Ministry of Education
Government of India

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PARAKH

PARAKH RASHTRIYA SARVEKSHAN 2024

UT Report

Lakshadweep

शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

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UT REPORT

Lakshadweep

PARAKH

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

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PARAKH Rashtriya Sarvekshan 2024
UT Report Lakshadweep

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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 toward 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

विद्यया ऽमृतमश्नुते
एन सी ई आर टी
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 toward 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.

UT Report: Lakshadweep

Languages in which Survey was Administered

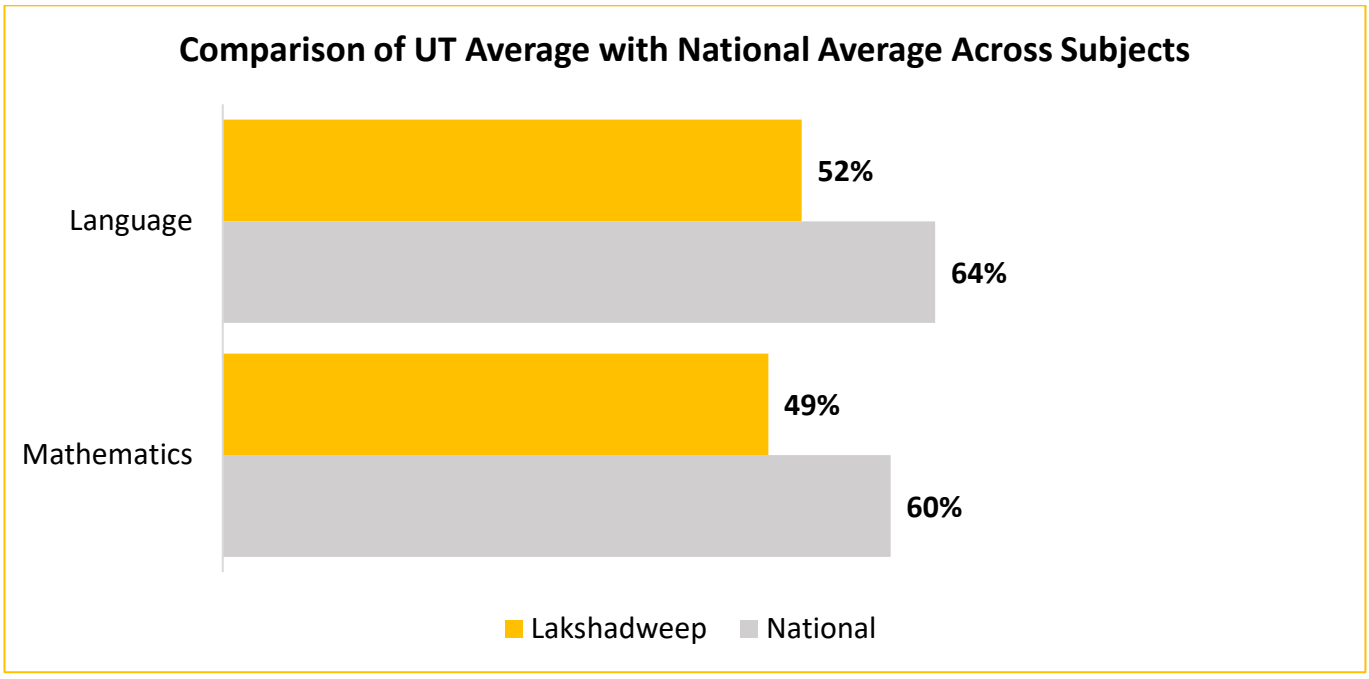
ENGLISH, MALAYALAM

Total Number of Schools Participated		
Grade 3	Grade 6	Grade 9
8	**10**	**11**

Total Number of Teachers Participated		
Grade 3	Grade 6	Grade 9
22	**28**	**42**

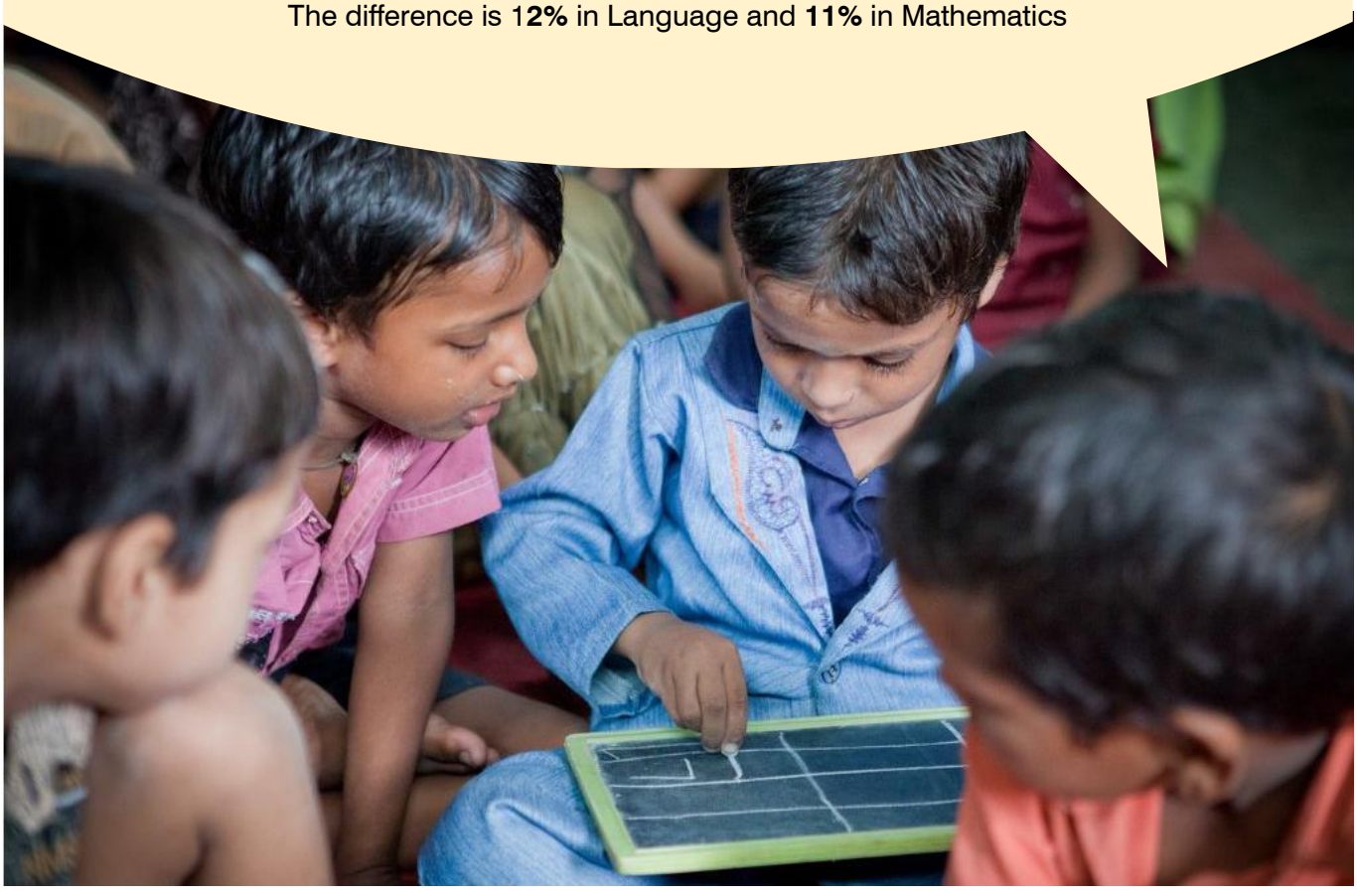
Total Number of Students Participated		
Grade 3	Grade 6	Grade 9
160	**259**	**230**

Assessing Foundational Stage Competencies (Grade 3)

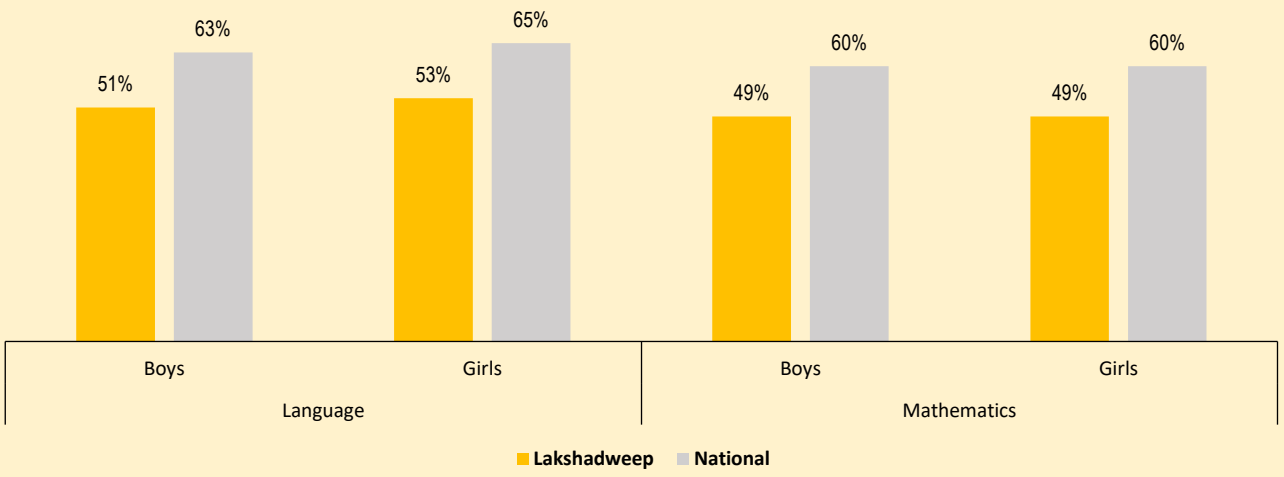


In both **Language** and **Mathematics**, the average performance of students in **Lakshadweep** is below the national average.

