



STATE LEVEL **S** ACHIEVEMENT **L** SURVEY **A** 2014 -15 **S**

STANDARD IV & VII



SSA KERALA

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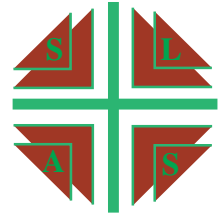
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STATE LEVEL ACHIEVEMENT SURVEY

STANDARD IV

2014-15



SSA KERALA



Preface

Sarva Shiksha Abhiyan focusses on the universalisation of Elementary Education and ensures Quality Education. RTE Act 2009 gurantees quality education to all children between the group of 6-14. Learning achievement is one of the indicators of quality dimensions.

During 2014-15 SSA Kerala outsourced 9 researches and conducted 2 State Level Achievement Surveys (SLAS) for Standard IV and Standard VII. Through various collective efforts and time bound processes, SLAS have been completed. Several findings of SLAS helped to the forward activity and to overcome the backlogs. All districts were included in the SLAS. Hence SSA could consolidate district wise results and specific to the objectives.

I congratulate the State Programme Officer Sri.V.Gireeshkumar to organize and to complete the studies on time.

On behalf of SSA Kerala, I extend my sincere thanks to SCERT, Kerala and all the participants served for the venture and make the task successful in a time bound manner.

Hope that the findings and suggestions will be used for the future programmes to attain the targetted goal

Dr.E.P.Mohandas
State Project Director
SSA, Kerala



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Government is obliged to ensure quality education to all children in the age group 6-14 years. From the beginning of Sarva Shiksha Abhiyan [SSA] various programmes were introduced to ensure the visioned goal of quality elementary education. These efforts caused for several notable positive change in the Elementary Education scenario. A significant increase have been marked in the field of enrollment, retention and drop out rate in Government and Government Aided Schools. Through a joint venture of SSA, Department of Education and the Local Self Government Institutions the challenges in the learning needs of students are trying to resolve. SC/ST, Muslim and other socially backward children are getting the benefits of good quality education.

Efforts of trained and devoted teachers, attractive infrastructure facilities, life oriented curriculum, incentives like free textbooks and uniforms, nutritious mid day meal and free and fair learning atmosphere, etc. attracted learners to general education segments. With the launching of an innovative programme FOCUS 15 aimed at an increase in enrollment in the uneconomic schools in the State. Various quality interventions are proposed with the involvement of LSGs and community. These involvements helped to create a healthy atmosphere in the targetted schools that caused for the societal participation in the school activities.

To overcome the quality concerns, SSA proposes several

creative plans to ensure minimum level of knowledge expected to achieve by learners at the end of every class level. In order to attain the desired level of learning classroom activities are planned to

incorporate with the pre-requisites of every unit of learning. It was in this circumstance that SSA, Kerala in collaboration with SCERT, Kerala planned for conducting SLAS (State Level Achievement Survey).



The main objectives of the study are

1. *To collect possible information relevant to the achievement of learners in Malayalam & Mathematics in Standard IV and VII.*
2. *To find and apply remedial measures to resolve the problems.*

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7. Academic responsibility of the Government to ensure quality education

(1) The Government shall provide free and compulsory education to every child of the age six to fourteen years and to this end

(a) ensure provision of high quality education uniformly in all schools and for this, specify norms and standards in respect of all activities involving quality which supplement the norms and standards specified in the Schedule;

(b) notify the academic authority within two months of the date of notification of appointed date of these rules for development of the framework of State curriculum based on that of the National curriculum and for adopting the text books prepared under National Council for Educational Research and Training as far as practicable;

- (c) ensure the effective implementation of the syllabus, teaching/learning process and development of evaluation procedures;
 - (d) ensure that a teacher appointed possesses the minimum qualifications for teachers and is provided with support staff and infrastructure facilities in respect of pre-primary schools based on national norms.
11. (e) ensure quality in pre-primary teacher and elementary teacher training courses by revising the pre-service pre-primary and elementary teacher training syllabus in consonance with the national curriculum frame work;
- (f) impart quality education to children with disabilities as provided in sub-section (2) of section 3 by providing facilities for pre-service and in-service training for teachers through a specially designed training course in consultation with the national institutes in this field;
 - (g) design a transparent monitoring mechanism so as to ensure that a teacher performs all the duties specified in clauses (a) to (e) of sub-section (1) of section 24 of the Act and in these rules;
 - (h) use the outcomes of such monitoring for improving the performance of the teachers on a continuous basis;
 - (i) monitor the levels of learning of children in all Government, aided and un-aided elementary schools in the State regularly, and conduct evaluation on learning outcomes in 5 % of the schools through an external agency such as a University Department, and bring out annual reports on the quality of elementary education in the State;

- (j) conduct half yearly and annual review of the performance of the academic authority regarding its compliance with the implementation of the provisions of section 29 of the Act.
- (2) The Deputy Director of Education, the Assistant Educational Officer, academic personnel of District Institutes of Education and Training and Block Resource Centres, shall visit and monitor the academic performance of the teachers and students in the schools at least once in a year and communicate report thereof to the teachers concerned for taking corrective measures. Reports thereon with copy shall also furnish to the Director of Public Instruction and the Director, State Council of Educational Research and Training for taking remedial action at the State level.
- (3) The Government shall,—
- (a) ensure that children with disabilities have access to free education till they attain the age of 18 years and shall promote their integration in the regular schools;
 - (b) equip and upgrade the existing Special Schools for children with severe disabilities and provide them with residential facilities in appropriate locations;
12. (c) provide vocational training to all children with disabilities;
- (d) provide special teaching/learning material and improved assistive devices and all such items that are necessary to give a child with disability equal opportunities in education;
 - (e) provide health care for the child with disabilities at school level;

- (f) formulate a restructured and relevant curriculum for children with various categories of disabilities;
 - (g) develop appropriate systems for their continuous and comprehensive evaluation.
- (3) The Government shall in consultation with other academic authorities it may consider necessary, prepare a Scheme to provide pre-service and in-service training to pre-primary and elementary school teachers in Government, aided and un-aided schools as also to Anganwadi functionaries. It shall design a monitoring mechanism in accordance with the standards of training. Expenditure on training of teachers in pre-primary schools and schools referred to in subclause (iv) of clause (n) of section 2 of the Act, shall be borne by the school management.

18. *Duties to be performed by Head Teacher and Teachers*

- (ii) observe and assess the performance of the teachers based on the academic calendar including conduct of regular meetings of Class Parent- Teacher Association and Mother Parent-Teacher Association at least once in a term and provide the teachers with necessary guidance;
24. (iv) assess the learning ability of every child and shall ensure that he attains the learning outcomes specified by the academic authority for each subject throughout the academic year;
- (v) act as a mentor to the children and shall adopt the tutorial system so as to ensure individual attention for the all-round development of the child;



- (a) ensure full utilization of school facilities like library, laboratory and Information and Communication Technology, sports and games, work education etc.
26. (e) prepare guidelines for putting into practice continuous and comprehensive evaluation; and
- (f) commission and undertake research and studies on policies, programmes, curriculum and learning outcomes of children.
- (3) The academic authority referred to in sub-rule (1) shall design and implement a process of holistic school quality assessment based on performance indicators on a regular basis.
- (4) A continuous school rating system based on a five point scale shall be developed on parameters like student achievement, physical infrastructure, teacher training, assessment and evaluation and co-curricular activities, to improve overall quality.
- (5) The schools falling in the last two categories on the five point scale shall be targeted for remedial measures within a definite timeframe and given support to improve their rating.
- (f) prepare reports relating to the reviews, studies and research undertaken by it and furnish the same to the Government;



Why SLAS?

One of the key indicators of quality in education is the achievement level of learners. The achievement level is to improve overtime in an equitable manner. State Level Achievement Survey [SLAS] is to monitor the improvement in learners achievement. SLAS is meant for the State as a whole. SLAS is to assess the strategies adopted to the different dimensions included in Educational System. As per RTE Act 2009 (i) of sub section (1) of section (7) - Government should monitor the levels of learning of children in all Government, aided and un-aided elementary schools in the State regularly, and conduct evaluation on learning outcomes in 5 % of the schools through an external agency such as a University Department, and bring out annual reports on the quality of elementary education in the State; Hence this SLAS is a survey to assess the achievement level of children of Standards IV and VII in two subjects - Malayalam and Mathematics.

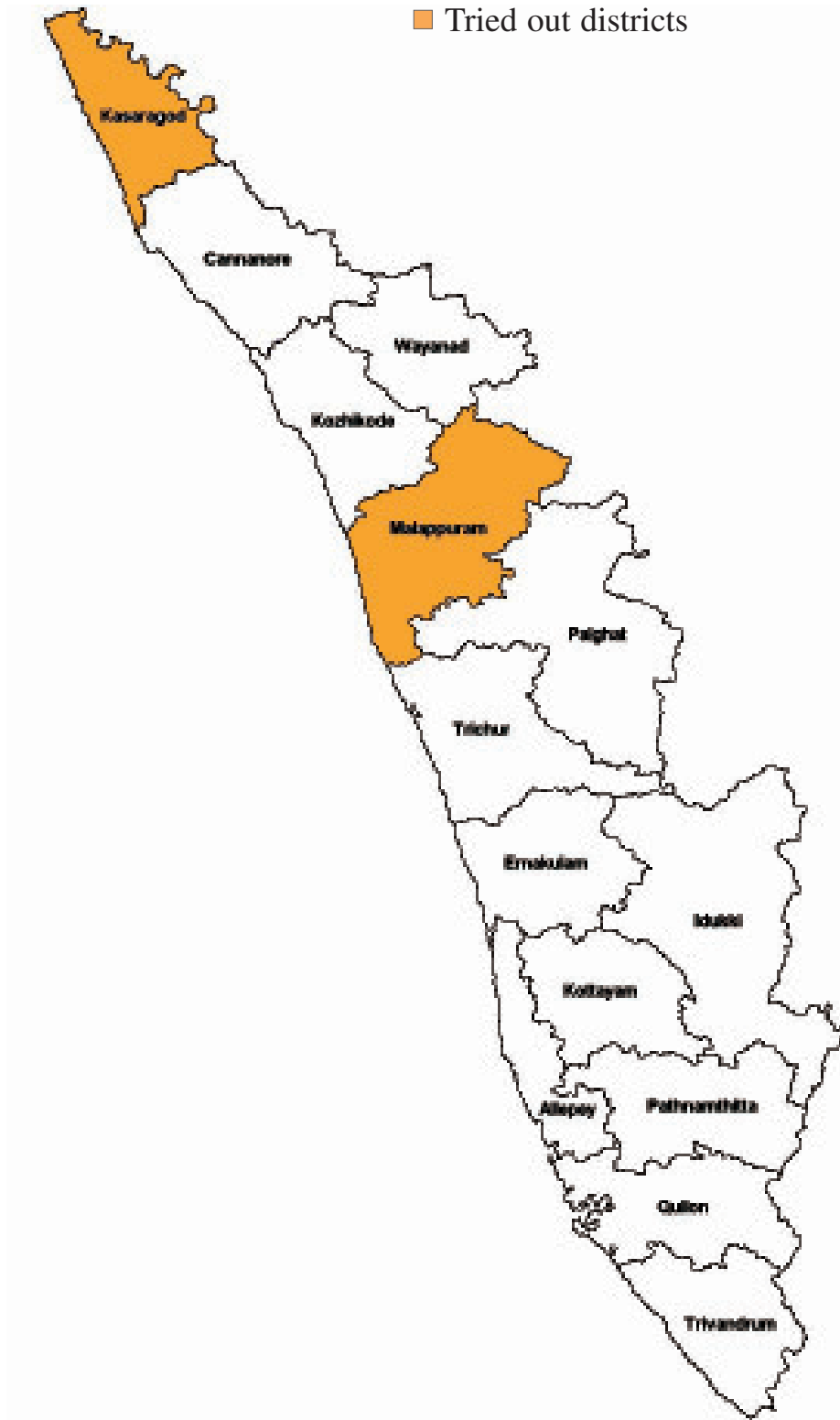
Process of SLAS

The State level planning was done on 24.10.2014. The different tools for the study were developed in the workshops conducted at Kasaragod district.



KERALA

■ Tried out districts





Assessment was made on the Learners Achievement in Standard IV and VII. The achievement in various areas of Malayalam and Mathematics were taken up for the survey. Samples were taken from urban/rural, HS attached LP/UP, independent LP/UP and Govt./Aided categories of schools. 30 students from each Standard and from each school were taken. The samples were from learners of different levels of achievement. Test was conducted with the help of two sets of tools termed as set A and set B administered among 15 pupils at each category. Invigilators were trained for conducting the test and collecting data. A scientifically prepared questionnaire was used for collecting information from teachers with regards to their planning, strategies used in the classes and effectiveness of the training they obtained. Questionnaires was also used for collecting information on the learning atmosphere, family

background and social condition of the learners. The information about the parents, their educational and social status were also analysed through different questionnaire.



Learning outcomes in different areas of language and mathematics were considered for assessment

Reading with comprehension is essential for the children to develop language skills. Word meaning and their differences in different contexts are important. The child should recognise the significance of word - meaning and sentence patterns for the regular use of language functions. It is necessary for the child to develop writing skills. Skill for reference also to be developed in children. Child should acquire reading competency for gathering information and ideas.

Language expression in different dimensions are essential to a learner in the upper primary level. Writing in a creative manner by enjoying the language elements are also to be measured. In the curriculum it is specified that language is to be acquired and learned in a discourse forum. Hence in UP level writing of discourse is also included for assessment. The list of surveyed areas of language in class 4 & 7 are listed below.

IV Malayalam

- Comprehending ideas
- Making dictionary
- Constructing sentences
- Splitting the words
- Find the word meaning

VII Malayalam

- Identifying meanings
- Writing discourses
- Interpretation
- Comprehension
- Expressing ideas (not writing)



Given below are the different thrust areas for the assessment of Mathematics in Standard IV. Number concepts and skill for mathematical operations are the basis of mathematics. Speed and accuracy are to be developed in children through the learning of Mathematics.

Learning Mathematics aims at approaching and solving problems through logical thinking. Child should recognize geometry and metric measures to apply it in daily life situations.



There are certain basic skills that UP child should acquire in Mathematics. The major areas focussed were geometry, analysis, generalisations, skills in basic mathematical operations, data analysis, finding conclusions and logical thinking. The areas considered for assessing mathematical learning outcomes are given in separate boxes.

The achievement level of children on the above said areas were tested. The results from the 14 districts were analysed and consolidated. State wise consolidation was made on 24.11.2014.

IV Mathematics

- ◆ *Analysis (Geometry)*
- ◆ *Analysis (Measures)*
- ◆ *Data Analysis*
- ◆ *Mathematical Operations*
- ◆ *Problem Analysis*
- ◆ *Logical Thinking*

VII Mathematics

- ◆ *Logical Thinking*
- ◆ *Problem Analysis*
- ◆ *Mathematical Operations*
- ◆ *Data Analysis*
- ◆ *Making Conclusion*
- ◆ *Generalisation*

The tables were analysed and prepared the report in a residential workshop from 29.3.2015 to 31.3.2015.

State Programme Officers and selected trainers and Co-ordinators from BRCs participated in the workshop. The head of Department of Psychology from Calicut University Mrs.Baby Shari attended as a special invitee and monitored the processes. The reports were finalised under her guidance.

The findings and conclusions are illustrated in the remaining pages.



Achievement in Malayalam

Standard : 4

Areas assessed


- Comprehending ideas
- Making dictionary
- Constructing sentences
- Splitting the words
- Find the word meaning

Findings & Conclusions

Regarding the findings of Standard 4 Malayalam Language high scores were obtained in making dictionary, constructing sentences and comprehending ideas.

While low scores were obtained in splitting of words and find out word meaning. Southern districts such as

Kollam, Thiruvananthapuram, Kottayam and Ernakulam were obtained high scores. Low scores where as percentage was obtained by Wayanad, Palakkad and Alappuzha. Hence it can be concluded that the same aea of Language districts performed differently. The focus may be given to local specification.



എസ്. എസ്.എ. കേരളം
SLAS 2014-15
മലയാളം 4-ാം തരം
ചോദ്യപ്പേപ്പർ

A

നിർദ്ദേശങ്ങൾ

* ആകെ 25 ചോദ്യങ്ങളാണുള്ളത്. എല്ലാ ചോദ്യങ്ങളുടെയും ശരിയു തരം കത്തെ കോളത്തിൽ ടിക് ചെയ്യുക.

1. പുള്ളികൊള്ളുക തുറന്നുവെച്ചുകൊണ്ട് നീയേ ഭാഗ്യവതി അടിവരയിട്ട പദത്തിന്റെ അർത്ഥം താഴെ കൊടുത്തവയിൽ ഏതാണ് ?

A) ആലോചിക്കുക

B) സന്തോഷിക്കുക

C) അഭിമാനിക്കുക

D) ആടിത്തീർക്കുക
2. കൂട്ടത്തിൽപ്പെടാത്തത് ഏത് ?

A) തിരുവാതിരക്കളി

B) ഗോലികളി

C) മാർഗ്ഗംകളി

D) കഥകളി
3. താഴെ പറയുന്നവയിൽ 'തെയ്യ'വുമായി ബന്ധമില്ലാത്ത പ്രസ്താവന ഏത് ?


A) തെയ്യം ഒരു നാടൻ കലാരൂപമാണ്.

B) തോറ്റുപാട്ടുകൾ തെയ്യവുമായി ബന്ധപ്പെട്ടതാണ്.

C) തെക്കൻകേരളത്തിൽ മാത്രം കൂവരുന്ന ഒരു കലാരൂപമാണിത്

D) തെയ്യം അറങ്ങുന്ന വാദ്യങ്ങളുടെ അകമ്പടിയോടെയാണ്.
4. 'ഒരു മഞ്ഞുതുള്ളി അറിയാതെ ചുവരിന്റെ ഉതളിൽ ചെന്നിറുന്ന പേടിച്ചുവീര്യംകുന്ന മഞ്ഞുതുള്ളിയെ അവൾ സഹതാപത്തോടെ നോക്കിയിരിച്ചു. എല്ലാം മാനു മഞ്ഞുതുള്ളി' മഞ്ഞുതുള്ളി എല്ലാം മരണമുണ്ടാക്കുന്നവയായിരിക്കും. താഴെ കൊടുത്തവയിൽ നിന്ന് ശരിയായത് കണ്ടെത്തുക.

1



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SLAS 2014-15
മലയാളം 4-ാം തരം
ചോദ്യപ്പേപ്പർ

B

നിർദ്ദേശങ്ങൾ

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അർത്ഥം കണ്ടെത്തുക

1. പേശലം

A) മനോഹരം

B) മോശം

C) പേശി

D) പേടി
2. വിണ്ണു

A) ആകാശം

B) മണ്ണു

C) ഭൂമി

D) ലോകം
3. ആറ്

A) കടൽ

B) പുഴ

C) മല

D) മരം

ശരിയായ പദം കണ്ടെത്തുക

4.

A) ഭ്രംശം

B) ഭ്രംശം

C) ഭ്രംശം

D) ഭ്രംശം
5.

A) നഖം

B) നഖം

C) നഖം

D) നഖം

1

LP [STD. IV] LANGUAGE

Area

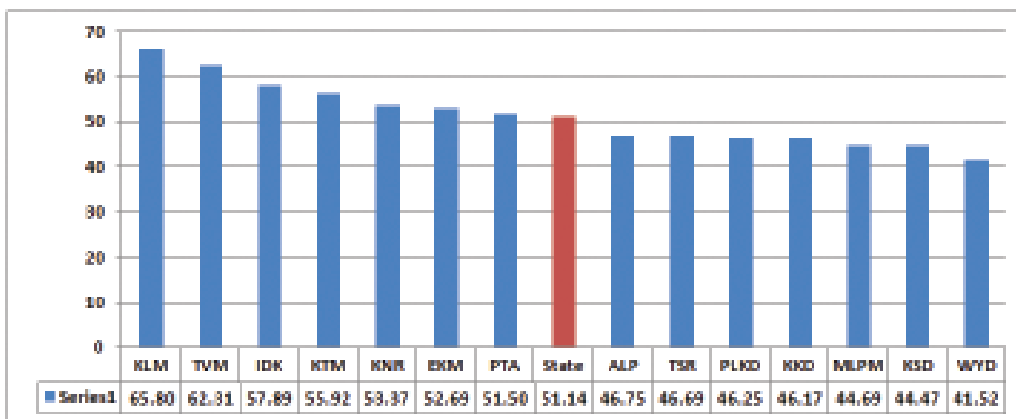
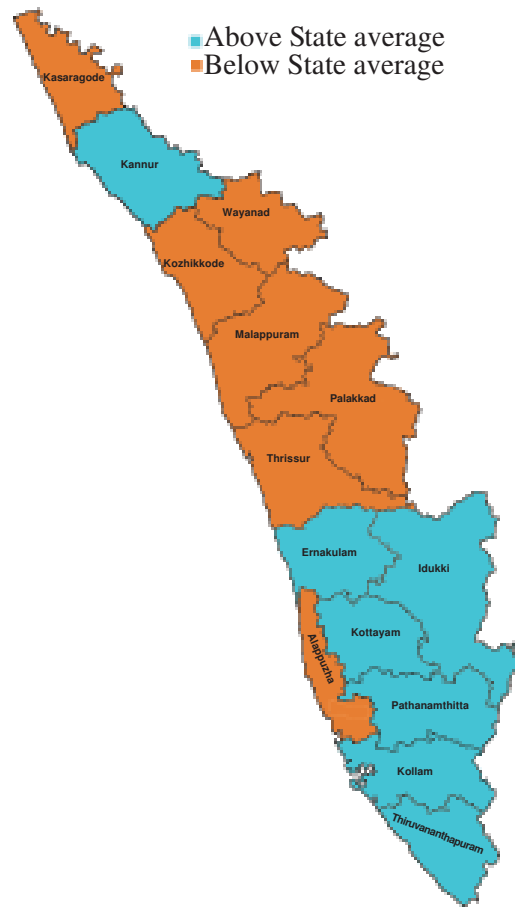
Comprehending Ideas

Task

- ◆ Passage reading
- ◆ Answering objective questions.

Result

Results of the performance are above to the average. The highest score obtained by Kollam district (65.8%). There is no score below 40% which indicate a positive symbol of Malayalam reading ability among learners. Tests were administered for both written and oral communication. The least score is that of Wayanad district, where even many tribal languages are prominent (41.52%).



