

TLPS 2025 DATA TABLES
ASSAM

Chapter - 3: Classroom Learning Environment

Practice 1- Teacher asks questions to individual children.									
Class	Least effective		Partially effective		Effective		Most effective		Total
	N	%	N	%	N	%	N	%	N
G1	11	22%	19	37%	17	33%	4	8%	51
G2	13	27%	20	41%	12	24%	4	8%	49
Total	24	24%	39	39%	29	29%	8	8%	100
Practice 2- Teacher gives time to children to respond when asking individual children									
Class	Least effective		Partially effective		Effective		Most effective		Total
	N	%	N	%	N	%	N	%	N
G1	21	41%	14	27%	14	27%	2	4%	51
G2	24	49%	13	27%	11	22%	1	2%	49
Total	45	45%	27	27%	25	25%	3	3%	100
Practice 3- Children feel confident and express freely with the teacher and each other									
Class	Least effective		Partially effective		Effective		Most effective		Total
	N	%	N	%	N	%	N	%	N
G1	8	16%	21	41%	20	39%	2	4%	51
G2	4	8%	24	49%	18	37%	3	6%	49
Total	12	12%	45	45%	38	38%	5	5%	100
Practice 4- Teacher accepts the use of home language by children and uses it in teaching									
Class	Least effective		Partially effective		Effective		Most effective		Total
	N	%	N	%	N	%	N	%	N
G1	30	59%	12	24%	8	16%	1	2%	51
G2	34	69%	10	20%	5	10%		0%	49
Total	64	64%	22	22%	13	13%	1	1%	100

RM.Q.11. Are print rich materials displayed on the walls of the classroom?							
Class	No	Some	Yes	Grand Total			
G1	29	14	6	49			
G2	29	16	6	51			
Grand Total	58	30	12	100			
	58%	30%	12%	100%			
RM.Q.12. Language OR Math related print rich material in the classroom at children’s eye level							
Class	No	Some	Yes	Grand Total			
G1	5	11	4	20			
G2	13	8	1	22			
Grand Total	18	19	5	42			
*Blanks added to 'No'	18%	19%	5%	42%			
SA.Q.2.A. Select seating arrangement: the dot is teacher							
Class	C or U	Circle	Row and Column	Table and few Chairs	Mix of Mat and Bench	Others	Grand Total
G1	3		43			3	49
G2	1		45			5	51
Grand Total	4		88			8	100
	4%	0%	88%	0%	0%	8%	100%

Chapter 4: Lesson planning and Delivery Data

Practice 1- Teacher provides clear instructions before, during and after the activity									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N
G1	16	31%	26	51%	9	18%		0%	51
G2	20	41%	21	43%	8	16%		0%	49
Total	36	36%	47	47%	17	17%		0%	100
Practice 2- Teacher observes and monitors independent and group activities of children									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N
G1	18	35%	13	25%	16	31%	4	8%	51
G2	20	41%	17	35%	8	16%	4	8%	49
Total	38	38%	30	30%	24	24%	8	8%	100
Practice 3- Teacher gives feedback/support on the written work done by children									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N
G1	19	37%	11	22%	19	37%	2	4%	51
G2	20	41%	17	35%	10	20%	2	4%	49
Total	39	39%	28	28%	29	29%	4	4%	100
Practice 4- Teacher uses questions, prompts or other strategies to check children's understanding									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N
G1	13	25%	32	63%	5	10%	1	2%	51
G2	19	39%	27	55%	3	6%		0%	49
Total	32	32%	59	59%	8	8%	1	1%	100

Practice 5- Teacher employs differentiated instructions or support for children at different levels										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	32	63%	17	33%	2	4%		0%	51	51%
G2	30	61%	18	37%	1	2%		0%	49	49%
Total	62	62%	35	35%	3	3%		0%	100	100%

Practice 6- In a multi-grade situation, the teacher engages both the grades in meaningful learning										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	2	6%	26	81%	3	9%	1	3%	32	62%
G2	1	5%	14	70%	4	20%	1	5%	20	38%
Total	3	6%	40	77%	7	13%	2	4%	52	100%

