State Level Achievement Survey
Uttar Pradesh
2014 – 15

State Council of Educational Research and Training
Uttar Pradesh

State Level Achievement Survey

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2014-15

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Foreword

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We are happy to bring forth the second consecutive State Learning Achievement Survey (SLAS) report for the year 2014-15. Learning level of students has been a serious concern for the education system. All the stakeholders including the government, parents, teachers and students need reliable and realistic information on how well their education system performs and provides quality education. One of the key indicators of quality education is to assess whether children are achieving grade specific learning indicators. Study of students' learning achievement from time to time is an effective way to achieve this end.

State Council of Educational Research and Training, Uttar Pradesh (SCERT, U.P.) started an assessment survey under Sarva Shiksha Abhiyan (SSA) in the year 2013-14, and which was continued in the year 2014-15 to develop an understanding of the learning levels of children in elementary schools in Uttar Pradesh through a scientific survey research methodology.

With this aim, the State Level Achievement Survey 2014-15 for classes 5 and 8 was conducted by SCERT, U.P. The study was carried out from September 2014 to March 2015. The process of the study included development of test design, test tools, piloting of tools, field testing and analysis. The tests were administered in every district on approx. 1,700 students from Classes V and VIII. The test tools were administered in Hindi, Mathematics, English, Science and Social Science for Class V and VIII.

The study provides analysis of student performance on specific competencies for classes tested, analyse the learning patterns, diagnose the learning issues (difficulty areas, learning gaps and misconceptions) at the systemic level and provides pointers for further research. It also identifies significant differences in performance across districts, between

the performance of boys and girls and between the performances of different social groups.

The study also provides data evidence of student learning, which may be used for strategic decision making and systemic structural changes in education policy, curriculum, textbook development and teacher development.

I thank Sarva Shiksha Abhiyan, Uttar Pradesh to support us for the present study and earnestly hope that its findings will be useful to policy makers, planners, researchers and educational administrators in raising the quality of elementary education in the State.

Lucknow
May, 2015

Dr.SarvendraVikramBahadur Singh
Director
State Council of Educational Research and Training
Uttar Pradesh

List of Abbreviations

ASER	:	Annual Status of Education Report
BRC	:	Block Resource Coordinator
DIET	:	District Institute of Education and Training
ELTI	:	English Language Training Institute
HDI	:	Human Development Index
HPPI	:	Humana People to People India
KGBV	:	Kasturba Gandhi BalikaVidyalaya
MCQ	:	Multiple Choice Questions
NAS	:	National Achievement Survey
PPS	:	Probability Proportional to Size
SBQ	:	Student Background Questionnaire
SCERT	:	State Council of Educational Research and Training
SD	:	Standard Deviation
SES	:	Socio – Economic Status
SIE	:	State Institute for Education
SISE	:	State Institute of Science Education
SLS	:	Student Learning Study
SMC	:	School Management Committee
SSA	:	Sarva Siksha Abhiyan
TLM	:	Teaching Learning Material
UDISE	:	Unified District Information System for Education
VEC	:	Village Education Committee

Contents

1. EXECUTIVE SUMMARY

1. Executive Summary

Background

The State Level Learning Achievement Survey (SLAS) is conducted to assess general health of education in the State. It also provides inputs for strategic decision making to improve student's learning level in the state through structural change in education policy, curriculum, textbook and teaching- learning process. The study findings are expected to be used by education officers, teachers, district and sub district level officials for further planning at each level for bringing adequate changes in achievement level of students.

The study was conducted by SCERT, UP with the help of its state level units and DIETs. Study design, sampling, tools development, piloting of tools, supervision of survey, data feeding and data analysis were concern of SCERT, UP, while DIETs were responsible for conducting field survey.

SLAS aims at assessing students' learning and analyses the same with respect to grade specific competencies. It also identifies student's performance differences across districts, subjects and gender. The study aims at finding out the impact of various factors viz physical infrastructure, socio-economic conditions, teachers' attitude and beliefs on the students' academic abilities.

Design of the study

The process of state level achievement survey was started in September 2014 with designing study process and its tools. Piloting of tools was done in Nov-Dec 2014. Large-scale field-testing of student's achievement in all districts was done in February 2015. In this way the study was conducted in 6 months from September 2014 to March 2015.

The study was conducted in all 75 districts of the state. Only Hindi medium schools were covered. The tests were administered in 5 subject i.e.- Hindi, Maths, English, Social Science and Science for Class 5 and Class 8 .

For the purpose of study three types of schools were chosen i.e.- Government (Basic Shiksha Parishad), Aided and KGBV. In the study 122361 students of Class 5 and 122516 students of Class 8 were chosen to assess general achievement level of students. Out of 244877 students, 135117 girl students took part in the study. Total 8884 schools were selected from 75 districts of UP. The stratified sampling strategy was applied to generate a representative picture of whole UP. The care was taken that 1700 or 5% students whichever was minimum for both Classes 5 & 8 in each district, were covered in the study.

On the basis of random criterion, two blocks were selected in the districts of upto 5 blocks, 3 blocks were selected from districts of 6 to 10 blocks and 4 blocks were selected in a district of more than 10 blocks. In the study 214 Educationally Backward Blocks (EBB) and 58 Non EBB blocks were included while sampling of blocks across the state. Blocks were selected randomly in a district. For selecting schools Unified District Information System for Education (UDISE) database of year 2013-14 was used, which was latest at that time.

For designing the tools a team of academicians was prepared comprising of textbook/curriculum writers, practicing teachers, teacher educators of elementary level, survey experts from Universities and faculty of SCERT, UP. Workshops were organised for development of tools at SCERT, Lucknow. Three workshops were organized to ascertain difficulty level of items, the area of skill to be tested, grade specific competency and syllabus specific competency. Taking care of all considerations of the difficulty level of items under each skill along with the number of items, 4 sets of test papers were prepared for each subject and class. Testing tools for all subject and class had 40 items.

A team of evaluators carried out field-testing (piloting) of the tools to test the quality and difficulty level of items. The piloting of tools was carried out in 4 districts - Lucknow, Barabanki, Sitapur and Unnao. These 4 sets of question papers of all 5 subjects for Class 5 & 8 were tested on the 100 students separately. In this pilot process approximately 4000 students participated.

Data of pilot testing was collected and analysed. Advanced statistical methods were used to assess patterns of learning. Distracter analysis enabled identification of misconceptions and common errors. The data was studied across different units of analysis: schools, districts, competencies, gender, etc. After the analysis, 4 sets of tools were made and tested on 100 students per set. Based on the analysis of the piloting of tools, a committee comprising test book writers, practicing teachers, teacher educators of elementary level and faculty of SCERT, UP along with experts of mass survey, revised and finalized the tools. The study items were constructed to test four basic type of student learning i.e. informative, conceptual, application and skill in all subjects for Class 5 & 8 students. After analysing pilot test, the difficulty level of each item of all 4 subject wise sets of tools for Class 5 and 8 was measured. According to the difficulty level, items of each subject were divided under three categories - simple, general and difficult questions.

DIET principals and one Assistant district coordinator from each district were given rigorous training on administering and conducting the survey. Principal DIET/district coordinators of concerned districts organized one day field investigators training programmes. SCERT provided a training manual for field investigators to ensure the quality of survey. At state level DIOS, BSAs and officers from SCERT were assigned 1 to 2 districts each for audit of survey work. At district level government elementary

school teachers were allotted 3-4 schools for audit of the survey schools of the blocks other than those blocks in which they were posted.

Main Findings of the Study

1. The survey shows great diversity of achievement level in different subjects. The achievement level in Class 8 is better in all the subjects in comparison to Class 5 .
2. The performance of students in Class 5 is highest in subject English and the lowest in subject Science while in Class 8 performance is more uniform except in subject Maths, which is lowest in all subjects.
3. The survey shows that the achievement level of girls in all the subjects is lower than boys though the difference is not significant.
4. The finding of category wise achievement reveals that the students of General category have performed slightly better than other categories in all the subjects.
5. The achievement level of Class 5 students based on the analysis of type of schools shows that the schools managed by Basic Shiksha Parishad have performed better in Hindi and Social Science while Aided Schools have performed better in English, Maths and Science.
6. The analysis clearly highlights better performance of KGBV students in Class 8 than the government and Aided schools. Also students of government schools have performed better in all five subjects than their counterparts in aided schools.
7. The urban school students have scored considerably better than their rural counterparts in Class 5, while in Class 8 the performance level of both rural and urban students is approximately same.
8. The district wise performance in Class 5 across subject reveals that districts Ambedkar Nagar (69.48), Shamli (66.98%) and Saharanpur (64.45) have performed above the average level while Pratapgarh (35.76), Mirzapur (37.09) and Banda (40.71) have perfomed below the average level.
9. The district wise performance in Class 8 across subject reveals that districts Shamli (71.57%), Barabanki (69.58%) and Mujjafar Nagar (68.82%) have performed above the average level while Pratapgarh (38.85%), Mirzapur (41.04%) and Gazipur (42.09%) have perfomed below the average level.
10. The students' learning wise analysis reveals that at Class 5 level, the students' performance on informative questions is highest for maths and lowest for social science. The conceptual understanding of English and Hindi is better in comparison to Social Science. Application and skill based questions' analysis shows that students' performance is better in Hindi while the skill of application in Maths is lowest among all the subjects.
11. The students' learning wise analysis reveals that at Class 8, the students' performance on informative questions is best for English, Maths and Science and lowest for Social Science. The conceptual understanding is lowest in Social Science and Hindi in comparison to English and Maths. Students' performance in application and skill based questions is better in Hindi and Social Science in comparison to Maths and Science and English.

12. Maximum number of students attempted early questions (say 1, 2, 3…) and then there is a decreasing trend down to the last question. Average number of attempts show that down fall is not uniform but has a pattern, it decreases and gives peaks near questions, say Q11, Q21, and Q31. This pattern indicates something about student's concentration length or performance.
13. Achievement level of students at the multi-grade school is less than the Mono-grade School for both the classes. It indicates that subject experts are required in Class 5 and Class 8 for effective learning.
14. Data of survey shows that performance of students, where school shares information regarding the child with parents is better. Data also indicate that student's achievement is better in schools where SMC and PTA are functional.
15. There is no significant difference in achievement of students, whose teachers were trained within a year.
16. Performance of students, whose teacher believe that every student have learning potential is better than those, who don't believes so.
17. Data of survey shows that performance of students is better, whose teacher uses teaching learning material (TLM) for their daily classroom teaching, than those who don't do it for classes 5 and 8.
18. Data of survey shows that almost two-third of the students participating in survey and answering these questions get help in studies by their family. Very few parents can afford tutor for their ward and very few students get support of their friends. Data and graph drawn for the purpose indicate that students, who get help from family have performed better than others for both the classes 5 and 8.
19. Data analysis shows that students, who have preference for one subject have performed better than others.

Recommendations

Some of the key recommendations arisen from the analysis of the survey data are given below.

1. We need to disseminate findings of this study widely and direct action plans based on findings and monitor it at state, district and block levels. We also need to organize training programme to enable districts and schools to analyze the SLAS results in order to identify typical errors made by learners and select appropriate teaching strategies to correct these errors.
2. We need to initiate campaign to educate teachers, parents and students to recognize the importance of learning with understanding. A long term public education campaign should also be instituted with the idea of discussing and disseminating these views.
3. Targeted Programme and Campaign for 'Reading with Understanding' is the need of the hour. Research points out that if reading not acquired well at lower classes, it leads to the student lagging behind in all subjects as he or she moves to higher classes. Teachers should be trained to develop early grade reading skills in students and they should be supported regularly at school level.

4. We need to track outcomes every year and use these inputs for curriculum and training covering all districts of the state. Based on the result of the survey, need based training should be organized, focusing on areas and subjects of training. .
5. Capacity of teachers, ABRCs, BEOs and other education functionaries should be built to conduct assessments and use the findings from the assessments to identify gaps and direct improvement. Such assessment should be conducted by teachers at school level, BRC at block level and by DIET at district level. Teacher led self-assessments can be a mechanism for developing capabilities in assessments.

2. DESIGN OF THE STUDY

2. Design of the Study

Objective of the Study

The State Level Learning Achievement Survey is conducted to assess general health of education in the State. It also provides inputs for strategic decisions making to improve students' learning level in the state through structural change in education policy, curriculum, textbook and teaching- learning process. The study findings are expected to provide inputs to education officers, teachers, district and sub district level officials for further planning at each level for bringing adequate changes in achievement level of students.

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The objective of the survey:-

- To assess students' learning for policy makers and researchers.
- Analysis of student performance in grade specific competencies.
- To find out whether the learning is informative, conceptual and application based.
- To find out the learning issues i.e. difficulty areas, misconceptions and future study point.
- To identify performance differences across districts, subjects and gender.
- To find out if school physical infrastructure has any impact on students' performance.
- To find if socioeconomic status of students has any influence on their academic achievement.
- To find out if teacher's attitude and beliefs have any influence on students academic achievement.

Period of Study

The process of state level achievement survey was started in September 2014 with designing study process and its tools. Piloting of tools was done in Nov-Dec 2014. Large-scale field-testing of student achievement in all districts was done in Feb 2015. Thus, the study was conducted in 6 months from September 2014 to March 2015.

Sampling and Coverage

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Table 2.1

Gender wise representation of student

Class	No. of Boys	No. of Girls	Total
5th	56150	66211	122361
8th	53610	68906	122516

Graph2.1

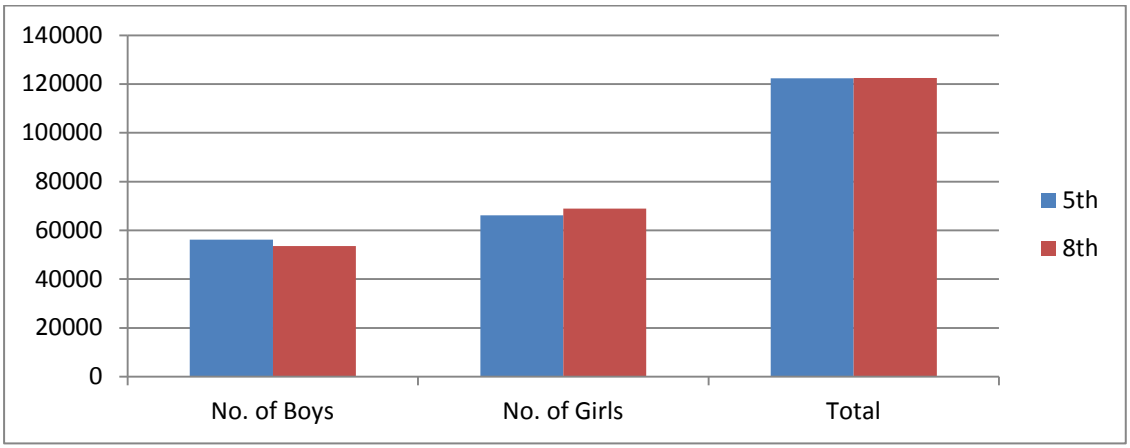


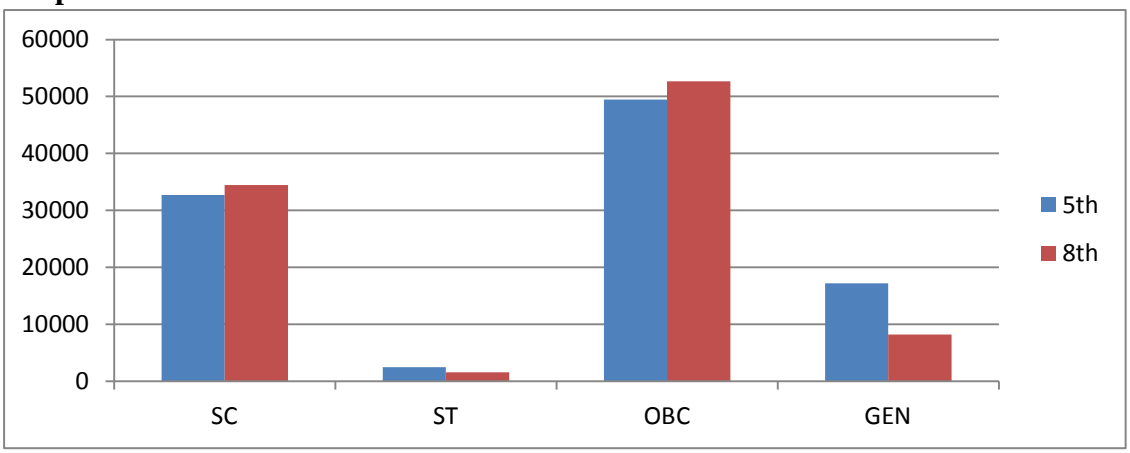
Table 2.2

Social category wise representation of students

Class	SC	ST	OBC	GEN
5th	32740	2489	49481	17212
8th	34470	1579	52644	8219

Note: All students didn't expressed their social category

Graph 2.2

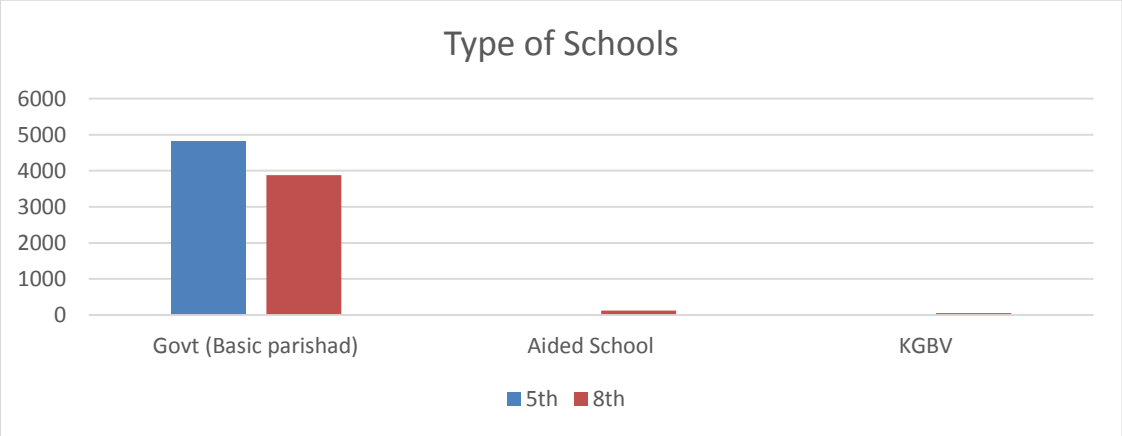


Type of school

Table 2.3

Class	Govt (Basic parishad)	Aided School	KGBV
5	4824	-	-
8	3883	122	55

Note: All schools didn't mention their UDISE code



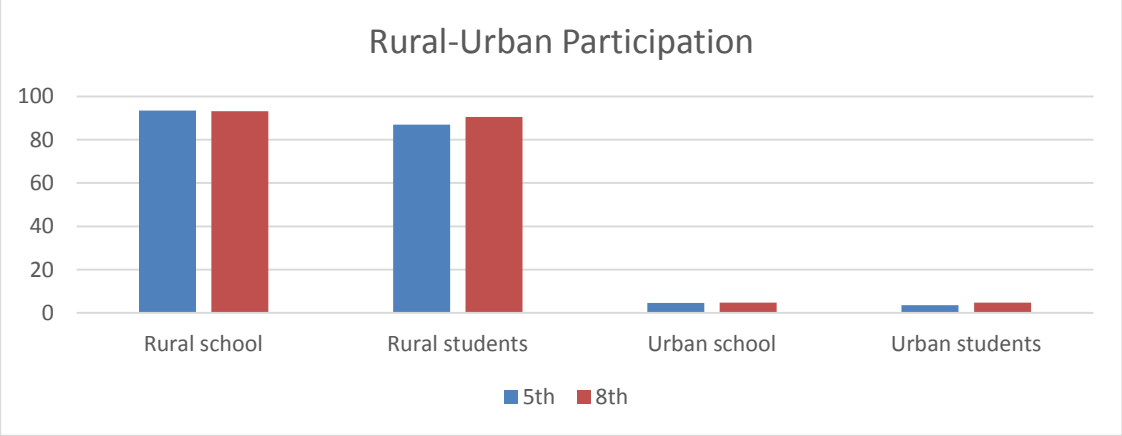
Graph 2.3

Geographical representation of school

Table 2.4

Class	Rural school	Rural students	Urban school	Urban students	Not defined	student undefined
5	4508	106402	221	4349	95	11610
8	3782	110875	189	5697	89	5944
Total	8290	217277	410	10046	184	17554

Note: All school didn't expressed their place



Graph-2.4

The sampling strategy resulted in generating a representative picture of whole UP.

Selection of Blocks

Since it was not feasible to select students uniformly from each block of the districts,a random criterion for selection of block in a district was made. Two blocks

were selected in the districts of upto 5 blocks, 3 blocks were selected from districts of 6 to 10 blocks and 4 blocks were selected in a district of more than 10 blocks.

In the study, 214 educationally backward blocks (EBB) and58 Non EBB blocks were included while sampling blocks across the state. Blocks were selected randomly in a district.

Table 2.5

Total number of blocks in the district	Number of blocks to be selected randomly
0-5	2
6-10	3
More than 10	4

Selection of Schools

For selecting schools Unified District Information System for Education (UDISE) database of year 2013-14 was used, which was latest at that time.

The first level of stratification was to classify the schools into rural and urban schools. The second level of selection of the schools was to make a school-list with minimum enrolment of 25 students, each for Class 5 and Class 8 in every district.Schools were selected randomly from that list for the survey of 1700 students each for both the classes. Government, aided and KGBV were selected in proportion randomly within the districts from the list made for selection. The fact should be noted that the survey covered all the students present in the school at the time of survey.

Table 2.6

No. of students	No. of Class 5 students	No. of Class 8 students	Total
10-25	2016	1206	3222
25-40	1131	992	2123
40-60	305	448	753
60-80	83	148	231
80-100	24	62	86
>100	34	99	133

Table 2.7

District wise selection of schools

S. No.	Distrct Name	School selected for 5^{th}	School selected for 8^{th}	S. No.	Distrct Name	School selected for 5^{th}	School selected for 8^{th}
1	Agra	71	62	**39**	Jhansi	53	36
2	Aazamgarh	88	71	**40**	Jyotibapule nagar	67	69

3	Aligrah	68	62	**41**	Kanauj	67	59
4	Allahabad	69	46	**42**	Kanpur Dehat	64	55
5	Ambedkar Nagar	66	55	**43**	Kanpur Nagar	62	52
6	Auraia	54	52	**44**	Kaushambhi	84	80
7	Banda	67	80	**45**	Kushinagar	79	77
8	Baghpat	57	59	**46**	Lakhimpur khiri	51	37
9	Bahraich	73	64	**47**	Lalitpur	44	32
10	Ballia	45	27	**48**	Lucknow	83	66
11	Balrampur	61	58	**49**	Maharajganj	57	48
12	Bandaun	44	42	**50**	Mahoba	72	64
13	Barabanki	89	65	**51**	Mainpuri	75	51
14	Bareilly	64	68	**52**	Mathura	70	59
15	Basti	73	57	**53**	Mau	52	36
16	Bijnour	58	47	**54**	Meerut	72	60
17	Bulendsher	64	60	**55**	Mirzapur	56	46
18	Chandauli	52	42	**56**	Moradabad	74	75
19	Chitrakoot	79	61	**57**	Sambhal	63	73
20	Deoria	53	46	**58**	Muzaffernagar	55	47
21	1. Etah	71	57	**59**	Shamli	62	60
22	2. Kashganj	64	64	**60**	Pilibhit	57	55
23	Etawah	68	59	**61**	Pratapgarh	50	35
24	Faizabad	67	47	**62**	Raibareli	54	40
25	Farukhabad	88	75	**63**	Rampur	57	55
26	Fatehpur	69	62	**64**	Saharanpur	60	60
27	Firozabad	99	73	**65**	Sant Kabir Nagar	54	42
28	GautamBudh Nagar	36	44	**66**	Sant Ravidas Nagar	49	39
29	1- Gaziabad	37	38	**67**	Shahjahanpur	50	44
30	2- Hapur	61	63	**68**	Shravasti	75	61
31	Gazipur	57	27	**69**	Sidhartha Nagar	39	33
32	Gonda	59	37	**70**	Sitapur	65	46
33	Gorakhpur	56	47	**71**	Sonbhadra	63	53
34	Hamirpur	73	59	**72**	Sultanpur	61	44
35	Hardoi	81	80	**73**	Amethi	70	53
36	Hathras	107	87	**74**	Unnao	95	54
37	Jalaun	75	60	**75**	Varanasi	50	26
38	Jaunpur	50	35				

The process of designing tools

A team of technical groups was prepared comprising of textbook/curriculum writers, practicing teachers, teacher educators of elementary level, survey experts from Universities and faculty of SCERT, UP for designing the tools. Workshops were organised for development of tools at SCERT, Lucknow. The three workshops were organized to ascertain difficulty level of items, the area of skill to be tested, grade specific competency and syllabus specific competency. Taking care of all cosiderations of the difficulty level of items under each skill along with the number of items, 4 sets of test papers were prepared for each subject and class. Pilot testing tools for all subjects and class had 40 items.

It was planned that the factors influencing the achievement level of students should be assessed. Keeping this in consideration, three information tools were prepared to collect information about management, location of schools, types of schools, methodology of teaching parent's background, community participation infrastructure and facilities available in schools etc.

Piloting of tests

A team of evaluators carried out field-testing of the tools to test the quality and difficulty level of items. The piloting of tools was carried out in 4 districts: Lucknow, Barabanki, Sitapur and Unnao. These 4 sets of question paper of all 5 subjects for classes 5 & 8 were tested on 100 students separately. In this pilot testing process approximately 4000 students participated.

Analysis of pilot test of tools

Data of pilot testing was collected and analysed. Advanced statistical methods were used to assess patterns of learning. Distracter analysis enabled identification of misconceptions and common errors. The data was studied across different units of analysis: schools, districts, competencies, gender, etc. After the analysis, 4 sets of tools were made, tested on 100 students per set, and the difficulty level of questions was measured.

Difficulty (P)

- Dichotomously marked items are scored ' I ' (right) and 'O' (wrong).
- The level of difficulty (p) of an item is simply the proportion of students responding the item correctly.
- The ' level of difficulty' is sometimes called the 'facility value' or just the ' p-value'.

$$P = \frac{\textit{number of students who responded correctly}}{\textit{Total number of students}}$$

- It can be written as a decimal fraction: e.g. 0.84
- It can also be written as a percentage: e.g. 84 percent
- It is easy to interpret but it is group dependent.

Level of difficulty

Table 2.8

P-Value	Interpretation for dichotomous items
1.00	Extremely easy- everyone gets it right
0.80	Easy- 80% get it right
0.50	Medium difficulty - half get it right
0.30	Hard- 70% get it wrong
0.00	Impossibly hard- everyone gets it wrong

- **Multiple -** Choice items with four options have theoretical guessing factor of %, which is 25%.

Compensating for guessing (MCQ)

- P= % of students who know the answer
- (1-P)% of students who do not know, but some of them might guess and succeed by the luck!
- If there were four answers- chance to guess the right answer is 1/4.
- So the P is the combination of real P*plus students' success in guessing.
- So for the 4 options, P=P* + (1-P*) /4
- Rearranging P*= (4P-1)/3

Revision of tool designing

Pilot testing of test tools was sdone for question papers for students, format for teacher's beliefs and attitude, school physical and human resource information and student background format. After pilot testing, analysis of pilot data was done. A committee was formed to revise and finalize the tools. This group included text book writers, practicing teachers, teacher educators of elementary level and faculty of SCERT, UP along with experts of mass survey. Based on the analysis, tools were revised.

Revaluation of survey design:

A group of SCERT Faculty, faculty from Education Department of Lucknow University, and members of NGOs e.g. ASER and Humana revisited the whole process and agreed upon following points:

- Assessment should be of subjects - Hindi, English, Maths, Science, and Social Science.
- Sampling- 1700 or 5% students whichever is minimum for both classes 5 & 8 in each district.
- Number of blocks to be selected randomly in districts and confirmed our sampling process, selection of subjects.

- Government, Government Aided and KGBV schools will be included in survey.
- In a block desired number of school will be selected on the basis of DISE enrollment data.
- Information regarding students, teachers and schools is to be collected that is must for data analysis.
- Data should be analysed on IRT.

The committee suggested the following points for tools development and study design:

- Two sets of question paper should be made for each subject.
- Duration of tests time should be 1 hour.
- Testing tools should have 40 items for Class 8 and 35 items for Class 5
- Guideline for training of districts level coordinators will be made.
- Guideline for F.Is on district level should be made.

The study items were prepared to test four basic types of students' learning i.e. informative, conceptual, application and skill in all subjects for Class 5 & 8 students. Experts adopted a different weighted system for different subjects and classes. The subject experts divided the test items into four competencies in each subject and for each class. Subject/Class wise bifurcation of test items is following-

Class 5

Classified details of types of Questions (Percentage)

Table 2.9

S.N.	Subjects	Informative	Conceptual	Application Based	Skill Based
1	S.Science	40	40	10	10
2	Hindi	35	40	15	10
3	Maths	40	40	15	5
4	Science	40	40	10	10
5	English	33	30	27	10

Class 8

Classified details of types of Questions (Percentage)

Table 2.10

S.N.	Subjects	Informative	Conceptual	Application Based	Skill Based
1	S.Science	40	40	10	10
2	Hindi	35	40	10	10
3	Maths	40	30	20	10
4	Science	38	38	12	12
5	English	30	30	30	10

After analysis of pilot test of tools, the difficulty level of each item of all 4 subjectwise sets of tools for Class 5 and 8 was measured. According to the difficulty level, subject experts divided each subjects' test items under three categories simple, general and difficult questions. The division of test items under these categories for different classes and subjects are as follows:-

Subject wise difficulty level percentage

Table 2.11

Class 5

S.No.	Subjects	Simple	General	Difficult
1	S.Science	40	40	20
2	Hindi	40	40	20
3	Maths	40	30	30
4	Science	20	60	20
5	English	37.5	50	12.5

Table 2.12

Class 8

S.No.	Subjects	Simple	General	Difficult
1	S.Science	40	40	20
2	Hindi	40	40	20
3	Maths	40	40	20
4	Science	20	60	20
5	English	40	49	11

In UP, textbook for elementary level are designed to construct knowledge on previous learning and concept. Every chapter has its own impact on learning. So, adequate importance has been given to each chapter of the subject while selecting test items. It also gives us an opportunity to measure the lesson-wise performance of the students in both the classes 5 and 8. Subjects' experts assigned the different percentage and weightage for every chapter of the subject's textbook. Lesson wise assigned percentage and the number weight for those are as follows-

CLASS 5

Subject-English

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.13

क0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	Prose	37	13
2	Poetry	11	04

3	Grammar/Structure	52	18
		100	35

Subject-Hindi

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.14

क्र0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	गद्य	29	10
2	पद्य	29	10
3	व्याकरण	29	10
4	संगठनात्मक	13	05
		100	35

Subject- Maths

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.15

क्र0स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	करोड़ तक की संख्यायें	4	2
2	जोड़, घटाना, गुणा, भाग	15	6
3	महत्तम समापवर्तक एवं लघुत्तम समापवर्त्य	10	3
4	भिन्नों का गुणा भाग	7	1
5	दशमलव	9	3
6	प्रतिशत	8	2
7	लाभ–हानि	4	2
8	ऐकिक नियम	4	2
9	साधारण ब्याज	4	2
10	ज्यामितीय आकृतियाँ	12	5
11	परिमाप	11	4
12	समय मापन	7	2
13	आँकड़ें	5	1
		100	**35**

Subject-Science

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.16

क्र0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	सजीव वस्तुएं	20	07
2	मानव शरीर पोषण एवं स्वास्थ्य	20	07
3	मृदा अपरदन तथा मृदा संरक्षण	06	02
4	वायु एवं उसकी उपयोगिता	16	06
5	बल, कार्य और ऊर्जा	18	06
6	पृथ्वी और आकाश	10	04
7	कम्प्यूटर	10	03
		100	35

Subject- S.Science

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.17

क्र0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	सौरमण्डल तथा पृथ्वी	10.0	04
2	विश्व एवं एशिया में भारत	7.5	02
3	भारत के आर्थिक संसाधन	10.0	04
4	देश के प्रमुख दर्शनीय स्थल	5.0	02
5	देशों के आपसी सहयोग में तीव्र यातायात एवं सचांर के साधनों का योगदान	5.0	02
6	भारत में विदेशी व्यापारियों का आगमन एवं परिणाम	10.0	03
7	भारतीय नवजागरण में समाज सुधारकों एवं साहित्यकारों का योगदान	10.0	04
8	भारतीय स्वाधीनता आंदोलन	10.0	03
9	स्वतंत्रता प्राप्ति के बाद भारत का बहुमुखी विकास	7.5	03
10	भारतीय संविधान एवं शासन व्यवस्था	10.0	04
11	राष्ट्र की एकता एवं नागरिक सुरक्षा	7.5	02
12	विश्व शांति एवं संयुक्त राष्ट्रसंघ	7.5	02
		100	35

Class 8

Subject-English

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.18

क्र0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	Prose	35	14
2	Poetry	22.5	9
3	Grammar/Structure	42.5	17
		100	40

Subject-Hindi

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.19

क्र0 स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	गद्य	30	12
2	पद्य	30	12
3	व्याकरण	30	12
4	संगठनात्मक	10	04
		100	40

Subject-Maths

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.20

क्र0स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	परिमेय संख्याओं पर संक्रियायें	5	2
2	वर्ग और वर्गमूल	4	1
3	धन और धनमूल	8	3
4	सर्व सम्मिकायें	5	2
5	बीजीय व्यंजकों का भाग एवं गुणनखण्ड	5	2
6	संख्याओं का खेल	10	4
7	रेखीय समीकरण एवं युगपत समीकरण	4	3
8	समान्तर रेखायें	5	2
9	चतुर्भुज की रचनायें	8	3
10	वाणिज्य गणित एवं बैकिंग	11	4
11	वृत्त एवं चक्रीय चतुर्भुज	7	2
12	वृत्त की स्पर्श रेखायें	5	2
13	सांख्यिकी	10	4
14	संभावनाओं की सांख्यिकी	3	1
15	मेन्सुरेशन	10	5
		100	40

Subject-Science

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.21

क्र0स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	कार्बन और उसके यौगिक	7	3
2	ऊर्जा के वैकल्पिक स्त्रोत	5	2
3	खनिज एवं धातु	8	4
4	मानव निर्मित वस्तुएं	5	2
5	बल तथा दाब	8	2
6	प्रकाश और प्रकाश यंत्र	10	4
7	चुम्बकत्व	6	4
8	सूक्ष्म जीवों की दुनियाँ	5	2
9	विद्युत धारा	10	4
10	अनुकूलन एवं जैव विकास	5	2
11	जीवन की प्रक्रियाएं	15	5
12	रक्त की संरचना, रक्त वर्ग रक्त आधान	6	2
13	कम्प्यूटर–नेटवर्किंग एवं इन्टरनेट	10	4
		100	40

Subject- S.Science

पाठ्यक्रम अधिभार प्रदान सारणी

Table 2.22

क0स0	पाठ्यक्रम	प्रतिशत अधिभार	अंक अधिभार
1	भारत आर्थिक	7.5	3
2	यातायात, व्यापार, संचार	5.0	2
3	मानव संसाधन	7.5	3
4	प्राकृतिक वातावरण जीवन पर प्रभाव	5.0	2
5	प्रोजेक्ट कार्य	7.5	3
6	भारत एवं संसार के मानचित्र	5.0	2
7	यूरोपीय शक्तियों का भारत आगमन	5.0	2
8	भारत में कंपनी राज्य का विस्तार	5.0	2
9	भारत में कंपनी राज्य का प्रभाव	5.0	2
10	प्रथम स्वतंत्रता संग्राम	5.0	2
11	ब्रिटिश राज्य के अधीन भारत	5.0	2
12	भारत में नवजागरण	5.0	2
13	भारत में राष्ट्रवाद का उदय व विकास	2.5	1
14	स्वाधीनता आंदोलन	2.5	1
15	स्वत्रंत भारत में चुनौतियां एवं विकास	2.5	1
16	भारत में लोकतंत्र का सुदृढ़ीकरण	7.5	3
17	देश की सुरक्षा एवं विदेश नीति	5.0	2
18	अन्तर्राष्ट्रीय शान्ति एवं सहयोग	2.5	1

19	नागरिक सुरक्षा	5.0	2
20	विकलांगता	5.0	2
	योग	100	40

Competency framework

The questions not only tested the ability to recall information or use formulae or procedures but also checked whether the students have understood and grasped the concepts. The tests were competency-based which means that test papers of each subject included specific competencies appropriate to that grade and each competency had a minimum of 2 questions to attain a competency balance. The list of competencies, which were tested in each paper, is listed below with the total number of unique items used for that competency test in the respective class.

Table 2.23

Sr. no	Hindi competency	Class 5		Class 8	
		Set 1	Set 2	Set 1	Set 2
1	Recognises and writes letters, knows starting sound and alphabetical sequence	3	2	-	-
2	Reads and writes simple words (that are class level appropriate) and knows names of objects, birds, animals, etc. seen in daily life		2	-	-
3	Reads and writes sentences using grammar concepts	6	7	5	6
4	Knows synonyms, antonyms and deduces word meanings from clues in context	12	6	16	17
5	Reads descriptive text and comprehends explicit and implicit details for class level	8	8	15	11
6	Understands written information presented in various forms as Tables, Notices, Tickets, Posters, Labels, etc seen in real life for class level	6	10	4	6
	Total	**35**	**35**	**40**	**40**

Table 2.24

Sr. no	Math competency	Class 5		Class 8	
		Set 1	Set 2	Set 1	Set 2
1	Number sense and basic number competency	4	3	-	-
2	Arithmetic operations	7	9	3	4
3	Application in daily life and word/visual problems	2	2	3	3
4	Geometry: concepts and application	4	4	11	15
5	Fractions, Decimals and Ratios: concepts and application	5	5	1	-
6	Problem Solving	7	7	2	2

7	Data interpretation and analysis	1	1	5	5
8	Area and Perimeter	4	3	5	3
9	Algebra: concepts and application	-	-	7	7
10	Factors and Multiples	1	1	2	1
11	Integers: concepts and application	-	-	1	-
	Total	**35**	**35**	**40**	**40**

Table 2.25

Sr. no	English (Second Language) competency	Class 5		Class 8	
		Set 1	Set 2	Set 1	Set 2
1	Identifying letters for sounds	3	2	5	5
2	Identifying words for everyday objects and animals	12	11	5	8
3	Uses grammar concepts correctly	7	8	10	8
4	Comprehends facts and details from literary texts	2	3	10	8
5	Writes and expresses ideas clearly using the correct language conventions	3	4	4	4
6	Identifies synonyms, antonyms, word meanings from contextual clues	8	7	6	7
	Total	**35**	**35**	**40**	**40**

Table 2.26

Sr. no	Science competency	Class 5		Class 8	
		Set 1	Set 2	Set 1	Set 2
1	Knowledge of facts and instruments	18	19	22	18
2	Understanding and application of concepts	9	7	6	10
3	Reasoning and analysis	4	3	8	7
4	Experimentation and Hypothesis formulation	4	6	4	5
	Total	**35**	**35**	**40**	**40**

Table 2.27

Sr. no	Social Science competency	Class 5		Class 8	
		Set 1	Set 2	Set 1	Set 2
1	Understanding citizenship and governance	8	7	11	10
2	Historical ideas and interpretation	1	2	5	7
3	Sources of history and chronology	-	-	6	-
4	Recognizing places and understanding human/environment interaction	6	5	3	6
5	Map/graph reading and interpretation	-	-	2	-
6	Cultural and natural diversity of India	1	2	-	6
7	Art and heritage appreciation	-	2	6	3
8	General awareness	19	17	7	8
	Total	**35**	**35**	**40**	**40**

Keeping all above considerations, finally for Class 5 and Class 8, two sets of the test booklet were finalized for each subject i.e. Hindi, English, Maths, Science & social science. For Class 5 each test booklet comprises of 35 MCQ items and for Class 8 , 40 MCQ items to measure learning achievement in each subject. Format for teachers, student's background and schools information were also finalized**.**

Process of Field Survey

DIET Principals were designated as district coordinators for the purpose, who were responsible for appointing efficient field investigator and field supervisers to collect quality data from the field, administering test tools in their district, training of field investigators and supervisers, conducting tests in the schools, monitoring the survey, storing data and sending filled test tools and other relevant information safely to SCERT.

DIET principals/District coordinators had to select the local field staff under the restriction that the field supervisors and field investigators should be selected from BTC trainees. A team of 2 field investigators had to be selected for both the classes 5 and 8 for approximately 30-40 students. One field superviser was selected for 3-4 schools.

Training of district coordinators

DIET Principals and one assistant district coordinator from each district were given rigorous training on the administration and conduction of survey. They were also trained on various issues relating to field investigator and superviser. They were also provided detailed guideline required for the conduction of survey. District officers were also trained on how to select extra schools if desired number of students are not found present in selected schools from udise data-2013-14. District coordinators were trained on google forms to make daily progress report via it to SCERT. District officers were asked to form a district level survey team on following norms-

Table 2.28

S.No	Designation	Number
1	District Coordinator / DIET Principal	01
2	Asst. District Coordinator	02
3	Field Investigator/Field supervisors	According to no. of students

The main issues at training were-

- How to explain the instructions mentioned in OMR sheets to students.
- How to fill OMR sheet.
- To answer the quarries of field investigator.

- Instructions on financial issues.
- Procedure of selection of extra schools if required.
- Pre survey preparations.
- How to get student format, teacher format and school format filled.

Training of Field Investigators at Districts

Principal DIET/district coordinators of concerned districts organized one day field investigators' training programme. SCERT provided a training manual for field investigator to ensure quality of the survey. It was explained well what has to be done in each school by field investigator. They were also sensitized how to get familiar with students and teachers before administering test tools. They were also sensitized on head teacher or teacher's apprehension about survey and how could they use school teachers in clarifying instructions to the students.

Directions for Field survey:

- The duration of survey in field was three days
- The list of selected schools of each block was made available and 1700-1700 students had to be covered for both the classes 5 and 8.
- District coordinators will ensure in coordination with BSAs and BEOs that the attendance of students on the day of survey should be intact.
- District coordinators will make sure that all the questionnaires would be filled properly.
- During the field survey a task force at district level was set up for supervision.
- District coordinators/Assist. District coordinators will monitor the survey.

Delivery of tools

- The tools including test booklet according to the no. of students.
- OMR sheets according to the no. of students
- Questionnaire for schools, students and teachers.
- Instruction for field investigator and field supervisors and attendance sheet of school level were delivered in the first week of February.

Audit of Field Survey

At state level, DIOS, BSAs and officers from SCERT were assigned 1 to 2 districts each for audit of actual survey work. At district level, government elementary schools teachers were allotted 3-4 schools for audit of the survey schools of the blocks other than, in which they are posted.

Problems Faced During Survey Process

- Number of Students allotted as per UDISE-2013-14, for test and students enrolled in respective schools were found different.
- There was no prior information to school authorities about the survey.
- Many students were lacking the reading ability especially in English.

- Students faced problems in filling up the OMR sheets.
- Many students were new to the MCQ pattern.
- Field investigators faced issues due to uneven attendance of students during the field-testing.
- Availablity and knowledge of UDISE Code at some schools.
- Unavailability of extra OMR and test tool sets.
- Options of some question in format were not well defined.

3. STATE LEVEL FINDINGS

3. State Level Findings

Subject-wise Achievement

The survey shows great diversity in achievement level in different subjects. The achievement level in Class 8 is better in all the subjects in comparison to Class 5. The Class 5 student performance is highest in subject English and the lowest in subject Science. The Class 8 performance is more uniform except in subject Maths, which is lowest of all subjects.

Table 3.1

SUBJECTS	ACHIEVEMENT CLASS 5			ACHIEVEMENT CLASS 8		
	Number	AVG	SD	Number	AVG	SD
English	125847	55.70	8.54	125584	56.72	9.12
Hindi	125622	53.05	8.40	126297	58.94	9.45
Maths	126063	52.65	7.75	126642	54.22	8.76
S.science	124739	50.31	8.48	125874	56.00	9.22
Science	125532	54.19	8.42	127221	57.21	8.73

Graph 3.1

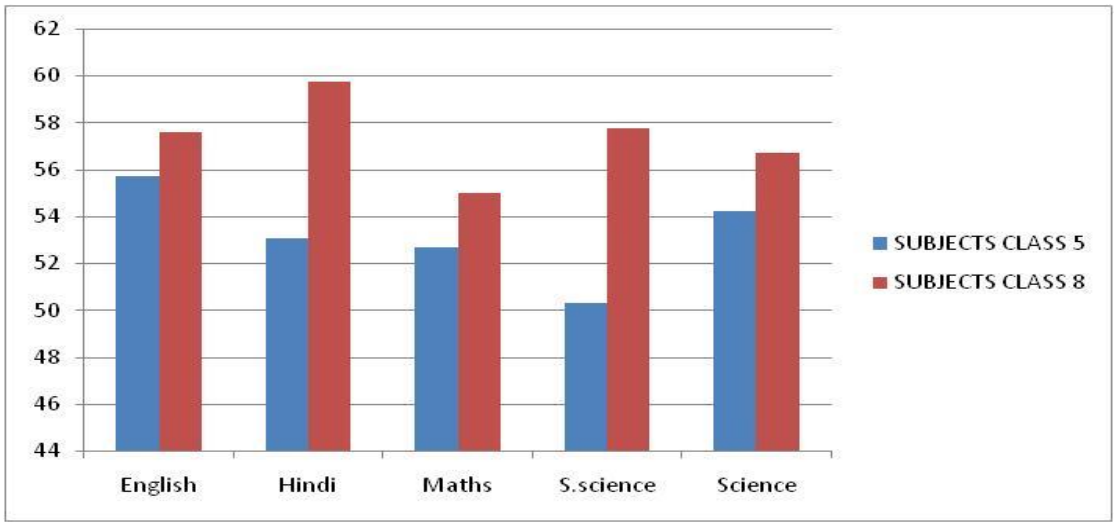


Chart shows that there is marked difference in achievement level of Hindi & Science in Classes 5 & 8. On the other hand the remaining subjects do not indicate differences.

Gender-wise Achievement in all subjects

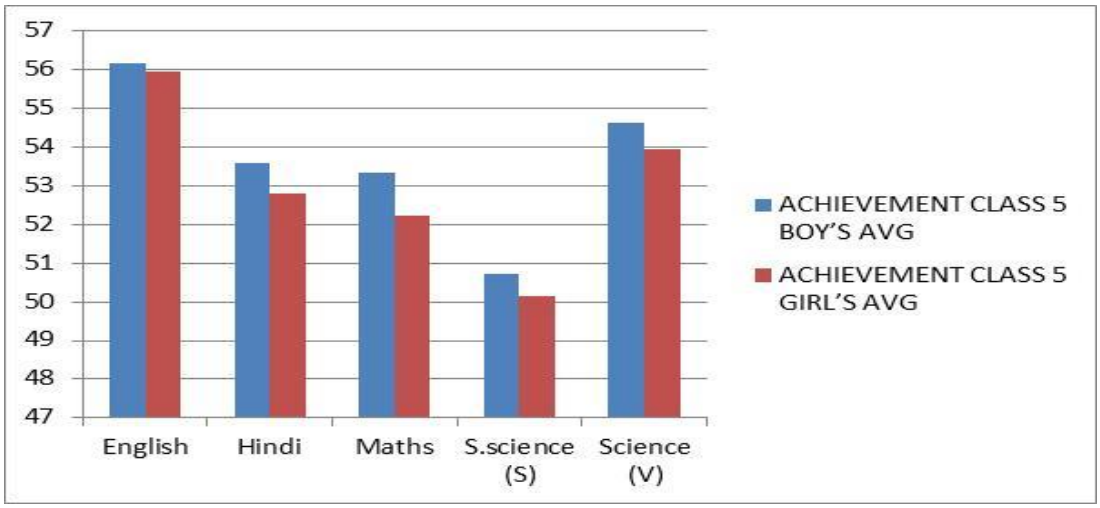
The deep-rooted bias against the girl child in society compeled to assess the effect of gender on learning level of girls across all the subjects covered under survey.

The survey shows that the achievement level of girl students in all the subjects is not significant. The maximum difference is only 1 percent or less in all the subjects.

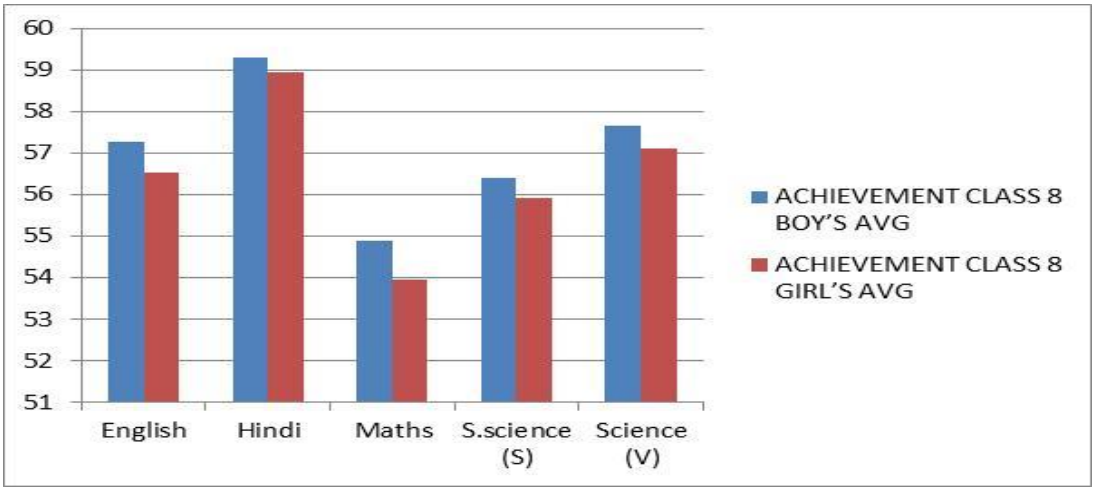
Table 3.2

Subjects	Achievement Class 5		Achievement Class 8	
	Boy's avg	Girl's avg	Boy's avg	Girl's avg
English	56.15	55.95	57.27	56.53
Hindi	53.59	52.78	59.30	58.95
Maths	53.32	52.21	54.88	53.97
S.science (S)	50.71	50.16	56.42	55.93
Science (V)	54.63	53.95	57.65	57.12

Graph 3.2.1



Graph 3.2.2



Achievement level of Class 8 girls and boys in Hindi is at par while in English, Maths, Science and Social Science shows difference.

Category-wise Achievement in all subjects

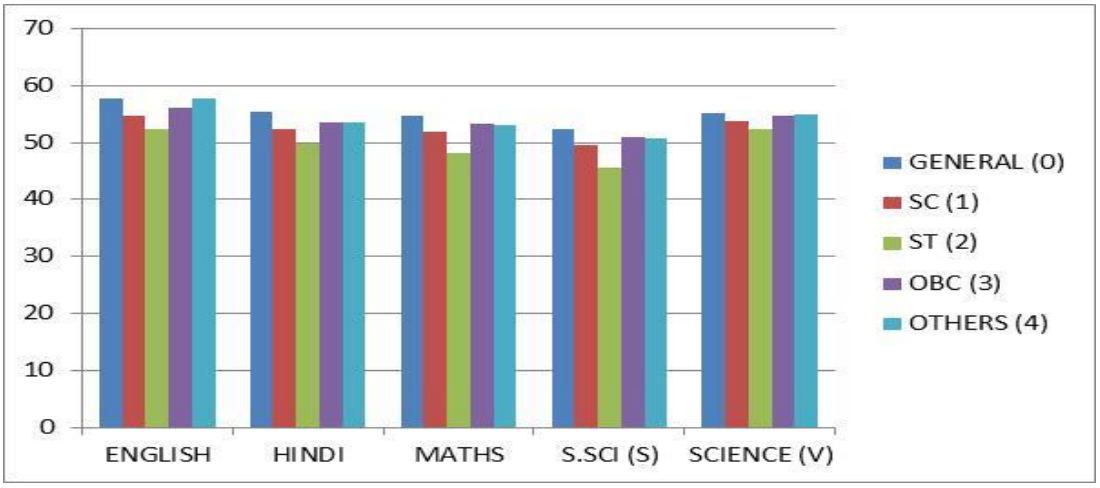
Analysis of performance across social categories in all the subjects shows that there is no significant difference in performance level across categories except the ST students, which may be because of smaller sample size of ST students. The finding of category wise achievement reveals that the students of General category have performed slightly better than the other categories in all subjects.

Category wise achievement level of Class 5 students

Table 3.3

S.N.	CATEGORY	ENGLISH	HINDI	MATHS	S.SCI (S)	SCIENCE (V)
1	GENERAL (0)	57.80	55.47	54.75	52.43	55.06
2	SC (1)	54.62	52.46	51.79	49.56	53.68
3	ST (2)	52.44	49.86	48.15	45.67	52.35
4	OBC (3)	56.14	53.51	53.34	51.05	54.77
5	OTHERS (4)	57.65	53.46	53.13	50.79	54.87

Graph 3.3



For Class 5, data reveals that there is no significant difference in performance level across social categories.

Category wise achievement level of Class 8 students

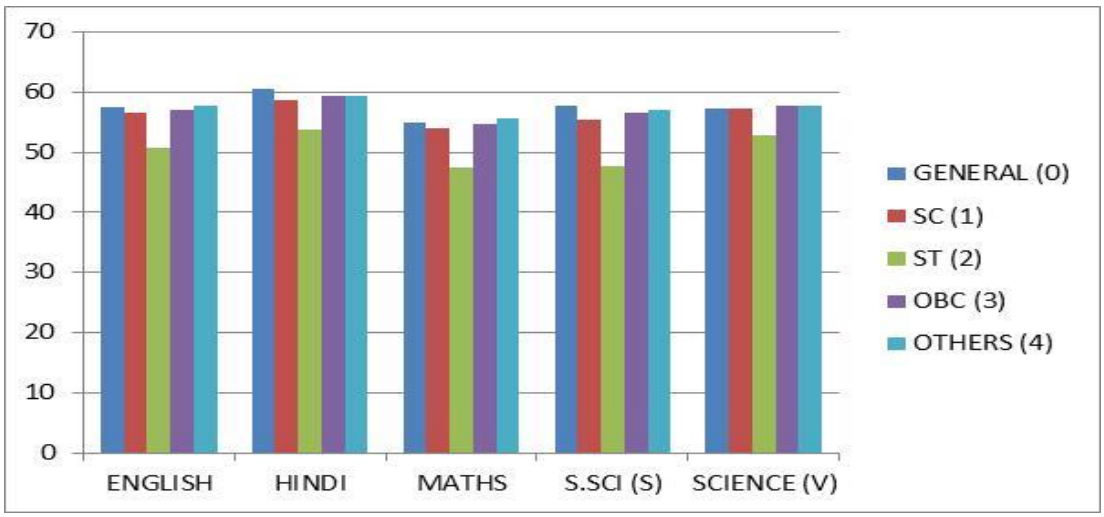
For Class 8, the finding of catogry wise achievement reveals that students of general category have performed slightly better than the other categories in all subjects.

Table 3.4

S.N.	CATEGORY	ENGLISH	HINDI	MATHS	S.SCI (S)	SCIENCE (V)
1	GENERAL (0)	57.61	60.47	54.91	57.69	57.24

2	**SC (1)**	56.63	58.75	53.96	55.39	57.24
3	**ST (2)**	50.73	53.78	47.45	47.81	52.85
4	**OBC (3)**	57.14	59.39	54.65	56.66	57.69
5	**OTHERS (4)**	57.73	59.41	55.74	57.13	57.82

Graph 3.4



Achievement byType of school (i.e. govt. aided, KGBV)

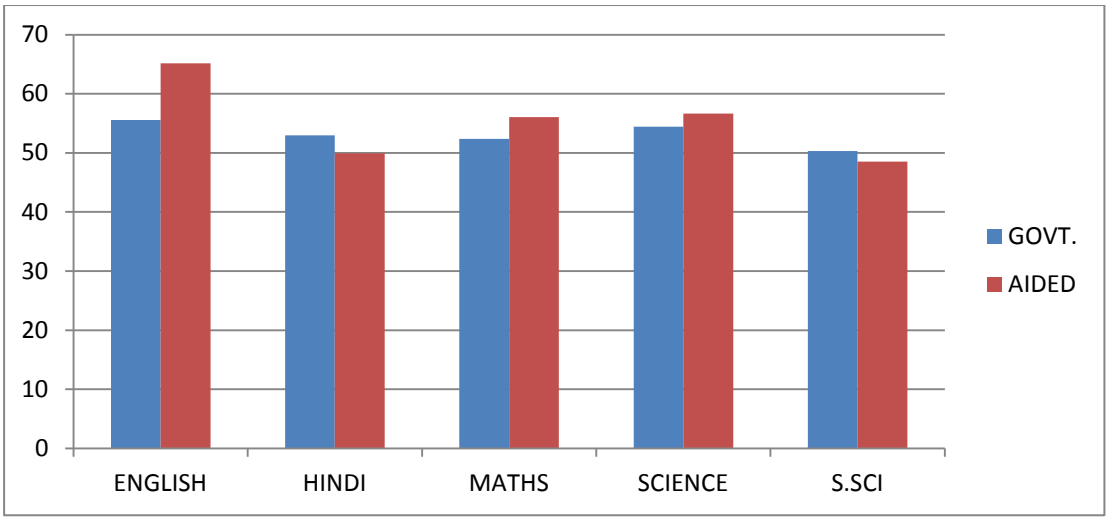
In this achievement survey, broadly three types of schools have been taken i.e. Government (run by Basic Shiksha Parishad), Aided by government of U.P. and Residential school- KGBV (run by SSA). All schools have there own merits and demerits with respect to teacher availability, physical resource etc. The achievement level of Class 5 students, based on the analysis of type of schools shows that the schools managed by Basic Shiksha Parishad have performed better in Hindi and Social Science while Aided Schools have performed better in English, Maths and Science.

ACHIEVEMENT BY TYPE OF SCHOOL FOR CLASS 5

Table 3.5

S.N.	TYPE OF SCHOOL	ENGLISH	HINDI	MATHS	SOCIAL SCIENCE	SCIENCE
1	**GOVT.**	55.54	52.96	52.39	50.32	54.41
2	**AIDED**	65.14	50.23	56.05	48.52	56.63

Graph 3.5



The above bar graph depicts the performance of students in Government and Aided schools in various subjects of Class 5. The graph clearly shows that there is no significant difference in the performance of Government and Aided schools except in subject English.

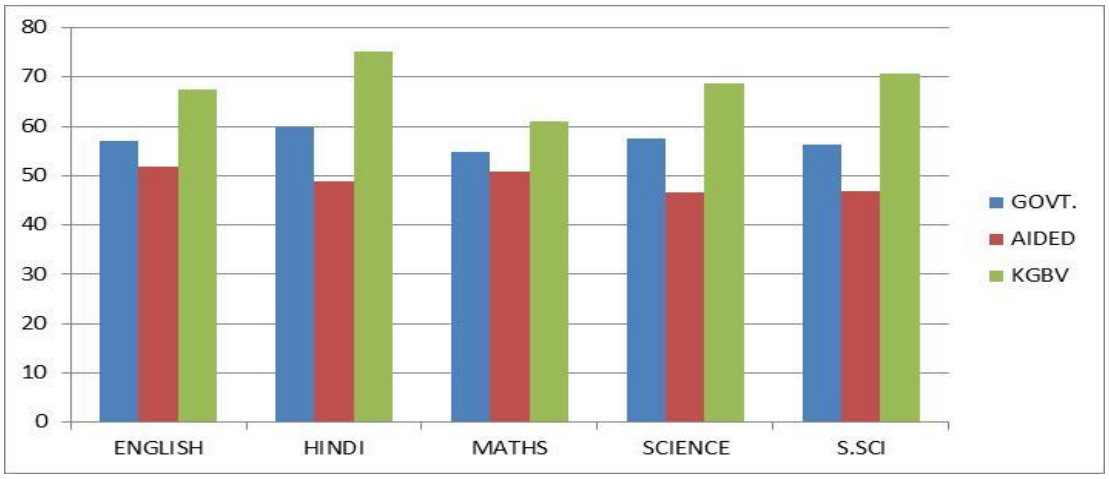
ACHIEVEMENT BY TYPE OF SCHOOL FOR CLASS 8

In this survey 4060 schools were taken for Class 8, out of which 122 schools are Aided Schools, 55 schools are KGBV. The achievement level of Class 8 students based on the analysis of type of schools shows that the schools managed by Basic shiksha parishad have performed better in all subjects than Aided schools while KGBV have out performed both kinds of schools in all subjects.

Table 3.6

S.N.	TYPE OF SCHOOL	ENGLISH	HINDI	MATHS	SCIENCE	S.SCI
1	GOVT.	57.80	59.47	54.75	58.43	56.06
2	AIDED	54.62	48.46	51.79	46.56	48.69
3	KGBV	67.82	74.64	61.18	70.25	69.13

Graph 3.6



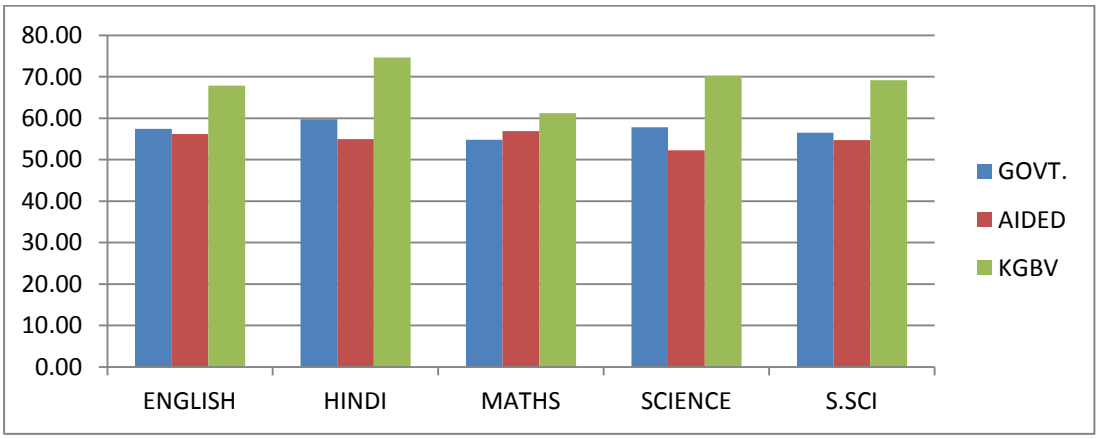
The analysis of the performance of students of Class 8 is shown in the above bar graph. It clearly highlights better performance of KGBV than the Government and Aided schools. The above graph also clearly reflects that students of government schools performed better in all five subjects than their counterparts in aided schools.

COMPARISION OF CLASS 8 GIRLS OF KGBV WITH OTHER SCHOOLS

Table 3.7

S.N.	TYPE OF SCHOOL	ENGLISH	HINDI	MATHS	SCIENCE	S.SCI
1	GOVT.	57.45	59.70	54.80	57.80	56.52
2	AIDED	56.18	54.93	56.86	52.22	54.73
3	KGBV	67.82	74.64	61.18	70.25	69.13

Graph 3.7



The above bar graph represents the analysis of the performance of girl students of Class 8. Once again it clearly shows that students of KGBV performed much better in almost all subjects than the girls of government and Aided schools. The above graph also clearly reflects that girl students of government schools performed better in all subjects except Maths than their counterparts in aided schools.

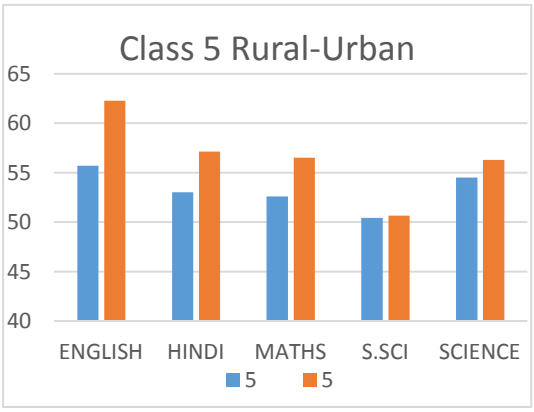
Comparison of achievement in rural and urban areas

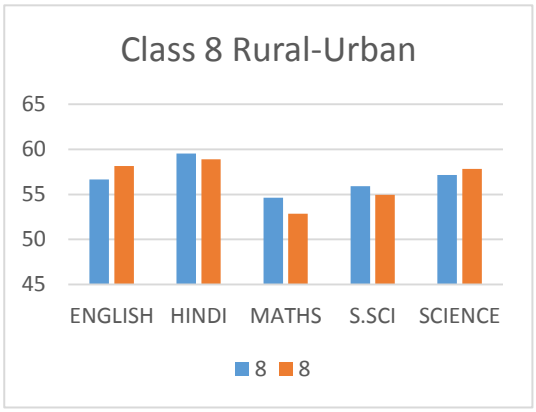
The urban school students have scored considerably better than their rural counterparts in Class 5, while in Class 8 the performance level of rural students is higher in Hindi, Maths and Social Science. It is only in English subject where urban schools have out performed rural schools in Class 5 and 8.