The difference is 1**2%** in Language and **11%** in Mathematics



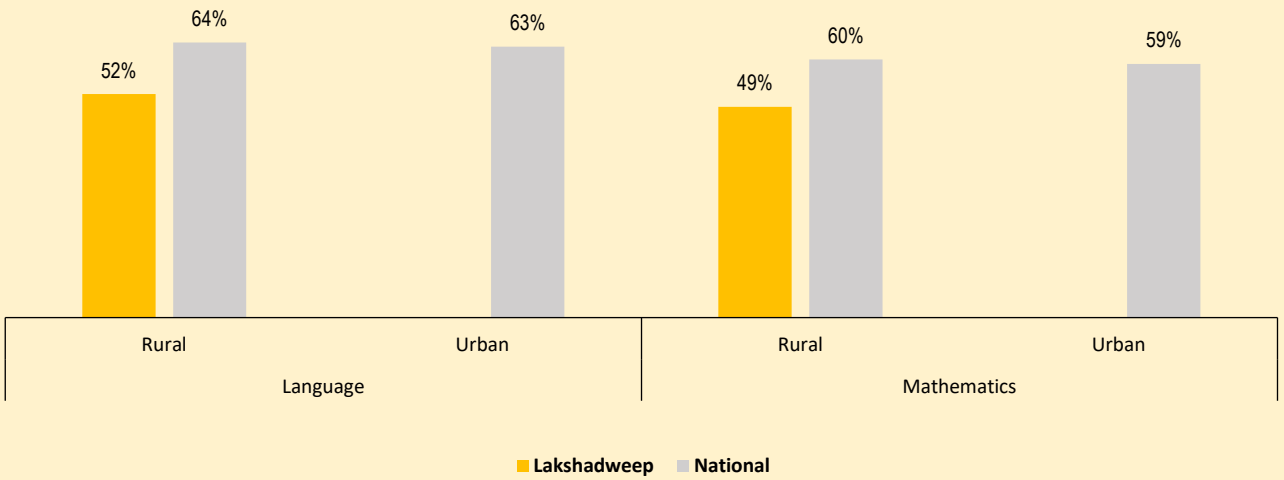
Performance by Gender



Key highlights

- In Language, both boys' and girls' performance were 12% lower than the national average.
- In Mathematics, both boys' and girls' performance were 11% lower than the national average.

Performance by Location

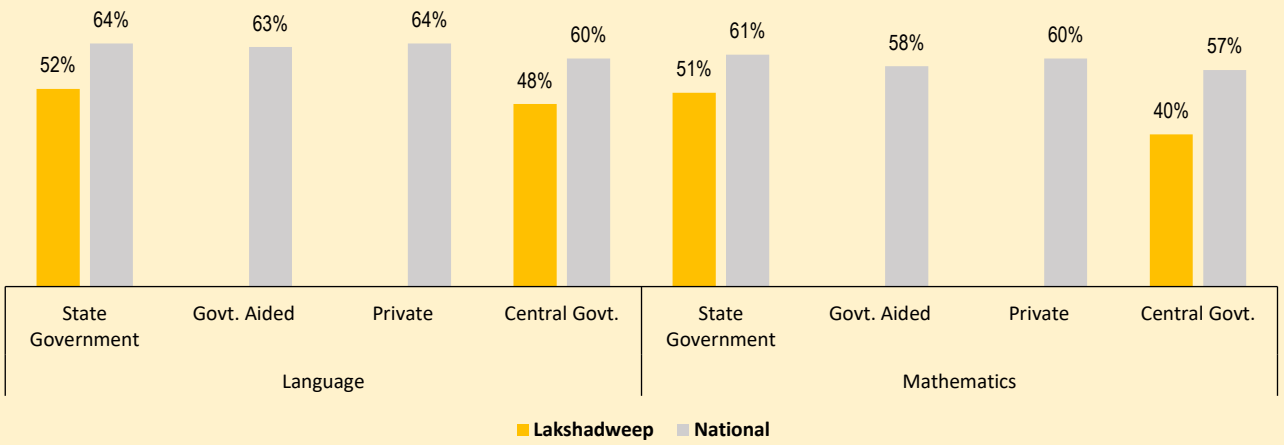


Key highlights

- Students from rural schools performed lower than the national average, with 12% lower score in Language and 11% lower score in Mathematics.
- The sampled schools did not include any urban school; hence no performance data is available for this category.

*The mean difference has not been represented statistically

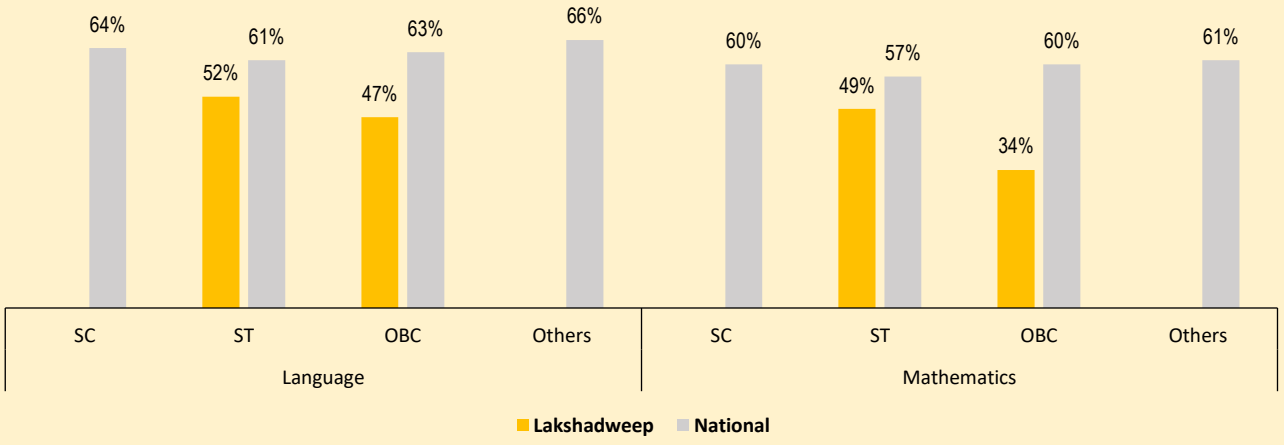
Performance by School Management Type



Key highlights

- State Government schools performed below the national average, with students scoring 12% lower in Language and 10% lower in Mathematics.
- The sampled schools did not include any Government-aided; hence no performance data is available for this category.
- The sampled schools did not include any Private schools; hence no performance data is available for this category.
- Central Government schools performed below the national average, with students scoring 12% lower in Language and 17% lower in Mathematics.

Performance by Social Group



Key highlights

- The sampled schools did not include any SC students; hence no performance data is available for this category.
- Among ST students, scores were 9% lower in Language and 8% lower in Mathematics than the national average.
- Among OBC students, scores were 16% lower in Language and 26% lower in Mathematics than the national average.
- The sampled schools did not include any other social group students; hence no performance data is available for this category.

*The mean difference has not been represented statistically

Competency-wise Performance (Grade 3)

The tables below show the average percentage of correctly answered questions related to each competency in the UT, compared to the national average. For example, in competency C-10.7 (Language, Grade 3) in Lakshadweep, the UT average of 45% represents the proportion of correctly answered questions, while the national average for same competency was 61%.

