, Himachal Pradesh, Madhya Pradesh

Science: Punjab

Social Science: Punjab, Rajasthan

Performance Comparision by School Managment



Students from Central Government schools performed the best across all subjects, with a clear lead in Language. Private schools followed in Science and Social Science, but showed lower scores in Mathematics. State Government and Government-aided schools recorded similar outcomes, with the lowest performance observed in Mathematics. Language was the highest-scoring subject for all school types, while Mathematics consistently remained the weakest.

Top states where State Govt. Schools are performing better

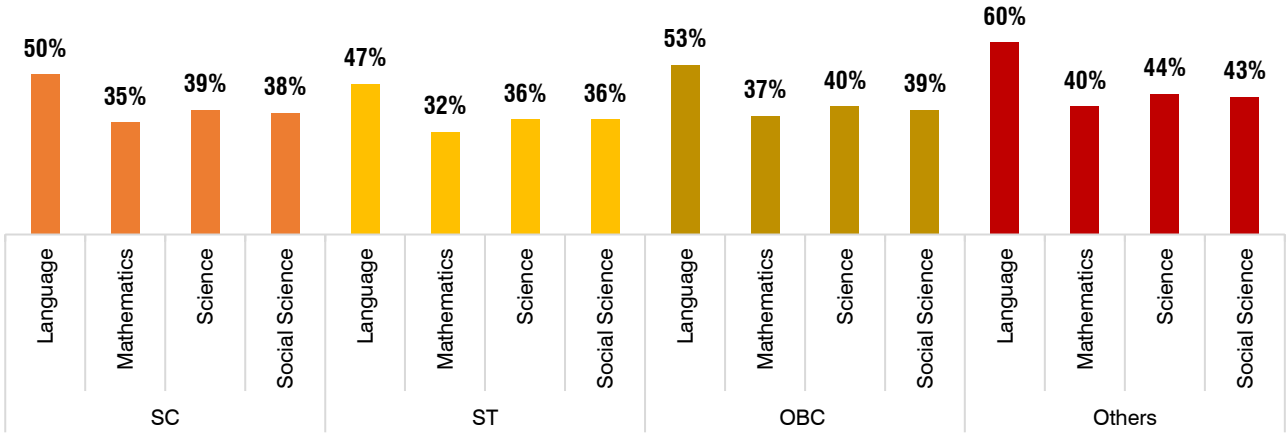
Language: Punjab

Mathematics: Punjab

Science: Punjab

Social Science: Punjab, Dadra & Nagar Haveli and Daman & Diu

Performance Comparision by Social Categories



Students from the 'Others' category recorded the highest performance across all subjects, especially in Language. ST students had the lowest scores in all domains, with the gap most visible in Mathematics. SC and OBC students performed similarly, with Language being their strongest subject and Mathematics the weakest across all social groups.

Top states where ST Students are performing better

Language: Arunachal Pradesh, Manipur

Mathematics:

Science: Ladakh, Arunachal Pradesh, Lakshadweep

Social Science: Arunachal Pradesh, Ladakh

Competency-wise Performance (Grade 9)

The tables below show the average percentage of correctly answered questions related to each competency in the state, compared to the national average. For example, in competency C-1.1 (Language, Grade 9) at the national level 54% represents the proportion of correctly answered questions.

Language

Competency Code	Competency Description	National
C-1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, editorials)	54%

Mathematics

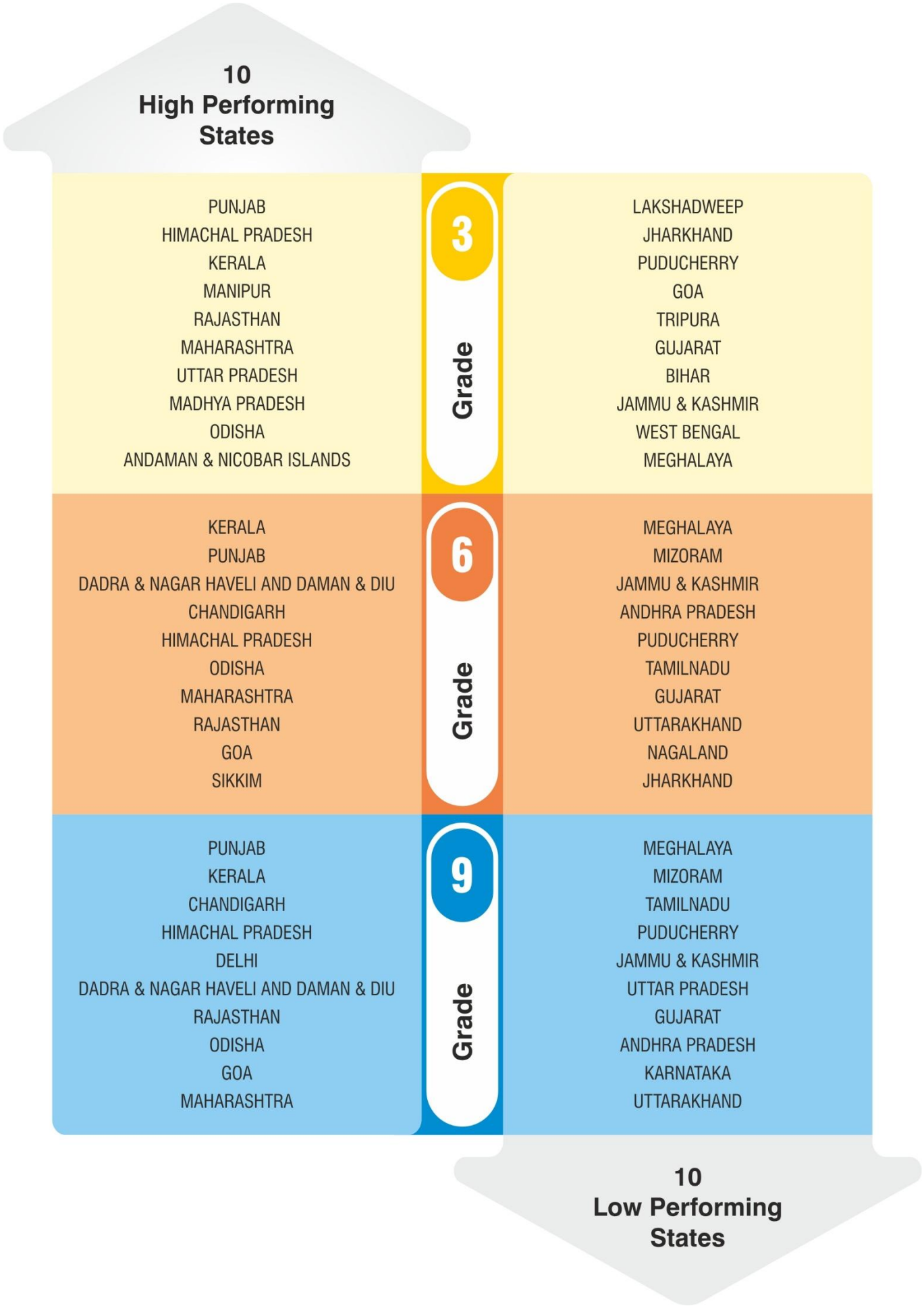
Competency Code	Competency Description	National
C-1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns	39%
C-1.4	Explores and understands sets of numbers, 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%