Table 3.8

CLASS	PLACE OF SCHOOL	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE
5	**RURAL**	55.69	53.01	52.61	50.44	54.50
5	**URBAN**	62.27	57.13	56.51	50.65	56.29
8	**RURAL**	56.67	59.55	54.63	55.92	57.17
8	**URBAN**	58.16	58.90	52.87	54.96	57.83

Graph 3.8

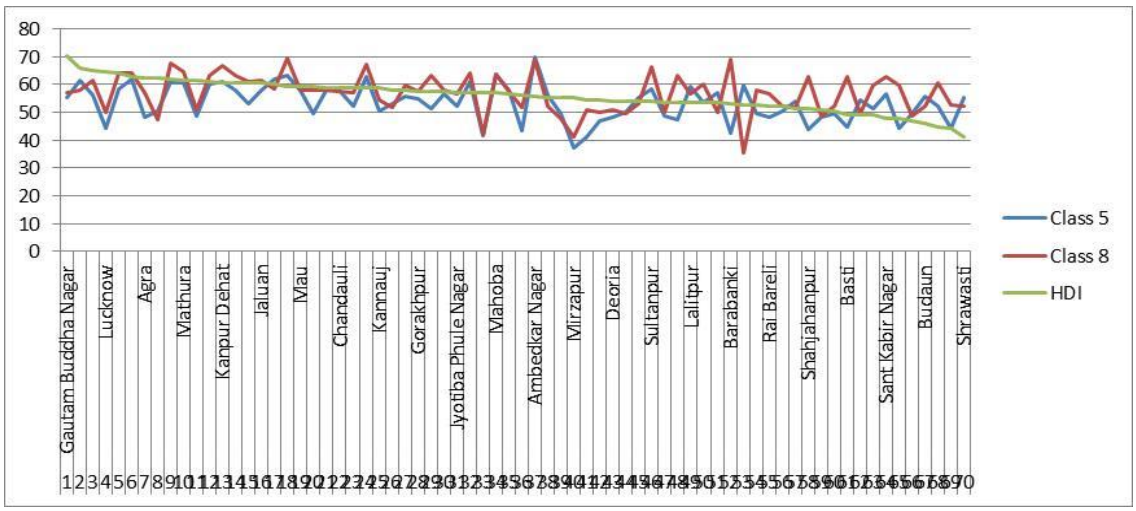




Comparison of HDI with Learning Achievement of Students: The comparison of HDI with Learning Achievement of Students in 70 districts shows that the district Gautam Budhnagar (0.7017), Ghaziabad (0.6566), Kanpur Nagar (0.6506) have performed better across districts while Shrawasti (0.4132) Bahraich (0.4404), Balrampur (0.4476) performed below state average with small effect size. Achievement of students is not affected by HDI, as graph shows that achievement of Class 5 and 8 is equally distributed across HDI

Graph 3.10

(Details find in Annexure – 1)



Comparison with SLAS 2013-14 for Class 4 and Class 7 achievement

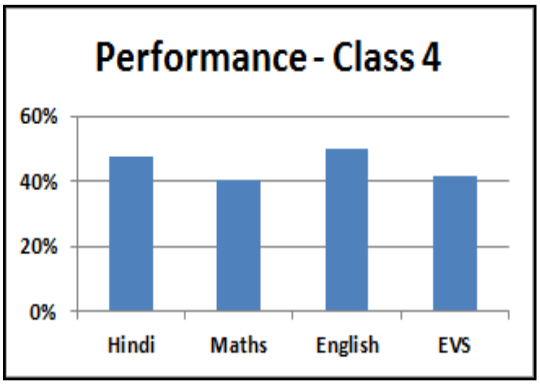
In year 2013-14, SCERT, UP conducted SLAS for class 4 and 7 and the achievement average is given below. In 2014-15 same cohort is in Class 5 and 8. Achievement average of SLAS 2013-14 is given in table 3.11. So in this way study shows that there is significant improvement in learning of students during the last one year.

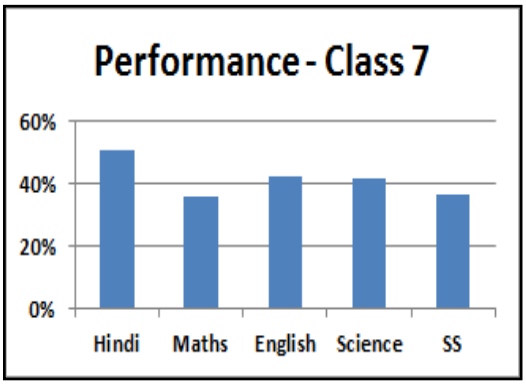
Table 3.11

	Class 4 2013-14	Class 5 2014-15	Class 7 2013-14	Class 8 2014-15
Subject	**AVG**	**AVG**	**AVG**	**AVG**
Hindi	47	53.05	51	58.90
Maths	40	52.65	35	54.18
English	50	55.70	42	56.61
EVS/ Science	42	54.19	41	57.23
Social Science	NA	50.31	36	55.96

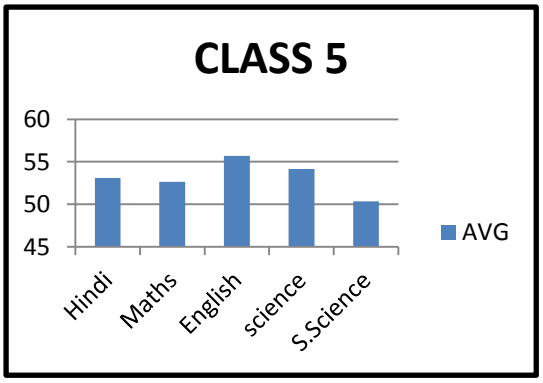
Source SLAS 2014-15

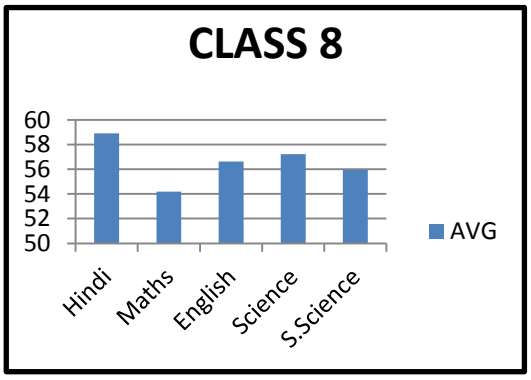
Graph 3.11.1 Graph 3.11.2





Graph 3.11.3 Graph 3.11.4





For Class 4 and 7, students from 10 districts across Uttar Pradesh were tested in subjects Hindi, English, Math's, Science and Social Science. Students scored 40 percent to 50 percent on average across the subjects in both the classes 4 and 7, except Maths and Social Science. In class 7 the average score was around 35-36

percent. The survey of Class 5 and 8 reveals that performance is more uniform across all the subjects. The performance level in subject Social Science in Class 5 is lowest and the performance in Maths is comparatively lower than other subjects in both the classes. The learning achievement in Hindi for Class 5 and 8 shows marked difference.

Comparison with NAS Class 5 with SLAS 2014-15

There is a lot of difference in NAS and SLAS tools for testing student's achievement in different subjects, still some general findings are same. Some of them are:

- Average achievement in language is higher in urban area for both English and Hindi, while in NAS-2012 language achievement at rural area was found on higher side.
- In NAS 2012, and SLAS 2014-15, language achievement of boys is found slightly on higher side than girls.
- In NAS 2012, and SLAS 2014-15 social category wise analysis, language achievement of general category students is on higher side and achievement of ST category students is on lower side.
- In NAS 2012 girls out performed boys in mathematics with slight margin but in SLAS 2014-15 boys out performed girls with very slight margin.
- In NAS 2012 social category wise analysis, mathematics achievement of ST students is on higher side and achievement of OBC category students is on lower side. In SLAS 2014-15 achievement of general students is on higher side while achievement of ST students is at lower end.
- Average achievement in EVS is higher in urban area and rural area is almost same in SLAS 2014-15, while in NAS 2012 rural area performance is only 0.5 percent higher than urban area.
- In NAS 2012, and SLAS 2014-15 boys EVS achievement is found slightly on higher side than girls.
- In NAS 2012, and SLAS 2014-15 in social category wise analysis, EVS achievement of general category students is on higher side and achievement of ST category students is on lower side.

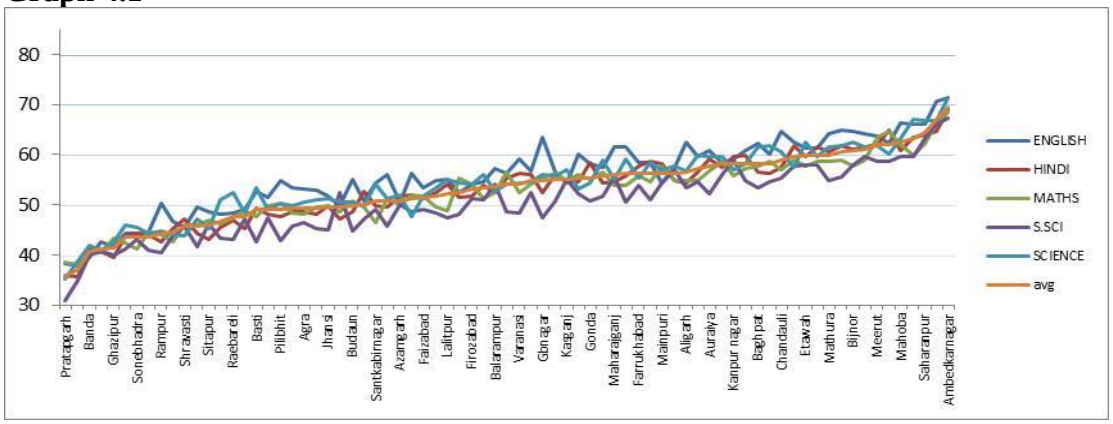
4. DISTRICT WISE ACHIEVEMENT OF STUDENTS

4. Achievement of Students across Districts

District Wise Comparison in all Subjects

Achievement of Class 5 Students in all subject across Districts: The district wise performance in Class 5 across subject reveals that districts Ambedkar Nagar (69.48), Shamli (66.98 percent) and Saharanpur (64.45) have performed above the average level while Pratapgarh (35.76), Mirzapur (37.09) and Banda (40.71) have perfomed below the average level. Graph demonstrates learning achievement of students for all five subjects. Even though there is a variation in achievement for different subjects of a district, still there is a trend, which shows that some districts have performed better in all subjects while achievement of some is low in all subjects.(Details find in Annexure – 2)

Graph 4.1

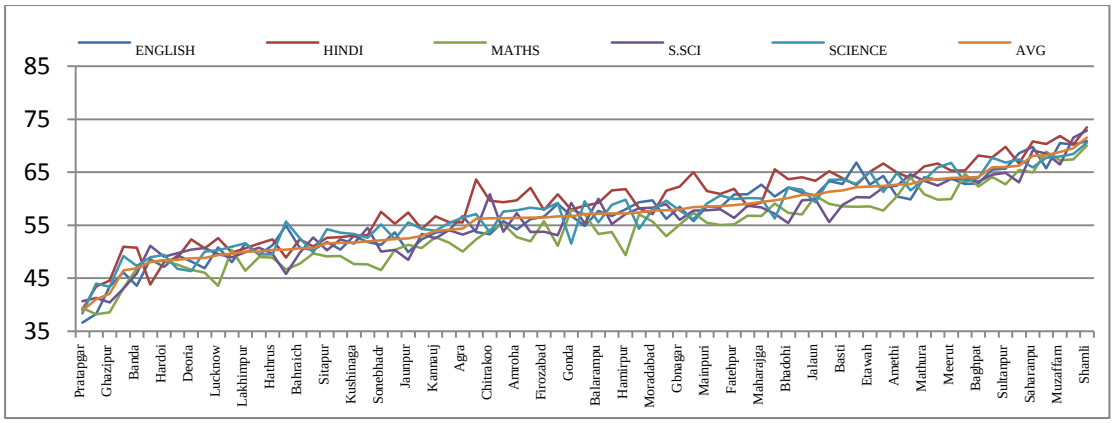


Source SLAS 2014-2015

Achievement of Class 8 Students in all subject across Districts

The district wise performance in Class 8 across subjects reveals that districts Shamli (71.57 percent), Barabanki (69.58 percent) and Mujjafar Nagar (68.82 percent) have performed above the average level while Pratapgarh (38.85 percent), Mirzapur (41.04 percent) and Gazipur (42.09 percent) have perfomed below the average level. Graph demonstrates learning achievement of students for all five subjects. Even though there is a variation in achievement for different subject of a district, still there is a trend, which shows some districts have performed better in all subjects and while achievement of some is low in all subjects. (Details find in Annexure –3)

Graph 4.2

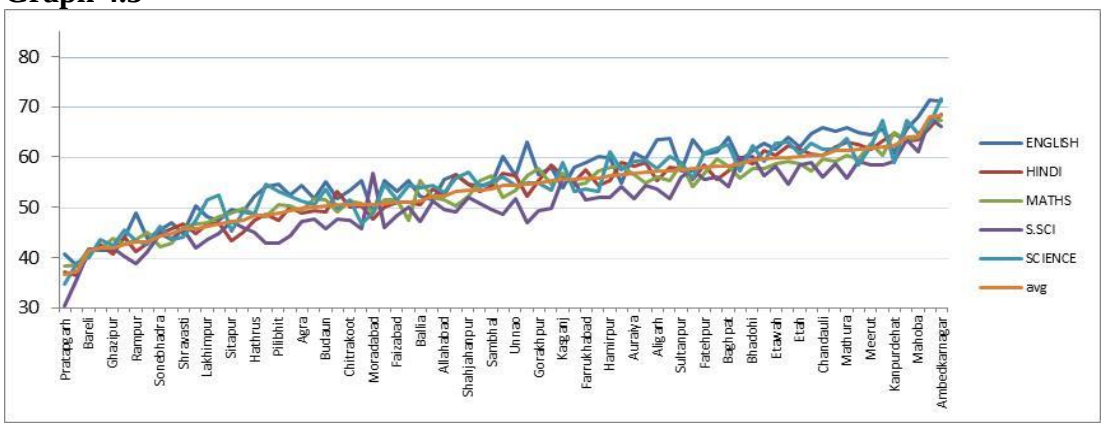


Gender Wise Comparison in all Subjects:

Achievement of male students of Class 5 in all subject across districts

On comparing performance according to gender we find that the male students in district Ambedkarnagar (68.19), Shamli (68.08), Mahoba (64.06) is at higher side of the graph while that of Pratapgarh (36.58), Mirzapur (37.29), Banda (41.47) are at lower side of the graph. Trend of district wise achievement is quite visible and significant. (Details find in Annexure – 4)

Graph 4.3

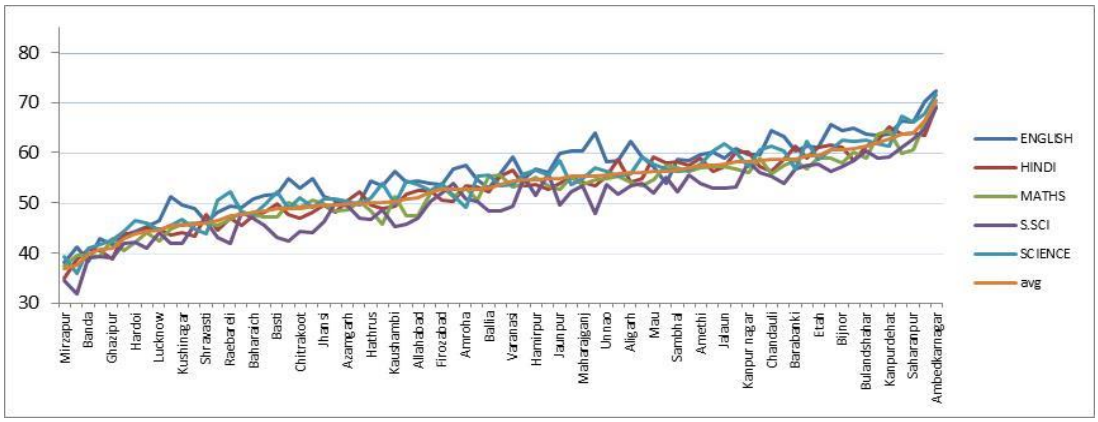


Source SLAS 2014-2015

Achievement of female students of Class 5 in all subject across districts

The performance of female students in all the subjects for districts- Ambedkarnagar (70.31), Shamli (66.45), and Saharanpur (63.93) have performed on higher side while Mirzapur (36.85), Pratapgarh (37.52), Banda (39.7)have performed at lower end of graph.(Details find in Annexure – 5)

Graph 4.4

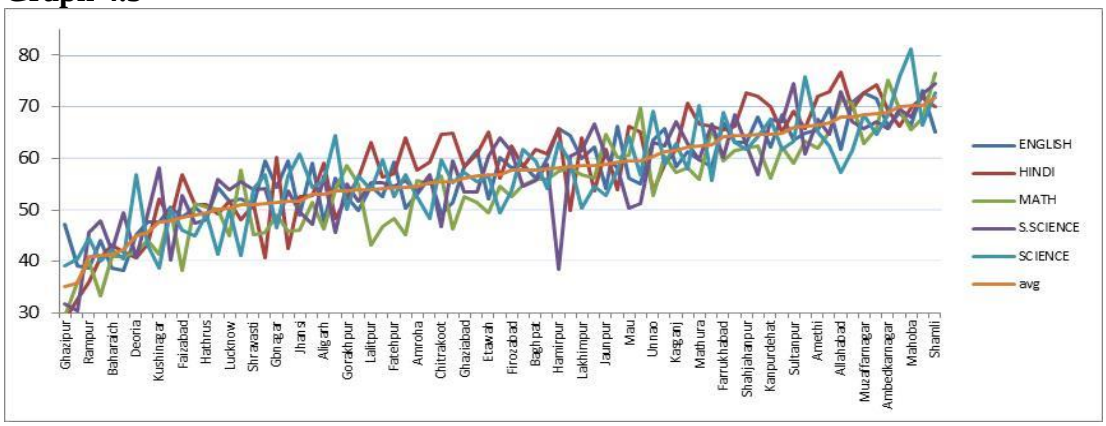


Source SLAS 2014-2015

Achievement of male students of Class 8 in all subject across districts

The analysis of gender wise achievement level for male students in Class 8 across all subjects shows that Shamli (71.83), Bijnor (70.34), and Mahoba (70.14) have performed above the average level while Ghazipur (35.21), Pratapgargh (35.81) and Rampur(41.06) have performed below the average level. (Details find in Annexure – 6)

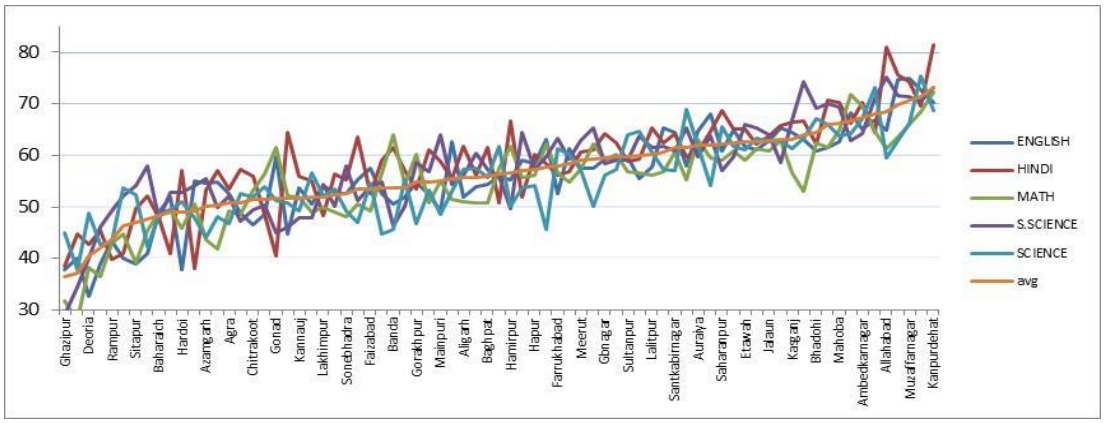
Graph 4.5



Achievement of female students of Class 8 in all subject across districts

On comparing genderwise performance of Class 8 female students across districts, female students have performed above the average level in the districts of Kanpur Dehat (73.14), Shamli (71.34) and Muzaffarnagar (70.60) while in Gazipur (36.48), Jhansi (37.05) and Deoria (40.54) they have performed below the average level. (Details found in Annexure – 7)

Graph 4.6



Source SLAS 2014-2015

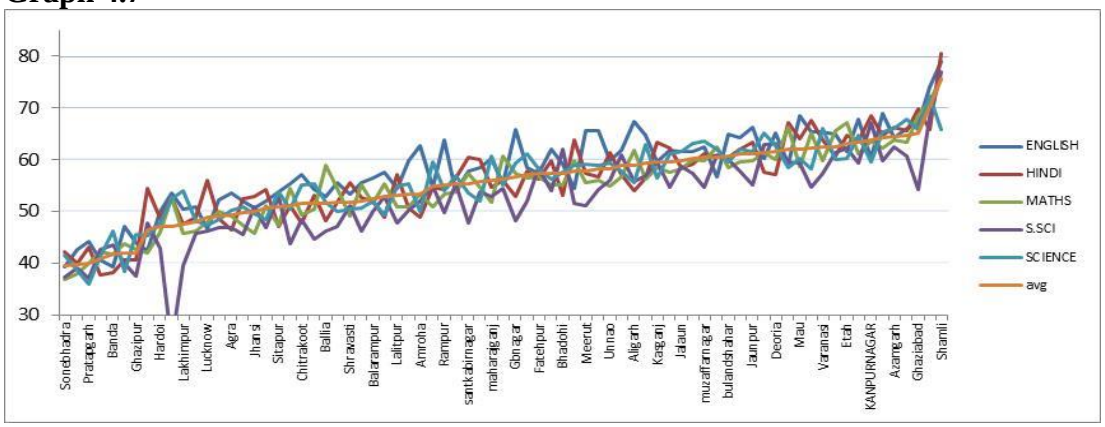
Achievement of students across social categories

The study also covered the information for analysis of performance of students across social categories in Class 5 and 8 in different districts. Achievement for different social categories is as follows:

Achievement of General students of Class 5 in all subjects across districts:

In Class 5 the performance of General category students is better in Shamli (75.55) Ambedkarnagar (70.41) and Ghaziabad (65.09). These districts have performed above the average level while Sonbhadra (39.50), Mirzapur (39.71) and Pratapgarh (40.10) have performed below the average. (Details in Annexure – 8)

Graph 4.7

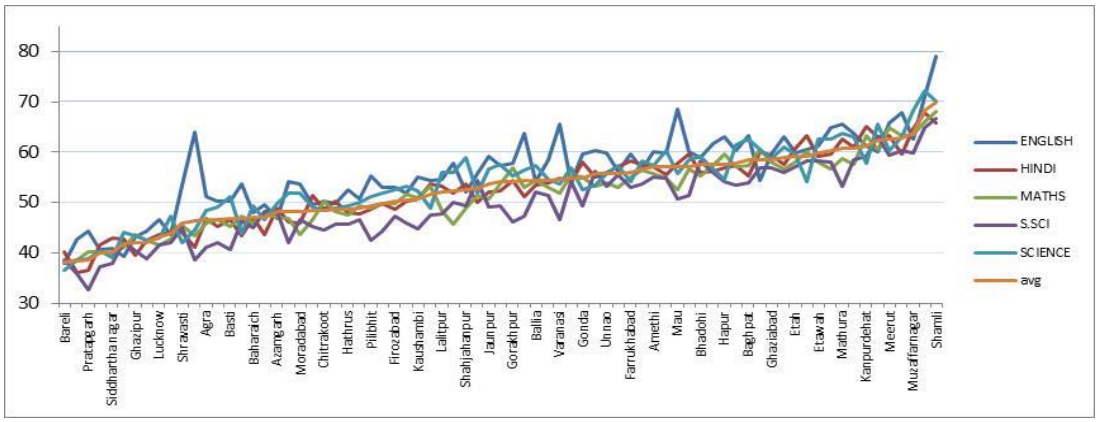


Source SLAS 2014-2015

Achievement of SC students of Class 5 in all subject across districts

In SC category in Class 5, the performance in the districts of Shamli (69.96), Ambedkarnagar (68.41) and Muzaffarnagar (63.80) is higher than the average level while the performance in Bareilly (38.26), Mirzapur (38.39) and Pratapgarh (38.52) is below the average level. (Details in Annexure – 9)

Graph 4.8

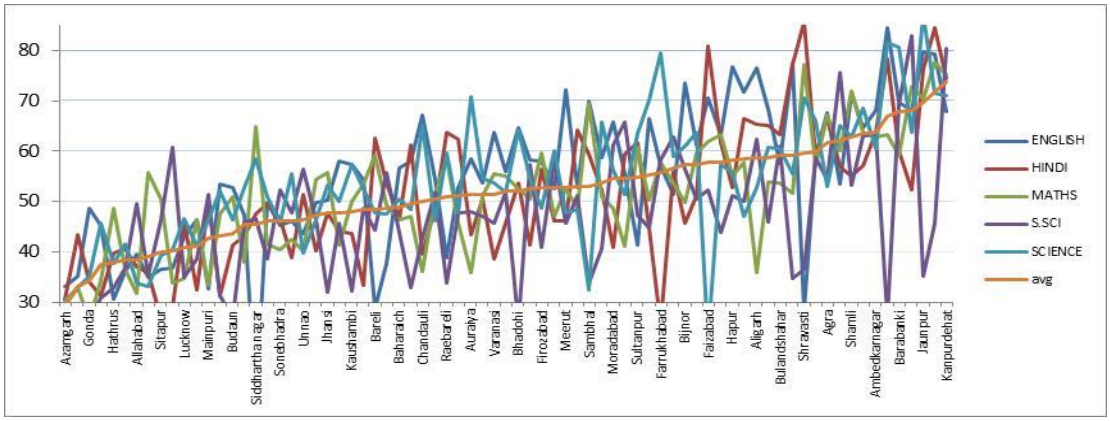


Source SLAS 2014-2015

Achievement of ST students of Class 5 in all subject across districts

In ST category in Class 5, the districts of Kanpur Dehat (73.80), Ghaziabad (71.73) and Jaunpur (69.74) have performed above the average level while (29.73) Hardoi (33.16), and Gonda (34.27) have performed below the average level. (Details in Annexure – 10)

Graph 4.9

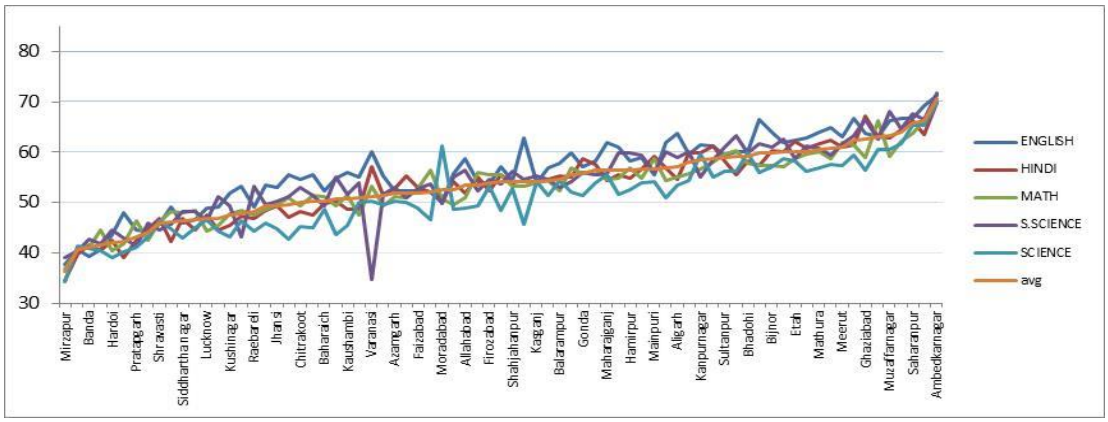


Resource SLAS 2014-2015

Achievement of OBC students of Class 5 in all subject across districts

Under OBC category in Class 5, the performance is higher than average level in the districts of Ambedkarnagar (70.54), Shamli (66.24) and Saharanpur (65.92) while the performance is below the average level in Mirzapur (36.45), Bareli (40.60) and Banda (41.14). (Details in Annexure – 11)

Graph 4.10

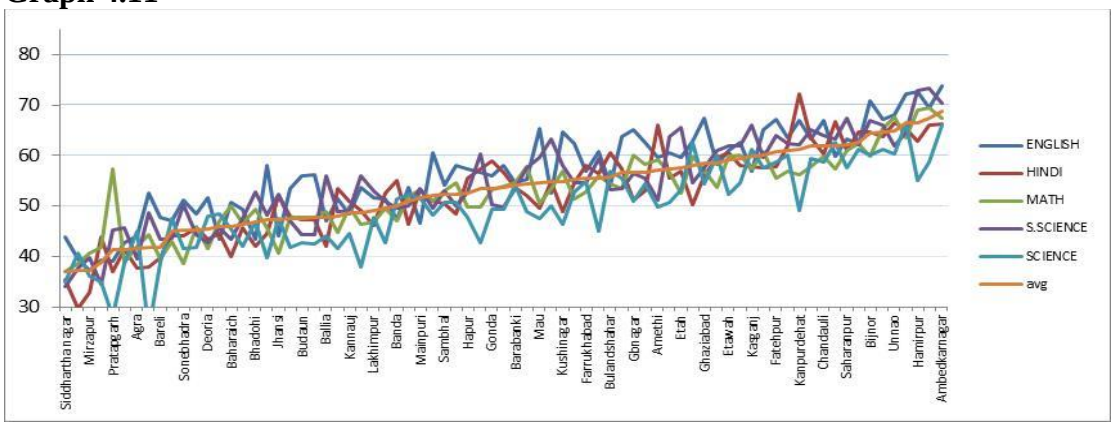


Source SLAS 2014-2015

Achievement of Other students of Class 5 in all subject across districts

Under other categories in Class 5, the performance is higher than average level in the districts of Ambedkarnagar (68.77), Mahoba (67.41) and Hamirpur (66.44) while it is below the average level in the districts of Siddharthnagar(37.13), Ghazipur (37.28) and Mirzapur (37.34). (Details in Annexure – 12)

Graph 4.11

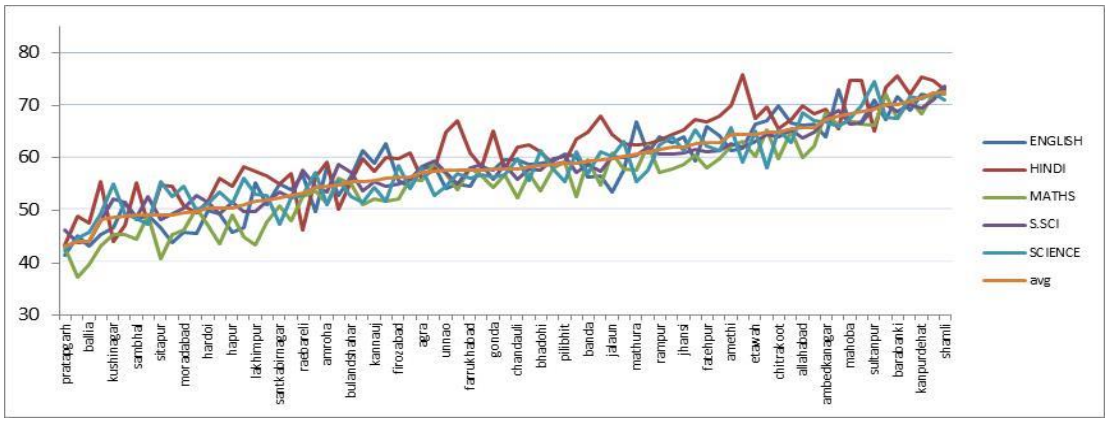


Source SLAS 2014-2015

Achievement of General students of Class 8 in all subject across districts

Under General category in Class 8, the performance is higher than the average level in the districts of Shamli (72.60), Saharanpur (72.28) and Kanpur Dehat (71.32) while it is lower than the average level in the districts of Pratapgarh (43.28), Ghazipur (43.95) Ballia (44.11).(Details in Annexure – 13)

Graph 4.12

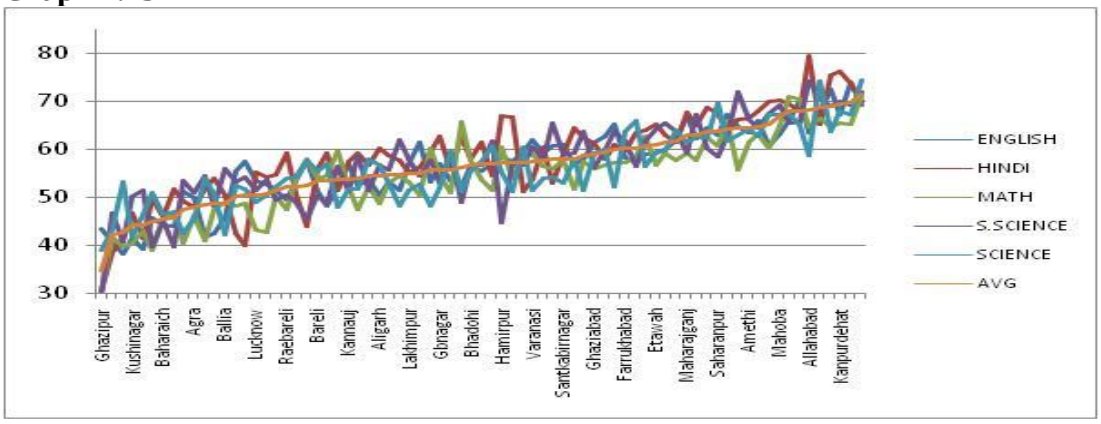


Source SLAS 2014-2015

Achievement of SC students of Class 8 in all subject across districts

Under SC category in Class 8, the performance is higher than average in the districts of Shamli (71.31), Muzaffarnagar (69.76) and Kanpur dehat (69.33) while it is lower than the average level in Ghazipur (34.6), Rampur (42.13) and Deoria (42.64). (Details in Annexure – 14)

Graph 4.13

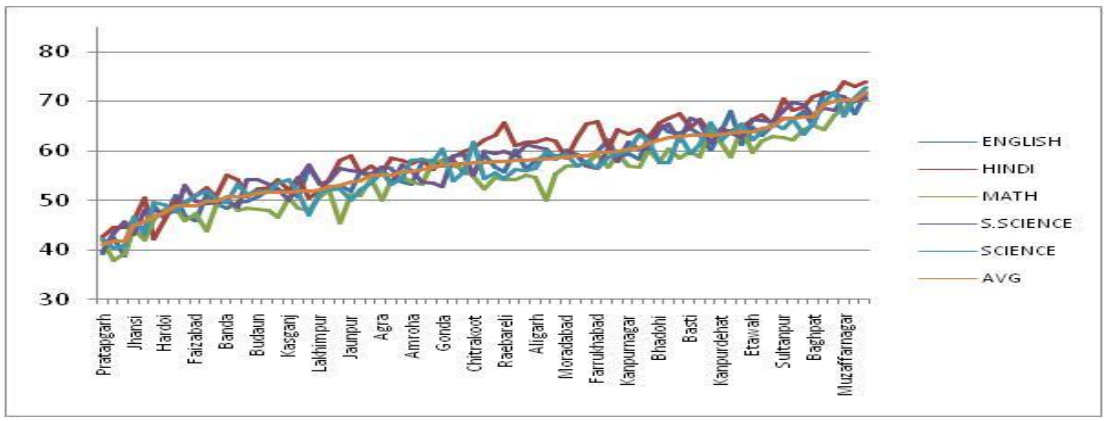


Source SLAS 2014-2015

Achievement of ST students of Class 8 in all subject across districts

Under ST category in Class 8, the performance is higher than average level in the districts of Shamli (71.81), Ambedkar nagar (70.26) and Muzaffarnagar (70.20) while it is lower than average level in the districts of Pratapgarh (41.19), Ghazipur (41.79) and Mirzapur (41.81). (Details in Annexure – 15)

Graph 4.14

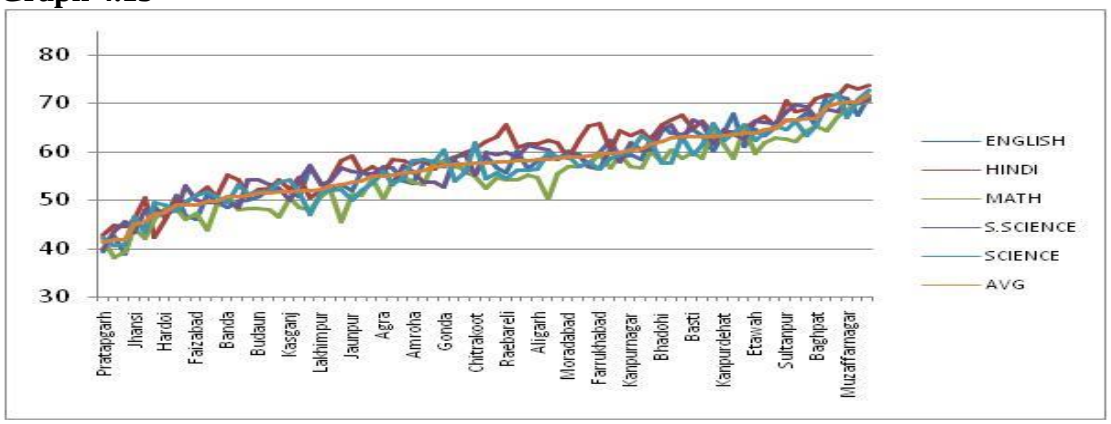


Source SLAS 2014-2015

Achievement of OBC students of Class 8 in all subject across districts

Under OBC catergory the districts of Shamli (71.81), Ambedkar nagar (70.26) and Muzaffarnagar (70.2) have performed above the average level while Pratapgarh (41.19), Ghazipur (41.79) and Mirzapur (41.81) have performed below the average level. (Details in Annexure – 16)

Graph 4.15

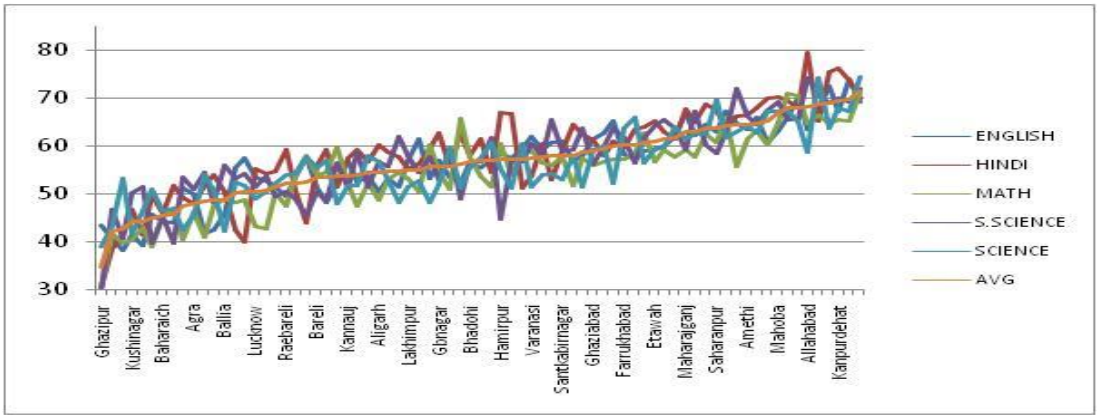


Source SLAS 2014-2015

Achievement of Other students of Class 8 in all subject across districts

Under other categories for Class 8, the districts of Shamli (71.31), Muzaffarnagar (69.76) and Kanpur Dehat (69.33) have performed above the average level while the districts of Gazipur (34.6), Rampur (42.13) and Deoria(42.64) have performed below the average level. (Details in Annexure – 17)

Graph 4.16



Source SLAS 2014-2015

The Overall district wise analysis shows that he districts of Shamli, Ambedkarnagar, Kanpur have performed above the average level while the districts of Mirzapur, Gazipur and Pratapgarh have performed below the average level.

5. STUDENTS' PERFORMANCE ON DIFFERENT QUESTIONS

5. Performance of Students on different types of Questions

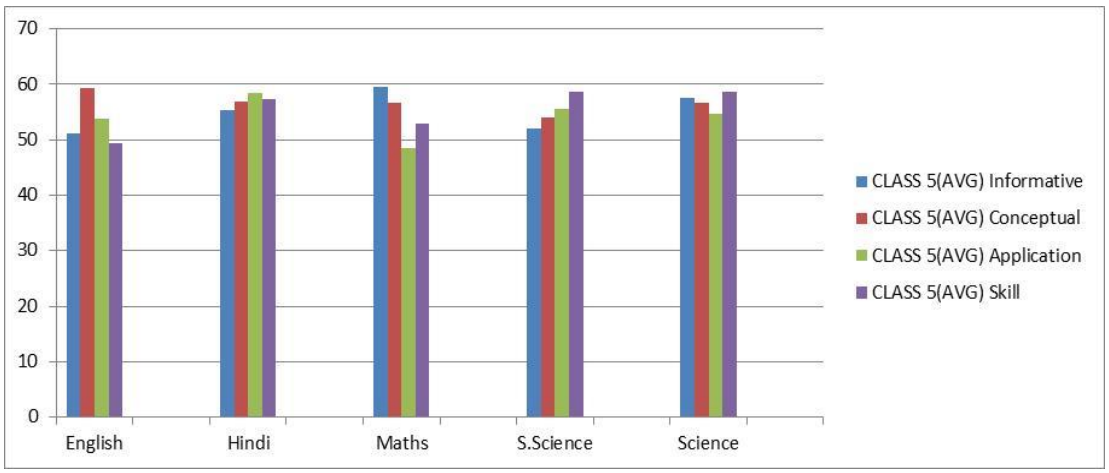
In both the classes 5 and 8, test tools were designed for 5 subjects i.e. Hindi, English, Maths, Science and Social Science. The study items were constructed to test four basic types of students' learning i.e. informative, conceptual, application and skill based in all subjects. Students' achievement is categorized in these learning types to assess the type of learning preferered by students for different subjects. The students' learning wise analysis reveals that at Class 5 level:

- The students' performance on informative questions is best for Maths and lowest for Social Science.
- The conceptual understanding is better in subjects English and Hindi in comparison to Social Science.
- Application and skill based question's analysis shows that student's performance is better in Hindi while the skill of application in Maths is lowest among all the subjects.

Table 5.1

SUBJECTS	CLASS 5 (AVG)			
	Informative	Conceptual	Application	Skill
English	51.14	59.22	53.74	49.30
Hindi	55.23	56.80	58.39	57.41
Maths	59.5	56.61	48.53	52.99
S.Science	51.91	54.11	55.47	58.59
Science	57.54	56.66	54.57	58.69

Graph 5.1



Students' achievement is categorized in these learning types to assess the type of learning preferered by a student for different subjects. The students' learning wise analysis reveals that in Class 8 :

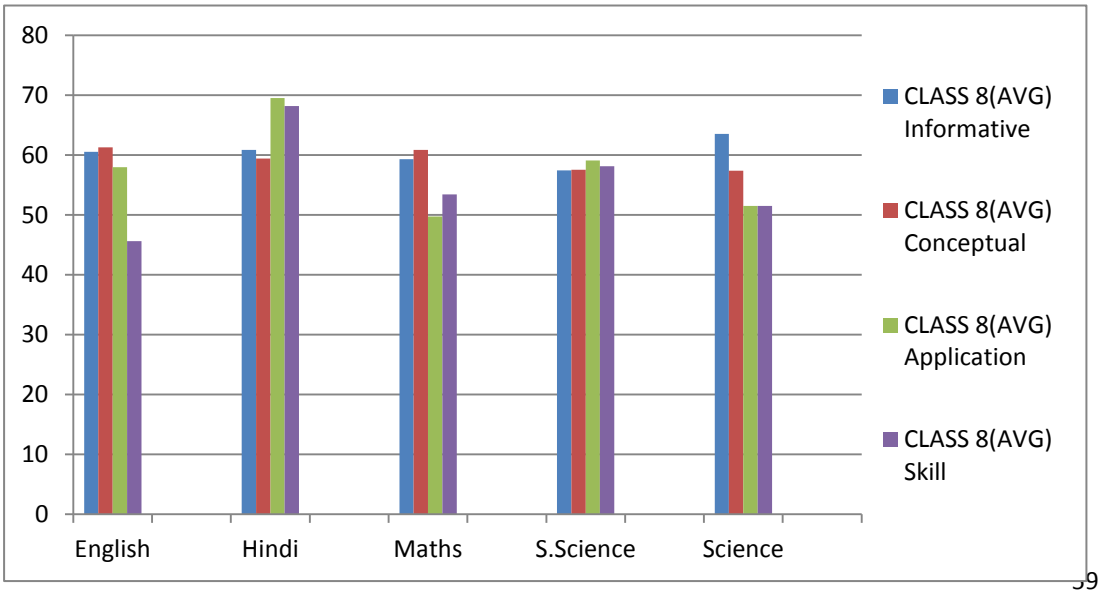
- The students' performance on informative questions is best for English, Maths and Science and lowest for Social Science.
- The conceptual understanding is lower in Social Science and Hindi in comparison to English and Maths.
- Students' performance in application and skill based questions is better in Hindi and Social Science in comparison to Maths, Science and English.

The data shows that the performance of students in both the classes is low in the questions that require application or higher order of thinking, especially in subjects Maths, Science and English.

Table 5.2

SUBJECTS	CLASS 8 (AVG)			
	Informative	Conceptual	Application	Skill
English	60.52	61.27	57.93	45.61
Hindi	60.86	59.41	69.52	68.18
Maths	59.30	60.85	49.72	53.41
S.Science	57.44	57.52	59.09	58.13
Science	63.53	57.39	51.51	51.51

Graph 5.2



Analysis of various kinds of questions

Various types of analysis were carried out for deeper understanding of the trends in the students learning. For this purpose 2 sets of question papers were prepared to measure student's performance on different types of questions. The questions were divided into 4 categories:

1. Informative Questions

2. Conceptual Questions

3. Application Type

4. Skill Based

The questions in different subjects to measure the skill of students are as follows-

1-Informative Questions

Subject - Hindi Class 5 Set no. -1

6. विवेकानंद ने अपना पहला व्याख्यान दिया था–	
a) जापान के क्योटो में	15.39
b) चीन के शंघाई में	14.20
c) संयुक्त राज्य अमेरिका के शिकागो में	55.75
d) भारत के दिल्ली में	14.66

18. ओलम्पिक खेलों की शुरूआत हुयी–	
a) आस्ट्रेलिया के ओलम्पिक से	20.06
b) ग्रीस के ओलम्पिक से	51.40
c) चीन के ओलम्पिक से	17.17
d) जापान के ओलम्पिक से	11.37

The questions were asked to assess student's ability to read and comprehend explicit and implicit details given in textbook. 55.75 percent correct answer in ques.6 and 51.40 percent in ques.18 show their ability to grasp information from the given text. It also shows that only half of the students could answer the question, which means that only that proportion of students could understand the text and recall the information. Distribution of other options clicked by students on MCQ based tools shows that only those who knew the answer marked it rightly while in the rest of the cases the answer is random.

2-Conceptual Questions

Subject - Hindi Class 5 Set no. -2

4. महादेवी वर्मा की कविता 'हरियाली' मूलत आधारित है–

a) पर्वत पर	12.68
b) वायु पर	13.76
c) प्रकृति पर	61.60
d) आकाश पर	11.97

5. विध्नों को गले लगाते हैं। काँटों में राह बनाते हैं।। उपर्युक्त पंक्ति संबंधित है–	
a) विद्यार्थियों के लिए	12.97
b) कायरों के लिए	15.21
c) चरित्रवानों के लिए	14.53
d) बहादुरों के लिए	57.29

These questions were designed to measure student's understanding of the central idea of a poem. 61.60 percent opted the correct option 'C' in question 4, and 57.29 percent opted option 'D' in question '5', which shows their proper understanding of concept of lesson. It also shows that about 60 percent of the students could answer the question. This means that only that proportion of students could understand the text and comprehend it. Distribution of other options selected by students on MCQ based tools shows that only those who knew the answer marked it correctly otherwise answer is random.

3- Application Type

Subject - Hindi Class 5 Set no. -1

31. 'सरिता' शीर्षक कविता से हमें यह शिक्षा मिलती है कि –	
a) हमें कोमल और मृदुल व्यवहार रखना चाहिए	62.38
b) हमें चट्टानों में गिरते रहना चाहिए	18.70
c) हमें कंकड–पत्थर अपने पास रखने चाहिए	9.73
d) हमें पानी पीते रहना चाहिए	9.19

The question was to check the comprehension power of students in Hindi poetry. 62.38 percent of students answered correctly to show strong poem comprehension skill of students. As most of the students know that a river flows through rocky hills so some students may have gone for option 'B'. Very few students opted for other options and may comprise those not having any idea about the lesson in their textbook.

32. तुम इस समय कहां जा रहे हो' वाक्य में विराम चिन्ह लगेगा–	
a) प्रश्नवाचक (?)	56.82
b) विस्मयादिबोधक (!)	18.34
c) अल्पविराम (,)	14.84
d) पूर्णविराम (।)	10.00

The question was to measure student's ability to apply punctuation marks. 56.82 percent of students answered correctly, which shows their ability to use the punctuation marks properly. Other options are not random; it shows students understanding about punctuation, means that much have to be done for students understanding.

4- Skill based

Subject - Hindi Class 5 Set no. -2

32. वचन के अनुसार क्रिया का रूप बदलने पर सही वाक्य होगा –	
a) हम लोग घर जा रहे हैं।	56.80
b) मैं घर जा रहे है।	18.65
c) हम सब घर जा रहा हूँ।	16.59
d) मैं घर जायेंगे।	7.96

The question was designed to find out the student's skill of finding the implicit concept of the Hindi Grammer. 56.80 percent correct answers of students proved their better skill in using verb as per plurality of noun. Other options are not random; that shows level of understanding of students about Hindi grammer.

1-Informative Questions

Subject - Science Class 5 Set no. -1

1. कछुआ है –	
a) थलचर	9.29
b) ज्लचर	12.27
c) उभयचर	66.90
d) नभचर	11.55

This question was asked to measure the student's knowledge about the characteristics of Turtle. 66.90 percent of students selected right option as (Ubhaychar). A good number of students answered it correctly because they have seen turtle moving in and out of water. Second most prevalent answer is about aquatic because in most of the pictures the turtle is seen near a waterbody. Some students don't know about these words, so they have opted wrong options.

2. वायु प्रदूषण से होता है	
a) फेफड़ों से संबंधित रोग	50.89
b) मूत्र संबंधित रोग	20.63
c) हड्डी संबंधित रोग	15.22
d) पाचन संबंधी रोग	13.27

This question was to test the student's knowledge regarding the consequences of air pollution. 50.89 percent of student rightly understood the question and selected the right option. A good number of students answered it correctly because they knew that humans inhale air through lungs. Other options are not so randomly chosen. It reflects students' confusion about how air pollution affects the human body. Some student may not be aware of the word "pollution", so they have opted wrong options.

2-Conceptual Questions

Subject - Science Class 5 Set no. -2

1. निम्न में जलीय पौधा है

a) गुलाब	15.17
b) गुडहल	19.14
c) सूरजमुखी	11.34
d) कमल	54.35

The question was to find out students' knowledge about reproduction in plants 54.35 percent have chosen the correct answer. A very good number of students couldn't answer, though they all might have seen "rose", "sun flower" and "Gudhal". Students didn't understand "jaliya", as every plant needs water for growth so students may have confusion. Such words in science need explanation.

2. संक्रामक रोग है	
a) पोलियो	62.22
b) घेंघा	16.16
c) ज़ुकाम	13.04
d) कैंसर	8.58

This question was to test students' understanding about the mode of transmission of diseases in animals 62.22 percent students were correct in their answer, which shows their understanding of the diseases and its transmission. A good number of students answered it correctly because they had witnessed many "pulse polio Abhiyan" at their school. Other options are not so randomly chosen, which reflects students' confusion about word "sankramak", Some student may not be aware of word "sankramak", so they have opted wrong options.

3- Application Type

Subject - Science Class 5 Set no. -1

4. जलीय पौधे तैरते रहते हैं। क्यों कि उनके तने होते हैं	
a) कठोर	8.26
b) भारी	13.44
c) हल्के	15.12
d) मांसल	63.18

This question was to test students' understanding of the different type of plants, their characteristics and application. 63.18 percent of the students answered it correctly. A good number of students answered it correctly because they had experienced many aquatic plants at ponds. Other options are not so randomly chosen. The next favored option is "light", which is based on common sense while the choice of other two options reflects students' confusion about such plants.

3. वायु प्रदूषण करता है	
a) रिक्शा	11.87
b) तांगा	18.36
c) बस	59.79
d) बैलगाडी	9.98

The question was to test students' knowledge about the source of pollution, 59.79 percent of the students chose 'bus', which is correct. A good number of students answered it correctly because they had experienced black air emission from bus, car, and tempo. Other options are not so randomly chosen. It reflects students' confusion about the word "pollution", Some student may not be aware of word "pollution", and what is air pollution and how does it occur..

4- Skill based

Subject - Science Class 5 Set no. -2

3. पेड़ से टूटा हुआ फल नीचे गिरता है	
a) चुम्बकीय बल के कारण	12.27
b) पेशीय बल के कारण	14.57
c) गुरूत्वाकर्षण बल के कारण	58.09
d) घर्षण बल के कारण	15.07

The question was to test the students' knowledge about gravity. 58.09 percent students knew the correct answer. This shows students' understanding about gravity. A good number of students didn't answer it correctly because they didn't know the difference between forces and their cause of action. Other options are randomly chosen. It reflects students' confusion about different forces. During science teaching these things need to be taken care of.

1-Informative Questions

Subject - Social Science Class 5 Set no. -4

20. निम्नलिखित में से कौन सी पुस्तक को नोबेल पुरस्कार प्रदान किया गया	
a) गीताजंली	60.81
b) गोदान	13.68
c) युगान्तर	14.15
d) आनन्दमठ	11.35

This question was to test students' knowledge about Nobel Prize winner book, 60.81 percent students answered correctly, which shows their ability to recall their learning. Other options are randomly chosen, which means that many students have either not learned the textbook or have inability to recall.

22. लाला लाजपत राय के हत्यारे सॉन्डर्स को गोली किसने मारी	
a) राम प्रसाद बिस्मिल	18.16
b) सुभाष चन्द्र बोस	23.93
c) चंद्र शेखर आजाद	23.26
d) भगत सिंह	34.65

The question was to test students' knowledge about freedom struggle and freedom fighters of India. 34.65 percent students answered it correctly, which is very low. It means that student have no idea about Indian freedom struggle. This is because history is supposed to be memorised than to be understood with sequence of events. Next two preferred options are those who are most talked about.

2-Conceptual Questions

Subject - Social Science Class 5 Set no. -1

32. हमारी राष्ट्रभाषा क्या है?	
a) तमिल	9.01
b) गुजराती	13.60
c) अंग्रेजी	10.92
d) हिन्दी	66.48

The question was aimed to measure the conceptual understanding in students. 66.48 percent students knew the correct answer, which shows their understanding about Indian languages. Large number of students have answered randomly, which means they have no understanding of national language or other symbols of national importance.

33. राष्ट्रीय एकता के मार्ग में अवरोधक तत्व है	
a) जातिवाद	16.49
b) भाषावाद	19.92
c) क्षेत्रवाद	15.85
d) उपर्युक्त सभी	47.74

The question was to test the student's concept about problem of national integration, 47.74 percent students answered correctly, which shows their proper understanding. Other options are almost equally chosen. Some students don't understand national unity and factors affecting it. That's why some have chosen one or the other option.

3- Application Type

Subject - Social Science Class 5 Set no. -1

27. हमारे देश की सबसे बड़ी समस्या है	
a) भुखमरी	14.59
b) कम उपजाऊ भूमि	14.06
c) लगातार बढ़ती जनसंख्या	55.95
d) प्रदूषण	15.40

The question was to find out student awareness about our national problems, 55.95 percent students marked the correct option. It is clear that the rest of the students have given answer on the basis of common sense since these are all problems our country is facing. A large number of students don't know which is the biggest problem because they have only been told in classroom or have read it in text, but never got an experience of the same.

24. पंचवर्षीय योजनाएँ कितने वर्षों के लिए होती है	
a) चार साल	11.23
b) पॉच साल	61.55

c) दस साल	17.43
d) सात साल	9.79

The question was to find out students awareness about the plans executed by government. 61.55 percent students knew the duration of five-year plan. A good number of students answered it correctly because they witnessed many five-year plans in textbooks. Other options are not randomly chosen. It reflects students confusion about the word “five year plan”, Some student may have been aware of word “five year plan”, so they have wrongly opted other options.

4- Skill based

Subject - Social Science Class 5 Set no. -2

8. प्रदूषण से बचने के लिये आप क्या उपाय करेंगे ?	
a) घर में और आस–पास सफाई रखेंगे।	58.91
b) रेडियो, टेलिविजन, लाउडस्पीकर धीरे बजायेंगे।	17.23
c) नीम, पीपल बरगद के पेड़ लगायेंगे।	13.79
d) उपरोक्त सभी उपाय करेंगे।	10.06

The question was to assess student's skill to comprehend and solve the problems in daily life. 10.06 percent students opted the option 'D' which is thecorrect answer. This means that many students have understood the concept of pollution as a whole. 58.91 percent went with option, ‘A’ which is opted, by maximum number of students. It means they have limited understanding of pollution, and have not been explained air pollution and noise pollution in detail in the classroom.

1- Informative Questions

Subject - English Class 5 Set no. -1

12. A fish can swim and a frog can ..... (मछलियां तैरती है और मेढ़क .....)	
a) Walk	16.95
b) Fly	17.89
c) hop	54.97
d) run	10.19

The question was to test the student’s knowledge of textbooks stanza. 54.97 percent students opted the correct option 'C' which shows their knowledge about words used for different actions in English. Other options are not so randomly chosen. The second choice is fly and walk, which are the most heard verb of English language. That’s why students have opted them.

1. What is the opposite of 'long' ?('long' का विलोम शब्द है .....)	
a) short	54.54
b) near	16.74
c) small	23.11
d) down	5.60

The question was to assess student's interest in the lesson and their attention on facts mentioned in it. 54.54 percent students went with correct option 'A'. Large number of students couldn't answer it correctly which indicates that, students have limited vocabulary of English language. Second choice of students is "Small", which is very near to the hindi translation of "short".

2- Conceptual Questions

Subject - English Class 5 Set no. -2

28. A.....makes furniture.	
a) carpenter	58.41
b) washerman	15.82
c) farmer	17.47
d) gardener	8.29

The question aimed to test the students' ability to observe the people and things in their surroundings and the word used for them in English language. 58.41 percent of the students chose the correct option, which shows their power of observation and vocabulary. Other options are not so randomly chosen which indicates that students know few of the words and their correct meaning. Data indicates that very few students knew the word "washerman".

29. The bird that wakes you up is	
a) duck	9.18
b) parrot	16.16
c) cock	65.38
d) peacock	9.28

The question was to assess student's understanding of contextual concept related to particular birds in order to measure if they can identify the bird in English language. .65.38 percent appeared with the correct answer, which shows their understanding and knowledge of that word in English language. Other options are not randomly picked up. The choices show that students know few of the words and their correct meaning. Data indicates very few students knew the word "duck and peacock".

3- Application Type

Subject - English Class 5 Set no. -1

26. October is the .....month of the year.(अक्टूबर, वर्ष का .....महीना है)	
a) seventh	11.26
b) eighth	18.16
c) ninth	15.62
d) tenth	54.96

The question was to assess students' knowledge of Gregorian calendar and their ability to recall and arrange the months of the year chronologically. 54.96 percent students chose the option 'D', which shows their knowledge of calendar and its

importance in life. Approx. 45 percent students are not aware of calendar or don't know chronology or name of months.

14. I like apples but I ..... like mangoes. (खाली जगह भरो)	
a) is not	11.31
b) do not	57.37
c) am not	21.93
d) are not	9.39

The question was to test student's ability to form negative sentence correctly. 57.37 percent students answered correctly to show the ability to form negative sentences. Other options are not so randomly chosen. The next choice is "am not", which means students have fair knowledge that with 'I' they have to use 'am' in general. Enough practice is needed to sort out such problems.

4- Skill based

Subject - English Class 5 Set no. -2

24. Which word sounds the same as 'blue' - (ब्लू का तुकान्त शब्द कौन सा है)	
a) so	13.38
b) too	53.87
c) go	19.77
d) no	12.98

The question aimed to judge student's skill to identify rhyming words in language. 53.87 percent students have chosen correct option 'B' while 19.77 percent students went with option 'C'. Perhaps they were confused by the double letter 'o' in word too and did not realize that the pronunciation of 'oo' in word too is 'u'.

1- Informative Questions

Subject - Maths Class 5 Set no. -1

1. वर्ग का परिमाप होता है।	
a) 2×भुजा	17.18
b) 3×भुजा	13.97
c) 4×भुजा	58.70
d) 5×भुजा	10.15

This question was aimed at assessing whether the students have any idea about shapes and mensuration. 58.70 percent studetns have chosen the correct option indicating their knowledge about square. The rest of the students have randomly chosen options It seems that large number of students have no idea about square, sides of square and circumference .

2. प्रदर्शित रिक्त बाक्स में संख्या होगी। 353 + 535 = 535 + ☐	
a) 353	63.16
b) 533	12.61
c) 535	17.66
d) 355	6.57

This question was to assess students' ability to identify whether they know commutative properties of addition of number or not. A large number of students, 63 percent, answered correctly, while a good number of students couldn't. Even if students don't know property of addition, it is a simple question of addition, which means approx 35 percent students can not perform addition and subtraction easily.

2- Conceptual Questions

Subject - Maths Class 5 Set no. -2

21. ब्याज को मूलधन में जोड़ने पर प्राप्त धनराशि कहलाती है।	
a) मूलधन	13.46
b) दर	16.04
c) व्याज	13.75
d) मिश्रधन	56.75

This question is to judge student's interest in financial transactions. 56.75 percent students have chosen the correct answer. The rest of the students are either confused over the terminology used for different things or not aware of these words. So teachers need to work on two fronts which are language of mathematics and concepts.

25. एक परीक्षा में 284425 बच्चे शामिल हुये। इनमें से 156020 बच्चे उत्तीर्ण हुये तो अनुत्तीर्ण बच्चों की संख्या होगी।	
a) 127405	15.79
b) 127450	17.92
c) 128405	55.95
d) 127456	10.35

This question was to test student's ability to use subtraction in solving life related problems. 55.95 percent students have chosen the correct answer. A large number of students couldn't do it, and their choices were almost random, which means they couldn't understand what needed to be done: addition or subtraction or multiplication. The question is good but the choices have not been given wisely to test, what exactly students comprehend after going through a question.

3- Application Type

Subject - Maths Class 5 Set no. -1

31. 0.5 का मान होगा?	
a) 10	15.78
b) 5	26.51
c) 1/2	47.09
d) 1/5	10.62

The question was asked to assess the student's ability to compare fraction and decimal numbers and to convert them into one another. 47.09 percent students have chosen correct answer, which means that very few students understand decimals or fractions or both. Second largest choice shows that students couldn't understand what has been asked.

30.एक कक्षा के बच्चों को 16, 24, अथवा 36 की टोलियों में बाँटा जा सकता है, कक्षा में कम से कम

कितने बच्चें होगें।	
a) 146	14.15
b) 148	23.08
c) 144	46.02
d) 142	16.75

This question was to test the student's ability to use the concept of LCM to solve such problems. 46.02 percent students have the understanding of LCM and it's practical application as well. Second preferred answer is '148', which is not random. These students may have done wrong calculation due to insufficient practice.

4- Skill based

Subject - Maths Class 5 Set no. -1

35. घड़ी में प्रातः 6:30 बजे हैं मध्याहन होनें मे घण्टे शेष हैं।	
a) 4 घण्टे	13.45
b) 5.30 घण्टे	59.49
c) 5 घण्टे	14.84
d) 12 घण्टे	12.22

This question was to test student's ability to perform addition and subtraction in time scale. 59.49 percent students answered correctly. It means that many students may only perform time scale operations. Other students have chosen other options randomly, which means that they have no understanding of time scale. A large number of students have no idea how to do mathematical operation in different scales. Experiential learning is needed to build a solid foundation.

1- Informative Questions

Subject - English Class 8 Set no. -2

Q2. In the story Bhola found a bag of..... .	
(A) gold coins	64.99
(B) silver coins	11.71
(C) books	16.87
(D) gold sticks	6.43

The question was to test student's ability to recall the facts and details mentioned in the lesson of their textbooks. 64.99 percent students have chosen the correct answer, which shows their interest in the lesson and their ability to remember facts. Approx. 35 percent students have answered incorrectely, but answers are not random. It means some how they are unable to understand the exact story. May be they have problem in understanding or memorizing English words like 'gold', 'silver'.

Q6. Helen Keller was born in..... .	
(A) Osama	7.97
(B) Alabama	68.70
(C) Obama	12.47
(D) Atacama	10.86

The question was to test student's ability to recall the facts and details mentioned in the lesson of textbooks. 64.99 percent students have chosen the correct answer, which shows their interest in the lesson and their ability to remember facts. 31 percent students couldn't answer correctely; it may be due to uncommon name of the place. All other choices are not random. Second largest choice is 'Obama', which students may have heard.

2- Conceptual Questions

Subject - English Class 8 Set no. -2

Q9. Lamb's fleece was white as..... .	
(A) snow	63.08
(B) sugar	12.59
(C) salt	13.16
(D) clouds	11.17

This question was to test student's vocabulary and their ability to apply it in framing sentences. 63.08 percent students opted for the correct answer showing their concept of English grammer. All other options are randomly chosen, which shows that students have no idea about adjectives and English grammer or they may be unable to understand the question and many of the words of English.

Q32. Which one is different?	
(A) swim-swam	10.37
(B) start-started	15.21
(C) run-ran	16.29
(D) take-give	58.13

This question was to test student's understanding of English grammer i.e.Verbs form in different tense. 58.13 percent students have given correct answer. 40 percent of students couldn't answer it, which means that they are not well versed with verbs and tenses. All other options are random, which means that they don't know verbs and their form given in the question. Such things cannot be made easy unless students are given ample opportunity to practice while reading, writing and speaking.

3- Application Type

Subject - English Class 8 Set no. -2

Q13. Ravi lives next to my house. He is my..... .	
(A) mother	13.16
(B) pet	10.37
(C) neighbour	67.47
(D) sister	9.00

This question was to test student's vocabulary and his application of it at the right place. 67 percent students answered correctly. All other options are almost randomly chosen, which means they don't know the proper word to express the meaning. Some of the students may not have understood the given question.

Q17. Ali is deaf. He cannot..... .	
(A) walk	11.46

(B) hear	55.96
(C) see	13.91
(D) speak	18.67

The question was to assess studen's knowledge about the names of body organs and their use. 55.96 percent students appeared with the correct answer that verifies that they knew well about the sense organs. A, C and D were the choice for 11.46 percent, 13.91 percent and 18.67 percent students respectively, which shows that they were not aware of the meaning of the words given as choice or in the question.