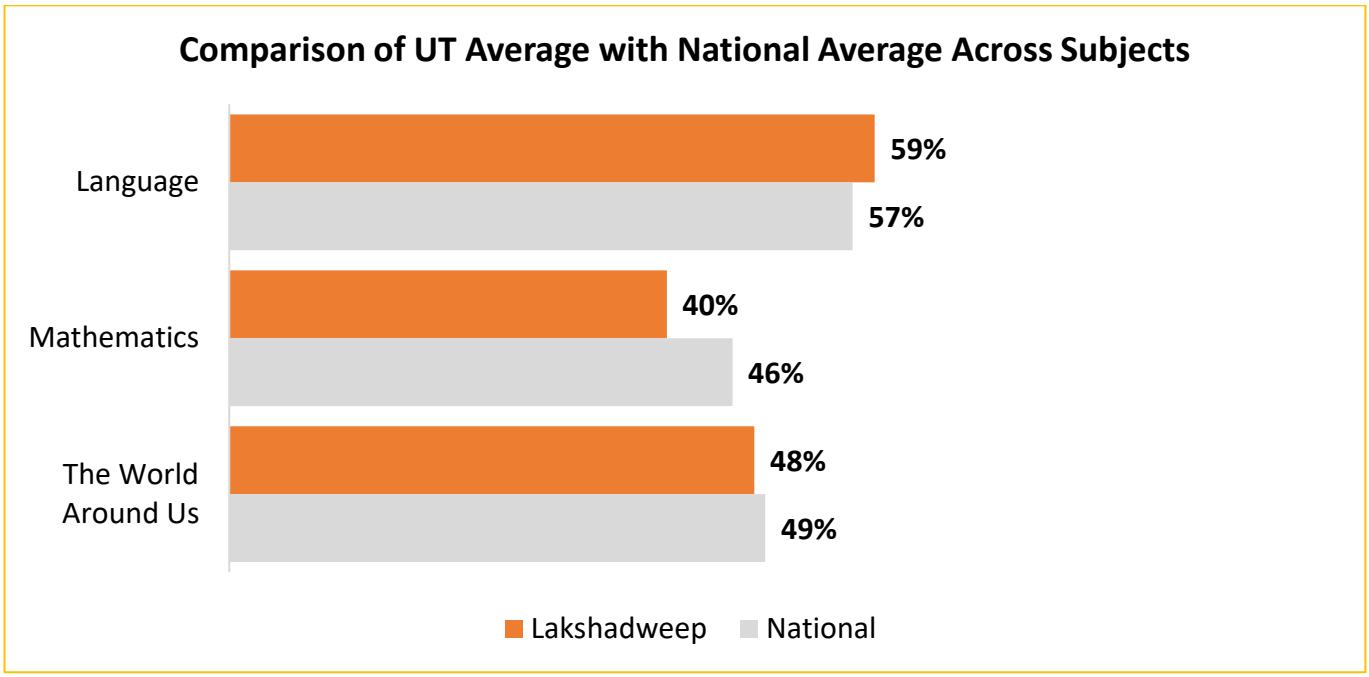
Language

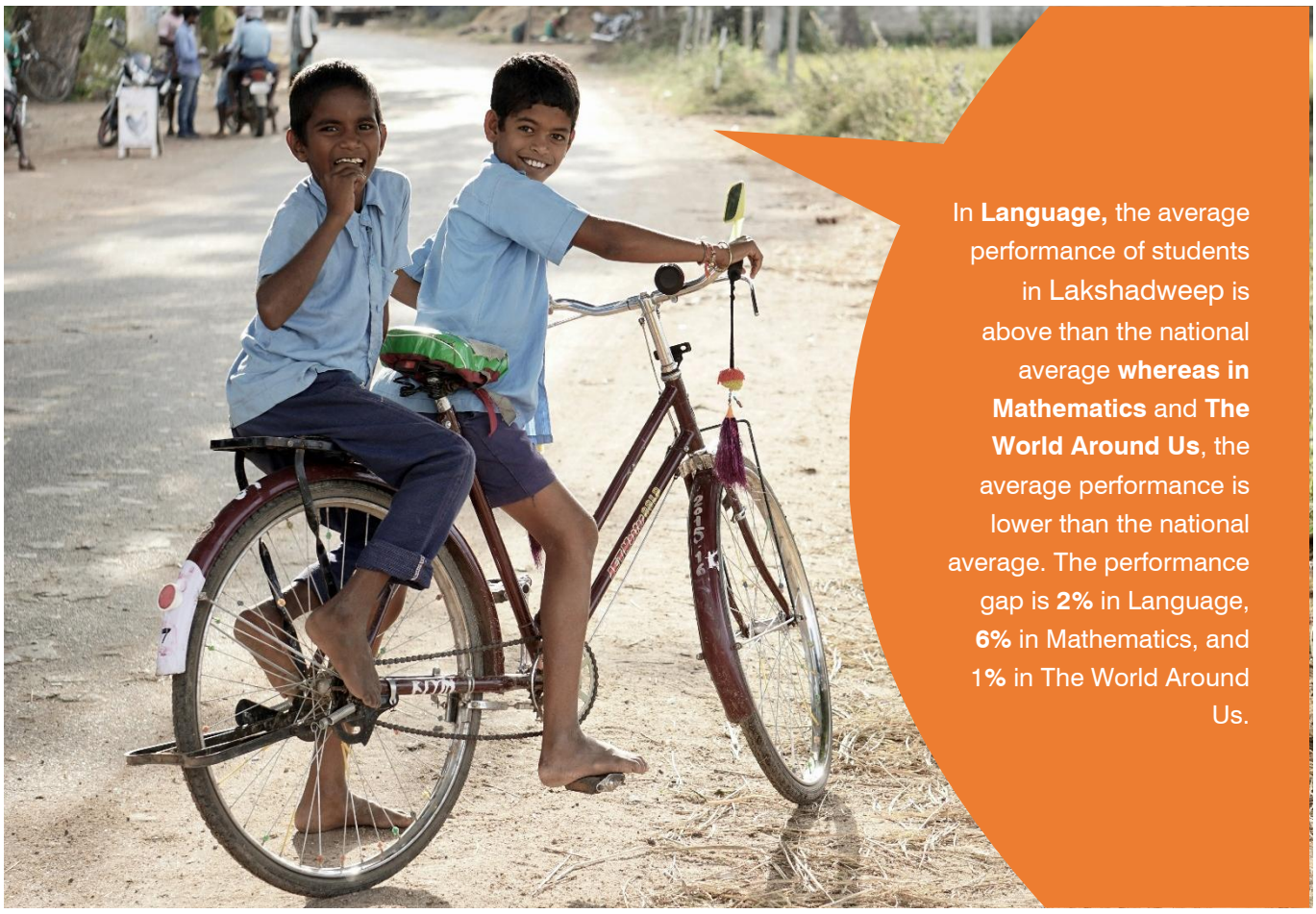
Competency Code	Competency Description	UT	National
C-9.7	Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing Vocabulary	56%	67%
C-10.5	Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own	50%	60%
C-10.7	Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material	45%	61%

Mathematics

Competency Code	Competency Description	UT	National
C-8.1	Sorts objects into groups and sub-groups based on more than one property	66%	68%
C-8.2	Identifies and extends simple patterns in their surroundings, shapes, and numbers	71%	69%
C-8.4	Arranges numbers up to 99 in ascending and descending order	54%	55%
C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	55%	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	41%	58%
C-8.7	Recognises multiplication as repeated addition and division as equal sharing	30%	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	30%	50%
C-8.9	Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	60%	62%
C-8.10	Performs simple measurements of time in minutes, hours, day, weeks, and months	43%	61%
C-8.11	Performs simple transactions using money up to INR 100	31%	50%
C-8.12	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	30%	55%
C-8.13	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	42%	55%

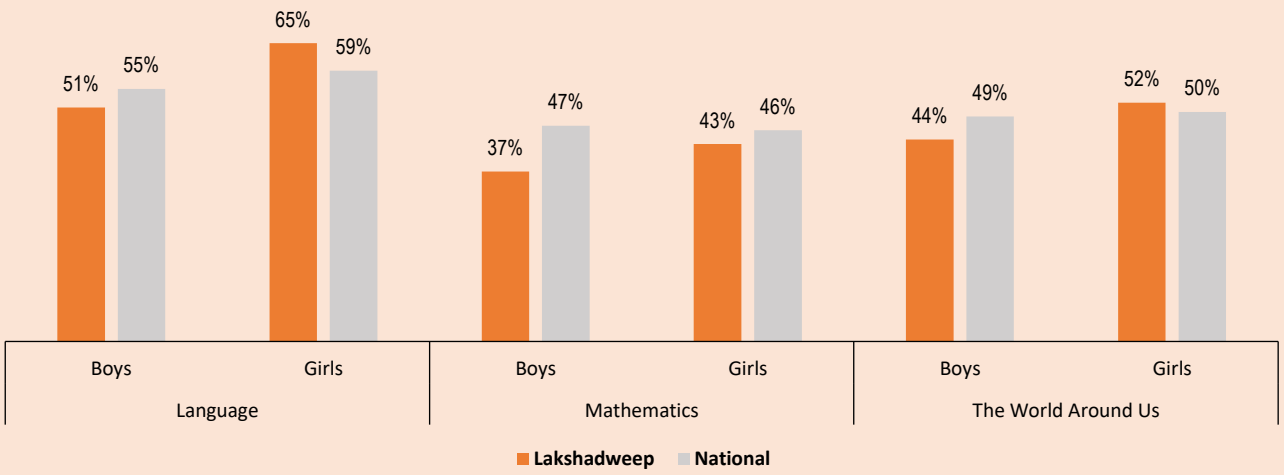
Assessing Preparatory Stage Competencies (Grade 6)





In **Language,** the average performance of students in Lakshadweep is above than the national average **whereas in Mathematics** and **The World Around Us**, the average performance is lower than the national average. The performance gap is **2%** in Language, **6%** in Mathematics, and **1%** in The World Around Us.