Science

Competency Code	Competency Description	National
C-1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics	36%
C-1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes	38%
C-1.4	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)	37%
C-2.1	Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations	41%
C-2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity	33%
C-2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)	41%
C-2.4	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)	45%
C-3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)	47%
C-3.2	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things	34%
C-4.1	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health	53%
C-4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being	37%
C-7.3	Represents real world events and relationships through diagrams and simple mathematical representations	38%

Social Science

Competency Code	Competency Description	National
C-1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life	32%
C-1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps	53%
C-2.1	Explains and analyses major changes in the past and their impact on society	39%
C-2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society	38%
C-3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., *Ahimsa*, and the fallout of major wars or invasions) that significantly impacted human societies	36%
C-4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	46%
C-6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed	33%
C-6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	38%
C-6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	46%
C-6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	39%
C-7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including *Ayurveda* and yoga	36%
C-7.2	Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country	34%
C-8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage	45%
C-8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level	39%
C-9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	50%


10
High Performing
States
PUNJAB
HIMACHAL PRADESH
KERALA
MANIPUR
RAJASTHAN
MAHARASHTRA
UTTAR PRADESH
MADHYA PRADESH
ODISHA
ANDAMAN & NICOBAR ISLANDS
3
Grade
LAKSHADWEEP
JHARKHAND
PUDUCHERRY
GOA
TRIPURA
GUJARAT
BIHAR
JAMMU & KASHMIR
WEST BENGAL
MEGHALAYA
KERALA
PUNJAB
DADRA & NAGAR HAVELI AND DAMAN & DIU
CHANDIGARH
HIMACHAL PRADESH
ODISHA
MAHARASHTRA
RAJASTHAN
GOA
SIKKIM
6
Grade
MEGHALAYA
MIZORAM
JAMMU & KASHMIR
ANDHRA PRADESH
PUDUCHERRY
TAMILNADU
GUJARAT
UTTARAKHAND
NAGALAND
JHARKHAND
PUNJAB
KERALA
CHANDIGARH
HIMACHAL PRADESH
DELHI
DADRA & NAGAR HAVELI AND DAMAN & DIU
RAJASTHAN
ODISHA
GOA
MAHARASHTRA
9
Grade
MEGHALAYA
MIZORAM
TAMILNADU
PUDUCHERRY
JAMMU & KASHMIR
UTTAR PRADESH
GUJARAT
ANDHRA PRADESH
KARNATAKA
UTTARAKHAND
10
Low Performing
States

50 High Performing Districts (Grade 3)

S.NO.	DISTRICT NAME	STATE NAME
1	BARNALA	PUNJAB
2	TARN TARAN	PUNJAB
3	HOSHIARPUR	PUNJAB
4	DIU	DADRA & NAGAR HAVELI AND DAMAN & DIU
5	SRI MUKTSAR SAHIB	PUNJAB
6	MALERKOTLA	PUNJAB
7	SIDHI	MADHYA PRADESH
8	GURDASPUR	PUNJAB
9	SANGRUR	PUNJAB
10	FEROZEPUR	PUNJAB
11	ERNAKULAM	KERALA
12	S.A.S NAGAR	PUNJAB
13	SHAHID BHAGAT SINGH NAGAR	PUNJAB
14	DHOLPUR	RAJASTHAN
15	MANSA	PUNJAB
16	JANGOAN	TELANGANA
17	RUPNAGAR	PUNJAB
18	DAMOH	MADHYA PRADESH
19	SHAJAPUR	MADHYA PRADESH
20	LUDHIANA	PUNJAB
21	UJJAIN	MADHYA PRADESH
22	THIRUVANANTHAPURAM	KERALA
23	BATHINDA	PUNJAB
24	BHARATPUR	RAJASTHAN
25	PATHANKOT	PUNJAB
26	KOLHAPUR	MAHARASHTRA
27	KASGANJ	UTTAR PRADESH
28	DEEG	RAJASTHAN
29	HAMIRPUR	HIMACHAL PRADESH
30	SINDHUDURG	MAHARASHTRA
31	DIDWANA KUCHAMAN	RAJASTHAN
32	SATARA	MAHARASHTRA
33	CHHATARPUR	MADHYA PRADESH
34	KOLLAM	KERALA
35	FAZILKA	PUNJAB
36	PATIALA	PUNJAB
37	FARIDKOT	PUNJAB
38	SHAMLI	UTTAR PRADESH
39	PANNA	MADHYA PRADESH
40	SOLAPUR	MAHARASHTRA
41	KANGPOKPI	MANIPUR
42	SIRMAUR	HIMACHAL PRADESH
43	AMRITSAR	PUNJAB
44	KAPURTHALA	PUNJAB
45	DAMAN	DADRA & NAGAR HAVELI AND DAMAN & DIU
46	AJMER	RAJASTHAN
47	TIKAMGARH	MADHYA PRADESH
48	LAHUL AND SPITI	HIMACHAL PRADESH
49	AURAIYA	UTTAR PRADESH
50	UKHRUL	MANIPUR

50 Low Performing Districts (Grade 3)

S.NO.	DISTRICT NAME	STATE NAME
1	SAHEBGANJ	JHARKHAND
2	REASI	JAMMU & KASHMIR
3	RAJOURI	JAMMU & KASHMIR
4	MADHUBANI	BIHAR
5	NICOBARS	ANDAMAN & NICOBAR ISLANDS
6	KISHANGANJ	BIHAR
7	NORTH GARO HILLS	MEGHALAYA
8	KHARGONE	MADHYA PRADESH
9	LATEHAR	JHARKHAND
10	SUKMA	CHHATTISGARH
11	BANDIPORA	JAMMU & KASHMIR
12	LOWER DIBANG VALLEY	ARUNACHAL PRADESH
13	KIPHIRE	NAGALAND
14	WANAPARTHY	TELANGANA
15	PAKUR	JHARKHAND
16	MURSHIDABAD	WEST BENGAL
17	UDHAMPUR	JAMMU & KASHMIR
18	SONITPUR	ASSAM
19	BANKA	BIHAR
20	NARAYANPUR	CHHATTISGARH
21	JAMNAGAR	GUJARAT
22	RANIPET	TAMILNADU
23	NAMSAI	ARUNACHAL PRADESH
24	SAKTI	CHHATTISGARH
25	VIJAYAPURA	KARNATAKA
26	RAIPUR	CHHATTISGARH
27	SITAMARHI	BIHAR
28	GIR SOMNATH	GUJARAT
29	LOWER SIANG	ARUNACHAL PRADESH
30	LAWNGTLAI	MIZORAM
31	WEST SIANG	ARUNACHAL PRADESH
32	DARJEELING	WEST BENGAL
33	MALDAH	WEST BENGAL
34	RAMANATHAPURAM	TAMILNADU
35	WEST TRIPURA	TRIPURA
36	SOUTH GARO HILLS	MEGHALAYA
37	GUMLA	JHARKHAND
38	DHALAI	TRIPURA
39	PALAMU	JHARKHAND
40	EAST GARO HILLS	MEGHALAYA
41	MALKANGIRI	ODISHA
42	YANAM	PUDUCHERRY
43	ARARIA	BIHAR
44	KHEDA	GUJARAT
45	KONDAGAON	CHHATTISGARH
46	SAMBA	JAMMU & KASHMIR
47	CHHOTAUDEPUR	GUJARAT
48	PORBANDAR	GUJARAT
49	UDALGURI	ASSAM
50	BUXAR	BIHAR