4- Skill based

Subject - English Class 8 Set no.-2

Q19. Which word has a silent 'l' ?	
(A) silk	12.25
(B) talk	62.33
(C) fold	15.21
(D) salt	10.21

This question was to test student's ability to differentiate the sound of words. 61.44 percent of the students have chosen the correct answer, which shows that students have the knowledge of sounds. All other options are random, which means that they don't know words and their pronunciation in question. Such things cannot be rectified unless students are given ample opportunity of listening and speaking.

Q35. Which one is not correct?	
(A) a elephant	60.98
(B) an umbrella	14.99
(C) the sun	12.13
(D) a tree	11.89

This question was to test students' skill of using 'a', 'an' and 'the' in English language. 60.98 percent students gave correct answers, showing that they are aware of the application of articles. All other options are random which means that they don't know when to use 'a', 'an' and 'the' before a word.

Informative

Subject-Social Studies, Class-8, Set- 1

Q1. कोयला उत्पादन का प्रमुख प्रदेश है–	
(A) झारखण्ड	86.18
(B) गुजरात	5.03
(C) बिहार	6.33
(D) मेघालय	2.46

The question was to test students' knowledge about physical resources and their information in the country. 86.18 percent of the students have chosen the option 'A', which shows their proper knowledge of the coal region of the country. All other options are chosen randomly, which means that the rest of the students have no idea about coal producing states and may not have any idea where these states are situated in the map.

Informative

Subject-Social Studies, Class-8, set-1

Q4. ग्राण्ड ट्रंक रोड किसने बनवाया था–	
(A) अकबर	8.07
(B)बाबर	9.64
(C) शेरशाहसूरी	68.26
(D) जहाँगीर	14.03

The question was to measure students' knowledge about historical facts. 68.26 percent knew the correct answer, which shows their interest in remembering historical facts. All other options are random, which means they don't remember the fact.

Conceptual

Subject-Social Studies, Class-8, Set 2

Q1. आयात कहते हैं–	
(A) दूसरे देशों से वस्तु मंगाना	76.87
(B) दूसरे देशों को वस्तु भेजना	9.44
(C) बाजार से वस्तु खरीदना	7.77
(D) व्यापार करना	5.92

The question was an attempt to know how much students understand the concept of import and export. 76.87 percent students answered correctly, which shows their understanding of the concept and the term used for it. Rest of the answers are random, which means that they don't know financial terms and their meaning.

Application

Subject-Social Studies,Class-8, Set-1

Q3. जो वस्तुएं खोदकर धरातल से निकाली जाती हैं उन्हें कहते हैं–	
(A) घरेलू वस्तु	5.84
(B) पाई गई वस्तु	10.25
(C) खनिज पदार्थ	76.54
(D) पैदा की गई वस्तु	7.37

The question was to assess the student's knowledge about the geographical things and terms applied for them. 76.54 percent students knew the correct answer. Rest of the answers are randomly chosen, which means that they have no idea about minerals and how they are extracted.

Application

Subject-Social Studies, Class-8, Set- 1

Q13. लिंगानुपात है–	
(A) बच्चों का अनुपात	9.06
(B) पुरूषों का अनुपात	15.97
(C) स्त्रियों का अनुपात	13.20
(D) स्त्री–पुरूष का अनुपात	61.77

The question was aimed to measure students' knowledge about census and their indicators. 61.77 percent students answered correctly which shows their

understanding of the terms used for it. Next choices are 'ratio of male' and 'ratio of female' which means students have some idea about the question but don't know what exactly it is. 9 percent students are not aware of the word and have no idea about the question.

Skill Based

Subject-Social Studies, Class-8, Set- 2

Q10. हथकरघा, कुक्कुट पालन और मधुमक्खी पालन किस प्रकार का उद्योग है–	
(A) हल्के उद्योग	8.51
(B) कुटीर उद्योग	67.98
(C) जूट उद्योग	12.33
(D) मध्यम उद्योग	11.18

The question was to test students' knowledge about different kind of industries and its classification. 67 percent have chosen the correct answer. Rest of the answers seem to be random, but it may be that they have chosen 'light' or 'medium' as an option because placed industries are not big. While designing the question other options should have been more different.

Skill Based

Subject-Social Studies, Class-8, Set- 2

Q12. चाकलेट बनाने में किस फल के बीजों का प्रयोग होता है ?	
(A) कहवा	10.88
(B) सीसल	10.88
(C) कोको	70.37
(D) शहतूत	7.87

The question was designed to assess the student's skill of finding the raw material used for making chocolate. 70 percent students knew the correct answer, which shows their skill. Rest of the answers are random, which means that they have no idea.

Informative

Subject - Social Science, Class 8 , Set no.-1

Q20. रेग्यूलेटिंग एक्ट कब बनाया गया ?	
(A) 1773 ई0	48.35
(B) 1873 ई0	21.05
(C) 1673 ई0	13.76
(D) 1857 ई0	16.84

The question was to test student knowledge about modern history and legislation passed by the British Parliament for the regulation of East India Company. 48.35 percent student knew about regulating act, which indicates their understanding about British legislation in India. Next choice is '1873' and '1857', which indicate that

students know that some thing important had happened in these years but don't remember the exact year. Rest of the students have no idea about the regulation.

Q24. आई0सी0एस0 (I.C.S.) परीक्षा उत्तीर्ण करने वाले प्रथम भारतीय थे–	
(A) सत्येन्द्रनाथ ठाकुर	42.72
(B) रवीन्द्रनाथ ठाकुर	16.76
(C) महात्मा गांधी	16.71
(D) डा0 भीमराव अम्बेडकर	23.81

The question was to test student's information about Indian Civil Services in early India and British period. 42.72 percent student knew the correct answer, which shows their understanding about history. Next choice is 'Dr. Bhimrao Ambedker', which indicates that students have heard a lot about him as a profound learner.

Q9. पाकिस्तान किस महाद्वीप में स्थित है–	
(A) अफ्रीका	8.75
(B) यूरोप	13.79
(C) एशिया	66.78
(D) दक्षिण अफ्रीका	10.67

The question was to examine whether students can locate different countries in the subcontinent. 66.78 percent gave the correct answer which made it clear that the student knew the facts well and also knew how to apply it. It is hard to believe that more than 30 percent students don't know the location of our neighboring country though it is most talked about. It means a large number of students have no idea about continents or sub continents.

Conceptual

Subject - Social Science Class 8 Set no. -2

Q14. उत्तरी गोलार्द्ध के घास के मैदानों में पड़ती है–	
(A) अधिक गर्मी	19.82
(B)अधिक सर्दी	40.49
(C) अधिक बरसात	22.65
(D) सामान्य गर्मी	17.04

The question aimed to measure the conceptual understanding of weather condtions at different parts of the earth. 40.49 percent students knew the correct answer, which shows their understanding of it. Rest of the options chosen by students are random, which means that they don't know, how and why season changes across different parts of the globe.

Application Type

Subject - Social Science Class 8 Set no. -1

Q28. भारतीय राष्ट्रीय कांग्रेस की स्थापना किसने की–	
(A) ए0ओ0ह्यूम	53.80
(B) फिरोजशाह मेहता	14.70
(C) दादाभाई नौरोजी	20.16
(D) व्योमेशचन्द्र बनर्जी	11.34

The question was to test student understanding about India's freedom struggle and its relation with Indian National Congress' and its leaders. 53.80 percent students have answered correctly. The next maximum choice is for Sri Dada Bhai Naurozi, one of the most famous freedom fighters.

Skill based

Subject - Social Science, Class 8 , Set no. -2

Q15. म्यांमार भारत के किस दिाा में स्थित है–	
(A) उत्तर	15.70
(B) पूरब	50.14
(C) पश्चिम	20.96
(D) दक्षिण	13.20

The question was to test student's ability to locate neighbouring countries in the map and the direction of different countries in the map. 50.14 percent knew about the direction, which shows half of the students didn't know about the neighbouring countries and their directions. Myanmar is a new name of the country. It may be that teachers may be using old name while teaching in class, which might have made things difficult for students.

Informative

Subject-Maths, Class-8, Set-1

Q1 दो परिमेय संख्याओं का योग होता है।	
(A) प्राकृतिक संख्या	18.34
(B) पूर्ण संख्या	14.48
(C) परिमेय संख्या	62.56
(D)अपरिमेय संख्या	4.62

This question was to test student's knowledge about types of numbers and their properties. 62.56 percent students answered correctly means they are aware of different types of numbers and their additive property. Next largest choice is 'natural number' and 'whole number', which indicates that students don't understand and experience the differences between different kind of numbers. Very few selected 'infinite', which indicate students' understanding that the sum of two finite numbers cannot be infinite.

Informative

Subject-Maths, Class-8, Set-1,

Q8. एक ही रेखा पर लम्ब रेखायें होती है:–	
(A) समान रेखायें	13.31
(B) समान्तर रेखायें	59.83
(C) असमान रेखायें	14.82
(D)बराबर रेखायें	12.04

This question was to test student's knowledge about types of lines in a two-dimensional frame of reference. 59.83 percent students gave correct answer, which shows their proper understanding of plane. Rest of the answers are randomly chosen, which means student couldn't understsnd question or they didn't know how many types of lines may be drawn in a two-dimensional plane.

Conceptual

Subject-Maths,Class-8,Set-2,

Q21. यदि x=3 हो तो 5x–y=9 में y का मान होगा :–	
(A) 4	12.45
(B) 5	13.24
(C) 6	59.83
(D) 9	14.49

This question is to test student's concept of solving algebric equation involving two variables. 59.83 percent students know how to solve the algebric equation. Rest of the options chosen by students are random, which means that they do not have any idea about algebraic equation. These students may not be aware what is variable and how the equation represents real life situation. Solving equation requires arthematic skill and some of the students might be missing those.

Conceptual

Subject-Maths, Class-8, Set-2,

Q18. $\frac{27}{64}$ का घनमूल है :–	
(A)$\frac{2}{3}$	5.68
(B) $\frac{3}{4}$	64.29
(C)$\frac{3}{8}$	17.89
(D)$\frac{9}{16}$	12.14

This question was to test student’s concept for cubic root and it's calculations. 64% students selected the right answer, which is a good number. Least selected answer is ‘2/3’, which indicate that students are confident enough that even number cannot be cubic root of ‘27’. Choice of next two options is close to the answer; the only issue is that they don’t have enough practice to do it correctly every time without being supported.

Application

Subject-Maths, Class-8, Set-1

Q30. $(a - b)^3$ का मान है।	
(A) $a^3 + b^3 - 3ab(a - b)$	18.52
(B) $a^3 - b^3 - 3ab(a - b)$	49.61
(C) $a^3 - b^3 - 3ab(b - a)$	14.72
(D)$a^3 - b^3 + 3ab(a - b)$	17.15

This question was to test student's ability to expand algebric equation. 49.61 percent students could apply algebric concepts to solve the equation. Rest of the students had no idea as their choices seem to be random.

Application

Subject-Maths, Class-8, Set-1

Q33. अवमूल्यन की स्थिति में अन्तिम पूँजी प्रारम्भिक पूँजी से होती हैः–	
(A) अधिक	16.23
(B) कम	51.94
(C) बराबर	16.62
(D)दोगुनी	15.21

This question helps to assess student's ability to apply mathematics to understand finance. 51.94 percent of students could corelate inflation with loss of value in Rupee. Rest of the students were not aware of the word 'inflation' and 'primary value' as their choices are random. This type of problem ocures in mathematics, because we teach them in calculation, but don't relate it to day to day life problems.

Skill

Subject-Maths,Class-8, Set-2,

Q37. एक पेटी में 216 आम घन के रूप में सजाकर रखे गये है, बताइये पेटी में आम की कितनी तहें है।	
(A) 5	7.69
(B) 8	23.14
(C) 4	14.32
(D) 6	54.85

This question was to test student's skill to develop question as a cubic one root and then calculate cube root of it. 54.85 percent students have the skill to find out the solution. When students were directly asked to calculate cubic root of '27/64', 64 percent students answered correctly, but when they were asked a real life problem, in which students had to design the problem as cubic root one, less number of students could answer. This means student have been given lesser opportunity to solve real life problems. All other options are not randomly chosen, which means students tried to construct the problem in mathematical form and didn't succeed in solving it.

Skill

Subject-Maths, Class-8, Set-2,

Q38. $(75)^2$=?	
(A) 7125	12.38
(B) 5625	67.72
(C) 9025	13.97
(D)1225	5.93

This question was to test student's skill to calculate square of two-digit number correctly. 67.72 percent students have the skill to calculate square of large number.It was a simple question of multiplication. Only very few selected '1225', means students tried to calculate '75X75' but made mistakes while doing it. Students need more and more practice to do multiplication smoothely. Some of the students may not have an idea about square and how to calculate it.

Subject-Hindi Class 8 , Set1

Q1. शान्ति निकेतन स्थित है–	
(A) कोलकाता में	64.47
(B) दिल्ली में	15.96
(C) चेन्नई में	8.59
(D) मथुरा में।	10.97

This question is designed to test student's grasping and recalling ability of facts from the given text of a lesson. 64 percent students answered correctly, which shows that they understood the text and tried to correlate text material with their previous knowledge. Answers of the rest of the students are not random, which means that they tried to recall and correlate their knowledge before answering. Less than 8 percent students answered with 'chennai' which means that there are very few students who have either not read the lesson or are totally unaware of it.

Q3. 'भारत कोकिला' के नाम से प्रसिद्ध है–	
(A) सुभद्रा कुमारी चौहान	5.62
(B) लता मंगेशकर	24.28
(C) सरोजनी नायडू	63.81
(D) महादेवी वर्मा	6.29

The question was designed to test student's grasping and recalling ability of facts mentioned in lessons. 63.81 percent opted the correct option 'C' in the question, which shows their interests in lessons and attention to facts present in lessons. Lata Mangeshkar is of the most popular singers, whose voice is so melodious that a large number of students (24 percent) have chosen her as a correct answer. Next option is also one of the great Hindi poet and writer 'Mahadevi Verma', which means though a large number of students had confusion over the correct answer they didn't go random while answering.

Conceptual

Subject-Hindi,Class-8, Set-2,

Q4. दुःख का अधिकार' कहानी में मनुष्य की श्रेणियों का आधार है–	
(A) पोशाक	39.63
(B) सुन्दरता	16.98
(C) विनम्रता	32.09
(D) कुरूपता	11.30

The question was aimed to measure students understanding of story, and concept behind grading human being in its context. 39.63 percent students chose option A, which is not correct. The right answer is 'C' which shows that the concept of the story in not clear to students. It indicates that there is a need to transact such stories with the help of 'play' or 'acting' in classroom.

Conceptual

Subject-Hindi,Class-8, Set-2

Q11. प्रसिद्ध कवि यशपाल द्वारा लिखित कहानी 'दुःख का अधिकार' का उद्देश्य है–	
(A) भूखे लोगों को सताना चाहिए	11.52

(B) भूखों को भोजन कराना चाहिए	18.39
(C) गरीबों की सहायता करनी चाहिए	61.75
(D) पढ़ाई करना चाहिए	8.33

The question was to assess how many the students understood the moral of the story. 61.74 percent students opted the correct option 'C' which shows their understanding of the moral of the story. In most of the stories, it is easy to convey moral, but difficult to conceptualize make-up of story, as we see in this story 'दुःख का अधिकार'. Rest of the answers are not random, which means students have picked the answer of their choice as they understood the story.

Application

Subject-Hindi,Class-8, **Set-2,**

Q39. अक्षर वर्ग को ध्यान से देखकर वर्ग में सम्मिलित शब्दों के नाम में सही विकल्प को चुनें–

ग	श्रा	व्या
द्य	प	क
सं	द्य	र
क	च	ण

(A) गद्य, पद्य, संगठन	10.10
(B) गद्य, पद्य, संधि	13.37
(C) गद्य, पद्य, व्याकरण	67.45
(D) गद्य, पद्य, समास	9.08

The question was designed to assess the students understanding of word making, and ability to search words in set of jumbled letters.67.45 percent students opted the correct option 'C' which shows their ability to form word in given limited time. Rest of the answers are random, which means that students have picked the answer of their choice as they couldn't find correct word in the puzzle. Teachers need to give more puzzle of this kind to students at school for quick understanding of the puzzles.

Skill

Subject-Hindi,Class-8, **Set-2,**

Q18. निम्नलिखित में सही का चुनाव करें–

(A) रामः विद्यालयं गच्छति।	73.72
(B) रामः गच्छेत विद्यालये।	12.43
(C) गच्छेत विद्यालये रामः।	7.71
(D) रामेण विद्यालये गच्छतु।	6.15

The question was to test student skill to write a correct Sanskrit sentence with proper forms of verb, gender and noun. Average achievement is 73.72 percent for option 'A', which is correct answer. It shows thatthey are skilled in using different parts of speech in a sentence. Some students are confused over, the form of verb and noun to be used in a sentence so they have selected wrongly but not randomly.

Skill

Subject-Hindi,Class-8, Set-1,

Q17. 'सीता सुन्दर लड़की है'। इस वाक्य में विशेषण है–

(A) सीता	8.83
(B) लड़की	14.67
(C) है	8.66
(D) सुन्दर	67.84

The question was to test student skill to understand Hindi language sentence and its different parts like: verb, noun, adjective. 67.84 percent students have opted for option 'D', which is the correct answer. It shows they are skilled in idendifying different parts of speech in a sentence. Some students are confused over the word to be used as adjective in the sentence. Next preferred choice is 'B', which is a pronoun. It indicated students are clear about noun and verb but need to given more exercises on pronoun, adjective and adverbs.

Application

Subject-Hindi,Class-8, Set-2

Q8. वर्तनी के अनुसार सही शब्द होगा–	
(A) बुड्ढा	60.62
(B) बुढ्डा	22.30
(C) बुड़ढ़ा	11.34
(D) बुढ़ाड़ा	5.74

The question was to test student ability to write Hindi language words as they are spoken or pronounced. 60.62 percent of the students have opted for option 'A', which is the correct answer. It shows that they may write words as pronounced. Next choice of students is 22 perceent for option 'B', which indicate that a large number of student pronounce word wrongly so they are not able to write the correct word. Students choices are not random means there is a need to work on pronunciation as well as on writing.

Informative

Science, Class-8, Set- 1

Q23. विद्युत धारा का मात्रक है :–	
(A) कूलॉम	9.11
(B) वोल्ट	14.28
(C) ऐम्पीयर	70.19
(D) ओम	6.43

This test tool is to test student's familiarity with units for different electrical variables. 70 percent students answered correctly, which shows students' clarity about unit of electric current. Rest of the students have confusion over it, but their answers are not random. They have given next choice to 'volt', which indicate that they have heard these words very often in classroom.

Science, Class-8, Set- 1

Q6. एल्यूमीनियम का अयस्क है:–

(A) क्यूपराइट	6.63
(B) हेमेटाइट	14.38
(C) बॉक्साइट	64.79
(D) मैग्नेटाइट	14.19

This question was to test student's knowledge about ore of different metals. 64.79 percent students have chosen the correct answer, thus they are clearly aware of it. Rest of the choices ares not random. Students least selected 'cuprite' which means means that most of the student knew that it doesn't give Aluminium. Next largest choices are 'Hemetite' and 'magnetite', which means that students have confusion over ore of Iron and Alumunium..

Q4. दहन के लिए आवश्यक गैस है :–	
(A) O_2 आक्सीजन	66.03
(B) CO_2कार्बन–डाई–ऑक्साइड	11.77
(C) N_2 नाइट्रोजन	13.65
(D) H_2 हाइड्रोजन	8.55

This question was to test student's ability to identify different gases and their properties. 66.03 percent students went with the correct option. All other options seem randomly chosen, though students that selected 'H_2', may have chosen so because it is itself flammable. A large number of students have chosen 'CO_2' and 'N_2', which are neither flammable nor support flame. It all reflects students' inability to understand properties of different gases.

Concept

Science, Class-8, Set-2

Q33. तरल संयोजी ऊतक है :–	
(A) त्वचा	12.66
(B) रक्त	57.44
(C) अमाशय	18.93
(D) हृदय	10.97

This question was asked to assess students' concept about different type of tissues. 57.44 percent of students answered correctly.The next choice is 'stomach', which reflects student confusion about the tissues because they think that in the stomach every thing is fluid. This might be the reason for chosing 'liver'.Other students have opted 'skin'and 'heart' randomly because they have no idea about 'तरल संयोजी ऊतक'.

Application

Science, Class-8, Set- 1

Q3. घरों एवं कारखानों में आग लग जाने पर तत्काल बुझाने के लिए करना चाहिये :–	
(A) CO_2 का प्रवाह	59.14

(B) O_2 का प्रवाह	11.52
(C) N_2 का प्रवाह	16.47
(D) H_2 का प्रवाह	12.88

The question aimed to test students' knowledge about the gases used for extinguishing fire immediately. 59.14 percent students knew the correct answer, which shows their knowledge about the use of Co_2,as extinguisher. Rest of the students have no idea of extinguishers as they have responded randomly, and opted 'H_2', which is itself flammable and 'O_2', which supports in flaming. There is a need to relook into teaching- learning process used at the time of teaching chemistry.

Application

Science, Class-8, Set- 1

Q7. चुम्बकीय अशुद्धियों को किस विधि द्वारा पृथक किया जाता है :–	
(A) फेन प्लावन विधि	8.41
(B) गुरूत्वीय पृथक्करण विधि	13.48
(C) निस्तापन	17.45
(D) चुम्बकीय पृथक्करण विधि	60.66

The question was asked to assess whether students have applied knowledge of various separation methods in metallurgy (धातु–निष्कर्षण) and heard of magnetic metals. 60.66 percent students answered correctly, which shows their concept level about separation of magnetic substances (metals). Other options are not randomly chosen which means that students have some confusion, and they need some hands on activity to experience these separatory methods.

Skill

Science, Class-8, Set- 1

Q37. धातु अम्ल से क्रिया करके बनाता है :– धातु + अम्ल ⟶ हाईड्रोजन गैस + ☐	
(A) अम्ल	12.72
(B) क्षार	28.48
(C) लवण	47.32
(D) पानी	11.48

This question was to test student's understanding about chemical reaction of metal with acid. Less than half only, 47.32 percent students answered correctly their clear concept about chemical reactions. Rest of the students have not randomly chosen anyanswer. 28 percent students think that 'base' will form, which shows that they have not been given enough practice of chemical reaction, and they may be confused over words like 'acid', 'base', compound. Other options seem chosen randomly.

Science, Class-8, Set-2

Q18. सूर्य से आने वाली समान्तर किरणे जब उत्तल लेंस से होकर गुजरती है तो प्रतिबिम्ब कहा बनता है :–	
(A) फोकस पर	40.60
(B) 2 **F** पर	18.95
(C) अनन्त पर	18.07
(D) प्रकाशिक केन्द्र पर	22.37

This question is designed to test student's knowledge about properties of lens: how rays of light behave when they enter into a lens or system of lenses, and what kind of images are formed when position of object differs with respect to focal lenth of the lens. Only 40 percent students answered correctely. It means a large number of students don't understand the properties of light and lenses. All other options are selected randomly.

Competency wise Learning Achievement of Students

This analysis not only identifies the performance across the different subjects but also helps in identifying highest and lowest performance skill. This understanding is must for appropriate action in classrooms. This measurement of performance is an indicator of student's competency that will help in identifying the difficulties of students while learning

The analysis of the data shows that the competency wise learning achievement across all the subjects in Class 5 & Class 8 is as follows-

Sr no	Hindi competency	Class 5	Class 8
1	Recognizes and writes letters, knows starting sound and alphabetical sequence	61.06	62.44
2	Reads and writes simple words (that are class level appropriate) and knows names of objects, birds, animals, etc. seen in daily life	61.67	63.86
3	Reads and writes sentences using grammar concepts	55.09	66.91
4	Knows synonyms, antonyms and deduces word meanings from clues in context	59.37	58.92
5	Reads descriptive text and comprehends explicit and implicit details for particular class	55.81	62.08
6	Understands written information presented in various forms as Tables, Notices, Tickets, Posters, Labels, etc seen in real life for particular class	46.66	66.64

Sr no	Maths competency	Class 5	Class 8
1	Number sense and basic number competency	54.51	-
2	Arithmetic operations	54.95	66.33
3	Application in daily life and word/visual problems	74.48	48.31
4	Geometry: concepts and application	58.74	54.30
5	Fractions, Decimals and Ratios: concepts and application	51.36	59.66
6	Problem Solving	55.73	63.35
7	Data interpretation and analysis	60.94	67.91
8	Area and Perimeter	58.09	46.90
9	Algebra: concepts and application	-	59.17
10	Factors and Multiples	56.34	60.90
11	Integers: concepts and application	-	47.24

Sr no	English competency	Class 5	Class 8
1	Identifying letters for sounds	39.66	40.89
2	Knowledge of words for everyday objects and animals	59.87	63.02
3	Use of grammar concepts correctly	45.80	61.37
4	Comprehending facts and details from literary texts	60.27	62.86

Sr no	English competency	Class 5	Class 8
5	Writes and expresses ideas clearly using the correct language conventions	63.19	61.65
6	Differentiates synonyms, antonyms and word meanings from contextual clues	51.32	56.33

Sr no	Science competency	Class 5	Class 8
1	Knowledge of facts and instruments	58.06	61.76
2	Understanding and application of concepts	61.12	62.50
3	Reasoning and analysis	54.57	47.23
4	Experimentation and Hypothesis formulation	46.29	41.81

Sr. no	Social Science competency	Class 5	Class 8
1	Understanding of citizenship and governance	56.82	62.39
2	Historical ideas and their interpretation	48.70	48.04
3	Sources of history and chronology	-	-
4	Recognizing places and understanding human/environment interaction	50.76	62.22
5	Map/graph reading and their interpretation	-	-
6	Cultural and natural diversity of India	52.85	-
7	Art and heritage appreciation	-	51.45
8	General awareness	54.18	56.76

Subject wise Difficulty level

Class - 5

English Set no- 1 Q-No- 24

24. Which word sounds the same as 'blue' ?(ब्लू का तुकान्त शब्द कौन सा है?)	
a) so	11.65
b) too	33.26
c) new	43.05
d) go	12.04

This question was to judge student's skill to identify rhyming words in English language. 33.26 percent students have chosen correct option 'B' while 43.05 percent students went with option 'C'. Perhaps most of the students are not aware about basic concept of Rhyme so they were not able to give the correct answer. For most of the students English is not only the second language, but they have no exposure to spoken English. Even at school they are taught English in Hindi or in their local language.

English Set no- 2 Q-No- 26

25. Which word has a silent 'b'? (इनमें से किस शब्द में 'b' का उच्चारण नहीं होता)	
a) crab	18.17
b) hat	21.48
c) rubber	24.20
d) comb	36.15

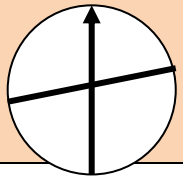
The question was to judge student's reading and pronouncing skill of the English language. Only 36.15 percent students have chosen correct option 'D' while 24.20 percent went with option 'C'. Perhaps they were confused by the double letter 'b' in rubber and the pronunciation of 'b'in the word. Choice of students is almost random, which means they have no idea about answer of the question. Such questions are very difficult for students who have no exposure to spoken English and even at school are not given proper exposure of the language

Hindi Set no- 1 Q-No- 34

15. स्वामी विवेकानन्द ने संयुक्त राज्य अमेरिका से पत्र लिखकर संदेश दिया है–	
a) हेल को	16.80
b) रामकृष्ण दादा को	36.74
c) तारक दादा को	34.63
d) लाटू दादा को	11.83

The question was asked to assess student's ability to read and comprehend explicit and implicit details given in the lesson. Only 36.74 percent students knew the answer, which shows students do not have the ability to grasp information. Students' ability to recall and comprehend depends on how interesting they find the lesson and how it has been introduced to them. Though choices of students are not exactly random still there is a majority of students who don't know what is in lesson.

Hindi Set no-2 Q-No- 27

27. सड़क पर चलते हुए इस संकेत का अर्थ होगा – 	
a) प्रवेश निषेध	29.28
b) दाएं मुड़ना मना है	23.15
c) बाएं मुड़ना मना है	21.25
d) रूकना मना है	26.32

This question was to test student's knowledge about traffic rules and traffic symbols. 26.32 percent students have chosen correct option 'D'while 29.28 percent students went with option 'A', which shows that students have not been given applied knowledge about traffic symbols. It is difficult to recall all symbols given in a lesson unless students use them in practice. It is doubtful that rural students are ever exposed to such symbols at roadside except the few living beside highways.

Maths Set no-1 Q-No- 29

29. अंको 6,3,0,5,8 से बनने वाली पॉच अंको की सबसे बड़ी व सबसे छोटी संख्याओं का अन्तर होगा।	
a) 55962	29.65
b) 82962	34.91
c) 54962	24.28
d) 82862	11.16

This question was to test student's ability to make largest/smallest numbers, place value of zero number and division. Only 34.91 percent students answered correctly, which shows students do not have proper understanding about place value and face value. Choices are not random.The students solved the question and reached at the incorrect answer because they are not sure, how to do it or they did some mistake while calculating.

Maths Set no-2 Q-No- 29

29. अंको 6,3,0,5,8 से बनने वाली पॉच अंको की सबसे बड़ी व सबसे छोटी संख्याओं का योगफल होगा।	
a) 90098	24.51
b) 116998	25.17
c) 117098	37.30
d) 90198	13.03

This question was to test student's ability to make largest/smallest numbers, place value of zero number and addition. Only 24.15 percent students answered correctly, which shows students have knowledge about number addition but their place value related concept are not clear as they were not able to give correct answer. Choices are not random, students solved the question, and reached at an incorrect answer either because they were not sure how to do it or they did some mistake while calculating.

Social Science Set no-1 Q-No- 22

22. लाला लाजपत राय के हत्यारे सॉन्डर्स को गोली किसने मारी	
a) राम प्रसाद बिस्मिल	18.16
b) सुभाष चन्द्र बोस	23.93
c) चंद्र शेखर आजाद	23.26
d) भगत सिंह	34.65

This question was to test student's knowledge about India's freedom struggle. 34.65 percent students have chosen correct option 'D' while 23.93 percent students went with option 'B' and 18.16 students wents with option 'A'. Perhaps students are not clear about specific contribution of different freedom fighters, so they were not able to give the correct answer.The choices of students seem random, and they have given almost equal preferences even to well known names of freedom fighters.

Social Science, Set-2

5. निम्नलिखित में से कौन सा भारत का पड़ोसी देश नहीं है	
a) भूटान	13.52
b) चीन	28.28
c) नेपाल	23.65
d) ब्रिटेन	34.54

The question was to examine students' knowledge about our neighboring countries and their ability to locate them on the map. Only 34.54 percent students have chosen correct option 'D' while 66 percent students went with other options, which shows that students didn't know where these countries are located on the world map, Though choices cannot be termed as random, but still some of the students have gone for random choices.

Science Set no-1 Q-No- 27

27. प्रथम प्रकार का उत्तोलक है	
a) कैंची	33.10
b) सरौता	26.32
c) चिमटा	26.76
d) ठेला	13.82

The question was to test students' knowledge about levers and type of levers. Only 13.82 percent students have chosen correct option 'D' while 33.10 percent students went with option 'A', 26.32 percent and 26.76 percent students went with option 'B'and 'C'; perhaps concept of levers is not clear to the students. Though choices are not random the students have gone for wrong selection, which means they are not being given experiential learning of levers in classroom. Instead they are made to remember theory as well as some of the examples.

Science, Set-2

29. दोपहर में किसी वस्तु की छाया की लम्बाई होती है	
a) वस्तु के बराबर	21.44
b) वस्तु से बड़ी	29.98
c) वस्तु से थोड़ी छोटी	23.35
d) वस्तु से बहुत छोटी	25.23

This question was to test students' concept about light, knowledge about shadow and its formation. Only 25.23 percent students have chosen correct option 'D' while 29.98 percent students went with option 'B', which shows that the concept of shadow was not clear to students. Choices are random, students have gone for wrong selection, which means that they have not been given experiential learning about the properites of light, formation of shadow in classroom, and they are made just to remember theory as well as some of its examples.

Subject wise Difficulty level

Class - 8

English Set- 1

Q15. The best teacher for a cub is a..... .	
(A) lion	42.33
(B) fox	18.61
(C) owl	23.98
(D) mole	15.08

The question was aimed to test students' ability to understand the concept behind the word along with their knowledge about word used for young animals. Only 42 percent students have chosen the correct answer, which shows very few students could recall the word. Choices of rest of the students are not random,which means that they have idea about the names of the young ones of the animal. That is why they have selected answer as per their memory and knowledge of English language.

English, Set- 2

Q23. Find the odd one out-	
(A) spear	12.43
(B) club	22.99
(C) clay	47.12
(D) arrow	17.46

The question was to test students' ability to read and comprehend text (to find the group of same things) and then to find the object not belonging to group. 47 percent students have chosen correct option while more than 50 percent went with wrong options, which shows meaning was not clear to students so they were not able to give correct answer.

Hindi Set no- 1 Q-No- 19

Q19. नर्मदा नदी का दूसरा नाम है–	
(A) जाहन्वी	2.02
(B) भागीरथी	25.47
(C) मन्दाकिनी	26.20
(D) मेकलसुता	46.31

The question was to judge students' ability to read and comprehend lesson as well as recall words and synoyms given in the text. 46.31 percent student have chosen correct option 'D' while more than 50 percent chose wrong answers. The learning of such students cannot be increased unless they have interest in the topic and understand importance of synoyms.

Hindi, Set-2

Q4.'दुख का अधिकार' कहानी में मनुष्य की श्रेणियों का आधार है–	
(A) पोशाक	39.63
(B) सुन्दरता	16.98
(C) विनम्रता	32.09
(D) कुरूपता	11.30

The question aimed to measure students' understanding of story, and the concept behind grading human being in its context. 39.63 percent students chose option A, which is not correct. The right answer is 'C' which shows that the concept of the story is not clear to students so they have not been able to give the correct answer. It indicates that there is a need to transact such stories with the help of 'play' or 'acting' in classroom.

Maths, Set-1

Q35. 5 मीटर लम्बे 4 मीटर चौड़े तथा 3 मीटर ऊँचे कमरे की चारों दीवारों का क्षेत्रफल होगा।	
(A)36 मी^{2}	10.68
(B) 60 मी^{2}	51.87
(C) 54 मी^{2}	27.73
(D)30 मी^{2}	9.72

The question was to assess student ability to understand mathematical application, and understand what exactly students have to calculate. Only 27 percent students have chosen correct option, which shows that the concept of wall area is not clear to students. Students have not given answers randomly, which means that they tried to calculate and concluded with wrong answer due to problem of understanding question.

Maths Set no-2 Q-No- 35

Q35. 5 मीटर भुजा वाले घनाकार कमरे की चारो दीवारों का क्षेत्रफल होगा।	
(A)125 मी^{2}	32.53

(B) 150 मी^{2}	22.90
(C) 100 मी^{2}	24.09
(D)25 मी^{2}	20.48

The question was to assess students' ability to understand mathematical application, and understand what exactly students have to calculate. Only 24 percent students have chosen correct option, which shows concept of wall area is not clear to students, so they were not able to give the correct answer. Students have not given answers randomly; means they tried to calculate and concluded with the wrong answer due to problem of understanding the question.

Social Science, Set-1

Q36. अंतर्राष्ट्रीय न्यायालय कहाँ स्थित है–	
(A) न्यूयार्क	25.10
(B) लन्दन	25.09
(C) शिकागो	14.18
(D) हेग	35.63

The question was to assess students' interest in international polity and knowledge about international organizations. 35.6 3 percent students answered correctly, while 65 percent students are not aware about this, which shows students have not been given international prospective of peace and brotherhood. Answers are not randomly chosen, and students selected most famous international cities like 'New York' and 'London', which is not the the right answer.

Social Science, Set-2

Q3. हमारे देश में कितने प्रतिशत लोग कृषि पर निर्भर है–	
(A) 70%	35.71
(B) 80%	26.20
(C) 75%	30.01
(D) 50%	8.08

The question was to test student's knowledge about government surveys about social and economic condition of the country. 35.71 percent students have chosen correct option 'A' while 30.01 percent students went with option 'C'. Perhaps students were aware about survey but they confused on their data. As far as answers are concerned more than 90 percent students answered, which is very close to the right answer. Students couldn't recall exact figure given in textbook, but their understanding and common sense about Indian economic condition cannot be doubted.

Science, Set-1

Q5. स्टोव में मिट्टी के तेल के स्थान पर पेट्रोल का प्रयोग क्यों नही किया जाता है percent-	
(A) मिट्टी के तेल का ज्वलन ताप पेट्रोल के ज्वलन ताप से कम होता है।	23.43
(B) मिट्टी के तेल का ज्वलन ताप पेट्रोल के ज्वलन ताप से अधिक होता है।	23.15
(C) पेट्रोल का ज्वलन ताप अधिक होता है।	33.29
(D) मिट्टी के तेल का क्वथनांक पेट्रोल के क्वथनांक से कम होता है।	20.14

This question was to test student's conceptual knowledge about ignition point and boiling point. 23.15 percent students have chosen correct answer 'B'while 33.29 percent went with option 'C', which shows that the concept of students about ignition temperature and its relation with burning of fuel is not clear, Answers seems to be randomly chosen, which indicate that students don't understand words like 'ignition temperature' and 'boiling temperature' and what makes a fuel to burn easily.

Science, Set-2

Q21. चुम्बक का प्रभाव किस पदार्थ के आर–पार नही निकल जा पाता है percent–	
(A) लोहे की चादर	31.83
(B) काँच की प्लेट	29.87
(C) दफ्ती का टुकड़ा	9.25
(D) लकड़ी की तख्ती	29.04

The question was to test student's knowledge and application for the properties of magnet and magnetic field. 31.83 percent students have chosen correct option 'A'while 29.87 percent went with option 'B'and 29.04 percent students went with option 'D'.This seems that answers are not randomly chosen as most of the students are aware of magnet but they have no experiential learning of magnetic field, so they couldn't answer correctly.

Some easy questions

In this section some of the questions have been discussed, which have been answered correctly by more than 70 percent students. Such analysis will give an idea about student's ability to recall or express their knowledge efficiently, on some information or concept. It may give teachers an insight into the teaching learning process at classroom and school.

Class-5, English, set-1

10. What saves us from rain.? (इनमें से क्या चीज़ हमें बारिश से बचाती है?)	
a) paper	10.29
b) umbrella	72.52
c) bag	10.13
d) dress	7.07

This question was designed to test students' understanding of some events of Nature and knowledge of some household things used for different purposes. 72 percent students answered correctly as they use and listen to these words during marketing or day-to-day conversation. It indicates that general use of English words makes better acquaintance than reading in a book or teaching in a classroom.

22. Festival of colours is- (..... .रंगो का त्योहार है)	
a) Diwali	6.74
b) Holi	76.44
c) Id	11.51
d) Christmas	5.29

This question was designed to test students understanding of some festivals or celebrations of India/world in English and knowledge about these festivals or functions. 76 percent students answered correctly as they used and listened to these words during celebrations or day-to-day conversation. It indicates that general use of English words makes better acquaintance that reading in a book or teaching in a classroom.

06. When we do something wrong we say..... . (गलती हो जाने पर हम .....कहते है)	
a) thank-you	7.28
b) please	13.28
c) sorry	73.71
d) welcome	5.74

This question was designed to test student's knowledge of common social expression and their understanding of when and in which circumstance one should use these terms. 73 percent students answered correctly as they use and listen to these words during day-to-day conversation and in radio, movie and television. It indicates that general use of English phrases makes better understanding than reading.

Subject-Hindi, Class-5, Set- 1

13. किसी घायल व्यक्ति को देनी चाहिए	
a) दौड़–भाग और मेवा	7.68
b) मलहम, पट्टी और सेवा	72.52
c) नाश्ता, पानी और सेवा	12.86
d) चाय, ठण्डा और समोसा	6.94

This question was designed to test students' common sense and understanding of what to do when some person gets injured. 72 percent students answered correctly as they have seen people helping and might have also helped some one. Students also listen to these words and acts during day-to-day stories in radio, movie and television. It indicates that participating in any activity makes for better understanding than reading. Still there is a large number of students, who have answered otherwise, which shows there was some confusion about purpose of question.

Subject-Hindi, Class-5, Set- 2

6.निम्न में से कौन सा भिन्न है–	
a) आलू	10.46
b) बैंगन	11.48
c) सेब	69.21
d) लौकी	8.85

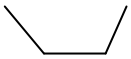
This question was designed to understand the students' knowledge and reasoning about fruits and vegetables. 69.2 percent of the students have answered correctly which is a good number but other students have marked at random. This means that these students may not be familiar with apples or have not been able to read properly.Also the vegetables were of different shapes. Further potatoes are grown below the earth and others grow above the ground. This question is therefore a little confusing.

Subject- Maths, Class-5, Set- 1

11. घड़ी की सबसे तेज चलने वाली सुई दर्शाती है।	
a) मिनटों को	9.8
b) सेकण्डों को	76.68
c) घण्टों को	7.97
d) दिनों को	5.76

This question was designed to test student's understanding of watch and relation between second, minute and hour hand. 76 percent students answered correctly as they use and see watch daily for time. They are well aware of words 'second', 'minute' and 'hour' as they use thse words during day-to-day conversation and listen in radio and television. It indicates that general use of clock for time makes better understanding than reading and recalling. Still there are a good number of students, who either could not understand question or have no physical experience of clock.

Subject- Maths, Class-5, Set- 2

13. बन्द आकृति है।	
a) 	6.89
b) 	12.27
c) 	73.03
d) 	7.82

This question was designed to test student's ability to understand different type of figures and select from the given figures. 73 percent students answered correctly as they see such figures in day-to-day life. It indicates that students recall those figures they have seen at home or in the play ground than in the classroom. Still there are a good number of students, who either could not understand what has been asked or have no idea about different types of figures.

Subject-social science, Class-5, Set- 1

2. सौर मण्डल के किस ग्रह पर जीवन है	
a) बृहस्पति	6.52
b) पृथ्वी	76.11
c) शनि	9.14
d) शुक्र	8.21

This question was designed to test student's knowledge about solar system and its planets. It also tests student's knowledge about eco system of different planet. 76 percent students answered correctly as they have been told in many ways that its only the earth, where life can exist. It indicates that students recall those facts, which are reinforced in them through many streams. Still there are a good number of students who either could not understand, what they had been asked or had no idea of the solar system.

Subject-social science, Class-5, Set- 2

11. संसद भवन कहाँ स्थित है ?	
a) दिल्ली	72.11
b) अजमेर	11.58
c) आगरा	8.70
d) हैदराबाद	7.60

This question was designed to test student's knowledge about parliament and its location. 72 percent students answered correctly as they have heard many times 'Delhi Chalo' or 'gherav of parliament' or 'Delhi Government' in day-to-day life. It indicates that students recall those facts or words they encounter daily in the newspaper, radio, television than in classroom. Still there are a good number of students, who either don't know what is parliament or have no idea, where it is situated.

Subject-Science, Class-5, Set- 1

3. मछलियां किस अंग से श्वसन करती हैं–	
a) फेफड़े	12.57
b) हृदय	9.74
c) गलफड़े	72.36
d) गुर्दे	5.32

This question was designed to test student's knowledge and understanding of the different types of breathing in creatures.72 percent students answered correctly as they have seen fish in their daily life, so any fact about them is easy to remember. It indicates that students recall facts about those things, which they see regulary. Still there are a good number of students, who either don't have any idea about fishes or about their breathing parts.

Subject-Science, Class-5, Set- 2

Q3. उभयचर जन्तु है	
a) हाथी	8.10
b) बिल्ली	10.64
c) मेढ़क	74.10
d) बकरी	7.14

This question was designed to test student's knowledge and concept about ability to understand the different types of animals and select from the given figures. 73 percent students answered correctly as they see such figures in day-to-day life. It indicates that students recall those figures they have seen at home or in the play ground or in the classroom. Still there are a good number of students, who either could not understand what had been asked or had no idea about different type of figures.

Subject-English, Class-8, Set- 1, Informative, Type-Easy

Q6. 'Mahabharat' is a ..... story.	
(A) new	6.49
(B) long	75.80
(C) tall	10.02

(D) fat	7.69

This question was designed to test student's knowledge and acquaintance with the epic and their English vocabulary and their understanding of the meaning of the same set of words to depict something else. 75 percent students answered correctly as they hear about this epic in day to day conversation. Further, students also hear these simple English words daily at many forums. It indicates that students recall those facts and words, which they encounter at home or play ground than in classroom. Still there are a good number of students, who either could not understand, what have been asked or have no idea about epic due to cultural differences or don't understand English words.

(1) Set 2, Q.N. 1, Qus. Type-General

Q1. Meena is in the river. She wants to..... .	
(A) dance	9.04
(B) fly	5.58
(C) swim	77.47
(D) play	7.92

This question was designed to test student's comprehension of English language and correlation between place and activity one may perform. 77 percent students answered correctly as they participate in such activities in day-to-day life. It indicates that students understand those things easily in which they participate and memorise words related to such ativity in any language easily. Still there are a good number of students, who either could not understand, what had been asked or had no idea about different activities.

Subject-HINDI, Class-8, Set- 1, Informative

Q11. सही शब्द से पंक्ति को पूरा कीजिए– कनक–कनक ते..... मादकता अधिकाय।	
(A) सौगुनी	79.44
(B) दस	7.66
(C) दो गुनी	8.81
(D) चार गुनी।	4.09

This question was designed to test student's knowledge and concept about idiom and phrases. 79 percent students answered correctly as they remember this idiom. This is the most popular idiom used for describing relationship between gold and harebell. It indicates that students recall those things which are repeated or reinforced many times in classroom. Still there are a good number of students, who either could not understand what has been asked or have no idea about idioms.

Subject-HINDI, Class-8, Set- 2, Informative

Q40.'जिस पर विश्वास न किया जा सके' वाक्यांश का एक शब्द होगा–	
(A) अविश्वसनीय	76.32
(B) विश्वसनीय	8.40
(C) विश्वासी	6.95
(D) विश्वास	8.32

This question was designed to test student's knowledge and understanding of difficult Hindi words. 76 percent students answered correctly as they use such words in day-to-day life with their family and friends. It indicates that students recall those words, which they listen at home or play ground or in the classroom. Still there are a good number of students, who either could not understand text of question or have no idea about word.

Subject-MATHS, Class-8, Set- 1, Informative

Q29. किस संख्या का वर्ग 625 होगा।	
(A) 15	6.36
(B) 25	75.70
(C) 35	11.24
(D) 45	6.71

This question was designed to test student's knowledge about concept of square and it's calculation. 75 percent students answered correctly as they they know meaning of 'square' and method of calculating it. Square is also very common thing to encounter in day-to-day life with respect to area of land. It indicates that students recall those concepts, which they listen at home or play ground than in classroom. Still there are a good number of students, who either could not understood problem or didn't know, how to solve it.

Subject-MATHS, Class-8, Set- 2

Q2. 64 का वर्ग मूल होगा।	
(A)4	7.24
(B) 6	10.20
(C) 8	78.09
(D)2	4.47

This question was designed to test student's knowledge and concept of square, square-root and its calculation. 78 percent students answered correctly as they they know meaning of 'square-root' and process of calculating it. Still there are a good number of students, who either could not understand problem or didn't know how to solve it.

Subject-MATHS, Class-8, Set- 1,

Q22. सदैव बराबर दूरी पर रहने वाली रेखायें कहलाती है।	
(A)लम्ब रेखायें	6.05
(B) बराबर रेखायें	17.16
(C) समान्तर रेखायें	71.74
(D)असमान रेखायें	5.05

This question was designed to test student's knowledge and concept of different type of lines and their properties. 71 percent students answered correctly as they know properties of lines and how to draw them. Lines are the first things students draw in early grades, so they know, how to draw them and to make different figures. Even in day-to-day life, students draw many types of lines to design their games and play, so

it is easy to correlate their learning with classroom teaching. Still there are a large number of students, who either don't know about lines or couldn't correlate it with their environmental learning.

Subject-SOCIAL SCIENCE Class-8, Set- 1

Q7. हमारे देश का मुख्य व्यवसाय है–	
(A) दुग्ध उत्पादन	6.33
(B) नौकरी	9.93
(C) कृषि	76.96
(D) कपड़ा उत्पादन	6.78

This question was designed to test student's knowledge and concepts of major occupations of our country. 76 percent students answered correctly as they know meaning of 'occupation' and major occupations of our country. Most of the students who administered these tools are from rural area; so having a common understanding about agriculture is obious. Still there are a good number of students, who either could not understand, what has been asked or they might have gone with their local experience.

Subject-SOCIAL SCIENCE, Class-8, Set- 2

Q29. छब्बीस जनवरी (26th Jan) को हम किस दिवस के रूप में मनाते हैं–	
(A) स्वतंत्रता दिवस	10.41
(B) गणतंत्र दिवस	73.32
(C) राष्ट्रीय शिक्षा दिवस	9.81
(D) गांधी जयंती	6.45

This question was designed to test student's knowledge and concepts of national festivals of our country. 73 percent students answered correctly as they know national festival and meaning of 'national festival' of our country. Most of the students have participated many times in flag hosting on Independence Day and Republic day. It is easy to recall if such learning at class is reinforced with celebrations. It is worrysome that still there are a good number of students, who don't know our Republic day.

Subject-SCIENCE, Class-8, Set- 1

Q27. पत्तियों का रंग हरा होता है –	
(A)क्लोरोफिल के कारण	70.09
(B)सूर्य के प्रकाश के कारण	15.91
(C)वाष्पोत्सर्जन के कारण	8.94
(D)पर्णरन्ध्रों के कारण	5.06

This question was designed to test students' knowledge and concepts of photosynthesis. 70 percent students answered correctly as they they know photosynthesis, and how it is done in the presence of chlorophyll, a component nessasary for the action to take place. Some students confused it with, making of carbohydrate, which happens in the presence of sunlight. Some students wrongly recalled evaporation, which is also taught with the help of leaves at school.

Subject-SCIENCE, Class-8, Set- 2

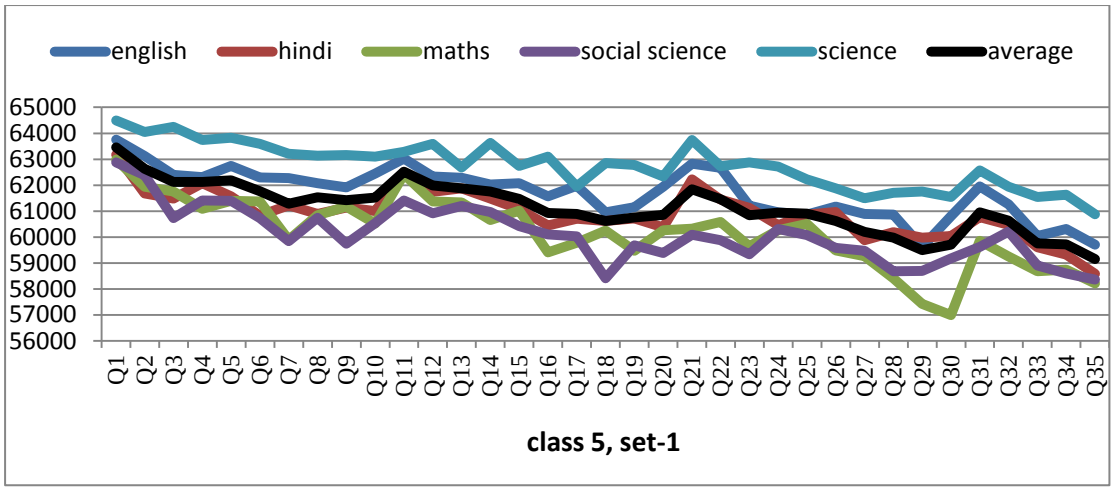
Q22. मलेरिया रोग निम्न में से किससे फैलता है –	
(A) मक्खी	6.16
(B) मच्छर	79.45
(C) चूहा	10.19
(D) तितली	4.21

This question was designed to test student's knowledge and concepts of diffetent type of diseases and how they spread in community. 79 percent students answered correctly as malaria is a common disease in our country and mosquitoes are seen everywhere in every season. It is worrisome that some of the students don't know cause of malaria, though it is the most talked disease.

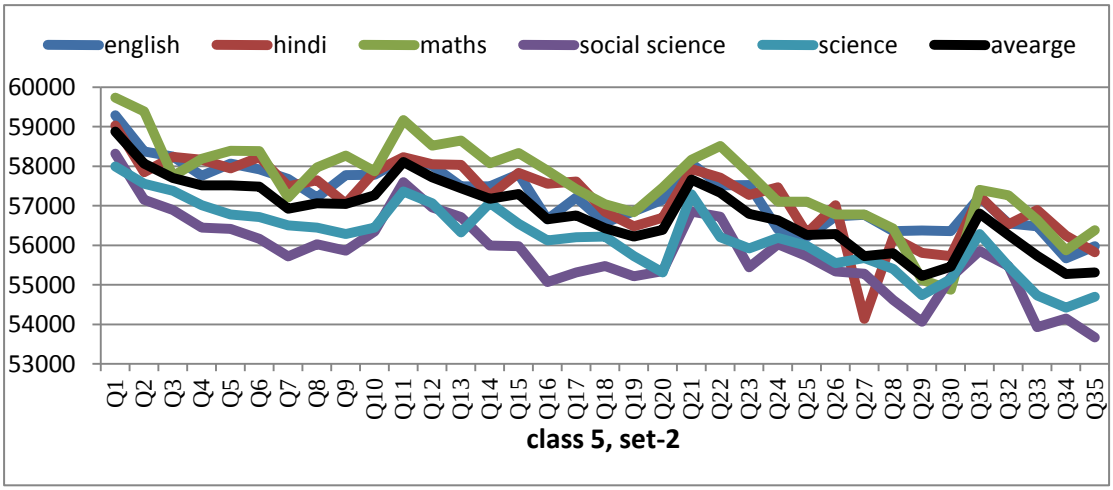
Student's Answering Pattern for different Questions

In this study two set of test tools were used for every subject in Class 5 and 8. Subject wise tools were randomly marked as set-1 or set-2. In every district and school these sets of different subjects were administered almost equally in both the classes. Questions were not arranged in any pattern in the subjectwise test tools of Class 5 and 8 and were almost random. Question wise analysis of data shows that there is a pattern for attempting questions by students. To demonstrate the pattern a graph has been plotted between 'numbers of students attempted question'and 'question number'.

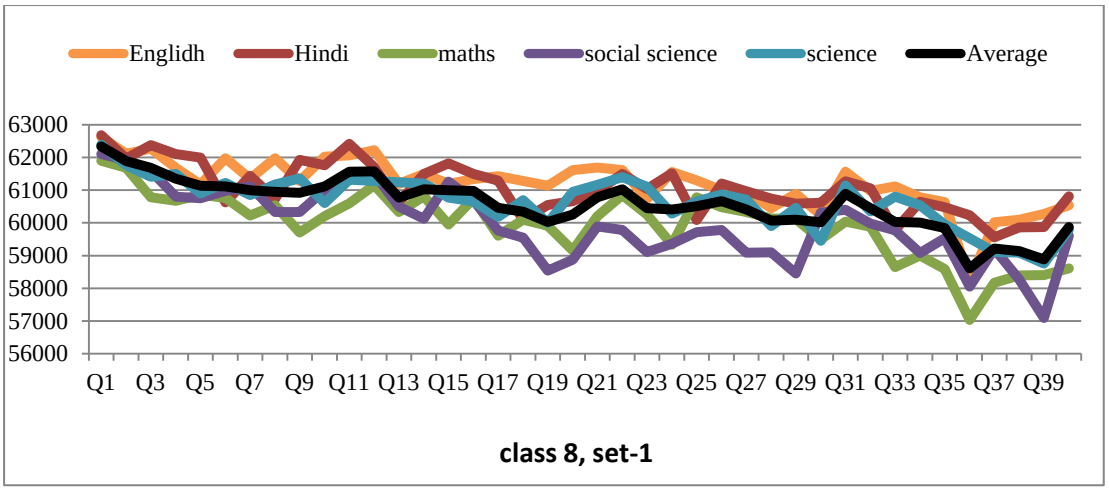
For Class 5 and set-1 the graph shows that most of the questions in science have been attempted by maximum number of students, and most of the social science questions have been attempted by minimum number of students. The graph also depicts that maximum number of students have attempted early questions (say 1, 2, 3…) and then there is a decreasing trend to the last question. Average attempt shows that down fall is not uniform but has a pattern, it decreases and gives peaks near questions, say Q11, Q21, and Q31. This pattern indicates something about student's concentration length or performance.



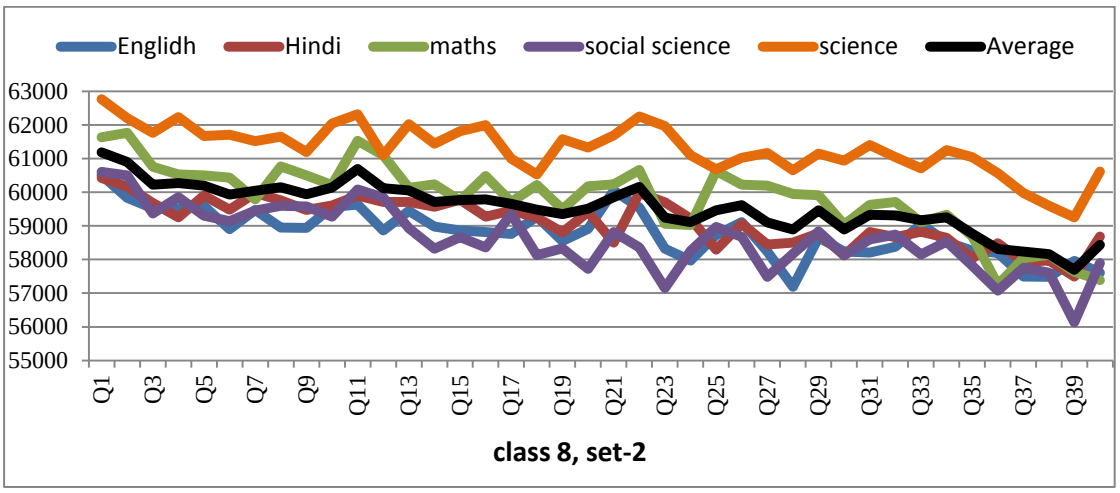
For Class 5 and set-2 graph shows that most of the mathematics questions have been attempted by maximum number of students, and most of the social science questions have been attempted by minimum number of students. Graph also depicts that maximum number of students have attempted early questions (say 1, 2, 3…) and then there is a decreasing trend to last question. Average attempt shows that down fall is not uniform but has a pattern, it decreases and gives peacks near questions, say Q11, Q21, and Q31. This pattern indicates something about student's concentration length or performance.



For Class 8 and set-1 graph shows that most of the questions in Hindi and English have been attempted by maximum number of students, and most of the social science questions have been attempted by minimum number of students. Graph also depicts that maximum number of students have attempted early questions (say 1, 2, 3…) then there is a decreasing trend to last question. Average attempt shows that down fall is not uniform but has a pattern, it decreases and gives peaks near questions, say Q12, Q22, Q31, Q40. This pattern indicate something about students concentration length or performance



For Class 8 and set-2 graph shows that most of the science questions have been attempted by maximum number of students, and most of the social science questions have been attempted by minimum number of students. Graph also depicts that maximum number of students have attempted early questions (say 1, 2, 3…) then there is a decreasing trend to last question. Average attempt shows that down fall is not uniform but has a pattern, it decreases and gives peaks near questions, say Q11, Q22, Q31, Q40. This pattern indicates something about student's concentration length or performance.



This shows that students feel tired as they proceed from question number 1 to last. Social science happens to be the less attempted subject by students, but average achievement in social science is not minimum. It indicate that in social science either students know the answer or don't know, so probability of attempting the question is less, while in subject like maths, science, hindi they may answer the question based on their personal experience or day-to-day knowledge or previous class learning. Though there is a definite pattern in attempting questions, difference between maximum attempted and minimum attempted varies from 5-9 percent for different subjects and class.

6. SCHOOL INFRASTRUCTURE INFLUENCING LEARNING

6. Factors which Influence Learning

As analysis of different questions show that students' learning depends on the kind of experiences they get at home, social environment, and school/classroom environment. Learning also depends on, how and what kind of reinforcement is provided to student, and the kind of strategies that have been used to make the student take interest in the given content. The students' achievement have been studied to see, how it varies with different school related variables, student's related variables and teacher's related variables.

School Related Variables

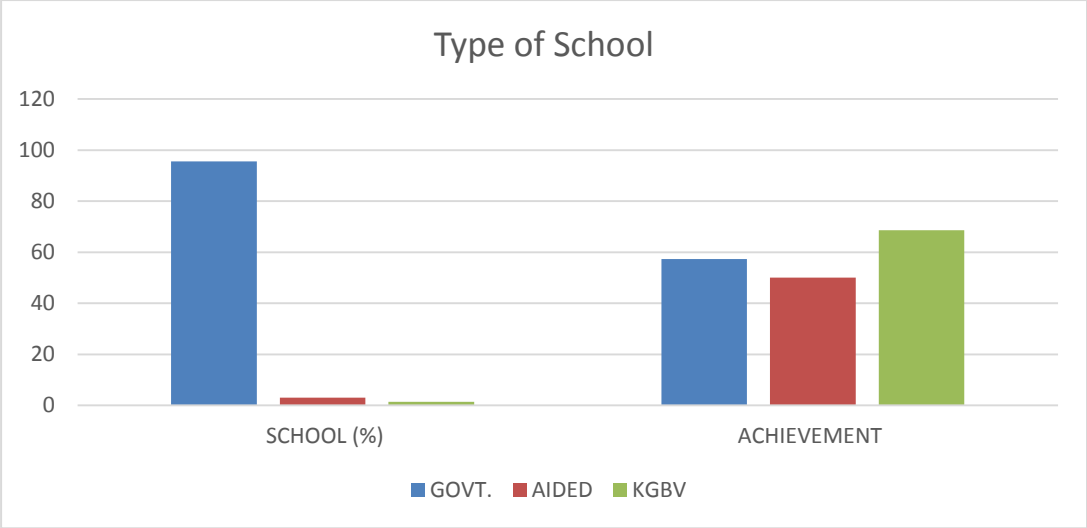
A questionnaire was used to collect information on different variables from surveyed schools, which influenced learning achievement of students. In this chapter survey analysis is on school management, location of school, type of school, teaching methodology, infrastructure available in school, inspection of school, working days of school, human resources, ICT facilities, material and learning resources available in school, incentive, community participation, contribution of VEC/AEC/SMC and PTA, parents participation in school and collection of financial assistance.

School Management

For Class 5, only government schools were taken for the study. The survey for Class 8 was done at three kinds of schools, Govt., Aided and KGBV. Following table and graph depicts different learning achievements of different type of schools. Achievement of KGBV is better as these are residential and have subject specific teachers for them, while at Govt. and Aided school, the average number of teacher is 3 to 4.

Table 6.1

S.N.	SCHOOL MANAGEMENT	SCHOOL (%)	ACHIEVEMENT
1	GOVT.	95.6	57.3
2	AIDED	3.0	50.02
3	KGBV	1.35	68.6



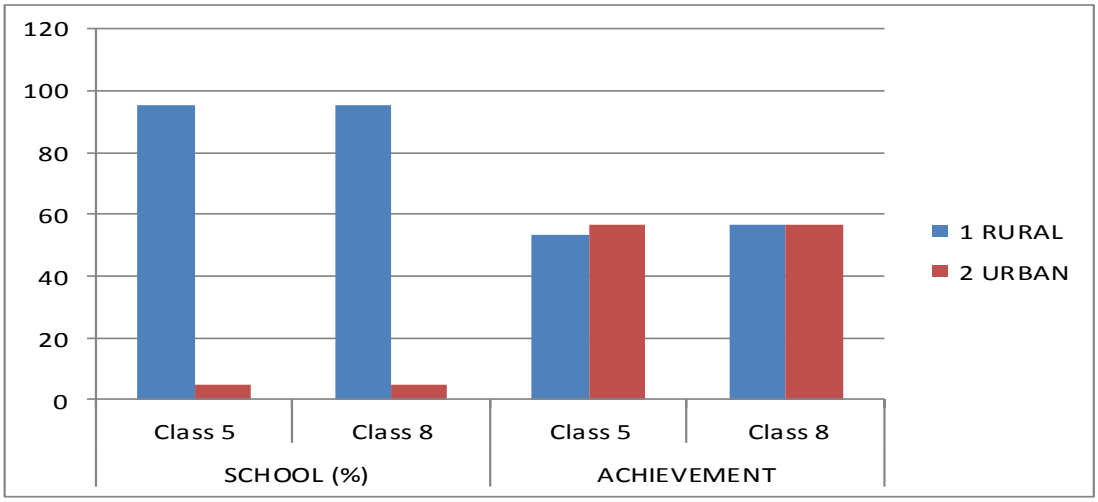
Location of Schools

In the survey rural and urban schools of the state were chosen randomly. The survey says that only 4.67 percent schools were located in urban areas while 95.32 percent schools were in rural areas in Class 5 . In Class 8 , it is 4.64 percent in urban areas, whereas 95.36 percent were in rural areas. The following table and graph show that the achievement level of urban primary school is better than rural areas, but for Class 8 , there is no significant difference in the achievement of students of different localities.

