

TLPS 2025 DATA TABLES
MEGHALAYA

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	12	46%	8	31%	6	23%		0%	26
G2	12	50%	7	29%	5	21%		0%	24
Total	24	48%	15	30%	11	22%		0%	50
									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	13	50%	11	42%	2	8%		0%	26
G2	12	50%	8	33%	3	13%	1	4%	24
Total	25	50%	19	38%	5	10%	1	2%	50
									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	11	42%	14	54%	1	4%		0%	26
G2	10	42%	11	46%	3	13%		0%	24
Total	21	42%	25	50%	4	8%		0%	50
									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		0%	1	100%		0%		0%	1
G2		0%		0%		0%	1	100%	1
Total		0%	1	50%		0%	1	50%	2
									100%

RM.Q.11. Are print rich materials displayed on the walls of the classroom?					
Class	No	Some	Yes	Grand Total	
G1	23	1	3	27	
G2	19	1	3	23	
Grand Total	42	2	6	50	
	84%	4%	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	1	1	2	4	
G2	1	2	1	4	
Grand Total	2	3	3	8	
*Blanks added to 'No'	4%	6%	6%	16%	
SA.Q.2.A. Select seating arrangement: the dot is teacher					
Class	C or U	Row and Column	Mix of Mat and Bench	Others	Grand Total
G1		27			27
G2		23			23
Grand Total		50			50
	0%	100%	0%	0%	

Chapter 4: Lesson Planing 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	10	38%	10	38%	5	19%	1	4%	26	52%
G2	10	42%	13	54%	1	4%		0%	24	48%
Total	20	40%	23	46%	6	12%	1	2%	50	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	14	54%	7	27%	4	15%	1	4%	26	52%
G2	11	46%	7	29%	4	17%	2	8%	24	48%
Total	25	50%	14	28%	8	16%	3	6%	50	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	15	58%	3	12%	6	23%	2	8%	26	52%
G2	8	33%	8	33%	5	21%	3	13%	24	48%
Total	23	46%	11	22%	11	22%	5	10%	50	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	10	38%	13	50%	1	4%	2	8%	26	52%
G2	6	25%	13	54%	4	17%	1	4%	24	48%
Total	16	32%	26	52%	5	10%	3	6%	50	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	17	65%	6	23%	3	12%		0%	26	52%
G2	17	71%	3	13%	3	13%	1	4%	24	48%
Total	34	68%	9	18%	6	12%	1	2%	50	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	12%	12	71%	2	12%	1	6%	17	53%
G2	1	7%	11	73%	2	13%	1	7%	15	47%
Total	3	9%	23	72%	4	13%	2	6%	32	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	4	80%	1	20%		0%		0%	5	50%
G2	2	40%	3	60%		0%		0%	5	50%
Total	6	60%	4	40%		0%		0%	10	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	5	100%		0%		0%		0%	5	50%
G2	5	100%		0%		0%		0%	5	50%
Total	10	100%		0%		0%		0%	10	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		0%	10	100%		0%		0%	10	77%
G2	1	33%	2	67%		0%		0%	3	23%
Total	1	8%	12	92%		0%		0%	13	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	3	50%	3	50%		0%		0%	6	55%
G2	3	60%	2	40%		0%		0%	5	45%
Total	6	55%	5	45%		0%		0%	11	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	5	83%		0%	1	17%		0%	6	55%
G2	4	80%	1	20%		0%		0%	5	45%
Total	9	82%	1	9%	1	9%		0%	11	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	1	100%		0%		0%		0%	1	25%
G2	3	100%		0%		0%		0%	3	75%
Total	4	100%		0%		0%		0%	4	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	9	75%	1	8%		0%	2	17%	12	44%
G2	10	67%	4	27%	1	7%		0%	15	56%
Total	19	70%	5	19%	1	4%	2	7%	27	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	10	83%	1	8%		0%	1	8%	12	44%
G2	13	87%	1	7%		0%	1	7%	15	56%
Total	23	85%	2	7%		0%	2	7%	27	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	10	83%	1	8%	1	8%		0%	12	44%
G2	12	80%	3	20%		0%		0%	15	56%
Total	22	81%	4	15%	1	4%		0%	27	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	12	100%		0%		0%		0%	12	44%
G2	13	87%	2	13%		0%		0%	15	56%
Total	25	93%	2	7%		0%		0%	27	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	9	75%	2	17%		0%	1	8%	12	44%
G2	5	33%	1	7%	2	13%	7	47%	15	56%
Total	14	52%	3	11%	2	7%	8	30%	27	100%