50 High Performing Districts (Grade 6)

S.NO.	DISTRICT NAME	STATE NAME
1	DIU	DADRA & NAGAR HAVELI AND DAMAN & DIU
2	MALERKOTLA	PUNJAB
3	SANGRUR	PUNJAB
4	BARNALA	PUNJAB
5	SIDHI	MADHYA PRADESH
6	ERNAKULAM	KERALA
7	TARN TARAN	PUNJAB
8	HOSHIARPUR	PUNJAB
9	GURDASPUR	PUNJAB
10	KOLHAPUR	MAHARASHTRA
11	S.A.S NAGAR	PUNJAB
12	DEEG	RAJASTHAN
13	KOLLAM	KERALA
14	THIRUVANANTHAPURAM	KERALA
15	SRI MUKTSAR SAHIB	PUNJAB
16	THRISSUR	KERALA
17	MANSA	PUNJAB
18	BHARATPUR	RAJASTHAN
19	FEROZEPUR	PUNJAB
20	DHOLPUR	RAJASTHAN
21	SHAHID BHAGAT SINGH NAGAR	PUNJAB
22	RUPNAGAR	PUNJAB
23	KOZHIKODE	KERALA
24	DAMAN	DADRA & NAGAR HAVELI AND DAMAN & DIU
25	ALAPPUZHA	KERALA
26	UJJAIN	MADHYA PRADESH
27	DAMOH	MADHYA PRADESH
28	KAPURTHALA	PUNJAB
29	AMRITSAR	PUNJAB
30	DIDWANA KUCHAMAN	RAJASTHAN
31	KANNUR	KERALA
32	FARIDKOT	PUNJAB
33	LAHUL AND SPITI	HIMACHAL PRADESH
34	SINDHUDURG	MAHARASHTRA
35	JANGOAN	TELANGANA
36	KOTTAYAM	KERALA
37	MALAPPURAM	KERALA
38	BATHINDA	PUNJAB
39	TIKAMGARH	MADHYA PRADESH
40	ANUGUL	ODISHA
41	KASARAGOD	KERALA
42	SHAJAPUR	MADHYA PRADESH
43	SATARA	MAHARASHTRA
44	KALAHANDI	ODISHA
45	MUMBAI	MAHARASHTRA
46	SHIMLA	HIMACHAL PRADESH
47	RATNAGIRI	MAHARASHTRA
48	KANPUR NAGAR	UTTAR PRADESH
49	PANNA	MADHYA PRADESH
50	SENAPATI	MANIPUR

50 Low Performing Districts (Grade 6)

S.NO.	DISTRICT NAME	STATE NAME
1	NORTH GARO HILLS	MEGHALAYA
2	SOUTH GARO HILLS	MEGHALAYA
3	SOUTH WEST GARO HILLS	MEGHALAYA
4	DINAJPUR UTTAR	WEST BENGAL
5	REASI	JAMMU & KASHMIR
6	EAST GARO HILLS	MEGHALAYA
7	LAWNGTLAI	MIZORAM
8	NOKLAK	NAGALAND
9	WEST GARO HILLS	MEGHALAYA
10	NUH	HARYANA
11	KHAWZAWL	MIZORAM
12	NICOBARS	ANDAMAN & NICOBAR ISLANDS
13	SAHEBGANJ	JHARKHAND
14	EASTERN WEST KHASI HILLS	MEGHALAYA
15	KURNOOL	ANDHRA PRADESH
16	TIRUPATHUR	TAMILNADU
17	SAMBA	JAMMU & KASHMIR
18	SHI YOMI	ARUNACHAL PRADESH
19	MON	NAGALAND
20	WEST KHASI HILLS	MEGHALAYA
21	SHAMATOR	NAGALAND
22	KHARGONE	MADHYA PRADESH
23	KIPHIRE	NAGALAND
24	ANANTAPUR	ANDHRA PRADESH
25	TUENSANG	NAGALAND
26	JIRIBAM	MANIPUR
27	SAIHA	MIZORAM
28	COOCHBEHAR	WEST BENGAL
29	RI BHOI	MEGHALAYA
30	BALLARI	KARNATAKA
31	BIDAR	KARNATAKA
32	LATEHAR	JHARKHAND
33	WEST GODAVARI	ANDHRA PRADESH
34	WEST JAINTIA HILLS	MEGHALAYA
35	RAJOURI	JAMMU & KASHMIR
36	KUPWARA	JAMMU & KASHMIR
37	BHADRADRI KOTHAGUDEM	TELANGANA
38	KANNAUJ	UTTAR PRADESH
39	UDHAMPUR	JAMMU & KASHMIR
40	KATHUA	JAMMU & KASHMIR
41	RAMBAN	JAMMU & KASHMIR
42	SIDDHARTH NAGAR	UTTAR PRADESH
43	JANJGIR-CHAMPA	CHHATTISGARH
44	CHAMPHAI	MIZORAM
45	VELLORE	TAMILNADU
46	CHITTOOR	ANDHRA PRADESH
47	MULUGU	TELANGANA
48	BANDIPORA	JAMMU & KASHMIR
49	RAMANATHAPURAM	TAMILNADU
50	SITAMARHI	BIHAR