Table 6.2

S. N.	SCHOOL LOCATION	SCHOOL (%)		ACHIEVEMENT	
		Class 5	Class 8	Class 5	Class 8
1	RURAL	95.32	95.36	53.26	56.79
2	URBAN	4.67	4.64	56.58	56.56

Graph 6.2



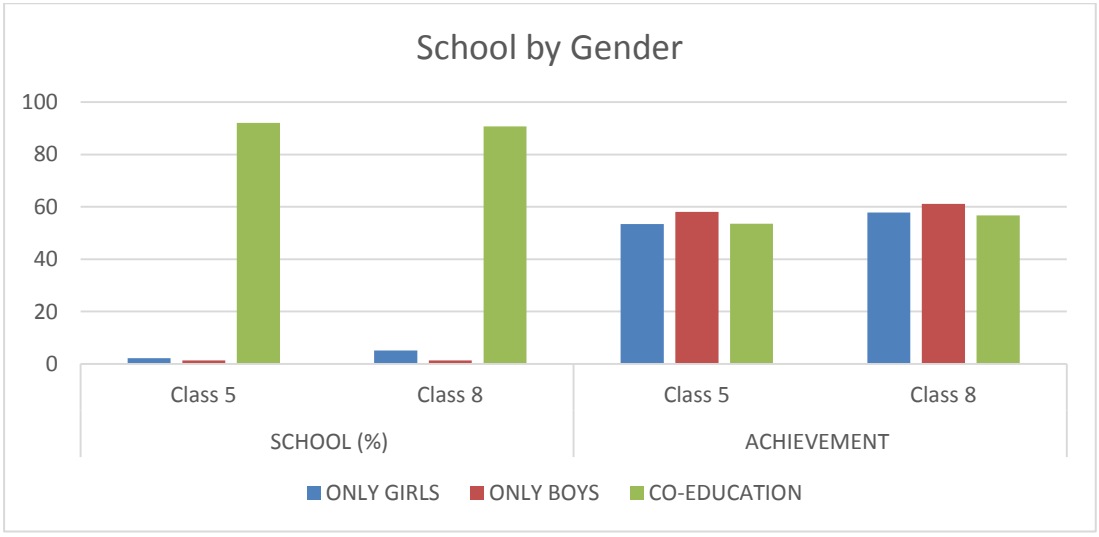
Type of school by gender-

The survey covered for Class 5, includes 1.35 percent boys schools, 2.23 percent girls schools, 92.07 percent co-education schools, while some of the schools didn't mention their status. The survey covered for Class 8 includes 1.39 percent boys schools, 5.18 percent girl's schools, 90.68 percent co-education schools respectively while the remaining schools didn't mention their status. The following table and chart drawn for the purpose show that girls schools at Class 5 level have no significant achievement difference to co-education though at Class 8 level they performed better. Boys' schools at both levels have performed better than co-education schools.

Table 6.3

S.N.	TYPE OF SCHOOL	SCHOOL (percent)		ACHIEVEMENT	
		Class 5	Class 8	Class 5	Class 8
1	ONLY GIRLS	2.23	5.18	53.42	57.79
2	ONLY BOYS	1.35	1.39	58.05	61.18
3	CO-EDUCATION	92.07	90.68	53.54	56.67

Graph 6.3



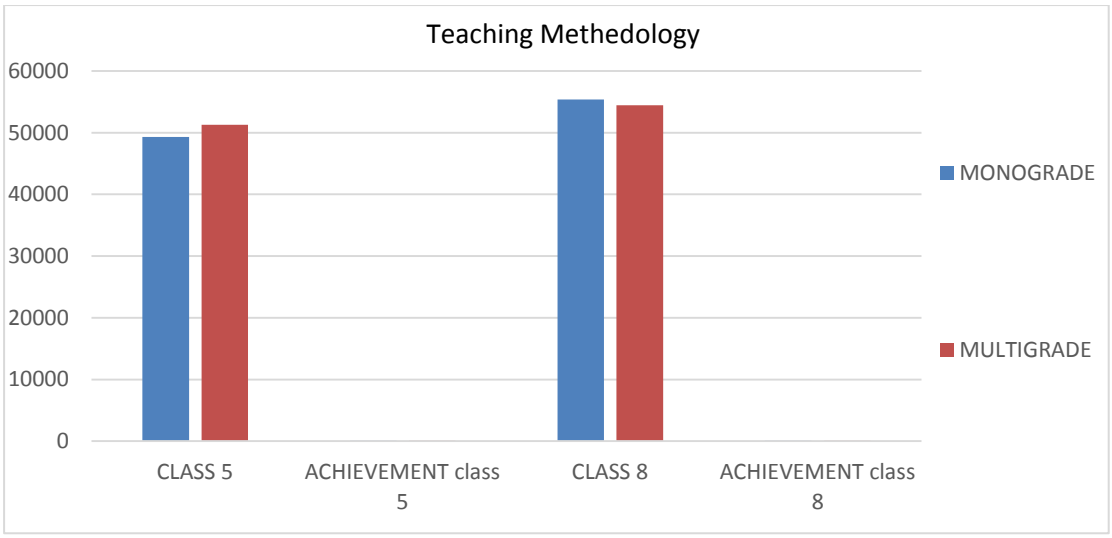
Teaching Methodology

Due to scarcity/dearth of teachers, different kinds of teaching methodology are practiced across the state. The two most common methodologies are taken into account for analyzing achievement. Table and graphs drawn for student's achievement shows that achievement level of students at the multigrade school is less than the monograde school for both the classes. It indicates that subject experts are required for Class 5 and Class 8 for effective learning.

Table 6.4

S.N.	METHODOLOGY	STUDENTS CLASS 5	ACHIEVEMENT CLASS 5	STUDENTS CLASS 8	ACHIEVEMENT CLASS 8
1	MONOGRADE	49321	54.29	55368	58.00
2	MULTIGRADE	51287	52.50	54470	55.49

Graph 6.4



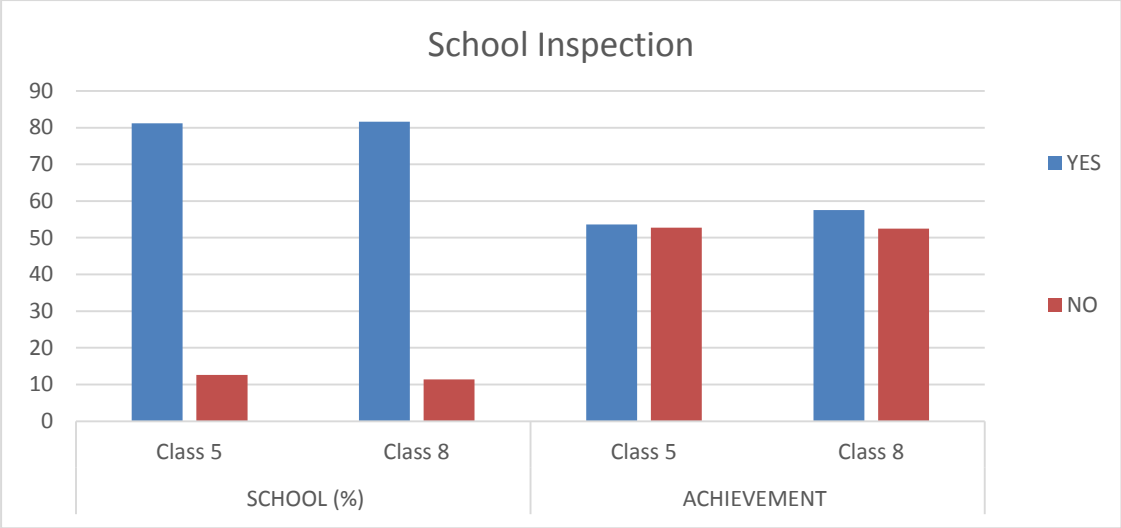
School Inspection in session 2014-15

The monitoring of schools is supposed to improve the performance of schools. The learning achievement of students has been analysed on the basis of school monitoring. The data table and graphs below show that monitoring of schools has impact on performance of schools and its students. The data reflects that there is little impact on students of Class 5, while it has larger impact on higher grade. 6-7 percent schools didn't provide information on the issue

Table 6.5

S. N.	SCHOOL INSPECTION	SCHOOL (%)		ACHIEVEMENT	
		Class 5	Class 8	Class 5	Class 8
1	YES	81.21	81.58	53.60	57.54
2	NO	12.58	11.41	52.70	52.47
3	No Response	6.21	7.01	49.13	54.82

Graph 6.5



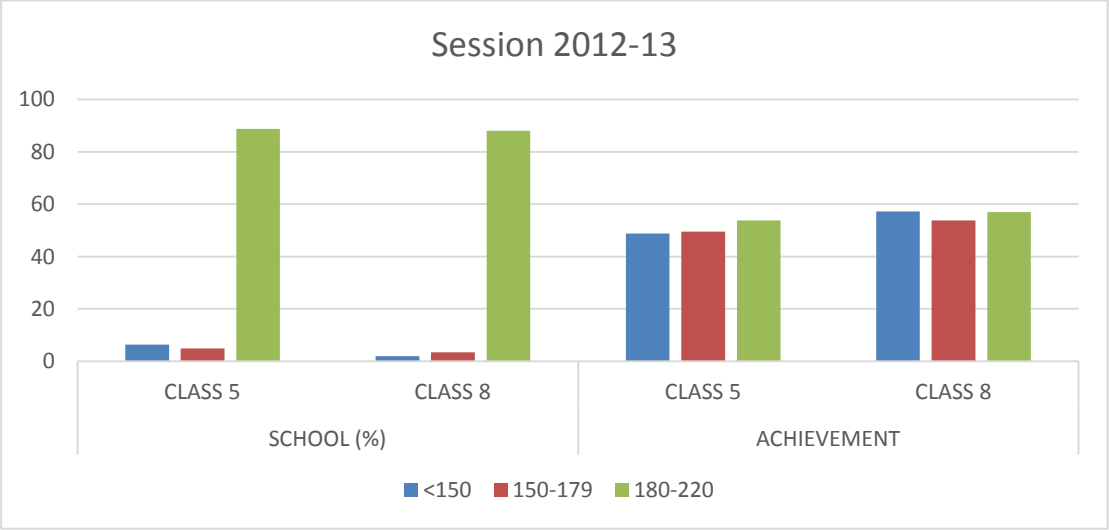
School working days- Session 2012-13 & 2013-14

School is the place where interaction between student & teacher is possible. So the duration of this interaction is the key factor influencing the learning achievement. Data shows that most of the schools opened for more then 180 days in an academic session. The table and chart below illustrates that the number of working days does matter at primary level, but is not affecting significantly at higher grade say Class 8.

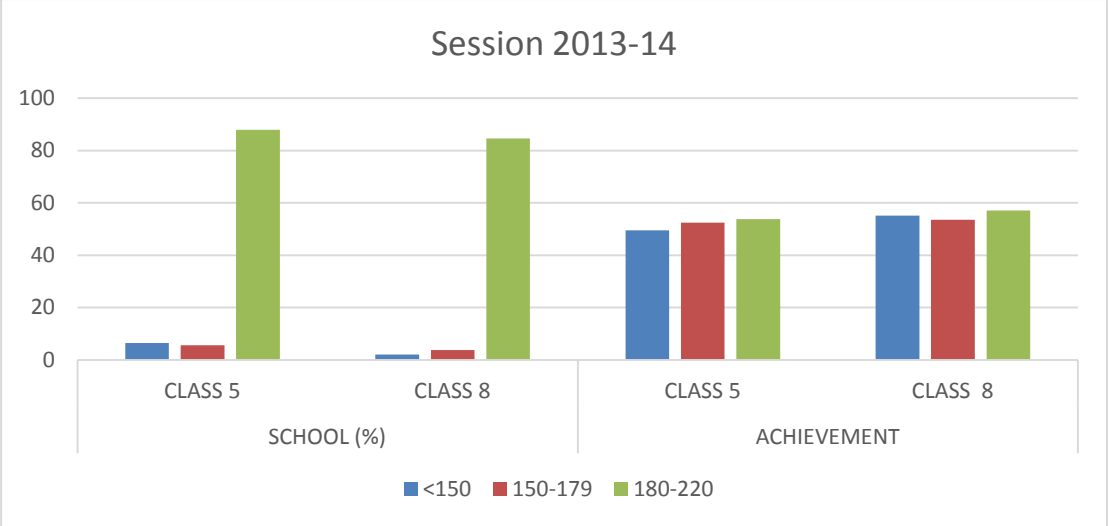
Table 6.6

S. NO.	WORKING DAYS IN SESSION 2012-13	SCHOOL (%)		ACHIEVEMENT		WORKING DAYS IN SESSION 2013-14	SCHOOL (%)		ACHIEVEMENT	
		CLASS 5	CLASS 8	CLASS 5	CLASS 8		CLASS 5	CLASS 8	CLASS 5	CLASS 8
1	<150	6.29	1.92	48.77	57.18	<150	6.48	2.08	49.55	55.13
2	150-179	4.93	3.46	49.49	53.73	150-179	5.60	3.75	52.40	53.49
3	180-220	88.78	88.02	53.79	56.92	180-220	87.91	84.59	53.81	57.05

Graph 6.6.1



Graph 6.6.2



Human Resources at school

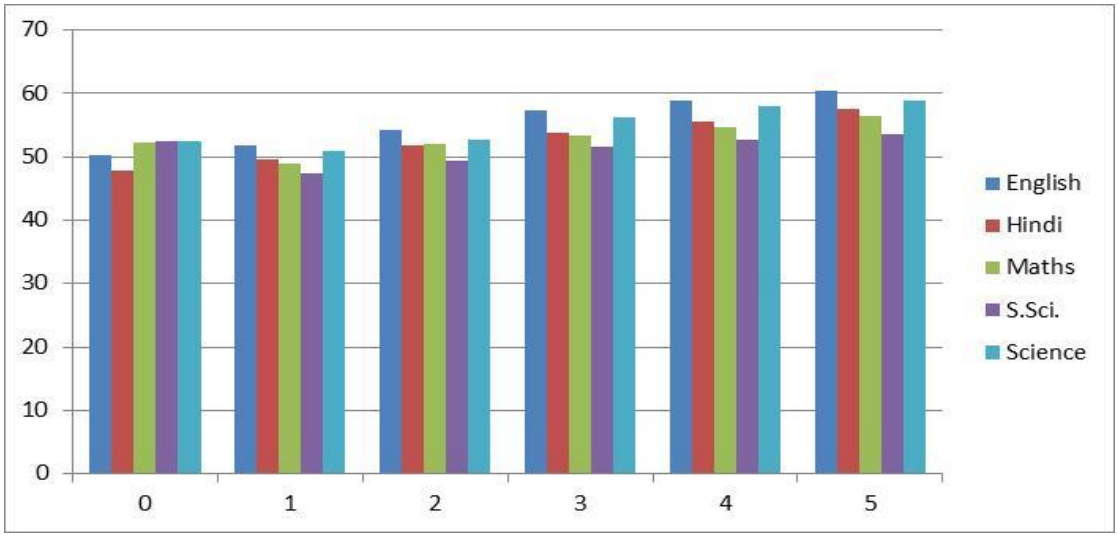
The most important component for learning at school is the teacher, and the number of teachers at a school ensures whether every class is getting a teacher and whether every subject is taught at school by specific teacher. To look into the question it has been studied that number of teachers at school matter on student's learning achievement.

Following tables and graphs for Class 5 students shows that learning achievement for all subject increases with the number of teachers at school, which may be due to the increased time the teacher may get to engage with students. There is slight variation at zero teacher and single teacher school, because there may be para-teachers or attached teachers teaching classes.

Table 6.7

S. No.	No. of Teacher	Student Achievement Class 5				
		English	Hindi	Maths	S.Sci.	Science
1.	0	50.18	47.78	52.19	52.45	52.52
2.	1	51.73	49.69	48.94	47.38	50.88
3.	2	54.17	51.90	51.98	49.28	52.69
4.	3	57.23	53.86	53.34	51.64	56.30
5.	4	58.92	55.58	54.66	52.69	57.88
6.	5	60.37	57.59	56.41	53.63	58.89

Graph 6.7

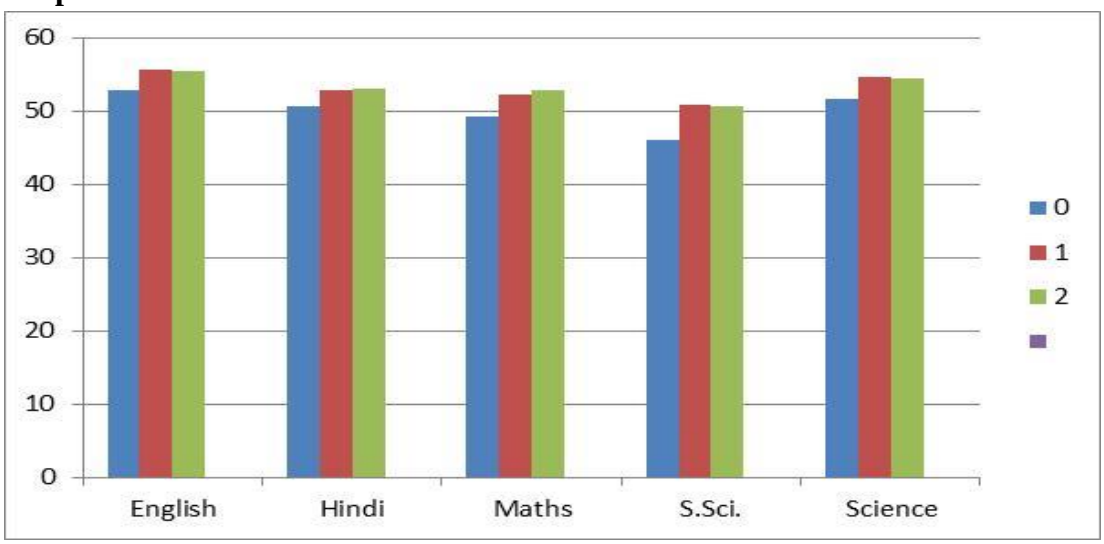


Following tables and graphs for Class 5 students show that learning achievement for all subjects increases with the number of para-teachers at school, which may be due to local teacher's presence and the increased time teacher may get to engage with students. There is impact of para-teacher but slight variation with increasing number of para-teachers.

Table 6.8

S. No.	No. of para-Teacher	Student Achievement Class 5				
		English	Hindi	Maths	S.Sci.	Science
1.	0	52.91	50.71	49.32	46.00	51.73
2.	1	55.65	52.84	52.31	50.85	54.61
3.	2	55.52	53.05	52.94	50.71	54.53

Graph 6.8



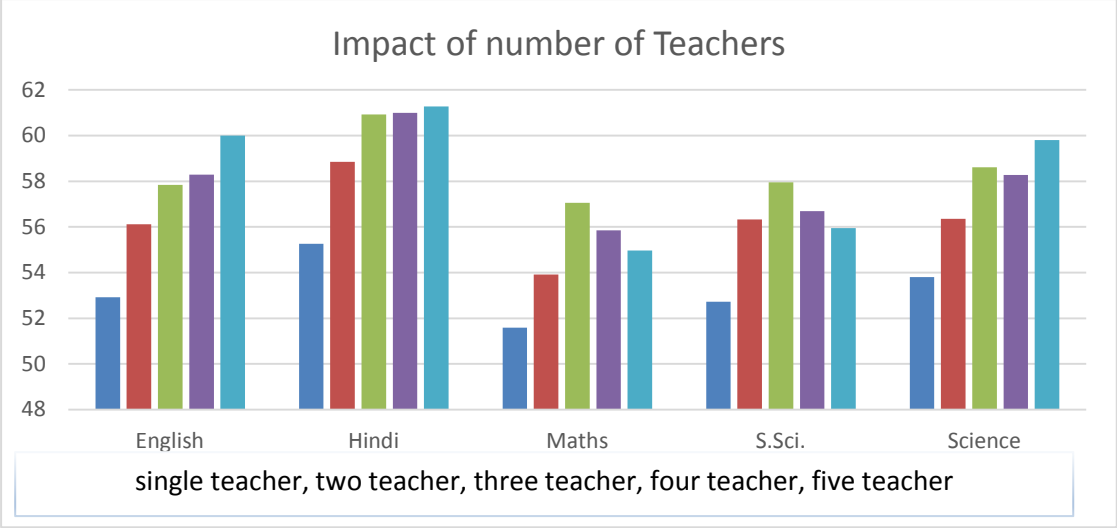
Teachers Class 8

Following tables and graphs for Class 8 students show that learning achievement for all subject except Maths and Social Science increases with the number of teachers at school, which may be due to the increased time teachers may get to engage with students. For Maths learning a trained teacher of Maths is needed since no one else can improve Maths learning. There is also some portion in Social Science subject, which may only be delivered by experts. Improvement in learning achievement is more visible upto 3 teachers, and then its rate decreases significantly.

Table 6.9

S. No.	No. of Teacher	Student Achievement Class 8				
		English	Hindi	Maths	S.Sci.	Science
1.	1	52.92	55.26	51.58	52.72	53.80
2.	2	56.12	58.85	53.92	56.32	56.35
3.	3	57.84	60.92	57.05	57.95	58.61
4.	4	58.29	61.00	55.85	56.69	58.27
5.	5	60.00	61.28	54.96	55.95	59.81

Graph 6.9



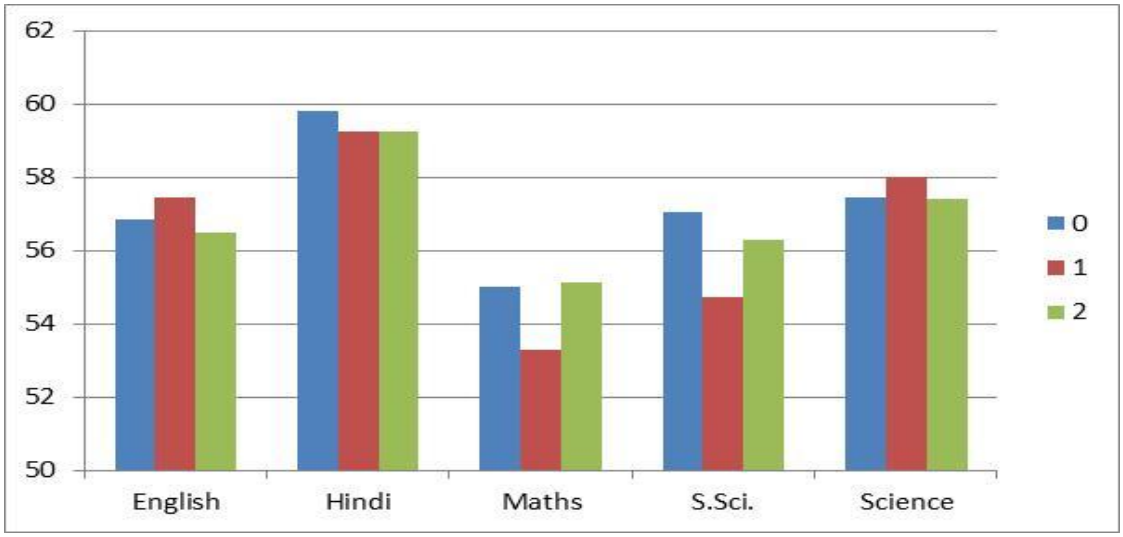
Following tables and graphs for Class 8 students shows that learning achievement for all subjects have no impact of para-teachers at school. This may be due to the fact that para-teachers at upper primary schools are appointed for art, SUPW and sports, so they hardly teach core subjects at school.

Table 6.10

S. No.	No. of para-Teacher	Student Achievement Class 8				
		English	Hindi	Maths	S.Sci.	Science
1.	0	56.84	59.80	55.00	57.05	57.47

2.	1	57.44	59.24	53.30	54.72	58.03
3.	2	56.49	59.27	55.13	56.28	57.40

Graph 6.10



Infrastructural Facilities available at school

A child friendly environment at school ensures students presence in school, liking of school, which generally results in learning, sometimes directly and sometimes indirectly. Following table and graph show the infrastructural facilities that play a significant role on learning achievement of students.

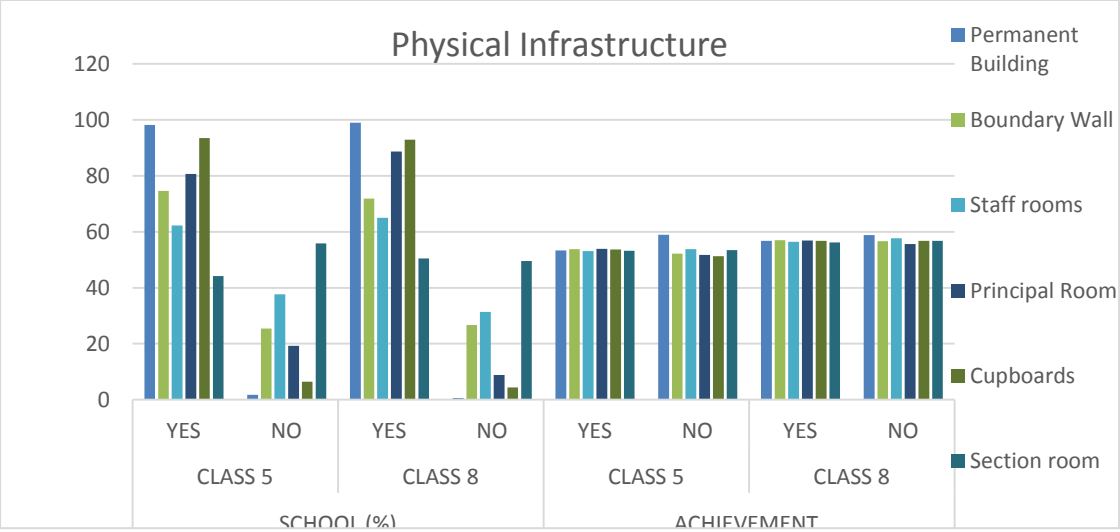
Data shows that most of the school buildings are permanent, and it has no impact on learning achievement of students. Approximately 70 percent of school building have boundary wall, and it has been found that schools with boundary wall have slightly better learning achievement. Approx. 60 percent school have staff room but it has no impact on learning achievement. Schools with principal room have slight better learning achievement. Most of the schools have cupboards and only fifty percent schools have section rooms. Most of the physical infrastructure directly has no learning impact, but these are needed to make school child friendly.

Table 6.11

S.N.	PHYSICAL RESOURCES AVAILABLE	SCHOOL (%)				ACHIEVEMENT			
		CLASS 5		**CLASS 8**		**CLASS 5**		**CLASS 8**	
		YES	**NO**	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**
1	**Permanent Building**	98.23	1.76	99.00	0.64	53.37	59.00	56.76	58.87
2	**Boundary Wall**	74.60	25.39	71.83	26.73	53.85	52.17	56.99	56.71
3	**Teacher's Rooms**	62.31	37.68	65.02	31.34	53.15	53.80	56.40	57.71
4	**Principal Room**	80.70	19.29	88.65	8.86	53.86	51.70	56.85	55.64

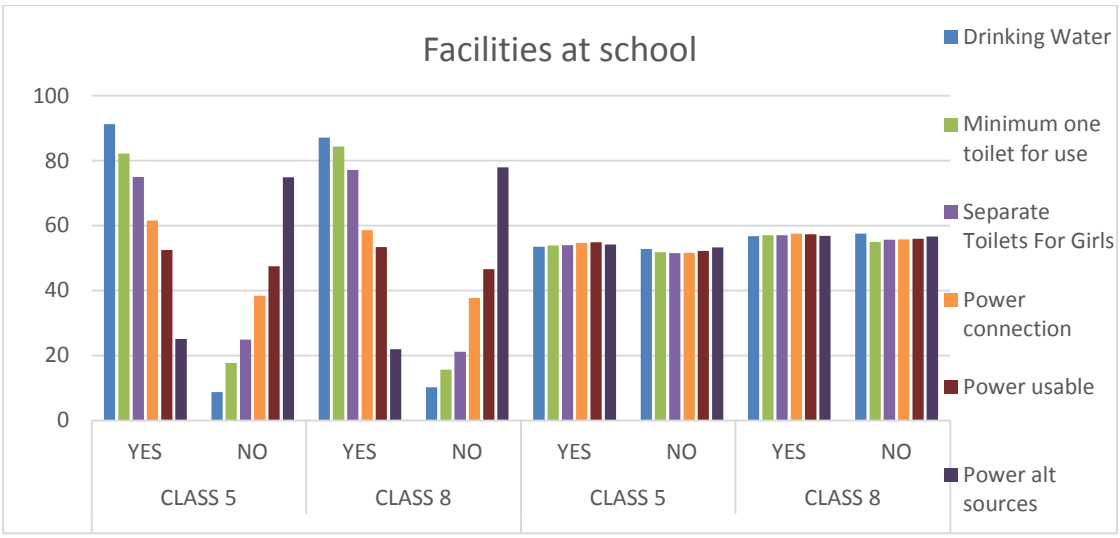
5	**Cupboards**	93.50	6.49	92.95	4.38	53.69	51.32	56.76	56.74
6	**Classrooms**	44.17	55.83	50.53	49.57	53.24	53.45	56.19	56.77
7	**Drinking Water**	91.23	8.76	87.17	10.21	53.54	52.78	56.72	57.59
8	**Minimum one toilet for use**	82.23	17.77	84.35	15.65	53.94	51.83	57.08	54.97
9	**Separate Toilets For Girls**	75.02	24.97	77.21	21.23	54.04	51.58	57.11	55.64
10	**Power connection**	61.56	38.43	58.63	37.74	54.72	51.61	57.52	55.79
11	**Power usable**	52.50	47.50	53.41	46.59	54.88	52.22	57.38	55.96
12	**Power alt sources**	25.11	74.89	22.00	78.00	54.24	53.31	56.90	56.68
13	**Mid day meal**	93.85	6.15	93.25	6.12	53.40	53.85	57.00	53.44
14	**Free uniform**	95.48	4.52	96.24	3.76	53.33	55.61	57.01	50.93

Graph 6.11



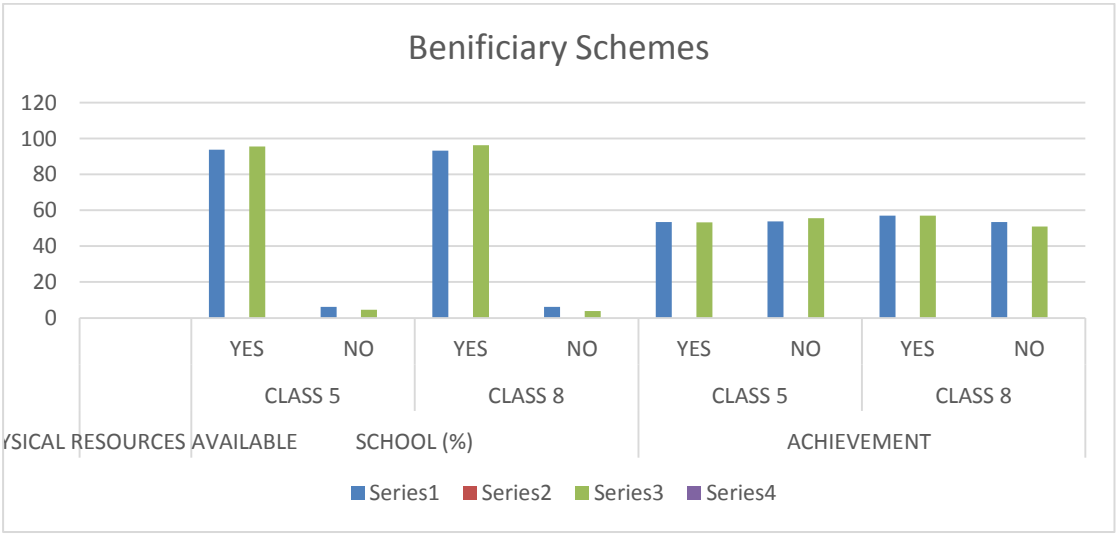
Most of the schools have facilities for drinking water, toilets. Some schools have power connection, alternative arrangement for power. These facilities ensure happy stay at school and create reading environment by making school child friendly. Most of these facilities show that there is positive learning sign in table and graph.

Graph 6.11.1



To ensure access, equity and quality in elementary education, many initiatives have been started by government. Most of the schools are covered under these beneficiary schemes. These facilities ensure feel good at school and create reading environment by making school child friendly. Most of these facilities show that there is no correlation with learning outcome directly.

Graph 6.11.1



Rooms Available At School

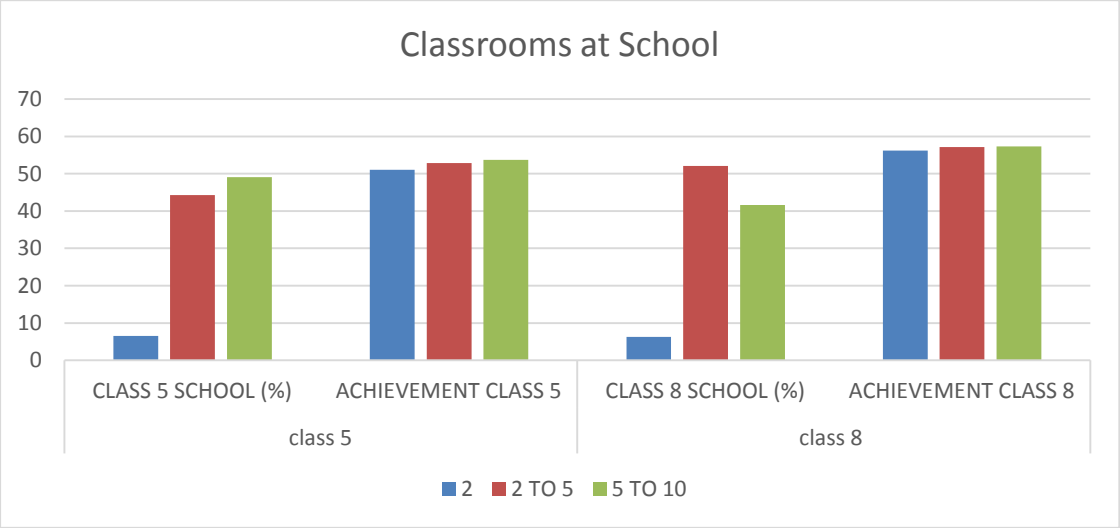
Data and graph drawn for the purpose shows that every school surveyed didn't have separate classroom for every level, which means students of different class have to sit together. Data indicates that schools wwith sufficient classroom classes have better learning achievement for both classes 5 and 8.

Table 6.12

S.N.	NUMBER OF ROOMS	CLASS 5 SCHOOL (%)	ACHIEVEMENT CLASS 5	CLASS 8 SCHOOL (%)	ACHIEVEMENT CLASS 8

1	**2**	6.58	51.08	6.31	56.17
2	**2 TO 5**	44.31	52.82	52.07	57.12
3	**5 TO 10**	49.11	53.74	41.62	57.31

Graph 6.12



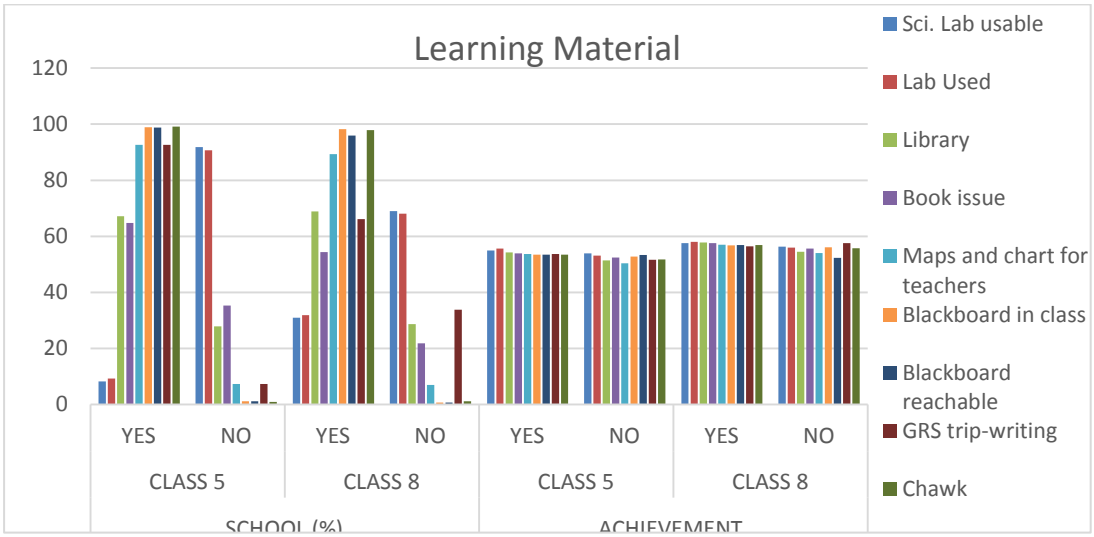
Material and learning resources available at school

Some inevitable resources for comfortable learning in schools such as – laboratories, library, maps and chart, black-boards and chalk are needed, without which teachers and students don't feel comfortable during learning process. So the survey covered the resources and their usability at schools. Data indicate these learning resourses have positive impact on learning. Data shows that most of the schools have black-board, chalk, green strip and maps at school. Only two-third schools have library and few have labs.

Table 6.13

S.N.	MATERIAL AND LEARNING	SCHOOL (%)				ACHIEVEMENT			
		CLASS 5		**CLASS 8**		**CLASS 5**		**CLASS 8**	
		YES	**NO**	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**
1	**Sci. Lab usable**	8.21	91.79	30.98	69.02	54.96	53.96	57.58	56.29
2	**Lab Used**	9.28	90.72	31.89	68.11	55.60	53.08	57.99	56.01
3	**Library**	67.19	27.85	68.83	28.63	54.27	51.45	57.78	54.44
4	**Book issue**	64.71	35.28	54.32	21.85	53.96	52.47	57.59	55.66
5	**Maps and chart for teachers**	92.66	7.33	89.37	6.98	53.74	50.36	57.01	54.00
6	**Blackboard in class**	98.86	1.13	98.25	0.68	53.45	52.74	56.74	56.09
7	**Blackboard reachable**	98.80	1.19	95.91	0.71	53.48	53.34	56.90	52.27
8	**GRS trip-writing**	92.68	7.32	66.17	33.83	53.66	51.68	56.48	57.59
9	**Chawk**	99.09	0.90	97.89	1.16	53.50	51.69	56.83	55.71

Graph 6.13



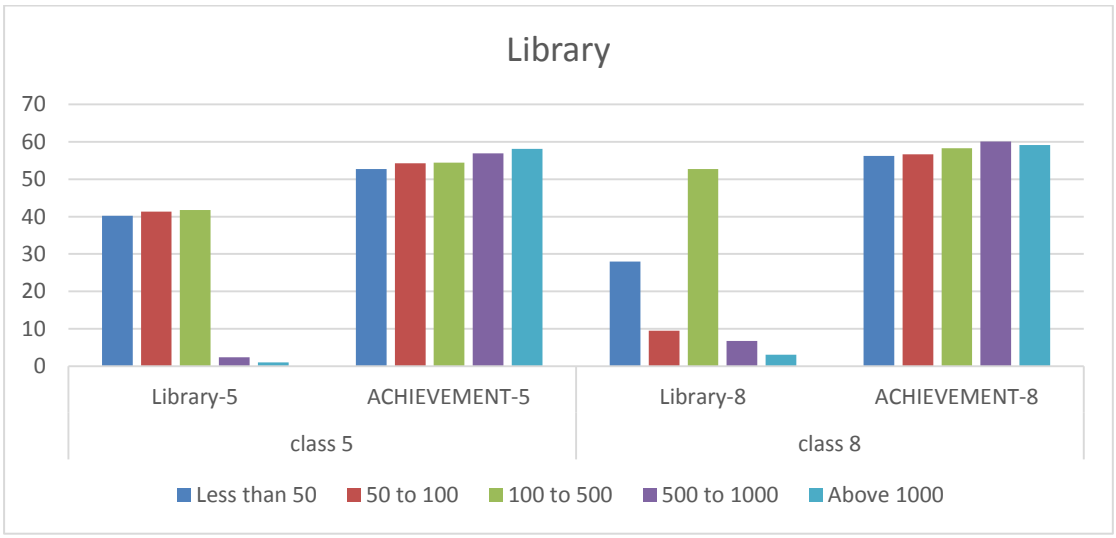
Libarary Facilities available at school

Data of survey shows that performance of schools with rich library is better for both classes 5 and 8. Data also indicates that most of the schools participating in survey don't have rich library.

Table 6.14

S.N.	NUMBER OF BOOKS IN LIBRARY	CLASS 5 SCHOOL (%)	ACHIEVEMENT CLASS 5	CLASS 8 SCHOOL (%)	ACHIEVEMENT CLASS 8
1	**Less than 50**	40.22	52.69	27.99	56.23
2	**50 to 100**	41.36	54.28	9.52	56.64
3	**100 to 500**	41.78	54.42	52.70	58.26
4	**500 to 1000**	2.36	56.91	6.73	60.11
5	**Above 1000**	1.06	58.15	3.05	59.15

Graph 6.14



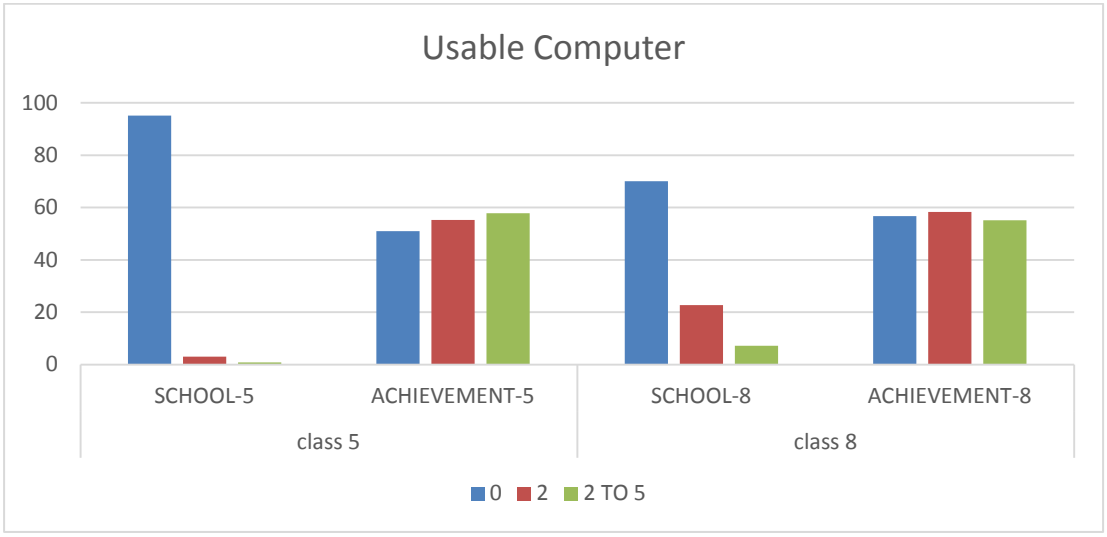
Working computer for students

Data of survey shows that performance of schools with computer is better for both classes 5 and 8. Data also indicate that most of the schools participating in survey don't have enough computers for teaching-learning process.

Table 6.15

S. N.	NUMBER OF USABLE COMPUTERs FOR STUDENTS	CLASS 5 SCHOOL (%)	ACHIEVEMENT CLASS 5	CLASS 8 SCHOOL (%)	ACHIEVEMENT CLASS 8
1	**0**	95.11	50.93	70.05	56.74
2	**2**	3.00	55.21	22.72	58.34
3	**2 TO 5**	0.85	57.88	7.23	55.10

Graph 6.15



ICT Facilities available at school

Though, ICT facility may have a strategically significant positive relation with learning achievement of students yet much has to be done in the direction of providing ICT facility at schools and ensure effective use of ICT in teaching-learning process. Data and graphs indicate that availability of computers is not good in both primary and upper primary schools. Data also shows that mere availability of computers doesn't have any impact on learning. Data for Class 8 shows that only 15.62 percent students use computers at school and their achievement level is 59.68, i.e. on the higher side, while for Class 5 it shows that only 4.53 percent students use computer at school and their achievement level is 53.60, i.e. slightly on the higher side

Table 6.16

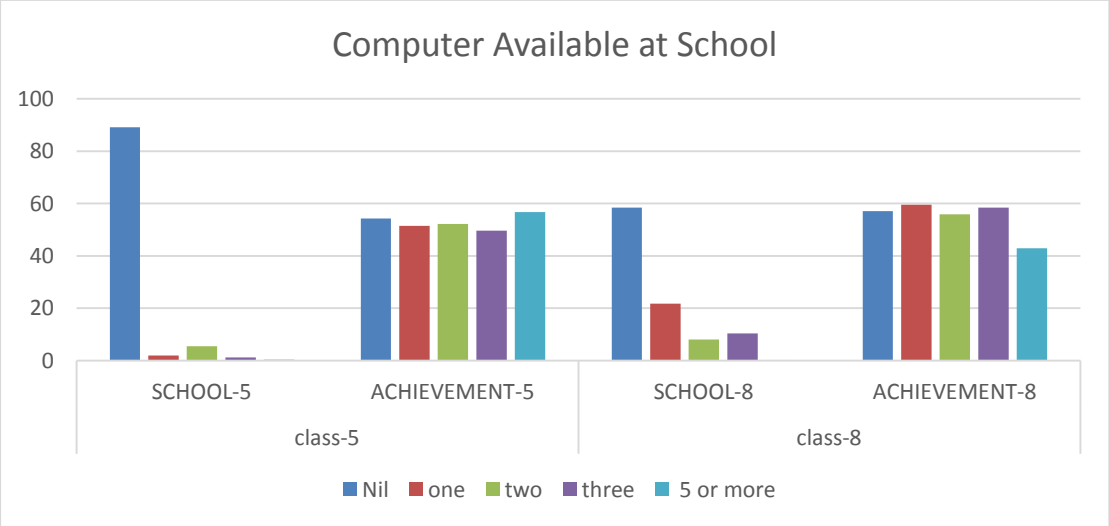
S.N.	NUMBER OF COMPUTERS	CLASS 5 SCHOOL (%)	ACHIEVEMENT CLASS 5	CLASS 8 SCHOOL (%)	ACHIEVEMENT CLASS 8
1	0	89.13	54.34	58.40	57.15
2	1	1.99	51.51	21.79	59.59
3	2	5.45	52.18	8.07	55.90
4	3	1.19	49.63	10.34	58.38
5	5	0.33	56.70	0.21	42.89

Computer use in school

Table 6.17

S.N.	COMPUTERS USE at SCHOOL	CLASS 5 SCHOOL (%)	ACHIEVEMENT CLASS 5	CLASS 8 SCHOOL (%)	ACHIEVEMENT CLASS 8
1	Yes	4.53	53.60	15.62	59.68
2	No	95.47	53.45	84.38	56.87

Graph 6.17



Community Participation in school and its Influence on students learning achievement

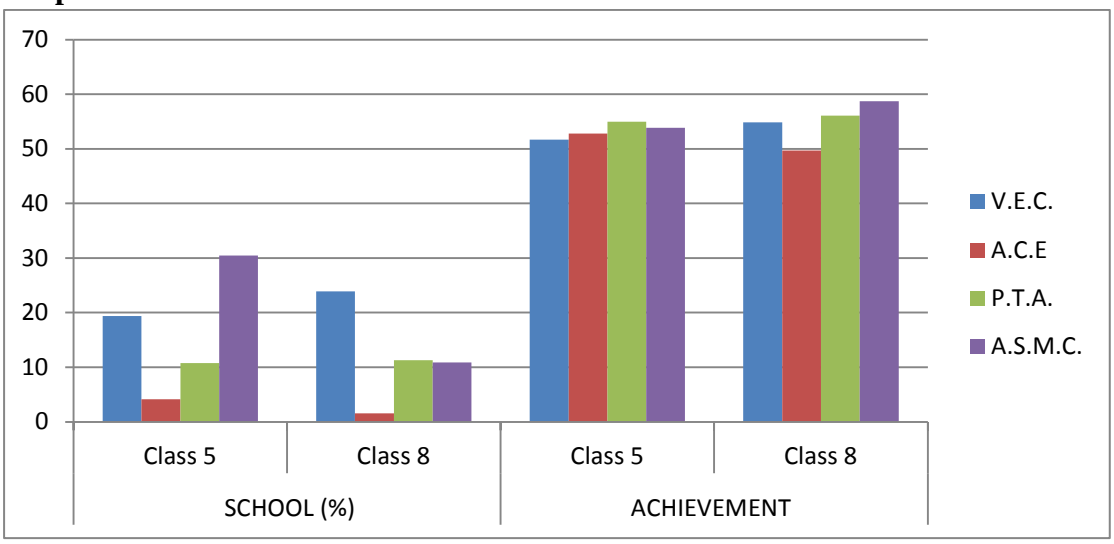
Data from survey shows that performance of students when school shares information with parents is better. Data also indicate that students' achievement is better in schools where SMC and PTA are functional than those having VEC or AEC, as parental presence is more in former ones.

Table 6.18

S.N.	MEETINGS ORGANISED	SCHOOL (%)		ACHIEVEMENT	
		Class 5	Class 8	Class 5	Class 8
1	V.E.C.	19.36	23.91	51.66	54.85
2	A.E.C	4.14	1.56	52.82	49.69

3	**P.T.A.**	10.79	11.29	54.94	56.10
4	**S.M.C.**	30.44	10.88	53.87	58.73
5	**No response**	35.25	34.44	53.74	56.94

Graph 6.18



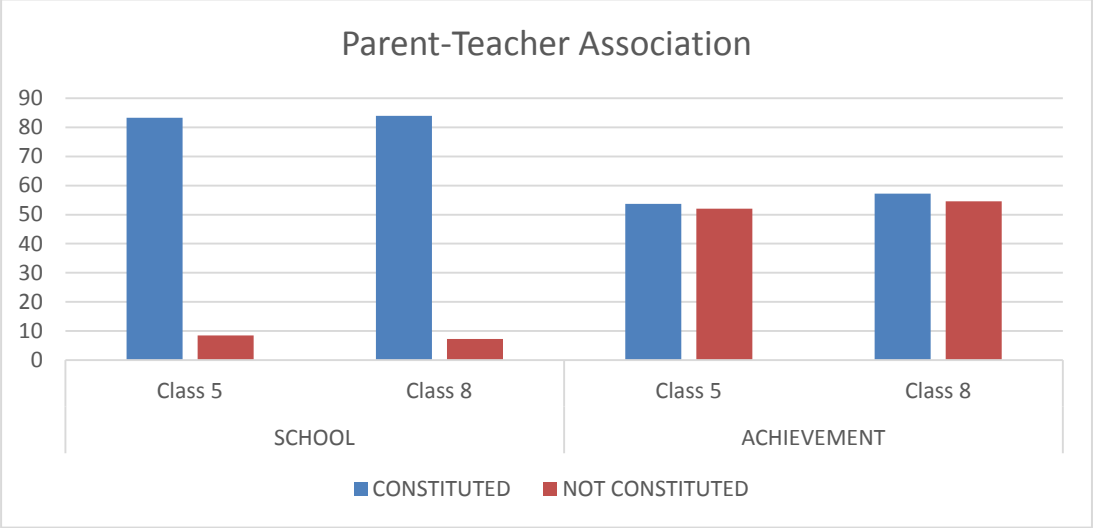
Parent Teacher Association

Data of survey shows that performance of students, where parent teacher association is constituted, is better. Data also indicate that 80 percent of schools have parent teacher associations; it explains the degree of community participation in functioning of the school. The analysis says these meetings have influence on achievement level of students i.e. around 50 percent. It is worthy to mention that PTA meeting have significant impact on learning achievement. On the basis of formation of PTA, the achievement level of the students of class V and VIII was 53.69 and 57.25 respectively, which is higher than the schools where PTA was not constituted.

Table 6.19

S.N.	PARENTS TEACHER ASSOCIATION(P.T.A)	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	CONSTITUTED	83.29	83.92	53.69	57.25
2	NOT CONSTITUTED	8.42	07.24	52.07	54.52

Graph 6.19



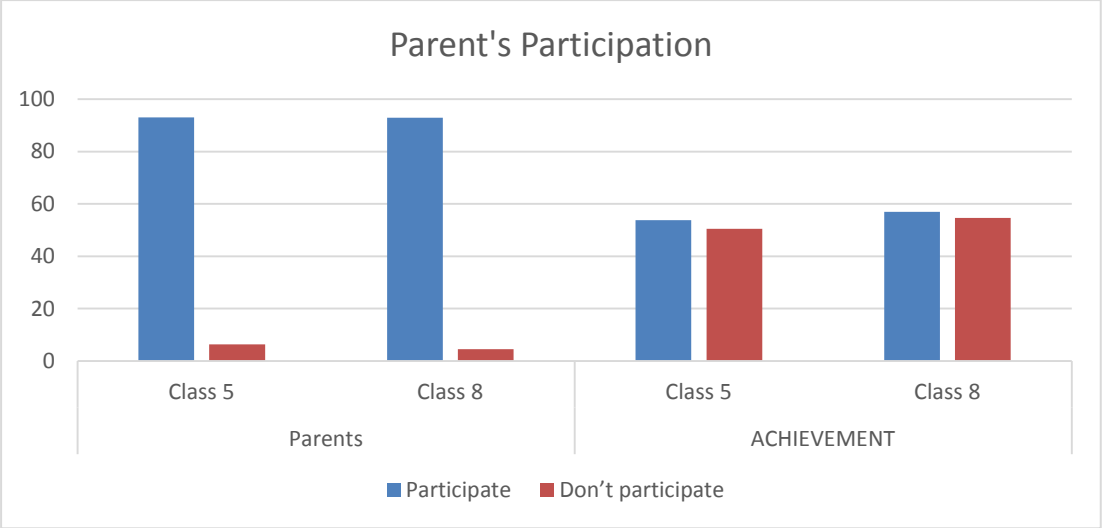
Parent's participation at school

Parents of students play pivotal role in achievement of student's involvement in the schools functions like - national festival, cultural programmes and sports meet along with competitions and home work. Survey data show that parent's participation in school activities affects student learning achievement. Data also indicate that parents of most of the students who answered this question participated in school activities.

Table 6.20

S.N.	PARENTS PARTICIPATION	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	Participate	93	92.87	53.78	56.93
2	Don't participate	6.30	4.52	50.53	54.61

Graph 6.20



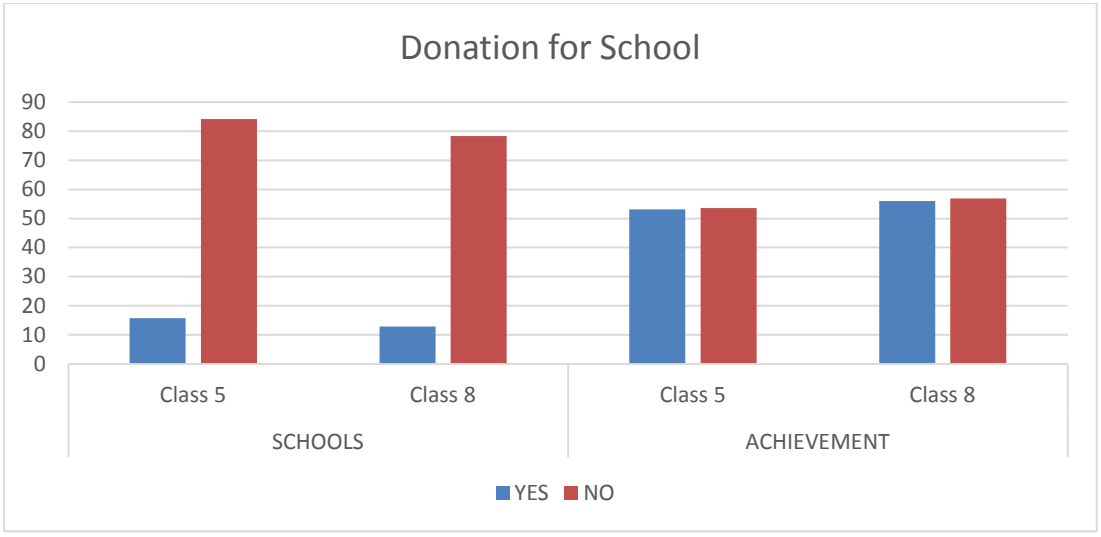
Collection of Financial Assistance for Schools

It is believed that financial assistance is required for infrastructural development of schools which indirectly affects the learning level of students. However, the survey reveals that this financial assistance doesn't affect student's learning. Data collected from students, who preferred to answer reflect that very few schools get financial help from parents.

Table 6.21

S.N.	SCHOOL DONATION	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	YES	15.7	12.87	53.15	55.97
2	NO	84.22	78.29	53.62	56.89

Graph 6.21



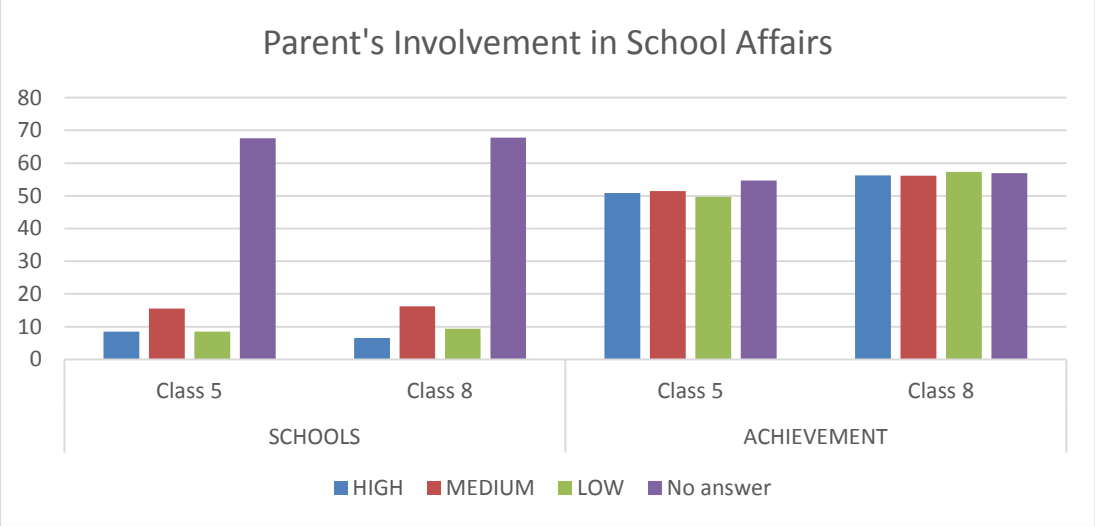
Involvement of parents in schools activities and its impact on student's achievement

Involvement of parents in school activities encourages the students for better performance which may yield a positive effect on student learning achievement. Data is collected at the level of parent's involvement i.e. high, medium and low involvement. Data shows that the parents involment in school affairs doesn't result in students learning. Data also indicates that two-third parents don't get involved in school affairs.

Table 6.22

S.N.	PARENT'S INVOLVEMENT IN SCHOOL ACTIVITIES	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	HIGH	8.48	6.55	50.84	56.22
2	MEDIUM	15.50	16.19	51.46	56.13
3	LOW	8.48	9.42	49.69	57.34
4	No answer	67.54	67.82	54.69	56.90

Graph 6.22



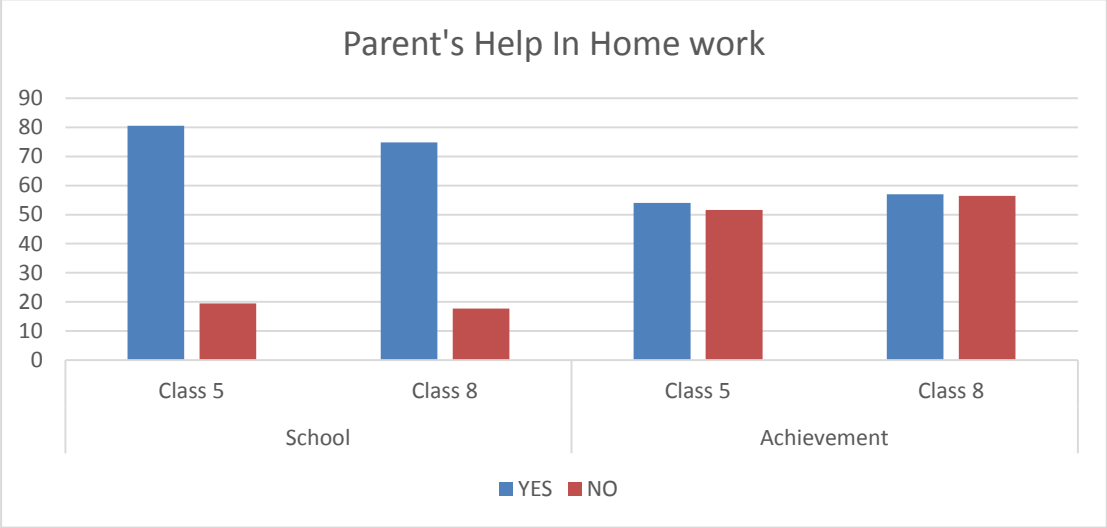
Completion of Homework and its impact on student's achievement

The study says that the students who get assistance in their homework completion at home are performing better. Data table shows that their achievement level is 2.29 percent higher than students who don't get help at home in class 5, but very minor impact is seen on learning achievement of class 8 students.

Table 6.23

S.no.	Home work assistance	School (%)		Achievement index	
		Class 5	Class 8	Class 5	Class 8
1	YES	80.54	74.77	54.02	56.99
2	NO	19.45	17.70	51.59	56.45

Graph 6.23



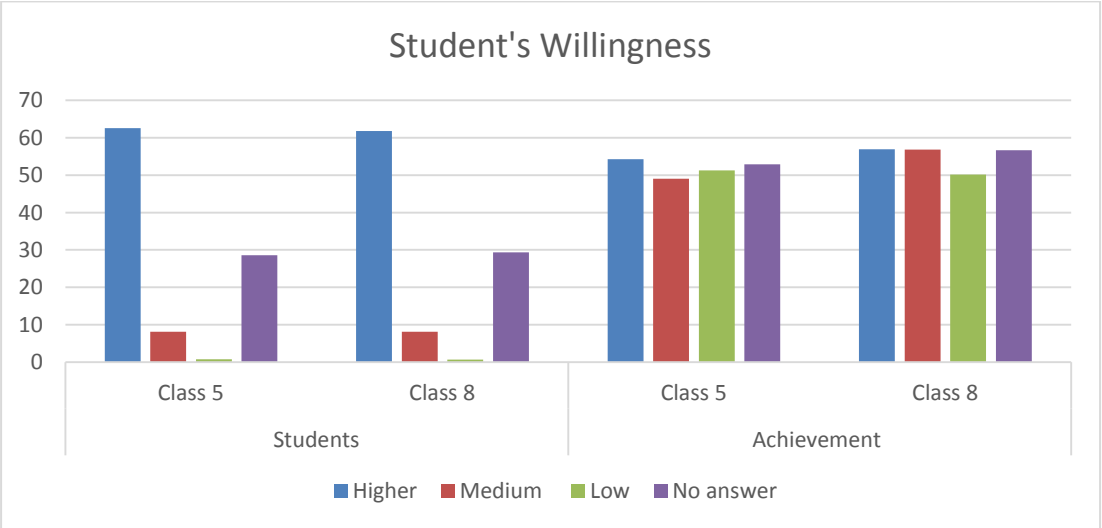
Student's willingness to perform better

Data of survey shows that performance of students, who wish to perform better is better than all other students for both classes 5 and 8. Data also indicate that sixty percent of the students' participating in survey wish to perform at higher side in school education. Very few students are not interested in school education, and in such cases the achievement is low.

Table 6.24

S.no.	Students willingness	Students		Achievement	
		Class 5	Class 8	Class 5	Class 8
1	Higher	62.54	61.81	54.29	56.87
2	Medium	8.14	8.15	49.07	56.83
3	Low	0.76	0.66	51.28	50.14
2	No answer	28.55	29.38	52.89	56.69

Graph 6.24



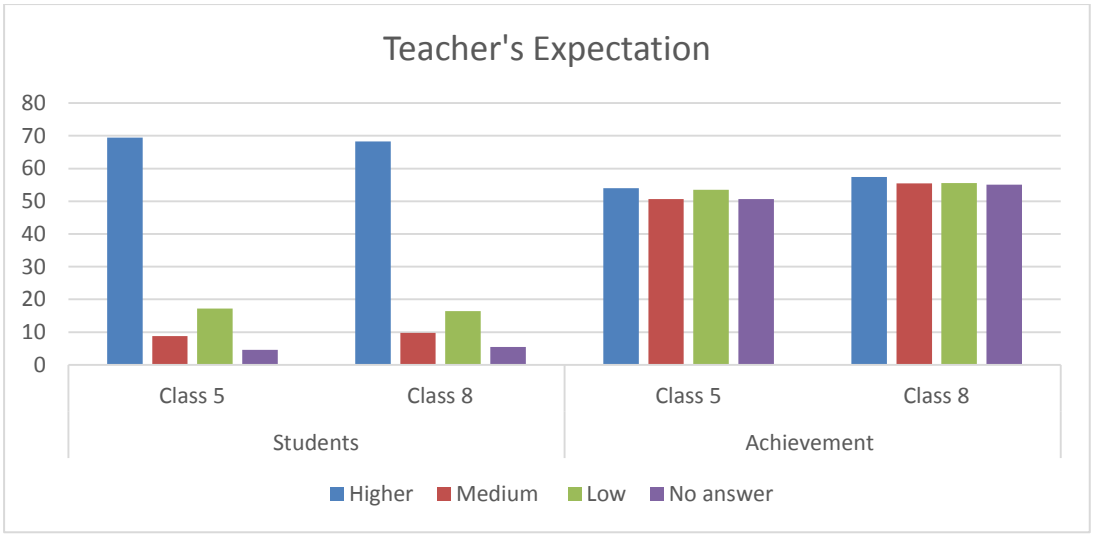
Teacher's expectation from students

Data of survey shows that performance of students, whose teachers wish them to perform better is better than all other students for both classes 5 and 8. Data also indicate that two-third of the students participating in survey have their teacher's blessings in school education. A large number of students couldn't win the hearts of their teacher but their performance is not low.

Table 6.25

S.no.	Teacher's Expectation	Students		Achievement	
		Class 5	Class 8	Class 5	Class 8
1	Higher	69.43	68.28	53.96	57.39
2	Medium	8.77	9.80	50.69	55.45
3	Low	17.23	16.45	53.49	55.59
2	No answer	4.58	5.46	50.64	55.04

Graph 6.25



Head Teacher Related Variables

Permanent Head Teacher at School

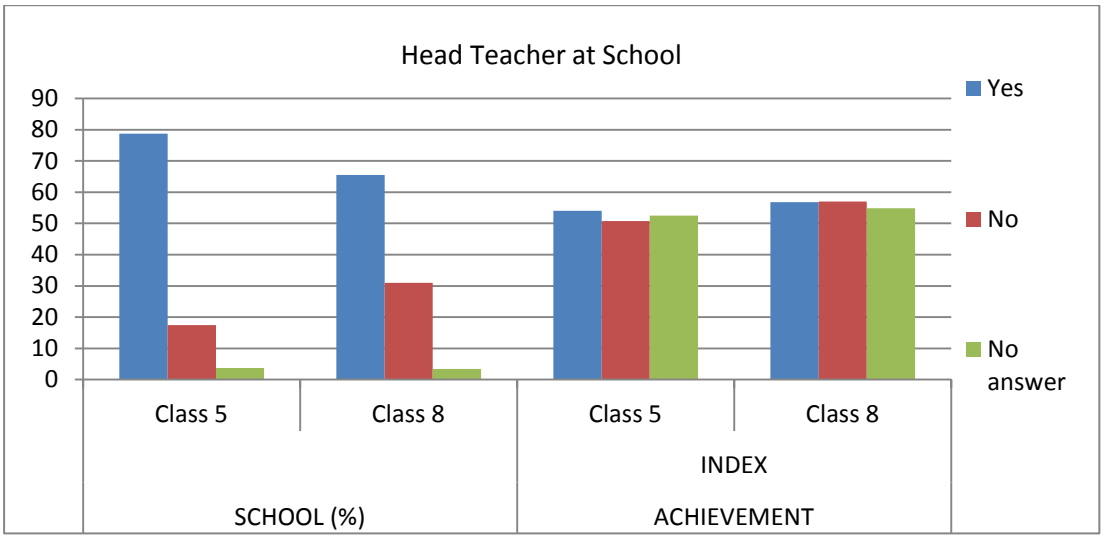
Data for Class 5 reveals that the achievement of students in schools headed by regular teacher was better than the achievement of students in schools headed by incharge teachers whereas in Class 8 there is no relationship between the permanent head teacher and achievement of students. Data also shows that a large number of schools are without head teacher.