Chapter 5: Language Teaching Practices

Practice 1- Teacher relates the discussion/theme to children's prior & contextual knowledge and experiences										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	1	5%	16	84%	2	11%		0%	19	54%
G2	6	38%	10	63%		0%		0%	16	46%
Total	7	20%	26	74%	2	6%		0%	35	100%

Practice 2- Teacher asks open-ended questions during language instruction, oral language sessions or reading lessons										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	10	53%	6	32%	2	11%	1	5%	19	54%
G2	11	69%	4	25%	1	6%		0%	16	46%
Total	21	60%	10	29%	3	9%	1	2%	35	100%
Practice 3- Teacher uses a variety of activities to help children develop sound-symbol association or blending										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	3	12%	11	44%	8	32%	3	12%	25	78%
G2	2	29%	5	71%		0%		0%	7	22%
Total	5	16%	16	50%	8	25%	3	9%	32	100%
Practice 4- When the teacher reads aloud, she/he helps in comprehension of the text										
Class	Least Effective		Partially Effective		Effective		Most Effective		Total	
	N	%	N	%	N	%	N	%	N	%
G1	5	24%	14	67%	2	10%		0%	21	55%
G2	1	6%	15	88%	1	6%		0%	17	45%
Total	6	16%	29	76%	3	8%		0%	38	100%

Practice 5- Children were reading themselves/given opportunities to practice reading											
Class	Least Effective		Partially Effective		Effective		Most Effective		Total		
	N	%	N	%	N	%	N	%	N	%	
G1	13	62%	5	24%	1	5%	2	10%	21	55%	
G2	5	29%	6	35%	3	18%	3	18%	17	45%	
Total	18	47%	11	29%	4	11%	5	13%	38	100%	

Practice 6- Teacher gives specific prompts to children writing in their own words											
Class	Least Effective		Partially Effective		Effective		Most Effective		Total		
	N	%	N	%	N	%	N	%	N	%	
G1	12	80%	3	20%		0%		0%	15	54%	
G2	9	69%	3	23%	1	8%		0%	13	46%	
Total	21	75%	6	21%	1	4%		0%	28	100%	

Chapter 6: Mathematics Teaching Practices

Practice 1- Teacher uses appropriate TLMs/manipulatives to explain the mathematical concepts and processes											
Class	Least Effective		Partially Effective		Effective		Most Effective		Total		
	N	%	N	%	N	%	N	%	N	%	
G1	1	6%	9	53%	6	35%	1	6%	17	37%	
G2	6	21%	18	62%	3	10%	2	7%	29	63%	
Total	7	15%	27	58%	9	20%	3	7%	46	100%	

Practice 2- Children use TLMs/manipulatives to understand the mathematical concepts and processes									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N %
G1	4	24%	3	18%	7	41%	3	18%	17 37%
G2	11	38%	9	31%	8	28%	1	3%	29 63%
Total	15	32%	12	26%	15	33%	4	9%	46 100%
Practice 3- Teacher uses examples from children's life to explain mathematical concept and processes									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N %
G1	12	71%	3	18%	2	12%		0%	17 37%
G2	17	59%	9	31%	3	10%		0%	29 63%
Total	29	63%	12	26%	5	11%		0%	46 100%
Practice 4- Teacher asks 'why and how' questions to deepen mathematical thinking of the children while teaching math concept or process									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N %
G1	16	94%		0%	1	6%		0%	17 37%
G2	25	86%	4	14%		0%		0%	29 63%
Total	41	89%	4	9%	1	2%		0%	46 100%
Practice 5- Children are given independent math tasks for practice									
Class	Least Effective		Partially Effective		Effective		Most Effective		Total
	N	%	N	%	N	%	N	%	N %
G1	5	29%	2	12%	6	35%	4	24%	17 37%
G2	7	24%	7	24%	11	38%	4	14%	29 63%
Total	12	26%	9	20%	17	37%	8	17%	46 100%