50 High Performing Districts (Grade 9)

S.NO.	DISTRICT NAME	STATE NAME
1	SANGRUR	PUNJAB
2	BARNALA	PUNJAB
3	TARN TARAN	PUNJAB
4	HOSHIARPUR	PUNJAB
5	ERNAKULAM	KERALA
6	DIU	DADRA & NAGAR HAVELI AND DAMAN & DIU
7	MALERKOTLA	PUNJAB
8	GURDASPUR	PUNJAB
9	FEROZEPUR	PUNJAB
10	S.A.S NAGAR	PUNJAB
11	DHOLPUR	RAJASTHAN
12	SRI MUKTSAR SAHIB	PUNJAB
13	MANSA	PUNJAB
14	KOLHAPUR	MAHARASHTRA
15	THIRUVANANTHAPURAM	KERALA
16	DEEG	RAJASTHAN
17	SHAHID BHAGAT SINGH NAGAR	PUNJAB
18	BHARATPUR	RAJASTHAN
19	KOLLAM	KERALA
20	KOZHIKODE	KERALA
21	LAHUL AND SPITI	HIMACHAL PRADESH
22	KOTTAYAM	KERALA
23	JHUNJHUNU	RAJASTHAN
24	SIDHI	MADHYA PRADESH
25	THRISSUR	KERALA
26	FARIDKOT	PUNJAB
27	KAPURTHALA	PUNJAB
28	HAMIRPUR	HIMACHAL PRADESH
29	KANNUR	KERALA
30	ALAPPUZHA	KERALA
31	AMRITSAR	PUNJAB
32	DIDWANA KUCHAMAN	RAJASTHAN
33	JANGOAN	TELANGANA
34	BATHINDA	PUNJAB
35	DAMAN	DADRA & NAGAR HAVELI AND DAMAN & DIU
36	RUPNAGAR	PUNJAB
37	SATARA	MAHARASHTRA
38	PATIALA	PUNJAB
39	FATEHGARH SAHIB	PUNJAB
40	RATNAGIRI	MAHARASHTRA
41	SINDHUDURG	MAHARASHTRA
42	CHANDIGARH	CHANDIGARH
43	NAGAUR	RAJASTHAN
44	NEW DELHI	DELHI
45	PALAKKAD	KERALA
46	SOUTH WEST	DELHI
47	KALAHANDI	ODISHA
48	UNA	HIMACHAL PRADESH
49	KOTPUTLI-BEHROR	RAJASTHAN
50	MUMBAI	MAHARASHTRA

50 Low Performing Districts (Grade 9)

S.NO.	DISTRICT NAME	STATE NAME
1	SHI YOMI	ARUNACHAL PRADESH
2	SOUTH WEST GARO HILLS	MEGHALAYA
3	NORTH GARO HILLS	MEGHALAYA
4	EAST GARO HILLS	MEGHALAYA
5	JIRIBAM	MANIPUR
6	DINAJPUR UTTAR	WEST BENGAL
7	LAWNGTLAI	MIZORAM
8	NICOBARS	ANDAMAN & NICOBAR ISLANDS
9	SHAMATOR	NAGALAND
10	SOUTH GARO HILLS	MEGHALAYA
11	EASTERN WEST KHASI HILLS	MEGHALAYA
12	SAIHA	MIZORAM
13	WEST GARO HILLS	MEGHALAYA
14	BIDAR	KARNATAKA
15	HNAHTHIAL	MIZORAM
16	DOHAD	GUJARAT
17	KHAWZAWL	MIZORAM
18	KOLASIB	MIZORAM
19	REASI	JAMMU & KASHMIR
20	SOUTH WEST KHASI HILLS	MEGHALAYA
21	CUDDALORE	TAMILNADU
22	KIPHIRE	NAGALAND
23	MALDAH	WEST BENGAL
24	PILIBHIT	UTTAR PRADESH
25	SAITUAL	MIZORAM
26	TIRUPATHUR	TAMILNADU
27	YADGIR	KARNATAKA
28	KANNAUJ	UTTAR PRADESH
29	RAJOURI	JAMMU & KASHMIR
30	ALLURI SITHARAMA RAJU	ANDHRA PRADESH
31	DANG	GUJARAT
32	RAMANAGARA	KARNATAKA
33	RAMBAN	JAMMU & KASHMIR
34	SHAHJAHANPUR	UTTAR PRADESH
35	TIRUVANNAMALAI	TAMILNADU
36	CHAMPHAI	MIZORAM
37	CHIKKABALLAPURA	KARNATAKA
38	KURNOOL	ANDHRA PRADESH
39	POONCH	JAMMU & KASHMIR
40	UNNAO	UTTAR PRADESH
41	WEST KHASI HILLS	MEGHALAYA
42	GAJAPATI	ODISHA
43	KAMJONG	MANIPUR
44	NAGAPATTINAM	TAMILNADU
45	SIDDHARTH NAGAR	UTTAR PRADESH
46	ALIRAJPUR	MADHYA PRADESH
47	AMETHI	UTTAR PRADESH
48	ARIYALUR	TAMILNADU
49	CHHOTAUDEPUR	GUJARAT
50	JHABUA	MADHYA PRADESH

Recommendations for Targeted Interventions

This subsection presents the gaps identified across three grades and different subjects using the achievement test, pupil questionnaire, teacher questionnaire, and school questionnaire.

01

Bridging the Gaps in Learning Levels

The percentages for competency-wise performance in each grade covered in preceding sections represent the proportion of students in Grades 3, 6, and 9 at national level who correctly answered questions for each competency in the subjects tested. The percentages offer valuable insights into the students' performance across different competencies, aiding identification of areas that may require targeted support.

Instances where less than 50% of students were able to answer correctly indicate learning gaps. These learning gaps highlight the need for focused interventions to strengthen students' skills, refine instructional strategies, and provide additional learning support. Addressing these areas effectively will help improve overall student learning outcomes in the nation.

To promote effective learning and development, students can strengthen their skills and receive additional support by using the PM e-VIDYA portal and the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform. Teachers can also leverage these resources to improve their teaching methods.

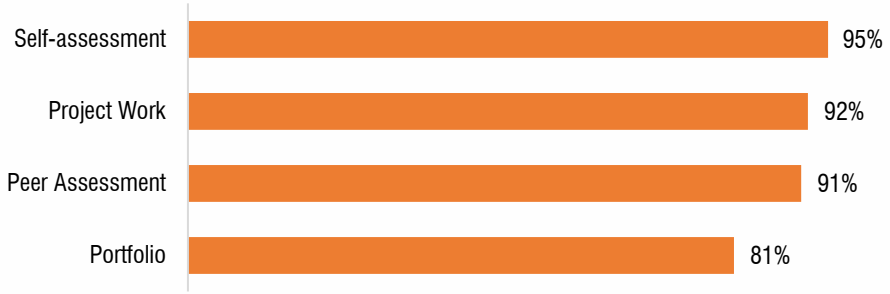
02

Use of Innovative Assessment Strategies

The use of innovative assessment strategies like peer assessment, self-assessment, portfolio, and project work are key to effective learning. The following graph illustrates the percentage of teachers who reported using the aforementioned assessment strategies and reported their use as **regularly** or **sometimes**.

Please note, the survey originally included four response options: Never, Rarely, Sometimes, and Regularly. This analysis focuses on the combined percentage of the following categories, regularly and sometimes, to assess the adoption of these assessment strategies.