Table 6.26

S.N.	Permanent Head Teacher	SCHOOL (%)	ACHIEVEMENT INDEX

		Class 5	Class 8	Class 5	Class 8
1	Yes	78.78	65.55	54.07	56.76
2	No	17.45	31.01	50.81	57.02
3	No answer	3.76	3.43	52.49	54.86

Graph 6.26



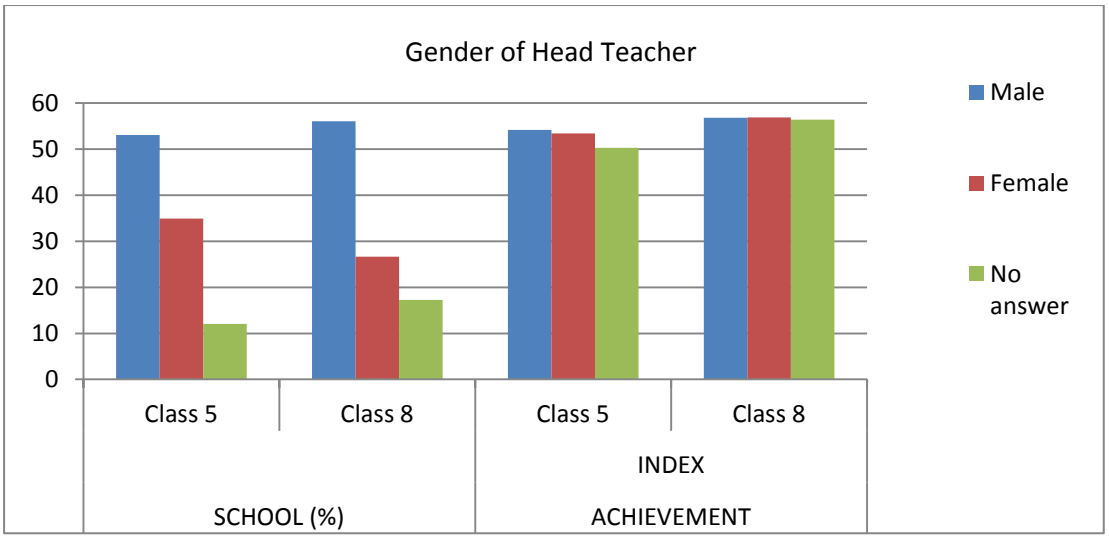
Gender of the Head Teacher

Data of survey shows that performance of students, whose head teacher is male is better in Class 5, while it is otherwise for Class 8. It reflects that gender of head teacher doesn't play any role in student's learning outcome. Data also reflects that majority of head teachers are male at both primary and uppar primary schools.

Table 6.27

S.N.	Gender of the Head Teacher	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	Male	53.06	56.07	54.16	56.81
2	Female	34.91	26.68	53.43	56.93
3	No answer	12.03	17.24	50.29	56.40

Graph 6.27



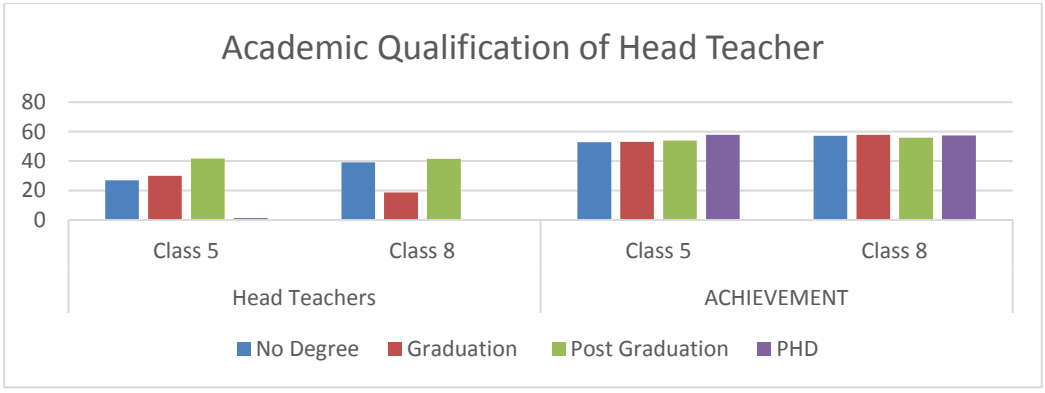
Academic Qualification of the Head Teacher

Data of survey shows that performance of students, whose head teacher have higher qualification is better for classes 5 and 8. It reflects that academic qualification of head teacher does play a role in student's learning outcome. Data also reflects that majority of head teachers are graduate or post graduate at both primary and upper primary schools.

Table 6.28

S.N.	Qualification of the Head Teacher	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	No Degree	26.94	39.17	52.81	57.12
2	Graduation	29.99	18.74	53.05	57.78
3	Post Graduation	41.79	41.50	53.97	55.88
4	PHD	1.27	0.59	57.79	57.38

Graph 6.28



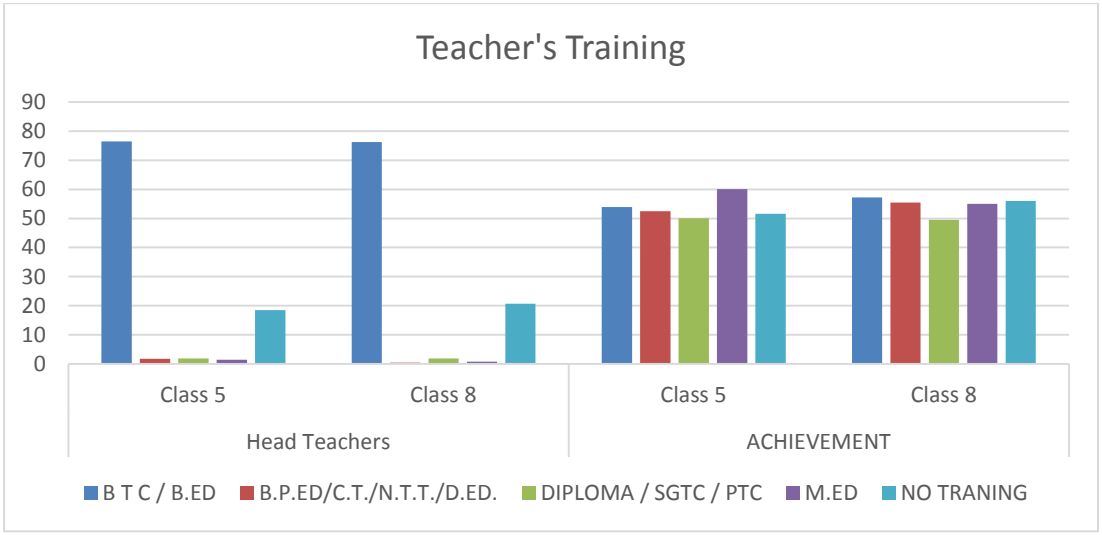
Teacher's Training received by Head Teacher

Data of survey shows that performance of students, whose head teacher have done BTC or BEd training is better for classes 5 and 8. It reflects that training of head teacher does play a role in student's learning outcome. Data also reflects that majority of head teachers have done BTC or BEd teacher's training course before joining job.

Table 6.29

S.N.	Teacher's Training received by Head Teacher	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	B T C / B.ED	76.45	76.25	53.89	57.18
2	B.P.ED/C.T./N.T.T./D.ED.	1.75	0.48	52.43	55.49
3	DIPLOMA / SGTC / PTC	1.91	1.83	50.10	49.47
4	M.ED	1.38	0.76	60.05	55.05
5	NO TRANING	18.52	20.69	51.64	55.95

Graph 6.29



Training received by Head Teacher in last 12 months

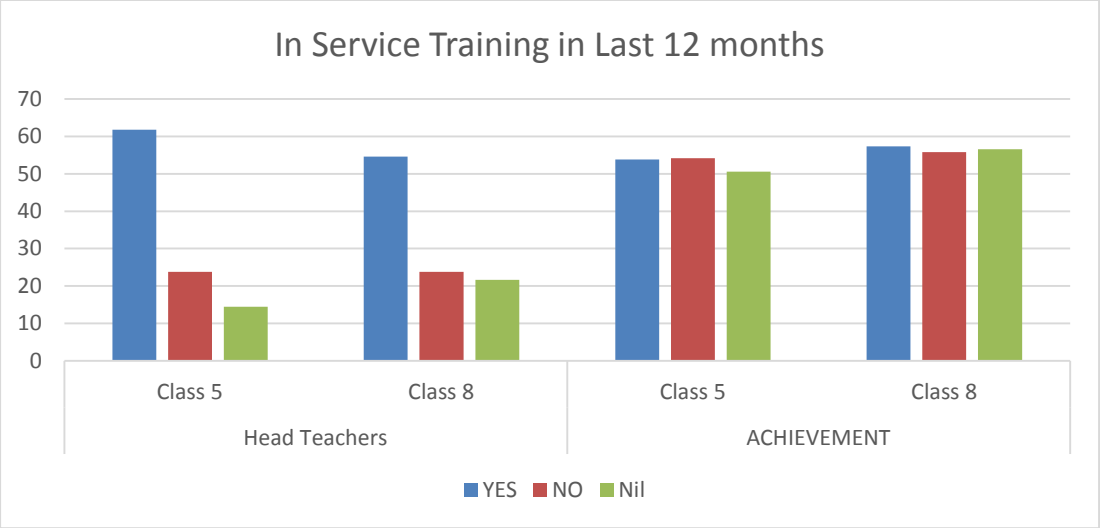
Data of survey shows that most of the students of schools, whose head teacher have received training in last 12 months is slightly better than others. Data and graph drawn for the purpose indicate that approx. sixty percent of teachers have received in service training in last 12 months.

Table 6.30

S.N.	Training received by Head Teacher in last 12 months	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8

1	YES	61.79	54.57	53.84	57.30
2	NO	23.78	23.76	54.13	55.78
3	Nil	14.42	21.65	50.61	56.53

Graph 6.30



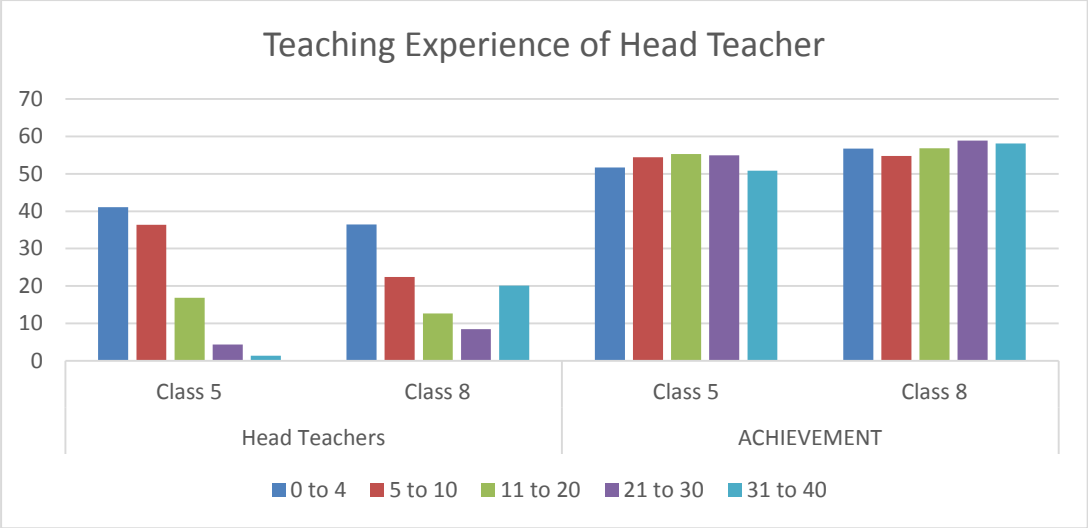
Teaching experience before becoming Head Teacher

The following data table and bar chart of Class 5 reveals that head teachers with at least 5 year teaching experience could manage schools better. Data also show that head teachers who got an opportunity to head any institution after 30 years of teaching profession could not manage school better academically. Data also says that most of the teachers become head teacher within 10-20 years of their service.

Table 6.31

S.N.	Teaching experience of the Head Teacher	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	0 to 4	41.10	36.43	51.69	56.75
2	5 to 10	36.39	22.39	54.47	54.81
3	11 to 20	16.84	12.63	55.25	56.79
4	21 to 30	4.35	8.49	54.95	58.91
5	31 to 40	1.32	20.07	50.80	58.08

Graph 6.31



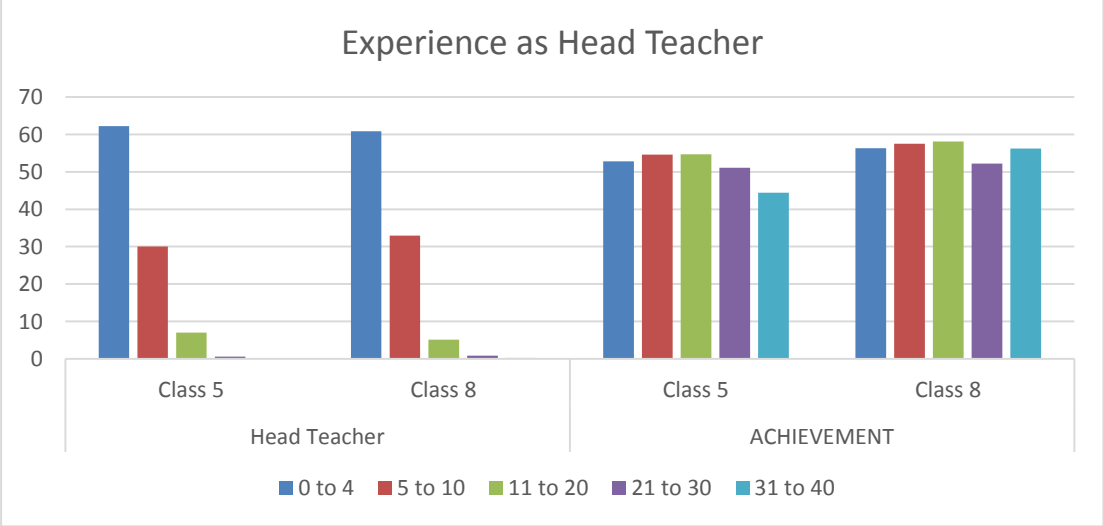
Working Exeperience as Head Teacher

The data table and chart reveals that for primary school under head teacher's supervision the school performs better till 20 years of their headship and then there is a down ward trend in their performance. This means that they loose their interest. Data also says very few get the chance to remain head master for more than 20 years in their service.

Table 6.32

S.N.	Work as a Principal years	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	0 to 4	62.20	60.85	52.79	56.35
2	5 to 10	30.06	32.92	54.60	57.52
3	11 to 20	7.05	5.12	54.70	58.07
4	21 to 30	0.55	0.83	51.11	52.24
5	31 to 40	0.14	0.28	44.40	56.24

Graph 6.32



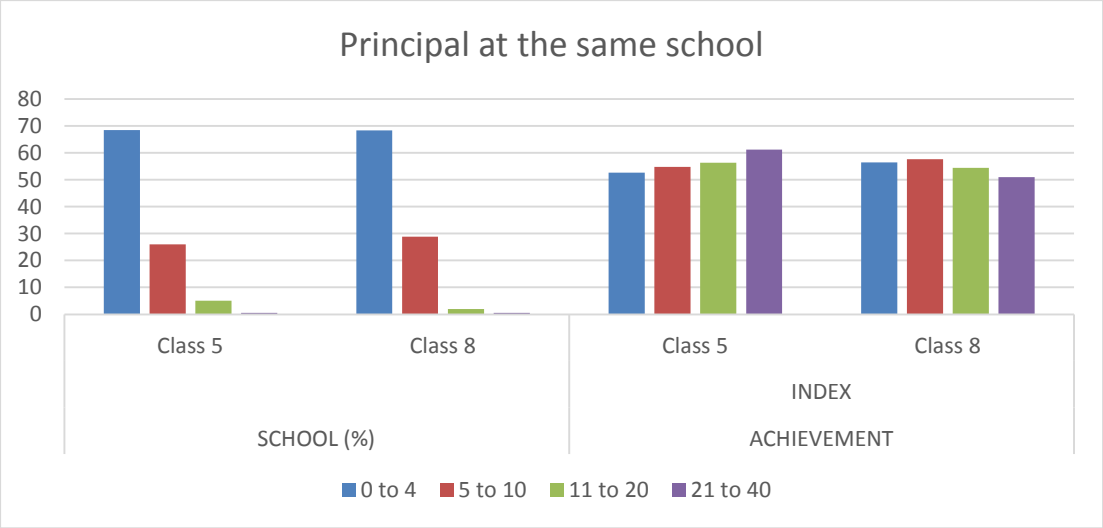
Working as Head Teacher in the same school

Learning achievement data table and graph of students says that performance of students improves if the same head teacher manages or governs the primary school for a long time .Learning achievement for Class 5 says that achievement improves if the same head teacher manages the same school for long time, but Class 8 data says that if stay is longer, achievement may drop. Data also says that very few head teachers get the chance to manage same primary/upper primary school for more than 10 years.

Table 6.33

S.N.	Principal in school year	SCHOOL (%)		ACHIEVEMENT INDEX	
		Class 5	Class 8	Class 5	Class 8
1	0 to 4	68.48	68.37	52.67	56.51
2	5 to 10	25.98	28.88	54.78	57.60
3	11 to 20	5.06	2.00	56.36	54.49
4	21 to 40	0.48	0.48	61.18	50.95

Graph 6.33



7. TEACHER'S ATTITUDE AND BELIEFS

7. Teachers Related Variables

Teachers are the most important factor, who affect students' learning through their teaching-learning processes and beliefs at school. To get a complete picture of teachers influence a tool was design to capture teacher's qualification, experience, attitude, strategies used in class and their perception and beliefs in the process of teaching. Findings of the study are as follows:

Teacher's Background

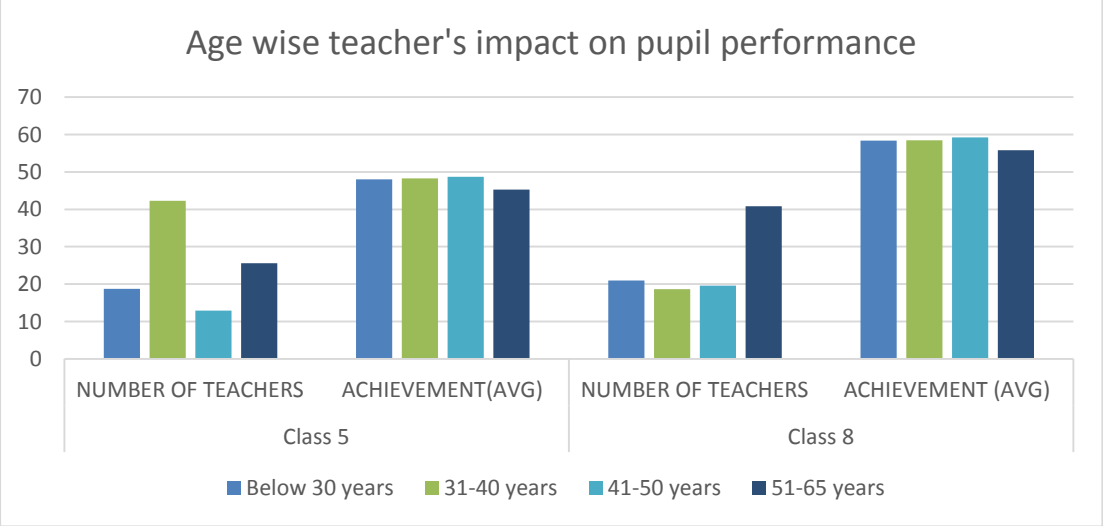
Age of the Teachers

To study the impact of teacher's age on student's achievements, teacher's age is grouped and given below. Data and graph for Class 5 and 8 show that teacher's impact on student learning achievement is less at an early age which is less than 30 years of age and at fifty plus age group. Majority of teachers of Class 5 belong to 31-40 age group while for Class 8 the majority of teachers belong to 51-65 age group.

Table 7.1

S. N.	AGE GROUP	NUMBER OF TEACHERS Class 5	ACHIEVEMENT(AVG)	NUMBER OF TEACHERS Class 8	ACHIEVEMENT (AVG)
1	**Below 30 yrs.'**	18.72	47.97	20.97	58.40
2	**31-40 yrs.''**	42.27	48.27	18.61	58.42
3	**41-50 yrs.'**	12.92	48.68	19.58	59.26
4	**51-65 yrs.'**	25.55	45.28	40.83	55.81

Graph 7.1



So there is significant relation in the age-group of teachers and students learning achievements.

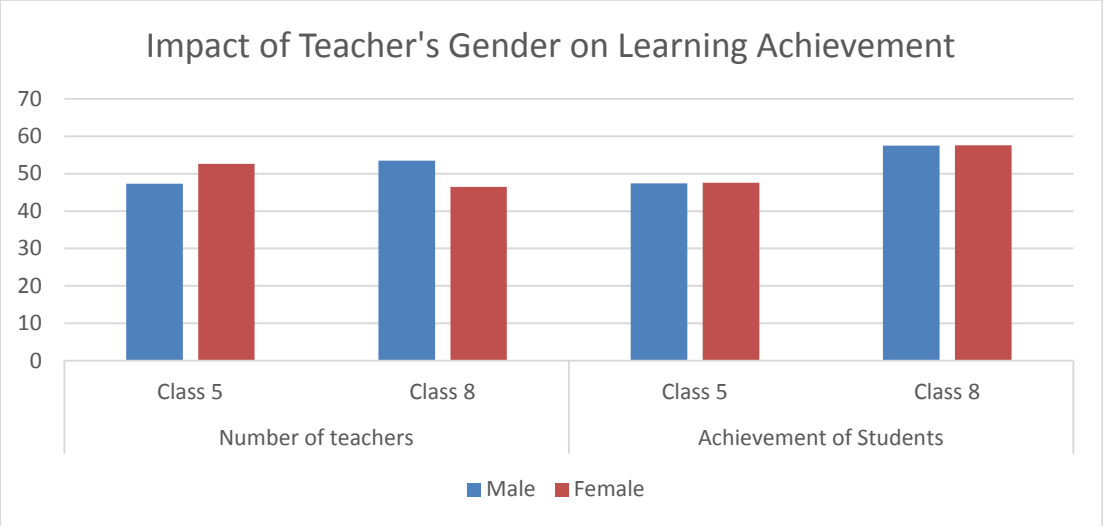
Gender of the Teachers

To study the impact of teacher's gender on students' achievements, teacher were grouped genderwise as given below. Data and graph for Class 5 and 8 show that teacher's gender impact on student's learning achievement is not significant. The survey of Class 5 indicates that the number of female teachers exceeded males but it was the reverse in Class 8 .

Table 7.2

S.N.	Gender	Number of teachers		Achievement of Students	
		Class 5	Class 8	Class 5	Class 8
1	Male Teachers	47.36	53.52	47.43	57.48
2	Female Teachers	52.63	46.48	47.55	57.56

Graph 7.2



The analysis of data shows that for both classes 5 and 8, student learning achievement of female teachers is slightly better than the male teachers'. The above bar chart reveals that average achievement of students of male and female teachers in Class 5 and 8 doesn't show any remarkable difference.

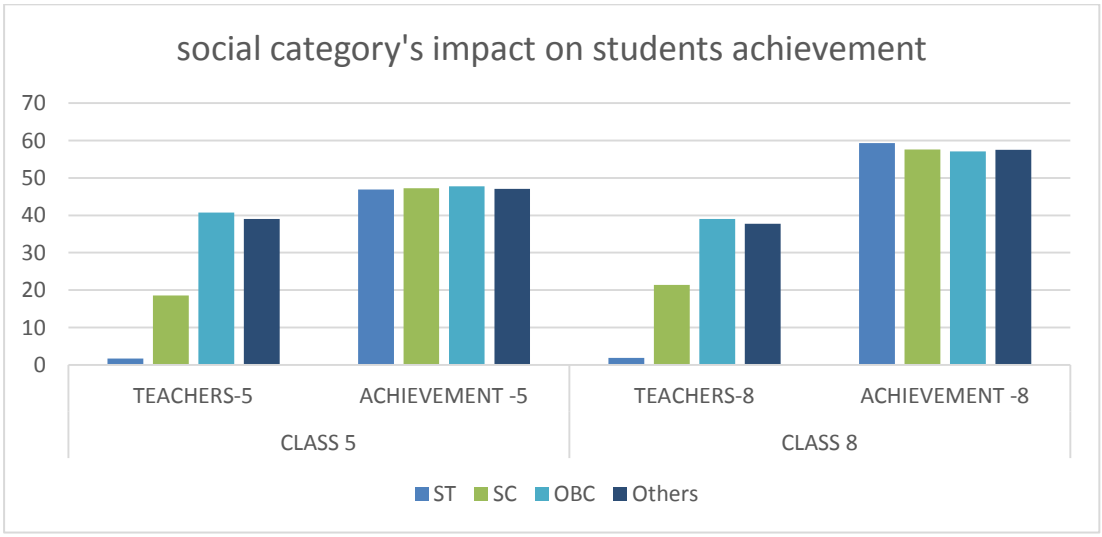
Social Category of the Teachers

To study the impact of teacher's social category on student's achievements, teachers were grouped in social category as given below. Data and graph for Class 5 and 8 shows that teacher's social category impact on student's learning achievement is not significant. While the performance of ST category teachers is lowest for Class 5 and highest for Class 8 , it may be due to few number of ST teachers surveyed.

Table 7.3

S.N.	CATEGORY	NUMBER OF TEACHERS CLASS 5	ACHIEVEMENT (AVG.) CLASS 5	NUMBER OF TEACHERS CLASS 8	ACHIEVEMENT (AVG.) CLASS 8
1	ST	1.68	46.90	1.84	59.35
2	SC	18.53	47.26	21.36	57.60
3	OBC	40.72	47.77	39.06	57.07
4	Others	39.06	47.04	37.73	57.53

Graph 7.3



The above table and bar chart data shows that social category of teachers doesn't have any impact on students learning achievement.

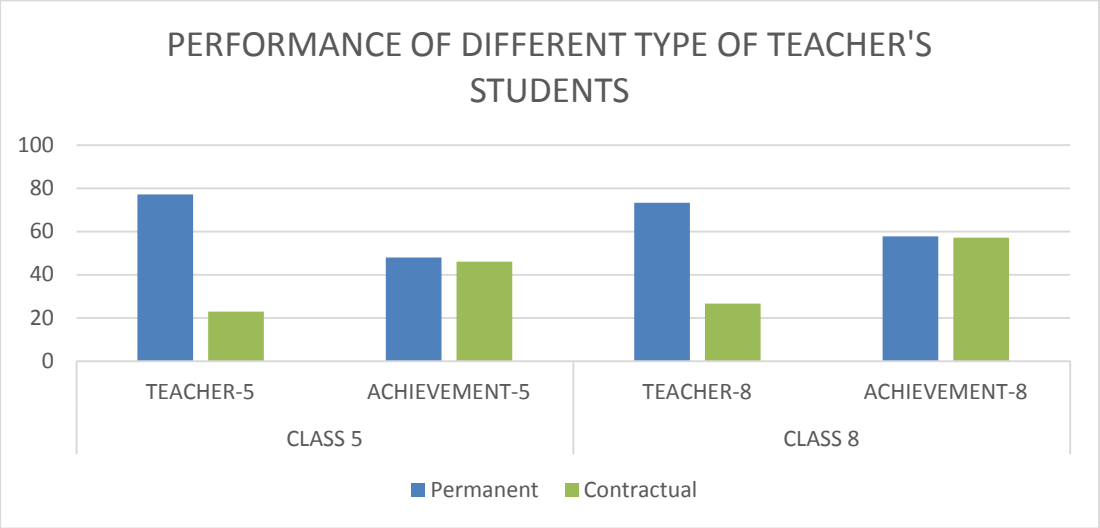
Teachers Employment Status

Under SSA and RTE Act-2009 different type of teachers were employed to ensure teacher pupil ratio at primary school and upper primary school to provide teachers for art, sports, SUPW. Though student's achievement is not directly related to a single type of teacher but after averaging effect for different type of teachers in data table and graph, it indicates that impact of permanent teacher is slightly better than contractual though it is not significant.

Table 7.4

S.N.	TYPE OF TEACHER	NUMBER OF TEACHERS CLASS 5	ACHIEVEMENT (AVG) CLASS 5	NUMBER OF TEACHERS CLASS 8	ACHIEVEMENT (AVG) CLASS 8
1	**Permanent**	77.08	47.93	73.33	57.68
2	**Contractual**	22.91	46.03	26.67	57.11

Graph 7.4



The graph shows that the employment status has nothing to do with the student's learning achievement

Academic Qualification of Teachers

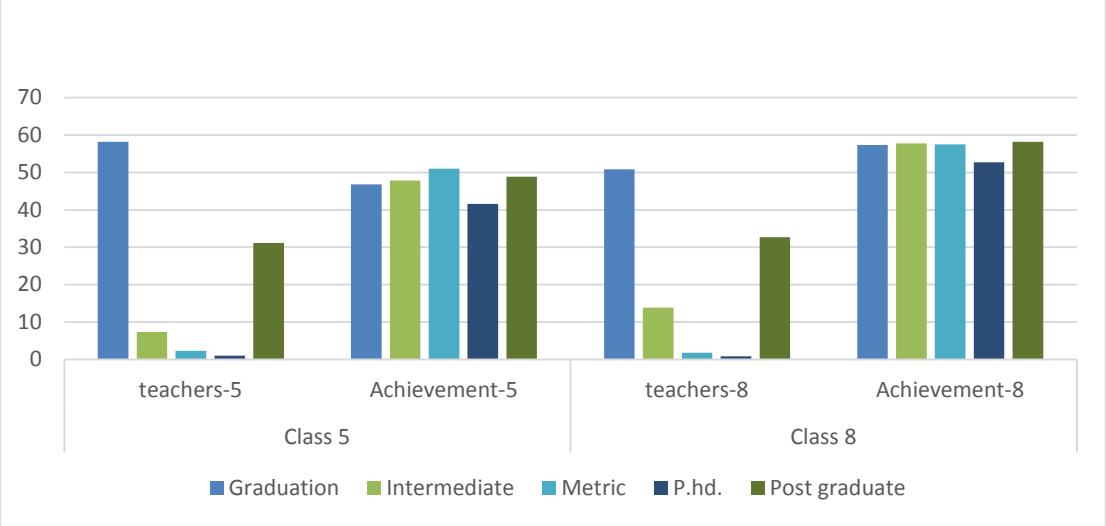
The following table and graph shows that maximum teachers teaching at surveyed schools are either graduate or post graduate. Students of post graduate teachers have better performance than graduate teachers. At both Class 5 and 8 level, student performance of those who are taught by teachers with P.hd. is significantly low. It may have some logical ending.

Table 7.5

S.n	Degree	Number of teachers Class 5	Achievement (avg.)Class 5	Number of teachers Class 8	Achievement (avg) Class 8
1	Graduation	58.17	46.78	50.81	57.34
2	Intermediate	7.31	47.85	13.83	57.76
3	Metric	2.33	51.01	1.81	57.50
4	P.hd.	1.06	41.62	0.86	52.68

5	Post graduate	31.11	48.83	32.67	58.17

Graph 7.5



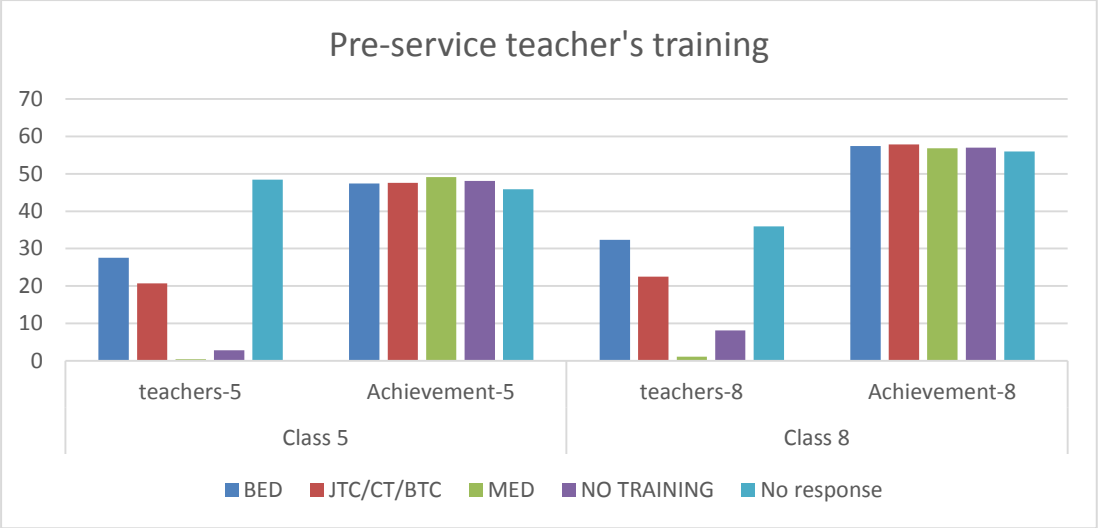
Teachers Pre-service Training

There are a number of pre-service training courses in the state. From time to time government has given permission to recruite teachers with different set of academic and training qualification. In the study data was collected to see differences in achivevement of students due to this factor. Data and graph drawn for the purpose show that achievement of students taught by BTC/CT/JTC is slightly higher for both Class 5 and 8 though not significant.

Table 7.6

S.n.	Training of teachers	Number of teachers Class 5	Achievement (avg.)	Number of teachers Class 8	Achievement (avg.)
1.	BED	27.59	47.42	32.37	57.40
2.	JTC/CT/BTC	20.71	47.61	22.51	57.87
3.	MED	0.42	49.12	1.09	56.85
4.	NO TRAINING	2.80	48.09	8.14	57.00
5	No response	48.47	45.88	35.90	56.01

Graph 7.6



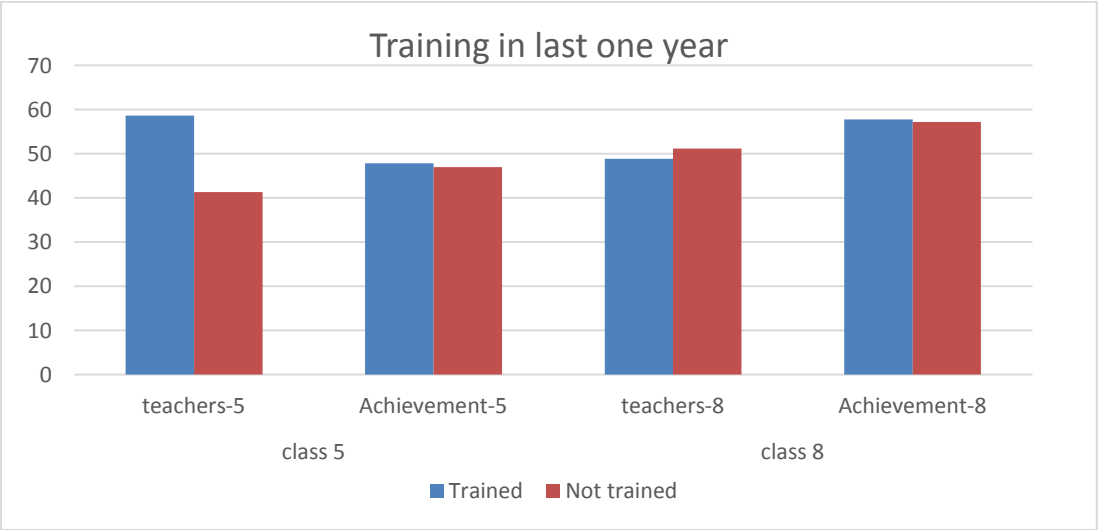
Training received by teacher last 12 months

Continuous capacity building of teachers no doubt improves classroom teaching learning process and school management, which may result in better learning achievement of students. The impact of Teachers training received by teachers in last 12 months on students' achievements is as follows-

Table 7.7

S.n.	Training status	Number of teachers Class 5	Achievement (avg.)	Number of teachers Class 8	Achievement (avg.)
1	**Trained**	58.64	47.82	48.83	57.79
2	**Not trained**	41.35	47.00	51.16	57.16

Graph 7.7



The above data shows that there is no significant difference in the learning achievement of students whose teachers were trained within one year., However

achievement levels for both the classes 5 and 8 teachers, who were trained is slightly higher than non-trained.

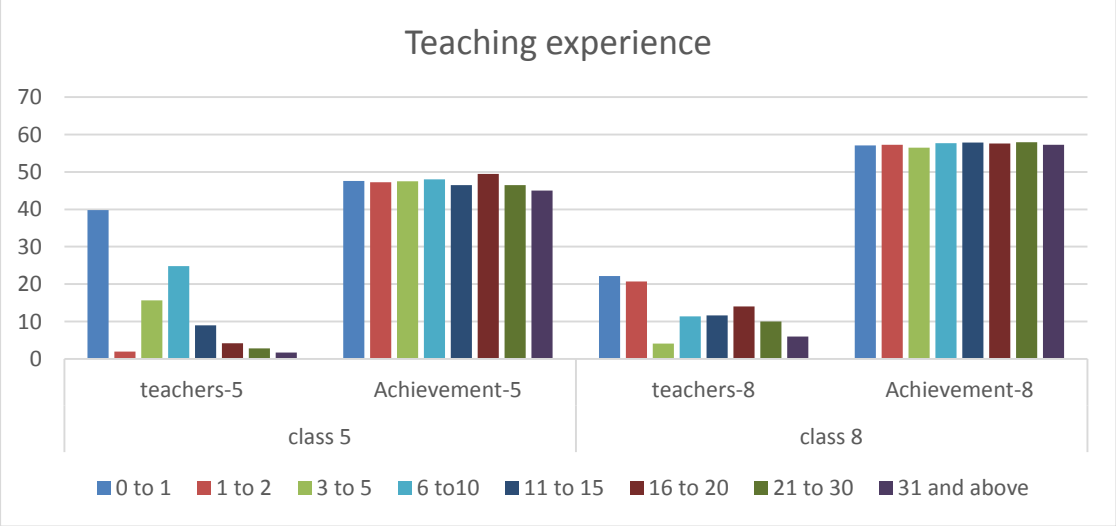
Teaching Experience as a Teacher

The impact of Teaching Experience on students learning achievement is collected and grouped as given in following table and graph. The data and the graph show that teaching experience of teacher has little impact on students learning.

Table 7.8

S.n.	Experience (in yrs')	teachers-5	Achievement-5	Teachers-8	Achievement-8
1	0 to 1	39.79	47.57	22.16	57.07
2	1 to 2	1.99	47.20	20.70	57.28
3	3 to 5	15.63	47.46	4.09	56.49
4	6 to10	24.79	48.03	11.38	57.65
5	11 to 15	8.99	46.48	11.63	57.84
6	16 to 20	4.21	49.45	13.99	57.59
7	21 to 30	2.85	46.43	10.04	57.95
8	31 and above	1.72	45.00	5.98	57.25

Graph 7.8



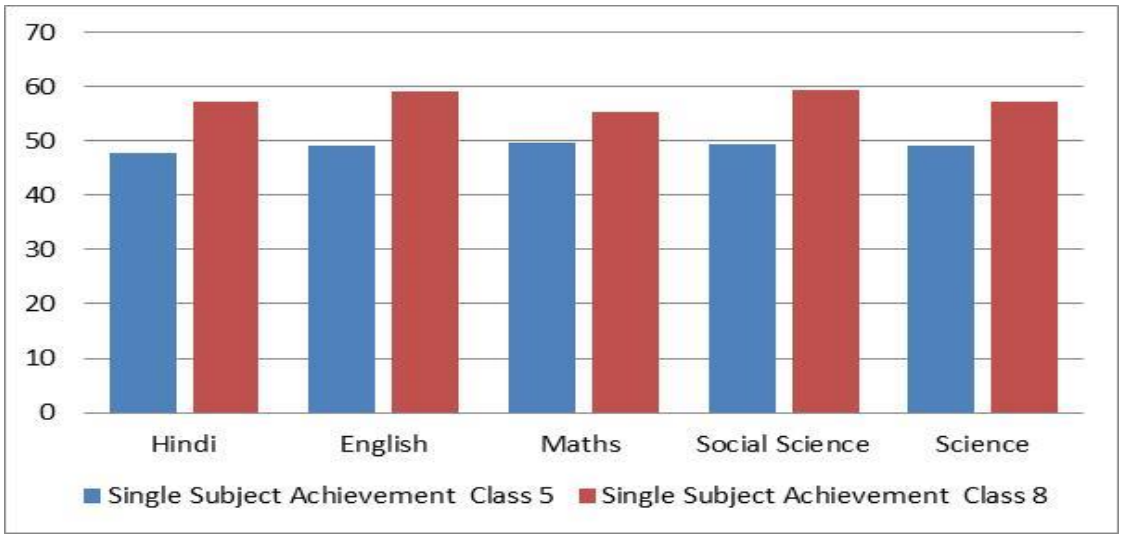
The experience of teacher should show positive relation with student's performance. But the survey shows that years of teaching experience have nothing to do much with learning achievement of students. The data shows that the teachers having experience of one year are performing better than the teachers having experience of more than one year.

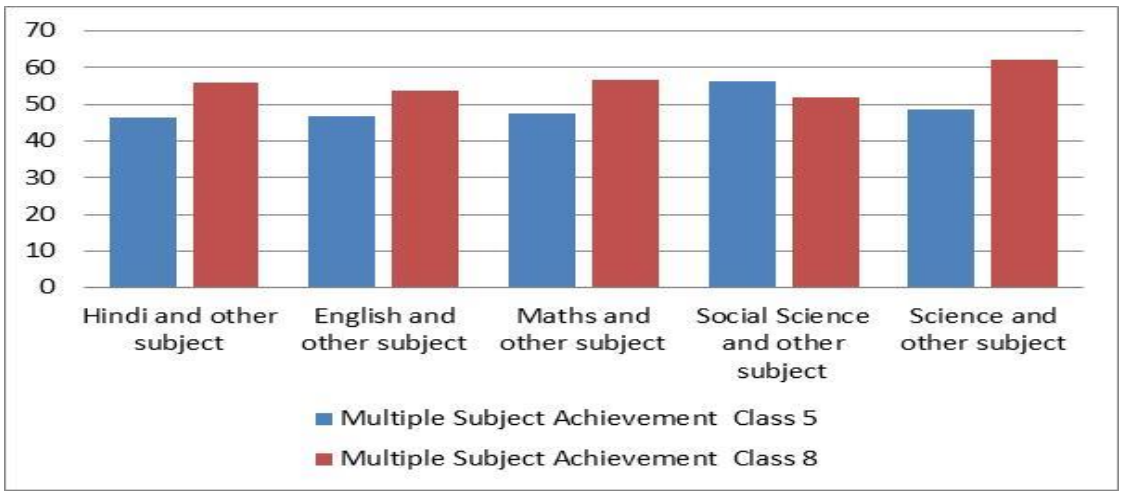
Subject Wise effect of teaching

Table 7.9

S. No.	Class 5				Class 8			
	Single Subject	Achievement	Multiple Subject	Achievement	Single Subject	Achievement	Multiple Subject	Achievement
1.	Hindi	47.74	Hindi and other subject	46.47	Hindi	57.29	Hindi and other subject	55.90
2.	English	49.08	English and other subject	46.74	English	59.18	English and other subject	53.74
3.	Maths	49.62	Maths and other subject	47.58	Maths	55.25	Maths and other subject	56.80
4.	Social Science	49.29	Social Science and other subject	56.34	Social Science	59.43	Social Science and other subject	51.76
5.	Science	49.16	Science and other subject	48.53	Science	5 7.14	Science and other subject	62.21

Graph 7.9





Teaching Technique

Teaching-Learning process (Pedagogy)

Pedagogical techniques play great role in accelerating and ensuring effective learning at school. To ascertain impact of different teaching methodologies teachers' views were collected during the survey. Analysis of some common teaching practices are as follows:

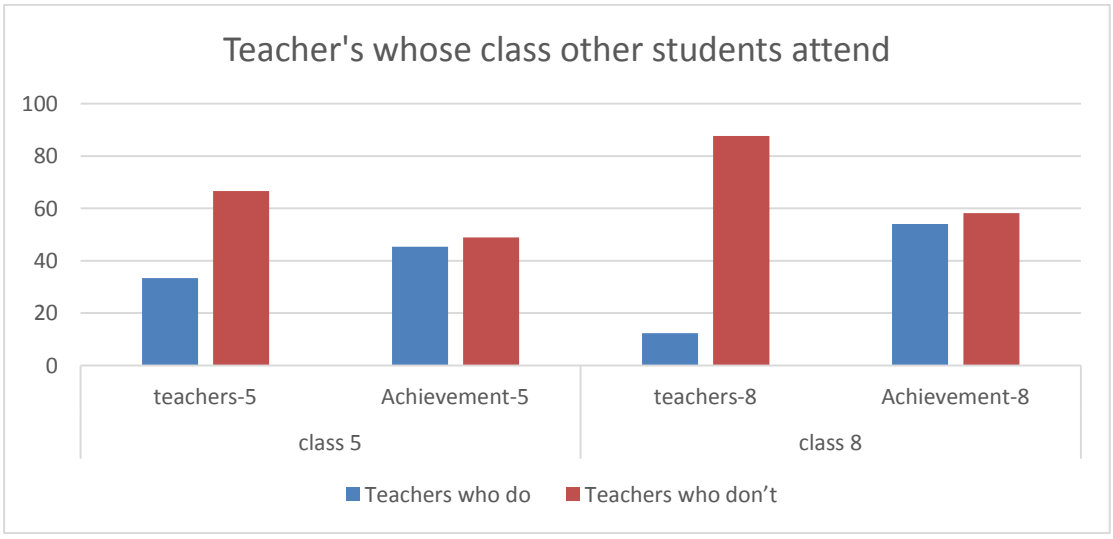
Teachers whose class is attended by other class students

Data of survey shows that performance of students whose teacher claim that students of other class attend their class is lower than those who don't for classes 5 and 8. Data also indicate that most of the teachers don't make such claims. In upper primary less number of teachers make the claim than primary teachers.

Table 7.10

S.n.	Teacher whose class other student attend	teachers Class 5	Achievement-5	teachers Class 8	Achievement-8
1	Teachers who do	33.41	45.35	12.33	54.06
2	Teachers who don't	66.59	48.92	87.67	58.14

Graph 7.10



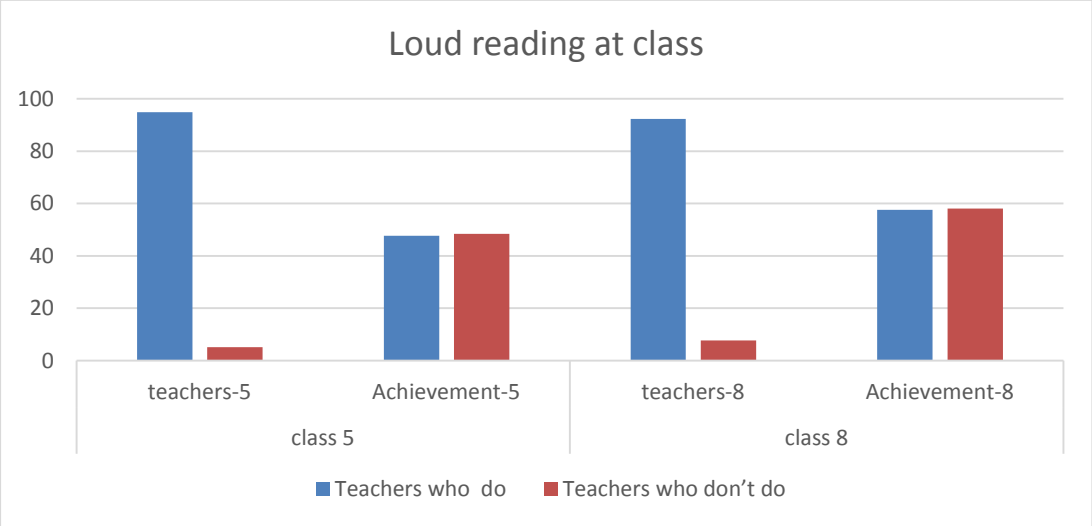
Teachers who do loud reading from text books in their class

The survey shows that maximum teachers covered in the survey believe in loud reading in classroom. Data table and graph drawn for the purpose indicate that student's achievement for such teachers is slightly lower than those who don't believe in loud reading for both classes 5 and 8.

Table 7.11

S.n.	Loud reading	Number of teachers 5	Achievement (avg)	Number of teachers8	Achievement (avg)
1	Teachers who do	94.82	47.71	92.29	57.59
2	Teachers who don't do	5.18	48.40	7.71	58.07

Graph 7.11



Teachers who explain lesson after loud reading of student

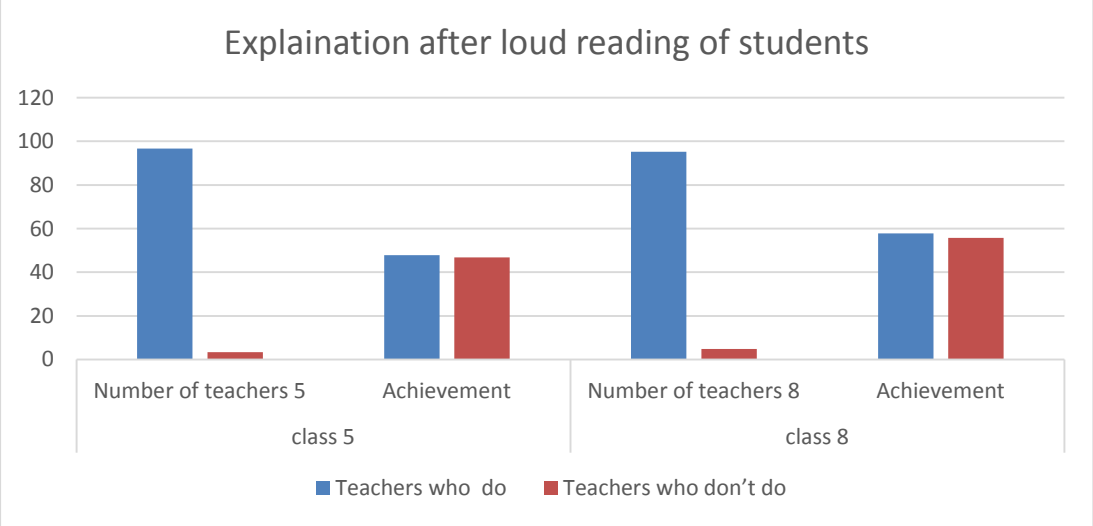
Data of survey shows that performance of students, whose teacher explaisn lesson after students read lesson loudly is better than those, who don't do so, for both classes 5 and 8. Data also indicate that most of the teachers explain things after loud reading is done by students.

Table 7.12

S.n.	Explain after loud reading by student	Number of teachers 5	Achievement (avg)	Number of teachers 8	Achievement (avg)
1	Teachers who do	96.71	47.79	95.18	57.81

2	**Teachers who don't do**	3.29	46.76	4.82	55.72

Graph 7.12



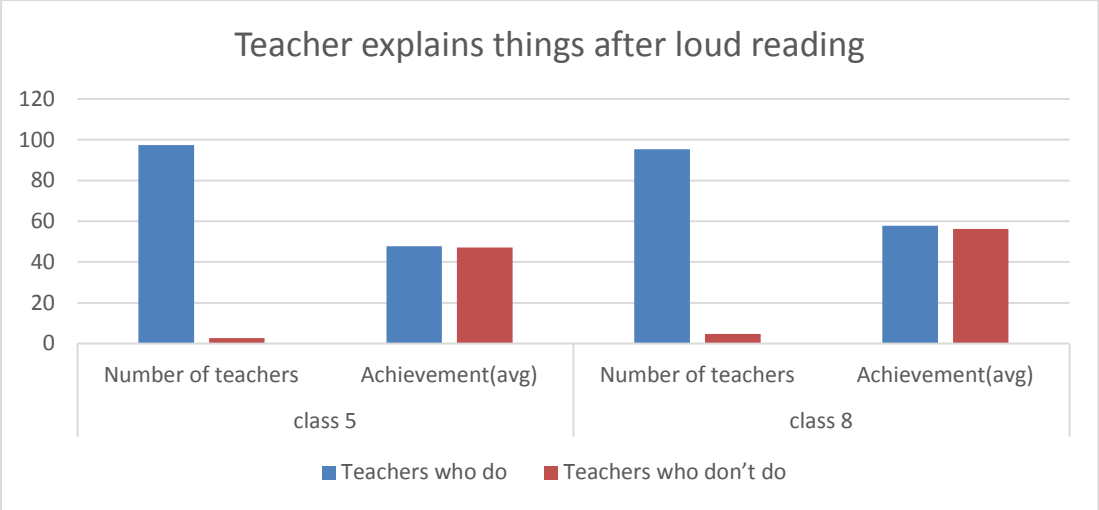
Teachers who explain lesson after loud reading

Data of survey shows that performance of students, whose teacher explains lesson after reading lesson loudly in classroom is better than those, who don't do so, for both classes 5 and 8. Data also indicate that most of the teachers explain things after loudly reading it.

Table 7.13

S.N.	Explain after loud reading	Number of teachers Class 5	Achievement (avg)	Number of teachers Class 8	Achievement (avg)
1	**Teachers who do**	97.34	47.76	95.30	57.76
2	**Teachers who don't do**	2.66	47.16	4.70	56.28

Graph 7.13



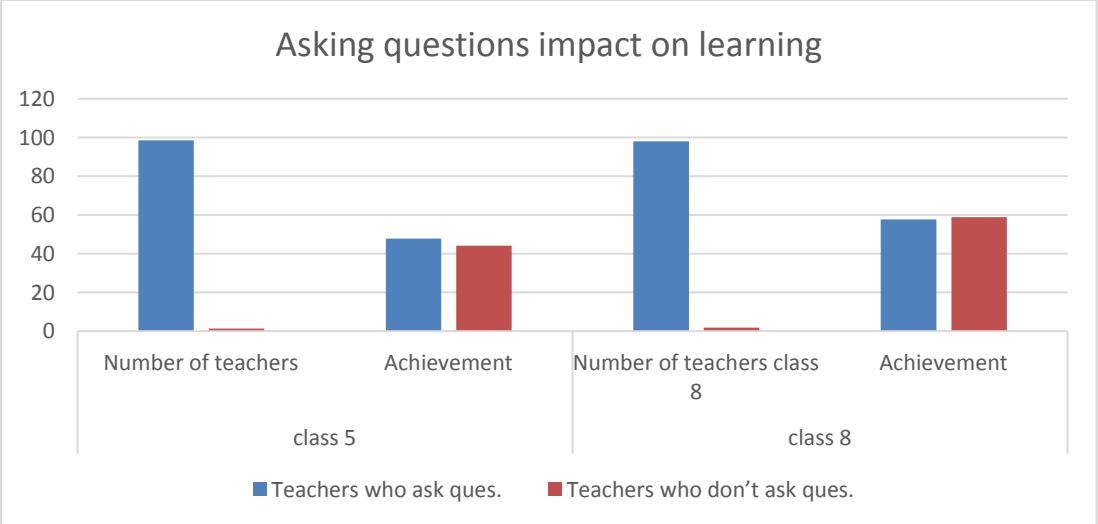
Teachers, who ask questions to students on related topic

Data of survey shows that performance of students whose teacher asks questions related to lesson is better than those whose teachers don't do so for classes 5 while it is otherwise for Class 8. Data also indicate that most of the teachers ask questions relating to lesson while teaching.

Table 7.14

S.N.	Particulars	Number of teachers Class 5	Achievement (avg)	Number of teachers Class 8	Achievement (avg)
1	Teachers who ask ques.	98.57	47.80	98.05	57.66
2	Teachers who don't ask ques.	1.43	44.19	1.95	58.85

Graph 7.14



Teacher's Beliefs

It is important to know the teacher's perception regarding students and teaching-learning processes. The questionnaire for teacher comprises the question about teacher's beliefs regarding what is necessary for proper teaching and learning. The survey analysed separately the teacher's perceptions about discipline, student interaction, negligence of studies, their beliefs about their student's learning potential and learning pace.

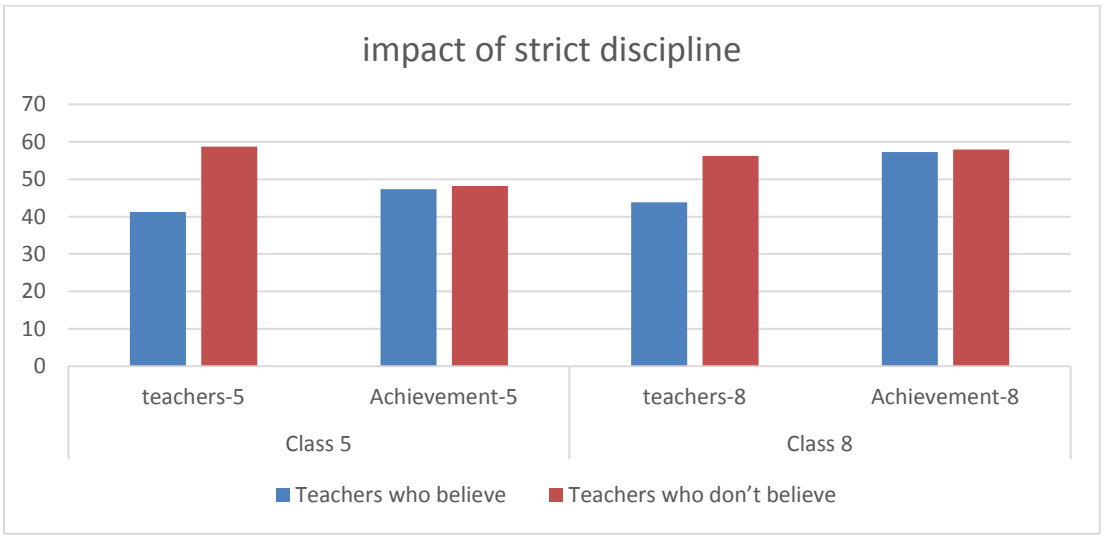
Teachers who believe strict discipline is necessary for learning

Data of survey shows that performance of students whose teacher believe that strict discipline is nessasary is less than those, who don't believes so, for classes 5 and 8. Data also indicate that number of teachers believing in strict discipline is less in number than those who thinks otherwise. Strict discipline doesn't play a very important role in increasing the performance of students.

Table 7.15

S.n.	Strict discipline	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	41.29	47.31	43.80	57.29
2	Teachers who don't believe	58.71	48.16	56.20	57.94

Graph 7.15



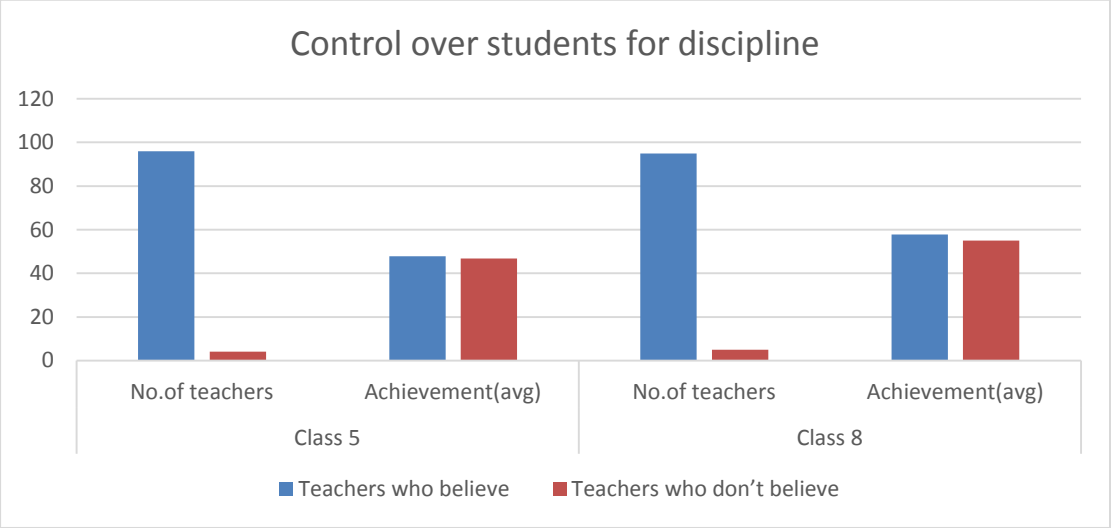
Teachers who believe that control over students is necessary for maintaining discipline

Data of survey shows that performance of students whose teacher believes that control over students is necessary for discipline is better than those who don't believe so for classes 5 and 8. Data also indicate that most of teachers believe in this. Control over student by the teacher increase the performance of students.

Table 7.16

S.n.	Control over students is necessary	No.of teachers Class 5	Achievement(avg)	No.of teachers Class 8	Achievement(avg)
1	**Teachers who believe**	95.89	47.81	94.98	57.79
2	**Teachers who don't believe**	4.11	46.74	5.02	55.01

Graph 7.16



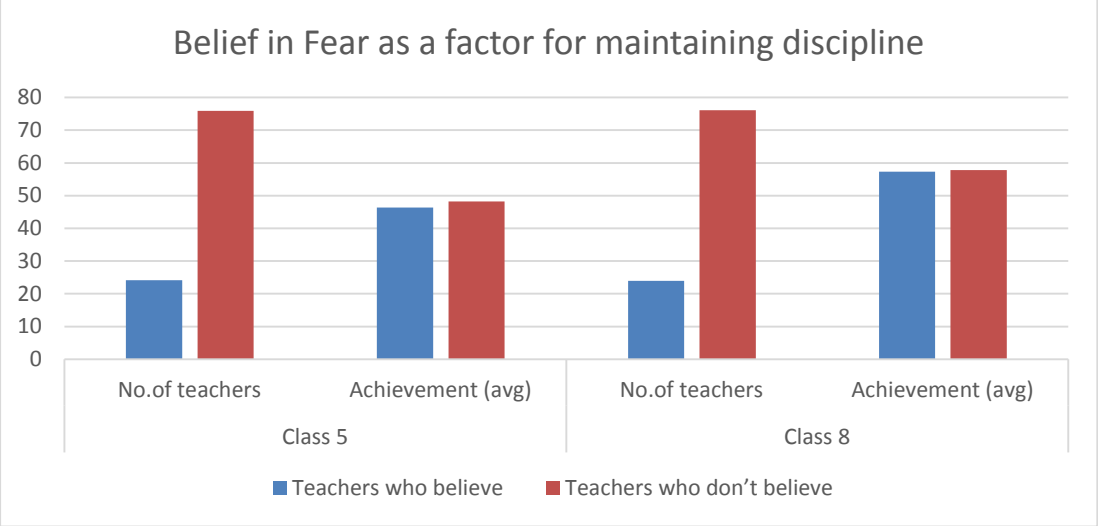
Teachers who believe that fear of teachers in students is necessary for maintaining discipline

Data of survey shows that performance of students, whose teacher believe that fear of teachers is nessasary for maintaining discipline is less than those, who don't believe so, for classes 5 and 8. Data also indicate that are several teachers who believe in fear as a positive factor but this is less in number than those who think otherwise. Fear doesn't play any role in increasing the performance of students.

Table 7.17

S.N.	Fear of teacher is necessary	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	24.11	46.37	23.91	57.27
2	Teachers who don't believe	75.89	48.20	76.09	57.79

Graph 7.17



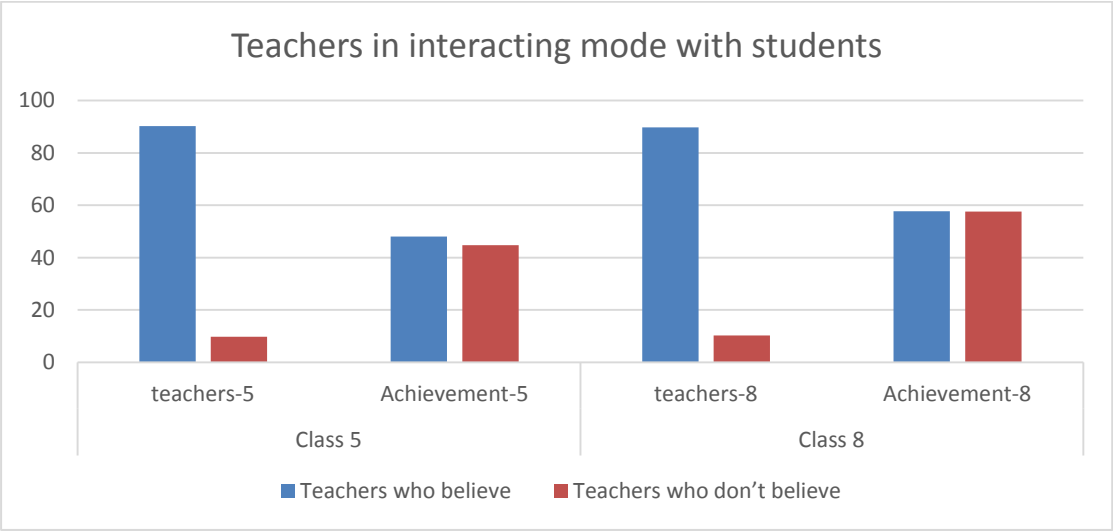
Teachers who believe that students respect teachers who interact properly with students

Data of survey shows that performance of students, whose teacher believes that students respect teachers who interact them with care and love, is better than those who don't believe so for classes 5 and 8. Data also indicate that most of the teachers believe in interaction with love and care. Teachers, who interact properly with students impact the performance of students in schools positively.