LP [STD. IV] LANGUAGE

Area

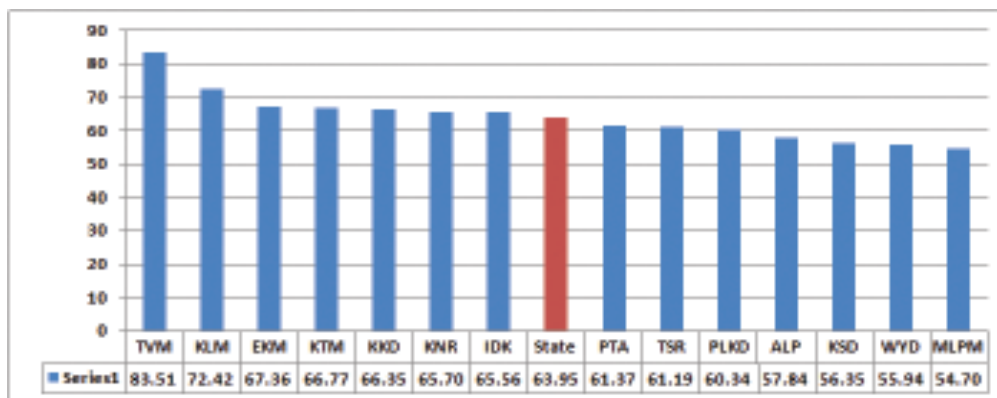
Making Dictionary

Task

- ◆ To find out correct spelling

Result

Comparison among the districts indicates that Trivandrum district had scored the highest with 83.5% by keeping Kollam district in the second position (72.42%). The least score is reported (54.7%) from Malappuram district. All ten districts had scored more than 60% in this area which indicates the vocabulary of standard IV children is higher in language proficiency for making dictionary.



LP [STD IV] LANGUAGE

Area

Construction of Sentences

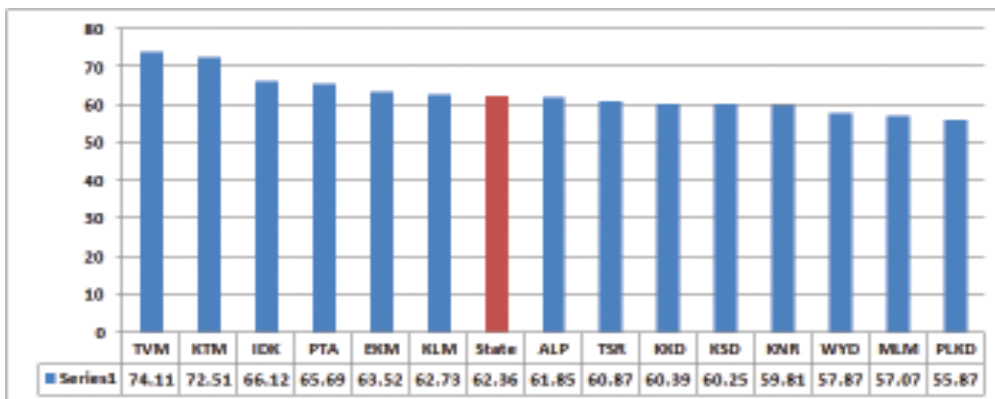
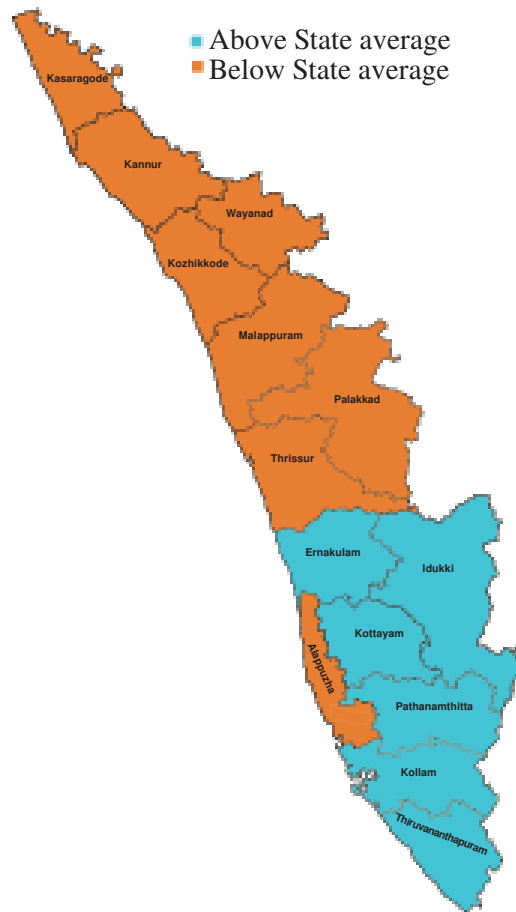
Task

- ◆ To find out wrong sentences from a group of sentences.

Result

Apart from the vocabulary skill, sentence making in mother tongue was also measured.

From the comparative analysis it was seen that Trivandrum district scored highest with 74.11% by keeping Kottayam is the second (72.51%) position. Except 3 districts all others had performed well and scored above 60%. The least scorer was Palakkad (55.87%).



LP [STD IV] LANGUAGE

Area

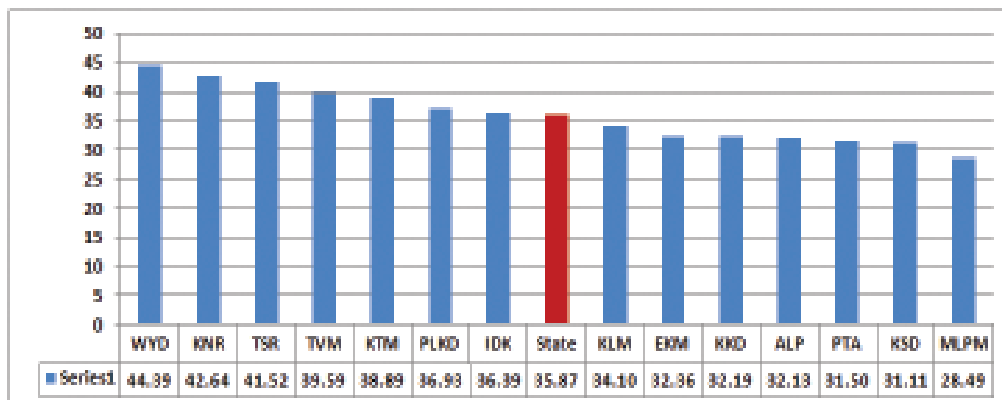
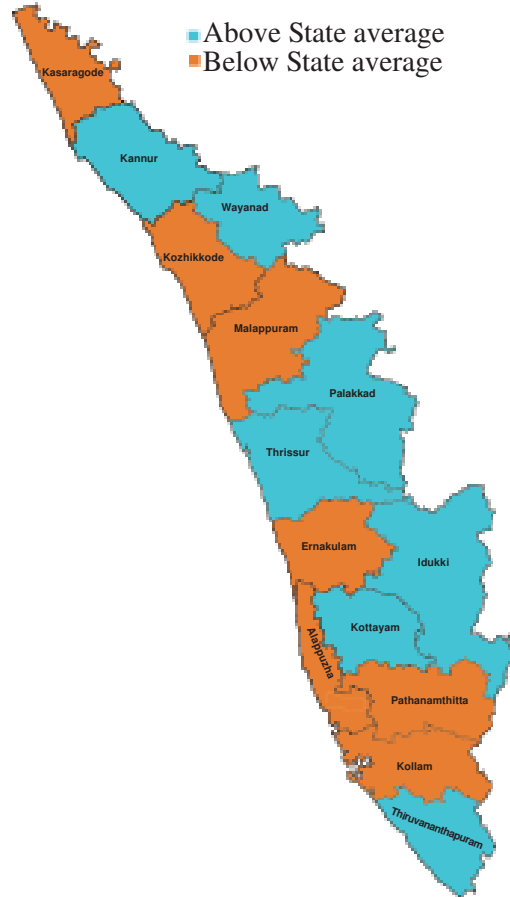
Splitting of words

Task

- ◆ To split three words meaningfully.
- ◆ To split a complex word into its primary word.

Result

In comparison with the task undertaken earliest, this task was found difficult. The highest performance was seen at Wayanad district and that too was 44.39%. The least performance was that of Malappuram district with 28.49%. All other districts scored between 44 and 28 percentage. The average score of the total sample was only 36%, which also indicates that these tasks are complex to the age and to be specially focussed in the class rooms.



LP [STD IV] LANGUAGE

Area

Find word meaning

Task

- ◆ To find out the meaning from the lines of a poem and to find out words.

Result

Average performance of the total group came upto 48.16%. The highest performance was found in Thiruvananthapuram district (59.95%) where as the least performance noted (41.27%) at Palakkad district which share its border with TamilNadu. Activities for finding meanings should be focussed in class room.



Achievement in Mathematics

Standard : 4

Areas assessed


- Analysis (Geometry)
- Analysis (Measures)
- Data Analysis
- Mathematical Operations
- Problem Analysis
- Logical Thinking

Findings & Conclusions

Six areas of Mathematical skills were assessed in this survey. When we cause across the survey results, we can understand that Mathematical operation is the only area where the children performed satisfactorily. Analysis of Geometry & Measures are difficult for the children. Data

Analysis and problem analysis are the other two difficult areas.

Concluding this, eventhough various efforts and special focussed programmes were implemented to make Mathematics sweet and easy, but Mathematical performance of our children didn't become better.



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ഗണിതശാസ്ത്രം 4-ാം തരം
ചോദ്യപേപ്പർ

A

നിർദ്ദേശങ്ങൾ

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1. ചുറ്റളൻ എത്ര?

5 സെ.മീ

9 സെ.മീ

A) 27 സെ.മീ

B) 28 സെ.മീ

C) 29 സെ.മീ

D) 26 സെ.മീ

2. സെന്റിമീറ്ററിനേക്കാൾ കുറഞ്ഞ നീളമുള്ളവയെ അളക്കുന്നതിന് അനുയോജ്യമായത് ഏത്?

A) മീറ്റർ

B) മില്ലിമീറ്റർ

C) കിലോമീറ്റർ

D) സെന്റിമീറ്റർ

3. 18 മണിക്കൂർ കഴിഞ്ഞ് 30 മിനിട്ട് എന്നത് 12 മണിക്കൂർ ക്ലോക്കിൽ കണക്കാക്കിയാലുള്ള സമയം എത്ര?


A) 6.30 am

B) 6.30 pm

C) 8.30 am

D) 8.30 pm

1/6



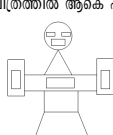
എസ്. എസ്.എ. കേരളം
SLAS 2014-15
ഗണിതശാസ്ത്രം 4-ാം തരം
ചോദ്യപേപ്പർ

B

നിർദ്ദേശങ്ങൾ

* ആകെ 25 ചോദ്യങ്ങളാണുള്ളത്. എല്ലാ ചോദ്യങ്ങളുടെയും ശരിയു തരം കത്തെ കോളത്തിൽ ടിക് ചെയ്യുക.

1. ചിത്രത്തിൽ ആകെ എത്ര ചതുരങ്ങൾ ഉണ്ട്?



A) 12

B) 11

C) 14

D) 8

2. 14 സെ.മീ. ചുറ്റളവുള്ള ഒരു ചതുരത്തിന്റെ നീളം, വീതി ഇവ ഇരട്ടിയായാൽ ചുറ്റളവ് എത്ര?


A) 14 സെ.മീ

B) 28 സെ.മീ

C) 12 സെ.മീ

D) 11 സെ.മീ

3. സമയം എത്ര?



A) 2 മണി

B) 1 മണി 50 മിനിട്ട്

C) 10 മണി

D) 2 മണി 10 മിനിട്ട്

1/6

LP [STD IV] MATHS

Area :

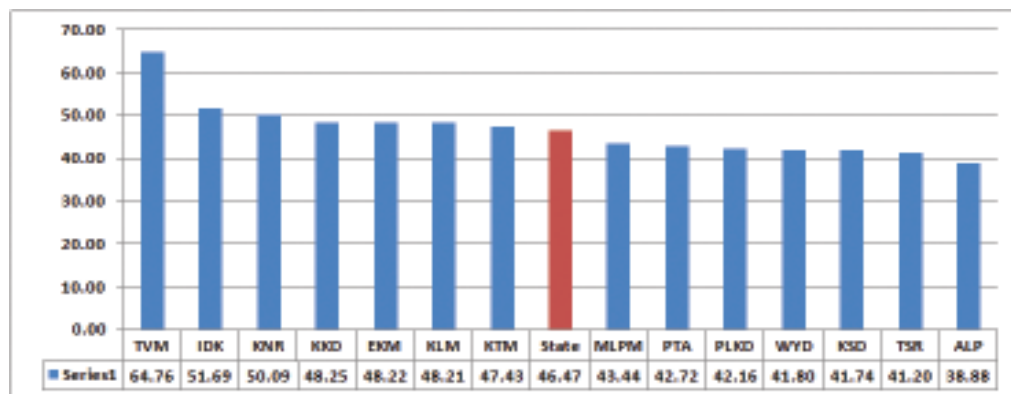
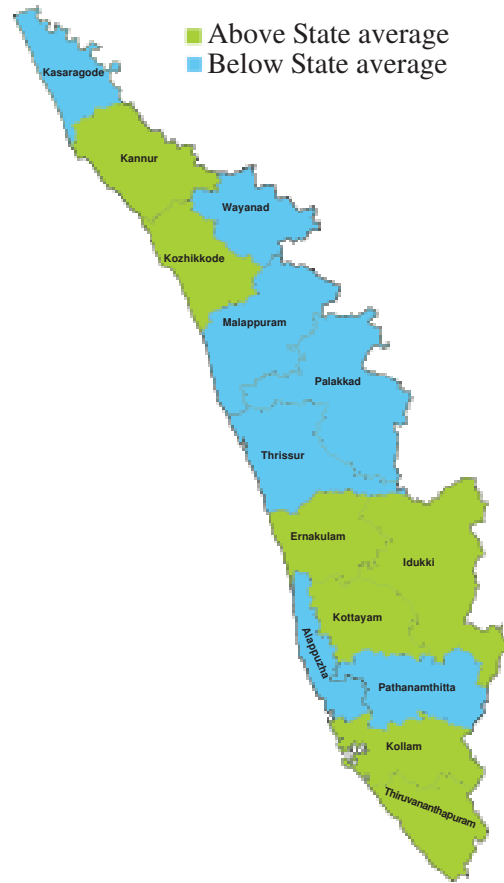
Analysis [Geometry]

Task :

- ◆ *To find the perimeter of a rectangle and a hexagon.*

Result :

The capacity of the children to analyse the geometrical aspects is examined here. Almost all the districts have a commendable record on this aspect. The highest performance came from Thiruvananthapuram district (64.76%). The State average for this area is 46.47%. Seven districts have the achievement above the State average. The least performance came from Alappuzha district (38.88%).



LP [STD IV] MATHS

Area

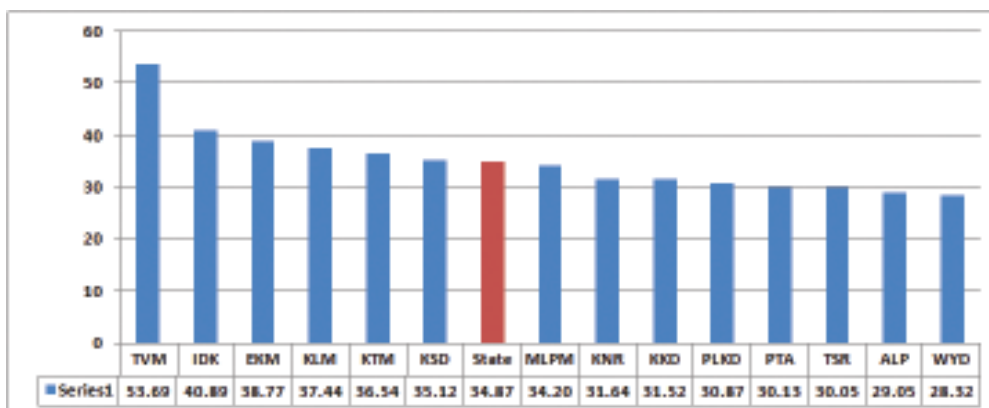
Analysis (Measures)

Task

- ◆ To analyse and operate measures related time, length and liquid.

Result

The highest performance was reported from Thiruvananthapuram district with a score of 53.69% where as the least performance was that of Wayanad district with a score of 28.32%. There was only negligible difference between boys and girls in this capacity. In capacities with other capacities under the study the performance above 50% was reported only from one district in analysis of measures. This is found to be an area which need improvement of method.



LP [STD IV] MATHS

Area

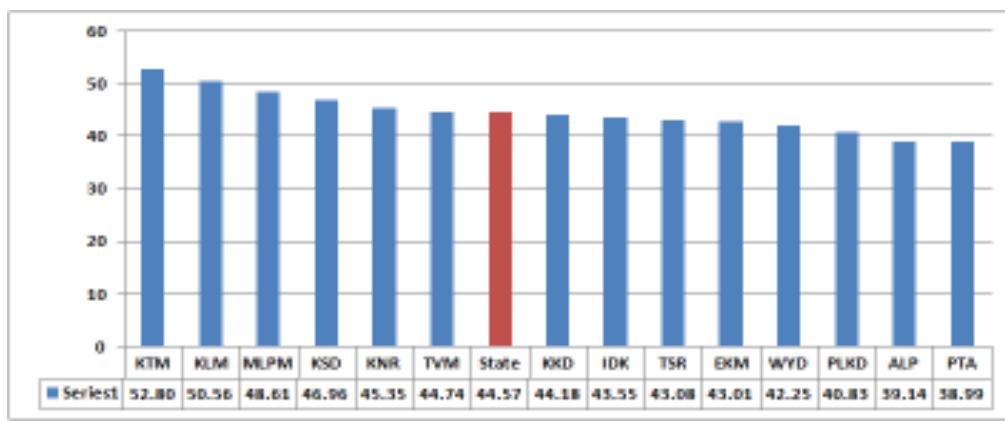
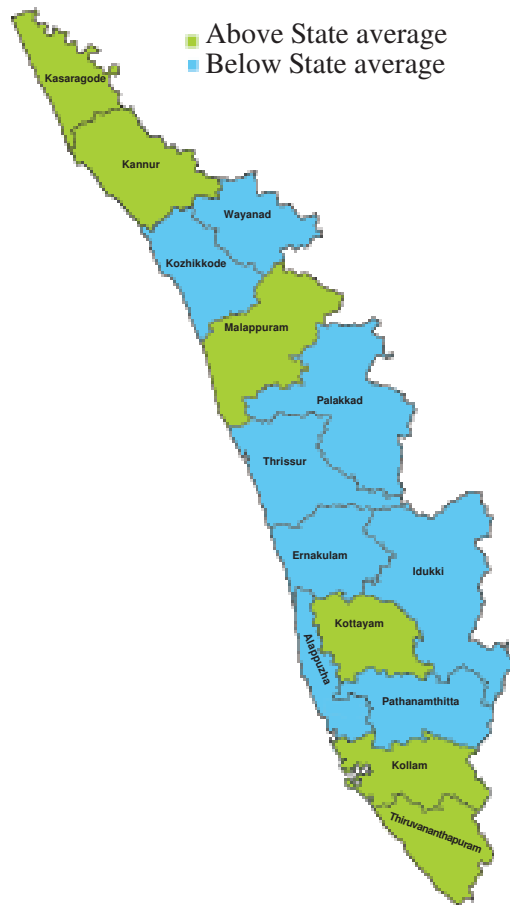
Data Analysis

Task

- ◆ To find out answers for questions from a table given in the question paper.

Result

Capacity of students in analysis of data (by receiving data directly), the average performance of the sample was 44.57%. The highest performance was reported from Kottayam district with a score of 52.8% of where as least performance was from Pathanamthitta district with a score of 38.99%. The data was spreaded around 45%. In the data analysis techniques proficiency the method of teaching need to be improved.



LP [STD IV] MATHS

Area

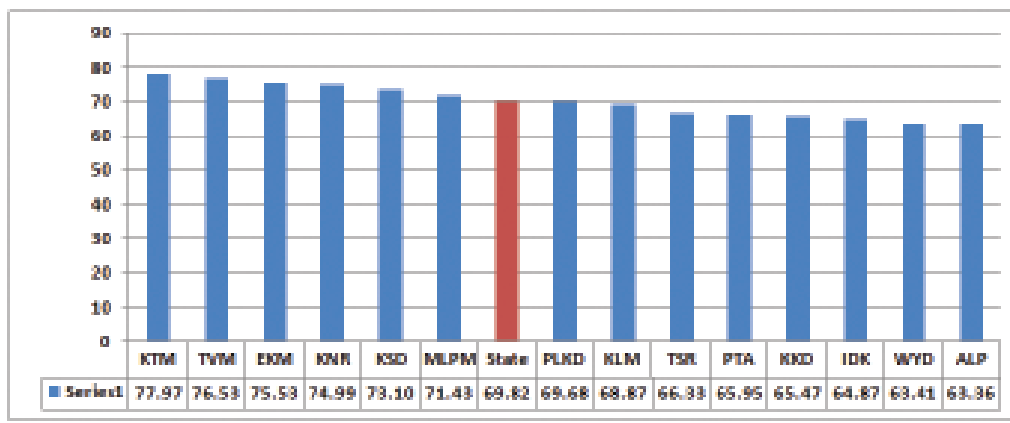
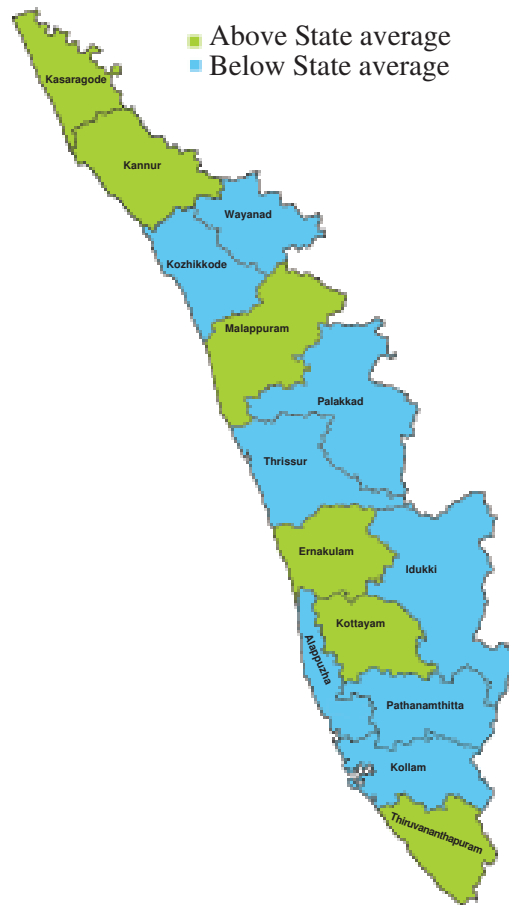
Mathematical operations

Task

- ◆ *Substratction Multiplication and division related banking, house expenditures and arrange numbers in ascending order.*

Result

From this data, it is very clear that LP students are able to do the Mathematical operations well. All the districts show that above 60% of the students can do the same. The state average for this area is 69.82. Girls excelled in the performance. In Mathematical Operations Kottayam district scored the highest with 77.97% percent where as Alappuzha district scored the least (63.36%).