A **50% benchmark** is used to identify gaps in adoption. Any assessment strategy where less than **50%** of teachers reported using it at least 'Sometimes' is considered an area needing **targeted interventions.**



Innovative assessment strategies are widely implemented in schools. Self-assessment and peer assessment are commonly practiced. Project work is also extensively used. The use of portfolios is observed in many schools, though less frequently compared to other strategies. To further strengthen assessment practices, schools can be encouraged to integrate portfolio-based assessment more consistently across grades. Teachers can take advantage of the NISHTHA and DIKSHA platforms to access capacity-building modules that concentrate on student self-assessment as well as subject-specific rubrics can be used that are aligned with Holistic Progress Card (HPC), to assess students' progress.

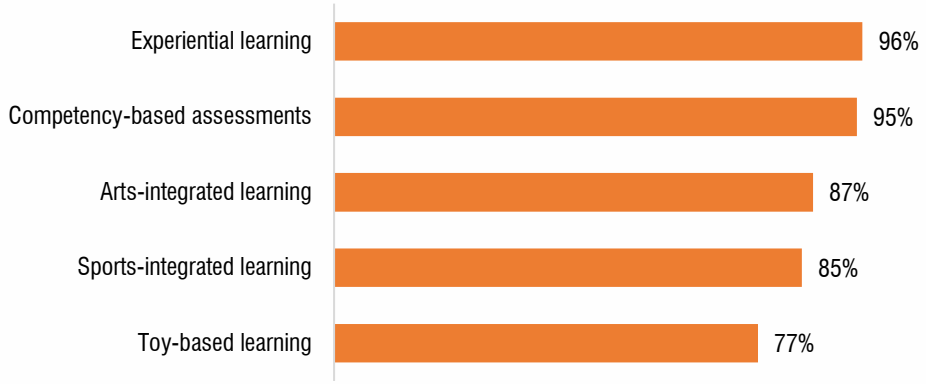
03

Integration of Diverse Pedagogical Approaches in Teaching

The integration of diverse pedagogical approaches contributes to the teaching-learning process. The following graph illustrates the percentage of teachers who reported incorporating the following pedagogical approaches: sports integration, arts integration, toy-based, and experiential learning, and reported their use as **regularly** or **sometimes**.

Please note, the survey originally included four response options: Never, Rarely, Sometimes, and Regularly. This analysis focuses on the combined percentage of the following categories, regularly and sometimes, to assess the adoption of these assessment strategies.

A **50% benchmark** is used to identify gaps in adoption. Any pedagogical approach where less than **50%** of teachers reported using it at least 'Sometimes' is considered an area needing **targeted interventions.**

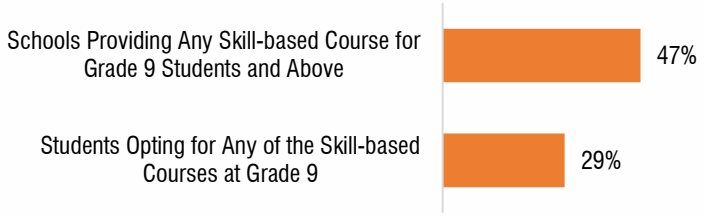


Experiential learning and competency-based assessments are widely implemented in teaching practices. Arts-integrated and sports-integrated learning approaches are also commonly used. Toy-based learning, while present, is observed less frequently compared to other pedagogical methods. To build on these practices, schools may consider enhancing the use of toy-based learning by offering relevant materials and training that align with the existing pedagogical approaches. A variety of training modules are available on NISHTHA and HPC can be used to assess students' cognitive, affective, and psychomotor development.

04

Skill Education in Schools

In the 21st century, skill education equips learners to develop specific job-ready skills and competencies and adapt to the changing workforce requirements. The following graph shows the percentage of schools that provide Skill-based courses for students of Grades 9 and above, and students who have opted for Skill-based courses at Grade 9. The responses for both items were reported as **yes** or **no**.



A **50% benchmark** is used to identify gaps. Either criterion where less than **50%** of schools reported as 'Yes' is considered an area needing **targeted interventions.**

The findings highlight the need for greater integration of skill education in schools. Policymakers can use this data to **introduce diverse sector skill-based courses**, provide **funding and infrastructure support**, and **raise awareness among students** about career opportunities. Strengthening industry partnerships and aligning courses with job market needs can enhance **skill development and employability**.

Less than half of the schools offer skill-based courses for students in Grade 9 and above, indicating limited availability of skill-based education at this level. Among students in Grade 9, participation in these courses remains low, suggesting the need for greater awareness, encouragement, and accessibility to skill education to enhance career readiness and skill development. To support skill development, the resource listed by PSSCIVE on the sector skills can be used to enhance skill training and boost employability. PARAKH Udyam Sansaar which focusses on AI competencies needs to be popularized in the schools.

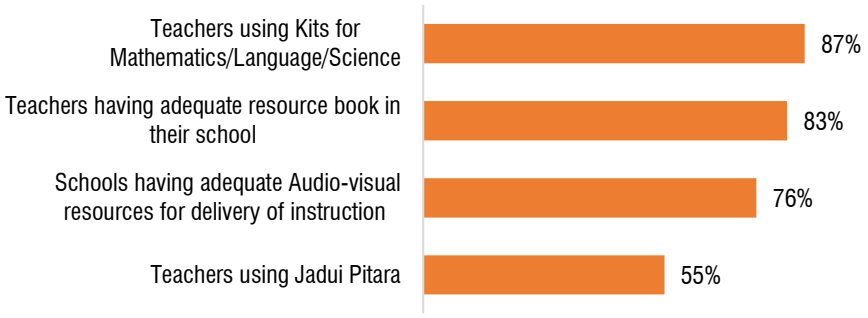
05

Learning Teaching Material at School

Access to diverse learning and teaching materials plays a crucial role in enhancing the quality of education. A variety of resources, such as audio-visual aids, teacher resource books, subject-specific kits, and interactive learning tools like Jadui Pitara, contribute to making classroom instruction more engaging and effective. These materials help facilitate better understanding, encourage active participation, and enhance the overall quality of education. Ensuring access to diverse and adequate learning resources is essential for fostering an interactive and well-rounded learning environment.

The following graph presents the percentage of schools that have access to essential teaching-learning resources, including textbooks, digital content, and other instructional materials.

A **50% benchmark** is used to identify gaps. Any category where less than 50% of schools reported availability of materials is considered an area requiring intervention.