Chapter 7: Time Distribution on Teaching and Learning Tasks

Sr. no.	Children Activity	%
1	Listening/looking at the teacher/another child(ren)	7%
2	Choral repetition or choral response	11%
3	Copying from blackboard/textbook/peer	23%
4	Peer learning/working in small groups	4%
5	Doing a class work/assignment/test/workbook task	10%
6	Getting notebook/work checked	1%
7	Asking questions to the teacher or responding to teacher's question.	3%
8	Transition activity	4%
9	No meaningful activity or off task	37%
Reference Table Revised Teacher Code		
TEACHER CENTRIC ACTIVITY		%
1	Teaching a topic by writing on blackboard	11%
2	Explaining the concept/topic to children orally or by using TLM	13%
3	Instructing children to engage in the classroom activities	4%
4	Giving homework/assignment/test/dictation or any other tasks	5%
5	Correcting homework or test papers or class work	4%
6	Teacher asking questions to whole class or individual child(ren).	14%
7	Reading from a textbook or workbook or other material	5%
	Total	56%
STUDENT CENTRIC/SUPPORTIVE ACTIVITY		
1	Supervising group work or children's individual work	10%
2	Replying to question/providing clarifications and giving feedback	2%
3	Conversation with children without lesson's context	1%
4	Encouraging and motivating students to become involved learner	0%
	Total	13%
CLASSROOM MANAGEMENT		
1	Teacher scolding/reprimanding child/children	1%
2	Class management for teaching-learning—dividing groups, giving instructions like - forming queue, take a break, helping students in transition activity	4%
3	Teacher is looking at the planning for the next topic.	1%
	Total	6%

NON TEACHING TASK		
1	Teacher is not in the class	5%
2	In classroom, but no activity	10%
3	In other class (multigrade) or with another levelled group	9%
4	Using mobile during teaching time or talking with parents/school staff/PRI members.	1%
Total		25%
Teacher Activity		%
	Teacher Centric Activity	56%
	Children Centric/Supportive Activity	13%
	Classroom Management	6%
	Non Teaching Task	25%

Chapter 8: Teacher Perceptions

Question 1: From last few years, there is a lot of focus on improving learning of children at foundational stage. What do you think are the important FLN outcomes for language/math (please ask for the grade and subject you observed)?

Code	N	%
Grade 1 Language		
Converses and asks questions with friends and class teacher about her needs, familiar persons and surroundings.	9	26
Talks about the print available in the classroom, school premises and surroundings.	0	0
Recites rhymes/poems/songs with action.	3	9
Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets.	0	0
Uses sound-symbol correspondence to read new words.	15	44
Reads small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text.	1	3
Develops familiarity with matras in words occurring in familiar contexts (story/poems/ environment print etc.).	1	3
Writes, draws and/or makes things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people.	0	0
Uses sound-symbol correspondence to write words with invented spellings	3	9
Writes 2-3 sentences with understanding.	0	0
Can do dictation work.	0	0
Can copy from the board/book.	1	3
Will learn to listen, speak, read, and write.	6	18
G1_L14	0	0

Grade 1 Mathematics		
Counts objects and develops number sense up to 20.	6	40
Identifies and extends simple patterns in their surroundings, shapes and numbers.	4	27
Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations.	3	20
Observes and describes physical properties of 3D shapes (solid shapes) around her/him like round/flat surfaces, number of corners and edges etc.	1	7
Estimates and verifies length using non-standard, non-uniform units like hand span, footstep, fingers etc and capacity using non-standard uniform units like cup, spoon, mug etc.	1	7
Identifies Indian currency notes and coins up to INR 20.	0	0
Can recognize and write numbers beyond 20.	0	0
Can solve addition and subtraction problems with two-digit numbers.	0	0
Understands place value and can use it.	1	7
Can solve multiplication and division problems.	0	0
Can recite and write multiplication tables.	0	0
Can perform oral/mental math calculations.	0	0