LP [STD IV] MATHS

Area

Problem Analysis

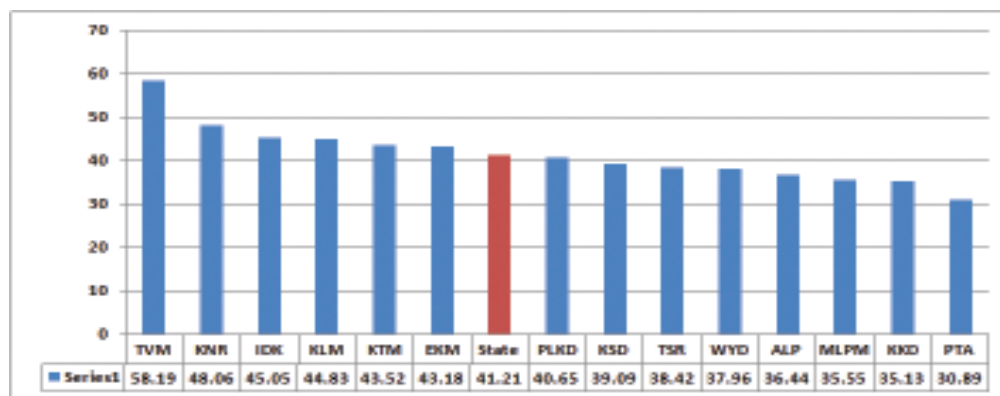
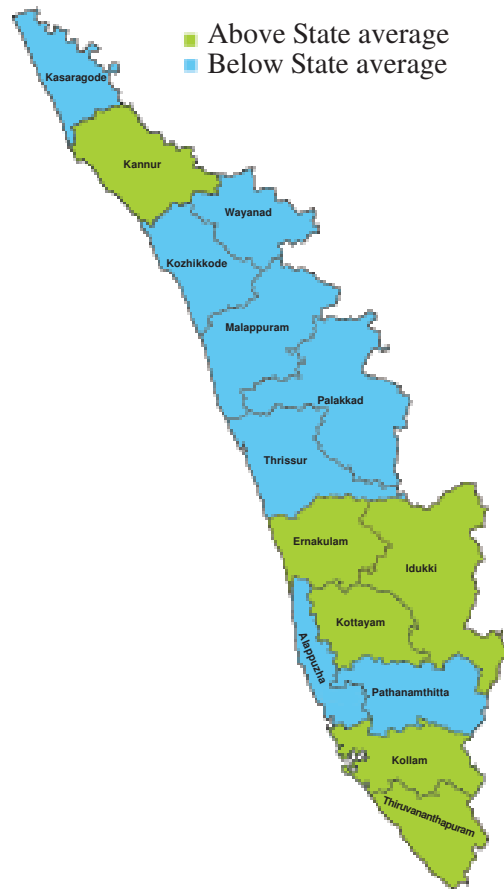
Task

- ◆ *Addition, Substraction Multiplication and Division related banking, puzzles, shopping, etc.*

Result

The skill of problem analysis is examined here. It is considered as the highest level of skill. The state average of this area is 41.21.

Thiruvananthapuram ditsrict performed the highest (58.19%). The least performance came from Pathanamthitta (30.89%).



LP [STD IV] MATHS

Area

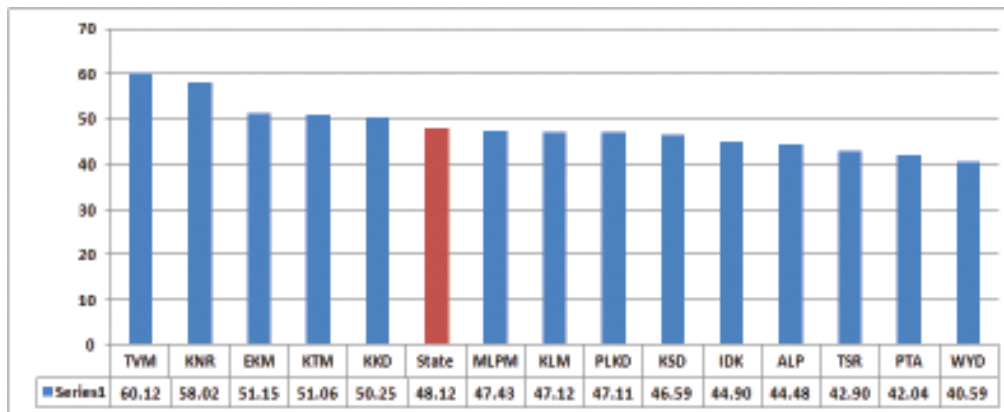
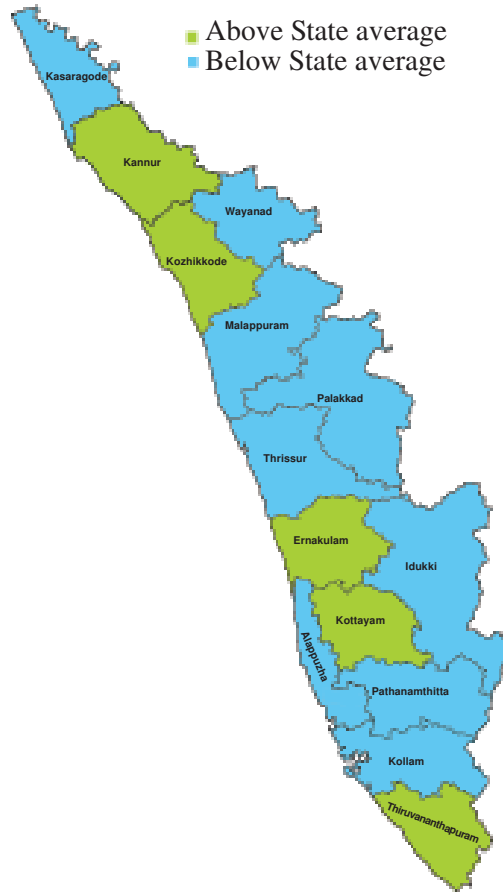
Logical Thinking

Task

- ◆ To find out answers for patterns related pictures and numbers.

Result

It is the most important area that should be developed in children through Mathematics. The children could be think logically. The State average of this area is 48.12%. The study shows the highest performance came from Thiruvananthapuram district (60.12%). The least performed district is Wayanad (40.59%).



State Level Achievement Survey 2014-15

State Summary

STANDARD : IV

KERALA




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 23% 1 year 17% 2-3 years 24% 4-6 years 16% 7-10 years 8% 11 and above 12%	Below 1 year 9% 1 year 1% 2-3 years 6% 4-6 years 28% 7-10 years 31% 11 and above 25%	Below 1 year 47% 1 year 7% No response 46%	Below 1 year 49% 1 year 6% 2-3 years 2% No response 43%	HM Monitoring 94% BRC Trainers 13% Others 9%

Schools Have				
PTA	MPTA	PEC	SMC	SRG
91%	97%	75%	60%	96%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	1%	94%	0%

Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
97	3	96	4	97	3	89	11	83	17	91	9	69	31

Percentage of Students Attendance			
	Enrolled	Present	%
	44087	39264	89.06

State Level Achievement Survey 2014-15

District Wise Summary

STANDARD : IV



THIRUVANANTHAPURAM




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
---	---	---	---	----------------------------

2-3 years 5% 4-6 years 45% 7-10 years 25% 11 and above 25%	4-6 years 20% 7-10 years 45% 11 and above 35%	Below 1 year 10% 1 year 75% 2-3 years 10% No response 5%	Below 1 year 10% 1 year 80% 2-3 years 10%	HM Monitoring 100% BRC Trainers 10% Others 10%
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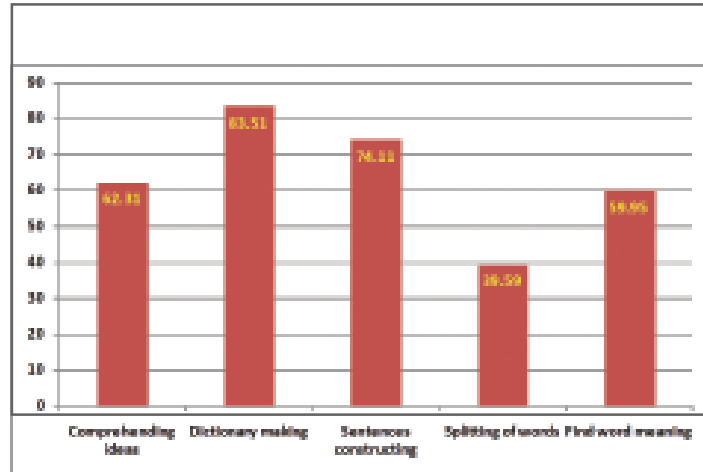
Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	100%	70%	70%	90%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	5%	0%	95%

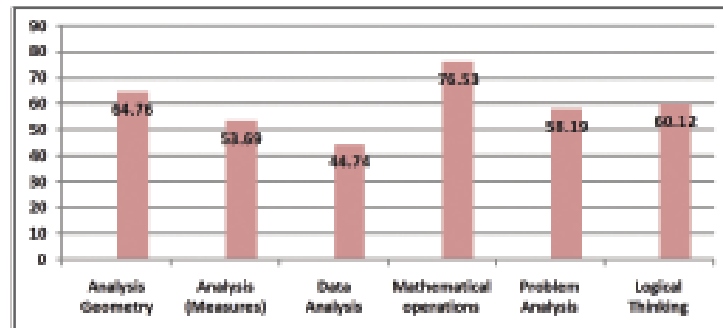
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	95	5	90	10	85	15	70	30	90	10	60	35

Percentage of Students Attendance			
	Enrolled	Present	%
	3220	2979	92.52

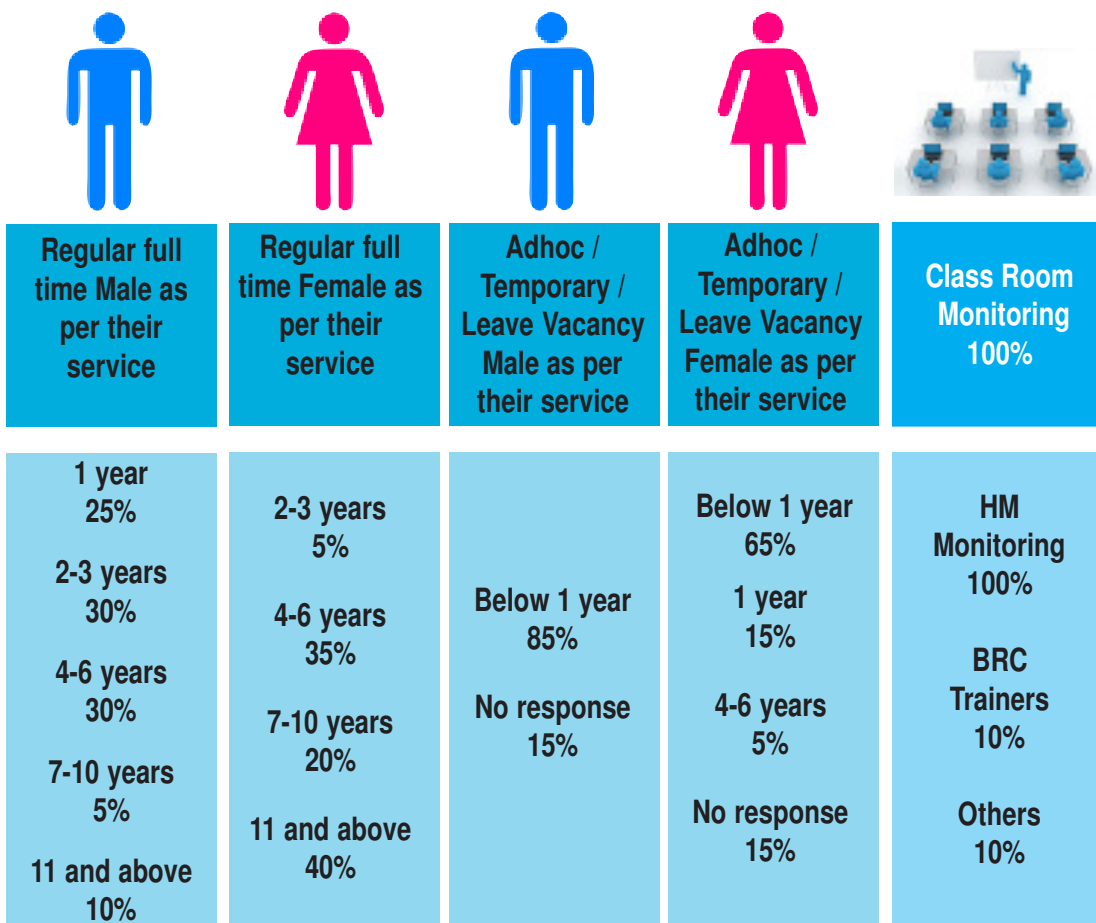
Performance in LP Malayalam



Performance in LP Mathematics




KOLLAM



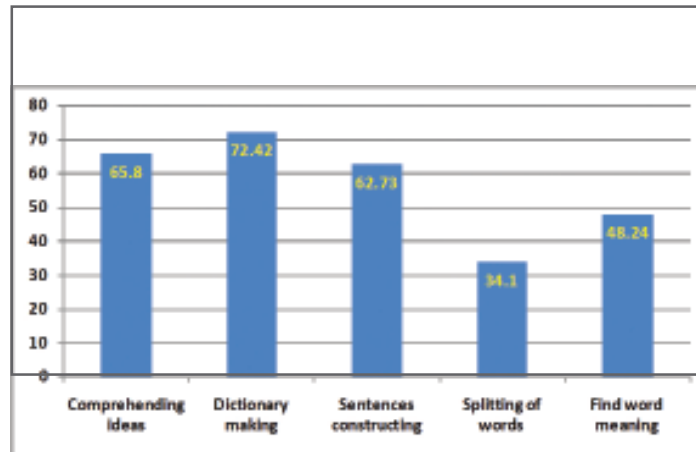
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	95%	15%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	Nil	95%	Nil

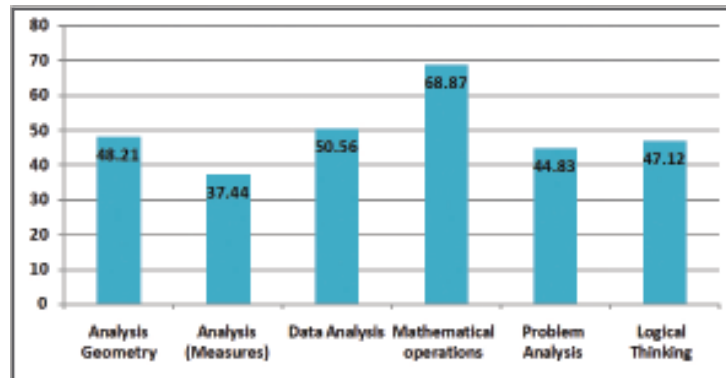
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	95	5	80	20	95	5	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	3662	3202	87.44

Performance in LP Malayalam



Performance in LP Mathematics



PATHANAMTHITTA




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
--	--	--	--	-----------------------------------

2-3 years 25% 4-6 years 30% 7-10 years 30% 11 and above 15%	Below 1 year 9% 2-3 years 5% 4-6 years 9% 7-10 years 37% 11 and above 40%	Below 1 year 86% 1 year 5% 2-3 years 9% 4-6 years 10%	Below 1 year 95% 1 year 5%	HM Monitoring 86% BRC Trainers 19% Others 5%
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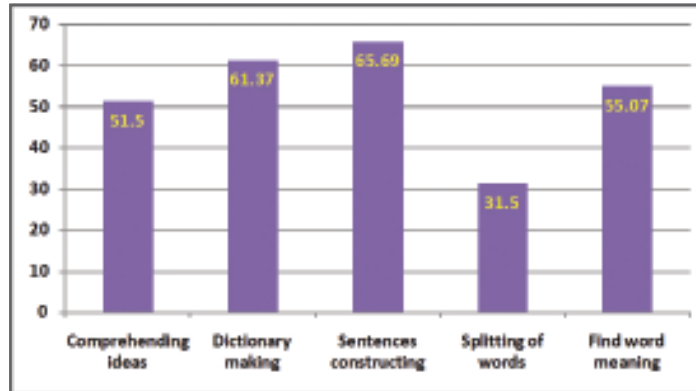
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	73%	59%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	5%	Nil	90%

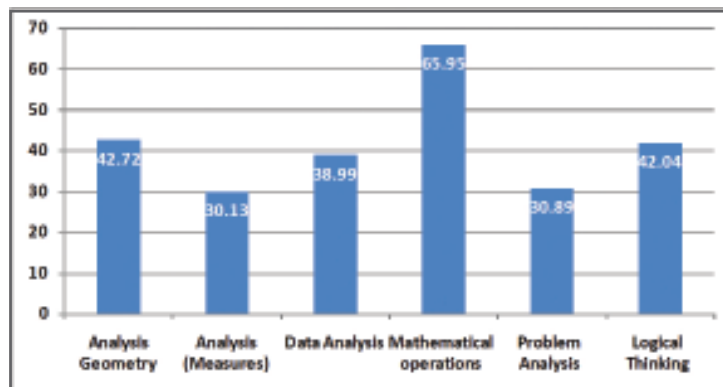
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	95	5	95	5	95	5	95	5	82	18

Percentage of Students Attendance			
	Enrolled	Present	%
	2562	2324	90.71

Performance in LP Malayalam



Performance in LP Mathematics



ALAPPUZHA



Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
2-3 years 35%	2-3 years 10%	Below 1 year 40%	Below 1 year 45%	HM Monitoring 90%
4-6 years 55%	4-6 years 50%	1 year 10%	1 year 10%	BRC Trainers 10%
7-10 years 5%	7-10 years 30%	7-10 years 5%	No response 45%	Others 25%
11 and above 5%	11 and above 10%	No response 45%		

Schools Have

PTA	MPTA	PEC	SMC	SRG
90%	95%	70%	70%	90%


Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
5%	Nil	95%	Nil

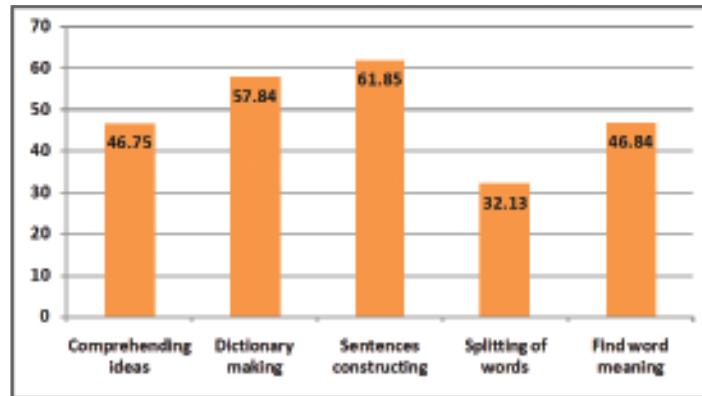
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
90	10	85	15	95	5	85	15	80	20	85	15	35	65

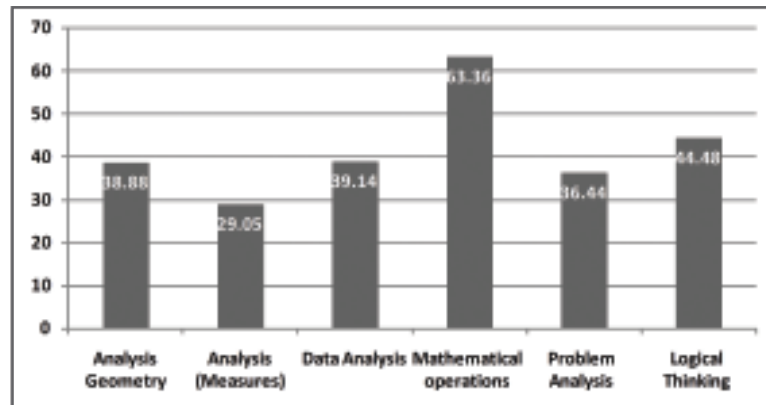
Percentage of Students Attendance

	Enrolled	Present	%
	3414	2964	86.82

Performance in LP Malayalam



Performance in LP Mathematics



KOTTAYAM




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
---	---	---	---	----------------------------

2-3 years 15% 4-6 years 50% 7-10 years 10% 11 and above 10% No response 15%	4-3 years 5% 4-6 years 5% 7-10 years 75% 11 and above 10% No response 5%	Below 1 year 40% No response 60%	Below 1 year 30% 1 year 15% No response 55%	HM Monitoring 95% BRC Trainers Nil Others 5%
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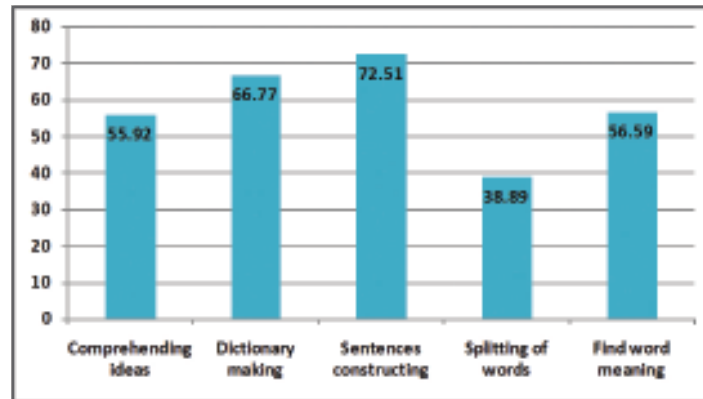
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	45%	45%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
Nil	Nil	95%	5%

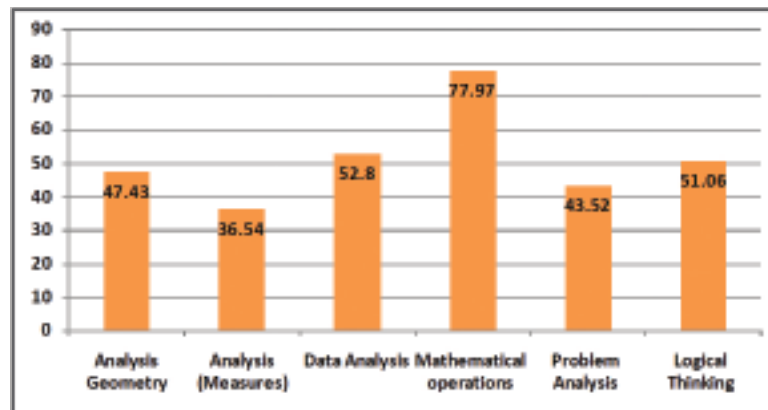
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	90	10	100	0	95	5	80	20	100	0	90	10

Percentage of Students Attendance			
	Enrolled	Present	%
	2904	2662	91.67

Performance in LP Malayalam



Performance in LP Mathematics



IDUKKI



Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
2-3 years 45% 4-6 years 20% 7-10 years 10% No response 25%	4-6 years 25% 7-10 years 15% 11 and above 45% No response 15%	Below 1 year 35% 1 year 10% 2-3 years 5% No response 50%	Below 1 year 50% No response 50%	HM Monitoring 90% BRC Trainers Nil Others Nil