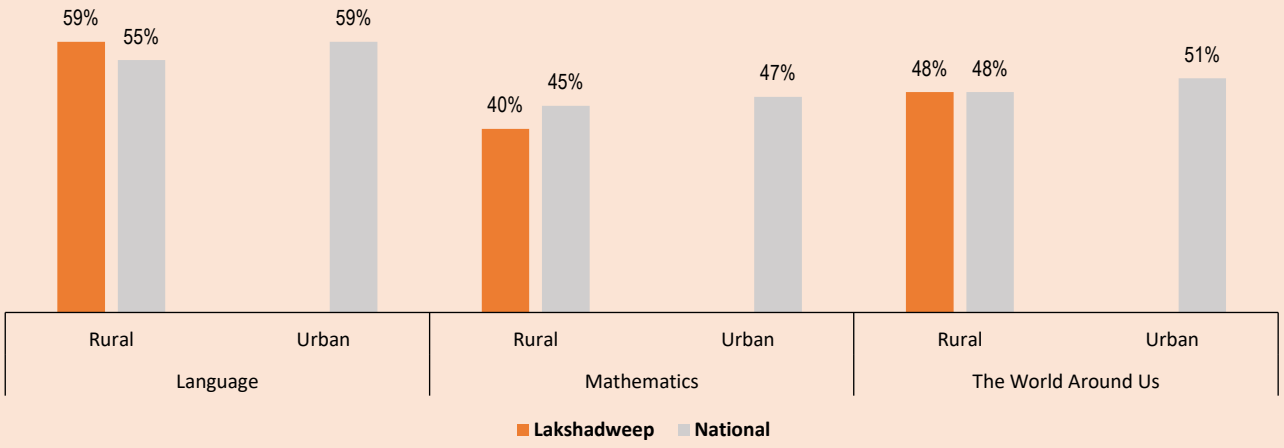
Performance by Gender



Key highlights

- In Language, boys scored 4% lower and girls 6% higher than the national average.
- In Mathematics, boys scored 10% lower and girls 3% lower than the national average.
- In The World Around Us, boys scored 5% lower, while girls scored 2% higher compared to the national average.

Performance by Location

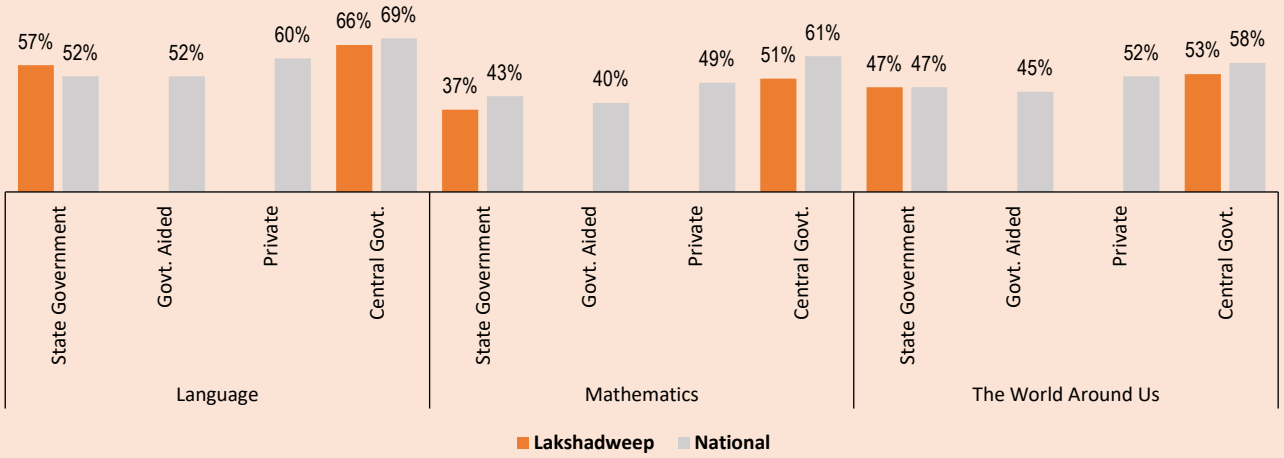


Key highlights

- In rural schools, students scored 4% above in Language and 5% below in Mathematics than the national average. Students' scores were at par with the national average in The World Around Us.
- The sampled schools did not include any urban school; hence no performance data is available for this category.

*The mean difference has not been represented statistically

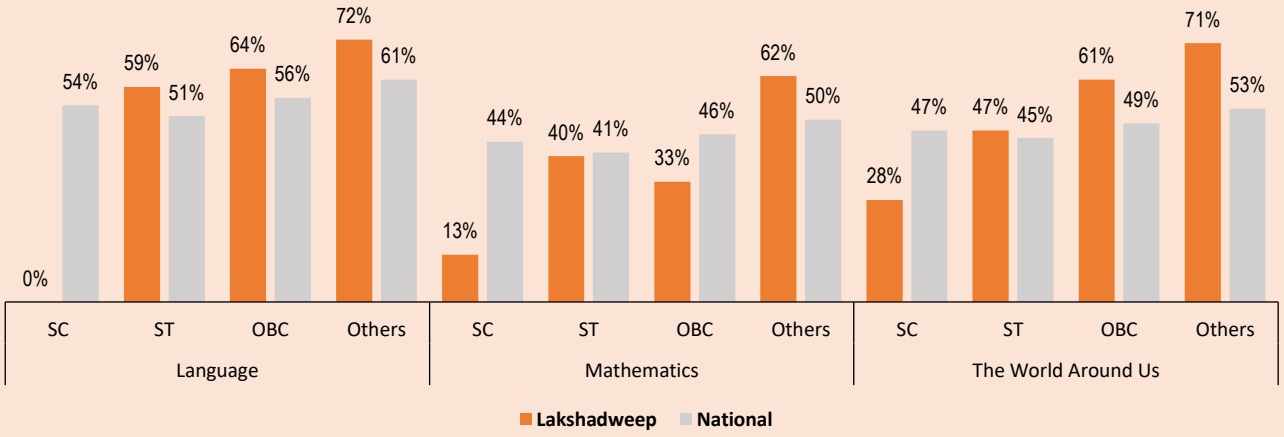
Performance by School Management Type



Key highlights

- In State Government schools, 5% higher in Language and 6% lower in Mathematics than the national average, whereas students' performance was at par with the national average in The World Around Us.
- The sampled schools did not include any Govt. Aided school; hence no performance data is available for this category.
- The sampled schools did not include any Private school; hence no performance data is available for this category.
- In Central Government schools, students scored 3% lower in Language, 10% lower in Mathematics, and 5% lower in The World Around Us than the national average.

Performance by Social Group



Key highlights

- Among SC students, scores were 31% lower in Mathematics and 19% lower in The World Around Us than the national average. The scores for languages were not available.
- Among ST students, scores were 8% higher in Language, 1% lower in Mathematics and 2% higher in The World Around Us than the national average.
- Among OBC students, scores were 8% higher in Language, 13% lower in Mathematics, and 12% higher in The World Around Us than the national average.
- Among students from other social groups, scores were 11% higher in Language, 12% higher in Mathematics, and 18% higher in The World Around Us than the national average.

*The mean difference has not been represented statistically

Competency-wise Performance (Grade 6)

The tables below show the average percentage of correctly answered questions related to each competency in the UT, compared to the national average. For example, in competency C-2.1 (Language, Grade 6) in Lakshadweep, the UT average of 58% represents the proportion of correctly answered questions, while the national average for same competency was 56%.