Grade 2 Language		
Converses and talks about the print available in the classroom.	1	5
Engages in conversation to ask questions and listens to others.	7	35
Recites songs/poems.	1	5
Repeats familiar words occurring in stories/poems/print etc.	5	25
Reads and narrates/re-tells the stories from children's literature/textbook.	5	25
Creates meaningful new words from the letters of a given word.	1	5
Reads age-appropriate unknown text of 6 to 8 sentences with simple words with comprehension, clarity and fluency.	3	15
Writes short/simple sentences to express their understanding and expressions.	1	5
Writes 4 to 5 short sentences with legible writing.	1	5
Can memorize and recite question-answers and write them.	2	10
Can do dictation work.	0	0
Can copy from the board/book and write.	0	0
Can recognize and write letters and vowel signs (matras).	3	15
Can recognize and write half letters and conjunct letters.	1	5

Grade 2 Mathematics		
Counts objects and develops number sense up to 99.	15	48
Create new patterns from different shapes and numbers.	0	0
Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.	16	52
Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2,3 and 4x.	2	6
Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.	3	10
Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug, etc. and compares weight using simple balance.	0	0
Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.	0	0
Performs simple transactions using money up to INR 100.	1	3
Has knowledge of numbers from 100 to 1000.	0	0
Can solve multiplication and division problems.	1	3
Can recite and write multiplication tables up to 20.	0	0
Understands place value and can use it.	4	13
Can do oral math/mental calculations.	0	0

Question 2: Based on your experience in this class, out of the outcomes you mentioned, which competencies in language/math in grade 1/2 (refer to the grade and subject we observed) do children find difficult to learn?

Code	N	%
Grade 1 Language		
G1_L1	1	3
G1_L2	0	0
G1_L3	1	3
G1_L4	0	0
G1_L5	20	59
G1_L6	1	3
G1_L7	2	6
G1_L8	2	6
G1_L9	3	9
G1_L10	0	0
G1_L11	0	0
G1_L12	0	0
G1_L13	0	0
G1_L14	0	0

Grade 1 Mathematics		
G1_M1	3	20
G1_M2	1	7
G1_M3	4	27
G1_M4	0	0
G1_M5	0	0
G1_M6	0	0
G1_M7	0	0
G1_M8	0	0
G1_M9	1	7
G1_M10	0	0
G1_M11	0	0
G1_M12	0	0

Grade 2 Language		
G2_L1	1	5
G2_L2	2	10
G2_L3	0	0
G2_L4	1	5
G2_L5	2	10
G2_L6	3	15
G2_L7	1	5
G2_L8	2	10
G2_L9	0	0
G2_L10	0	0
G2_L11	0	0
G2_L12	0	0
G2_L13	7	35
G2_L14	1	5

Grade 2 Mathematics		
G2_M1	13	42
G2_M2	0	0
G2_M3	18	58
G2_M4	0	0
G2_M5	0	0
G2_M6	0	0
G2_M7	0	0
G2_M8	0	0
G2_M9	0	0
G2_M10	3	10
G2_M11	0	0
G2_M12	6	19
G2_M13	0	0

Question 3: What are the assessment methods you follow? How often do you assess the children? Please do not include the centrally-conducted assessments

Code	Activity	Total	%
1	Daily checking of work (notebooks/workbooks)	22	22%
2	Weekly assessments	33	33%
3	Surprise Test/class test	20	20%
4	During children's work/home work	33	33%
5	Fortnightly/Monthly tests	6	6%
6	Do not assess	0	0%
7	Quaterly	0	0%
8	Assess orally	2	2%
88	No Answer/Answer is not relevant	2	2%

Teachers' Awareness of FLN Outcomes	N	%
Teachers who reported No FLN Outcomes	32	32%
Teachers who reported at least 1 FLN Outcomes	25	25%
Teachers who reported at least 2 FLN Outcomes	43	43%
Teachers who reported three or more FLN Outcomes	0	0%

Teachers' in-person attendance of FLN Training	N	%
3 months earlier	76	76%
6-months earlier	13	13%
1-year earlier	8	8%
Happened in 2023 or earlier	2	2%
Do not remember/didn't get the training	0	0%
No Answer/Answer is not relevant	0	0%

Whether Teachers found Academic Support Useful	N	%
Not Useful/No response	46	46%
Occasionally Useful	19	19%
Moderately Useful	13	13%
Very Useful	22	22%

Question 4: Are you able to maintain records of assessment of each child? What are those records of assessment that you maintain?