Schools Have

PTA	MPTA	PEC	SMC	SRG
95%	95%	60%	55%	95%


Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
5%	Nil	95%	Nil

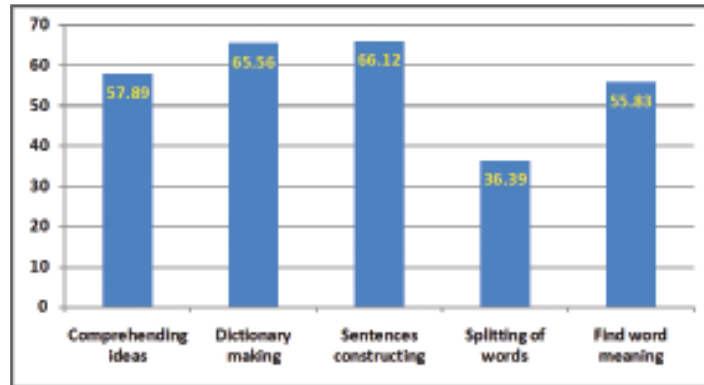
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	95	5	95	5	95	5	85	15

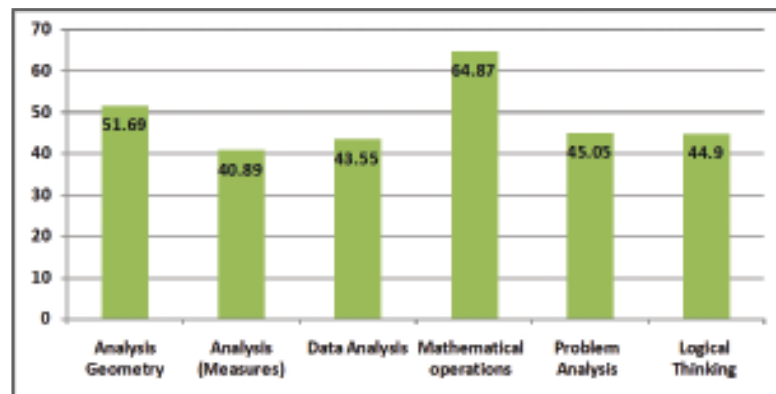
Percentage of Students Attendance

	Enrolled	Present	%
	2490	2048	82.25

Performance in LP Malayalam



Performance in LP Mathematics



ERNAKULAM



Regular full time Male as per their service

Regular full time Female as per their service

Adhoc / Temporary / Leave Vacancy Male as per their service

Adhoc / Temporary / Leave Vacancy Female as per their service

Class Room Monitoring 100%

Below 1 year 40%
1 year 5%
2-3 years 15%
4-6 years 5%
No response 35%

Below 1 year 10%
7-10 years 55%
11 and above 30%
No response 5%

Below 1 year 55%
No response 45%


Below 1 year 60%
No response 40%

HM Monitoring 100%
BRC Trainers 5%
Others 5%

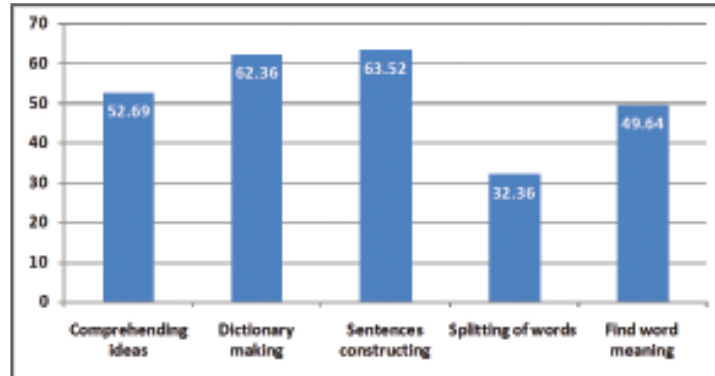
Schools Have				
PTA	MPTA	PEC	SMC	SRG
85%	95%	75%	75%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
Nil	Nil	100%	Nil

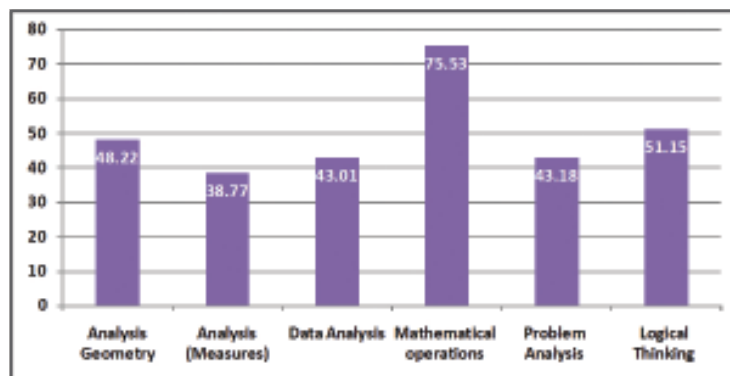
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	100	0	85	15	95	5	95	5	85	15

Percentage of Students Attendance			
	Enrolled	Present	%
	3377	2700	79.95

Performance in LP Malayalam



Performance in LP Mathematics



THRISSUR




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
--	--	--	--	-----------------------------------

<p>1 year 65%</p> <p>2-3 years 20%</p> <p>4-6 years 10%</p> <p>7-10 years 5%</p>	<p>4-6 years 20%</p> <p>7-10 years 45%</p> <p>11 and above 35%</p>	<p>Below 1 year 70%</p> <p>1 year 10%</p> <p>No response 20%</p>	<p>Below 1 year 80%</p> <p>No response 20%</p>	<p>HM Monitoring 95%</p> <p>BRC Trainers Nil</p> <p>Others Nil</p>
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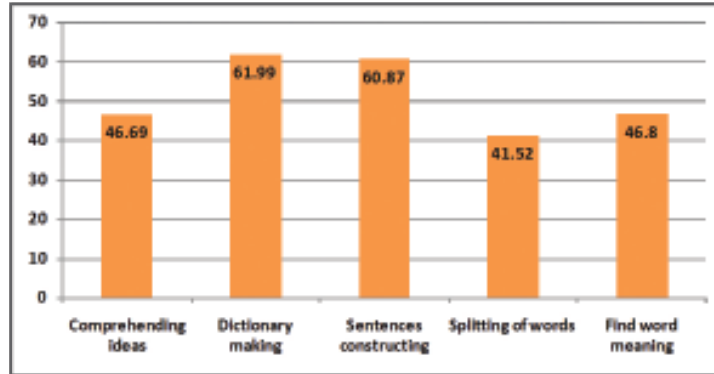
Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	100%	50%	45%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	95%	5%

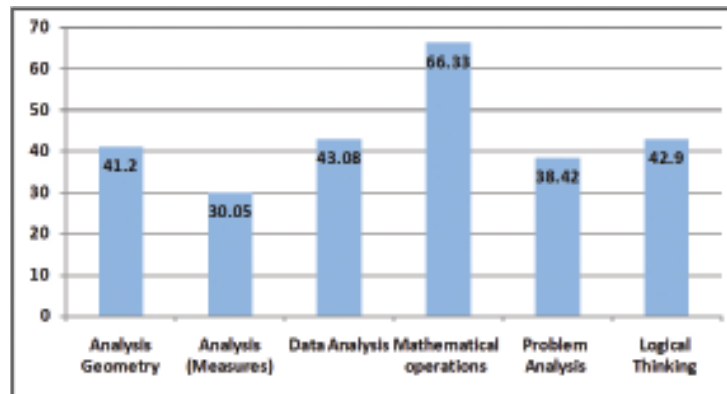
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	80	20	75	25	95	5	75	25

Percentage of Students Attendance			
	Enrolled	Present	%
	2415	2251	93.21

Performance in LP Malayalam



Performance in LP Mathematics



PALAKKAD




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
2-3 years 40% 4-6 years 25% 7-10 years 18% 11 and above 22%	2-3 years 6% 4-6 years 22% 7-10 years 31% 11 and above 41%	Below 1 year 31% 1 year 0% 2-3 years 17% No response 52%	Below 1 year 24% 1 year 24% 2-3 years 17% No response 35%	HM Monitoring 88% BRC Trainers 24% Others 6%

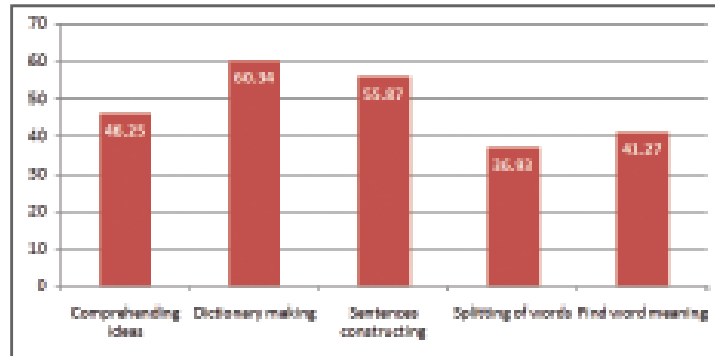
Schools Have				
PTA	MPTA	PEC	SMC	SRG
76%	94%	88%	41%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

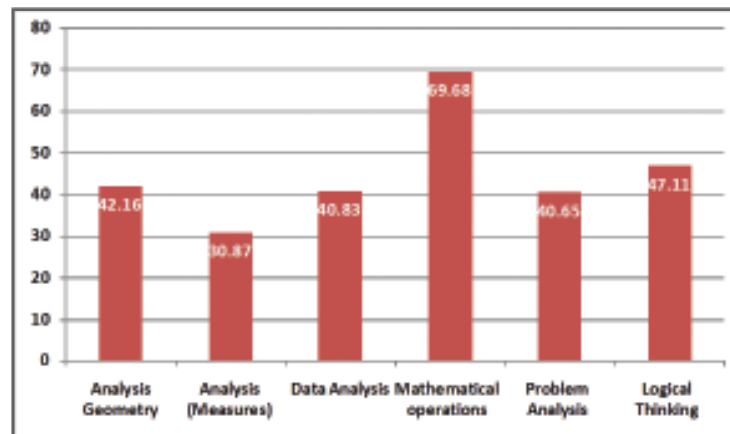
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
94	6	94	6	94	6	94	6	88	12	94	6	24	76

Percentage of Students Attendance			
	Enrolled	Present	%
	3811	3444	90.37

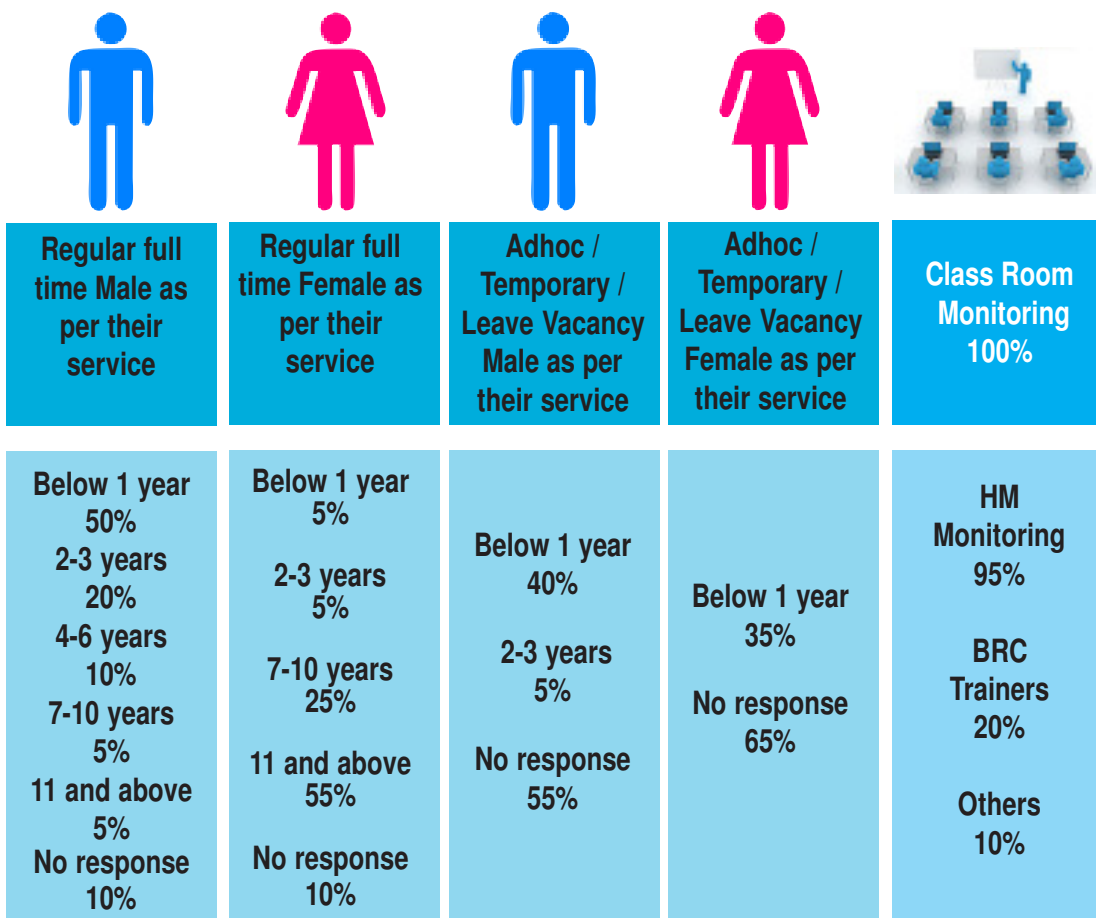
Performance in LP Malayalam



Performance in LP Mathematics



MALAPPURAM



Schools Have

PTA	MPTA	PEC	SMC	SRG
85%	100%	75%	70%	100%


Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

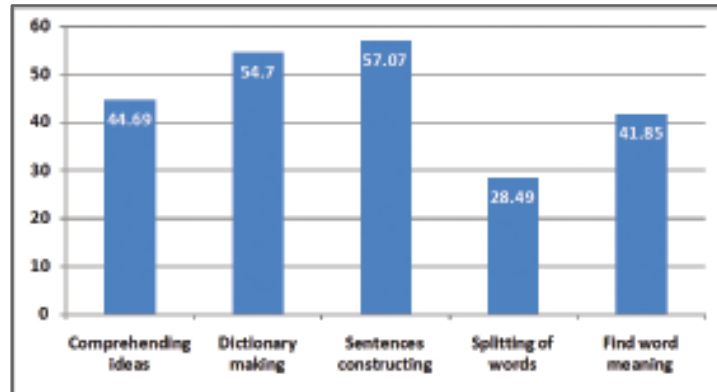
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	95	5	100	0	85	15	75	25	95	5	40	60

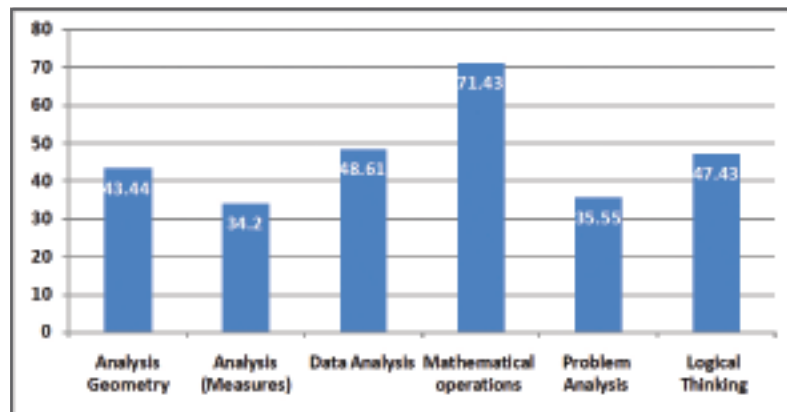
Percentage of Students Attendance

	Enrolled	Present	%
	3346	3036	90.74

Performance in LP Malayalam



Performance in LP Mathematics



KOZHICKODE




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
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Below 1 year 20% 2-3 years 55% 4-6 years 5% No response 20%	1 year 15% 4-6 years 5% 7-10 years 30% 11 and above 45% No response 5%	Below 1 year 45% 1 year 10% No response 45%	Below 1 year 35% 1 year 65%	HM Monitoring 89% BRC Trainers 17% Others 6%
--	--	---	--------------------------------	--

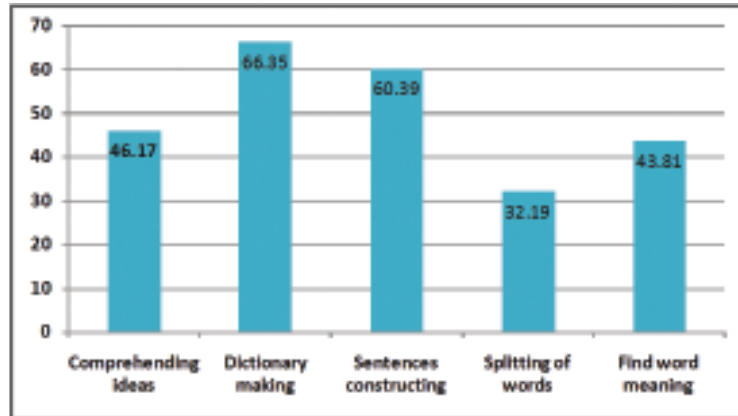
Schools Have				
PTA	MPTA	PEC	SMC	SRG
80%	95%	80%	55%	85%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
35%	15%	50%	0%

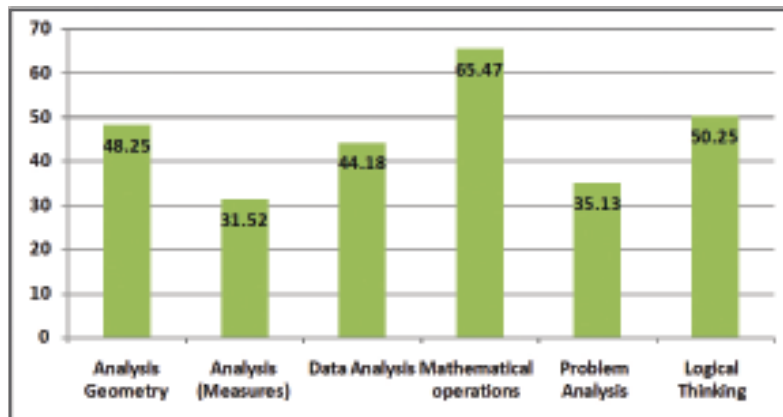
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	90	10	90	10	90	10	80	20	75	25	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	4002	3332	83.26

Performance in LP Malayalam



Performance in LP Mathematics



WAYANAD




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 25% 1 year 10% 2-3 years 15% No response 50%	4-6 years 15% 7-10 years 65% 11 and above 10% No response 10%	Below 1 year 20% 1 year 5% No response 75%	Below 1 year 20% 1 year 5% No response 75%	HM Monitoring 90% BRC Trainers 0% Others 0%

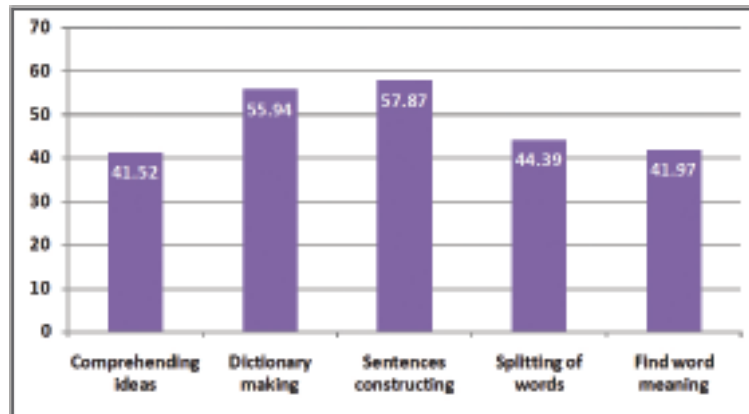
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	100%	100%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

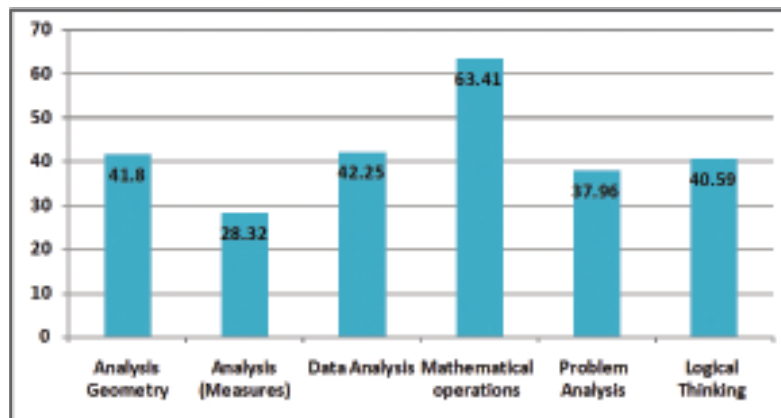
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	95	5	95	5	100	0	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	2426	2235	92.13

Performance in LP Malayalam



Performance in LP Mathematics



KANNUR




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 5% 1 Year 20% 2-3 years 45% 7-10 years 15% No response 15%	4-6 years 25% 7-10 years 30% 11 and above 30% No response 15%	Below 1 year 45% No response 55%	Below 1 year 45% 1 year 5% No response 50%	HM Monitoring 100% BRC Trainers 75% Others 45%

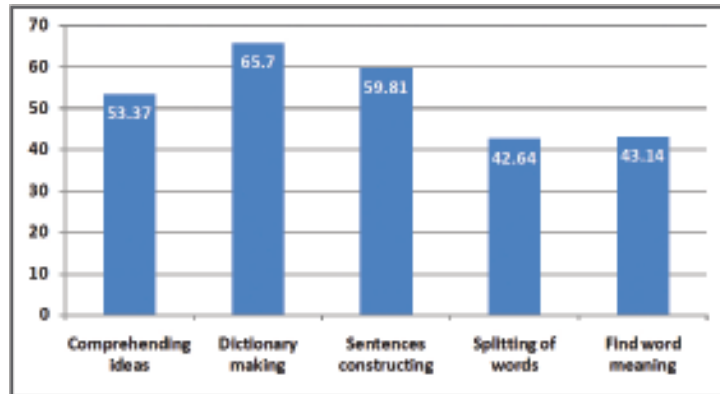
Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	100%	85%	70%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

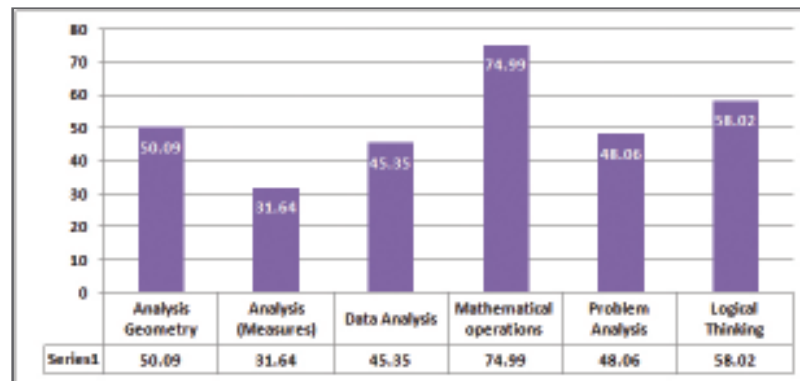
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	85	15	75	25	80	20	65	35

Percentage of Students Attendance			
	Enrolled	Present	%
	4325	4141	95.75

Performance in LP Malayalam



Performance in LP Mathematics



KASARAGOD



Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 15% 1 year 25% 2-3 years 40% 7-10 years 10% 11 and above 10%	2-3 years 5% 4-6 years 35% 7-10 years 25% 11 and above 35%	Below 1 year 40% No response 60%	Below 1 year 35% 1 year 5% 2-3 years 10% No response 50%	HM Monitoring 90% BRC Trainers 5% Others 10%

Schools Have

PTA	MPTA	PEC	SMC	SRG
85%	85%	90%	60%	90%

Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
5%	0%	95%	0%

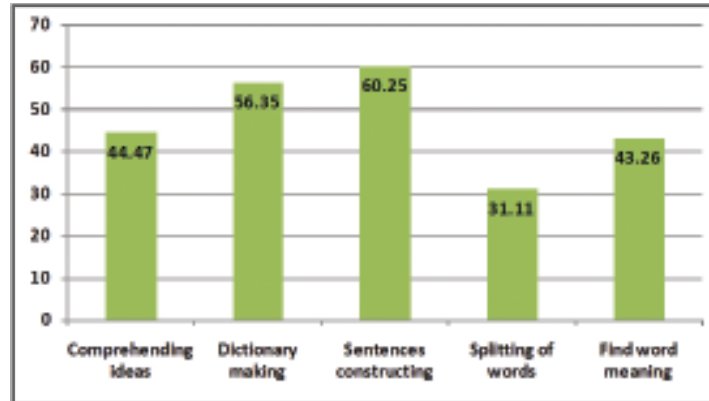
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Reading corner		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	100	0	85	15	85	15	90	10	55	45

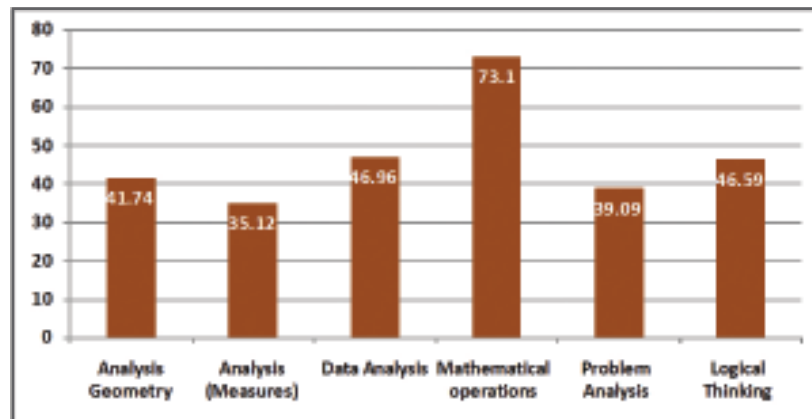
Percentage of Students Attendance

	Enrolled	Present	%
	2133	1946	91.23

Performance in LP Malayalam



Performance in LP Mathematics



**STATE LEVEL
ACHIEVEMENT
SURVEY**

STANDARD VII

2014-15

SSA KERALA

Achievement in Malayalam Standard : 7

Areas assessed


- Identifying meanings
- Writing discourses
- Interpretation
- Comprehension
- Expressing ideas (not writing)

Findings & Conclusions

The areas assessed in UP Malayalam are included in the curriculum. Among the five areas assessed, the capacity of Standard VII students in interpreting poem is found to be very high. To prepare application all the districts performed well. At the same time writing discourses and identifying meanings were

found very low in performance by almost all the districts.