Language

Competency Code	Competency Description	UT	National
C-2.1	Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts	58%	56%
C-2.2	Understands main ideas and draws essential conclusions from the material read	59%	58%

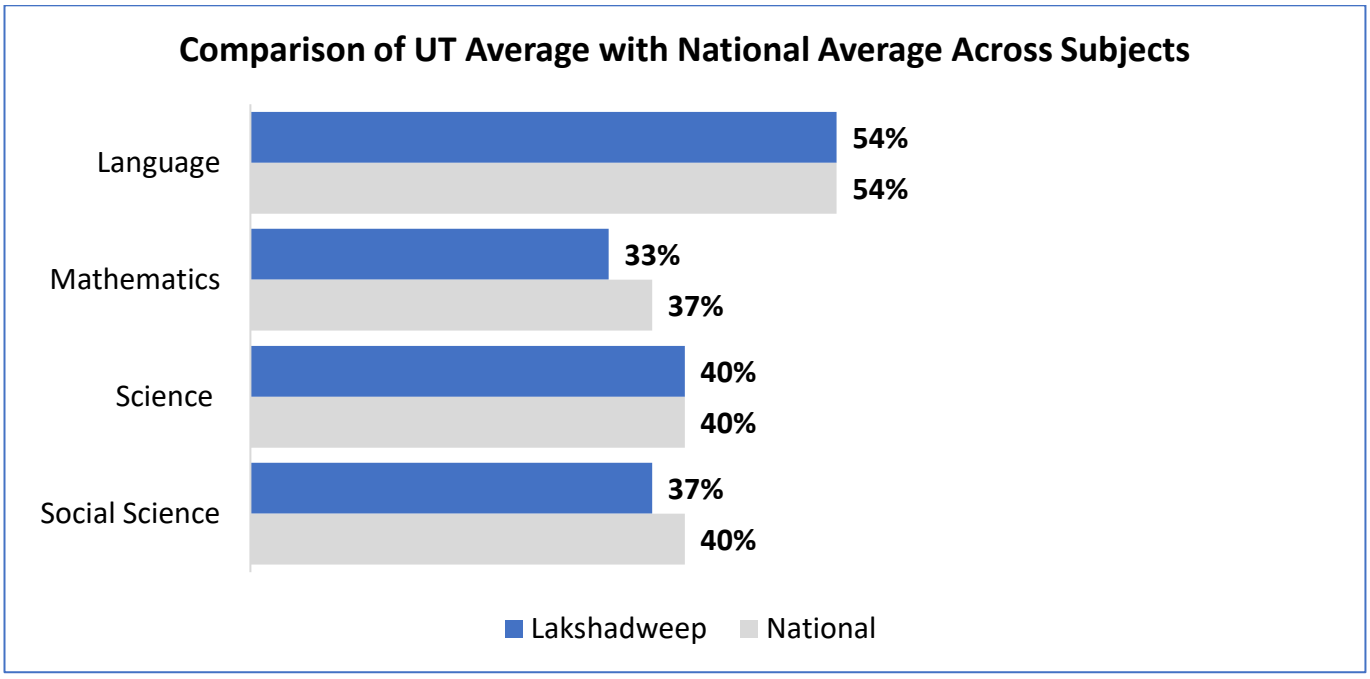
Mathematics

Competency Code	Competency Description	UT	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%	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	20%	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	38%	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.	48%	49%
C-2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (Najri Naksha)	37%	41%
C-2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	50%	48%
C-3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	22%	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	35%	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)	33%	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	39%	49%

The World Around Us

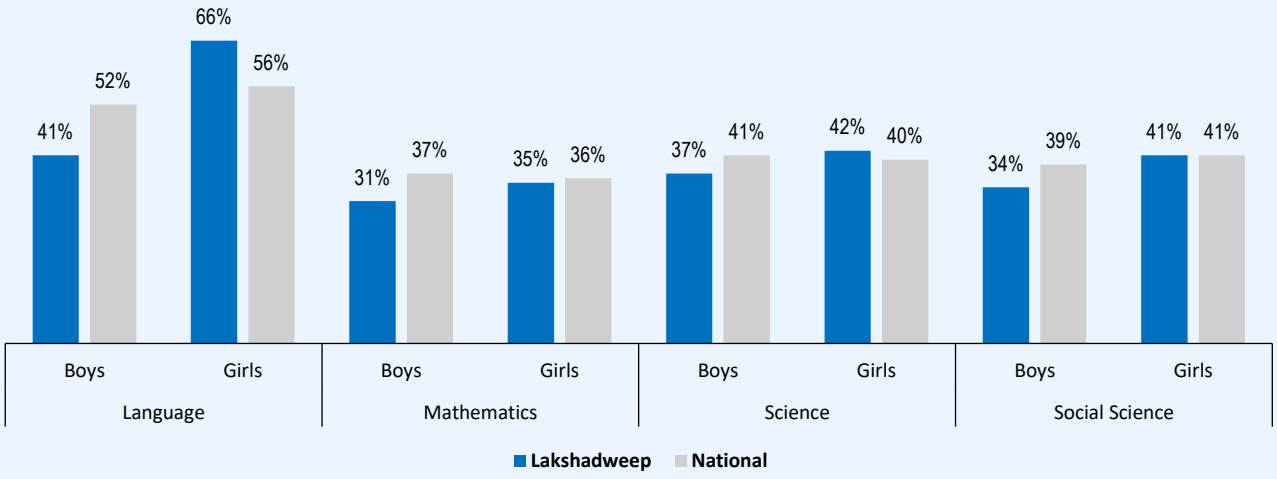
Competency Code	Competency Description	UT	National
C-1.1	Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment	43%	44%
C-1.3	Asks questions 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	35%	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	53%	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)	53%	51%
C-2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)	40%	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%	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	40%	45%
C-4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)	58%	54%
C-4.3	Describes usage of natural resources in their immediate environment	43%	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)	47%	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	49%	46%

Assessing Middle Stage Competencies (Grade 9)



In **Language, and Science,** the average performance of students in **Lakshadweep** is at par the national average, whereas in **Mathematics and Social Science**, the average performance is lower than the national average. The performance gap is **4%** in Mathematics, and **3%** in Social Science.

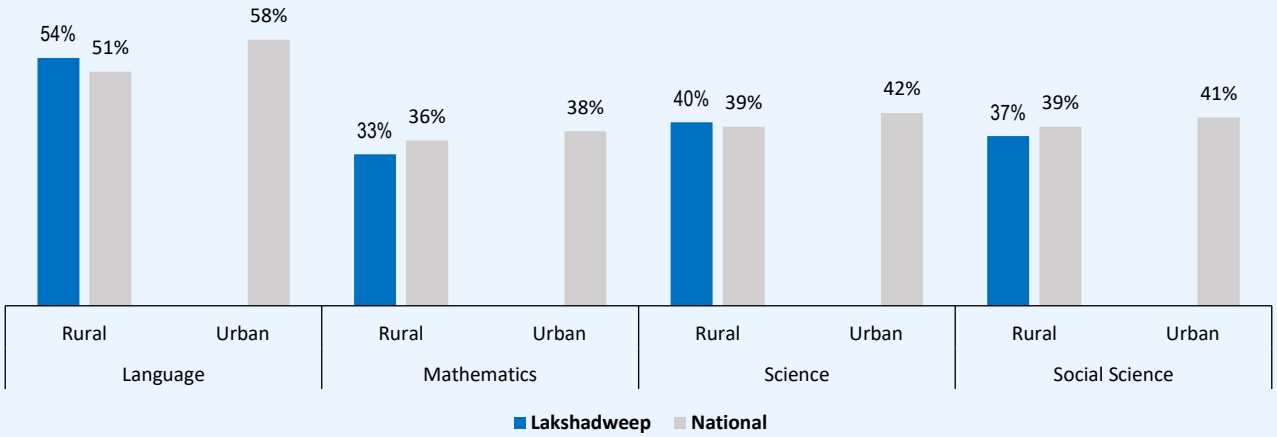
Performance by Gender



Key highlights

- In Language, boys scored 11% lower and girls 10% higher than the national average
- In Mathematics, boys scored 6% lower and girls 1% lower than the national average.
- In Science, boys scored 4% lower and girls 2% higher than the national average.
- In Social Science, both boys scored 5% lower than the national average. Girls' performance was at par with the national average.

