



**PARAKH
Rashtriya Sarvekshan 2024**

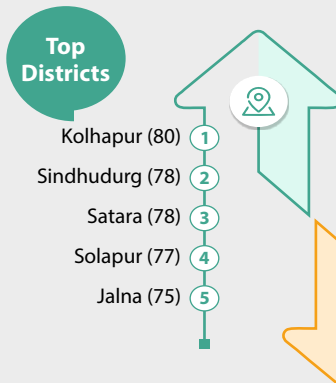
Maharashtra

PARTICIPATION	Schools 4314	By Gender		By Location		By Management				By Social Group				
	Teachers 13930	Girls	Boys	Urban	Rural	State Govt.	Govt. Aided	Private Recognised	Central Govt. 7%		SC	ST	OBC	Others
	Students 123659	49%	51%	49%	51%	29%	32%	33%	KVS 72%	NVS 13%	13%	13%	36%	37%
										Other Central Govt. 12%	Railway 3%			

Grade 3

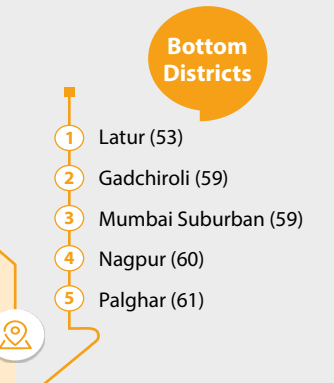
Percent Correct Score (Subject-wise)		State	National
	Language	69%	64%
	Mathematics	64%	60%

Top Districts





- 1 Kolhapur (80)
- 2 Sindhudurg (78)
- 3 Satara (78)
- 4 Solapur (77)
- 5 Jalna (75)

Bottom Districts



- 1 Latur (53)
- 2 Gadchiroli (59)
- 3 Mumbai Suburban (59)
- 4 Nagpur (60)
- 5 Palghar (61)

Percent Correct Score (Subject-wise)		By Gender		By Location		By Management				By Social Group			
		Girls	Boys	Urban	Rural	State Govt.	Govt. Aided	Private Recognised	Central Govt.	SC	ST	OBC	Others
	Language	70%	68%	68%	71%	72%	69%	67%	62%	68%	68%	70%	69%
	Mathematics	65%	63%	62%	66%	68%	64%	62%	59%	63%	63%	65%	64%

Districts where Girls are performing higher than Overall National Average

- Kolhapur
- Sindhudurg
- Satara
- Solapur
- Osmanabad
- Jalna
- Sangli
- Bhandara
- Mumbai
- Ratnagiri
- Nandurbar
- Yavatmal
- Amravati
- Dhule
- Aurangabad
- Nashik
- Chandrapur
- Parbhani
- Buldhana
- Beed
- Washim
- Pune
- Jalgaon
- Hingoli
- Nanded
- Thane
- Raigad
- Ahmednagar
- Akola
- Gondia
- Wardha
- Gadchiroli



Districts where Rural Students are performing higher than Overall National Average

- Kolhapur
- Sindhudurg
- Solapur
- Satara
- Jalna
- Osmanabad
- Amravati
- Sangli
- Aurangabad
- Akola
- Washim
- Ratnagiri
- Nanded
- Nashik
- Jalgaon
- Thane
- Buldhana
- Nandurbar
- Chandrapur
- Bhandara
- Raigad
- Yavatmal
- Dhule
- Ahmednagar
- Beed
- Hingoli
- Parbhani
- Gondia
- Pune






Districts where State Govt. Schools are performing higher than Overall National Average

- Kolhapur
- Satara
- Solapur
- Sindhudurg
- Jalna
- Osmanabad
- Aurangabad
- Nandurbar
- Bhandara
- Washim
- Jalgaon
- Thane
- Beed
- Buldhana
- Akola
- Nashik
- Sangli
- Hingoli
- Wardha
- Ahmednagar
- Nanded
- Amravati
- Dhule
- Raigad
- Chandrapur
- Ratnagiri
- Gondia
- Parbhani
- Yavatmal
- Pune



Grade 6

Percent Correct Score (Subject-wise)

	State	National
 Language	62%	57%
 Mathematics	51%	46%
 The World Around Us (TWAU)	55%	49%




Top Districts

- 1 Kolhapur (74)
- 2 Sindhudurg (65)
- 3 Satara (64)
- 4 Mumbai (64)
- 5 Ratnagiri (63)

Bottom Districts

- 1 Wardha (47)
- 2 Aurangabad (48)
- 3 Gondia (49)
- 4 Gadchiroli (49)
- 5 Raigad (50)

Percent Correct Score (Subject-wise)

	By Gender		By Location		By Management				By Social Group			
	Girls	Boys	Urban	Rural	State Govt.	Govt. Aided	Private Recognised	Central Govt.	SC	ST	OBC	Others
 Language	65%	59%	63%	61%	57%	58%	67%	73%	60%	54%	62%	64%
 Mathematics	51%	50%	50%	52%	48%	45%	54%	64%	48%	45%	52%	52%
 The World Around Us (TWAU)	56%	54%	55%	55%	52%	52%	58%	62%	52%	51%	56%	56%