Table 7.18

S.n.	Students respect teachers who interact playfully	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	90.17	48.09	89.77	57.67
2	Teachers who don't believe	9.83	44.69	10.23	57.63

Graph 7.18



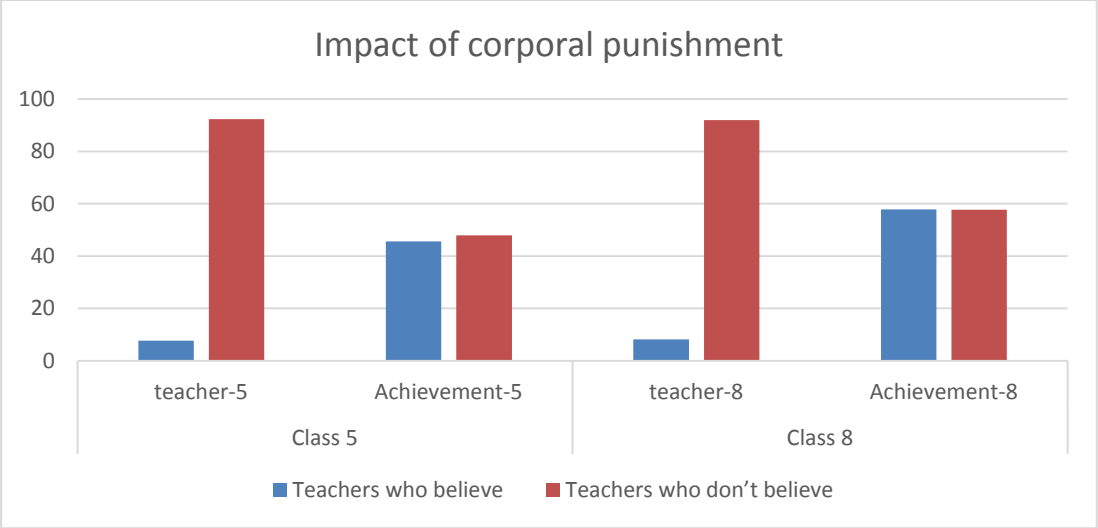
Teachers who believe that corporal punishment is necessary for students who lack interest in studies

Data of survey shows that performance of students, whose teacher believes that corporal punishment is nessasary for those lacking interest in studies, is less than those who don't believe so, for classes 5. It is otherwise for Class 8 though not significant. Data also indicate that most of the teachers don't believe in corporal punishment as a tool for those lacking interest in studies. Corporal punishment has negative impact on the achievement of students at early grades.

Table 7.19

S.n.	Corporal punishment	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	7.67	45.55	8.12	57.87
2	Teachers who don't believe	92.33	47.95	91.88	57.68

Graph 7.19



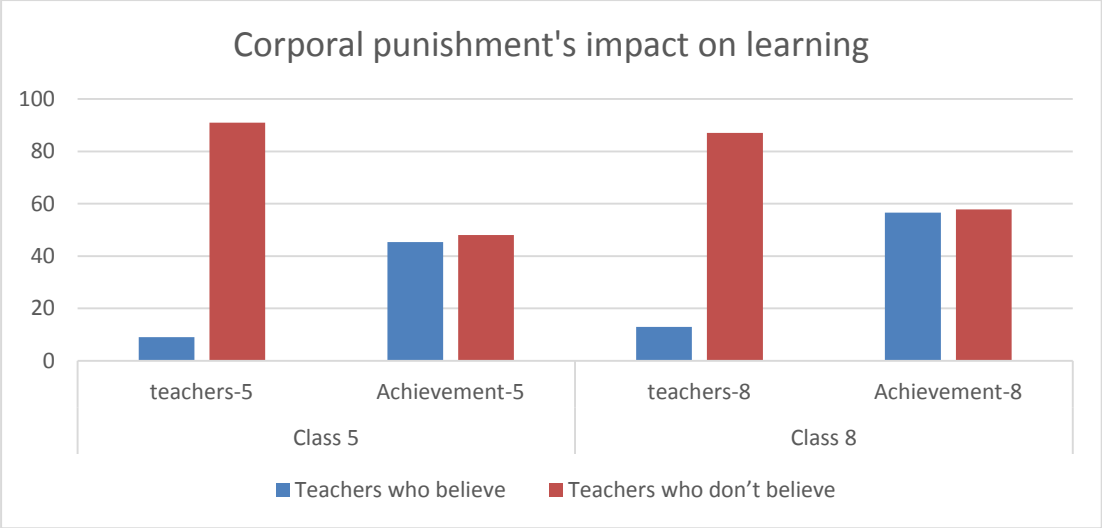
Teachers who believe that corporal punishment is must for indisciplined students

Data of survey shows that performance of students, whose teacher believes that corporal punishment is must to discipline students, is less than those who don't believe so for classes 5 and 8. Data also indicate that most of the teachers don't believe that corporal punishment is necessary for disciplining students. Corporal punishment has negative impact on the achievement of students at early grades.

Table 7.20

S.n.	Corporal punishment to indisciplined students	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	8.98	45.32	12.98	56.62
2	Teachers who don't believe	91.02	48.03	87.02	57.87

Graph 7.20



The table shows that only a few teachers still believe that corporal punishment in necessary for indisciplined students.

Teachers who believe that all students have learning potential

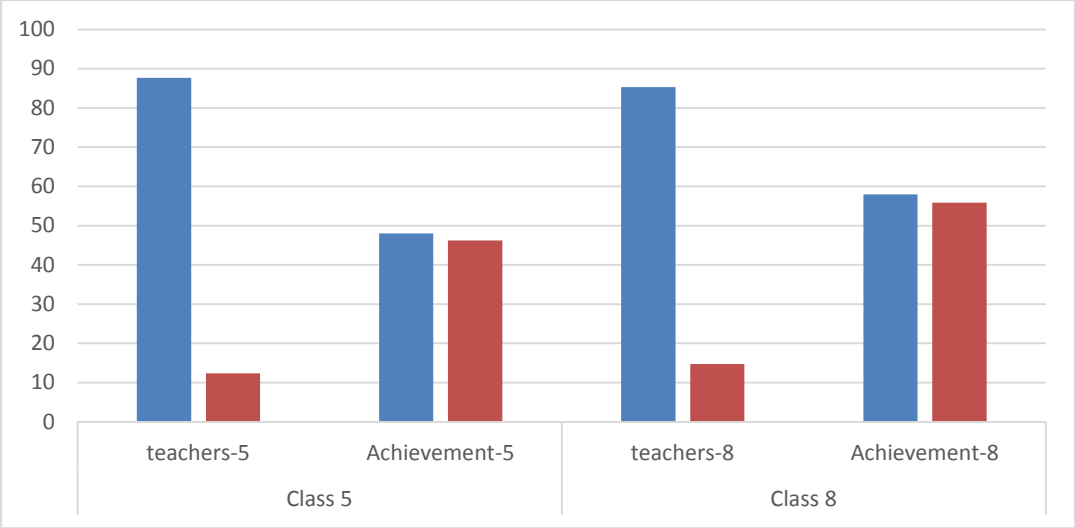
Data of survey shows that performance of students, whose teacher believe that every student has learning potential, is better than those who don't believe so, for classes 5 and 8. Data also indicate that most of the teachers believe that every child has learning potential. Most of the teachers believe that all students have learning potential.

Table 7.21

S.n.	Students have learning potential	No.of teachers Class 5	Achievement(avg)	No.of teachers Class 8	Achievement(avg)
1	**Teachers who believe**	87.64	47.99	85.29	57.97
2	**Teachers who don't believe**	12.36	46.21	14.71	55.80

The table shows that there are a few teachers, who believe that all the students don't have learning potential, but their students' average achievement is almost similar in both the classes 5 and 8.

Graph 7.21



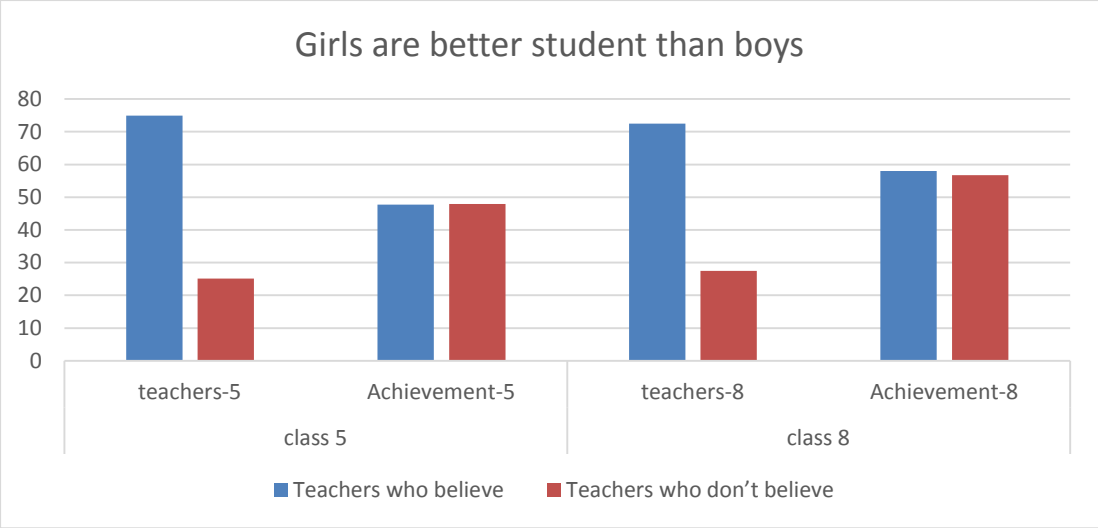
Teachers who believe that girls are better in studies than boys

Data of survey shows that performance of students, whose teacher believes that girls student are better than boys, is better than those who don't believe so for classes 8. In the case of Class 5, the data is indifferent . Data also indicate that most of the teachers believe that girls child have better learning potential.

Table 7.22

S.n.	Teachers believe girls better	Teachers Class 5	Achievement (avg)5	Teachers Class 8	Achievement (avg) 8
1	Teachers who believe	74.89	47.75	72.50	58.01
2	Teachers who don't believe	25.11	47.91	27.50	56.70

Graph 7.22



Teachers who believe that girls are better than boys in learning potential

Data of survey shows that performances of students, whose teacher believes that girl students have better learning potential, is better than those who don't believe so, for classes 5 and 8. Data also indicate that most of the language teachers believe that girl students have better learning potential, while majority of maths teachers don't believe so.

Table 7.23

S. n.	Girls are better	Class 5				Class 8			
		Teacher-5 maths	Teacher-5 language	Achievement (maths)-5	Achievement (language)-5	Teacher-8 maths	Teachers-8 language	Achievement (maths)-8	Achievement (language)-8
1	believe	38.40	88.48	47.89	47.92	36.03	88.38	58.43	57.84
2	Don't believe	61.60	11.52	47.77	46.86	63.97	11.62	57.25	55.92

Graph 7.23

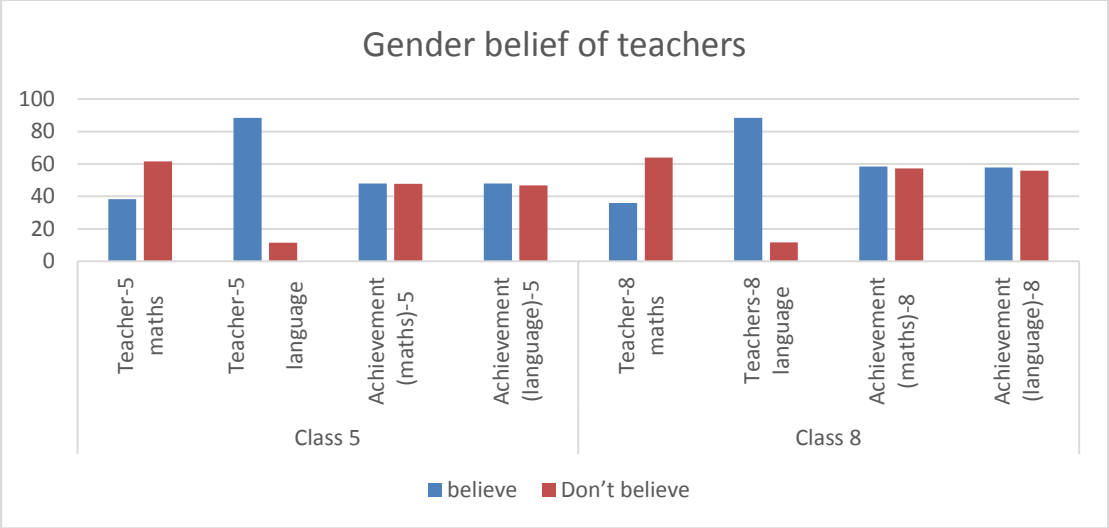


Table shows that the majority of teachers believe that girls have better learning potential in language while in maths majority of teacher believe that girls are not better than boys in learning potential. However their average achievement in maths and language for Class 5 and 8 is almost similar.

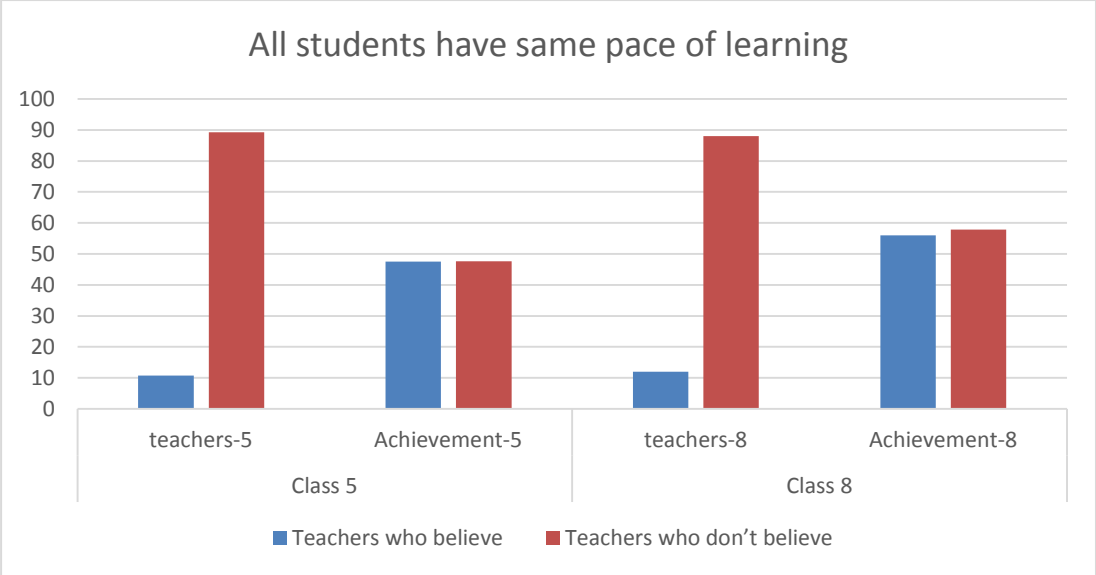
Teachers who believe that all students should have same pace of learning

Data of survey shows that performance of students, whose teacher believe that every student have same pace of learning, is same as those who don't believe so, for classes 5 and 8. Data also indicate that most of the teachers surveyed for Class 5 and 8 believe that all students don't have same pace of learning.

Table 7.24

S.n.	All students have same learning speed	No.of teachers Class 5	Achievement (avg)	No.of teachers Class 8	Achievement (avg)
1	Teachers who believe	10.74	47.50	11.95	55.97
2	Teachers who don't believe	89.26	47.60	88.05	57.86

Graph 7.24



The table shows that majority of teachers of Class 5 and 8 don't believe that all students have same pace of learning but their average achievement of learning is almost the same since there is no significant difference in their average achievement

Classification of teachers who give homework regularly in Class 5 and 8

Data of survey shows that performance of students, whose teacher gives home work regularly to students, is better than those who don't do it regularly for classes 5 and 8. Data also indicate that most of the teachers surveyed for Class 5 and 8 give home work regularly to students.

Table 7.25

S.n.	Teachers give home work	Class 5		Class 8	
		Teachers-5	Achievement-5	Teachers-8	Achievement-8
1	regularly	86.35	47.73	88.41	57.93
2	Seldom	12.85	46.89	11.24	55.05
3	Never	0.80	45.81	0.34	55.78

Graph 7.25

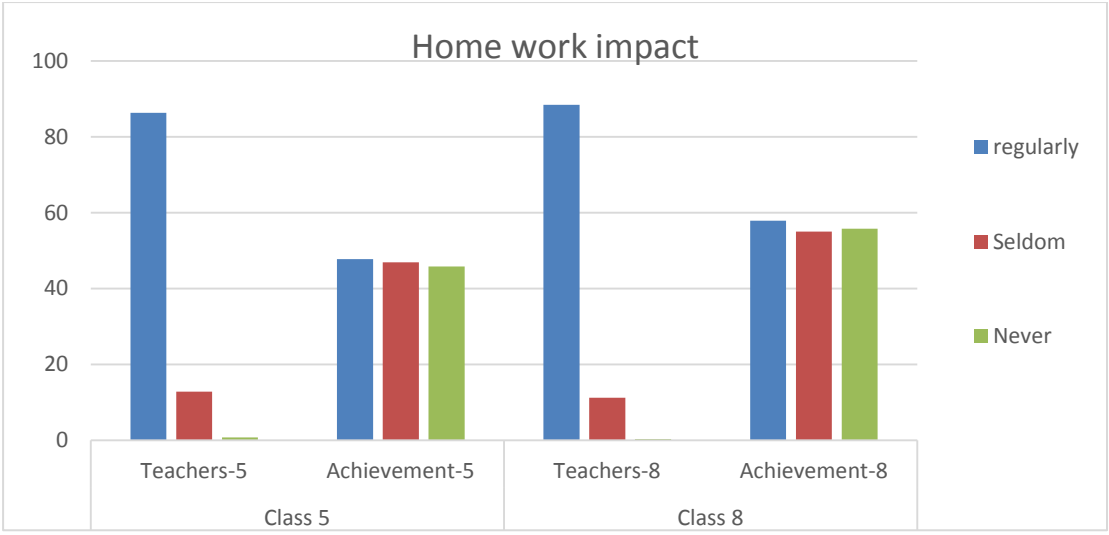


Table reveals that majority of the teachers in Class 5 and Class 8 assign homework. A few teachers assign homework infrequently while a negligible number of teachers do not assign any homework at all.

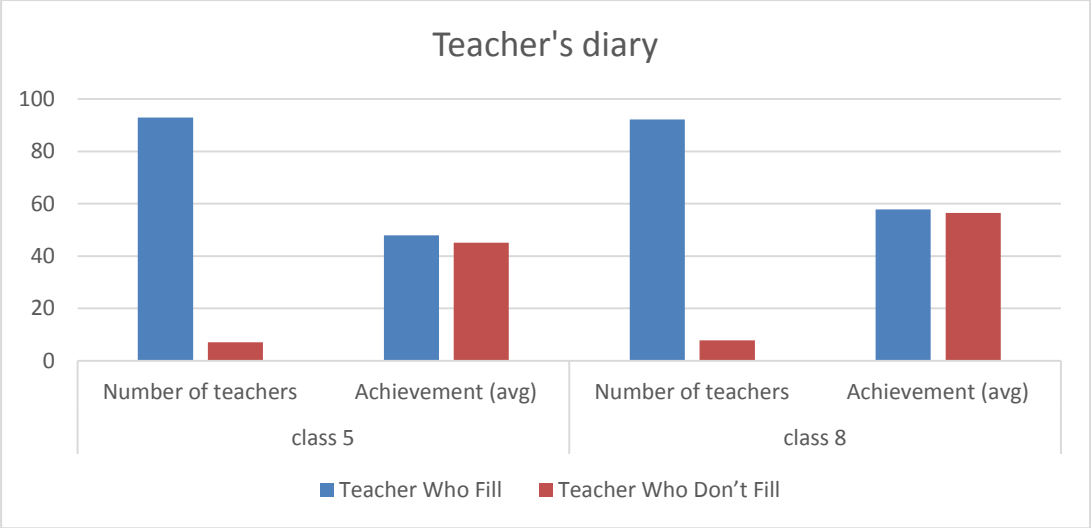
Teachers who fill teacher's diary

Data of survey shows that performance of students, whose teacher maintain diary of their daily classroom teaching, is better than those, who don't do it for classes 5 and 8. Data also indicate that most of the teachers surveyed for Class 5 and 8 are maintaining teacher's diary. Filling of teacher's diary affects the achievement of students with relative better impact in Class 8 .

Table 7.26

S.n.	Teacher diary	Number of teachers Class 5	Achievement (avg)	Number of teachers Class 8	Achievement (avg)
1	**Teacher Who Fill**	92.89	47.97	92.18	57.86
2	**Teacher Who Don't Fill**	7.11	45.08	7.82	56.48

Graph 7.26



Teaching Material Available With Teachers

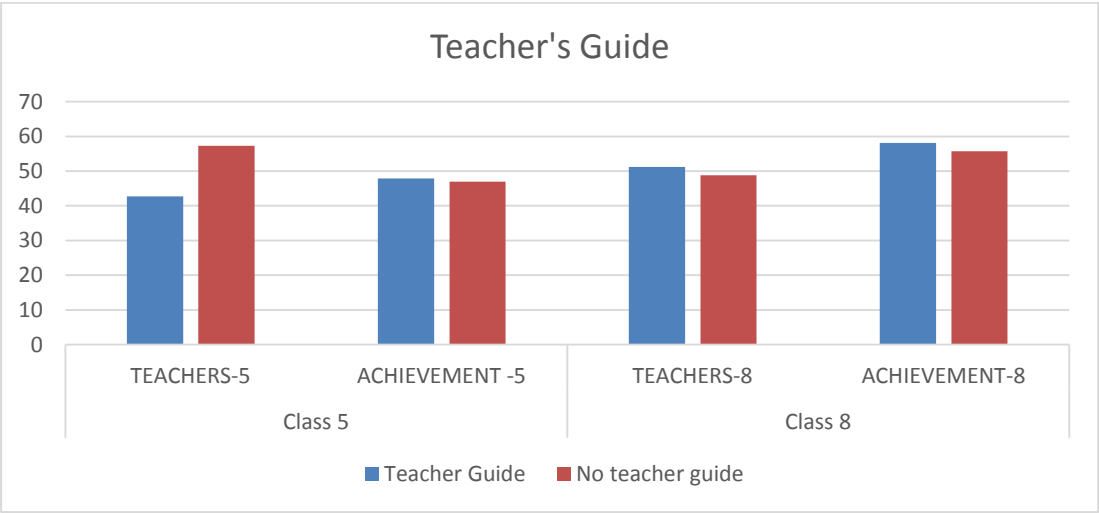
Teacher's Guide

Data of survey shows that performance of students, whose teachers use teacher's guide for their daily classroom teaching, is better than those who don't do it, for classes 5 and 8. Data also indicate that almost 50 percent of the teachers, who answered in survey for Class 5 and 8, are using teacher's guide of different subjects.

Table 7.27

S.N.	TEACHING AIDS AVAILABLE	NUMBER OF TEACHERS Class 5	ACHIEVEMENT (AVG)	NUMBER OF TEACHERS Class 8	ACHIEVEMENT (AVG.)
1	Teacher Guide	42.70	47.85	51.24	58.08
2	No teacher guide	57.30	46.94	48.76	55.72

Graph 7.27



Teaching learning material (TLM)

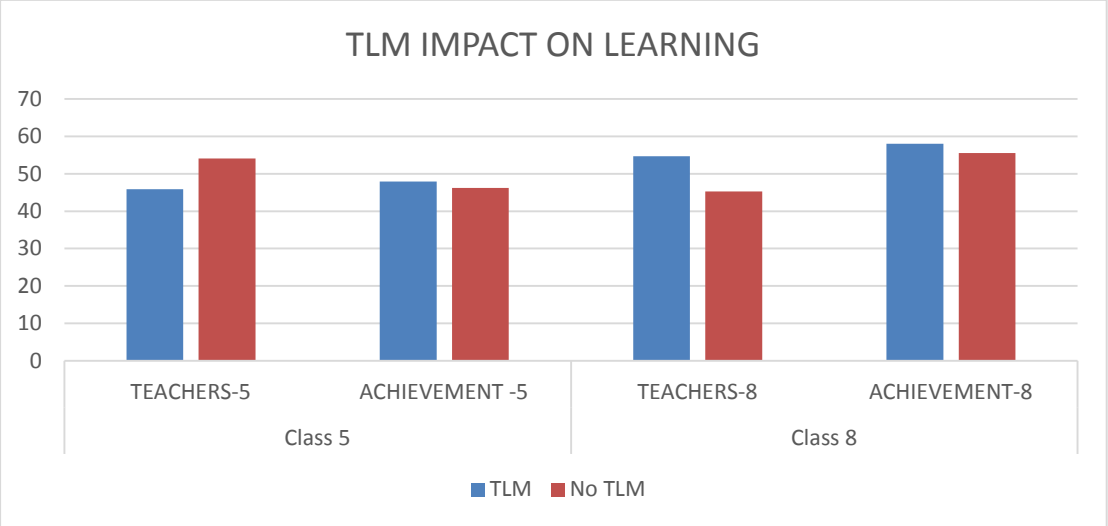
Data of survey shows that performance of students, whose teacher uses teaching learning material (TLM) for their daily classroom teaching. is better than those who don't do it, for classes 5 and 8. Data also indicate that almost 50 percent of the

teachers who answered in survey for Class 5 and 8 are using TLM for teaching different subjects.

Table 7.28

S. N.	TEACHING AIDS AVAILABLE	NUMBER OF TEACHERS Class 5	ACHIEVEMENT (AVG)	NUMBER OF TEACHERS Class 8	ACHIEVEMENT (AVG.)
1	TLM	45.89	47.89	54.66	58.00
2	No TLM	54.11	46.25	45.23	55.56

Graph 7.28



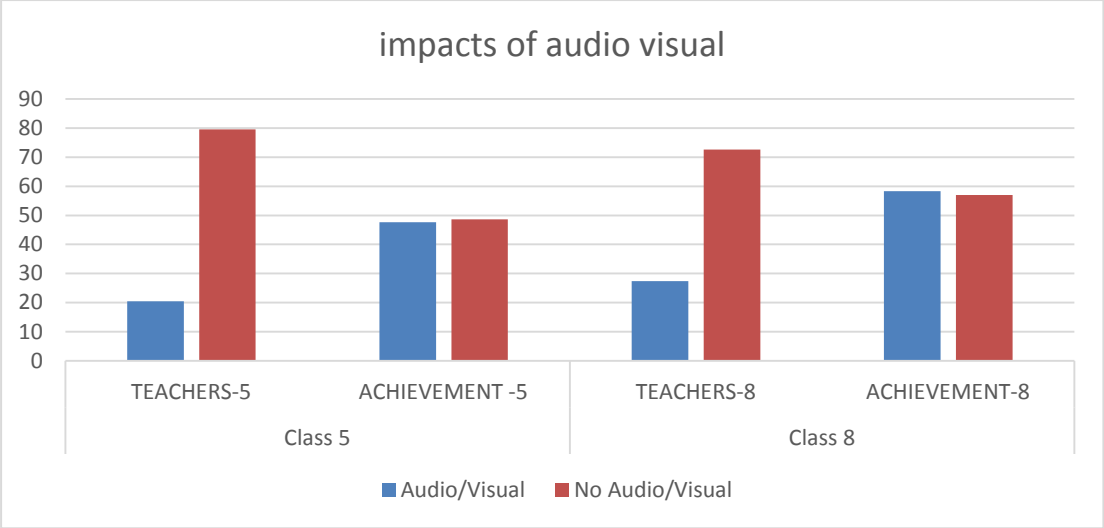
Audio-visual

Data of survey shows that performance of students, whose teachers use audio/visual for their daily classroom teaching, is less than those who don't do it, for Class 5 . On the other hand it is better for those who use in Class 8. Data also indicate that very few teachers, who answered in survey for Class 5 and 8, are using audio/visual.

Table 7.29

S. N.	TEACHING AIDS AVAILABLE	NUMBER OF TEACHERS Class 5	ACHIEVEMENT (AVG)	NUMBER OF TEACHERS Class 8	ACHIEVEMENT (AVG.)
1	Audio/Visual	20.50	47.63	27.42	58.32
2	No Audio/Visual	79.50	48.61	72.58	57.00

Graph 7.29


impacts of audio visual
90
80
70
60
50
40
30
20
10
0
TEACHERS-5
ACHIEVEMENT -5
TEACHERS-8
ACHIEVEMENT-8
Class 5
Class 8
Audio/Visual
No Audio/Visual

8. STUDENT BACKGROUND IMPACT

8. Variables Related to Students

The data in this chapter is derived from students profile questionnaire filled by the students of Class 5 and 8 of surveyed schools of 75 districts. The information in this chapter is categorised under following titles:

- General information about students
- Supports available at home
- Their family background
- Resources available at their homes
- Description of student's activities in schools and at home

General information about students-

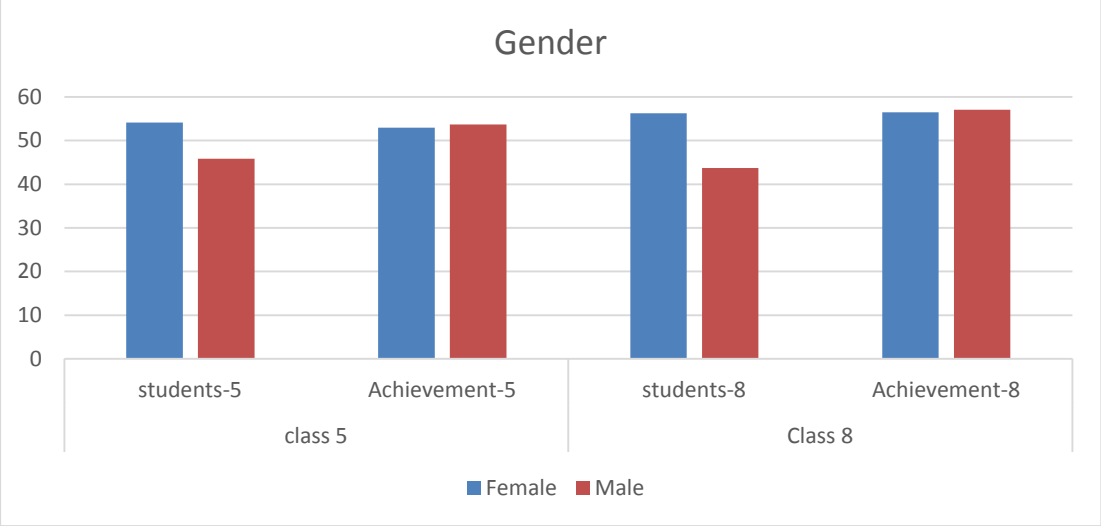
Students and their achievement level according to gender and category

Data of survey shows that performance of boys is better than girls for both classes 5 and 8. Data also indicate that more number of girls were present during survey than boys for both the classes 5 and 8.

Table 8.1

S.n.	Gender	Class 5	Achievement	Class 8	Achievement
1	**Female**	54.11	52.94	56.24	56.50
2	**Male**	45.88	53.67	43.75	57.10

Graph 8.1



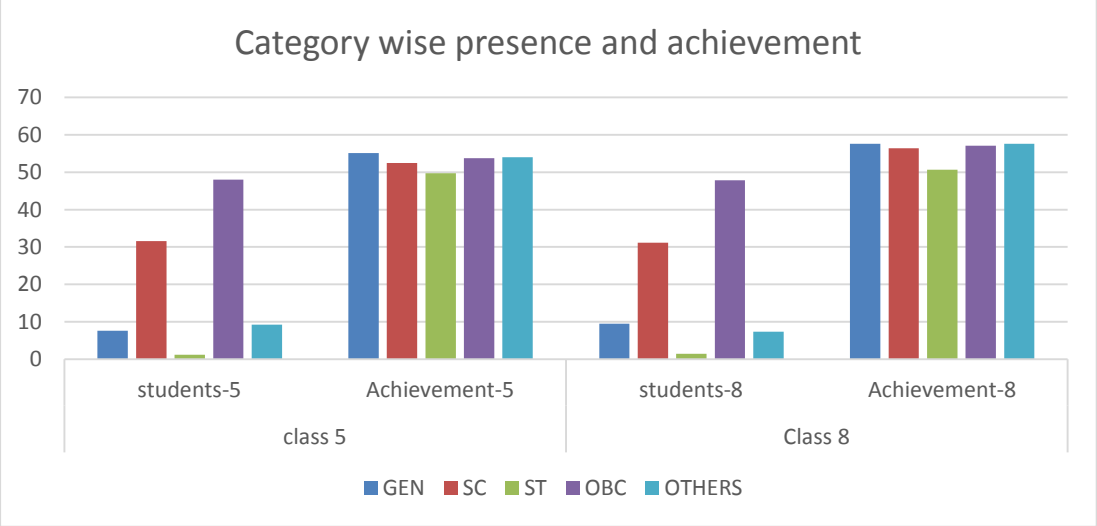
Social Category of the Students

Data of survey shows that performance of general and others category students is better than all other category students for both classes 5 and 8. There is no significant difference between learning level of different category students except scheduled tribe which may be due to less number of students in the survey. Data also indicate that most of the students participating in survey are from SC and OBC category. This says something about composition of students in schools.

Table 8.2

S.n.	Category	Class 5	Achievement	Class 8	Achievement
1	**GEN**	7.60	55.11	9.52	57.57
2	**SC**	31.55	52.42	31.19	56.38
3	**ST**	1.22	49.71	1.44	50.65
4	**OBC**	47.98	53.76	47.88	57.10
5	**OTHERS**	9.27	53.99	7.35	57.56

Graph 8.2



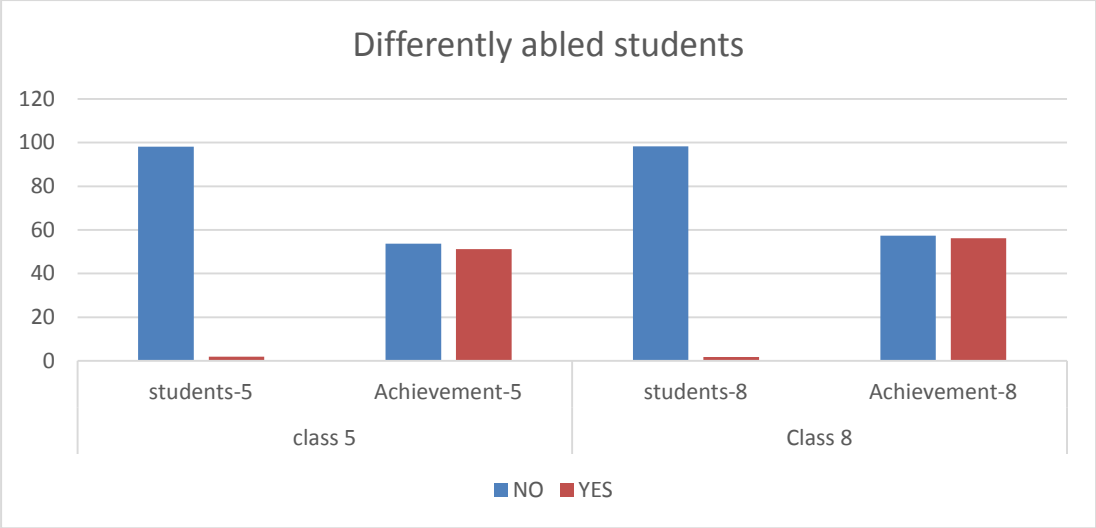
Differently abled students

Data of survey shows that performance of normal students is better than differently abled students for both classes 5 and 8. There is no significant difference between learning level. Data also indicate that most of the students participating in survey are not differently abled. This says something about inclusion of students at schools.

Table 8.3

S.n.	Differently abled	Class 5	Achievement	Class 8	Achievement
1	**NO**	98.12	53.66	98.23	57.36
2	**YES**	1.88	51.19	1.77	56.16

Graph 8.3



As far as the achievement level of differently abled students is concerned, the findings shows that differently abled students performed slightly lower than other students in Class 5 and 8 respectively.

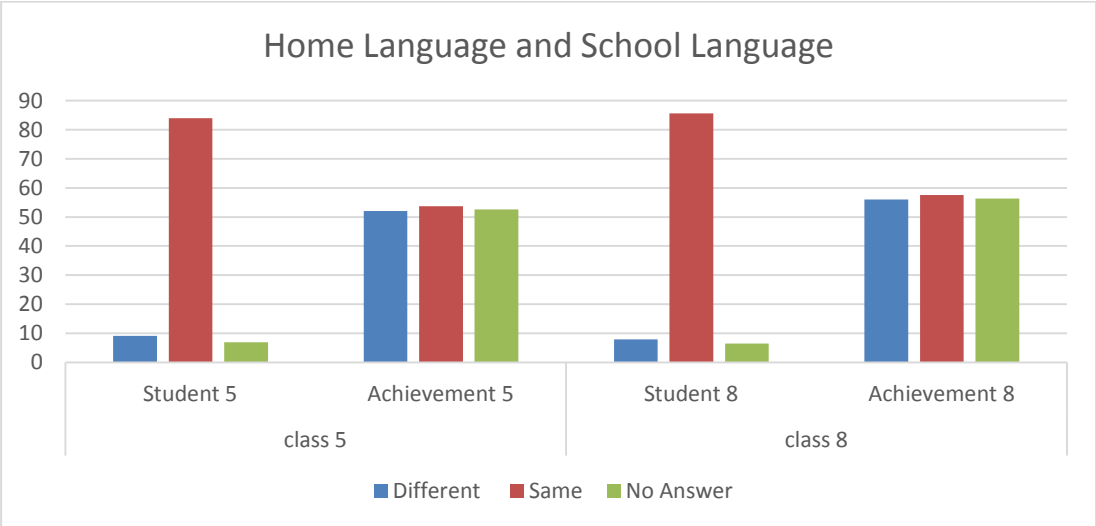
School-Home Language

Data of survey shows that most of the students participating in survey and answering this question say that their home language and school language is same. Data also indicate that such students' learning achievements are slightly higher than those whose home language and school language differs.

Table 8.4

S.n.	School-Home Language	Student 5	Achievement 5	Student 8	Achievement 8
1	**Different**	9.09	52.05	7.92	56.02
2	**Same**	83.99	53.68	85.64	57.53
3	**No Answer**	6.91	52.62	6.43	56.37

Graph 8.4



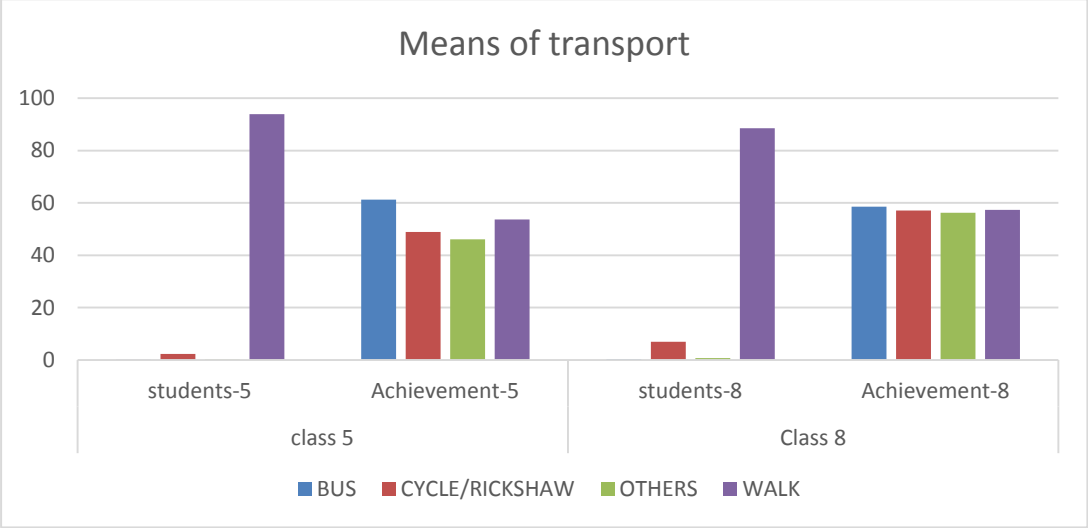
Means of transport used by students

Data of survey shows that most of the students participating in survey and answering this question attend their school on foot. Percentage of students using cycle increased for Class 8. Those who may afford bus have slightly higher learning achievement.

Table 8.5

S.n.	Means	Class 5	Achievement	Class 8	Achievement
1	BUS	0.17	61.20	0.32	58.60
2	CYCLE/RICKSHAW	2.37	48.85	6.97	57.12
3	OTHERS	0.20	46.07	0.67	56.21
4	WALK	93.89	53.63	88.57	57.38

Graph 8.5



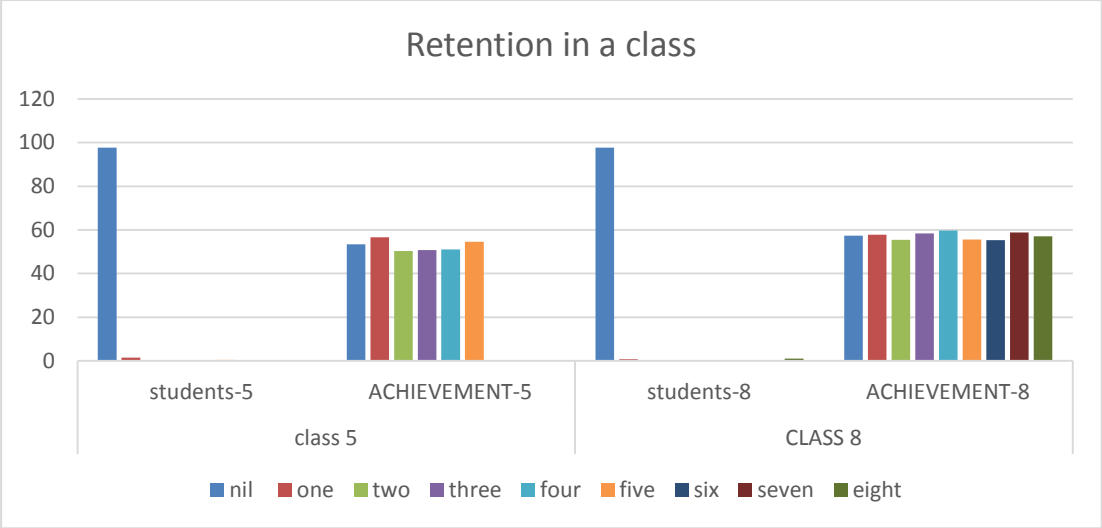
Students retained in class

Data of survey shows that most of the students are not retained in any class till Class 5 and 8. Achievement level of those who are retained in any class vary randomly.

Table 8.6

S.N.	CLASS	CLASS 5	ACHIEVEMENT	CLASS 8	ACHIEVEMENT
1	0	97.67	53.42	97.70	57.34
2	1	1.39	56.65	0.68	57.75
3	2	0.21	50.32	0.21	55.43
4	3	0.13	50.82	0.10	58.41
5	4	0.09	51.08	0.10	59.76
6	**5**	0.48	54.52	0.13	55.55

Graph 8.6



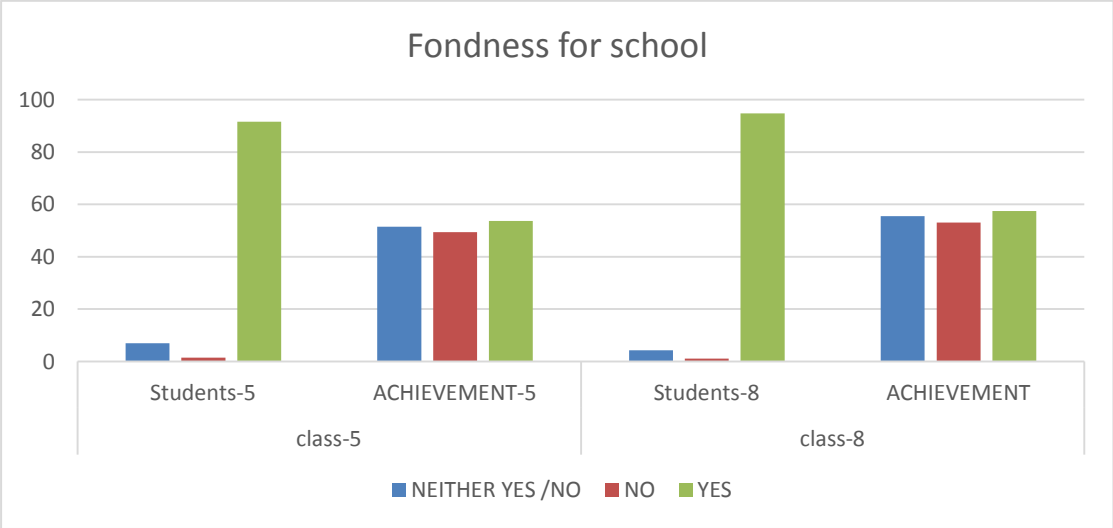
Student's likeness for schools

Data of survey shows that most of the students participating in survey and answering this question like their school. Data and graph drawn for the purpose indicate that students, who like school performed better than others for both classes 5 and 8.

Table 8.7

S.N.	LIKENESS	Students-5	ACHIEVEMENT-5	Students-8	ACHIEVEMENT
1	NEITHER YES /NO	6.93	51.48	4.22	55.56
2	NO	1.45	49.35	1.04	53.05
3	YES	91.56	53.67	94.74	57.46

Graph 8.7



Do their best in studies

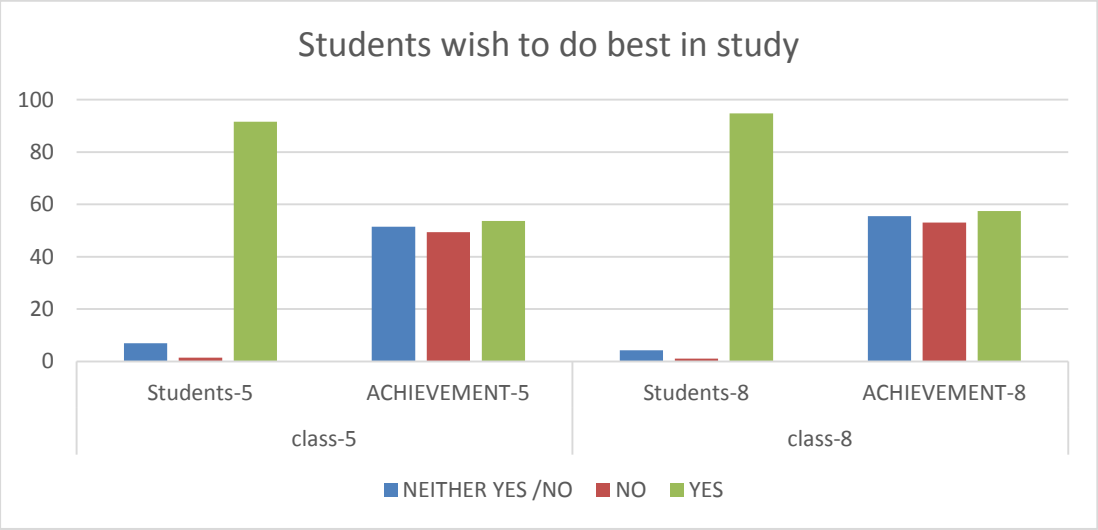
Data of survey shows that most of the students participating in survey and answering this question wish to do their best in studies. Data and graph drawn for the purpose

indicate that students, who wish to do their best in studies performed better than others for both the classes 5 and 8.

Table 8.8

S.N.	Do their	Students-5	ACHIEVEMENT-5	Students-8	ACHIEVEMENT-8
1	NEITHER YES /NO	6.93	51.48	4.22	55.56
2	NO	1.45	49.35	1.04	53.05
3	YES	91.56	53.67	94.74	57.46

Graph 8.8



The data shows that the students' liking for school has an important role in their learning, which sometimes reflects in their learning achievement. The questionnaire had two types of questions to check the issues - schools student's acceptance

1. Like to stay in schools
2. Student's strive to do their best

The analysis of the data shows that the students strive to do their best were performing the best in Class 5 and 8 both.

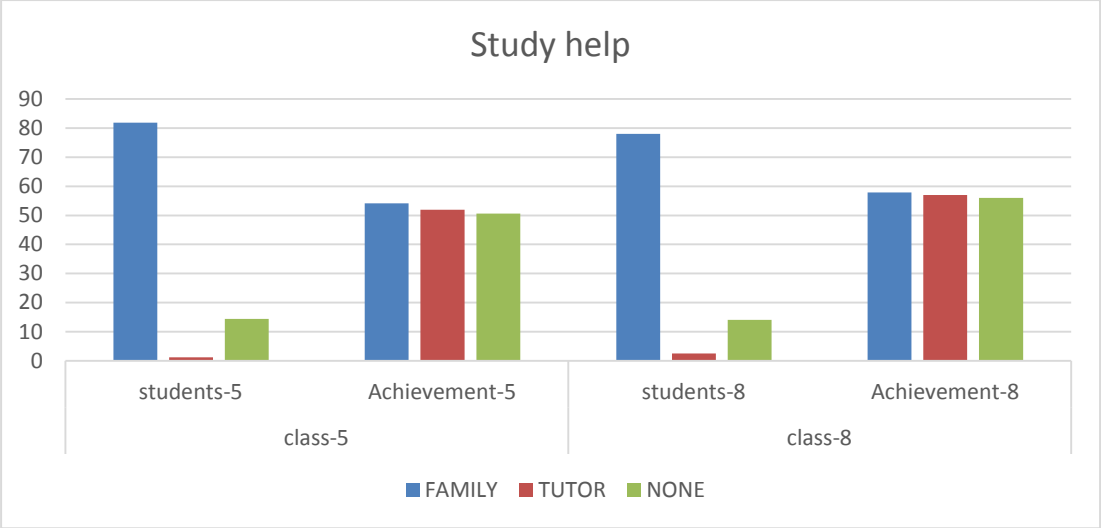
Achievement level of students who get help in studies

Data of survey shows that most of the students participating in survey and answering this question get help in studies by their family. Very few parents can afford tutor for their ward. Data and graph drawn for the purpose indicate that students, who get help from family or tutor have performed better than others for both the classes 5 and 8.

Table 8.9

S.N.	Help of	Class 5	Achievement	Class 8	Achievement
1	**FAMILY**	81.86	54.18	78.01	57.89
3	**TUTOR**	1.19	51.90	2.50	56.99
3	**NONE**	14.40	50.65	14.11	55.98

Graph 8.9



The support of teachers, family members and others has a major positive impact on the learning achievement of students. The data shows that the students getting help from their family have performed better in both the classes. This shows that parents should be very careful for children's study.

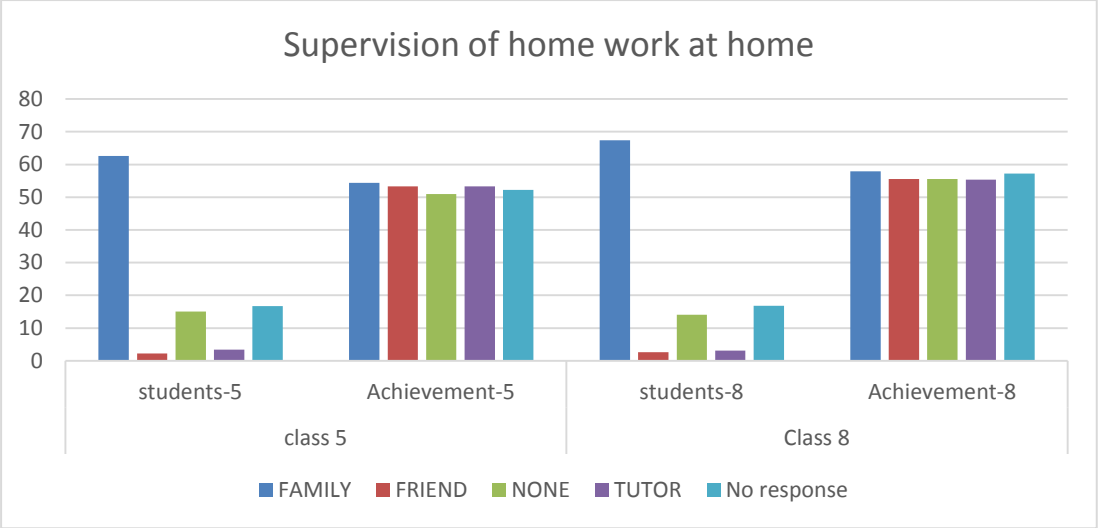
Students whose homework is supervised at home

Data of survey shows that almost two-third of the students participating in survey and answering this question get help in studies by their family. Very few parents may afford tutor for their ward and very few students get support of their friends. Data and graph drawn for the purpose indicate that students, who get help from family have performed better than others for both the classes 5 and 8.

Table 8.10

S.n.	Supervision of home work	Class 5	Achievement	Class 8	Achievement
1	FAMILY	62.57	54.41	67.43	57.87
2	FRIEND	2.20	53.27	2.61	55.54
3	NONE	15.04	50.94	14.05	55.53
4	TUTOR	3.45	53.30	3.14	55.40
5	No response	16.72	52.22	16.77	57.21

Graph 8.10



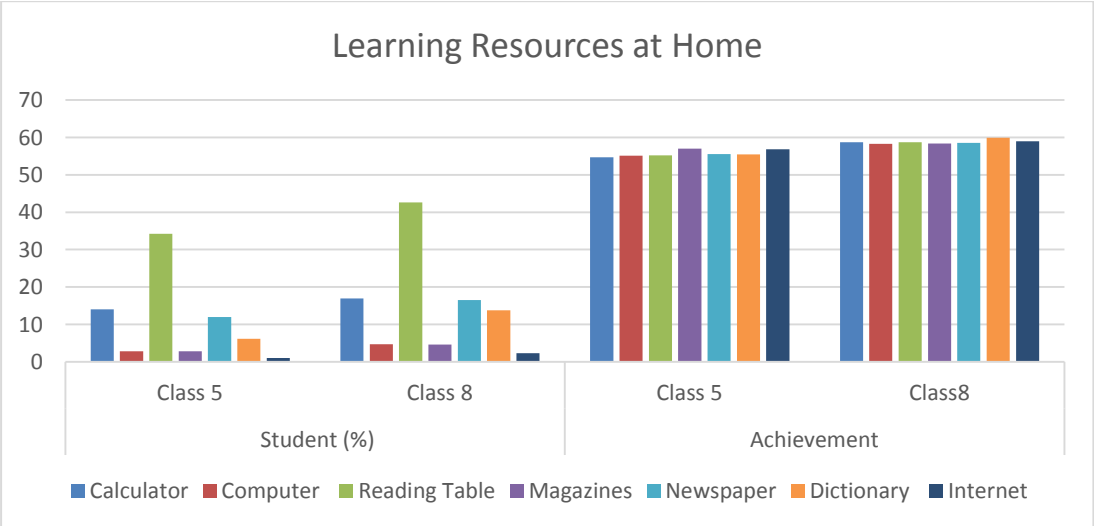
Learning resources at Home

Data of survey shows that very few students participating in survey and answering this question have calculator, computer magzines, dictionary, newspaper, internet and reading table at home. Data and graph drawn for the purpose indicate that students, who are priviledged to have these resources at home have performed above average than those who don't have the same for both the classes 5 and 8.

Table 8.11

S.n.	Resources	Student (%)		Achievement	
		Class 5	Class 8	Class 5	Class 8
1	Calculator	13.99	16.98	54.71	58.73
2	Computer	2.81	4.71	55.08	58.29
3	Reading Table	34.26	42.60	55.24	58.73
4	Magazines	2.78	4.58	57.02	58.40
5	Newspaper	11.99	16.49	55.52	58.55
6	Dictionary	6.16	13.81	55.46	59.92
7	Internet	1.02	2.34	56.80	58.93

Graph 8.11



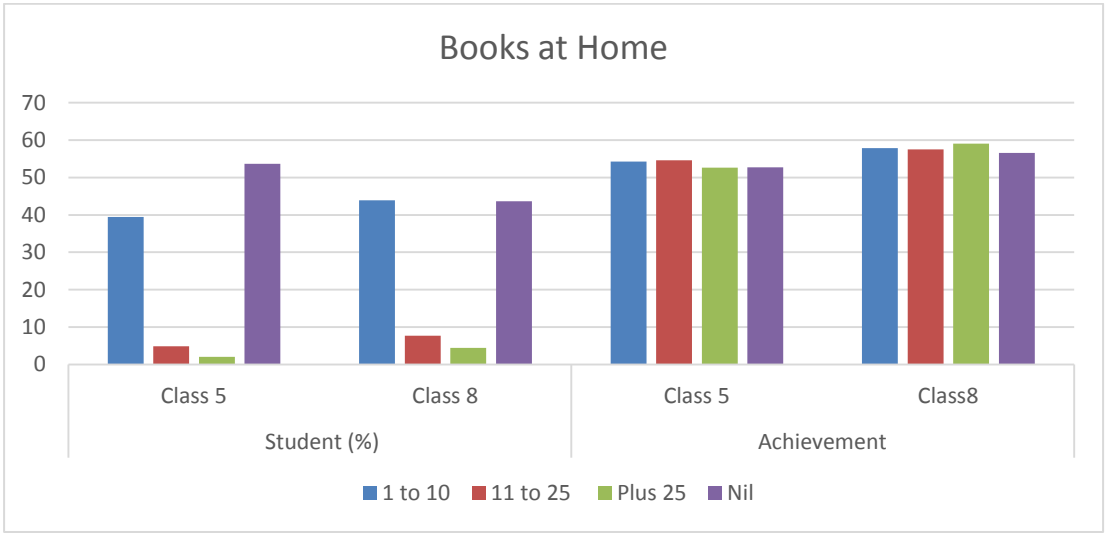
Books available at home

Data of survey shows that very few students participating in survey have more than 10 books at home and more than 40 percent students have no book at home. Data and graph drawn for the purpose indicate that students, who have adequate number of books at home, have performed above average than others for both the classes 5 and 8.

Table 8.12

S.n.	Books available at Home	Student (%)		Achievement	
		Class 5	Class 8	Class 5	Class8
1	1 to 10	39.47	43.93	54.30	57.88
2	11 to 25	4.86	7.70	54.59	57.54
3	Plus 25	2.03	4.46	52.59	59.08
4	Nil	53.62	43.67	52.76	56.57

Graph 8.12



Activities done by students outside the schools and their impact on learning

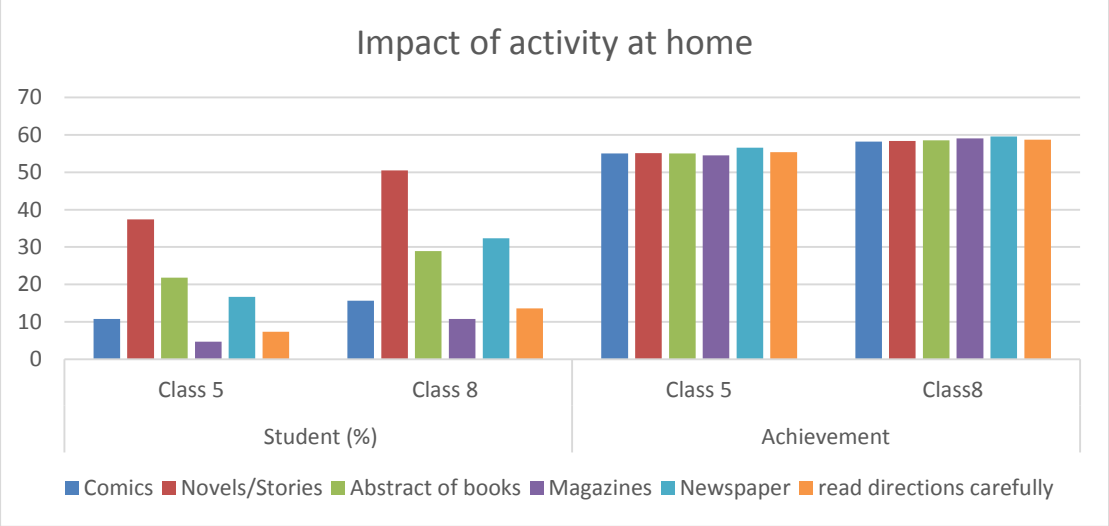
Data of survey shows that very few students participating in survey and answering this question read comics, novel/stories, books, magzines, newspaper at home. Most of the students may not be getting these things at home. Data and graph drawn for the purpose indicate that students, who read comics, novel/stories, books, magzines, newspaper at home have performed above average than those who either don't do so or don't have opportunity for the same in both the classes 5 and 8.

Table 8.13

S.n.	Activities	Studen t(%)		Achievement	
		Class 5	Class 8	Class 5	Class8
1	Comics	10.75	15.62	54.99	58.21
2	Novels/Stories	37.38	50.52	55.13	58.35
3	Abstract of books	21.85	28.93	55.06	58.50

4	**Magazines**	**4.74**	**10.79**	**54.55**	**59.09**
5	**Newspaper**	**16.69**	**32.38**	**56.58**	**59.57**
6	**Read direction carefully**	**7.32**	**13.57**	**55.35**	**58.67**

Graph 8.13



The different activities done by students out of schools have direct impact on their learning. Though all the activities indicate that they have an impact on learning level of students yet reading newspapers, reading rules and regulations, reading abstract of books have more impact on learning achievement of students rather than comics, novels and stories.

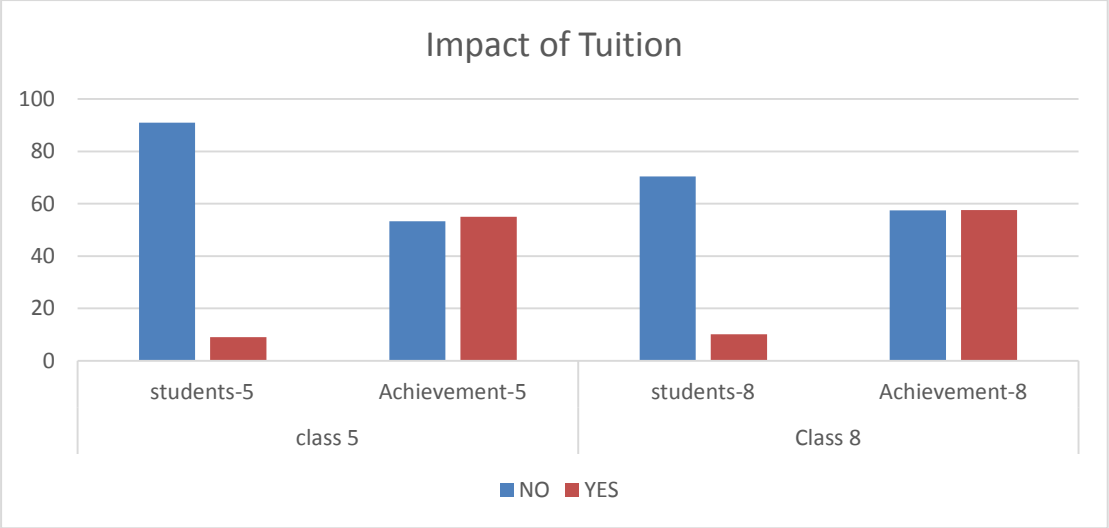
Students who take private tuitions

Data of survey shows that very few students participating in survey and answering this question get tutor at home. Data and graph drawn for the purpose indicate that tutor have almost no impact on student learning for the Class 8, while for Class 5 tutor impact is visible.

Table 8.14

S.n.	Tuitions	Class 5	Achievement	Class 8	Achievement
1	NO	90.94	53.30	70.43	57.47
2	YES	9.01	55.06	10.17	57.53

Graph 8.14



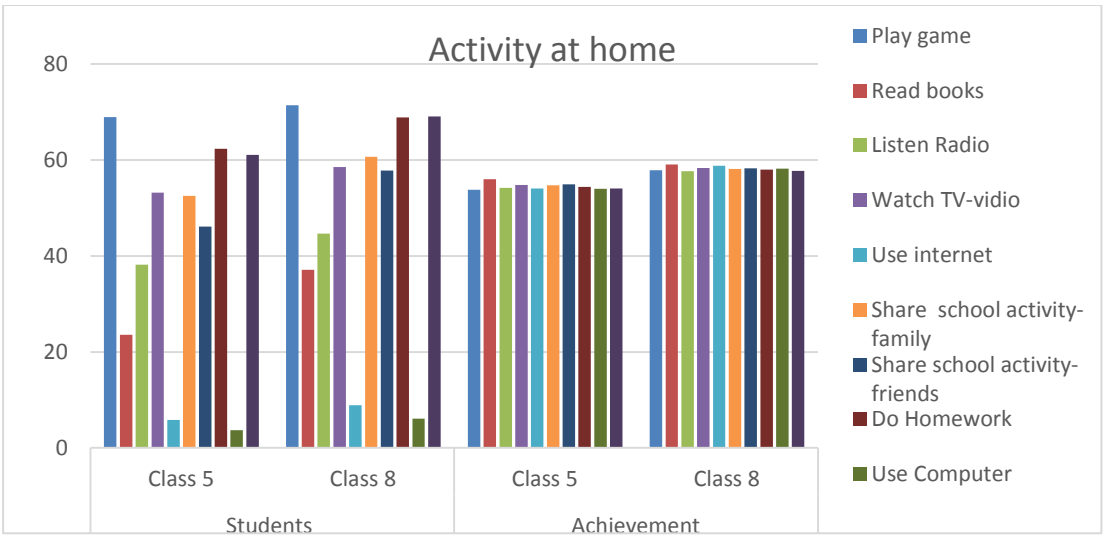
Students who take interest in different extracurricular activities

Data of survey shows that majority of students participating in survey and answering this question play games, watch TV/ Videos, share school thing with family and friends, do homework and socialize at home. Very few students read books, use internet, listen to radio and use computer as most of the students may not be getting these things at home. Data and graph drawn for the purpose indicate that students, who do the above mentioned activities at home have performed above average than those who either don't do so or don't have opportunity for the same in both the classes 5 and 8.