Performance by Location

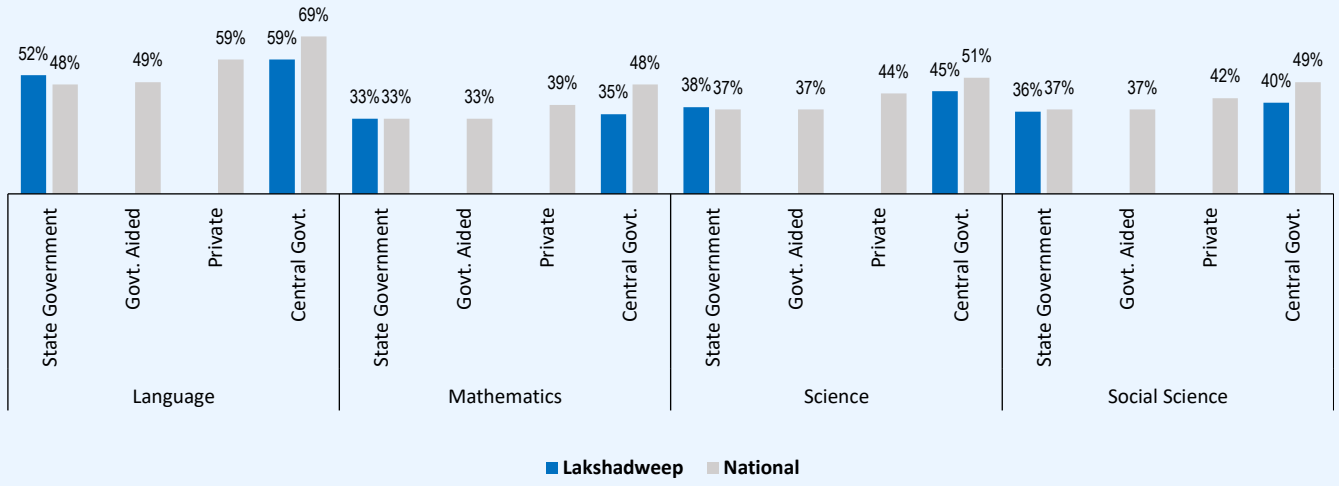


Key highlights

- In rural schools, students scored 3% higher in Language, 3% lower in Mathematics, 1% higher in Science, and 2% lower in Social Science than the national average.
- The sampled schools did not include any urban school; hence no performance data is available for this category.

*The mean difference has not been represented statistically

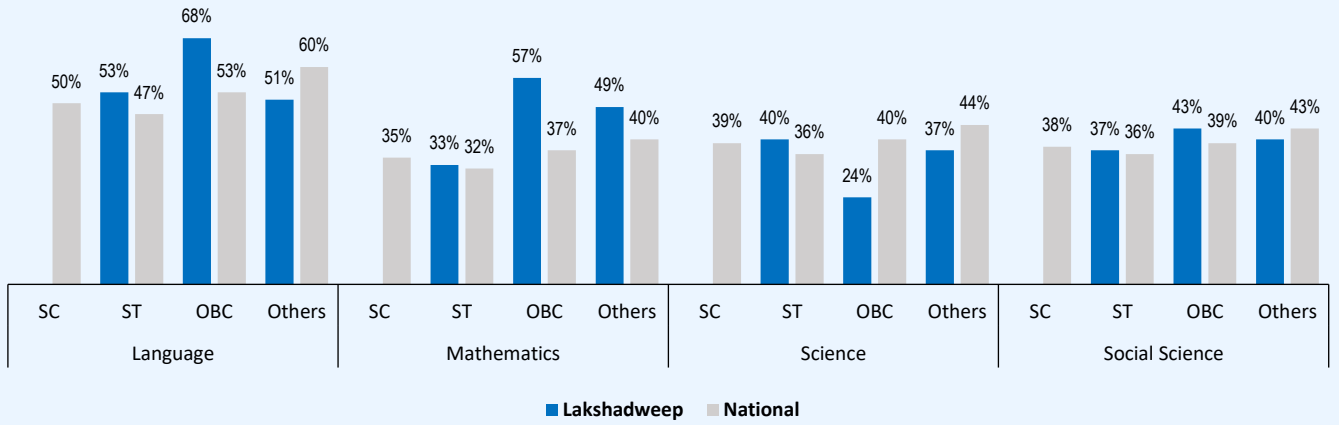
Performance by School Management Type



Key highlights

- In State Government schools, students scored 4% higher in Language, 1% higher in Science and 1% lower in Social Science whereas in Mathematics, score was at par than the national average.
- The sampled schools did not include any Govt. Aided school; hence no performance data is available for this category.
- The sampled schools did not include any Private school; hence no performance data is available for this category.
- In Central Government schools, students scored 10% lower in Language, 13% lower in Mathematics, 6% lower in Science and 9% lower in Social Science than the national average.

Performance by Social Group



Key highlights

- The sampled schools did not include SC students; hence no performance data is available for this category.
- Among ST students, scores were 6% higher in Language, 1% higher in Mathematics and Social Science, and 4% higher in Science compared to the national average.
- Among OBC students, scores were 15% higher in Language, 20% higher in Mathematics, 16% lower in Science and 4% higher in Social Science compared to the national average.
- Among students from other social groups, scores were 9% lower in Language, 9% higher in Mathematics, 7% lower in Science, and 3% lower in Social Science than the national average.

*The mean difference has not been represented statistically

Competency-wise Performance (Grade 9)

The tables below show the average percentage of correctly answered questions related to each competency in the UT, compared to the national average. For example, in competency C-1.1 (Language, Grade 9) in Lakshadweep, the UT average of 65% represents the proportion of correctly answered questions, while the national average for same competency was 54%.

Language

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

Mathematics

Competency Code	Competency Description	UT	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	37%	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%	31%
C-1.5	Explores the idea of percentage and applies it to solve problems	23%	28%
C-1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations	24%	31%
C-2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable	42%	44%
C-2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations	32%	38%
C-2.5	Develops own methods to solve puzzles and problems using algebraic thinking	39%	37%
C-3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems	35%	37%
C-3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles	34%	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%	39%
C-5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median	40%	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	20%	29%

Science

Competency Code	Competency Description	UT	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	32%	36%
C-1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes	33%	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)	33%	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	40%	41%
C-2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity	32%	33%
C-2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)	33%	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)	48%	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)	54%	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	37%	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%	53%
C-4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being	38%	37%
C-7.3	Represents real world events and relationships through diagrams and simple mathematical representations	46%	38%

Social Science

Competency Code	Competency Description	UT	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	31%	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	61%	53%
C-2.1	Explains and analyses major changes in the past and their impact on society	33%	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	30%	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	31%	36%
C-4.2	Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general	39%	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	30%	33%
C-6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies	31%	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	48%	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)	34%	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	38%	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	36%	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	46%	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	33%	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	38%	50%

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.

1. **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 in Lakshadweep 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 in the UT 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 UT.

2. 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.**

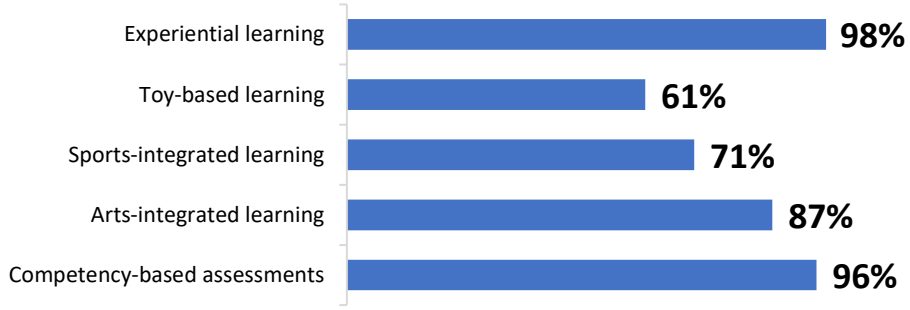
Many schools are using innovative assessment strategies to enhance student learning and engagement, where peer assessment, self-assessment, and portfolio-based assessment are used more. While project-based assessments are also employed, they are utilized to a somewhat lesser extent than the other approaches. To further enhance the learning experience, schools should aim to integrate project work more consistently alongside peer and self-assessment methods.

3. 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.

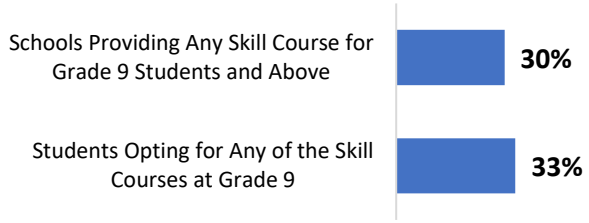
A **50% benchmark** is used to identify gaps in adoption. Any pedagogical approach where less than **50%** of teachers reported using it at least 'Sometimes' is considered an area needing **targeted interventions.**



Experiential learning and competency-based assessments are used widely into classroom practices, fostering hands-on engagement. Additionally, arts-integrated and sports-integrated learning are being used. However, toy-based learning is still less commonly employed compared to the other teaching strategies. To maximize the impact of these approaches, schools should encourage teachers to explore and experiment with a wider range of pedagogical methods, including toy-based learning, to foster holistic student development.

4. 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 table shows the percentage of schools that provide skill courses for students Grades 9 and above, and students who have opted for skill 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 skill 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**.