When we consider Malayalam as a language - mother tongue - we except the upper primary children are to be able to write and read well. They are able to produce creative outputs. Hence writing activities may be strengthened.




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SLAS 2014-15
മലയാളം 7-ാം തരം
ചോദ്യപേപ്പർ

A

നിർദ്ദേശങ്ങൾ

- * ആകെ 22 ചോദ്യങ്ങളാണുള്ളത്
- * ഒന്നു മുതൽ 20 വരെ ചോദ്യങ്ങളുടെ ശരിയുത്തരം കണ്ടെത്താൻ സാധിക്കും ചെയ്യുക
- * 21, 22 ചോദ്യങ്ങൾക്ക് വിവരാനുസൃത രീതിയിൽ ഉത്തരമെഴുതേണ്ടതാണ്.

1. ഒരു ചിത്രം വായിക്കുക.




ചിത്രം നൽകുന്ന ആശയത്തോട് ഏറ്റവും യോജിക്കുന്ന പ്രസ്താവന ഏത് ?

A-മരം മുറിക്കരുത്	<input type="checkbox"/>
B- നമ്മുടെ ഭൂമി ഹരിതമാക്കിത്തീർക്കട്ടെ.	<input type="checkbox"/>
C-വൃക്ഷം തട്ടി പിടിപ്പിക്കേ തൂ.	<input type="checkbox"/>
D-ഭൂമിയിൽ വൃക്ഷങ്ങൾ മുതം മുതി.	<input type="checkbox"/>

ശരിയുപകരണങ്ങൾ

2. A-മത്സര ശ്രുതി	<input type="checkbox"/>
B-മത്സര ശ്രുതി	<input type="checkbox"/>
C-മത്സര ശ്രുതി	<input type="checkbox"/>
D-മത്സരശ്രുതി	<input type="checkbox"/>

1



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മലയാളം 7-ാം തരം
ചോദ്യപേപ്പർ

B

നിർദ്ദേശങ്ങൾ

- * ആകെ 22 ചോദ്യങ്ങളാണുള്ളത്
- * ഒന്നു മുതൽ 20 വരെ ചോദ്യങ്ങളുടെ ശരിയുത്തരം കണ്ടെത്താൻ സാധിക്കും ചെയ്യുക
- * 21, 22 ചോദ്യങ്ങൾക്ക് വിവരാനുസൃത രീതിയിൽ ഉത്തരമെഴുതേണ്ടതാണ്.

1. കൂട്ടത്തിൽ പൊടാത്തത് കണ്ടെത്തുക.

A-കൂട്ടിയും കോലും	<input type="checkbox"/>
B-തലപ്പന്തുകളി	<input type="checkbox"/>
C-ക്രിക്കറ്റ്	<input type="checkbox"/>
D-കളമും പോലീസും	<input type="checkbox"/>

2. 'കൊയ്ത്തുകാലം' എന്ന പദത്തിന്റെ ശരിയായ ആശയം താഴെ പറയുന്നതിൽ ഏതാണ് ?

A-കൊയ്ത്താകുന്ന കാലം	<input type="checkbox"/>
B-കൊയ്ത്തും കാലവും	<input type="checkbox"/>
C-കാലമാകുന്ന കൊയ്ത്ത്	<input type="checkbox"/>
D-കൊയ്ത്തിന്റെ കാലം	<input type="checkbox"/>

3. "എല്ലാ മുറിയെ പണിതാൽ പല്ലു മുറിയെത്തിനാം" - ഈ പഴഞ്ചൊല്ലിന്റെ ആശയം താഴെ പറയുന്നവയിൽ ഏതാണ് ?

A-ആത്മർത്ഥമായി ജോലി ചെയ്യണം	<input type="checkbox"/>
B-എല്ലാമുറിഞ്ഞുപോകുന്ന രീതിയിൽ ജോലിചെയ്യണം	<input type="checkbox"/>
C-നന്നായി അധ്വാനിച്ചാൽ നന്നായി ജീവിക്കാം	<input type="checkbox"/>
D-ജോലി ചെയ്യുമ്പോൾ എല്ലാം പല്ലും മുറിഞ്ഞുപോകും	<input type="checkbox"/>

4. 'ചെമ്മുളള ചേലകൾ' എന്ന വാക്യഭാഗത്തിന്റെ ആശയം താഴെ കൊടുത്തിൽ ഏതാണ് ?

A-വെളുത്ത ചേലകൾ	<input type="checkbox"/>
B-കറുത്ത ചേലകൾ	<input type="checkbox"/>
C-ഓരിയുള്ള ചേലകൾ	<input type="checkbox"/>
D-മുഷിഞ്ഞ ചേലകൾ	<input type="checkbox"/>

1

UP [STD VII] MALAYALAM

Area

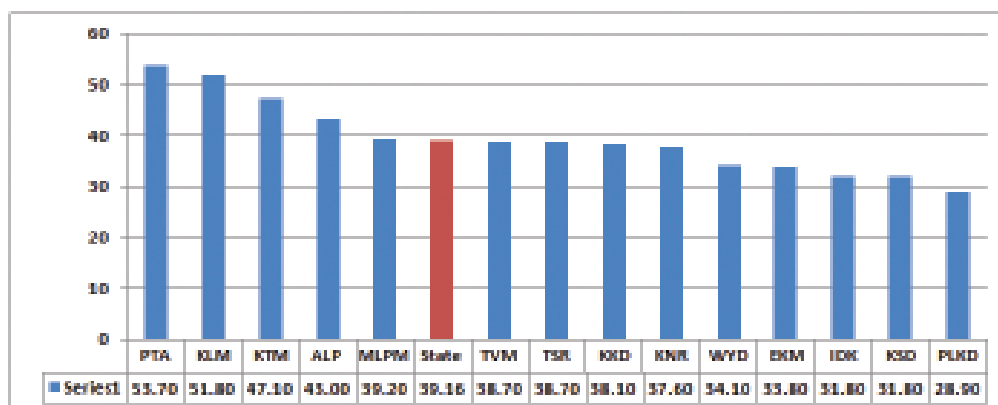
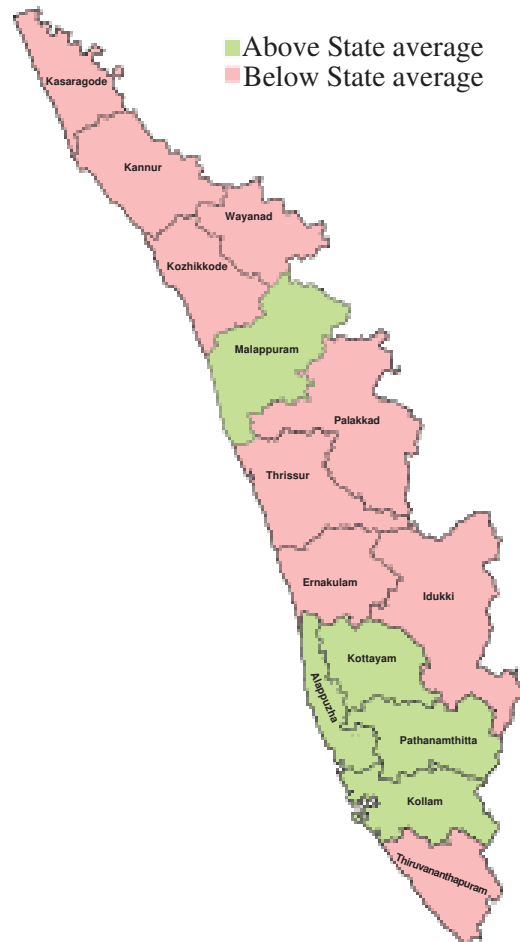
Identify meanings

Task

- ◆ To find out correct meaning of words

Result

In the area of identifying meanings State Average is 39.16. The highest percentage in this area is 53.7 which is not a high percentage. Among 14 districts 5 districts scored above the State average. Majority districts are placed below the State Average. Palakkad has the lowest percentage in this learning area. State should give special focuss on this area. Supplying additional learning and teaching materials in the teacher trainings can be done.



UP [STD VII] MALAYALAM

Area

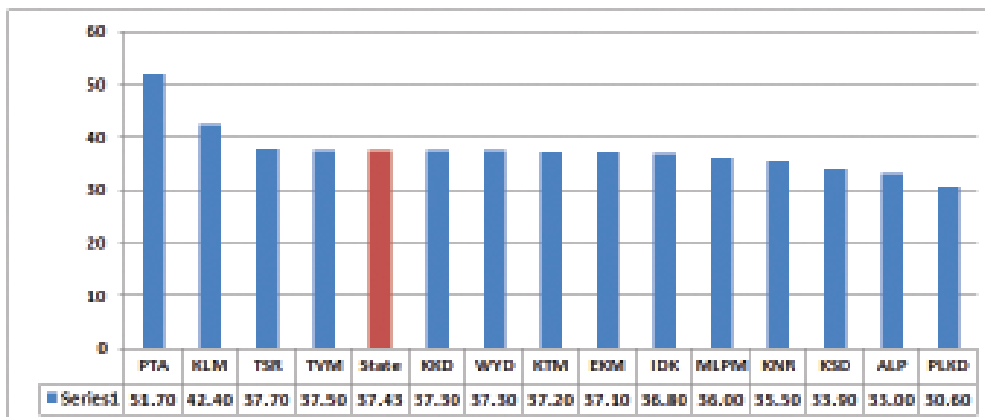
Writing discourses

Task

- ◆ To write down appreciation of poems and prepare application.

Result

In the writing part of the question was seemed to be very difficult task. children practised writing appreciation and application in the class room. But the total State average is 37.43% where girls children scored 39.21% and boys scored 35.36%. Pathanamhitta district came first (51.7%) and Palakkad district scored the least (30.6%). Writing of discourses should be focussed with special care.



UP [STD VII] MALAYALAM

Area

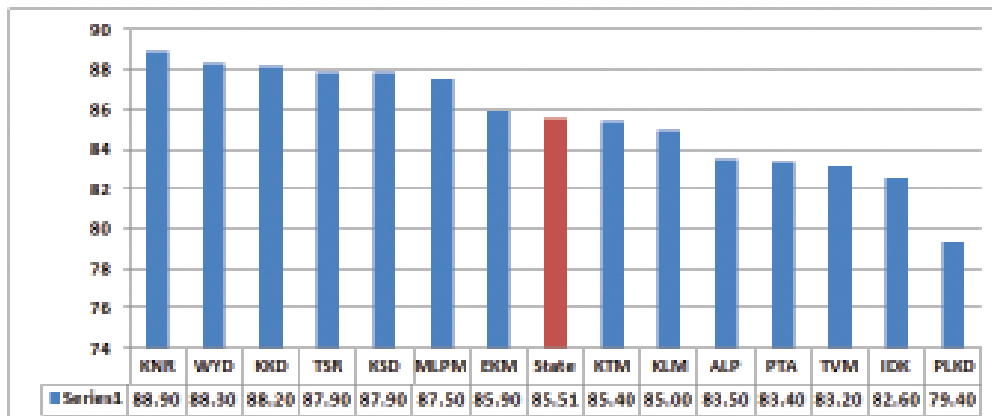
Interpretation

Task

- ◆ To interpret the meanings of lines of poem.

Result

The capacity of students in interpretation in Malayalam was found to be very high. Almost all the districts had scored more than 80%, with the least score of 79.4% of Palakkad. Performance comparison between gender indicates almost similar performance. This include the capacity to understand ideas to made comparison and interpret accordingly.



UP [STD VII] MALAYALAM

Area

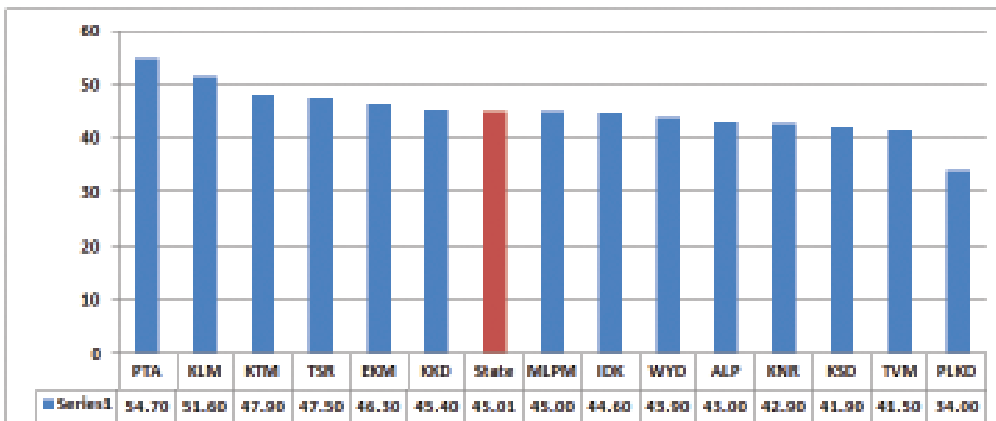
Comprehension

Task

- ◆ To comprehend ideas from a passage given.

Result

The skill in understanding the meaning of communication was also attempted through conception of ideas, communicated through written and oral directions of different source. Direct and indirect strategies were used in this. They were also asked to respond accordingly. In the conception of ideas the highest performance was scored from Pathanamthitta district with 54.7%.



UP [STD VII] MALAYALAM

Area

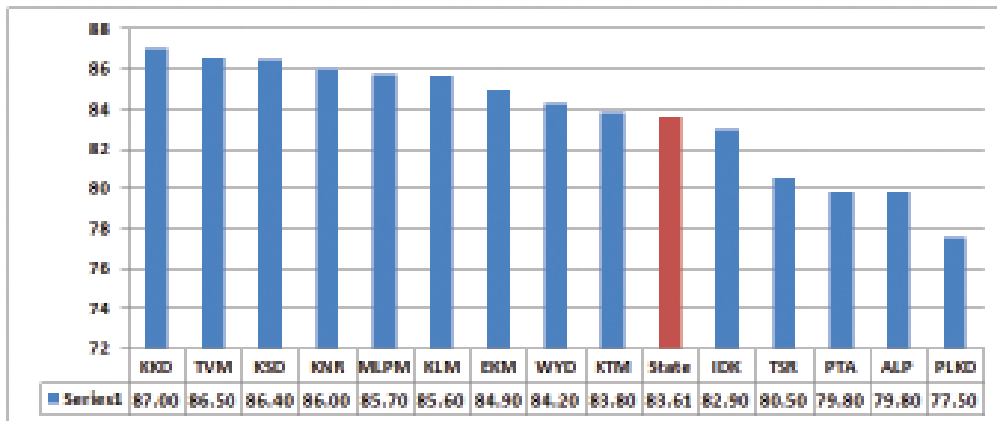
Expression of ideas

Task

- ◆ To prepare application.
- ◆ To prepare note on appreciation of poem.

Result


In this area the highest score was reported from Trivandrum district. All the districts had scored more than 75% with the least score reported from Palakkad 77.5%. Girls excelled in performance of expression of ideas except a negligible difference in 3 districts. While doing an interdistrict comparison it could be found that in almost all the skills studied Pathanamthitta district performed high. Palakkad district was found to be the least performing in the mother tongue proficiency.



Findings & Conclusions

Among the six areas assessed in UP Mathematics, Data Analysis is the most successful area found. While this area is to generalise geometrical theory and values in algebra. Making conclusions in another area found to be difficult.

Hence the conclusion is, in Mathematical operations and Data Analysis are two areas in which State shows a bit of excellence. But the other four areas - Problem Analysis, Logical thinking, Making conclusions and generalisation - may be focussed with special activities.



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ഗണിതശാസ്ത്രം 7-ാം തരം
ചോദ്യപേപ്പർ


A

നിർദ്ദേശങ്ങൾ

* ആകെ 25 ചോദ്യങ്ങളാണുള്ളത്. എല്ലാ ചോദ്യങ്ങളുടെയും ശരിയു തരം കത്തി കോളത്തിൽ ടിക് ചെയ്യുക.

- $2^4 \times 2^5 = ?$
 A) 2^{10}
 B) 2^{24}
 C) 2^{20}
 D) 2^{12}
- $2\frac{1}{2} + 3\frac{1}{4} + 1\frac{1}{2} + 1\frac{3}{4} + 1 = ?$
 A) 8
 B) 9
 C) 10
 D) 11
- ഒരു സമചതുരത്തിന്റെ ചുരളവ് 24 സെ.മീ. ആയാൽ അതിന്റെ പരപ്പളവ് എത്ര?
 A) 36 ച.സെ.മീ
 B) 48 ച.സെ.മീ
 C) 24 ച.സെ.മീ
 D) 16 ച.സെ.മീ
- 20 സെ.മീ. നീളവും 10 സെ.മീ. വീതിയും 5 സെ.മീ. ഉയരവുമുള്ള ചതുരകഭട്ടയുടെ വ്യാപ്തം എത്ര?
 A) 100 ഘ. സെ.മീ.
 B) 1000 ഘ. സെ.മീ.
 C) 200 ഘ. സെ.മീ.
 D) 500 ഘ. സെ.മീ.

1/7

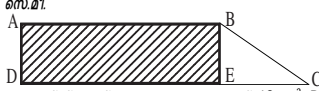


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SLAS 2014-15
ഗണിതശാസ്ത്രം 7-ാം തരം
ചോദ്യപേപ്പർ

B

നിർദ്ദേശങ്ങൾ

* ആകെ 25 ചോദ്യങ്ങളാണുള്ളത്. എല്ലാ ചോദ്യങ്ങളുടെയും ശരിയു തരം കത്തി കോളത്തിൽ ടിക് ചെയ്യുക.

- 140 നോട് ഏറ്റവും ചെറിയ ഏത് സംഖ്യ കൂട്ടിയാൽ അത് ഒരു പൂർണ്ണ സംഖ്യയാകും?
 A) 2
 B) 4
 C) 6
 D) 8
- താഴെപറയുന്ന 100 ന്റെ ഘടകമല്ലാത്തത് ഏത്?
 A) 10
 B) 20
 C) 40
 D) 50
- ഒരു ത്രികോണത്തിന്റെ 2 വശങ്ങളുടെ ആളവുകൾ 4 സെ.മീ., 6 സെ.മീ. ആണ്. ഈ ത്രികോണത്തിന്റെ മൂന്നാമത്തെ വശത്തിന്റെ അളവ് ആകാൻ സാധ്യത ഇല്ലാത്തത് ഏത്?
 A) 5 സെ.മീ.
 B) 7 സെ.മീ.
 C) 8 സെ.മീ.
 D) 10 സെ.മീ.
- 

ചിത്രത്തിൽ ഷെയ്ഡ് ചെയ്ത ഭാഗത്തിന്റെ പരപ്പളവ് 48 cm^2 , $DE = 8 \text{ cm}$, $EC = 3 \text{ cm}$ ഷെയ്ഡ് ചെയ്യാത്ത ഭാഗത്തിന്റെ പരപ്പളവ് എത്ര?
 A) 72 cm^2
 B) 24 cm^2
 C) 9 cm^2
 D) 18 cm^2

1/7

UP [STD VII] MATHS

Area :

Logical Thinking

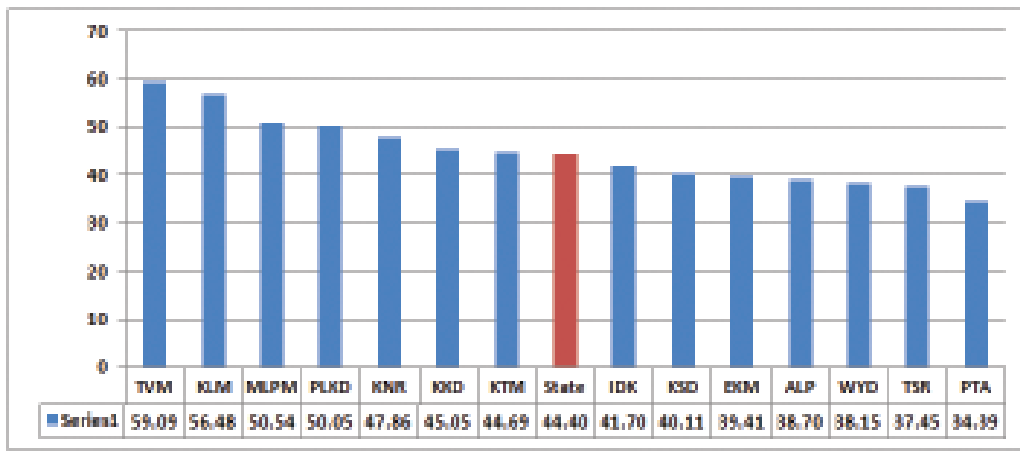
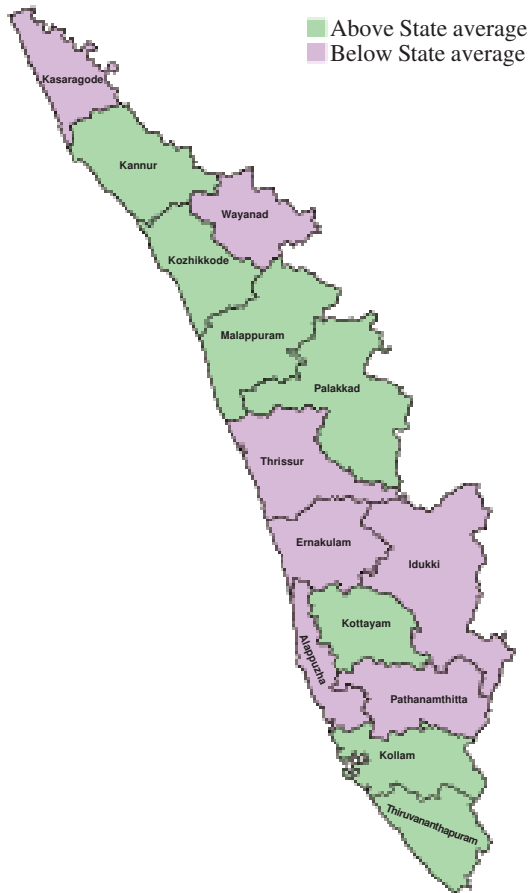
Task :

- ◆ *Arithmetical problem solving.*

Result :

In this area almost all the students secured an above average range except Pathanamthitta, Ernakulam, Wayanad and Alappuzha. The highest scorer is Thiruvananthapuram district (59.09%) and the least scorer is Pathanamthitta (34.39%). Considering the other areas logical thinking was the most difficult area for students.