Table 8.15

S.n.	Class (1-8)	Number of students		Achievement index	
		Class 5	Class 8	Class 5	Class 8
1	Play any game	68.96	71.42	53.80	57.85
2	Read books	23.60	37.11	55.96	59.05
3	Listen to Radio	38.17	44.64	54.16	57.66
4	Watch TV/videos	53.22	58.51	54.79	58.34
5	Use internet	5.80	8.88	54.04	58.76
6	Share everything that happens at school with family	52.49	60.65	54.71	58.14
7	Share everything that happens at school with friends	46.14	57.76	54.90	58.25
8	Do Homework	62.31	68.83	54.40	57.99
9	Use Computer	3.70	6.09	54.00	58.21
10	Socialize	61.09	69.04	54.05	57.74

Graph 8.15



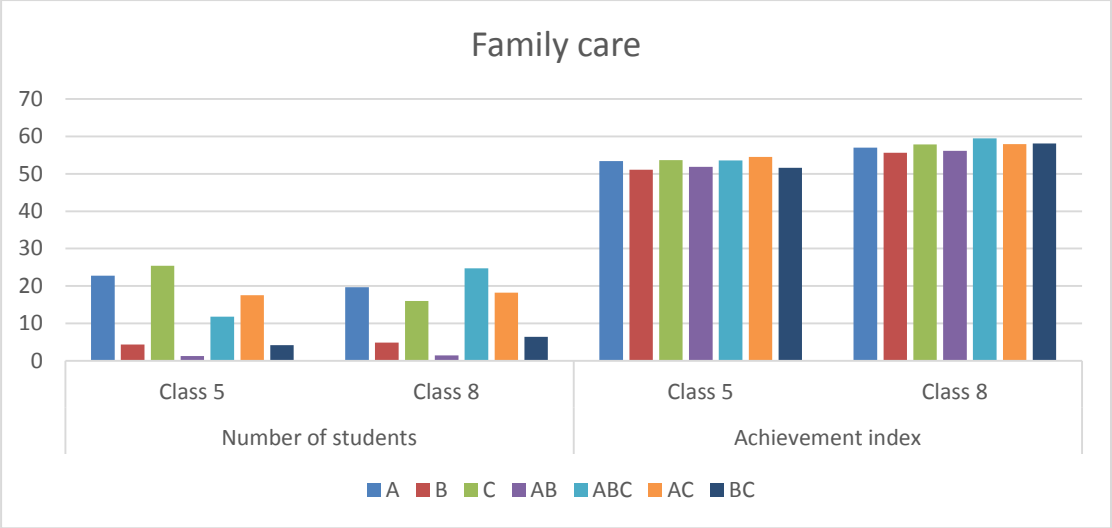
Student's activity at home

Data of survey shows that most of the students participating in survey and answering this question do house hold things to support their family. Very few students may be allowed only to read and play. Data and graph drawn for the purpose indicate that students of Class 5, who support their family in cooking food have performed below average, and students of Class 8, who look after their family have performed below average.

Table 8.16

Take care of family	Number of students		Achievement index	
	Class 5	Class 8	Class 5	Class 8
A	22.76	19.65	53.39	56.96
B	4.34	4.90	51.12	55.62
C	25.38	15.96	53.66	57.84
AB	1.28	1.48	51.89	56.16
ABC	11.81	24.73	53.57	59.51
AC	17.52	18.21	54.54	57.98
BC	4.22	6.44	51.64	58.11

Graph 8.16



Details of the activities done by the students at home

A. Look after family
B. Help in preparing food
C. Help in cleaning home

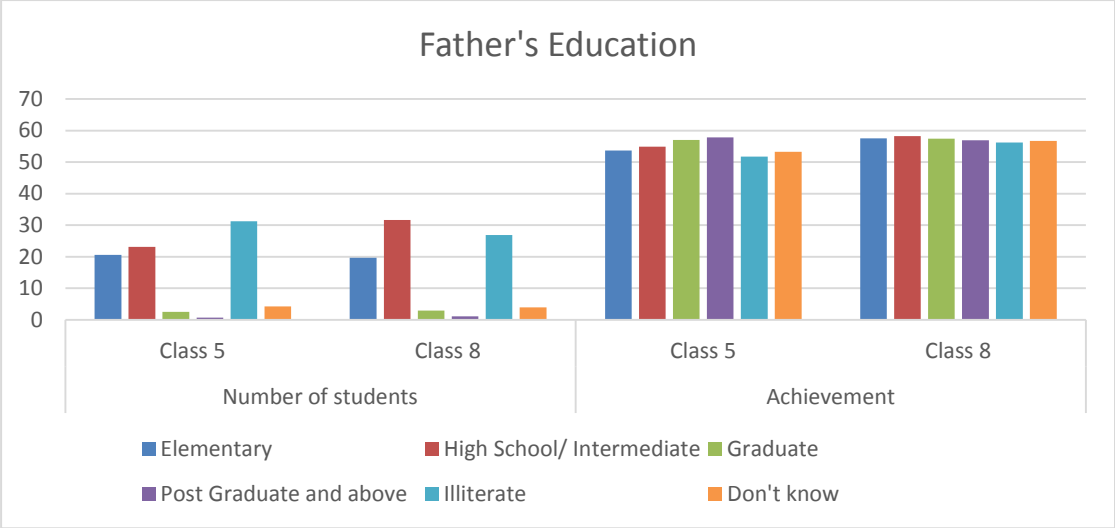
Impact of father's education

Data of survey shows that more than 25 percent of fathers are illiterate, 20 percent have education upto elementary level and approx. 25 percent have education upto high scool or intermediate. Data and graph drawn for the purpose indicate that students, whose fathers are educated have slightly better learning achievement.

Table 8.17

Father's education	Number of students		Achievement	
	Class 5	Class 8	Class 5	Class 8
Elementary	20.57	19.69	53.62	57.51
High School/ Intermediate	23.08	31.69	54.90	58.21
Graduate	2.47	2.91	57.06	57.40
Post Graduate and above	0.66	1.08	57.79	56.88
Illiterate	31.26	26.89	51.69	56.22
Don't know	4.19	3.91	53.24	56.71

Graph 8.17



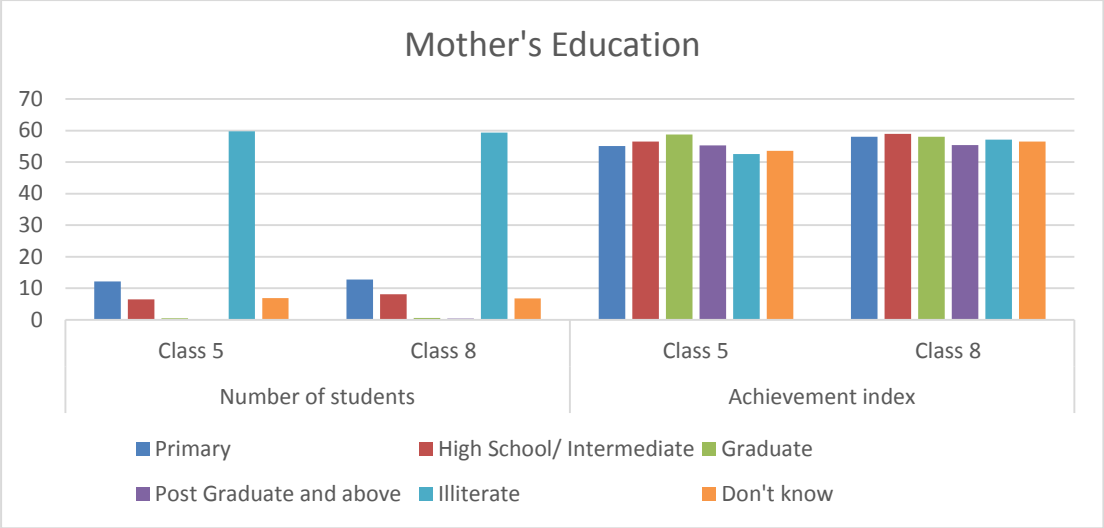
Impact of mother's Education

Data of survey shows that more than 60 percent of mothers are illiterate, 10 percent have education upto elementary level and approx. 6-8 percent have education upto high scool or intermediate. Data and graph drawn for the purpose indicate that students, whose mothers have education have slightly better learning achievement.

Table 8.18

Mother's education	Number of students		Achievement index	
	Class 5	Class 8	Class 5	Class 8
Primary	12.14	12.81	55.08	58.07
High School/ Intermediate	6.45	8.08	56.54	58.98
Graduate	0.53	0.55	58.71	58.04
Post Graduate and above	0.18	0.40	55.30	55.40
Illiterate	59.80	59.31	52.51	57.11
Don't know	6.87	6.82	53.60	56.53

Graph 8.18



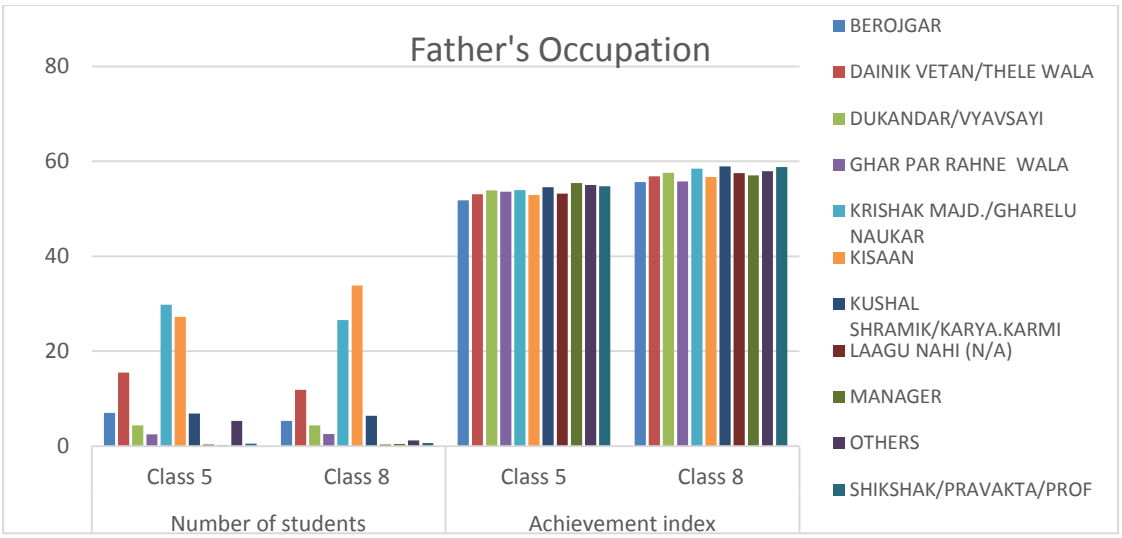
Father's occupation

Data of survey shows that more than 60 percent of fathers participated in survey are either majdoor (labourer) or kisan (farmer). The next category of student's father's occupation is dainik vetan (daily wage earners) or thele walas (hawkers). This gives picture of government elementary school composition. Service class is less than one percent. Data analysis shows that economic stability has its impact on students' learning due to lack of opportunity or privilege to learn. Wards of berojgars (unemployed) have least learning achievement.

Table 8.19

Father's occupation	Number of students		Achievement index	
	Class 5	Class 8	Class 5	Class 8
BEROJGAR	7.00	5.29	51.77	55.61
DAINIK VETAN/THELE WALA	15.48	11.85	53.09	56.82
DUKANDAR/VYAVSAYI	4.34	4.39	53.87	57.56
GHAR PAR RAHNE WALA	2.50	2.52	53.63	55.74
KRISHAK MAJD./GHARELU NAUKAR	29.81	26.53	53.94	58.47
KISAAN	27.22	33.86	52.91	56.71
KUSHAL SHRAMIK/KARYA.KARMI	6.85	6.39	54.54	58.95
LAAGU NAHI (N/A)	0.33	0.35	53.21	57.49
MANAGER	0.19	0.46	55.40	57.05
OTHERS	5.33	1.22	55.01	57.92
SHIKSHAK/PRAVAKTA/PROF	0.52	0.66	54.73	58.79

Graph 8.19



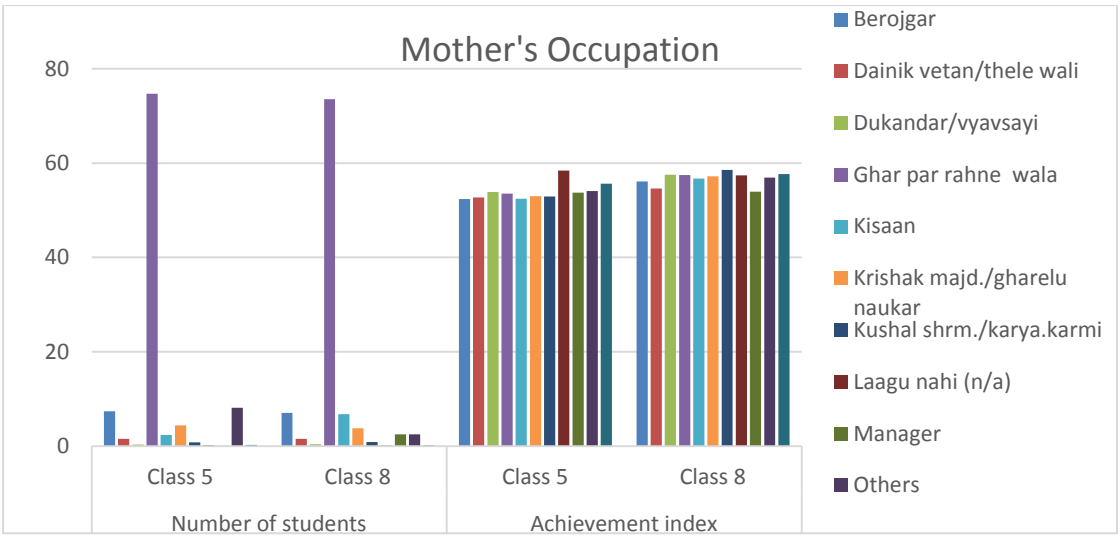
Mother's occupation

Data of survey shows that more than 70 percent of mothers participated in survey are housewives. The next category of student's mother's occupation is berojgar (unemployed) or majdoor (labourer). This gives picture of government elementary school compostion. Service class is less than one percent. Data analysis shows that economic stability has its impact on students learning due to lack of opportunity or privilege to learn. Wards of berojgars have least learning achievement.

Table 8.20

Mother's occupation	Number of students		Achievement index	
	Class 5	Class 8	Class 5	Class 8
Berojgar	7.37	7.06	52.40	56.14
Dainik vetan/thele wali	1.51	1.57	52.70	54.62
Dukandar/vyavsayi	0.34	0.37	53.91	57.52
Ghar par rahne wala	74.71	73.60	53.55	57.49
Kisaan	2.38	6.74	52.49	56.74
Krishak majd./gharelu naukar	4.37	3.81	53.00	57.23
Kushal shrm./karya.karmi	0.78	0.87	52.93	58.59
Laagu nahi (n/a)	0.17	0.14	58.40	57.38
Manager	0.04	2.47	53.72	53.93
Others	8.11	2.46	54.06	56.95
Shikshak/pravakta/prof	0.22	0.21	55.65	57.71

Graph 8.20



Mothers of 77293 students of Class 5 and 80448 of Class 8 were housewives and achievement level of these students is 53.55 and 57.49 respectively. Achievement level of Class 5 students whose mothers were teachers is 55.65.

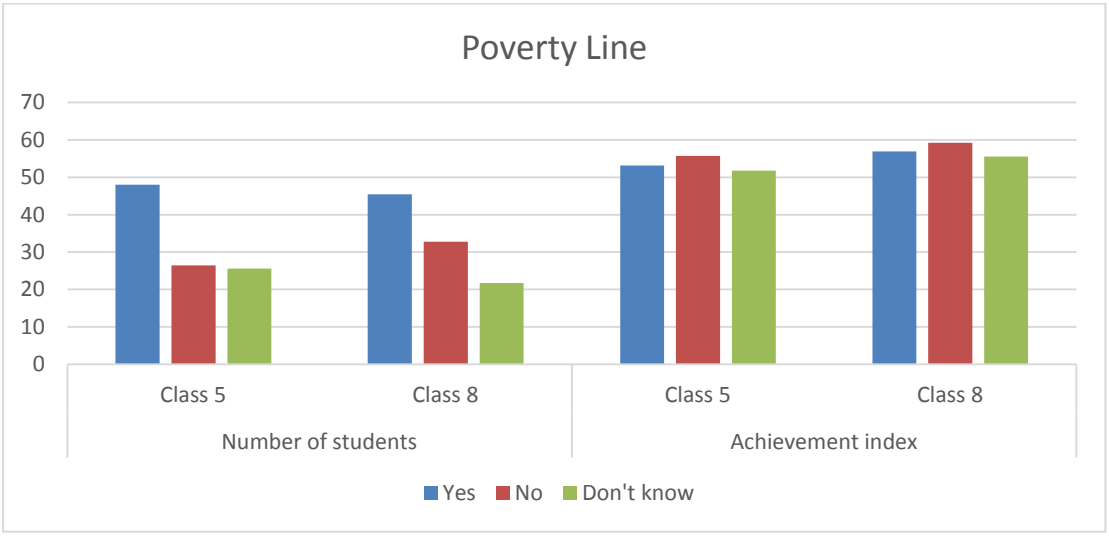
Poverty Line

Data of survey shows that more than 45 percent students participated in survey are from below povery line. A good number of students had no idea about it. Data analysis shows that economically well of students have performed better than others, which reflect that those who are economically stable have some privileges for accessing reading material.

Table 8.21

Poverty line	Number of students		Achievement index	
	Class 5	Class 8	Class 5	Class 8
Yes	48.04	45.45	53.11	56.87
No	26.40	32.78	55.74	59.20
Don't know	25.56	21.77	51.76	55.51

Graph 8.21



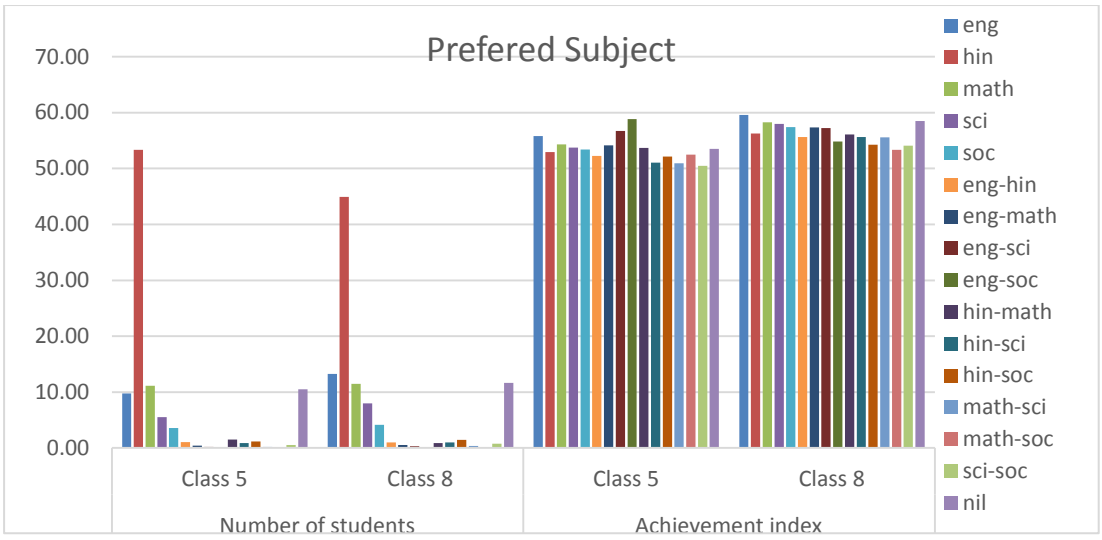
Subject most favored by students

Data of survey shows that more than 45 percent students participated in survey like Hindi most followed by students who liked English and Mathematics. Data analysis shows that students, who have preference for one subject have performed better than others. A good number of students either have no preference or have selected more than two subjects. Such students have been grouped as nil preference.

Table 8.22

Prefered Subject	Number of students		Achievement index	
	Class 5	**Class 8**	**Class 5**	**Class 8**
Eng	**9.76**	**13.28**	**55.79**	**59.61**
Hindi	**53.34**	**44.91**	**52.92**	**56.27**
Math	**11.14**	**11.49**	**54.31**	**58.28**
Sci	**5.50**	**8.00**	**53.73**	**58.00**
Soc	**3.58**	**4.17**	**53.43**	**57.43**
Eng-hin	**1.03**	**1.02**	**52.27**	**55.65**
Eng-math	**0.44**	**0.54**	**54.14**	**57.36**
Eng-sci	**0.20**	**0.31**	**56.74**	**57.24**
Eng-soc	**0.13**	**0.14**	**58.86**	**54.81**
Hin-math	**1.52**	**0.87**	**53.68**	**56.06**
Hin-sci	**0.86**	**1.01**	**51.06**	**55.62**
Hin-soc	**1.16**	**1.43**	**52.15**	**54.28**
Math-sci	**0.21**	**0.35**	**50.91**	**55.55**
Math-soc	**0.05**	**0.06**	**52.49**	**53.35**
Sci-soc	**0.56**	**0.75**	**50.48**	**54.10**
Nil	**10.53**	**11.67**	**53.50**	**58.51**

Graph 8.22



Students were asked about the subject they like most. Data shows that in Class 5, 10095 students like English and their achievement level is 55.79 while the subject liked by 55182 students is Hindi and their achievement level is 52.92. It shows that students like their mother tongue most but achievement is not high in it, as they are not serious about the language they know.

Limitations

- Due to paucity of fund and time, a sample study was conducted in few blocks of a district.
- Only limited number of schools from a district were taken for study.
- Schools with enrolment of more than 25 students were taken for study.
- Training of field investigators was conducted on cascade model and due to shortage of time field investigators were not given time to pilot tools themselves.
- Study is limited to performance in thesubjects of Hindi, English, Maths, Science and Social Science.
- Reading skill, writing skill, communication skill could not be assessed in this study.
- Only two third of the syllabus was covered under the test.
- In survey planning we used UDISE data 2013-14, but on the field significant different in UDISE data and the actual school enrolment was found.
- In some districts where minimum number of students per block i.e. 1700 was not fulfilled in 4 blocks some more blocks were taken.
- In some districts sample schools were changed by district authorities due to various reasons.
- Student's absenteeism was a major problem found during the survey.
- Due to policy change at state level, the academic session for 2014-15 was curtailed upto March 2015. This led to a lot of administrative issues during the survey.
- In all districts, responsibility for data collection was given to DIET Principals, who in turn used their students as field investigators. On reflection, the training and hands-on practice given to their field investigators may not have been sufficient resulting in inefficiencies in the data collection procedure and, hence, increased demands during the data clearing process.
- It was an achievement survey of students present in school during survey period and not of all students enrolled in school.

RECOMMENDATIONS

Improvement in educational outcome is a continuous process, not a one time event. One or a small group of assessments or other initiatives will not by themselves produce the results. However, assessments provide a very powerful data based analysis for initiating corrective measures for improvement. We believe that such studies will create a culture of self – evaluation, scientific approach, open for changes, accountability and transparency.

The recommendations suggested below are mainly state-level recommendations for the Department of Basic Education, SCERT, District, Divisional and State level officers to bring about an overall improvement in student learning across the state through dedicated mechanisms to address gaps in learning, skills and competencies.

Our recommendations areprovided below:

1. Disseminate findings of this study widely and direct action plans based on findings and monitor it at state, district and block levels:

- We recommend that a systemic and detailed plan be made to disseminate this report, giving every officer, researcher and teacher an opportunity to see it, understand and even question and discuss it.
- The purpose of this is two-fold:
    - Initiate the rote versus learning with understanding debate within Uttar Pradesh; and
    - Get teachers to start thinking about 'what are children learning and not learning' rather than just focusing on 'what are we teaching or what to teach'.
- Teachers' responses and feedback on study should also be sought and compiled, analysed and published.
- Resource materials should be developed and a training programme should be organised to enable districts and schools to analyze the SLAS results in order to identify typical errors made by learners and select appropriate teaching strategies to correct these errors. It will help them to work towards an improvement in learner achievement. This can be done initiallly for one subject, depending on the experience can be expanded.
- ABRCs should be oriented on the process of classroom observations to enable them to develop and implement block specific plans for an improvement in the learner's achievement. This can be done as a pilot in 1 or 2 districts first,and then expanded, depending on the experience.

2. Campaign to educate teachers, parents and students to recognize the importance of *learning with understanding*:

- Rote learning can deceptively look like learning and be mistaken for it. It can be argued that reports of low student learning levels are alarming, as students are scoring well in school exams.At the same time,a consensus needs to be gradually built that rote learning is not learning at all.

- In order to address this challenge, more weightage should be given to application and skill based test tools in designing of test tools or assessment tools.
- A long term public education campaign should also be instituted with the idea of discussing and disseminating these views. These could be through poster campaigns across the state where key stakeholders discuss and debate with questions being taken from across the state.
- Discussions and critique should be arranged around issues like "What learning is reflected in study; what are the strong areas of students; what type of schools perform better; what are the basic perception of parents of SC/ST/Minority/Girl students; what kind of teachers deliver better, etc.
- A system based on learning with understanding means students pursuing careers of interest with passion, a culture of entrepreneurship and an education system that genuinely engages learners. We need to achieve the goal of our students learning with understanding.

3. Targeted Programme and Campaign for 'Reading with Understanding':

- Research points out that if reading is not acquired well at lower classes, this leads to the student lagging behind in all subjects as he or she moves to higher classes. The diagnostic assessments point to reading comprehension being one of the weakest skills across class levels.
- Analysis of responses of children shows that they could not comprehend many questions and provided answers just by guessing them. It indicates that reading with understanding skills has not developed well in students.
- The following actions could help to improve students' reading comprehension skills.
    - Teachers should be trained on early grade reading skills and should be supported regularly at school level.
    - Regular follow – up training at NPRC level focusing on development of early grade reading skills should be organised.
    - Variety of reading materials should be provided and a functional library should be established in schools. Teachers should use these materials and library books with students.
    - Library visits improves learning achievements as found in study and help in promoting the habit of reading, and thinking about what has been read.
    - Competitions focusing on language and reading skills such as debates and elocutions, events where students discuss their 'favourite book', should be organised in schools. Balsabha is a good forum for such activities.
    - Public Campaigns which take key messages to parents, teachers and others on importance of acquiring good reading skills and habits.

4. Tracking outcomes every year and using inputs for curriculum and training covering all districts of the state:

- Student outcomes should be tracked annually through scientific assessments.

- Annual seminars should be held by key bodies on the results of these assessments and these should be used to make the plans for teacher training and any changes in curriculum.
- Based on the result of the survey, need based training should be organised focusing on areas and subjects of training, teachers to be trained and duration of training.

5. Build capacity to conduct assessmentsand use the findings from the assessmentsto identify gaps and direct improvement:

- Regular assessment provides us the information about the strong areas and areas for improvement. This is equally true for our education system. Regular assessment of the progress of students in various classes across various subjects provide us a clear picture of the learning pattern of students which further helps us to formulate our study for the enhancement of their learning level.
- Such assessment should be conducted by teachers at school level, by BRC at block level and by DIET at district level.
- State should initiate program to build capacity of teachers, BRC and DIET so that they can design and conduct such assessments on their own.
- Teacher led self-assessments can be a mechanism for developing capabilities in assessments.Data from the study, specific teaching aids or 'Teacher Sheets' can be provided to teachers for the subject/class they are teaching. The question/topic would be selected based on the performance in the diagnostic test that represents a common error or misconception.These 1 or 2 page sheets will provide information on "Why the question was asked in the test?"; "What do we understand from the data?"; "What are the Learnings for the teacher?"; and "How do we handle this in the class?" Teacher sheets are an extremely useful tool to be discussed and used in the class for improving student's understanding in specific concepts.

About survey

- Survey should include representative sample of all type of schools running within the state so that we may get a representative picture about state, and not about only state run schools.
- Students' interests should also be captured to assess, in which environment, students may effectively learn.
- Ensure that opportunity and hands-on experience is given to field investigators, before going for survey.

Annexure

Annexure – 1

Comparison of HDI with Learning Achievement of Students

Achievement of Class 5 and 8 students				
Rank	**District**	**HDI**	**Class 5**	**Class 8**
1	Gautam Buddha Nagar	0.7017	55.29	57.21
2	Ghaziabad	0.6566	61.44	58.13
3	Kanpur Nagar	0.6506	56.27	61.35
4	Lucknow	0.6477	44.14	50.03
5	Baghpat	0.6392	58.24	64.10
6	Meerut	0.6300	61.82	64.30
7	Agra	0.6215	48.19	56.97
8	Jhansi	0.6214	50.29	47.13
9	Saharanpur	0.6173	61.12	67.81
10	Mathura	0.6163	60.56	64.34
11	Hathras	0.6159	48.74	50.74
12	Etawah	0.6090	60.30	63.18
13	Kanpur Dehat	0.6077	61.20	66.64
14	Auraiya	0.6074	57.78	63.14
15	Varanasi	0.6068	53.14	61.01
16	Jaluan	0.6059	58.05	61.39
17	Bulandshahar	0.6017	62.02	58.56
18	Muzaffarnagar	0.5937	63.23	69.26
19	Mau	0.5910	57.93	57.76
20	Chitrakoot	0.5907	49.69	57.88
21	Mainpuri	0.5891	57.81	57.90
22	Chandauli	0.5876	57.76	57.45
23	Firozabad	0.5876	52.18	57.00
24	Bijnor	0.5866	62.93	67.10
25	Kannauj	0.5861	50.65	54.59
26	Ballia	0.5814	52.88	51.85
27	Farrukhabad	0.5773	55.63	59.60
28	Gorakhpur	0.5759	54.83	57.65
29	Allahabad	0.5739	51.12	63.05
30	Aligarh	0.5738	56.59	58.08
31	Jyotiba Phule Nagar	0.5722	51.98	56.82
32	Sant Ravidas Nagar	0.5706	61.18	64.04
33	Ghazipur	0.5702	41.42	41.90
34	Mahoba	0.5690	63.78	63.58
35	Hamirpur	0.5678	57.72	57.67
36	Sonbhadra	0.5619	43.46	51.76
37	Ambedkar Nagar	0.5580	70.03	68.83
38	Jaunpur	0.5546	56.24	52.33
39	Faizabad	0.5544	49.48	47.87
40	Mirzapur	0.5534	37.06	41.10
41	Banda	0.5456	41.16	51.08

42	Kheri	0.5426	46.84	49.81
43	Deoria	0.5418	48.16	50.99
44	Azamgarh	0.5414	49.99	49.54
45	Unnao	0.5397	55.19	53.16
46	Sultanpur	0.5388	58.24	66.24
47	Pilibhit	0.5372	48.59	50.07
48	Etah	0.5361	47.16	63.23
49	Lalitpur	0.5345	59.27	56.79
50	Fatehpur	0.5334	53.47	60.03
51	Bareilly	0.5332	57.13	50.07
52	Barabanki	0.5297	42.40	68.81
53	Pratapgarh	0.5284	59.66	35.43
54	Moradabad	0.5266	49.59	58.06
55	Rai Bareli	0.5230	48.23	56.51
56	Baushambi	0.5212	50.22	52.26
57	Sitapur	0.5143	53.88	51.66
58	Shahjahanpur	0.5133	43.75	62.89
59	Hardoi	0.5103	48.01	48.53
60	Kushinagar	0.5049	49.55	52.01
61	Basti	0.4921	44.66	62.77
62	Rampur	0.4915	54.37	49.77
63	Maharajganj	0.4906	51.23	59.92
64	Sant Kabir Nagar	0.4800	56.62	62.77
65	Gonda	0.4780	44.23	59.79
66	Siddharth Nagar	0.4690	49.69	48.69
67	Budaun	0.4605	55.64	52.17
68	Balrampur	0.4476	52.28	60.70
69	Bahraich	0.4404	44.46	52.47
70	Shrawasti	0.4132	55.29	52.36

Annexure – 2

The district wise comparison in Class 5 across all the five subjects

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Pratapgarh	38.33	36.01	38.48	30.86	35.12	35.76
Mirzapur	37.87	35.68	37.98	35.09	38.83	37.09
Banda	39.57	41.5	40.4	40.11	41.96	40.71
Bareli	42.61	40.75	40.48	40.62	41.01	41.09
Ghazipur	41.67	39.61	43.36	40.03	42.57	41.45
Hardoi	44.21	43.85	42.3	41.2	46.03	43.52
Sonebhadra	44.4	44.23	41.31	43.07	45.43	43.69
Siddharthanagar	44.47	44.08	44.57	41.02	44.36	43.7
Rampur	50.25	42.56	44.14	40.43	44.71	44.42

Lucknow	46.6	45.29	42.73	43.83	44.15	44.52
Shravasti	45.48	47.12	46.01	45.7	43.9	45.64
Kushinagar	49.68	44.35	46.01	41.79	47.1	45.79
Sitapur	48.67	43.11	46.95	46.14	45.34	46.04
Lakhimpur	48.16	45.52	46.13	43.31	50.99	46.82
Raebareli	48.41	46.99	47.41	43.19	52.42	47.68
Deoria	49.14	45.15	48.87	47.14	48.44	47.75
Basti	52.61	49.36	47.62	42.73	53.37	49.14
Baharaich	51.41	48.25	49.72	47.39	49.02	49.16
Pilibhit	54.84	47.78	50.3	42.85	50.2	49.19
Hathrus	53.29	48.63	48.42	45.86	49.88	49.22
Agra	53.24	48.7	48.16	46.39	50.48	49.39
Chitrakoot	52.96	48.25	49.48	45.38	50.94	49.4
Jhansi	51.8	49.82	49.9	45.11	51.34	49.59
Moradabad	49.81	47.18	48.58	52.34	50.5	49.68
Budaun	55.06	48.57	50.78	44.81	50.45	49.93
Kannauj	50.69	52.59	49.65	47.21	49.79	49.99
Santkabirnagar	54.29	49.9	46.5	49.2	54.17	50.81
Kaushambi	56.02	49.66	51.32	45.85	51.21	50.81
Azamgarh	50.63	51.8	49.96	50.12	51.96	50.89
Amroha	56.31	51.91	51.92	48.63	47.75	51.3
Faizabad	53.43	51.32	51.68	49.14	51.84	51.48
Allahabad	54.94	52.54	49.46	48.33	53.5	51.75
Lalitpur	55.18	54.03	48.85	47.35	55.14	52.11
Ballia	52.45	51.49	55.29	48.17	54.45	52.37
Firozabad	54.09	51.72	54.15	51.3	54.07	53.07
Shahjahanpur	54.53	53.95	51.3	51.08	56.14	53.4
Balarampur	57.13	52.47	52.36	54.04	52.63	53.73
Gorakhpur	56.2	55.26	56.41	48.53	54.11	54.1
Varanasi	59.16	56.22	52.33	48.47	54.42	54.12
Unnao	56.82	55.94	54.16	52.51	54.67	54.82
Gbnagar	63.4	52.49	55.34	47.51	56.05	54.96
Sambhal	56.41	56.11	56.39	50.66	55.68	55.05
Kasganj	54.3	54.69	54.93	55.02	57.05	55.2
Hapur	60.2	54.71	56.03	52.16	53.28	55.28
Gonda	58.25	58.53	55.05	50.86	54.36	55.41
Hamirpur	57.52	54.48	56.48	51.7	58.86	55.81
Maharajganj	61.53	54.5	53.98	55.5	55.14	56.13
Jaunpur	61.62	55.81	53.89	50.57	59.11	56.2
Farrukhabad	58.48	57.75	55.8	53.86	55.23	56.22
Mau	58.4	58.58	54.67	51.11	58.4	56.23
Mainpuri	54.29	58.2	57.78	54.36	57.08	56.34
Bhadohi	57.54	54.8	54.8	57	57.77	56.38

Aligarh	62.56	54.44	54.91	53.44	56.78	56.43
Fatehpur	59.62	56.46	54.96	54.71	59.93	57.14
Auraiya	60.81	59.17	56.75	52.22	59.6	57.71
Sultanpur	58.45	57.59	58.76	55.94	59.71	58.09
Kanpur nagar	59.09	59.71	55.73	58.94	57.08	58.11
Amethi	60.77	59.89	57.33	54.96	58.19	58.23
Baghpat	62.17	56.58	57.69	53.33	61.43	58.24
Jalaun	59.99	56.39	58.6	54.57	61.85	58.28
Chandauli	64.71	57.39	57.07	55.28	60.6	59.01
Barabanki	62.41	61.81	58.98	57.79	57.52	59.7
Etawah	61.41	59.6	57.61	57.9	62.48	59.8
Etah	61.33	61.57	58.77	58.05	59.69	59.88
Mathura	64.24	60.55	58.64	54.78	61.48	59.94
Ghaziabad	64.79	61.79	58.93	55.49	61.79	60.56
Bijnor	64.58	61.04	57.68	57.95	62.42	60.73
Bulandshahar	64.06	61.45	58.86	59.51	61.6	61.1
Meerut	63.79	62.01	63.4	58.75	61.74	61.94
Kanpurdehat	62.33	64.91	64.6	58.64	60.14	62.12
Mahoba	66.32	60.93	61.95	59.6	63.19	62.4
Muzaffarnagar	66.05	63.4	59.94	59.65	67.02	63.21
Saharanpur	66.18	63.87	62.21	63.24	66.76	64.45
Shamli	70.68	64.72	66.43	66.21	66.86	66.98
Ambedkarnagar	71.36	68.91	68.38	67.36	71.39	69.48

Annexure – 3

The district wise comparison in Class 8 across all the five subjects

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Agra	56.76	55.52	50.03	53.27	56.45	54.41
Aligarh	56.73	61.59	53.70	55.21	58.85	57.22
Allahabad	66.85	62.59	58.51	60.32	62.78	62.21
Ambedkana	65.73	70.34	68.87	68.55	67.75	68.25
Amethi	60.41	64.98	60.50	62.49	64.92	62.66
Amroha	54.20	59.70	52.76	57.31	57.86	56.37
Auraiya	62.78	65.31	64.73	63.80	63.22	63.97
Azamgarh	46.09	50.95	43.08	43.05	49.20	46.47
Baghpat	62.91	68.17	62.29	63.23	63.94	64.11
Bahraich	50.75	52.36	47.72	49.83	52.55	50.64
Balarampur	57.69	59.22	53.36	60.03	55.51	57.16
Ballia	54.92	48.89	46.69	45.81	55.74	50.41
Banda	43.56	50.77	46.87	45.95	47.31	46.89
Barabanki	70.19	70.26	67.44	71.57	68.45	69.58
Bareily	49.45	51.53	49.04	50.76	49.50	50.06
Basti	62.81	63.90	58.53	58.88	63.65	61.55
Bhadohi	62.12	63.69	57.35	55.43	62.11	60.14
Bijnor	68.60	66.65	65.45	63.08	67.44	66.24
Budaun	54.01	55.63	51.74	54.11	55.42	54.18
Bulandsha	58.36	60.90	55.04	58.00	60.64	58.59
Chandauli	56.14	62.07	51.95	53.72	58.29	56.43
Chitrakoo	53.30	59.65	54.18	60.87	53.69	56.34
Deoria	48.19	52.35	46.58	50.43	46.37	48.78
Etah	59.89	63.88	64.03	64.60	61.57	62.79
Etawah	62.64	65.06	58.57	60.24	65.14	62.33
Faizabad	46.90	50.62	46.03	50.70	50.03	48.86
Farrukhab	60.43	65.59	59.09	57.16	56.27	59.71
Fatehpur	60.78	61.90	55.15	56.37	59.97	58.83
Firozabad	56.65	57.91	55.81	53.76	58.03	56.43
Gbnagar	58.47	62.29	55.13	56.04	57.80	57.95
Ghaziabad	59.33	58.17	57.07	58.19	54.31	57.41
Ghazipur	43.41	44.56	38.59	40.46	43.41	42.09
Gonda	56.81	57.94	57.91	59.23	51.54	56.69
Gorakhpur	54.87	58.70	57.10	55.31	59.53	57.1
Hamirpur	57.99	61.85	49.38	57.13	59.83	57.24
Hapur	55.79	59.33	55.26	53.77	57.58	56.35
Hardoi	47.17	48.02	48.33	49.10	49.41	48.41
Hathrus	51.28	52.33	48.88	49.65	49.51	50.33
Jalaun	60.61	63.38	60.54	59.88	59.34	60.75

Jaunpur	49.95	57.40	51.33	48.46	55.52	52.53
Jhansi	49.30	48.88	47.58	49.76	46.78	48.46
Kannauj	53.59	56.71	52.79	52.51	53.99	53.92
Kanpurdeh	65.52	67.82	64.09	64.54	67.73	65.94
Kanpurnag	61.16	64.08	57.02	59.72	61.69	60.73
Kasganj	50.36	50.99	49.66	52.72	49.84	50.71
Kaushambi	52.36	54.25	50.68	53.35	54.31	52.99
Kushinaga	53.01	53.09	47.71	51.55	53.37	51.75
Lakhimpur	51.55	50.66	46.41	49.95	51.59	50.03
Lalitpur	59.03	60.88	51.14	53.13	59.24	56.68
Lucknow	50.85	52.61	43.55	49.55	50.30	49.37
Maharajga	62.67	59.26	56.74	58.36	60.08	59.42
Mahoba	63.59	66.66	59.80	62.47	65.93	63.69
Mainpuri	58.57	61.47	55.45	57.83	59.09	58.48
Mathura	64.04	66.09	60.85	63.40	63.56	63.59
Mau	55.76	65.02	57.35	57.78	56.12	58.41
Meerut	63.80	65.33	59.96	63.77	66.77	63.93
Mirzapur	38.26	43.44	38.20	41.29	43.99	41.04
Moradabad	59.69	57.13	55.71	58.31	57.98	57.76
Muzaffarn	70.50	71.86	67.27	66.45	68.00	68.82
Pilibhit	50.40	52.76	49.21	52.34	53.60	51.66
Pratapgar	36.62	39.13	39.39	40.70	38.39	38.85
Raebareli	53.70	63.63	52.32	54.13	57.12	56.18
Rampur	48.07	49.86	50.35	48.96	50.94	49.64
Saharanpu	69.77	70.81	64.98	69.16	65.94	68.13
Sambhal	56.19	61.49	52.92	58.98	59.64	57.84
Santkabir	63.33	65.21	59.04	55.61	63.60	61.36
Shahjahan	64.29	66.65	57.76	62.11	61.27	62.42
Shamli	70.89	73.48	70.03	72.87	70.59	71.57
Shravasti	51.83	53.10	47.65	54.51	52.64	51.95
Siddharth	48.60	43.83	48.06	51.16	48.95	48.12
Sitapur	51.85	52.65	49.13	50.26	54.27	51.63
Sonebhadr	51.34	57.51	46.52	50.07	55.19	52.13
Sultanpur	65.66	69.79	62.70	64.90	66.86	65.98
Unnao	53.66	55.30	50.35	50.33	52.38	52.40
Varanasi	60.84	58.64	56.82	58.67	60.12	59.02

Annexure – 4

Gender Wise Comparison in all Subjects

District wise Achievement Average of All Subjects of male Students of Class 5

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Pratapgarh	40.63	37.09	38.23	30.35	34.76	36.58
Mirzapur	38.24	36.39	38.63	35.9	38.94	37.29
Bareli	41.69	40.94	41.44	41.79	39.99	41.47
Banda	41.48	42.57	41.58	41.6	43.58	41.81
Ghazipur	41.36	40.65	43.76	41.89	42.48	41.92
Hardoi	43.98	43.97	42.53	40.31	45.55	42.7
Rampur	48.85	41.2	43.65	38.74	43.29	43.11
Siddhartha nagar	43.87	42.9	45.01	41.14	42.54	43.23
Sonebhadra	45.53	44.87	42.17	44.7	46.19	44.32
Lucknow	46.84	45.69	42.98	43.7	43.66	44.8
Shravasti	44.88	46.63	46.03	45.76	44.18	45.83
Kushinagar	50.21	44.72	46.6	41.85	47.52	45.85
Lakhimpur	48.12	46.59	46.83	43.53	51.45	46.27
Raebareli	47.37	46.92	48.22	44.7	52.53	46.8
Sitapur	49.46	43.31	48.77	47.16	45.31	47.18
Deoria	49.09	44.91	49.89	46.05	49.05	47.49
Hathrus	52.12	47.45	48.68	44.92	48.64	48.29
Basti	54.14	48.64	48.2	42.98	54.7	48.49
Pilibhit	54.67	47.53	50.55	42.95	53.26	48.93
Jhansi	52.5	50.1	50.19	44.29	52.17	49.27
Agra	54.32	48.92	49.25	47.15	51.3	49.91
Baharaich	51.81	49.24	51.74	47.72	50.49	50.13
Budaun	55.05	49.01	51.39	45.78	53.76	50.31
Kannauj	51.72	53.22	49.01	47.71	49.91	50.42
Chitrakoot	53.45	50.05	51.17	47.45	51.46	50.53
Amroha	55.24	50.35	50.71	45.83	46.67	50.53
Moradabad	48.76	47.58	49.09	56.76	48.97	50.55
Kaushambi	55.44	50.04	51.54	46.09	54.58	50.78
Faizabad	53.11	50.92	51.43	48.28	51.38	50.94
Santkabirnagar	55.27	51.08	47.43	49.97	54.48	50.94
Ballia	52.11	50.63	55.3	47.14	53.97	51.3
Azamgarh	51.56	53.57	52	51.33	54.33	52.12
Allahabad	55.54	52.56	51.45	49.56	52.89	52.28
Lalitpur	56.4	56.55	50.37	49.02	55.9	53.09
Shahjahanpur	54.53	54.7	52.18	52.01	57.09	53.36
Firozabad	54.33	53.08	55.4	50.82	54.15	53.41

Sambhal	54.62	54.14	56.19	49.69	55.02	53.66
Varanasi	60	56.77	51.93	48.71	55.97	54.35
Unnao	56.33	56.18	53.4	51.62	54.35	54.38
Gbnagar	63.07	52.17	56.36	47.01	54.75	54.65
Gorakhpur	56.57	55.43	57.66	49.25	54.78	54.73
Gonda	57.95	58.45	54.71	49.89	53.5	55.25
Kasganj	53.89	56.23	56.67	55.73	58.85	55.63
Balarampur	58.05	55.16	54.36	55.01	53.27	55.65
Farrukhabad	58.86	57.53	54.86	51.56	53.66	55.7
Hapur	60.02	54.36	57.12	51.91	53.07	55.85
Hamirpur	59.8	55.31	58.05	51.98	61.1	56.29
Mainpuri	54.92	58.94	58.3	54.17	57.49	56.58
Auraiya	60.9	58.21	56.62	51.68	59.15	56.85
Mau	59.69	59	54.74	54.38	59.31	56.95
Aligarh	63.39	55.41	56.12	53.76	57.79	57.17
Jaunpur	63.72	57.88	55.39	51.69	60	57.17
Sultanpur	57.27	57.71	58.6	55.92	58.81	57.38
Maharajganj	63.46	55.47	54.15	57.57	55.85	57.66
Fatehpur	60.7	58.45	56.85	55.45	60.9	57.86
Jalaun	61.05	55.55	59.68	56.12	61.84	58.1
Baghpat	63.89	57.13	58.17	54.03	62.42	58.31
Kanpur nagar	59.24	59.88	55.81	59.87	57.2	58.7
Bhadohi	61.3	58.6	57.76	60	62.25	59.42
Amethi	62.76	61.3	57.73	56.34	59.1	59.53
Etawah	61.65	60.46	58.68	58.31	62.63	59.78
Ghaziabad	63.95	62.15	59.06	54.63	62.98	59.95
Etah	62.03	61.65	58.6	58.33	60.69	60.15
Bijnor	64.73	60.65	57.18	58.83	62.65	60.35
Chandauli	65.81	60.37	59.61	55.93	61.47	60.43
Bulandshahar	65.04	62.1	59.16	58.62	61.43	61.23
Mathura	65.96	62.96	60.4	55.78	63.61	61.28
Barabanki	64.95	62.48	59.57	59.11	58.35	61.53
Meerut	64.51	61.5	62.73	58.47	62.28	61.8
Muzaffarnagar	65.67	63.1	60.44	58.52	67.29	61.93
Kanpurdehat	60.71	64.54	64.89	59.14	58.96	62.32
Saharanpur	65.58	63.15	63.52	63.5	67.39	63.94
Mahoba	67.92	63.41	63.86	61.06	64.54	64.06
Shamli	71.34	65.83	67.36	67.78	66.47	68.08
Ambedkarnagar	71	68.39	67.31	66.05	71.63	68.19

Annexure – 5

District wise Achievement average of all subject of female student of Class 5

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Mirzapur	38.03	34.94	37.41	34.61	39.26	36.85
Pratapgarh	41.29	38.73	39.64	31.97	35.98	37.52
Banda	38.33	40.62	39.47	39.07	40.99	39.7
Bareli	42.95	40.46	39.24	39.39	41.7	40.75
Ghazipur	41.57	38.81	42.9	39.08	42.62	41
Sonebhadra	43.49	43.72	40.54	41.93	44.23	42.78
Hardoi	44.42	43.72	42.12	42.11	46.5	43.77
Siddhartha nagar	45.33	45.1	44.17	40.91	45.91	44.28
Lucknow	46.37	44.88	42.5	43.96	44.5	44.44
Rampur	51.34	43.67	44.76	41.83	45.62	45.44
Kushinagar	49.6	44.07	45.7	41.83	46.81	45.6
Sitapur	48.94	43.26	45.88	45.81	44.85	45.75
Shravasti	46.14	47.66	46	46.22	43.74	45.95
Lakhimpur	48.2	44.49	45.45	43.07	50.56	46.35
Raebareli	49.3	47.05	46.7	41.91	52.32	47.46
Deoria	49.03	45.39	48.16	48.1	48.08	47.75
Baharaich	50.74	47.46	47.71	46.85	47.65	48.08
Agra	51.38	48.25	47.27	45.41	49.57	48.38
Basti	51.66	49.89	47.19	43.04	52.21	48.8
Pilibhit	54.88	47.64	50.16	42.47	48.96	48.82
Chitrakoot	52.89	47.01	49.18	44.37	50.97	48.88
Budaun	54.96	48.09	50.52	43.97	49.15	49.34
Jhansi	51.34	49.51	49.85	46.23	50.67	49.52
Moradabad	50.61	48.05	48.38	50.09	50.89	49.6
Azamgarh	49.87	50.5	48.59	49.42	50.18	49.71
Kannauj	50	52.23	50.2	47	49.53	49.79
Hathrus	54.4	49.53	48.26	46.73	50.96	49.98
Santkabirnagar	53.44	48.95	45.7	48.59	53.91	50.12
Kaushambi	56.31	49.25	51.24	45.36	49.84	50.4
Lalitpur	54.08	51.76	47.49	45.85	54.47	50.73
Allahabad	54.45	52.49	47.51	46.98	53.58	51
Faizabad	54	52.36	51.88	50.21	52.39	52.17
Firozabad	53.76	50.63	53.14	51.99	53.96	52.7
Balarampur	56.68	50.28	51.18	53.97	51.45	52.71
Amroha	57.38	53.51	52.97	50.77	49.07	52.74
Shahjahanpur	54.53	53.26	50.48	50.22	55.24	52.75
Ballia	52.93	52.3	55.39	48.37	55.55	52.91
Gorakhpur	55.9	55.22	55.5	48.4	53.42	53.69

Varanasi	59.14	56.52	53.2	49.23	53.66	54.35
Kasganj	54.73	53.48	53.87	55.13	55.84	54.61
Hamirpur	56.73	53.66	55.16	51.56	56.51	54.72
Bhadohi	56.1	52.69	53.52	55.91	55.55	54.75
Jaunpur	59.84	53.99	52.57	49.68	58.34	54.88
Hapur	60.41	55	55	52.32	53.58	55.26
Maharajganj	60.34	54.12	53.73	53.44	54.81	55.29
Gbnagar	63.83	53.46	54.53	47.96	56.99	55.35
Unnao	58.28	55.4	54.83	53.57	56.28	55.67
Gonda	58.53	58.59	55.33	51.75	55.27	55.89
Aligarh	62.22	54.12	54.04	53.43	55.8	55.92
Fatehpur	59.11	54.96	53.42	53.88	59.25	56.12
Mau	57.31	59.26	54.59	51.87	57.8	56.17
Mainpuri	53.86	57.89	57.57	55.03	56.78	56.23
Sambhal	58.56	58.3	57.08	52.32	56.18	56.49
Farrukhabad	58.51	57.48	56.38	55.65	56.42	56.89
Amethi	59.51	58.84	56.93	53.99	57.67	57.39
Baghpat	60.22	56.19	57.32	52.97	60.3	57.4
Jalaun	58.87	57.18	57.33	53.03	61.8	57.64
Auraiya	60.72	60.09	56.87	53.09	60.02	58.16
Kanpur nagar	59.72	60.06	56.09	58.31	57.12	58.26
Sultanpur	59.51	57.33	58.94	56	60.49	58.45
Chandauli	64.34	56.26	55.88	55.42	61.21	58.62
Mathura	63.16	58.68	57.43	53.98	60.25	58.7
Barabanki	60.36	61.26	58.5	56.74	56.81	58.73
Etawah	61.19	58.86	56.69	57.52	62.35	59.32
Etah	61.03	61.13	58.85	57.69	58.56	59.45
Ghaziabad	65.58	61.45	58.8	56.3	60.67	60.56
Bijnor	64.33	61.17	57.92	57.24	62.55	60.64
Mahoba	64.98	58.52	60.14	58.41	62.26	60.86
Bulandshahar	63.67	61.4	59.02	60.4	62.42	61.38
Meerut	63.56	62.59	63.6	58.91	61.81	62.09
Kanpurdehat	63.61	65.23	64.43	59.14	61.33	62.75
Muzaffarnagar	66.33	63.81	59.85	61.06	67.17	63.64
Saharanpur	66.19	63.95	60.7	62.73	66.06	63.93
Shamli	70.27	63.5	65.85	64.77	67.85	66.45
Ambedkarnagar	72.32	69.31	69.52	68.93	71.48	70.31

Annexure – 6

District wise average achievement of male student of Class 8 in all subject

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	avg
Ghazipur	47.19	28.59	29.24	31.77	39.25	35.21
Pratapgarh	39.23	32.75	36	30.56	40.5	35.81
Rampur	38.82	36.15	40.04	45.71	44.6	41.06
Azamgarh	44.06	40.81	33.31	47.98	40.14	41.26
Baharaich	38.71	43.09	40.88	42.13	42.27	41.42
Mirzapur	38.25	41.89	40.89	49.54	40.54	42.22
Deoria	45.19	40.63	41.85	40.71	56.88	45.05
Agra	47.78	43.39	44.13	49.26	43.21	45.55
Kushinagar	47.73	52.19	41.5	58.13	38.75	47.66
Hardoi	50.6	48.11	50.04	40.34	50.15	47.85
Faizabad	48.53	56.79	38.25	52.87	46.2	48.53
Bhadohi	50.63	50.94	51.25	47.34	45	49.03
Hathrus	48.63	50.94	50.65	48.03	49.2	49.49
Santkabirnagar	54.36	49.25	50.07	55.83	41.45	50.19
Lucknow	51.65	51.59	44.88	53.88	50.18	50.44
Ballia	52.16	48.02	57.79	55.6	41.25	50.96
Shravasti	51.06	50.94	45.25	54.03	54.05	51.07
Pilibhit	59.5	40.8	45.57	54.05	56.85	51.35
Gbnagar	54.41	60.11	48.92	47.14	46.65	51.45
Kaushambi	59.53	42.59	45.94	53.7	56.5	51.65
Jhansi	49.09	52.68	46.07	49.72	60.75	51.66
siddhartha nagar	58.98	52.79	51.37	47.33	54.4	52.97
Aligarh	47.78	59.05	46.31	56.59	55.62	53.07
Gonad	56.12	48.33	53.96	45.63	64.54	53.72
Gorakhpur	52.64	52.29	58.55	55.09	50.23	53.76
Bareli	50	56.07	55	51.68	56.5	53.85
Lalitpur	54.5	63.13	43.13	55.29	53.96	54.00
Sitapur	52.67	56.4	46.81	55.24	59.74	54.17
Fatehpur	59.19	57.14	48.25	54.56	52.5	54.33
Raebareli	50.43	63.96	45.3	55.75	56.8	54.45
Amroha	53.11	57.65	55.75	53.55	52.55	54.52
Mainpuri	56.41	59.25	55.13	56.84	48.38	55.20
Chitrakoot	49.25	64.72	56.71	46.88	59.71	55.45
Sonebhadra	51.42	64.9	46.38	59.44	55.17	55.46
Ghaziabad	58.49	58.48	52.5	53.54	57.31	56.06
Kannauj	61.6	60.95	51.4	53.58	55.5	56.61
Etawah	52.19	65	49.42	60.47	56.61	56.74
KANPURNAGAR	60.27	56.2	54.66	63.93	49.51	56.91

Firozabad	58.24	62.36	52.5	61.35	53.67	57.62
Balarampur	58.94	58.32	54.83	54.5	61.76	57.67
Baghpat	56.26	61.7	56.02	55.71	59.47	57.83
Hapur	59.96	60.81	55.85	58.75	54.14	57.90
Hamirpur	65.68	65.75	57.5	38.59	63.15	58.13
Varanasi	64.34	49.87	58.09	60.47	59.33	58.42
Lakhimpur	60	64.09	56.93	61.42	50.31	58.55
Budaun	62.21	53.81	56.14	66.58	54.63	58.67
Jaunpur	54.17	61.86	64.66	60.35	52.77	58.76
Moradabad	66.32	54.03	60.18	58.16	57.77	59.29
Mau	56.22	66.29	60.54	50.45	64.25	59.55
Banda	55.04	65.2	69.7	51.28	56.79	59.60
Unnao	63.5	53.75	52.92	63.13	69.17	60.49
Bulandshahar	65.74	58.92	60.39	62.44	58.84	61.27
Kasganj	58.48	61.76	57.23	67.04	62.77	61.46
Chandauli	61.4	70.63	58.26	62.93	57.92	62.23
Mathura	59.78	66.59	55.91	59.66	70.3	62.45
Etah	58.38	66.25	65.79	66.64	55.81	62.57
Farrukhabad	66.86	65.5	59.41	60.23	68.84	64.17
Meerut	63.06	66.25	61.42	68.55	62.99	64.45
Shahjahanpur	63.14	72.66	62.02	62.71	61.82	64.47
Maharajganj	68.07	71.94	62.35	56.82	64.31	64.70
Kanpurdehat	62.31	70.08	56.13	67.59	67.67	64.76
Sambhal	68.44	65.12	62.2	67.05	61.78	64.92
Sultanpur	63.47	69.07	59.07	74.54	63.42	65.91
Saharanpur	64.86	65.68	63.35	60.9	75.82	66.12
Amethi	65.56	71.97	61.91	67.6	65.05	66.42
Jalaun	69.76	72.82	65.1	64.57	62.34	66.92
Allahabad	61.7	76.7	71.39	72.84	57.37	68.00
Auraiya	70.96	69.64	70.78	67.15	61.57	68.02
Muzaffarnagar	72.69	72.66	62.89	65.71	68.43	68.48
Basti	71.5	74.3	65.8	67.14	64.55	68.66
Ambedkarnagar	66.22	69.42	75.11	65.76	68.55	69.01
Barabanki	68.99	66.27	69.56	69.53	75.93	70.06
Mahoba	66.35	69.72	65.45	67.92	81.25	70.14
Bijnor	73.06	71.82	67.87	72.5	66.45	70.34
Shamli	65.21	70.07	76.52	74.55	72.81	71.83

Annexure – 7

District wise average Achievement for Class 8 female students of all subjects

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	avg
Ghazipur	37.92	38.44	31.88	29.17	45	36.48
Jhansi	40	44.69	28.06	34.58	37.92	37.05
Deoria	32.71	42.79	38.31	40.16	48.71	40.54
Kushinagar	38.89	45.54	36.56	46.17	42.78	41.99
Rampur	43.53	39.84	42.9	49.19	43.14	43.72
Mirzapur	40	40.9	44.77	52.17	53.6	46.29
Sitapur	39.02	49.72	39.17	54.2	52.33	46.89
Ballia	40.9	52.21	45.39	58.05	42.33	47.78
Baharaich	48.97	47.82	48.99	47.6	48.3	48.34
Kaushambi	51.83	41.06	49.44	52.8	49.53	48.93
Hardoi	37.81	57.15	45.97	52.74	51.13	48.96
Pilibhit	55.11	38.13	50.61	54.14	47.98	49.19
Azamgarh	54.55	53.2	43.66	55.52	44.13	50.21
Lucknow	54.83	57.04	41.79	49.89	48.06	50.32
Agra	52.6	53.44	49.19	52.22	46.71	50.83
Raebareli	48.82	57.17	48.48	47.29	52.69	50.89
Chitrakoot	46.59	55.95	53.31	49.38	51.9	51.43
siddhartha nagar	48.47	48.67	56.43	50.25	53.99	51.56
Gonad	59.65	40.47	61.53	45	51.32	51.59
Pratapgarh	44.7	64.53	52.11	46.09	50.74	51.63
Kannauj	53.77	55.92	51.94	47.9	49.28	51.76
Balarampur	50.56	55.09	49.12	47.8	56.56	51.83
Lakhimpur	54.13	48.42	49.93	54.43	52.23	51.83
Hathrus	52.71	56.34	48.92	50.03	53.54	52.31
Sonebhadra	52.55	55.36	48.18	57.9	49.26	52.65
Chandauli	55.28	63.57	50.54	51.3	47.06	53.55
Faizabad	57.4	52.6	49.29	53.96	54.69	53.59
Jaunpur	52.57	59.14	56.61	54.93	44.85	53.62
Banda	50.63	61.45	64.04	46.29	45.72	53.63
Bareli	51.95	56.99	54.34	50.16	55.22	53.73
Gorakhpur	54.88	53.53	60.24	58.69	46.85	54.84
Amroha	52.44	61.08	50.87	56.74	53.35	54.90
Mainpuri	49.33	58.91	54.94	64.01	48.57	55.15
Fatehpur	62.63	55.47	51.38	54.45	52.98	55.38
Aligarh	51.83	61.68	51.02	56.25	57.35	55.63
Unnao	54.02	56.16	50.71	60.41	57.4	55.74
Baghpat	54.44	61.57	50.76	57.36	55.68	55.96
Moradabad	55.87	50.69	57.5	55.99	61.73	56.36
Hamirpur	55.29	66.7	61.67	49.62	50.15	56.69
Budaun	59.03	51.94	55.8	64.4	53.67	56.97

Hapur	58.47	60.17	56.26	57.35	54.06	57.26
Varanasi	63.19	58.33	62.22	59.63	45.75	57.82
Farrukhabad	52.55	56.21	56.53	63.32	61.41	58.00
Bulandshahar	61.31	56.87	54.73	59.19	60.2	58.46
Meerut	57.41	60.69	57.39	62.95	57.29	59.15
Firozabad	57.42	61.1	62.17	65.43	50.16	59.26
Gbnagar	59.25	64.23	59.08	58.33	56.24	59.43
Etah	59.31	62.45	60.28	59.18	57.24	59.69
Sultanpur	59.81	58.8	56.84	59.07	64.08	59.72
Shravasti	55.43	59.26	56.59	63.75	64.58	59.92
Lalitpur	57.76	65.24	56.25	61.57	60.59	60.28
Maharajganj	65.39	62.5	56.77	61.74	57.31	60.74
Santkabirnagar	64.47	64.29	60.53	60.8	57.11	61.44
Mau	57.84	59.8	55.38	65.43	68.98	61.49
Auraiya	64.64	60.57	63.07	59.63	61.88	61.96
KANPURNAGAR	67.98	64.64	59.53	63.75	54.25	62.03
Saharanpur	60.92	68.74	59.01	56.96	65.45	62.22
Ghaziabad	64.92	65.02	60.77	59.66	61.66	62.41
Etawah	61.67	65.08	59.08	65.97	61.04	62.57
Amethi	61.19	62.19	61.23	65.38	63.28	62.65
Jalaun	62.76	63.73	60.96	64.06	62.75	62.85
Shahjahanpur	65.28	65.67	62.83	58.58	62.82	63.04
Kasganj	64.49	66.38	56.64	66.99	61.34	63.17
Sambhal	63.05	66.59	53.09	74.18	63.38	64.06
Bhadohi	60.75	62.22	62.5	69.11	67.12	64.34
Mathura	61.63	70.68	61.45	70	65.95	65.94
Mahoba	62.75	70.15	64.9	69.38	63.75	66.19
Bijnor	68.13	66.21	71.79	62.98	64.28	66.68
Ambedkarnagar	65.13	70.3	69.51	64.32	67.11	67.27
Barabanki	66.8	64.39	64.72	71.23	73.26	68.08
Allahabad	64.9	80.98	61.33	75.16	59.44	68.36
Basti	74.76	75.64	63.53	71.58	62.95	69.69
Muzaffarnagar	75.02	74.35	66.08	71.37	66.23	70.61
Shamli	72.74	69.65	68.44	70.52	75.37	71.34
Kanpurdehat	70.3	81.41	72.26	73.13	68.62	73.14