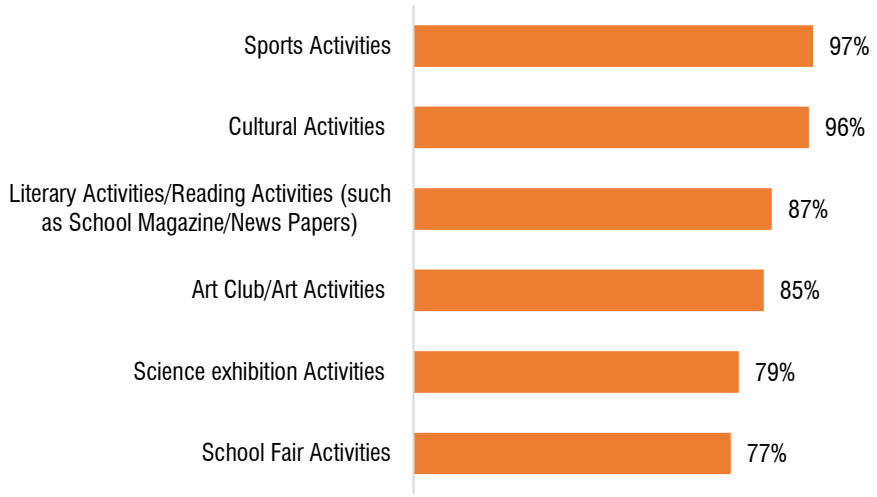
Many schools have audio-visual resources to support instruction, and resource books are widely available to teachers. The use of subject-specific kits for Mathematics, Language, and Science is also common. However, the adoption of Jadui Pitara remains lower in comparison, indicating room for further integration of innovative teaching tools in classrooms. Teachers can also access resources and training through DIKSHA, PAL, and NISHTHA.

06

Experiential Learning Opportunities in School

Experiential Learning is a core aspect of teaching-learning practices and contributes to active learning, The following graph illustrates the percentage of teachers who reported availability of the following experiential learning opportunities in school: art activities, cultural activities, literary/reading activities, school fairs, science exhibitions, and sports activities, and reported their availability as yes or no.

A **50% benchmark** is used to identify gaps in availability. Any experiential learning opportunity where less than **50%** of schools reported its availability as 'Yes' is considered an area needing **targeted interventions.**

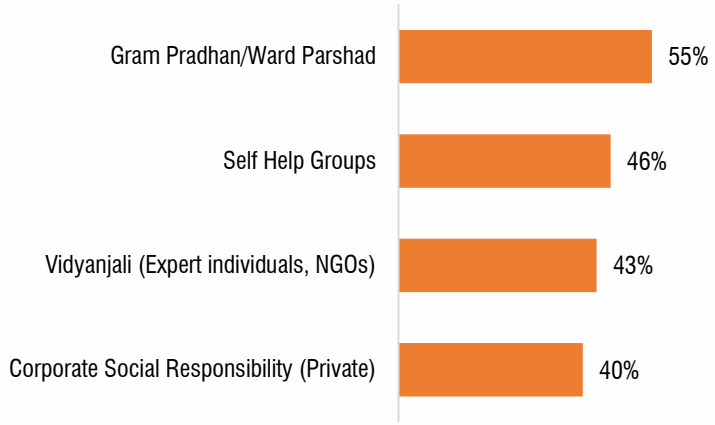


Experiential learning activities are widely implemented in schools. Sports and cultural activities are particularly prominent, followed closely by literary and art-related engagements. Science exhibitions and school fairs are also being conducted in many schools, though there is scope for further expansion to ensure broader participation. The Math and Science kits can be used to gain experiential learning.

07

Community Participation

Active participation from the community plays a crucial role in enhancing the quality of education and overall school development. Support from local governance bodies, NGOs, self-help groups, and corporate social responsibility (CSR) initiatives can contribute significantly to a school's resources and learning environment. The chart below illustrates the current levels of community support in schools, highlighting areas where increased engagement can make a meaningful impact.



A **50% benchmark** is used to identify gaps in participation of the community.

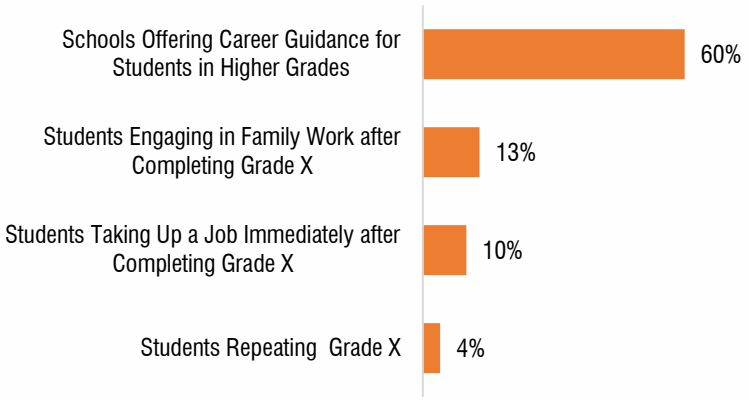
Participation from Gram Pradhans and Ward Parshads is higher compared to other stakeholders. However, engagement from self-help groups, NGOs, and corporate social responsibility initiatives remains below half, indicating scope for strengthening community involvement in schools.

08

Students Outside the Educational System

Students exit the education system after Grade 10 because of different reasons like taking up a job, doing course on skill education, repeating the grade, and participating in family work. Schools reported the exit of students through percentages (0-25%, 26-50%, 51-75%, 76-100%). E.g., 26-50% of students took up a job.

A **50% benchmark** is used to identify gaps in the system. Aspects that schools reported as 51-75% or 76-100% are considered as areas needing **targeted interventions** to reduce the percentage of students exiting the education system.



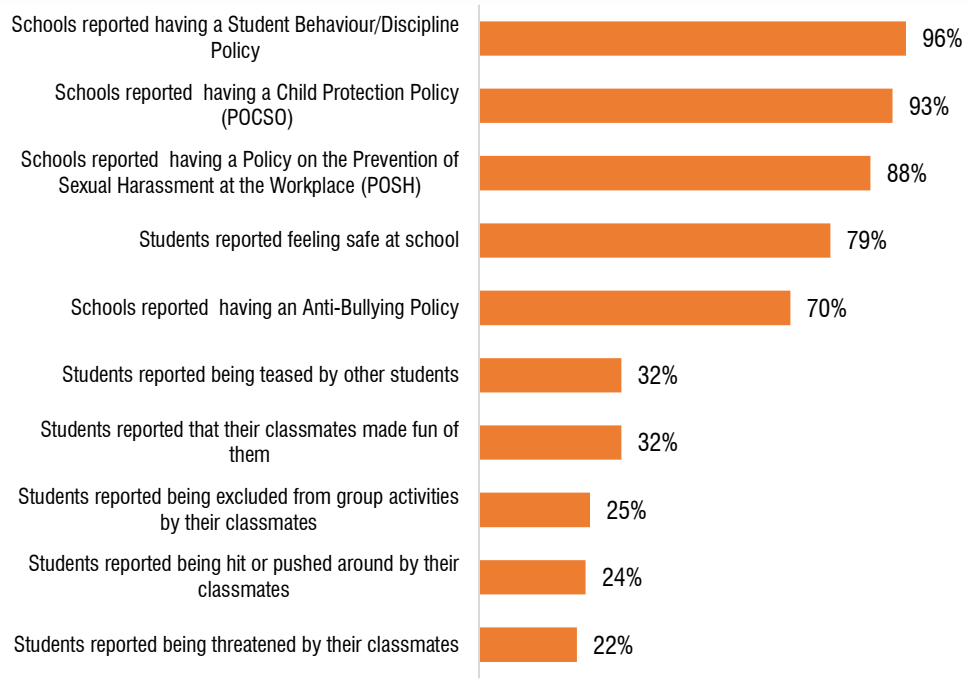
Some students exit the education system after Grade X to take up jobs or engage in family work, while a few repeat the grade. Meanwhile, more than half of the schools provide career guidance for students in higher grades, highlighting a need for broader support in helping students make informed choices about their future pathways.