Pathanamthitta, Thrissur, Wayanad and Alappuzha districts can plan and implement various programmes to improve the logical thinking ability of students.



UP [STD VII] MATHS

Area

Problem Analysis

Task

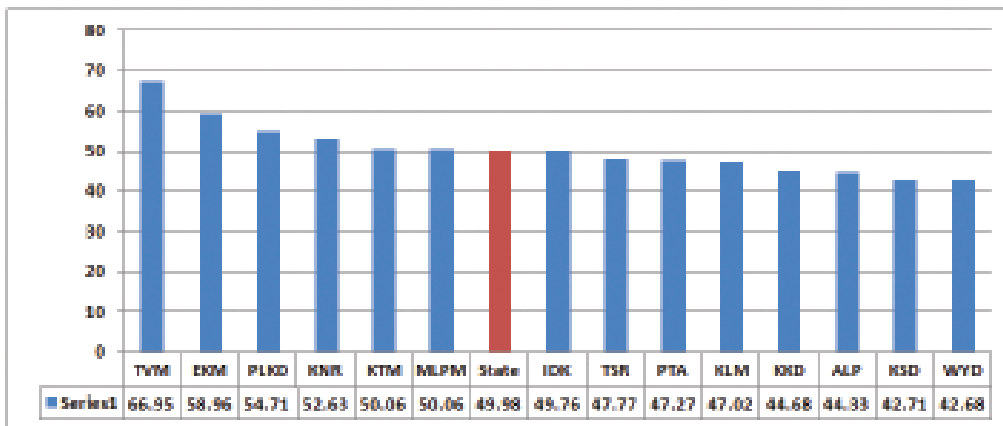
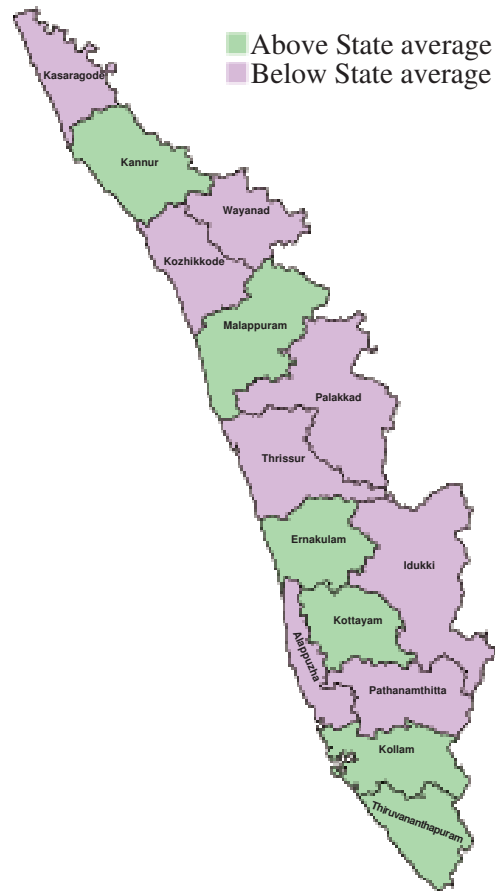
- ◆ To solve problem relating geometrical triangle construction.

Result

In problem analysis Thiruvananthapuram district is in the peak position with a score of about 66.95%.

Kottayam, Ernakulam, Palakkad, Malappuram and Kannur had scored above 50%. Considering this area Kasaragod district scored the least.

In problem solving area the State average is below 50% (49.98). State can plan and implement activities to improve the problem solving skill among UP level children.



UP [STD VII] MATHS

Area

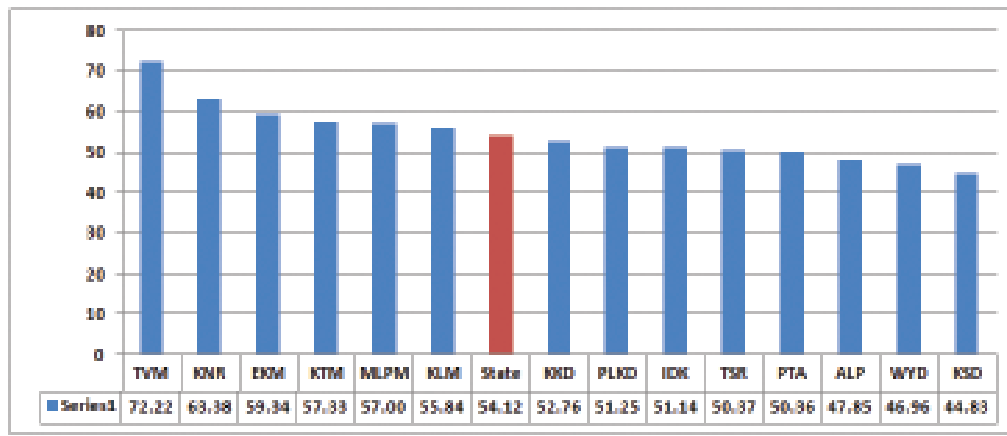
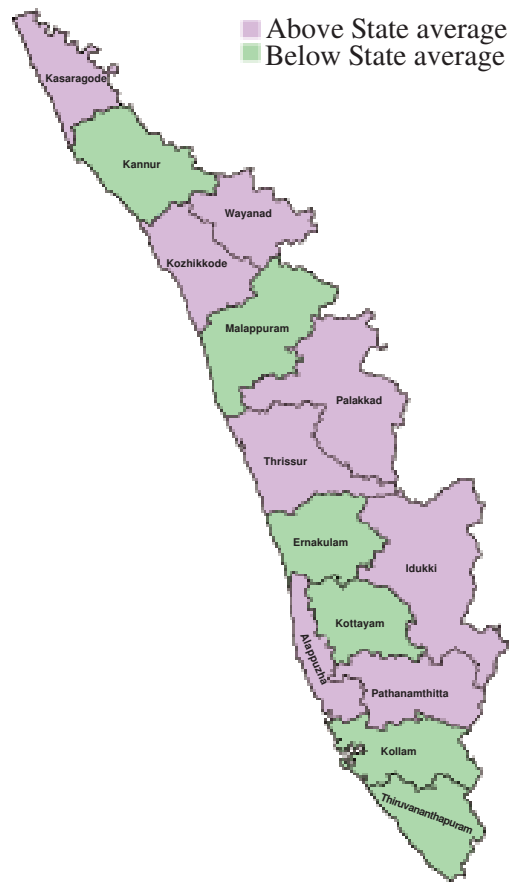
Mathematical operations

Task

- ◆ To find out arithemtical answers.
- ◆ To find out answer for puzzles regarding numbers.

Result

When we go through this area almost all districts showed a good performance. The State average is 54.12%. Among the 14 districts Thiruvananthapuram district scored the highest with a score of 72.22%. Three districts scored below 50%. They are Kasaragod, Wayanad and Alappuzha.



UP [STD VII] MATHS

Area

Data Analysis

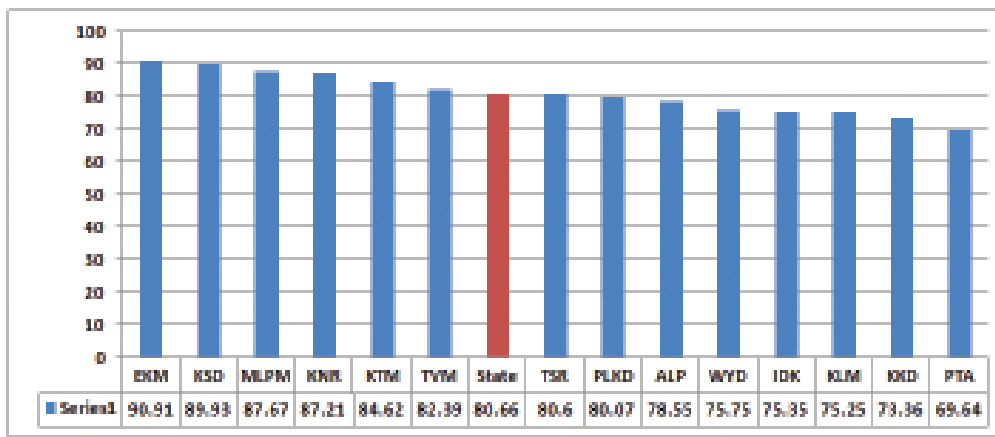
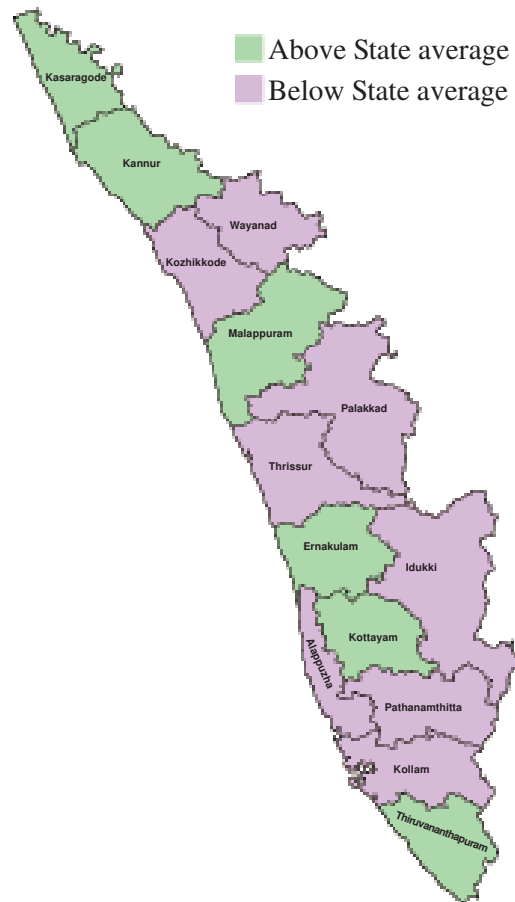
Task

- ◆ To analyse the data given in a graph regarding the measurement of rain fall.

Result

While comparing with other areas we came to a conclusion that all students in the State performed well in data analysis. Ernakulam district placed in the highest position with a score of 90.91% and the least score 69.64% was scored by Pathanamthitta.

Data Analysis is an area in which the total State achieved more.



UP [STD VII] MATHS

Area :

Making conclusion

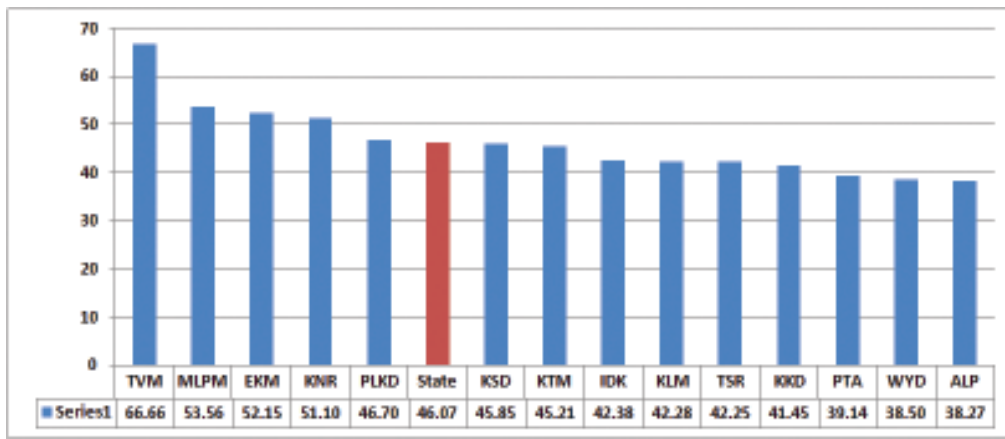
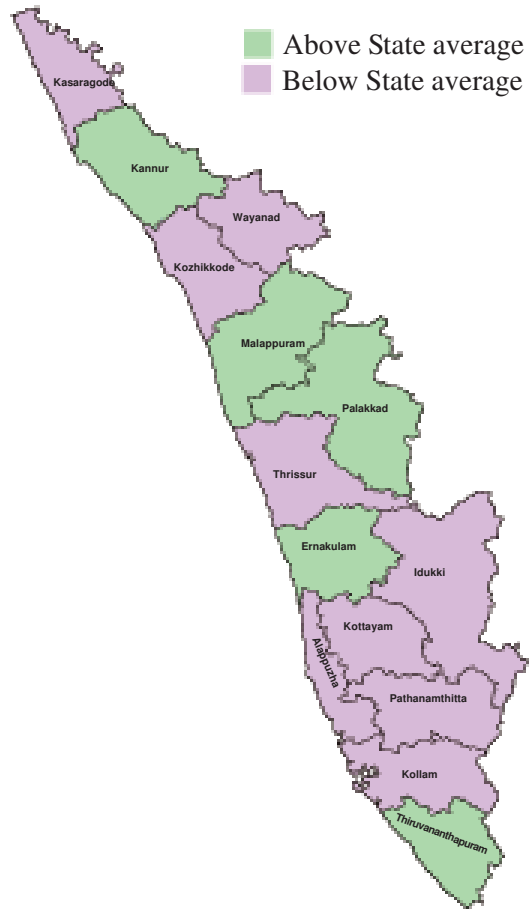
Task :

- ◆ *To make conclusions regarding the geometrical measurements.*

Result :

In this area about 10 districts scored below 50%. Thiruvananthapuram district scored the highest 66.66% and the least scorer was Alappuzha 38.27%.

Students scored a State average of 46.07%. Making conclusion is an important area in Mathematics. Considering our curriculum activities for making conclusions are practised in the class rooms. The effect of such activities can be improved.



UP MATHS

Area :

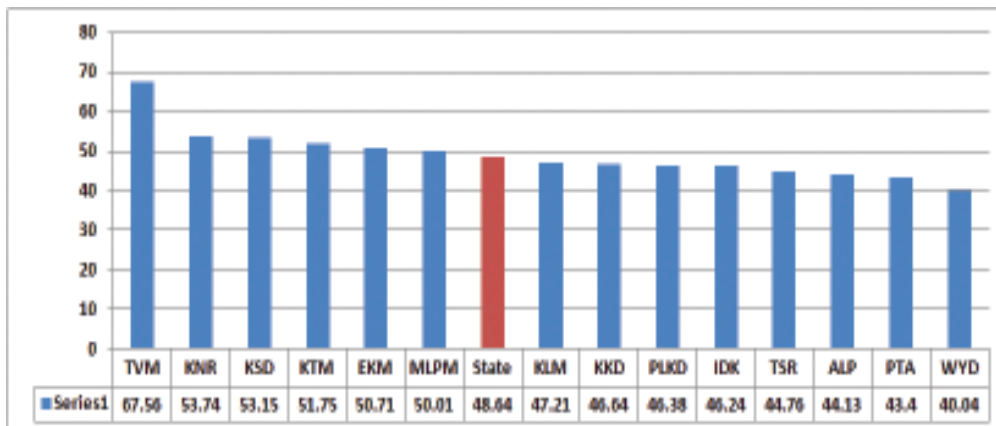
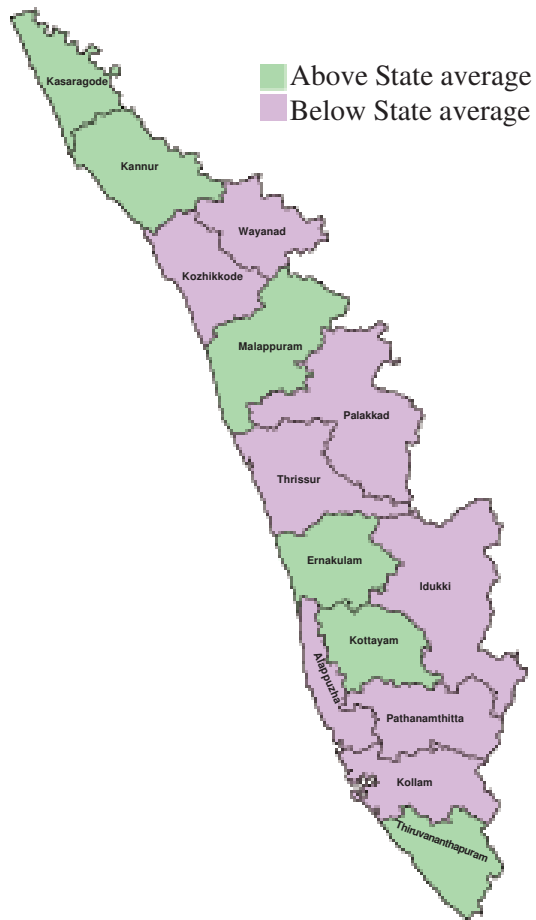
Generalisation

Task :

- ◆ To generalise geo- metrical theory
- ◆ To generalise the values in algebra.
- ◆ To generalise the values in numbers.

Result :

When we go through this study statistics. It can be found that generalisation was one among the difficult areas for students of Upper Primary. Only five districts can scored above 50% and among them the capital districts scored the highest (67.56%). Wayanad district scored 40.04% which the least. 48.64% is the State average which is very low. The State should intervene in this mathematical area to improve the skills among children.








State Level Achievement Survey 2014-15

State Summary STANDARD : VII

KERALA




				
Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 30% 1 year 20% 2-3 years 16% 7-10 years 24% No response 10%	Below 1 year 4% 2-3 years 4% 4-6 years 20% 7-10 years 30% 11 and above 34% No response 8%	Below 1 year 49% 1 year 8% No response 43%	Below 1 year 48% 1 year 13% No response 39%	HM Monitoring 89% BRC Trainers 15% Others 11%

Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	95%	71%	64%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	2%	90%	3%

Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
97	3	97	3	97	3	91	9	86	14	90	10	61	39

Percentage of Students Attendance			
	Enrolled	Present	%
	44087	39264	89.06

State Level Achievement Survey 2014-15

District Summary **STANDARD : VII**



THIRUVANANTHAPURAM




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
---	---	---	---	----------------------------

1 year 15% 2-3 years 30% 7-10 years 25% 11 and above 20% No response 10%	2-3 years 5% 4-6 years 20% 7-10 years 45% 11 and above 25% No response 5%	Below 1 year 85% 1 year 5% No response 10%	Below 1 year 75% 1 year 15% No response 10%	HM Monitoring 95% BRC Trainers 5% Others 0%
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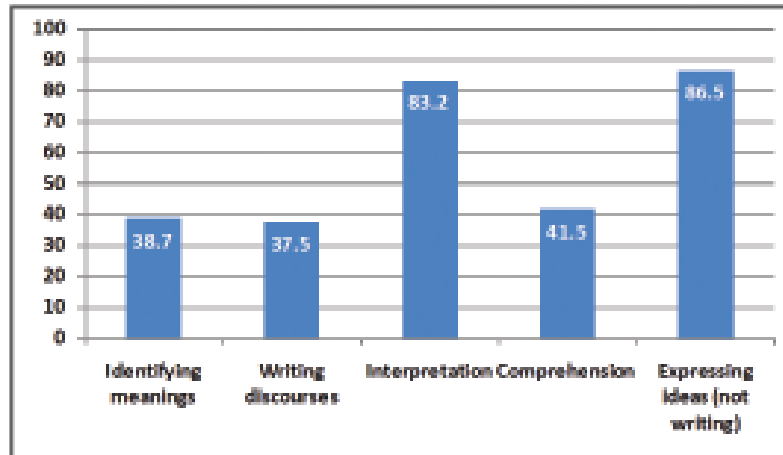
Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	100%	60%	50%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

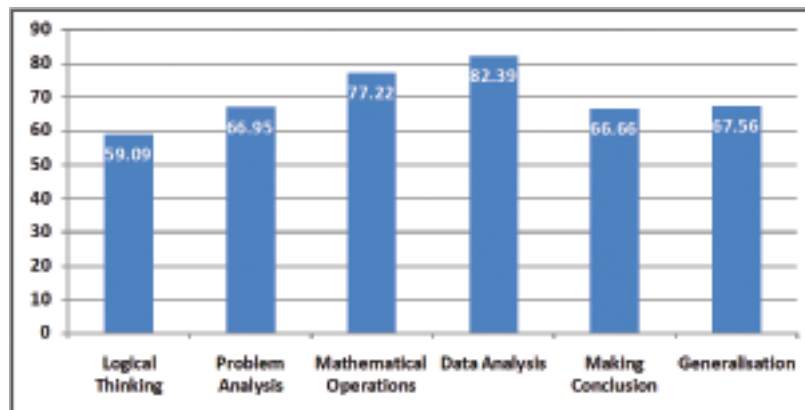
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	95	5	95	5	85	15	85	15	75	25