Annexure – 8

Category Wise Comparison in all Subjects in Class 5

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg

Sonebhadra	39.34	42.31	36.85	37.42	41.58	39.50
Mirzapur	42.65	40.03	38.14	39.09	38.63	39.71
Pratapgarh	44.37	43.09	39.93	37.16	35.93	40.10
siddhartha nagar	40.81	37.86	42.26	42.64	41.47	41.01
Banda	39.3	38.23	41.86	43.7	46.18	41.85
Kushinagar	47.18	40.79	43.83	40.06	38.57	42.09
Ghazipur	43.94	40.65	42.66	37.54	45.71	42.10
Bareli	42.58	54.47	42.14	47.77	45.4	46.47
Hardoi	50.08	48.61	46	43.03	47.88	47.12
Moradabad	53.66	52.83	52.75	24.47	52.47	47.24
Lakhimpur	50.39	47.68	45.73	39.64	54.05	47.50
Basti	50.99	49.02	46.3	45.78	48.37	48.09
Lucknow	46.7	56.15	48.14	46.36	47.48	48.97
Baharaich	52.21	48.61	50	46.91	48.58	49.26
Agra	53.65	46.59	49.06	46.93	50.18	49.28
shahjahanpur	52.14	52.51	47.29	45.66	51.02	49.72
Jhansi	50.82	53.05	45.91	50.94	49.53	50.05
Kannauj	52.13	54.35	51.15	46.96	48.57	50.63
Sitapur	53.79	47.12	47.49	52.88	53.74	51.00
Pilibhit	55.33	51.2	54.47	43.87	50.52	51.08
Chitrakoot	57.09	47.93	49.33	48.55	55.27	51.63
Raebareli	54.25	53.21	50.53	44.75	55.5	51.65
Ballia	52.89	48.3	59.06	46.29	51.75	51.66
Kaushambi	55.67	51.89	54.54	47.14	50.03	51.85
Shravasti	53.46	55.54	49.07	51.22	50.42	51.94
Budaun	55.55	52.76	55.25	46.38	50.63	52.11
Balarampur	56.45	52.09	51.62	50.09	51.97	52.44
Hapur	57.69	48.88	55.48	52.92	49.43	52.88
Lalitpur	54.6	57.22	50.9	47.72	54.88	53.06
Hathrus	59.82	50.63	51.02	50.38	55.29	53.43
Amroha	62.74	48.9	53.49	51.97	50.06	53.43
Bijnor	54.75	54.76	51.03	54.93	59.69	55.03
Rampur	63.9	54.29	53.31	49.76	54.09	55.07
farrukhabad	53.84	56.43	53.8	55.37	57.03	55.29
santkabirnagar	57.88	60.61	57.31	47.73	53.68	55.44
Allahabad	58.48	60.06	54.72	53.76	52.15	55.83
maharajganj	60.26	54.64	51.84	53.06	60.69	56.10
Hamirpur	55.48	55.98	60.72	54.46	55.12	56.35
Gbnagar	65.76	52.98	57.35	48.29	59.39	56.75
Etawah	58.59	57.92	56.49	52.13	61.27	57.28
Fatehpur	57.41	56.23	56.69	58.44	58.37	57.43
Gonad	62.06	59.82	55.13	53.99	56.21	57.44
Bhadohi	59.13	53.18	55.27	62.15	57.53	57.45

Sambhal	54.43	63.93	59.86	51.66	59.01	57.78
Meerut	65.71	57.47	55.51	51.21	59.23	57.83
Mathura	65.58	56.7	55.99	54.23	58.97	58.29
Unnao	59.94	61.43	54.87	56.08	59.42	58.35
Faizabad	61.84	57.11	56.83	61.06	57.85	58.94
Aligarh	67.47	54.17	61.94	55.75	55.61	58.99
Baghpat	64.76	56.48	56.29	56.94	63.05	59.50
Kasganj	59.67	63.38	58.57	59.58	56.4	59.52
Amethi	61.91	62.37	57.54	54.81	61.2	59.57
Jalaun	61.74	58.46	58.37	58.79	61.53	59.78
Sultanpur	61.68	59.27	60.16	57.48	63.21	60.36
muzaffarnagar	62.6	61.12	59.94	54.76	63.63	60.41
Mainpuri	56.65	60.76	62.43	61	62	60.57
bulandshahar	65.07	60.42	58.6	60.06	59.53	60.74
Auraiya	64.27	62.14	59.68	57.88	62.07	61.21
Jaunpur	66.34	63.39	59.79	55.12	61.59	61.25
Saharanpur	60.2	57.68	61.36	62.97	65.21	61.48
Deoria	65.25	57.28	60	63.12	62.79	61.69
kanpurdehat	59.12	67.15	66.29	59.58	58.44	62.12
Mau	68.44	64	58.66	59.42	60.33	62.17
Chandauli	65.33	67.68	65.29	54.68	58.27	62.25
Varanasi	65.49	63.77	59.95	57.3	66.19	62.54
Firozabad	64.99	60.65	65.71	61.43	60.05	62.57
Etah	61.57	64.69	67.12	62.21	60.33	63.18
Mahoba	67.83	63.65	61.19	59.42	64.75	63.37
KANPURNAGAR	60.23	68.6	63.6	67.23	59.56	63.84
Barabanki	69.05	64.82	62.35	59.75	65.5	64.29
Azamgarh	64.29	66.28	63.92	62.53	65.99	64.60
Gorakhpur	66.17	65.71	63.42	60.77	67.88	64.79
Ghaziabad	66.96	69.85	68.53	54.2	65.89	65.09
Ambedkarnagar	74.02	65.78	71.53	68.36	72.38	70.41
Shamli	78.95	80.49	75.57	76.92	65.83	75.55

Annexure – 9

District wise Average Achievement of SC students of Class 5 in all subject

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Bareli	**38.04**	**40.12**	**38.15**	**38.52**	**36.47**	**38.26**
Mirzapur	**42.65**	**36.15**	**38.71**	**35.9**	**38.52**	**38.39**
Pratapgarh	**44.37**	**36.51**	**40.28**	**32.63**	**38.83**	**38.52**
Banda	**40.78**	**41.6**	**40.16**	**37.28**	**40.46**	**40.06**
Siddhartha nagar	**40.81**	**42.86**	**40.04**	**37.86**	**39.18**	**40.15**
Sonebhadra	**39.34**	**42.74**	**41.09**	**42.19**	**44.1**	**41.89**
Ghazipur	**43.1**	**39.54**	**43.59**	**40.49**	**43.46**	**42.04**
Kushinagar	**44.31**	**42.54**	**42.5**	**38.93**	**42.56**	**42.17**
Lucknow	**46.7**	**43.67**	**41.64**	**41.49**	**43.05**	**43.31**
Hardoi	**43.7**	**44.21**	**42.74**	**42.07**	**47.23**	**43.99**
Shravasti	**53.46**	**44.01**	**45.5**	**45.08**	**41.96**	**46.00**
Rampur	**63.9**	**41.16**	**43.5**	**38.57**	**44.51**	**46.33**
Agra	**51.08**	**46.74**	**45.98**	**41.16**	**48.39**	**46.67**
Lakhimpur	**50.39**	**45.34**	**46.54**	**42.07**	**49.19**	**46.71**
Basti	**50.26**	**46.72**	**45.2**	**40.74**	**51.11**	**46.81**
Sitapur	**53.79**	**43.41**	**47.38**	**46.3**	**43.92**	**46.96**
Baharaich	**48.02**	**46.98**	**45.87**	**45.01**	**49.45**	**47.07**
Deoria	**49.51**	**43.76**	**47.71**	**48.25**	**46.54**	**47.15**
Azamgarh	**46.77**	**49**	**47**	**48.22**	**49.86**	**48.17**
Raebareli	**54.25**	**46.17**	**46.83**	**42.14**	**51.83**	**48.24**
Moradabad	**53.66**	**46.01**	**43.56**	**46.51**	**51.87**	**48.32**
Allahabad	**49.58**	**51.33**	**46.68**	**45.22**	**49.13**	**48.39**
Chitrakoot	**50.25**	**48.61**	**50.23**	**44.66**	**48.39**	**48.43**
Kannauj	**49.79**	**50.26**	**48.21**	**45.6**	**49**	**48.57**
Hathrus	**52.49**	**48.01**	**47.51**	**45.7**	**49.26**	**48.59**
Faizabad	**50.73**	**47.74**	**49.4**	**46.65**	**50.16**	**48.94**
Pilibhit	**55.33**	**48.57**	**48.95**	**42.47**	**51.27**	**49.32**
Budaun	**53.13**	**49.79**	**49.72**	**44.34**	**51.83**	**49.76**
Firozabad	**52.98**	**48.69**	**49.82**	**47.39**	**52.54**	**50.28**
Jhansi	**51.84**	**50.23**	**51.6**	**45.98**	**53.14**	**50.56**
Kaushambi	**54.97**	**50.63**	**50.96**	**44.89**	**52.33**	**50.76**
Amroha	**54.48**	**53.7**	**53.3**	**47.44**	**49**	**51.58**
Lalitpur	**54.6**	**53.16**	**48.53**	**47.8**	**55.89**	**52.00**
Santkabirnagar	**57.88**	**51.86**	**45.78**	**50**	**55.89**	**52.28**
Shahjahanpur	**52.14**	**53.7**	**49.01**	**49.41**	**59.07**	**52.67**
Balarampur	**55.73**	**50**	**51.42**	**54.45**	**51.83**	**52.69**
Jaunpur	**59.28**	**52.01**	**50.72**	**49.19**	**56.76**	**53.59**
Hamirpur	**57.25**	**52.28**	**53.78**	**49.38**	**57.66**	**54.07**
Gorakhpur	**57.92**	**54.41**	**56.99**	**46.24**	**55.37**	**54.19**

Gbnagar	**63.84**	**51.19**	**53.01**	**47.21**	**56.35**	**54.32**
Ballia	**54.25**	**53.55**	**54.34**	**52.14**	**57.43**	**54.34**
Aligarh	**58.61**	**53.91**	**53.13**	**51.47**	**54.61**	**54.35**
Varanasi	**65.49**	**54.95**	**51.9**	**46.53**	**53.79**	**54.53**
Kasganj	**53.85**	**54.27**	**55.6**	**54.11**	**56.9**	**54.95**
Gonda	**59.73**	**58.01**	**55.02**	**49.37**	**52.66**	**54.96**
Maharajganj	**60.26**	**55.12**	**53.3**	**56.13**	**53.59**	**55.68**
Unnao	**59.94**	**55.93**	**53.91**	**53.26**	**55.69**	**55.75**
Kanpur nagar	**56.2**	**57.11**	**52.91**	**55.63**	**57.46**	**55.86**
Farrukhabad	**59.69**	**58.33**	**55.01**	**53.1**	**54.27**	**56.08**
Mainpuri	**56.65**	**57.67**	**56.5**	**53.67**	**58.33**	**56.56**
Amethi	**60.1**	**57.06**	**55.72**	**55.07**	**57.41**	**57.07**
Fatehpur	**59.77**	**55.51**	**54.87**	**54.87**	**60.34**	**57.07**
Mau	**68.44**	**57.83**	**52.65**	**50.72**	**55.86**	**57.10**
Auraiya	**59.99**	**59.7**	**56.65**	**51.46**	**58.42**	**57.24**
Bhadohi	**58.97**	**56.08**	**55.3**	**58.17**	**59.12**	**57.53**
Sultanpur	**61.68**	**56.33**	**57.37**	**56.1**	**56.63**	**57.62**
Hapur	**63.01**	**56.87**	**59.59**	**54.21**	**54.57**	**57.65**
Jalaun	**60.39**	**57.3**	**57.05**	**53.45**	**61.38**	**57.91**
Baghpat	**63.19**	**55.37**	**57.29**	**53.84**	**62.51**	**58.44**
Sambhal	**54.43**	**60.05**	**60.53**	**56.87**	**60.57**	**58.49**
Ghaziabad	**59.62**	**59.47**	**58.14**	**56.81**	**58.63**	**58.53**
Chandauli	**63.02**	**57.56**	**56.78**	**55.88**	**61.07**	**58.86**
Etah	**59.77**	**60.9**	**58.09**	**57.13**	**59.57**	**59.09**
Barabanki	**60.46**	**63.29**	**60.16**	**58.38**	**54.21**	**59.30**
Etawah	**61.28**	**59.15**	**58.12**	**58.18**	**62.7**	**59.89**
Bulandshahar	**64.98**	**59.7**	**56.6**	**58.05**	**62.71**	**60.41**
Mathura	**65.58**	**62.62**	**58.62**	**53.35**	**63.85**	**60.80**
Bijnor	**63.8**	**60.98**	**57.66**	**58.52**	**63.13**	**60.82**
Kanpurdehat	**61.35**	**65.08**	**63.31**	**59.12**	**57.74**	**61.32**
Saharanpur	**60.2**	**62.99**	**60.48**	**63.09**	**65.67**	**62.49**
Meerut	**65.71**	**63.2**	**64.91**	**59.53**	**60.22**	**62.71**
Mahoba	**67.83**	**59.6**	**63.4**	**60.44**	**62.98**	**62.85**
Muzaffarnagar	**62.6**	**64.73**	**63.47**	**59.84**	**68.36**	**63.80**
Ambedkarnagar	**71.17**	**67.96**	**65.93**	**64.81**	**72.17**	**68.41**
Shamli	**78.95**	**65.78**	**68.14**	**66.66**	**70.25**	**69.96**

Annexure – 10

Districts Average achievement of ST category students in all subjects

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
Azamgarh	33.21	30.61	29.37	25	30.48	29.73
Hardoi	35.14	43.33	32.86	21.63	32.86	33.16
Gonda	48.79	34.05	26.43	26.86	35.24	34.27
Lakhimpur	45.14	31.43	34.29	30.86	45.71	37.49
Hathrus	30.71	39.76	48.57	32.86	37.71	37.92
Ghazipur	36.03	40.59	36.63	36.7	41.59	38.31
Allahabad	39.52	37.14	31.73	49.57	33.9	38.37
Mirzapur	34.86	35.95	55.71	35.51	33.25	39.06
Sitapur	36.67	26.86	50.48	46.34	39.37	39.94
Rampur	36.88	29.05	33.93	60.71	40.44	40.20
Lucknow	42.95	45.83	34.71	34.95	46.58	41.00
Kushinagar	46.37	32.57	46.43	38.57	41.22	41.03
Mainpuri	32.7	50.11	33.47	51.43	46.29	42.80
Amroha	53.57	31.43	47.62	31.43	52	43.21
Budaun	52.86	41.43	51.02	27.03	46.35	43.74
Banda	47.27	43.21	37.91	45.93	52.72	45.41
Siddhartha nagar	10	47.62	65	46.67	58.57	45.57
Lalitpur	49.93	49.51	41.6	38.65	50.89	46.12
Sonebhadra	45.28	46.61	40.47	52.38	45.98	46.14
Santkabirnagar	46.26	38.82	42.5	47.86	55.6	46.21
Unnao	43.65	51.43	40.12	56.48	39.83	46.30
Pilibhit	49.87	40.22	54.29	46.35	46.35	47.42
Jhansi	50.25	47.76	55.83	31.9	53.25	47.80
Pratapgarh	58.1	44.05	41.32	45.71	50.13	47.86
Kaushambi	57.3	43.57	50	32.32	57.31	48.10
Kasganj	54.29	33.33	53.57	48.57	52.65	48.48
Bareli	28.83	62.61	59.26	44.29	47.78	48.55
Shahjahanpur	37.71	53.65	49.29	55.71	47.43	48.76
Baharaich	56.73	46.57	46.37	43.9	50.48	48.81
Basti	58.1	61.2	47.03	32.86	48.38	49.51
Chandauli	67.14	39.59	36.12	42.64	65.18	50.13
Mahoba	54.29	48.98	51.43	51.84	46.19	50.55
Raebareli	38.9	63.7	58.44	33.81	59.68	50.91
Kannauj	52.7	62.34	45.71	47.86	47.71	51.26
Auraiya	58.57	43.33	36	48	70.86	51.35
Ballia	53.6	50.48	51.23	47.14	54.61	51.41
Varanasi	63.87	38.57	55.6	45.67	53.81	51.50
Deoria	56.05	45.82	55.03	51.78	51.9	52.12
Bhadohi	64.64	53.71	52.55	25.9	64.13	52.19
Maharajganj	58.21	41.43	50.61	57.35	54.67	52.45

Firozabad	58.1	56.51	59.68	40.95	48.57	52.76
Baghpat	52.57	46.19	47.14	58.37	60	52.85
Meerut	72.14	46.19	52.5	45.71	47.76	52.86
Hamirpur	52.77	64.18	48.57	51.19	48.35	53.01
Sambhal	70	59.52	69.52	33.85	32.38	53.05
Chitrakoot	58.78	52.38	50.86	40.66	65.71	53.68
Moradabad	65.71	40.95	48.57	61.2	56.19	54.52
Etawah	55.43	59.52	41.22	65.71	51.43	54.66
Sultanpur	41.43	61.59	60.78	47.4	63.52	54.94
Balarampur	66.53	44.73	50.19	44.82	70.18	55.29
Farrukhabad	57.14	25.71	57.86	58.37	79.52	55.72
Fatehpur	51.43	56.03	53.77	62.86	58.93	56.60
Bijnor	73.57	45.71	49.71	56.43	61.04	57.29
Mau	61.14	51.3	59.74	50.52	63.86	57.31
Faizabad	70.71	80.95	61.9	52.38	22.86	57.76
Jalaun	63.33	61.79	63.27	43.81	57.38	57.92
Hapur	76.67	52.7	55.18	51.24	55.71	58.30
Gorakhpur	71.71	66.61	57.71	50	46.98	58.60
Aligarh	76.57	65.43	36	62.45	52.86	58.66
Gbnagar	68.31	65.24	53.97	45.86	60.79	58.83
Bulandshahar	57.62	63.33	53.71	61.1	60.52	59.26
Mathura	77.46	77.14	51.69	34.76	55.43	59.30
Shravasti	28.57	85.71	77.14	36.57	70.71	59.74
Kanpur nagar	59.14	58.73	57.14	58.67	65.97	59.93
Agra	67.53	66.67	67.14	54.29	53.06	61.74
Etah	53.43	56.88	60	75.71	65.24	62.25
Shamli	71.43	55.1	71.9	53.14	62.86	62.89
Amethi	64.76	57.14	63.73	63.02	68.57	63.44
Ambedkarnagar	68.1	63.7	62.86	63.27	60.61	63.71
Muzaffarnagar	84.52	78.37	63.21	27.03	81.59	66.94
Barabanki	69.66	60.14	59.11	69.33	80.66	67.78
Saharanpur	68.19	52.38	72.86	82.86	63.67	67.99
Jaunpur	79.8	76.26	70.36	35.12	87.14	69.74
Ghaziabad	79.18	84.64	77.71	45.71	71.43	71.73
Kanpurdehat	67.81	74.55	75.18	80.41	71.07	73.80

Anexxure – 11

District wise Average of OBC category students of Class 5 in all subjects

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	avg
Mirzapur	37.66	34.57	36.79	38.98	34.23	36.45
Bareli	40.77	39.82	40.7	40.42	41.29	40.60
Banda	39.29	41.68	41.09	42.65	40.98	41.14
Ghazipur	40.79	40.35	44.47	41.94	40.36	41.58
Hardoi	43.7	42.44	40.45	44.55	39.12	42.05
Rampur	47.91	38.99	41.88	42.95	40.19	42.38
Pratapgarh	44.49	42.5	46.48	41.39	41.03	43.18
Sonebhadra	44.38	44.82	42.54	45.86	43.12	44.14
Shravasti	45.68	46.93	46.14	44.49	46.3	45.91
Sitapur	49.21	42.26	48.29	45.81	44.8	46.07
Siddhartha nagar	45.88	46.8	47.9	48.3	42.95	46.37
Deoria	46.73	44.47	48.34	48.2	44.98	46.54
Lucknow	48.95	47.48	44.44	46.37	46.6	46.77
Lakhimpur	49.15	44.67	45.37	51.22	44.36	46.95
Kushinagar	51.84	45.55	47.71	49.3	43.24	47.53
Amroha	53.3	47.39	48.54	43.26	46.43	47.78
Raebareli	49.19	46.95	47.6	53.27	44.25	48.25
Hathrus	53.58	48.48	48.77	49.63	45.86	49.26
Jhansi	52.98	49.29	49.69	50.38	44.78	49.42
Pilibhit	55.52	47.04	50.87	51.24	42.75	49.48
Chitrakoot	54.6	48.29	49.33	53.11	45.22	50.11
Budaun	55.64	47.63	51.32	51.45	45.07	50.22
Baharaich	52.42	49.76	51.17	49.46	48.72	50.31
Basti	54.77	50.39	49.46	55.02	43.75	50.68
Kaushambi	56.1	48.76	51.47	51.75	45.56	50.73
Santkabirnagar	55.11	48.7	47.48	53.91	50.09	51.06
Varanasi	60.15	57.2	53.24	34.76	50.32	51.13
Agra	55.19	51.37	49.46	51.63	49.49	51.43
Azamgarh	52.33	52.82	51.09	53.04	50.38	51.93
Kannauj	52.41	55.25	51	50.98	50.08	51.94
Faizabad	52.44	53.07	52.74	52.69	48.98	51.98
Ballia	52.02	52.15	56.35	53.71	46.63	52.17
Moradabad	49.96	50.61	50.84	49.72	61.15	52.46
Lalitpur	55.82	54.16	49.54	54.99	48.7	52.64
Allahabad	58.77	51.88	50.99	56.37	49	53.40
Gorakhpur	54.25	55	55.91	52.4	49.45	53.40
Firozabad	53.7	52.41	55.48	54.72	53.22	53.91
Sambhal	57.05	55.61	55.62	53.66	48.41	54.07
Shahjahanpur	54.28	54	53.35	56.27	52.88	54.16
Gbnagar	62.91	54.33	53.25	54.69	45.61	54.16

Kasganj	53.82	53.91	54.02	55.22	54.13	54.22
Unnao	56.94	54.71	54.34	54.69	51.51	54.44
Balarampur	57.8	55.35	52.4	52.99	54.28	54.56
Hapur	59.86	55.1	56.89	54.12	52.04	55.60
Gonda	57.11	58.68	55.85	55.99	51.32	55.79
Farrukhabad	58.37	57.67	56.44	55.55	53.99	56.40
Maharajganj	62.01	54.38	54.63	55.83	55.6	56.49
Baghpat	60.92	55.42	54.82	59.76	51.56	56.50
Hamirpur	58.29	54.9	56.93	59.93	52.53	56.52
Fatehpur	58.91	56.77	54.74	59.52	53.89	56.77
Mainpuri	55.63	59.25	58.78	56.08	54.09	56.77
Jaunpur	61.83	56.86	54.33	60.13	51	56.83
Aligarh	63.66	54.52	55.05	59.01	53.59	57.17
Mau	59.57	59.78	55.71	60.17	54.5	57.95
Kanpurnagar	61.54	59.96	56.61	55.03	59.7	58.57
Amethi	61.21	61.22	57.97	58.55	55.08	58.81
Sultanpur	59.35	58.38	59.7	60.92	56.18	58.91
Jalaun	60.09	55.64	60.25	63.28	56.2	59.09
Bhadohi	60.13	58.32	57.73	59.97	59.98	59.23
Chandauli	66.56	57.45	57.35	61.79	56.03	59.84
Bijnor	63.94	60.32	57.43	61.03	57.16	59.98
Etawah	61.86	60.02	57.23	62.51	58.67	60.06
Etah	62.35	62.16	58.69	58.76	58.36	60.06
Auraiya	62.88	60.79	59.61	61.22	56.24	60.15
Mathura	63.88	61.59	60.09	60.73	56.88	60.63
Barabanki	64.96	62.47	58.8	59.52	57.7	60.69
Meerut	63.18	61.02	61.92	61.61	57.47	61.04
Mahoba	66.69	61.38	61.42	63.31	59.38	62.44
Ghaziabad	63.66	67.18	58.97	66.57	56.39	62.55
Kanpurdehat	63.04	63.11	66.27	62.61	60.57	63.12
Muzaffarnagar	66.31	62.9	59.13	68	60.57	63.38
Bulandshahar	66.8	64.35	62.24	64.75	61.64	63.96
Saharanpur	66.66	66.21	63.84	67.6	65.3	65.92
Shamli	69.28	63.62	66.27	66.58	65.46	66.24
Ambedkarnagar	71.25	70.03	69.83	71.78	69.83	70.54

Annexure – 12

Districts Average Achievements of students of others category in Class 5 for all subjects

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	avg
Siddhartha nagar	43.91	35.37	37.14	34.16	35.07	37.13
Ghazipur	39.63	29.71	38.67	37.69	40.69	37.28
Mirzapur	37.33	32.86	40.6	39.77	36.14	37.34
Shravasti	39.4	43.9	41.84	34.55	34.97	38.93
Pratapgarh	39.02	37.09	57.35	45.26	28.1	41.36
Santkabirnagar	42.64	41.39	38.81	45.66	38.65	41.43
Agra	44.13	37.67	42.15	39.57	44.91	41.69
Moradabad	52.48	37.92	44.36	48.57	25.36	41.74
Bareli	47.77	39.75	39.48	43.32	38.76	41.82
Lucknow	47.04	44.07	42.87	43.67	47.6	45.05
Sonebhadra	51.26	44.14	38.68	50.38	41.6	45.21
Sitapur	48.36	45.64	45.93	44.38	41.76	45.21
Deoria	51.54	43.32	41.6	42.65	48.1	45.44
Hardoi	43.44	44.59	47.08	45.8	48.47	45.88
Baharaich	50.75	39.92	50.02	43.33	45.47	45.90
Raebareli	49.36	45.74	46.71	47.65	42.06	46.30
Bhadohi	43.36	42.09	49.4	52.83	46.76	46.89
Firozabad	58.1	44.51	45.82	48.12	39.66	47.24
Jhansi	44.02	52.1	40.62	52.26	47.45	47.29
Rampur	53.44	48.09	47.76	46.99	41.74	47.60
Budaun	55.96	47.3	47.75	44.45	42.71	47.63
Pilibhit	56.28	47.3	47.72	44.42	42.57	47.66
Ballia	47.12	42.07	48.99	56.1	44.02	47.66
Varanasi	51.53	53.57	44.9	48.85	41.52	48.07
Kannauj	48.56	50.95	49.73	49.16	44.64	48.61
Auraiya	53.75	49.14	46.49	56.07	38	48.69
Lakhimpur	51.73	46.18	46.9	52.99	47.85	49.13
Hathrus	51.48	52.63	49.61	51.07	42.77	49.51
Banda	47.31	54.97	47.04	49.59	51.53	50.09
Azamgarh	53.66	46.5	51.87	50.05	52.37	50.89
Mainpuri	46.62	53.24	53.2	53.52	51.57	51.63
Kaushambi	60.48	50.87	50.97	49.59	48.11	52.00
Sambhal	54.25	50.55	52.93	53.04	50.64	52.28
Chitrakoot	58	48.49	54.65	50.07	50.73	52.39
Hapur	57.29	55.46	49.78	52.8	47.74	52.61
Lalitpur	56.75	57.45	49.83	60.27	42.66	53.39
Gonda	55.93	59.02	53.16	50.22	49.42	53.55
Amroha	58.1	56.78	54	49.86	49.29	53.61
Barabanki	54.56	53.75	54.67	53.43	54.14	54.11
Jalaun	55.36	52.06	57.82	57.58	48.91	54.35

Mau	65.46	49.59	50.57	59.64	47.51	54.55
Basti	52.61	54.94	53.39	63.24	50.03	54.84
Kushinagar	64.61	48.84	56.84	58.05	46.42	54.95
Maharajganj	62.44	54.52	51.51	54.66	52.84	55.19
Farrukhabad	57	58.08	52.88	54.54	54.85	55.47
Gorakhpur	60.71	56.52	55.89	59.45	45.12	55.54
Bulandshahar	54.12	60.59	54.46	53.21	56.91	55.86
Aligarh	63.84	57.29	53.56	53.55	55.48	56.74
Gbnagar	65.17	51.13	60.16	56.37	50.99	56.76
Jaunpur	62.7	52.96	58.29	55.5	54.37	56.76
Amethi	59.63	66.09	59.27	51.13	49.93	57.21
Sultanpur	60.63	55.54	56.6	63.7	50.71	57.44
Etah	59.64	56.95	52.48	65.67	53.17	57.58
Balarampur	62.95	50.22	59.79	54.65	62.65	58.05
Ghaziabad	67.36	55.97	57.08	57.56	54.44	58.48
Allahabad	58.29	59.54	53.66	60.98	60.1	58.51
Etawah	61	60.59	59.76	61.99	52.44	59.16
Baghpat	62.54	58.01	60	61.97	54.53	59.41
Kasganj	56.8	57.75	57.34	66.13	61.18	59.84
Mathura	65.22	57.57	60.89	59.56	57.66	60.18
Fatehpur	67.18	57.8	55.62	63.98	58.81	60.68
Kanpurnagar	63.54	61.91	57.01	62.3	60.05	60.96
Kanpurdehat	67.01	72.23	56.17	62.23	49.08	61.34
Muzaffarnagar	63.32	63.63	57.87	65.1	59.52	61.89
Chandauli	66.9	60.23	59.77	64.07	58.62	61.92
Shahjahanpur	59.8	66.81	57.36	63.25	62.64	61.97
Saharanpur	63.29	61.07	60.99	67.35	57.6	62.06
Faizabad	62.26	64.74	62.34	62.16	61.14	62.53
Bijnor	70.88	64.66	59.78	67.02	60.08	64.48
Meerut	67.11	63.8	65.44	66	61.34	64.74
Unnao	68.21	66.52	67.71	62.03	60.35	64.96
Shamli	72.18	65.39	63.48	64.59	66.55	66.44
Hamirpur	72.61	62.86	68.95	72.8	54.98	66.44
Mahoba	69.39	66.12	69.46	73.39	58.67	67.41
Ambedkarnagar	73.71	66.23	67.4	70.4	66.13	68.77

Annexure – 13

Category Wise Comparison in all Subjects in Class 8

District wise Average Achievement of General Category students of Class 8 in all subjects.

DISTRICT	ENGLISH	HINDI	MATHS	S.SCI	SCIENCE	avg
pratapgarh	41.53	43.43	42.85	46.35	42.26	43.28
ghazipur	45.15	48.79	37.16	43.84	44.79	43.95
ballia	43.17	47.61	39.75	44.15	45.86	44.11
hamirpur	45.27	55.47	43.13	47.9	49.23	48.20
kushinagar	46.77	44.1	45.31	52.23	54.95	48.67
kasganj	51.55	47.2	45.32	51.48	49.33	48.98
sambhal	48.25	55.26	44.49	48.68	48.45	49.03
lucknow	49.13	47.4	49.04	52.58	47.37	49.10
sitapur	46.61	54.88	40.68	48.12	55.33	49.12
mirzapur	43.9	54.53	45.41	49.25	52.58	49.13
moradabad	45.75	50.77	46.3	50.39	54.58	49.56
bareily	45.54	49.58	50.43	52.88	49.91	49.67
hardoi	50.04	51.79	47.13	51.56	51.21	50.35
jaunpur	49.31	56.11	43.61	49.33	53.47	50.37
hapur	45.73	54.59	49.08	51.49	51.2	50.42
hathrus	46.66	58.3	44.82	49.75	56	51.11
lakhimpur	55.13	57.38	43.33	49.83	52.98	51.73
BAHRAICH	51.11	56.43	47.87	51.64	52.77	51.96
santkabirnagar	55.02	54.93	50.82	53.44	47.29	52.30
sonebhadra	53.85	57.01	48.06	52.3	52.37	52.72
raebareli	56.81	46.32	52.61	57.64	52.77	53.23
deoria	49.67	56.39	53.61	54.49	57.29	54.29
amroha	58.29	59.07	51.38	53.48	51.11	54.67
varanasi	52.76	50.24	56.18	58.63	55.71	54.70
bulandshahar	56.48	55.6	54.93	57.17	52.69	55.37
shravasti	61.33	59.73	51.13	53.79	51.51	55.50
kannauj	59	57.5	52.2	55.37	54.4	55.69
mainpuri	62.6	60.1	51.67	54.54	51.81	56.14
firozabad	55.6	59.9	52.16	54.97	58.44	56.21
lalitpur	54.44	60.82	55.94	55.89	54.19	56.26
agra	57.8	56.2	55.55	58.37	58.01	57.19
budaun	58.42	57.91	58.89	59.3	52.81	57.47
unnao	54.2	64.94	57.02	57.12	54.46	57.55
faizabad	54.93	67.11	53.98	55.02	56.94	57.60
farrukhabad	54.64	60.95	58.06	58.16	56.19	57.60
siddhartha nagar	58.3	58.28	56.57	58.64	56.68	57.69
gonda	57.57	65.02	54.42	55.86	56.21	57.82
gbnagar	59.54	57.87	56.81	58.66	56.81	57.94
chandauli	59.62	62.09	52.39	55.93	59.74	57.95

mau	58.76	62.39	56.92	57.74	55.6	58.28
bhadohi	58.89	61.14	53.67	57.65	61.38	58.55
maharajganj	59.46	58.68	58.04	59.86	57.84	58.78
pilibhit	60.61	59.15	59.17	60.36	55.54	58.97
gorakhpur	60.34	63.44	52.68	57.27	61.24	58.99
banda	56.22	64.91	59.64	58.71	56.93	59.28
azamgarh	56.55	67.94	54.8	57.5	61.24	59.61
jalaun	53.44	64.33	61.01	60.15	60.22	59.83
kaushambi	57.69	62.75	57.78	60.01	63.07	60.26
mathura	66.9	62.5	57.72	60.57	55.33	60.60
ghaziabad	60.86	62.56	62.47	62.07	57.62	61.12
rampur	63.92	63.36	57.25	60.59	62.35	61.49
shahjahanpur	62.82	64.42	57.82	60.8	64.01	61.97
jhansi	63.88	65.31	58.71	60.88	61.27	62.01
aligarh	59.48	67.17	60.39	61.52	65.27	62.77
fatehpur	65.96	66.82	57.96	61.23	62.19	62.83
basti	64.21	67.82	59.81	61.3	61.34	62.90
amethi	61.32	69.87	62.17	62.56	65.63	64.31
balarampur	61.72	75.71	63.21	61.9	59.06	64.32
etawah	66.41	67.49	60.19	63.05	65.16	64.46
auraiya	66.97	69.6	65.38	64.38	58.03	64.87
chitrakoot	69.93	65.61	59.78	63.98	65.19	64.90
meerut	66.64	67.21	65.14	65.2	62.95	65.43
allahabad	66.25	69.91	60.1	63.73	68.56	65.71
KANPURNAGAR	66.34	68.36	62.14	64.87	67.06	65.75
ambedkanagar	64.05	69.26	68.54	67.41	66.78	67.21
etah	72.86	65.53	66.24	69	65.89	67.90
mahoba	66.67	74.71	67.12	66.3	67.41	68.44
bijnor	66.74	74.71	66.43	66.54	69.97	68.88
sultanpur	70.88	65.08	66.27	69.67	74.45	69.27
baghpat	67.19	73.37	72.08	70.1	67.67	70.08
barabanki	71.73	75.48	67.38	68.83	67.5	70.18
muzaffarnagar	68.93	72.01	70.93	70.12	71.63	70.72
kanpurdehat	72.11	75.43	68.41	69.45	71.22	71.32
saharanpur	71.58	74.71	72.01	70.91	72.2	72.28
shamli	73.52	73.02	72.08	73.44	70.93	72.60

Annexure – 14

District wise average Achievement of SC Category students of Class 8 in all subjects

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	AVG
Ghazipur	43.52	30.51	30.53	29.52	38.92	34.6
Rampur	40.76	38.42	41.67	46.62	43.16	42.13
Deoria	38.15	41.5	39.62	40.71	53.21	42.64
Kushinagar	41.45	46.76	40.35	50.23	41.69	44.1
Mirzapur	39.13	41.47	42.87	51.32	46.44	44.25
Jhansi	45.71	49.77	39.02	39.67	50.88	45.01
Baharaich	44.12	46.03	45.48	45.25	46.31	45.44
Pratapgarh	43.91	51.57	46.55	39.81	46.94	45.76
Azamgarh	51.1	49.16	40.51	53.48	42.53	47.36
Agra	49.87	47.89	46.29	50.82	45.35	48.04
Sitapur	41.71	51.69	40.88	54.53	53.87	48.54
Hardoi	42.33	53.98	47.47	48.3	50.79	48.57
Ballia	45.62	50.43	49.01	55.95	42.08	48.62
Kaushambi	55.43	42.36	48.13	53.12	52.38	50.28
Pilibhit	57.38	40.04	48.59	54.1	51.76	50.37
Lucknow	53.39	55.09	43.21	51.31	48.9	50.38
Faizabad	52.78	54.15	42.79	53.79	50.36	50.77
Hathrus	51.38	54.56	50.11	49.32	52.09	51.49
Raebareli	49.38	59.16	47.55	50.49	53.86	52.09
Siddhartha nagar	53.36	50.64	53.81	48.91	54.18	52.18
Gonda	57.62	43.85	57.95	45.35	57.75	52.5
Bareli	51.29	56.03	53.89	50.33	55.47	53.4
Chitrakoot	48.24	59.17	54.46	48.35	57.01	53.45
Gorakhpur	52.26	51.44	59.77	56.45	48.04	53.59
Kannauj	56.85	57.37	51.86	51.1	51.74	53.78
Sonebhadra	52.5	59.05	47.42	58.75	51.67	53.88
Balarampur	53.58	56.58	52.23	51.43	57.81	54.33
Aligarh	50.38	60.09	48.61	56.64	56.6	54.46
Amroha	53.18	58.74	52.95	55.63	52.88	54.68
Mainpuri	51.38	57.79	54.44	61.88	48.1	54.72
Lakhimpur	56.84	55.27	53.13	57.94	51.32	54.9
Fatehpur	61.32	56.1	50.49	54.51	52.79	55.04
Jaunpur	53.2	59.48	60.15	57.68	48.18	55.74
Gbnagar	56.9	62.58	54.59	52.82	51.91	55.76
Shravasti	53.42	55.78	50.99	59.3	59.43	55.78
Banda	52.4	62.76	65.76	48.93	51.18	56.21
Bhadohi	56.32	58.02	57.64	56.32	55.39	56.74
Baghpat	55.38	61.49	53.59	56.63	57.45	56.91

Unnao	56.86	54.37	51.54	61.61	60.61	57
Hamirpur	58.38	66.9	60.3	44.7	55.12	57.08
Chandauli	57.53	66.53	53.81	56.88	51.06	57.16
Moradabad	59.41	51.26	58.35	56.55	60.37	57.19
Varanasi	61.81	53.75	58.88	60.53	51.51	57.3
Hapur	59.13	60.44	56.32	57.99	54.03	57.58
Budaun	60.67	52.98	55.96	65.34	54.07	57.8
Santkabirnagar	60.97	58.95	57.6	58.91	52.89	57.86
Lalitpur	56.64	64.47	51.62	59.15	57.84	57.94
Firozabad	57.99	62.32	57.33	63.7	51.52	58.57
Ghaziabad	61.43	61.27	55.98	56.15	59.28	58.82
Bulandshahar	62.67	57.93	56.79	59.81	59.79	59.4
Kanpurnagar	65.23	60.86	57.25	63.63	52.11	59.82
Farrukhabad	58.28	59.61	57.28	61.78	63.78	60.15
Mau	57.08	63.49	58.41	56.4	65.93	60.26
Etah	58.81	63.99	62.74	61.58	56.45	60.71
Etawah	59.05	65.05	56.62	64.28	59.51	60.9
Meerut	59.82	62.89	59.09	65.36	59.62	61.36
Sultanpur	61.8	61.48	57.68	63.74	63.92	61.72
Maharajganj	66.91	67.54	59.18	59.22	61.41	62.85
Kasganj	62.22	64.95	57.73	67.12	62.45	62.89
Shahjahanpur	64.29	68.68	62.46	60.25	62.41	63.62
Saharanpur	62.81	67.5	60.57	58.3	69.68	63.77
Auraiya	67.15	63.59	65.97	62.56	61.78	64.21
Sambhal	64.75	66.17	55.61	71.92	63.03	64.3
Amethi	63.34	66.3	61.52	66.24	64.25	64.33
Jalaun	65.82	67.79	63.09	64.3	62.57	64.71
Mathura	60.73	69.83	60.23	67.47	67.08	65.07
Mahoba	63.12	70.17	65	69.1	67.16	66.91
Ambedkarnagar	65.79	69.34	71	65.45	67.39	67.79
Bijnor	70.13	67.78	70.48	65.72	64.84	67.79
Allahabad	63.46	79.32	64.69	74.23	58.77	68.09
Barabanki	67.54	65.06	66.51	70.56	74.18	68.77
Basti	72.27	75.33	64.62	69.01	63.61	68.97
Kanpurdehat	67.26	76.22	65.31	69.93	67.94	69.33
Muzaffarnagar	73.93	73.55	65.07	69.1	67.13	69.76
Shamli	69.09	69.91	71.25	72.02	74.29	71.31

Annexure – 15

District wise Average Achievements of ST category students of Class 8 in all subjects

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	AVG
Pratapgarh	39.26	42.69	42.03	39.68	42.28	41.19
Ghazipur	42.44	44.62	37.96	43.48	40.46	41.79
Mirzapur	38.71	44.6	39.25	45.57	40.9	41.81
Jhansi	45.31	46	44.35	43.15	46.59	45.08
Azamgarh	44.2	50.54	42.04	47.96	43.18	45.58
Siddhartha nagar	48.82	42.17	46.09	48.03	49.56	46.93
Hardoi	46.34	46.1	48.24	47.53	49.06	47.45
Hathrus	50.92	50.11	48.33	47.69	47.71	48.95
Pilibhit	46.79	49.45	45.97	52.99	49.57	48.95
Faizabad	45.89	51.02	47.22	49.88	50.9	48.98
Lucknow	51.26	52.66	43.78	49.39	51.79	49.78
Bareli	49.39	50.64	48.88	49.51	50.59	49.80
Banda	48.4	55.04	50.39	49.75	49.54	50.62
Deoria	49.59	54.16	47.94	48.56	53.16	50.68
Kaushambi	49.84	50.77	48.32	54.19	51.18	50.86
Budaun	50.74	52.26	48.29	54.1	51.77	51.43
Kushinagar	52.11	52.52	48	53.2	51.89	51.54
Shravasti	51.82	54.19	46.55	52.38	53.57	51.70
Kasganj	51.78	52.11	50.43	50.04	54.18	51.71
Baharaich	50.72	54.71	48.41	53.93	51.66	51.89
Ballia	56.77	50.53	47.96	57.22	46.97	51.89
Lakhimpur	53.37	51.83	50.76	53.2	51.7	52.17
Rampur	52.19	54.13	52.1	53.92	52.04	52.88
Sonebhadra	53.09	58.06	45.43	56.57	52.26	53.08
Jaunpur	51.9	59.09	51.22	56	49.97	53.64
Sitapur	55.89	55.54	50.96	55.72	51.99	54.02
Kannauj	54.69	56.88	54.51	55.39	53.43	54.98
Agra	56.77	55.63	50.1	56.65	55.81	54.99
Unnao	56.56	58.44	53.86	53.24	53.32	55.08
Hapur	53.82	58.12	54.83	57.17	54.45	55.68
Amroha	53.35	57.46	53.65	55.9	58.08	55.69

Balarampur	57.63	58.34	53.26	53.68	58.27	56.24
Ghaziabad	58.19	56.28	58.03	53.56	57.86	56.78
Gonda	57	58.14	57.87	52.74	60.38	57.23
Firozabad	58.16	58.82	56.91	58.92	53.93	57.35
Gorakhpur	55.61	59.89	56.38	59.31	55.85	57.41
Chitrakoot	55.27	60.49	54.85	55.14	61.83	57.52
Lalitpur	59.17	62.2	52.36	59.8	54.46	57.60
Chandauli	56.72	63.02	54.71	59.46	55.66	57.91
Raebareli	55.68	65.54	54.17	59.85	54.44	57.94
Fatehpur	60.09	60.96	54.24	58.9	56.21	58.08
Bulandshahar	56.34	61.65	55.1	61.34	56.08	58.10
Aligarh	58.07	61.65	54.55	60.83	56.48	58.32
Hamirpur	59.21	62.4	50.08	60.42	59.88	58.40
Mainpuri	58.32	61.9	55.39	58.51	58.92	58.61
Moradabad	60.15	58.57	56.84	59.42	59.15	58.83
Gbnagar	59.33	62.58	56.86	58.99	56.88	58.93
Mau	57.06	65.35	57.7	56.97	57.95	59.01
Farrukhabad	59.93	65.86	59.3	56.43	56.48	59.60
Maharajganj	62.21	60.41	56.62	60.61	58.72	59.71
Jalaun	58.56	64.36	59.41	57.89	59.29	59.90
Kanpurnagar	59.45	63.38	56.82	61.74	60.2	60.32
Sambhal	58.26	64.36	56.64	60.28	63.25	60.56
Varanasi	62.9	62.23	60.14	60.31	62.02	61.52
Bhadohi	65.4	65.55	57.87	64.32	57.65	62.16
Santkabirnagar	63.92	66.54	60.33	65.47	57.6	62.77
Shahjahanpur	63.69	67.57	58.59	61.97	63.06	62.98
Basti	64.62	64.82	59.81	66.65	59.42	63.06
Mahoba	63.41	66.28	58.69	65.86	61.29	63.11
Etah	60.18	63.53	64.86	61.59	65.74	63.18
Kanpurdehat	63.98	64.18	61.44	64.51	62.21	63.26
Allahabad	67.84	64.04	58.66	63.65	63.91	63.62
Auraiya	61.21	64.74	64.74	62.62	65.44	63.75
Etawah	64.65	66.28	59.66	66.37	62.27	63.85
Amethi	63.23	67.2	61.87	66.12	63.87	64.46
Mathura	65.17	65.39	62.93	65.83	65.34	64.93
Sultanpur	66.54	70.43	62.66	68.22	64.5	66.47
Meerut	66.34	68.21	62.17	69.88	66.37	66.59
Bijnor	67.95	68.84	64.25	69.31	63.27	66.72
Baghpat	65.24	70.99	65.22	66.93	65.4	66.76
Saharanpur	71.81	71.63	64.26	68.72	69.8	69.24
Barabanki	71.38	71.45	67.37	68.28	71.95	70.09
Muzaffarnagar	70.96	73.81	68.69	70.6	66.92	70.20
Ambedkarnaga	67.48	73.09	69.99	70.07	70.69	70.26

r						
Shamli	71.59	73.83	70.14	70.73	72.74	71.81

Annexure – 16

District wise average Achievement of OBC category students of Class 8 in all subject

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	AVG
Pratapgarh	39.26	42.69	42.03	39.68	42.28	41.19
Ghazipur	42.44	44.62	37.96	43.48	40.46	41.79
Mirzapur	38.71	44.6	39.25	45.57	40.9	41.81
Jhansi	45.31	46	44.35	43.15	46.59	45.08
Azamgarh	44.2	50.54	42.04	47.96	43.18	45.58
Siddhartha nagar	48.82	42.17	46.09	48.03	49.56	46.93
Hardoi	46.34	46.1	48.24	47.53	49.06	47.45
Hathrus	50.92	50.11	48.33	47.69	47.71	48.95
Pilibhit	46.79	49.45	45.97	52.99	49.57	48.95
Faizabad	45.89	51.02	47.22	49.88	50.9	48.98
Lucknow	51.26	52.66	43.78	49.39	51.79	49.78
Bareli	49.39	50.64	48.88	49.51	50.59	49.8
Banda	48.4	55.04	50.39	49.75	49.54	50.62
Deoria	49.59	54.16	47.94	48.56	53.16	50.68
Kaushambi	49.84	50.77	48.32	54.19	51.18	50.86
Budaun	50.74	52.26	48.29	54.1	51.77	51.43
Kushinagar	52.11	52.52	48	53.2	51.89	51.54
Shravasti	51.82	54.19	46.55	52.38	53.57	51.7
Kasganj	51.78	52.11	50.43	50.04	54.18	51.71
Baharaich	50.72	54.71	48.41	53.93	51.66	51.89
Ballia	56.77	50.53	47.96	57.22	46.97	51.89
Lakhimpur	53.37	51.83	50.76	53.2	51.7	52.17
Rampur	52.19	54.13	52.1	53.92	52.04	52.88
Sonebhadra	53.09	58.06	45.43	56.57	52.26	53.08
Jaunpur	51.9	59.09	51.22	56	49.97	53.64
Sitapur	55.89	55.54	50.96	55.72	51.99	54.02
Kannauj	54.69	56.88	54.51	55.39	53.43	54.98
Agra	56.77	55.63	50.1	56.65	55.81	54.99
Unnao	56.56	58.44	53.86	53.24	53.32	55.08
Hapur	53.82	58.12	54.83	57.17	54.45	55.68

Amroha	53.35	57.46	53.65	55.9	58.08	55.69
Balarampur	57.63	58.34	53.26	53.68	58.27	56.24
Ghaziabad	58.19	56.28	58.03	53.56	57.86	56.78
Gonda	57	58.14	57.87	52.74	60.38	57.23
Firozabad	58.16	58.82	56.91	58.92	53.93	57.35
Gorakhpur	55.61	59.89	56.38	59.31	55.85	57.41
Chitrakoot	55.27	60.49	54.85	55.14	61.83	57.52
Lalitpur	59.17	62.2	52.36	59.8	54.46	57.6
Chandauli	56.72	63.02	54.71	59.46	55.66	57.91
Raebareli	55.68	65.54	54.17	59.85	54.44	57.94
Fatehpur	60.09	60.96	54.24	58.9	56.21	58.08
Bulandshahar	56.34	61.65	55.1	61.34	56.08	58.1
Aligarh	58.07	61.65	54.55	60.83	56.48	58.32
Hamirpur	59.21	62.4	50.08	60.42	59.88	58.4
Mainpuri	58.32	61.9	55.39	58.51	58.92	58.61
Moradabad	60.15	58.57	56.84	59.42	59.15	58.83
Gbnagar	59.33	62.58	56.86	58.99	56.88	58.93
Mau	57.06	65.35	57.7	56.97	57.95	59.01
Farrukhabad	59.93	65.86	59.3	56.43	56.48	59.6
Maharajganj	62.21	60.41	56.62	60.61	58.72	59.71
Jalaun	58.56	64.36	59.41	57.89	59.29	59.9
Kanpurnagar	59.45	63.38	56.82	61.74	60.2	60.32
Sambhal	58.26	64.36	56.64	60.28	63.25	60.56
Varanasi	62.9	62.23	60.14	60.31	62.02	61.52
Bhadohi	65.4	65.55	57.87	64.32	57.65	62.16
Santkabirnagar	63.92	66.54	60.33	65.47	57.6	62.77
Shahjahanpur	63.69	67.57	58.59	61.97	63.06	62.98
Basti	64.62	64.82	59.81	66.65	59.42	63.06
Mahoba	63.41	66.28	58.69	65.86	61.29	63.11
Etah	60.18	63.53	64.86	61.59	65.74	63.18
Kanpurdehat	63.98	64.18	61.44	64.51	62.21	63.26
Allahabad	67.84	64.04	58.66	63.65	63.91	63.62
Auraiya	61.21	64.74	64.74	62.62	65.44	63.75
Etawah	64.65	66.28	59.66	66.37	62.27	63.85
Amethi	63.23	67.2	61.87	66.12	63.87	64.46
Mathura	65.17	65.39	62.93	65.83	65.34	64.93
Sultanpur	66.54	70.43	62.66	68.22	64.5	66.47
Meerut	66.34	68.21	62.17	69.88	66.37	66.59
Bijnor	67.95	68.84	64.25	69.31	63.27	66.72
Baghpat	65.24	70.99	65.22	66.93	65.4	66.76

Saharanpur	71.81	71.63	64.26	68.72	69.8	69.24
Barabanki	71.38	71.45	67.37	68.28	71.95	70.09
Muzaffarnagar	70.96	73.81	68.69	70.6	66.92	70.2
Ambedkarnagar	67.48	73.09	69.99	70.07	70.69	70.26
Shamli	71.59	73.83	70.14	70.73	72.74	71.81

Annexure – 17

District wise average Achievement of other Category students for Class 8 students in all subject

DISTRICT	ENGLISH	HINDI	MATH	S.SCIENCE	SCIENCE	AVG
Ghazipur	43.52	30.51	30.53	29.52	38.92	34.6
Rampur	40.76	38.42	41.67	46.62	43.16	42.13
Deoria	38.15	41.5	39.62	40.71	53.21	42.64
Kushinagar	41.45	46.76	40.35	50.23	41.69	44.1
Mirzapur	39.13	41.47	42.87	51.32	46.44	44.25
Jhansi	45.71	49.77	39.02	39.67	50.88	45.01
Baharaich	44.12	46.03	45.48	45.25	46.31	45.44
Pratapgarh	43.91	51.57	46.55	39.81	46.94	45.76
Azamgarh	51.1	49.16	40.51	53.48	42.53	47.36
Agra	49.87	47.89	46.29	50.82	45.35	48.04
Sitapur	41.71	51.69	40.88	54.53	53.87	48.54
Hardoi	42.33	53.98	47.47	48.3	50.79	48.57
Ballia	45.62	50.43	49.01	55.95	42.08	48.62
Kaushambi	55.43	42.36	48.13	53.12	52.38	50.28
Pilibhit	57.38	40.04	48.59	54.1	51.76	50.37
Lucknow	53.39	55.09	43.21	51.31	48.9	50.38
Faizabad	52.78	54.15	42.79	53.79	50.36	50.77
Hathrus	51.38	54.56	50.11	49.32	52.09	51.49
Raebareli	49.38	59.16	47.55	50.49	53.86	52.09
Siddhartha nagar	53.36	50.64	53.81	48.91	54.18	52.18
Gonda	57.62	43.85	57.95	45.35	57.75	52.5
Bareli	51.29	56.03	53.89	50.33	55.47	53.4
Chitrakoot	48.24	59.17	54.46	48.35	57.01	53.45
Gorakhpur	52.26	51.44	59.77	56.45	48.04	53.59
Kannauj	56.85	57.37	51.86	51.1	51.74	53.78
Sonebhadra	52.5	59.05	47.42	58.75	51.67	53.88
Balarampur	53.58	56.58	52.23	51.43	57.81	54.33

Aligarh	50.38	60.09	48.61	56.64	56.6	54.46
Amroha	53.18	58.74	52.95	55.63	52.88	54.68
Mainpuri	51.38	57.79	54.44	61.88	48.1	54.72
Lakhimpur	56.84	55.27	53.13	57.94	51.32	54.9
Fatehpur	61.32	56.1	50.49	54.51	52.79	55.04
Jaunpur	53.2	59.48	60.15	57.68	48.18	55.74
Gbnagar	56.9	62.58	54.59	52.82	51.91	55.76
Shravasti	53.42	55.78	50.99	59.3	59.43	55.78
Banda	52.4	62.76	65.76	48.93	51.18	56.21
Bhadohi	56.32	58.02	57.64	56.32	55.39	56.74
Baghpat	55.38	61.49	53.59	56.63	57.45	56.91
Unnao	56.86	54.37	51.54	61.61	60.61	57
Hamirpur	58.38	66.9	60.3	44.7	55.12	57.08
Chandauli	57.53	66.53	53.81	56.88	51.06	57.16
Moradabad	59.41	51.26	58.35	56.55	60.37	57.19
Varanasi	61.81	53.75	58.88	60.53	51.51	57.3
Hapur	59.13	60.44	56.32	57.99	54.03	57.58
Budaun	60.67	52.98	55.96	65.34	54.07	57.8
Santkabirnagar	60.97	58.95	57.6	58.91	52.89	57.86
Lalitpur	56.64	64.47	51.62	59.15	57.84	57.94
Firozabad	57.99	62.32	57.33	63.7	51.52	58.57
Ghaziabad	61.43	61.27	55.98	56.15	59.28	58.82
Bulandshahar	62.67	57.93	56.79	59.81	59.79	59.4
Kanpurnagar	65.23	60.86	57.25	63.63	52.11	59.82
Farrukhabad	58.28	59.61	57.28	61.78	63.78	60.15
Mau	57.08	63.49	58.41	56.4	65.93	60.26
Etah	58.81	63.99	62.74	61.58	56.45	60.71
Etawah	59.05	65.05	56.62	64.28	59.51	60.9
Meerut	59.82	62.89	59.09	65.36	59.62	61.36
Sultanpur	61.8	61.48	57.68	63.74	63.92	61.72
Maharajganj	66.91	67.54	59.18	59.22	61.41	62.85
Kasganj	62.22	64.95	57.73	67.12	62.45	62.89
Shahjahanpur	64.29	68.68	62.46	60.25	62.41	63.62
Saharanpur	62.81	67.5	60.57	58.3	69.68	63.77
Auraiya	67.15	63.59	65.97	62.56	61.78	64.21
Sambhal	64.75	66.17	55.61	71.92	63.03	64.3
Amethi	63.34	66.3	61.52	66.24	64.25	64.33
Jalaun	65.82	67.79	63.09	64.3	62.57	64.71
Mathura	60.73	69.83	60.23	67.47	67.08	65.07
Mahoba	63.12	70.17	65	69.1	67.16	66.91

Ambedkarnagar	65.79	69.34	71	65.45	67.39	67.79
Bijnor	70.13	67.78	70.48	65.72	64.84	67.79
Allahabad	63.46	79.32	64.69	74.23	58.77	68.09
Barabanki	67.54	65.06	66.51	70.56	74.18	68.77
Basti	72.27	75.33	64.62	69.01	63.61	68.97
Kanpurdehat	67.26	76.22	65.31	69.93	67.94	69.33
Muzaffarnagar	73.93	73.55	65.07	69.1	67.13	69.76
Shamli	69.09	69.91	71.25	72.02	74.29	71.31

Questions attempted by Class 8 students in all subjects in set-1

Class8, set-1							
sr. no.	Question	Englidh	Hindi	maths	social science	science	Average
1	Q1	62622	62683	61899	62099	62384	62337.4
2	Q2	62116	61960	61685	61920	61756	61887.4
3	Q3	62270	62371	60785	61594	61407	61685.4
4	Q4	61680	62103	60675	60803	61494	61351
5	Q5	61168	61994	60858	60753	60903	61135.2
6	Q6	61977	60628	60759	60978	61217	61111.8
7	Q7	61352	61433	60220	61121	60853	60995.8
8	Q8	61970	60729	60538	60327	61169	60946.6
9	Q9	61278	61924	59700	60327	61354	60916.6
10	Q10	62020	61761	60203	61004	60603	61118.2
11	Q11	62062	62418	60594	61418	61322	61562.8
12	Q12	62216	61703	61151	61498	61276	61568.8
13	Q13	61189	60620	60329	60493	61240	60774.2
14	Q14	61497	61497	60810	60123	61198	61025
15	Q15	61193	61819	59950	61257	60767	60997.2
16	Q16	61334	61496	60737	60687	60651	60981
17	Q17	61422	61289	59611	59767	60186	60455
18	Q18	61279	60092	60094	59552	60697	60342.8
19	Q19	61129	60547	59909	58541	60000	60025.2
20	Q20	61612	60661	59160	58871	60945	60249.8
21	Q21	61690	60980	60206	59888	61158	60784.4
22	Q22	61612	61493	60846	59786	61394	61026.2
23	Q23	60733	61033	60251	59104	61103	60444.8
24	Q24	61558	61515	59331	59361	60279	60408.8
25	Q25	61296	60090	60782	59714	60653	60507

26	Q26	60998	61197	60473	59785	60870	60664.6
27	Q27	60958	60963	60333	59090	60711	60411
28	Q28	60445	60743	60136	59098	59904	60065.2
29	Q29	60889	60583	60119	58452	60457	60100
30	Q30	60240	60615	59487	60313	59448	60020.6
31	Q31	61565	61268	60042	60402	61147	60884.8
32	Q32	60981	61057	59882	59979	60346	60449
33	Q33	61114	59787	58645	59777	60798	60024.2
34	Q34	60779	60640	59001	59081	60537	60007.6
35	Q35	60635	60482	58591	59532	59949	59837.8
36	Q36	58211	60231	57032	58051	59533	58611.6
37	Q37	60022	59561	58166	59205	59104	59211.6
38	Q38	60092	59862	58397	58266	59084	59140.2
39	Q39	60271	59875	58408	57093	58759	58881.2
40	Q40	60533	60814	58610	59603	59788	59869.6

Questions attempted by Class 8 students in all subjects in set-2

Class 8 , set-2							
sr. no.	Question	Englidh	Hindi	maths	social science	science	Average
1	Q1	60516	60422	61635	60609	62766	61189.6
2	Q2	59834	60169	61773	60505	62210	60898.2
3	Q3	59525	59683	60762	59369	61773	60222.4
4	Q4	59518	59260	60529	59853	62232	60278.4
5	Q5	59587	59904	60507	59307	61673	60195.6
6	Q6	58904	59485	60432	59140	61715	59935.2
7	Q7	59473	59983	59790	59454	61518	60043.6
8	Q8	58948	59761	60768	59599	61656	60146.4
9	Q9	58939	59473	60504	59583	61197	59939.2
10	Q10	59563	59610	60219	59272	62041	60141
11	Q11	59640	59898	61532	60080	62318	60693.6
12	Q12	58863	59714	61101	59848	61101	60125.4
13	Q13	59447	59715	60131	58936	62029	60051.6
14	Q14	58983	59574	60238	58319	61446	59712
15	Q15	58861	59776	59752	58661	61814	59772.8
16	Q16	58821	59276	60483	58359	61999	59787.6
17	Q17	58756	59458	59717	59352	61000	59656.6
18	Q18	59276	59248	60217	58132	60535	59481.6
19	Q19	58547	58812	59497	58335	61581	59354.4
20	Q20	58914	59419	60182	57723	61331	59513.8
21	Q21	60042	58500	60234	58816	61688	59856
22	Q22	59549	59980	60664	58362	62254	60161.8
23	Q23	58323	59700	59065	57150	61969	59241.4

24	Q24	57966	59219	59031	58254	61106	59115.2
25	Q25	58733	58294	60636	58968	60684	59463
26	Q26	59117	59066	60228	58671	61024	59621.2
27	Q27	58240	58451	60199	57485	61164	59107.8
28	Q28	57189	58500	59950	58167	60650	58891.2
29	Q29	58652	58784	59916	58834	61152	59467.6
30	Q30	58235	58127	59039	58128	60942	58894.2
31	Q31	58213	58813	59627	58603	61404	59332
32	Q32	58382	58666	59715	58742	61043	59309.6
33	Q33	59057	58830	59111	58149	60715	59172.4
34	Q34	58527	58645	59328	58531	61254	59257
35	Q35	58270	58039	58692	57815	61044	58772
36	Q36	58200	58489	57243	57072	60571	58315
37	Q37	57493	57929	58040	57751	59976	58237.8
38	Q38	57489	57968	58139	57609	59599	58160.8
39	Q39	57958	57491	57635	56137	59251	57694.4
40	Q40	57611	58681	57386	57894	60615	58437.4

Questions attempted by Class 5 students in all subjects in set-1

Class 5 , set-1							
sr. no.	QUES	english	hindi	maths	social science	science	average
1	Q1	63750	63175	62990	62877	64490	63456.4
2	Q2	63126	61677	61934	62385	64050	62634.4
3	Q3	62397	61487	61756	60736	64251	62125.4
4	Q4	62314	62078	61088	61406	63740	62125.2
5	Q5	62743	61574	61395	61394	63824	62186
6	Q6	62298	60830	61377	60736	63599	61768
7	Q7	62276	61227	59894	59842	63210	61289.8
8	Q8	62079	60892	60844	60741	63137	61538.6
9	Q9	61919	61138	61175	59743	63160	61427
10	Q10	62450	61007	60517	60530	63099	61520.6
11	Q11	63020	62441	62422	61414	63282	62515.8
12	Q12	62330	61743	61376	60910	63596	61991
13	Q13	62281	61882	61341	61204	62677	61877
14	Q14	62029	61480	60654	60967	63631	61752.2
15	Q15	62070	61080	61019	60426	62745	61468
16	Q16	61571	60446	59405	60098	63102	60924.4
17	Q17	61975	60708	59777	60033	61958	60890.2
18	Q18	60955	60620	60252	58414	62847	60617.6
19	Q19	61148	60714	59476	59679	62774	60758.2
20	Q20	61942	60373	60259	59388	62334	60859.2
21	Q21	62831	62222	60328	60095	63740	61843.2

22	Q22	62666	61450	60580	59881	62725	61460.4
23	Q23	61218	61128	59645	59336	62878	60841
24	Q24	60952	60457	60264	60308	62719	60940
25	Q25	60864	60870	60508	60071	62222	60907
26	Q26	61173	60965	59489	59579	61882	60617.6
27	Q27	60890	59878	59257	59469	61491	60197
28	Q28	60870	60182	58417	58681	61711	59972.2
29	Q29	59623	59977	57421	58701	61757	59495.8
30	Q30	60801	60035	56992	59171	61543	59708.4
31	Q31	61952	60768	59856	59622	62573	60954.2
32	Q32	61256	60469	59255	60209	61941	60626
33	Q33	60042	59604	58685	58903	61550	59756.8
34	Q34	60310	59319	58743	58593	61635	59720
35	Q35	59705	58580	58209	58360	60885	59147.8

Questions attempted by Class 5 students in all subjects in set-2

Class 5 , set-2							
sr. no.	QUES	english	hindi	maths	social science	science	avearge
1	Q1	59294	59033	59733	58322	57998	58876
2	Q2	58376	57853	59388	57156	57557	58066
3	Q3	58246	58236	57755	56894	57382	57702.6
4	Q4	57761	58162	58189	56447	57015	57514.8
5	Q5	58068	57944	58388	56413	56779	57518.4
6	Q6	57921	58230	58381	56169	56717	57483.6
7	Q7	57683	57491	57213	55722	56503	56922.4
8	Q8	57212	57647	57968	56028	56450	57061
9	Q9	57776	57054	58273	55868	56283	57050.8
10	Q10	57784	57868	57870	56349	56445	57263.2
11	Q11	58185	58232	59172	57595	57362	58109.2
12	Q12	58016	58050	58525	56962	57063	57723.2
13	Q13	57493	58034	58653	56712	56329	57444.2
14	Q14	57493	57257	58075	55997	57070	57178.4
15	Q15	57801	57830	58339	55982	56545	57299.4
16	Q16	56655	57554	57892	55074	56122	56659.4
17	Q17	57211	57618	57421	55317	56203	56754
18	Q18	56570	56846	57039	55475	56218	56429.6

19	Q19	56861	56480	56835	55218	55729	56224.6
20	Q20	57157	56702	57457	55350	55311	56395.4
21	Q21	58066	57934	58163	56854	57289	57661.2
22	Q22	57517	57709	58514	56722	56207	57333.8
23	Q23	57525	57277	57823	55442	55924	56798.2
24	Q24	56404	57465	57104	56024	56191	56637.6
25	Q25	56203	56301	57106	55731	55989	56266
26	Q26	56728	57013	56783	55343	55549	56283.2
27	Q27	56771	54137	56784	55279	55677	55729.6
28	Q28	56362	56196	56427	54620	55404	55801.8
29	Q29	56373	55811	55127	54071	54740	55224.4
30	Q30	56363	55727	54874	55192	55147	55460.6
31	Q31	57221	57250	57402	55855	56289	56803.4
32	Q32	56555	56531	57266	55478	55469	56259.8
33	Q33	56483	56890	56640	53931	54733	55735.4
34	Q34	55672	56242	55876	54151	54427	55273.6
35	Q35	55979	55828	56384	53670	54700	55312.2