09

Safe and Friendly School Environment

A positive school environment is essential for students' well-being and academic success. The survey findings indicate areas where improvements are needed to promote safety, inclusivity, and emotional security in schools. Strengthening anti-bullying measures, fostering peer inclusivity, and implementing key protection policies can significantly enhance the overall learning experience. The graph below highlights critical areas requiring attention to create a safer and more student-friendly school environment.

School leaders and/or policymakers must provide special attention to the situations/cases where the proportion reported in the graph is **higher than 50%**.



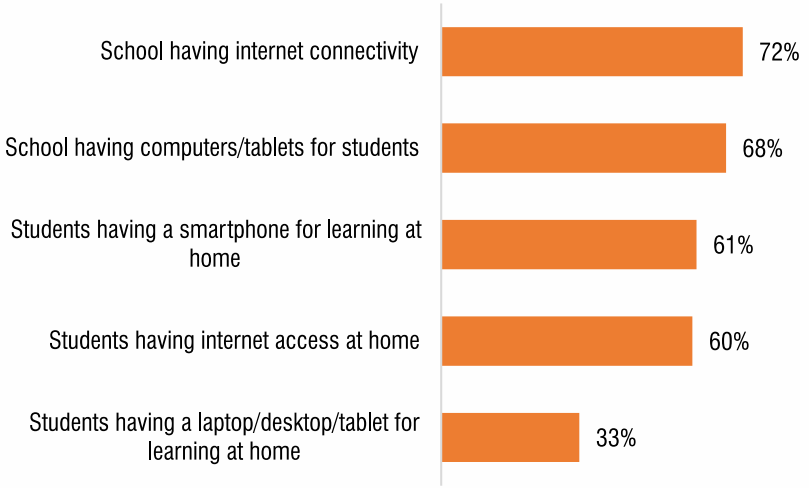
Students reported experiencing teasing, exclusion from group activities, and being made fun of by their classmates. Additionally, some faced threats and physical aggression, such as being pushed or hit. Concerns about safety at school were also raised, highlighting the need for targeted interventions to foster a more secure and inclusive environment.

Majority of schools have student behaviour and protection policies in place. However, presence of anti-bullying policies is comparatively less prevalent. Strengthening anti-bullying measures, fostering positive peer relationships, and implementing awareness programs can help create a school climate where all students feel safe. Manodarpan can serves as a valuable resource as it is a key service offering a Toll-free Tele-Helpline (8448440632), Live Interactive Sessions (Sahyog), Live Interactive Sessions (Paricharcha) are being conducted.

10

Use/Availability of Technology for Better learning

In the last few decades, access to technology has become imperative for effective learning. The graph below illustrates the access to technology and digital devices at school and home. Instances where access is **below 50%** need targeted interventions.

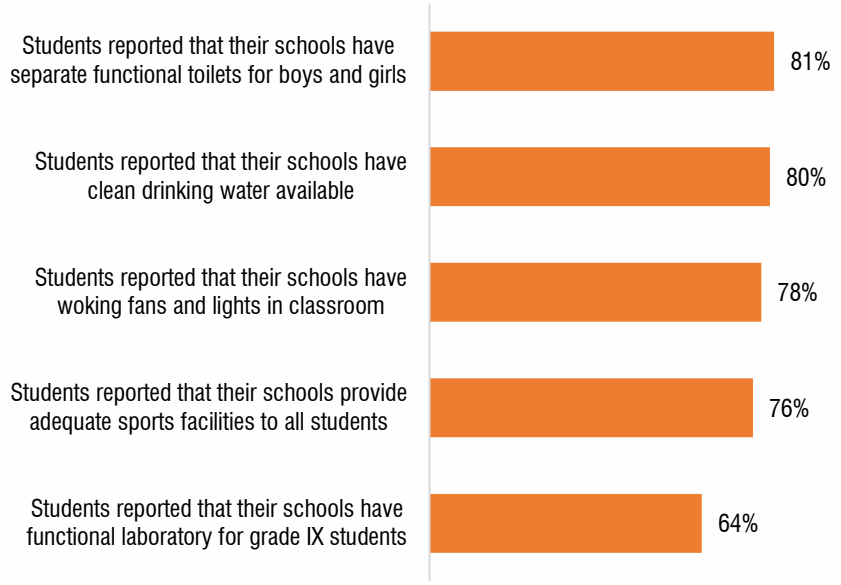


Many students have access to smartphones and the internet at home, yet the availability of laptops, desktops, or tablets for learning is comparatively lower. While most schools provide internet connectivity and digital devices for students, there is still room for improvement to ensure that all learners have equal access to technology for better learning experiences. Increasing access to personal learning devices and improving digital infrastructure in schools can help close the gap in technology-driven education under PM e-VIDYA.

11

Essential School Facilities

School facilities play an important role in the teaching-learning process. The graph below illustrates the availability of essential school facilities like sports facilities, drinking water, functional fans and lights, science lab, and separate functional toilets. Instances where availability is **below 50%** need targeted interventions.