Percentage of Students Attendance			
	Enrolled	Present	%
	3220	2979	92.52

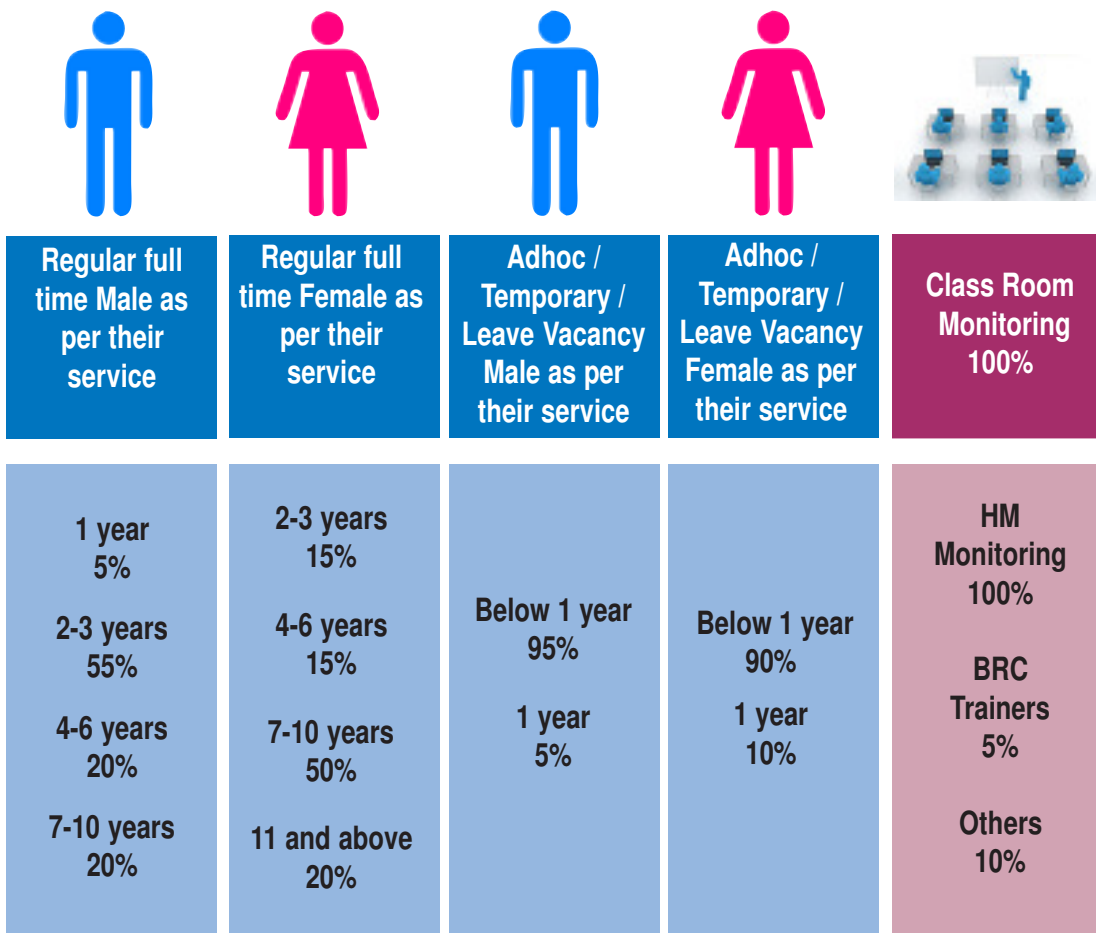
Performance in UP Malayalam



Performance in UP Mathematics




KOLLAM



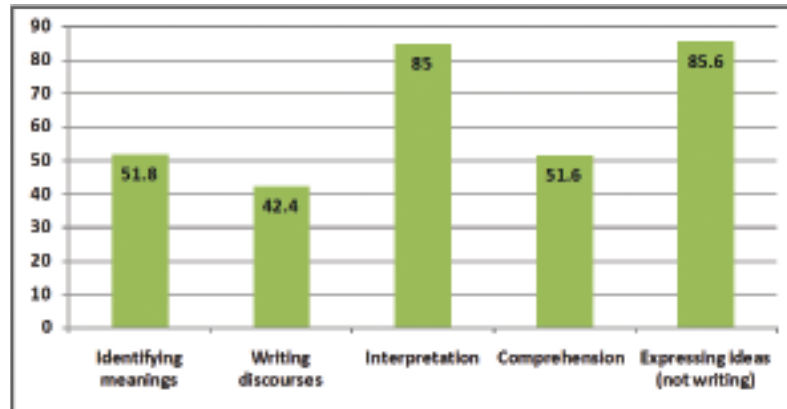
Schools Have				
PTA	MPTA	PEC	SMC	SRG
95%	95%	80%	65%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
Nil	Nil	100%	Nil

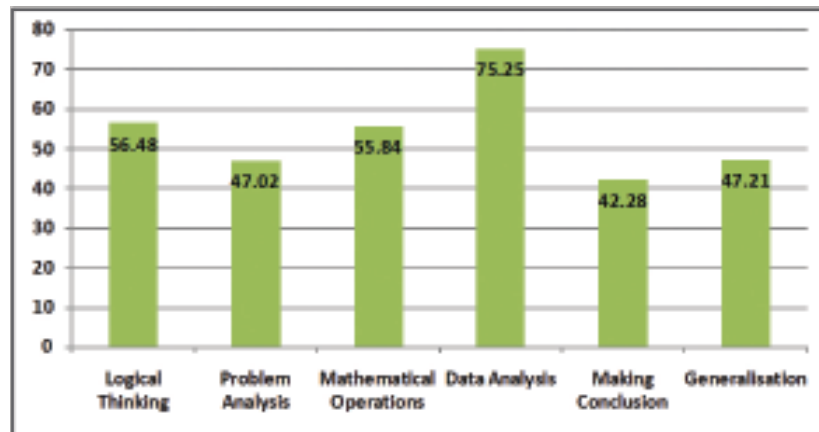
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	75	25	75	25	100	0	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	3662	3202	87.44

Performance in UP Malayalam



Performance in UP Mathematics



PATHANAMTHITTA




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 15% 2-3 years 20% 4-6 years 20% 7-10 years 25% 11 and above 20%	Below 1 year 15% 2-3 years 15% 4-6 years 15% 7-10 years 15% 11 and above 40%	Below 1 year 25% 1 year 10% No response 65%	Below 1 year 25% 1 year 15% No response 60%	HM Monitoring 80% BRC Trainers 25% Others 35%

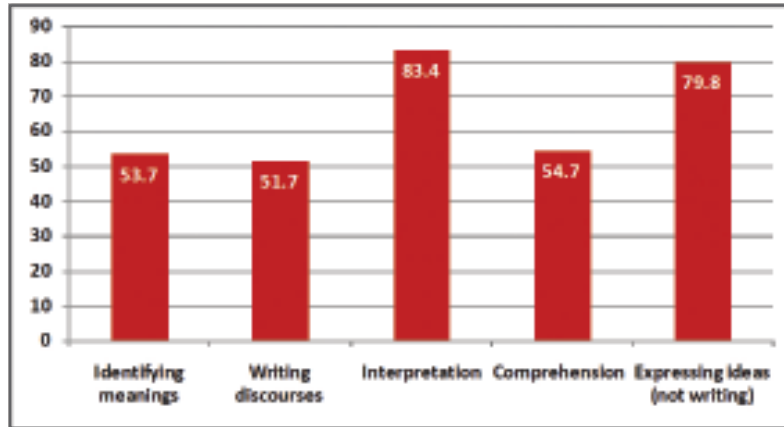
Schools Have				
PTA	MPTA	PEC	SMC	SRG
85%	75%	80%	65%	90%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
15%	5%	80%	0%

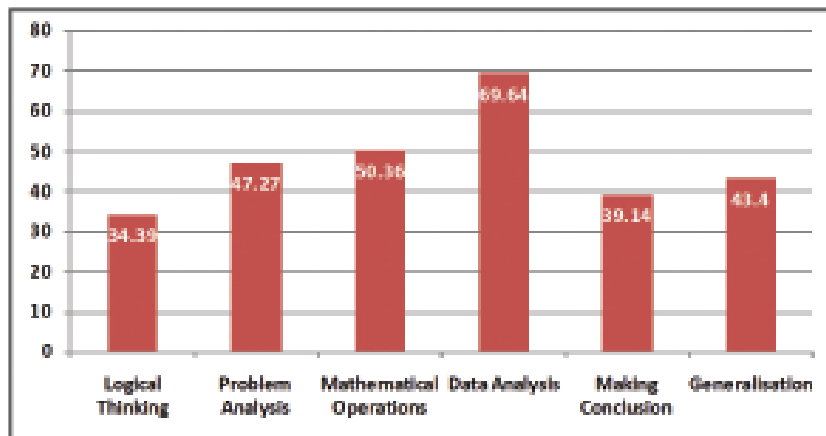
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	95	5	90	10	90	10	90	10	90	10	85	15

Percentage of Students Attendance			
	Enrolled	Present	%
	2562	2324	90.71

Performance in UP Malayalam



Performance in UP Mathematics



ALAPPUZHA




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
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1 year 10% 2-3 years 5% 4-6 years 25% 7-10 years 30% 11 and above 30%	4-6 years 30% 7-10 years 20% 11 and above 35% No response 15%	Below 1 year 40% 1 year 5% No response 55%	Below 1 year 45% 1 year 15% No response 40%	HM Monitoring 85% BRC Trainers 5% Others 10%
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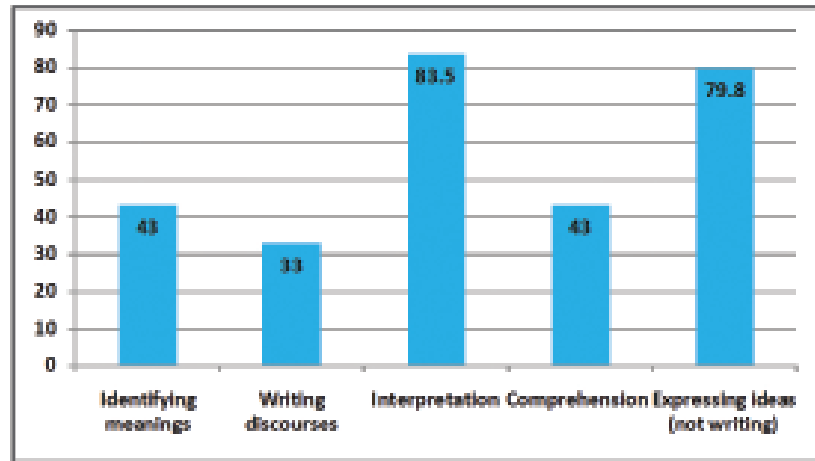
Schools Have				
PTA	MPTA	PEC	SMC	SRG
85%	95%	85%	75%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
10%	Nil	90%	Nil

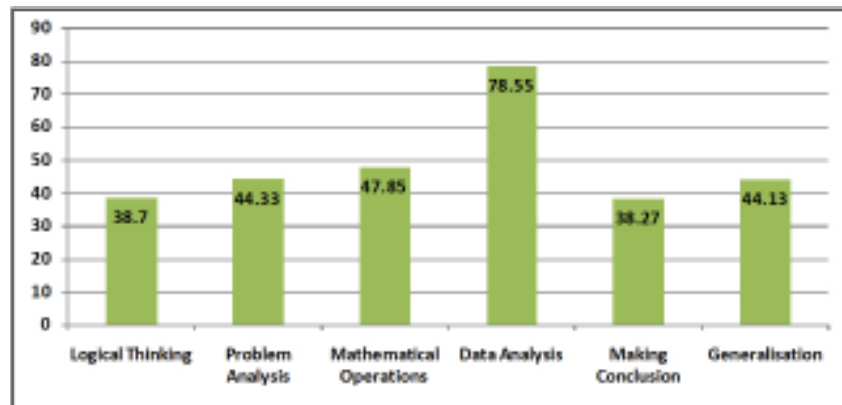
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	95	5	95	5	90	10	85	15	85	15	50	50

Percentage of Students Attendance			
	Enrolled	Present	%
	3414	2964	86.82

Performance in UP Malayalam



Performance in UP Mathematics



KOTTAYAM




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
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2-3 years 26% 4-6 years 21% 7-10 years 16% 11 and above 37% No response 0%	4-6 years 11% 7-10 years 37% 11 and above 52% No response 0%	Below 1 year 42% 1 year 11% No response 47%	Below 1 year 42% 1 year 16% No response 42%	HM Monitoring 89% BRC Trainers Nil Others Nil
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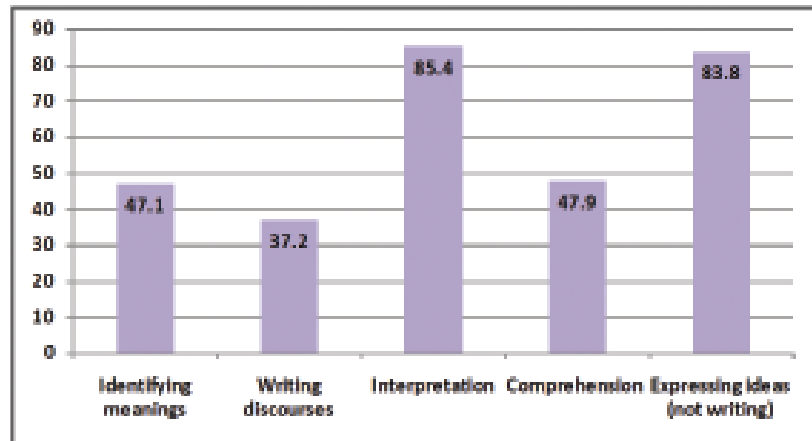
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	47%	58%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
Nil	Nil	95%	5%

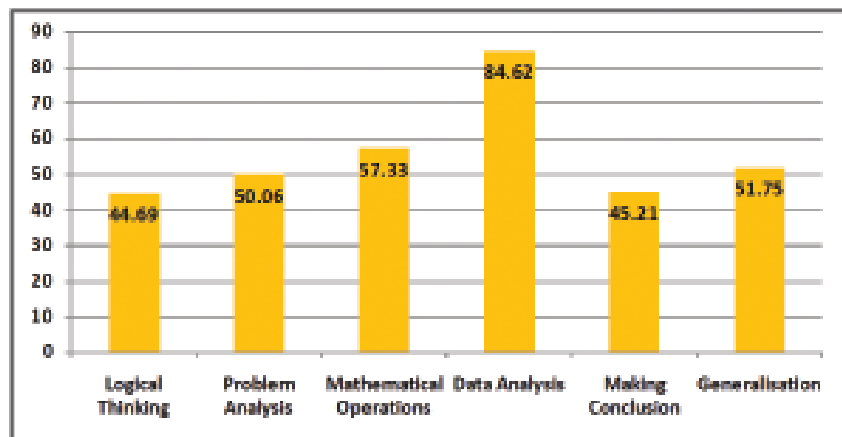
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
89	11	100	0	95	5	95	5	89	11	95	5	85	15

Percentage of Students Attendance			
	Enrolled	Present	%
	2904	2662	91.67

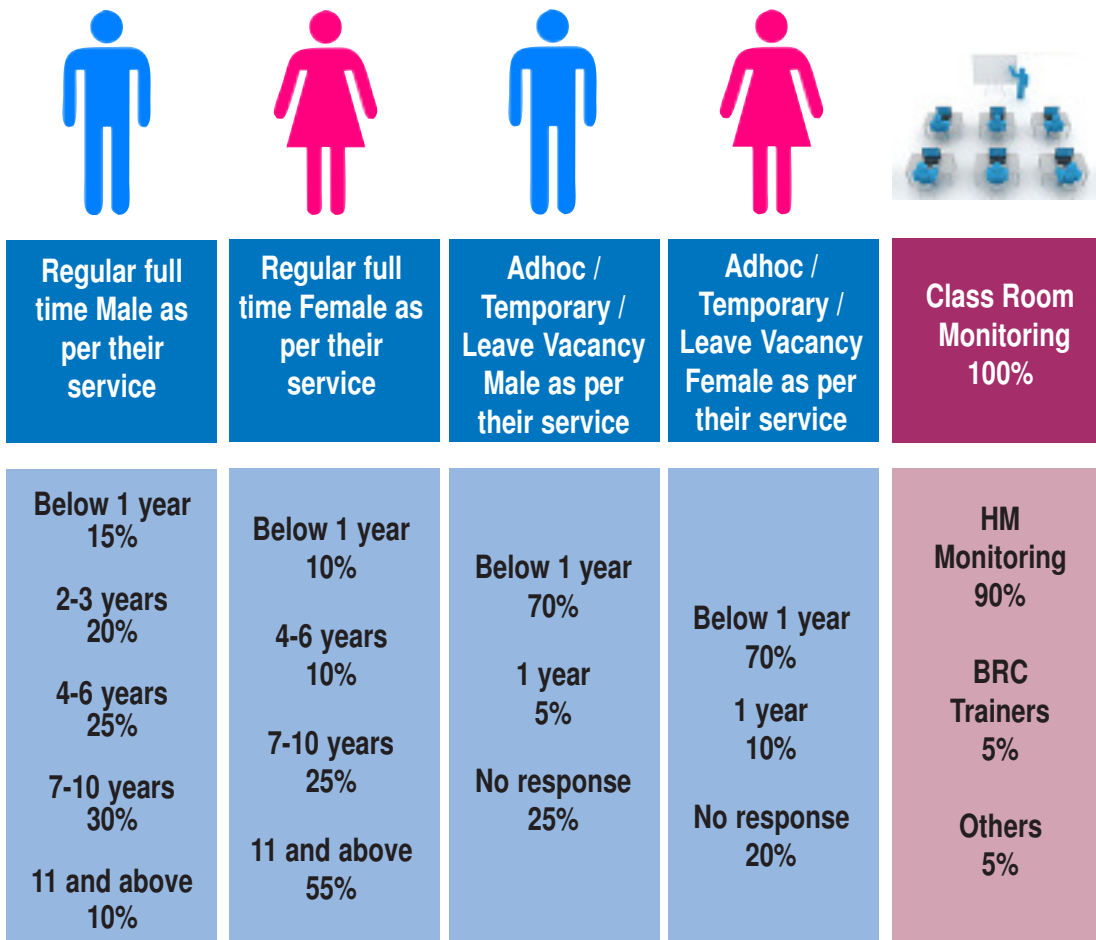
Performance in UP Malayalam



Performance in UP Mathematics




IDUKKI



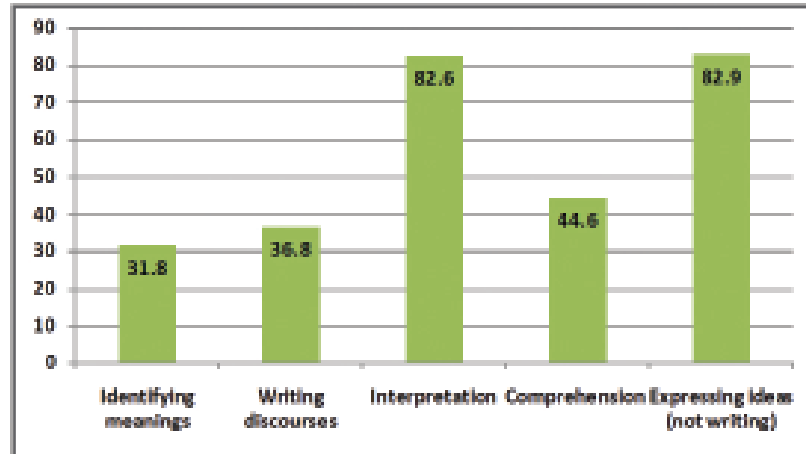
Schools Have				
PTA	MPTA	PEC	SMC	SRG
90%	95%	45%	65%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	Nil	85%	10%

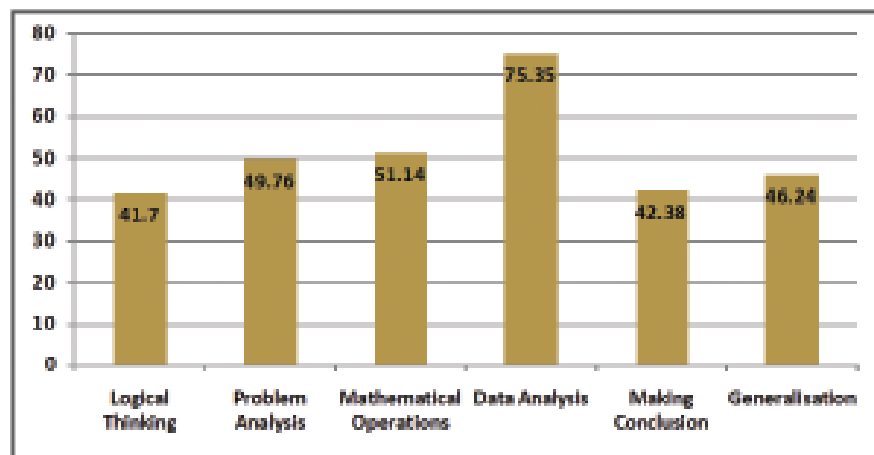
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	95	5	100	0	85	15	85	15	80	20	50	50

Percentage of Students Attendance			
	Enrolled	Present	%
	2490	2048	82.25

Performance in UP Malayalam



Performance in UP Mathematics



ERNAKULAM




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 15% 1 year 20% 2-3 years 25% 7-10 years 10% No response 30%	Below 1 year 5% 4-6 years 30% 7-10 years 40% 11 and above 20% No response 5%	Below 1 year 40% 1 year 10% No response 50%	Below 1 year 45% 1 year 10% No response 45%	HM Monitoring 95% BRC Trainers 5% Others 5%

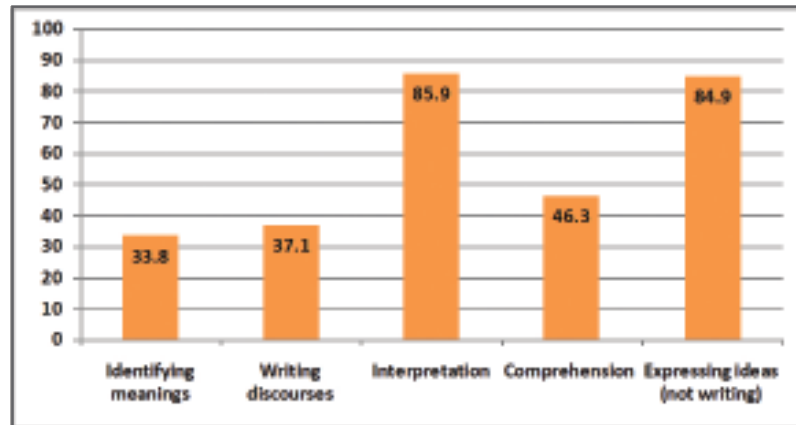
Schools Have				
PTA	MPTA	PEC	SMC	SRG
95%	100%	90%	85%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
Nil	Nil	100%	Nil

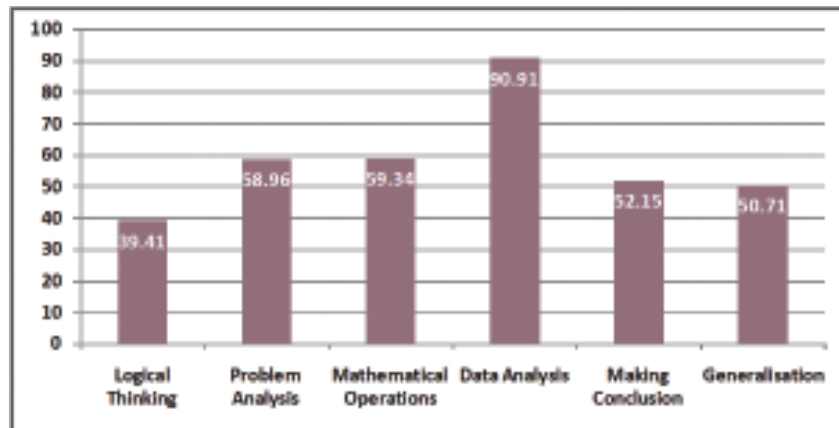
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	100	0	100	0	100	0	100	0	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	3377	2700	79.95