Districts where Girls are performing higher than Overall National Average

- Kolhapur
- Sindhudurg
- Ratnagiri
- Satara
- Solapur
- Mumbai
- Buldhana
- Sangli
- Pune
- Ahmednagar
- Hingoli
- Nashik
- Jalna
- Osmanabad
- Bhandara
- Jalgaon
- Chandrapur
- Yavatmal
- Nagpur
- Beed
- Akola
- Nandurbar
- Washim
- Parbhani
- Dhule
- Mumbai Suburban
- Latur
- Amravati
- Gondia
- Thane
- Nanded
- Aurangabad



Districts where Rural Students are performing higher than Overall National Average

- Kolhapur
- Sindhudurg
- Ratnagiri
- Solapur
- Satara
- Thane
- Buldhana
- Jalna
- Jalgaon
- Sangli
- Hingoli
- Ahmednagar
- Nashik
- Pune
- Osmanabad
- Bhandara
- Palghar
- Beed
- Nanded
- Akola
- Nandurbar
- Chandrapur
- Amravati







Districts where State Govt. Schools are performing higher than Overall National Average

- Kolhapur
- Solapur
- Sindhudurg
- Satara
- Jalna
- Ratnagiri
- Bhandara
- Hingoli
- Buldhana
- Sangli
- Beed
- Osmanabad
- Chandrapur
- Ahmednagar
- Jalgaon
- Yavatmal
- Amravati
- Nashik
- Washim



Grade 9

Percent Correct Score (Subject-wise)

	State	National
 Language	59%	54%
 Mathematics	38%	37%
 Science	42%	40%
 Social Science	43%	40%





Top Districts

- 1 Kolhapur (61)
- 2 Satara (54)
- 3 Ratnagiri (53)
- 4 Sindhudurg (53)
- 5 Mumbai (52)

Bottom Districts

- 1 Mumbai Suburban (38)
- 2 Akola (39)
- 3 Nandurbar (39)
- 4 Parbhani (40)
- 5 Gadchiroli (40)

Percent Correct Score (Subject-wise)

	By Gender		By Location		By Management				By Social Group			
	Girls	Boys	Urban	Rural	State Govt.	Govt. Aided	Private Recognised	Central Govt.	SC	ST	OBC	Others
 Language	61%	56%	60%	56%	47%	55%	68%	74%	56%	47%	60%	63%
 Mathematics	37%	38%	38%	38%	32%	36%	41%	51%	35%	32%	40%	40%
 Science	42%	41%	42%	41%	34%	39%	47%	55%	39%	35%	43%	44%
 Social Science	44%	42%	43%	43%	37%	41%	46%	53%	41%	38%	44%	44%

Districts where Girls are performing higher than Overall National Average

- Kolhapur
- Ratnagiri
- Satara
- Sindhudurg
- Mumbai
- Sangli
- Solapur
- Pune
- Nashik
- Ahmednagar
- Chandrapur
- Bhandara
- Jalgaon
- Wardha
- Osmanabad
- Yavatmal
- Nanded
- Dhule
- Nagpur
- Jalna
- Palghar
- Thane
- Washim
- Buldhana



Districts where Rural Students are performing higher than Overall National Average

- Kolhapur
- Satara
- Ratnagiri
- Sindhudurg
- Pune
- Solapur
- Jalgaon
- Nagpur
- Yavatmal
- Sangli
- Jalna
- Nashik
- Ahmednagar
- Buldhana
- Bhandara
- Osmanabad
- Nanded



Districts where State Govt. Schools are performing higher than Overall National Average

- Kolhapur
- Satara
- Sangli



Policy Implications

Enhancing Competency based Learning Assessment



The shift to competency-based assessment surfaces specific **learning gaps**, which highlight the need for focused **interventions** to strengthen students' learning, refine instructional strategies, and provide additional learning support. Addressing these areas effectively will help improve overall student learning outcomes and foster a more equitable and responsive education system.

School-Type Equity Measures



State Government schools demonstrated better outcomes in **Grade 3**, indicating a **positive impact of the NIPUN Bharat Mission** at the foundational level. This progress underscores the need for continued support and augmentation of state-led initiatives. In **Grade 6**, **Government Aided and Private schools** showed better performance, whereas in **Grade 9**, **Private schools** performed better, highlighting the need for targeted pedagogical interventions across other types of school management.

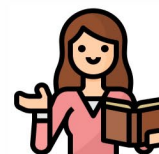
Skill Education in Schools



Despite **46%** of schools offering skill courses for Grade 9 and above, only **32%** of students are opting for them. This gap highlights the need for:

- Strengthening the integration of skill education into the school curriculum through school boards.
- Partnerships with industries and sector skill councils to make skill courses more aspirational and relevant to local economies.

Continuous Professional Development



The current in-service teacher training model must be re-evaluated and redesigned from a “one-touch” to a continuous professional development approach. Only **40%** teachers participated in professional development programmes in the last 12 months.

Safe and Friendly School Environment



- Strengthen PM-POSHAN, which has shown a positive impact, with regular quality checks and nutritional audits.
- Need to institutionalize, enforce and monitor the implementation of child safety policies across all schools. (reported teasing (**28%**), exclusion (**22%**), threats (**19%**), and physical bullying (**23%**) among students)
- The **Manodarpan** initiative must be further strengthened with embedded counselling services and career guidance, focusing on holistic development and mental wellness.

Inclusiveness at the School Level



Only **29%** of schools provide accommodations for CWSN, **40%** have trained teachers, and **34%** offer assistive devices.

- All schools must be equipped with infrastructure, learning materials, and trained staff to support Children with Special Needs (CWSN).
- Peer support and sensitization programs should be promoted to foster inclusive classroom environments.