Chapter 7: Time Distribution on Teaching and Learning Tasks

Sr. no.	Children Activity	%
1	Listening/looking at the teacher/another child(ren)	9%
2	Choral repetition or choral response	27%
3	Copying from blackboard/textbook/peer	22%
4	Peer learning/working in small groups	2%
5	Doing a class work/assignment/test/workbook task	9%
6	Getting notebook/work checked	4%
7	Asking questions to the teacher or responding to teacher's question.	3%
8	Transition activity	1%
9	No meaningful activity or off task	23%
Reference Table Revised Teacher Code		
TEACHER CENTRIC ACTIVITY		%
1	Teaching a topic by writing on blackboard	20%
2	Explaining the concept/topic to children orally or by using TLM	14%
3	Instructing children to engage in the classroom activities	2%
4	Giving homework/assignment/test/dictation or any other tasks	11%
5	Correcting homework or test papers or class work	9%
6	Teacher asking questions to whole class or individual child(ren).	14%
7	Reading from a textbook or workbook or other material	14%
	Total	84%
STUDENT CENTRIC/SUPPORTIVE ACTIVITY		
1	Supervising group work or children's individual work	3%
2	Replying to question/providing clarifications and giving feedback	0%
3	Conversation with children without lesson's context	1%
4	Encouraging and motivating students to become involved learner	1%
	Total	5%
CLASSROOM MANAGEMENT		
1	Teacher scolding/reprimanding child/children	2%
2	Class management for teaching-learning—dividing groups, giving instructions like - forming queue, take a break, helping students in transition activity	0%
3	Teacher is looking at the planning for the next topic.	1%
	Total	3%

NON TEACHING TASK		
1	Teacher is not in the class	4%
2	In classroom, but no activity	3%
3	In other class (multigrade) or with another levelled group	1%
4	Using mobile during teaching time or talking with parents/school staff/PRI members.	0%
Total		8%
	Teacher Activity	%
	Teacher Centric Activity	84%
	Children Centric/Supportive Activity	5%
	Classroom Management	3%
	Non Teaching Task	8%

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.	0	0
Talks about the print available in the classroom, school premises and surroundings.	0	0
Recites rhymes/poems/songs with action.	1	7
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.	1	7
Uses sound-symbol correspondence to read new words.	5	36
Reads small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text.	4	29
Develops familiarity with matras in words occurring in familiar contexts (story/poems/ environment print etc.).	2	14
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.	1	7
Uses sound-symbol correspondence to write words with invented spellings	2	14
Writes 2-3 sentences with understanding.	1	7
Can do dictation work.	0	0
Can copy from the board/book.	1	7
Will learn to listen, speak, read, and write.	0	0
G1_L14	0	0

Grade 1 Mathematics		
Counts objects and develops number sense up to 20.	6	55
Identifies and extends simple patterns in their surroundings, shapes and numbers.	0	0
Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations.	7	64
Observes and describes physical properties of 3D shapes (solid shapes) around her/him like round/flat surfaces, number of corners and edges etc.	1	9
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.	0	0
Identifies Indian currency notes and coins up to INR 20.	0	0
Can recognize and write numbers beyond 20.	1	9
Can solve addition and subtraction problems with two-digit numbers.	0	0
Understands place value and can use it.	0	0
Can solve multiplication and division problems.	0	0
Can recite and write multiplication tables.	0	0
Can perform oral/mental math calculations.	1	9

Grade 2 Language		
Converses and talks about the print available in the classroom.	0	0
Engages in conversation to ask questions and listens to others.	1	11
Recites songs/poems.	1	11
Repeats familiar words occurring in stories/poems/print etc.	0	0
Reads and narrates/re-tells the stories from children's literature/textbook.	2	22
Creates meaningful new words from the letters of a given word.	0	0
Reads age-appropriate unknown text of 6 to 8 sentences with simple words with comprehension, clarity and fluency.	1	11
Writes short/simple sentences to express their understanding and expressions.	4	44
Writes 4 to 5 short sentences with legible writing.	0	0
Can memorize and recite question-answers and write them.	0	0
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	33
Can recognize and write half letters and conjunct letters.	0	0

Grade 2 Mathematics		
Counts objects and develops number sense up to 99.	6	38
Create new patterns from different shapes and numbers.	1	6
Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.	8	50
Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2,3 and 4x.	2	13
Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc.	1	6
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.	2	13
Performs simple transactions using money up to INR 100.	0	0
Has knowledge of numbers from 100 to 1000.	1	6
Can solve multiplication and division problems.	2	13
Can recite and write multiplication tables up to 20.	0	0
Understands place value and can use it.	1	6
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	0	0
G1_L2	0	0
G1_L3	0	0
G1_L4	0	0
G1_L5	11	79
G1_L6	5	36
G1_L7	1	7
G1_L8	0	0
G1_L9	2	14
G1_L10	1	7
G1_L11	0	0
G1_L12	0	0
G1_L13	0	0
G1_L14	0	0