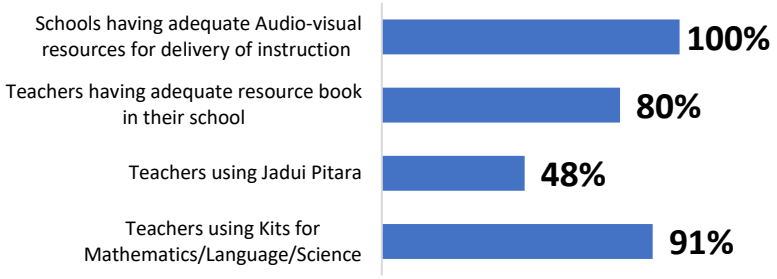
The provision of skill education for students in Grade 9 and above is somewhat restricted, with only a few students choosing to enroll in skill-based courses. To enhance employability, schools should prioritize expanding the range of skill-based courses offered and ensure that all students are made aware of the benefits. Furthermore, providing career guidance and counselling services will help students make informed choices about their future careers.

5. 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.

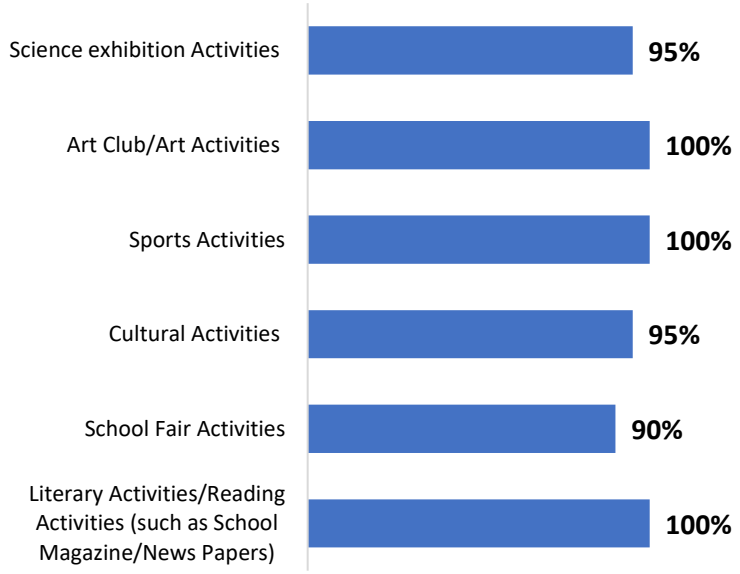


It is evident that schools are putting efforts to provide a range of teaching resources to support effective learning. All schools are equipped with essential teaching materials, including audio-visual resources. Additionally, most schools provide subject-specific kits and resource books, offering valuable support to educators in their teaching practices. Despite these resources, fewer than half of the teachers actively incorporate Jadui Pitara into their classrooms. Schools should actively promote the use of Jadui Pitara by offering targeted training for teachers, enabling them to take its benefits and create a more dynamic learning environment.

6. 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.

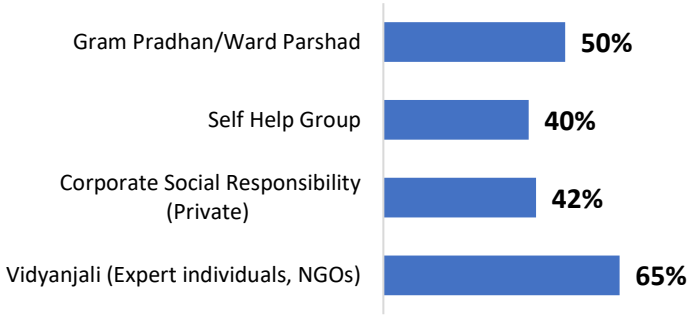
A **50% benchmark** is used to identify gaps in availability. Any experiential learning opportunity where less than **50%** of schools reported its availability as 'Yes' is considered an area needing **targeted interventions.**



Schools offer a broad range of activities to enhance students' overall development. Art, sports, and literary activities are provided in all schools. Moreover, most schools also organize cultural events, science exhibitions, and school fairs to further enrich the learning experience. Schools should encourage teachers to integrate these activities into the regular curriculum and provide adequate resources and support to ensure that all students can fully participate in these enriching experiences.

7. 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.



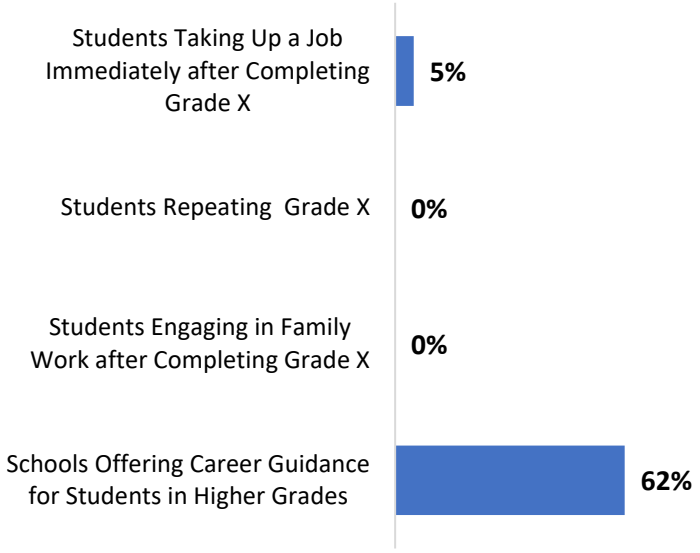
A **50% benchmark** is used to identify gaps in participation of the community.

The involvement of the community in schools is largely done by initiatives like Vidyanjali and local governing bodies such as the Gram Pradhan. Additionally, private sector corporate social responsibility efforts and self-help groups contribute to some extent in promoting this participation. Schools should enhance their outreach efforts by creating more inclusive platforms that allow for greater participation from all community members, ensuring a more collaborative approach to education.

8. Students Outside the Educational System

Students exit the education system after Grade 10 because of different reasons like taking up a job, doing a skill course, 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.

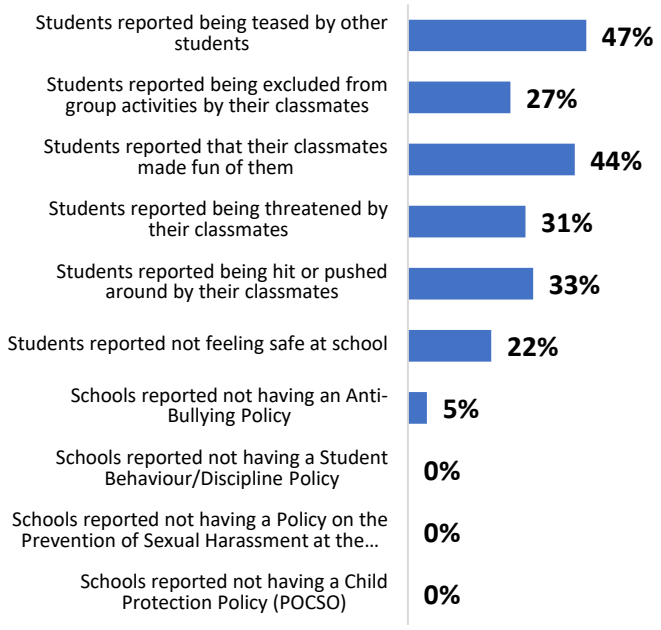


Upon finishing Grade X, some students appear to exit the formal education system to seek employment. Over half of the schools provide career guidance in the upper grades. Schools should expand career counselling programs and make them accessible to all students, helping them make informed decisions about their future and offering guidance on alternative education and career pathways.

9. 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.

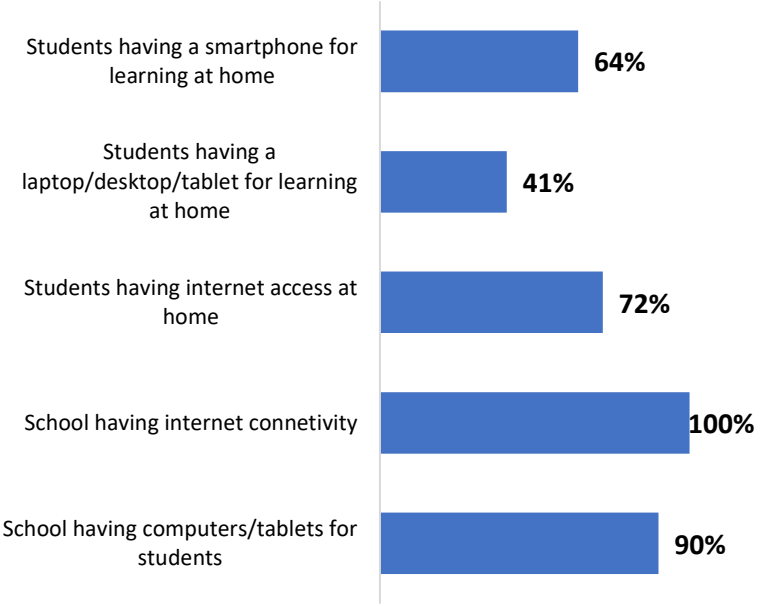
School leaders and/or policymakers must provide special attention to the situations/cases where the proportion reported in the graph is **higher than 50%**.