Code	Activity	Total	%
1	A register	8	8%
2	A tracker in the workbook/teacher guide	5	5%
3	Teacher's diary	3	3%
4	Each child's portfolio	4	4%
5	The answer sheets solved by the children are kept.	0	0%
6	Do not assess/do not keep any record	74	74%
7	Keep record in NIPUN app	0	0%
8	Assess orally	0	0%
88	No Answer/Answer is not relevant	7	7%

Frequency of Academic Support	N	%
No	46	46%
Occasionally and Infrequent	19	19%
Sometimes or regularly	35	35%

Duration of FLN Training	N	%
1 day	1	1%
2 day	0	0%
3 day	65	65%
4 day	1	1%
5 day or more	32	32%
Do not remember/didn't get the training	1	1%

Usefulness of FLN Training	N	%
Not useful	1	1%
Occasionally	31	31%
Moderately useful	5	5%
Very useful	63	63%

Question 5: What do you think could be the reasons for some children not being able to learn well?

Code	Activity	Total	%
0	NA	3	3%
1	Frequent absenteeism	47	47%
2	Unsupportive parents	82	82%
3	Some children cannot learn/slow learner/low IQ level	15	15%
4	Late admission	1	1%
5	To have physical weakness/to have poor health/to be ill.	3	3%
6	Children do not pay attention to studies/Children are not interested.	6	6%
7	Not having understanding of the language/Having a different mother tongue	0	0%
8	Receiving textbooks and workbooks late and in insufficient quantity.	0	0%
9	Shortcoming/ flaw in our teaching process/the number of students in the classroom is too high.	1	1%
10	Came from other states/migration	1	1%
88	No Answer/Answer is not relevant	1	1%

Question 6: How do you support the children who have not learnt yet?

Code	Activity	Total	%
0	NA	3	3%
1	Give them 5 mins/extra time after class	27	27%
2	Give them separate tasks and continue to teach the others/remedial work	45	45%
3	Ask questions based on the learning levels	15	15%
4	Give them additional practice work in the notebook/blackboard	17	17%
5	Call them to the table and explain to them the concept separately	12	12%
6	After each activity, pay special attention to them to explain and give work, to check and reconfirm their understanding	3	3%
7	By seating (them) in groups/pairs/peer group learning	7	7%
8	Through using TLM/smart TV/mobile	3	3%
9	Discuss with parents/encourage the children	11	11%
10	Do not able to support	6	6%
88	No Answer/Answer is not relevant	13	13%

Question 7: Who provides regular academic support to you

Code	Activity	Total	%
1	Academic Resource Person (ARP)/KRP	0	0%
2	Cluster Teacher	0	0%
3	State Resource Group (SRG)/DRG	0	0%
4	BEO/BSA/ABSA/CBEO/ACBEO	5	5%
5	DIET Mentor/DIET faculty/DEEO	1	1%
6	No Support	47	47%
7	Additional Block Resource Coordinator (ABRC)	0	0%
8	Cluster Resource Coordinator (CRC)/CRP	49	49%
9	Block Resource Person (BRP)/BRC/BRT	0	0%
10	PEEO (Panchayat Elementary Education Officer)	0	0%
11	BMC	0	0%
12	Kendra Pramukh	0	0%
13	Shikshan Parishad	0	0%
14	Extension Officer	0	0%
88	No Answer/Answer is not relevant	1	1%