Grade 1 Mathematics		
G1_M1	3	27
G1_M2	0	0
G1_M3	4	36
G1_M4	0	0
G1_M5	1	9
G1_M6	0	0
G1_M7	0	0
G1_M8	0	0
G1_M9	0	0
G1_M10	2	18
G1_M11	0	0
G1_M12	0	0

Grade 2 Language		
G2_L1	0	0
G2_L2	0	0
G2_L3	0	0
G2_L4	0	0
G2_L5	0	0
G2_L6	0	0
G2_L7	4	44
G2_L8	0	0
G2_L9	0	0
G2_L10	0	0
G2_L11	0	0
G2_L12	0	0
G2_L13	7	78
G2_L14	0	0

Grade 2 Mathematics		
G2_M1	0	0
G2_M2	0	0
G2_M3	10	63
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	7	44
G2_M11	0	0
G2_M12	1	6
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)	23	46%
2	Weekly assessments	11	22%
3	Surprise Test/class test	4	8%
4	During children's work/home work	18	36%
5	Fortnightly/Monthly tests	13	26%
6	Do not assess	1	2%
7	Quaterly	0	0%
8	Assess orally	0	0%
88	No Answer/Answer is not relevant	0	0%

Teachers' Awareness of FLN Outcomes	N	%
Teachers who reported No FLN Outcomes	11	22%
Teachers who reported at least 1 FLN Outcomes	8	16%
Teachers who reported at least 2 FLN Outcomes	31	62%

Teachers' in-person attendance of FLN Training	N	%
3 months earlier	8	16%
6-months earlier	8	16%
1-year earlier	0	0%
Happened in 2023 or earlier	0	0%
Do not remember/didn't get the training	34	68%
No Answer/Answer is not relevant	0	0%

Whether Teachers found Academic Support Useful	N	%
Not Useful/No response	18	36%
Occasionally Useful	13	26%
Moderately Useful	5	10%
Very Useful	14	28%

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	4	8%
2	A tracker in the workbook/teacher guide	4	8%
3	Teacher's diary	2	4%
4	Each child's portfolio	23	46%
5	The answer sheets solved by the children are kept.	1	2%
6	Do not assess/do not keep any record	18	36%
7	Keep record in NIPUN app	0	0%
8	Assess orally	0	0%
88	No Answer/Answer is not relevant	0	0%

Frequency of Academic Support	N	%
No	18	36%
Occasionally and Infrequent	25	50%
Sometimes	3	6%
Regularly	4	8%

Duration of FLN Training	N	%
1 day	6	12%
2 day	7	14%
3 day	6	12%
4 day	2	4%
5 day or more	0	0%
Do not remember/didn't get the training	29	58%

Usefulness of FLN Training	N	%
Not useful	28	56%
Occasionally	7	14%
Moderately useful	4	8%
Very useful	11	22%

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

Code	Activity	Total	%
0	NA	5	10%
1	Frequent absenteeism	4	8%
2	Unsupportive parents	33	66%
3	Some children cannot learn/slow learner/low IQ level	3	6%
4	Late admission	2	4%
5	To have physical weakness/to have poor health/to be ill.	2	4%
6	Children do not pay attention to studies/Children are not interested.	9	18%
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.	3	6%
10	Came from other states/migration	0	0%
88	No Answer/Answer is not relevant	0	0%

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

Code	Activity	Total	%
0	NA	5	10%
1	Give them 5 mins/extra time after class	8	16%
2	Give them separate tasks and continue to teach the others/remedial work	6	12%
3	Ask questions based on the learning levels	4	8%
4	Give them additional practice work in the notebook/blackboard	9	18%
5	Call them to the table and explain to them the concept separately	8	16%
6	After each activity, pay special attention to them to explain and give work, to check and reconfirm their understanding	26	52%
7	By seating (them) in groups/pairs/peer group learning	0	0%
8	Through using TLM/smart TV/mobile	0	0%
9	Discuss with parents/encourage the children	2	4%
10	Do not able to support	0	0%
88	No Answer/Answer is not relevant	0	0%

Question 7: Who provides regular academic support to you

Code	Activity	Total	%
1	Academic Resource Person (ARP)/KRP	1	2%
2	Cluster Teacher	1	2%
3	State Resource Group (SRG)/DRG	0	0%
4	BEO/BSA/ABSA/CBEO/ACBEO	0	0%
5	DIET Mentor/DIET faculty/DEEO	3	6%
6	No Support	20	40%
7	Additional Block Resource Coordinator (ABRC)	0	0%
8	Cluster Resource Coordinator (CRC)/CRP	20	40%
9	Block Resource Person (BRP)/BRC/BRT	14	28%
10	PEEO (Panchayat Elementary Education Officer)	0	0%
11	BMC	3	6%
12	Kendra Pramukh	0	0%
13	Shikshan Parishad	0	0%
14	Extension Officer	0	0%
88	No Answer/Answer is not relevant	3	6%