Bullying continues to pose a serious challenge within many educational environments. Students frequently endure harmful experiences such as being ridiculed, teased, physically harassed, threatened by their peers, excluded from group activities, and left feeling unsafe. Also, some schools still lack a comprehensive and clearly defined policy to prevent and manage bullying. It is essential for schools to implement robust anti-bullying policies and promote a culture of empathy, inclusion, and safety.

10. Use/Availability of Technology for Better Learning

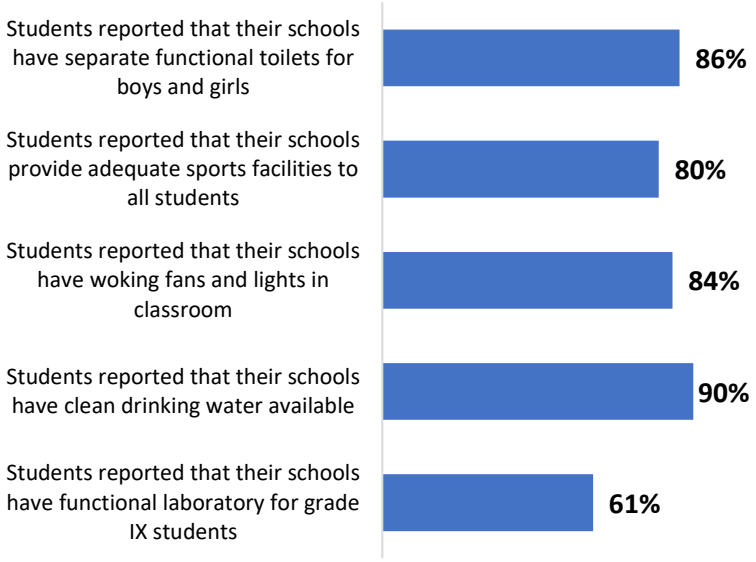
In the last few decades, access to technology has become imperative for effective learning. The graph below illustrates the access to technology and digital devices at school and home. Instances where access is below **50%** need targeted interventions.



All schools are equipped with internet connectivity, and most provide students with access to digital devices such as computers or tablets. At home, many students have internet access and use smartphones. However, fewer than half have access to a laptop, desktop, or tablet. This digital divide highlights a gap in access to essential learning tools beyond the classroom. To support digital learning, schools and communities should explore initiatives that provide students with personal access to essential devices at home.

11. Essential School Facilities

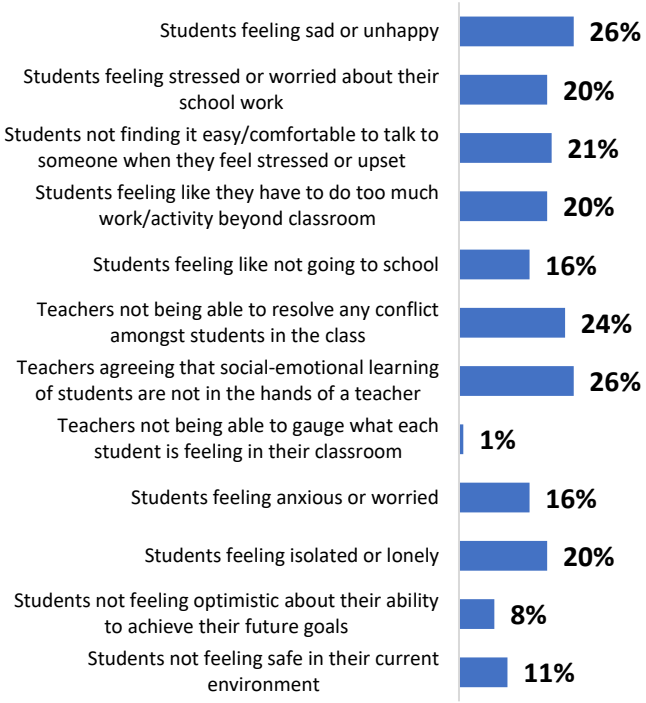
School facilities play an important role in the teaching-learning process. The graph below illustrates the availability of essential school facilities like sports facilities, drinking water, functional fans and lights, science lab, and separate functional toilets. Instances where availability is below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



Many students reported the presence of essential facilities in their schools, such as access to clean drinking water, separate and operational toilets for boys and girls, well-functioning fans and lighting in classrooms, and adequate sports infrastructure. Furthermore, over half of the students reported that functional science laboratories are available for Grade IX. To enhance the learning environment, efforts should be made to ensure these facilities are regularly maintained and upgraded across all schools.

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**.

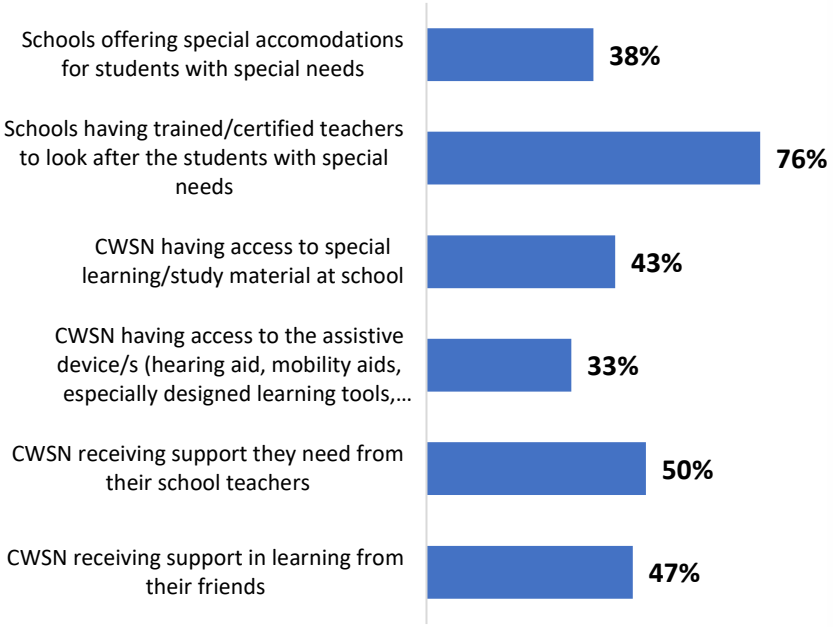


Some students struggle with issues such as feelings of sadness, difficulty reaching out when stressed or upset, anxiety surrounding schoolwork, external pressures, and a lack of motivation to attend school. Some students also experience isolation, anxiety, a sense of insecurity, and a dim view of their future prospects. Teachers also struggle to address the social-emotional needs of their students, are unable to mediate conflicts effectively, or fail to recognize the emotional struggles occurring within the classroom. Schools should consider implementing dedicated counselling services to help students cope with emotional challenges and provide teachers with tools to identify and support students' mental health.

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.



Less than half of the schools provide specialized learning materials for Children with Special Needs (CWSN), and some are equipped with assistive devices. Some schools even offer accommodations to ensure CWSN students can fully engage in their education. Additionally, most of the schools employ trained or certified teachers to support these students. However, fewer than half of the students receive adequate support from peers or teachers. Schools must prioritize ongoing training for teachers and staff to improve their ability to support CWSN students, helping to create a more inclusive and supportive learning environment.

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	%
Teachers Participating in Professional Development Programmes in the Last 12 months	**37%**
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	**47%**
Teachers Participating in the ICT related training during the last 12 months	**25%**
School principals/head teachers undergone training on NEP2020/NCF-FS2022/NCF-SE2023/HPC	**80%**
School principals/head teachers undergone school leadership training programme organized by NIEPA or state government	**44%**
Schools organized teacher training session/workshop on Stress Management in the past two academic years	**52%**
Schools organized teacher training session/workshop on Managing emotions/Emotional Intelligence in the past two academic years	**43%**
Schools organized teacher training session/workshop on Mental Health awareness in the past two academic years	**67%**
Schools organized any teacher training session/workshop on Behavioural Management in a classroom in the past two academic years	**76%**
Schools organized teacher training session/workshop on Managing and understanding Adolescent behaviour in the past two academic years	**71%**
Schools organized teacher training session/workshop for parents around 'understanding their children better/managing their behaviour'	**90%**
Schools offering any regular Professional Development sessions for teaching staff in the past two academic years	**76%**

Most principals have received training on NEP2020, though fewer than half have completed specialized school leadership training. In addition, schools are actively organizing workshops and sessions for both parents and teachers on key topics such as managing adolescent behaviour, behavioural management, mental health, stress management, and emotional regulation. Despite these efforts, teacher participation in professional development programs and activities remains limited. Schools may introduce consistent and well-structured professional development programs for teachers, focusing on hands-on skills and fostering a collaborative learning environment.