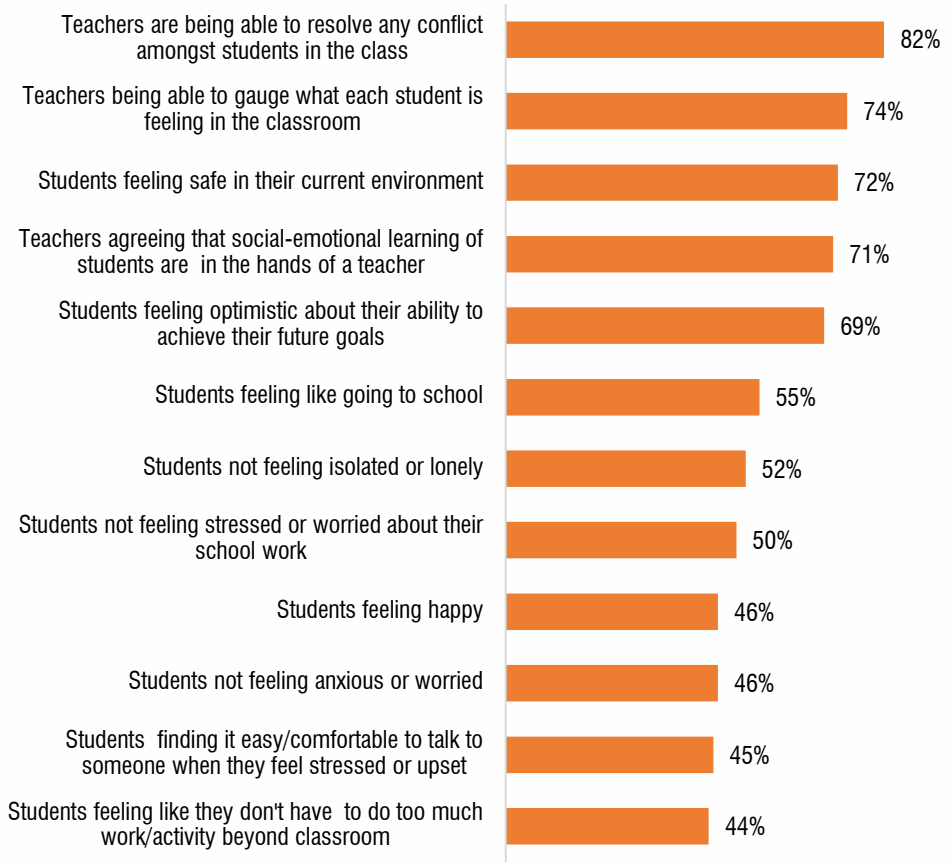


Many schools have essential facilities such as separate functional toilets, sports infrastructure, clean drinking water, and working fans and lights in classrooms. However, the availability of functional laboratories for Grade IX students is comparatively lower. Ensuring that all schools are equipped with necessary facilities remains crucial for creating an environment that supports holistic student development.

12

Need to Focus on Social Emotional Learning

Social-Emotional Learning (SEL) plays a crucial role in students' well-being and academic success. The survey responses highlight areas where **greater attention is needed** to support students' emotional health and equip teachers with strategies to foster a positive learning environment. Schools where less than **50% of students and teachers** report positive SEL experiences should focus on **strengthening mental health support, conflict resolution training, and emotional awareness initiatives**.



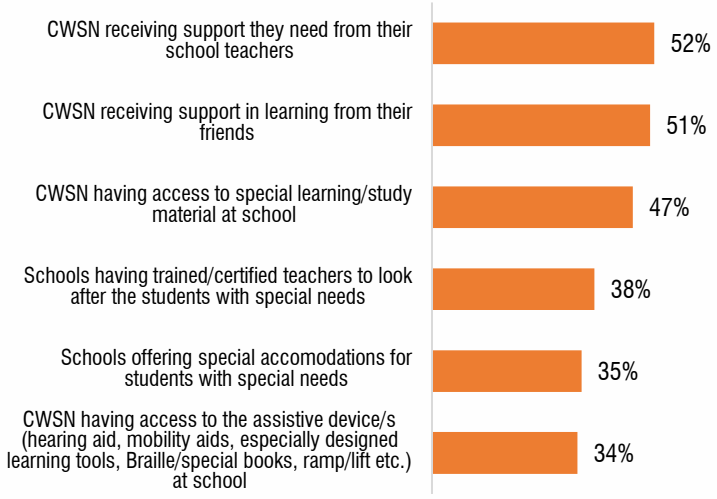
Several teachers are able to resolve conflicts among the students and gauge each student's feeling in the classroom. Over half of the students reported to be relaxed, happy and find it easy to express their emotions, while some find it easy to talk to someone and also feel stress-free about their academics. Additional support through counselling, teacher training, and school-based interventions can further enhance the learning environment. Manodarpan can serves as a valuable resource as it is a key service offering a Toll-free Tele-Helpline (8448440632), Live Interactive Sessions (Sahyog), Live Interactive Sessions (Paricharcha are being conducted.

13

Inclusiveness at the School Level

Inclusive education is essential for fostering a supportive learning environment where Children with Special Needs (CWSN) receive the necessary accommodations, resources, and support. The table below highlights survey responses regarding inclusivity at the school level.

For areas where **less than 50%** of schools currently implement inclusive measures, additional efforts are needed to ensure that all students, including those with special needs, have equal access to learning opportunities. Strengthening teacher training, providing assistive resources, and fostering peer support can significantly enhance inclusivity in schools.



Schools have made progress in fostering inclusivity, yet there is still room for improvement. While some students with special needs benefit from accommodations, many may not have full access to essential infrastructure and learning aids. Although trained teachers are available in some schools to support these students, expanding specialized training programs would enhance inclusivity further.

Access to learning resources and assistive devices remains uneven, limiting opportunities for some students. However, support from teachers and peers continues to play a crucial role in creating an inclusive environment. Strengthening institutional support, increasing the availability of tailored learning materials, and ensuring broader access to assistive tools can help make education more accessible and supportive for all students. The PM e-VIDYA portal offers specialized e-content for CWSN, which can be accessed and utilized for the same.

14

Continuous Professional Development

Professional development is crucial for empowering teachers and school leaders with modern teaching strategies, leadership skills, and student support techniques. The table below highlights the details of teachers and school leaders participating in the various professional development programs. A **50% benchmark** is used to identify the gaps. The table highlights the key areas where improvements can be made to ensure effective training and skill-building opportunities for educators.

Description	%
Schools organized teacher training session/workshop for parents around 'understanding their children better/managing their behaviour'	86%
Schools organized any teacher training session/workshop on Behavioural Management in a classroom in the past two academic years	81%
Schools organized teacher training session/workshop on Managing and understanding Adolescent behaviour in the past two academic years	78%
Schools organized teacher training session/workshop on Mental Health awareness in the past two academic years	75%
Schools offering any regular Professional Development sessions for teaching staff in the past two academic years	67%
Schools organized teacher training session/workshop on Managing emotions/Emotional Intelligence in the past two academic years	64%
Schools organized teacher training session/workshop on Stress Management in the past two academic years	61%
School principals/head teachers undergone training on NEP2020/NCF-FS2022/NCF-SE2023/HPC	51%
School principals/head teachers undergone school leadership training programme organized by NIEPA or state government	43%
Teachers Participating in the 'Mentoring and/or Peer Observation and Coaching as part of a formal school management in BRCs/CRCs' activity in the last 12 months	39%
Teachers Participating in the ICT related training during the last 12 months	38%
Teachers Participating in Professional Development Programmes in the Last 12 months	31%

Professional development opportunities for teachers vary, with participation in general training programs, mentoring, and ICT-related training showing relatively lower engagement. Over half of the school heads have undergone training related to key national policies, but leadership-focused training remains less prevalent.

In recent years, schools have taken steps to address educators' well-being and teaching effectiveness. Many schools have conducted workshops on stress management, emotional intelligence, and mental health awareness. Additionally, training on behavioural management and adolescent-related concerns has been widely implemented. Parental engagement in understanding student behaviour has also been encouraged through dedicated sessions. However, increasing regular professional development opportunities for teachers could further enhance teaching quality and student support.