Performance in UP Malayalam



Performance in UP Mathematics



THRISSUR




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
<p>Below 1 year 50%</p> <p>1 year 15%</p> <p>4-6 years 20%</p> <p>7-10 years 15%</p>	<p>4-6 years 20%</p> <p>7-10 years 35%</p> <p>11 and above 45%</p>	<p>Below 1 year 95%</p> <p>1 year 5%</p> <p>No response Nil</p>	<p>Below 1 year 85%</p> <p>1 year 15%</p> <p>No response Nil</p>	<p>HM Monitoring 95%</p> <p>BRC Trainers Nil</p> <p>Others Nil</p>

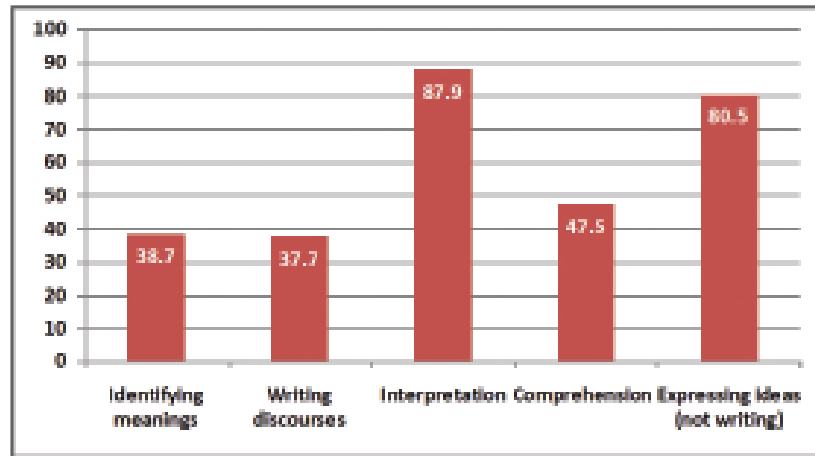
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	50%	45%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
5%	0%	80%	15%

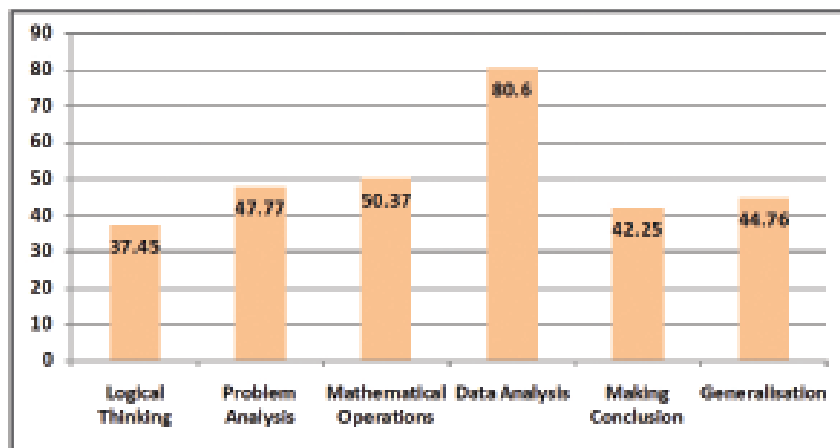
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
90	0	100	0	100	0	85	15	70	30	100	0	85	15

Percentage of Students Attendance			
	Enrolled	Present	%
	2415	2251	93.21

Performance in UP Malayalam



Performance in UP Mathematics



PALAKKAD




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
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Below 1 year 10% 1 year 30% 2-3 years 15% 4-6 years 25% 7-10 years 5% No response 15%	1 year 5% 4-6 years 30% 7-10 years 20% 11 and above 35% No response 10%	Below 1 year 25% 1 year 10% No response 65%	Below 1 year 30% 1 year 15% No response 55%	HM Monitoring 90% BRC Trainers 20% Others 5%
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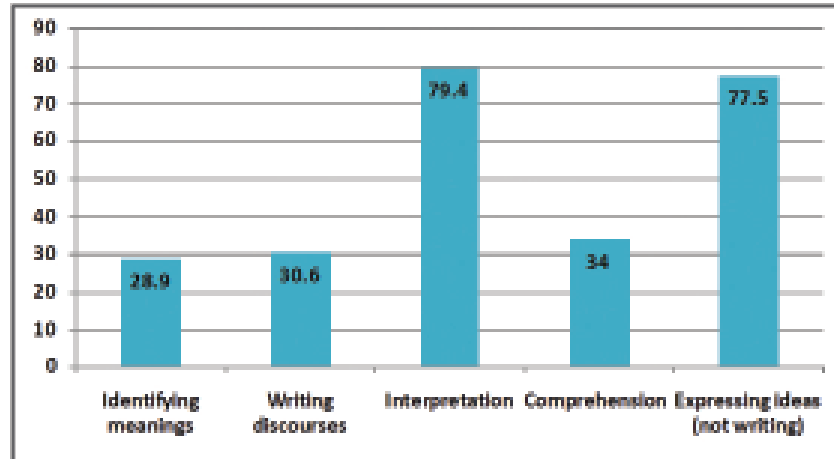
Schools Have				
PTA	MPTA	PEC	SMC	SRG
95%	100%	70%	50%	95%

Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	95	5	100	0	80	20	80	20	70	30

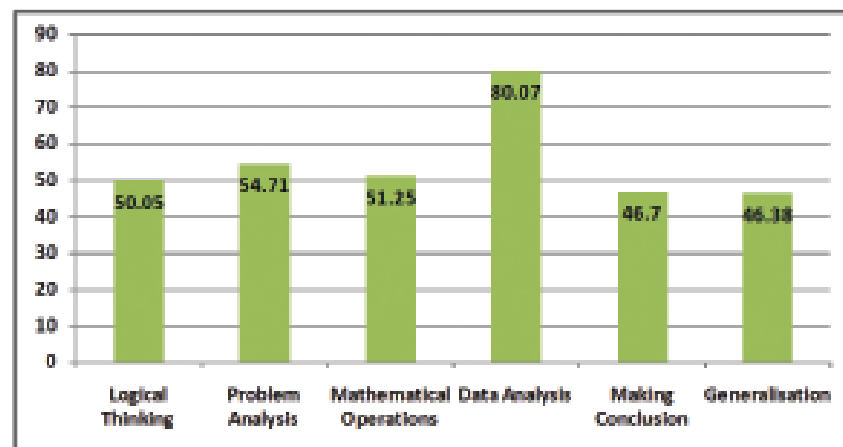
Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	10%	90%	0%

Percentage of Students Attendance			
	Enrolled	Present	%
	3811	3444	90.37

Performance in UP Malayalam



Performance in UP Mathematics



MALAPPURAM



Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 20% 2-3 years 20% 4-6 years 40% 7-10 years 5% No response 15%	Below 1 year 10% 4-5 years 15% 7-10 years 30% 11 and above 30% No response 15%	Below 1 year 60% 1 year 10% No response 30%	Below 1 year 65% 1 year 5% No response 30%	HM Monitoring 85% BRC Trainers 5% Others Nil

Schools Have

PTA	MPTA	PEC	SMC	SRG
95%	90%	65%	60%	95%


Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
5%	0%	95%	0%

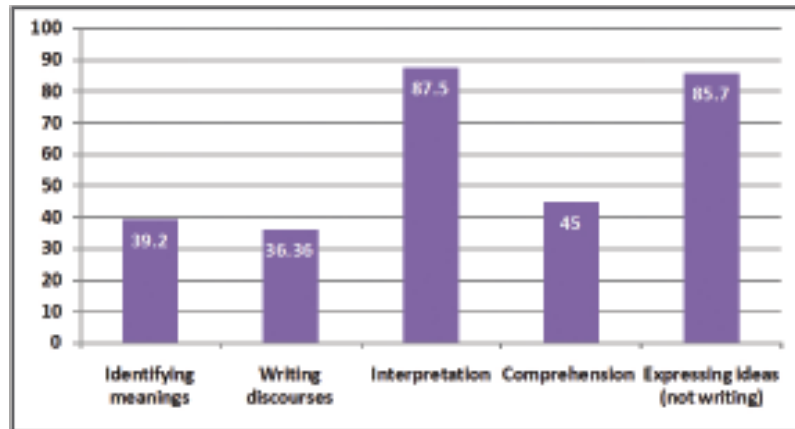
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	90	10	90	10	90	10	85	15	80	20	70	30

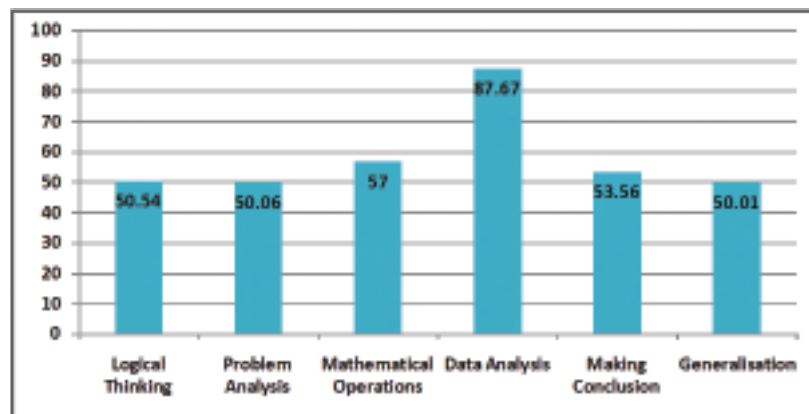
Percentage of Students Attendance

	Enrolled	Present	%
	3346	3036	90.74

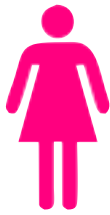
Performance in UP Malayalam



Performance in UP Mathematics



KOZHICKODE



Regular full time Male as per their service

Regular full time Female as per their service

Adhoc / Temporary / Leave Vacancy Male as per their service

Adhoc / Temporary / Leave Vacancy Female as per their service

Class Room Monitoring 100%

Below 1 year 20%
1 year 35%
2-3 years 25%
11 and above 10%
No response 10%

2-3 years 5%
4-6 years 15%
7-10 years 30%
11 and above 40%
No response 10%

Below 1 year 25%
1 year 10%
No response 65%


Below 1 year 35%
No response 65%

HM Monitoring 90%
BRC Trainers 5%
Others 10%

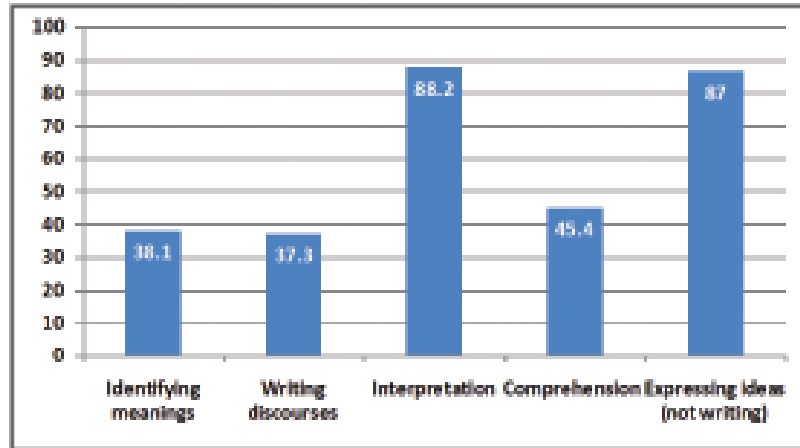
Schools Have				
PTA	MPTA	PEC	SMC	SRG
55%	100%	60%	70%	95%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
20%	0%	70%	10%

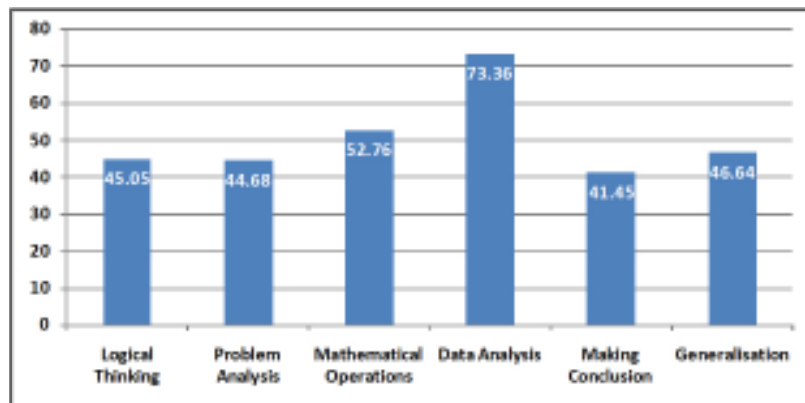
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
95	5	100	0	100	0	100	0	90	10	100	0	50	50

Percentage of Students Attendance			
	Enrolled	Present	%
	4002	3332	83.26

Performance in UP Malayalam



Performance in UP Mathematics



WAYANAD




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 5% 1 year 35% 4-6 years 20% 7-10 years 10% No response 30%	2-3 years 10% 4-6 years 10% 7-10 years 30% 11 and above 20% No response 30%	Below 1 year 10% 1 year 5% No response 85%	Below 1 year 10% 1 year 5% No response 85%	HM Monitoring 85% BRC Trainers 70% Others 30%

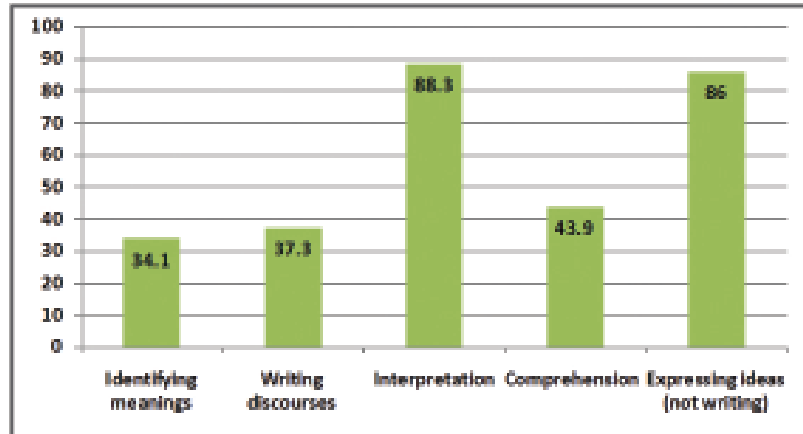
Schools Have				
PTA	MPTA	PEC	SMC	SRG
100%	100%	100%	100%	100%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
0%	0%	100%	0%

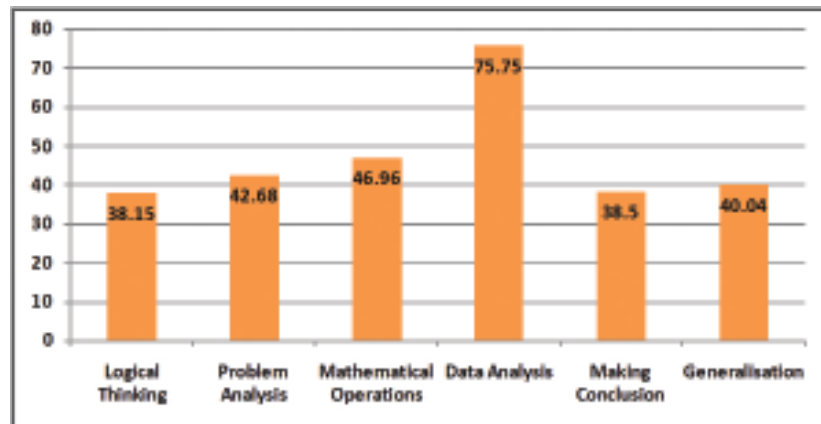
Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	100	0	100	0	100	0	100	0

Percentage of Students Attendance			
	Enrolled	Present	%
	2426	2235	92.13

Performance in UP Malayalam



Performance in UP Mathematics



KANNUR




Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
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<p>Below 1 year 10%</p> <p>1 Year 25%</p> <p>2-3 years 25%</p> <p>7-10 years 35%</p> <p>No response 5%</p>	<p>4-6 years 15%</p> <p>7-10 years 20%</p> <p>11 and above 60%</p> <p>No response 5%</p>	<p>Below 1 year 40%</p> <p>1 year 10%</p> <p>No response 50%</p>	<p>Below 1 year 50%</p> <p>1 year 20%</p> <p>No response 30%</p>	<p>HM Monitoring 100%</p> <p>BRC Trainers 60%</p> <p>Others 30%</p>
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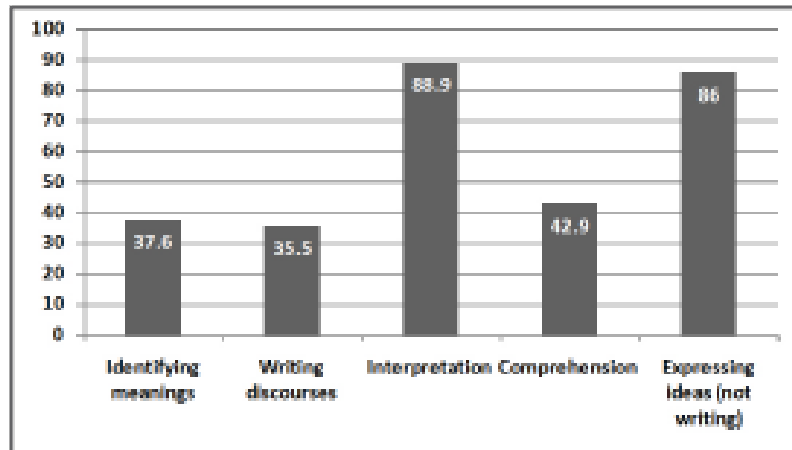
Schools Have				
PTA	MPTA	PEC	SMC	SRG
95%	95%	85%	60%	90%

Number of working days in 2014-15			
Upto 160	161-180	181-200	201-220
15%	0%	80%	5%

Availability of													
Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
100	0	100	0	100	0	95	5	90	10	80	20	70	30

Percentage of Students Attendance			
	Enrolled	Present	%
	4325	4141	95.75

Performance in UP Malayalam



Performance in UP Mathematics

KASARAGOD



Regular full time Male as per their service	Regular full time Female as per their service	Adhoc / Temporary / Leave Vacancy Male as per their service	Adhoc / Temporary / Leave Vacancy Female as per their service	Class Room Monitoring 100%
Below 1 year 4% 1 year 23% 2-3 years 35% 4-6 years 13% 7-10 years 12% No response 13%	1 year 4% 4-6 years 17% 7-10 years 26% 11 and above 44% No response 9%	Below 1 year 39% 1 year 5% No response 57%	Below 1 year 30% 1 year 9% No response 61%	HM Monitoring 78% BRC Trainers Nil Others 9%

Schools Have

PTA	MPTA	PEC	SMC	SRG
83%	87%	74%	52%	91%


Number of working days in 2014-15

Upto 160	161-180	181-200	201-220
4%	0%	92%	4%

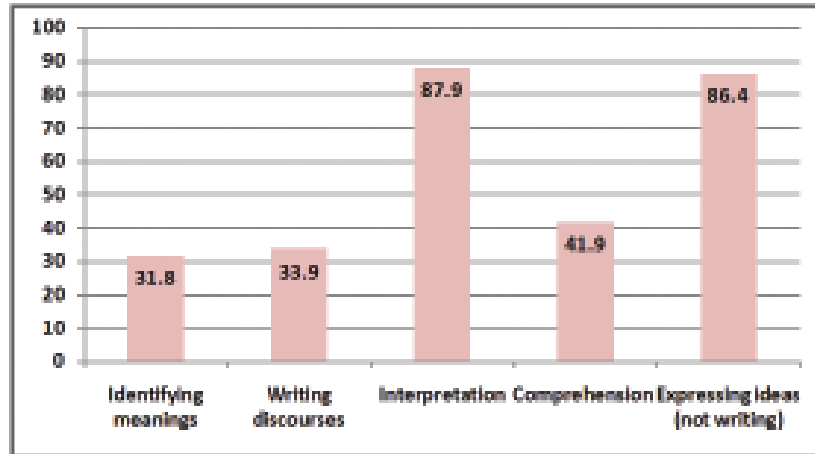
Availability of

Maps		Globe		Charts		Maths Kit		Science Kit		Library		IT Facility	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
90	10	95	5	92	8	87	13	83	17	87	13	52	48

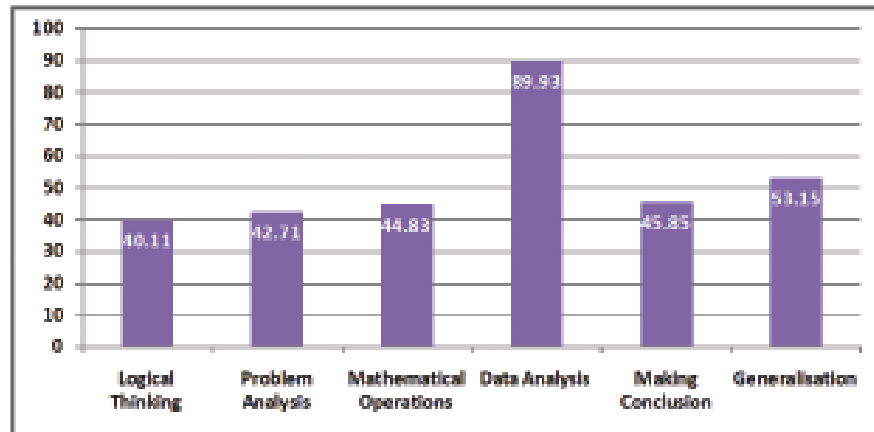
Percentage of Students Attendance

	Enrolled	Present	%
	2133	1946	91.23

Performance in UP Malayalam



Performance in UP Mathematics



Achievement Level of 14 Districts in Various Areas of Malayalam and Mathematics of Standards IV and VII



Standard IV – Malayalam and Mathematics

Areas	TVM	KLM	PTA	ALP	KTM	IDK	EKM	TSR	PLKD	MLPM	KKD	WYD	KNR	KSD
Comprehending ideas	Red	Red	Red	Yellow	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Red	Yellow
Making dictionary	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Sentence construction	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Splitting of words	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Word meaning	Red	Red	Red	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Analysis Geometry	Blue	Light Green	Light Green	Light Green	Light Green	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Blue	Light Green
Analysis Measures	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Data Analysis	Light Green	Blue	Light Green	Light Green	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Mathematical Operations	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Problem Analysis	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green
Logical Thinking	Blue	Light Green	Light Green	Light Green	Blue	Light Green	Blue	Light Green	Light Green	Light Green	Blue	Light Green	Blue	Light Green

Standard VII – Malayalam and Mathematics

Identifying meanings	Yellow	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Writing discourses	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Interpretation	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Comprehension	Yellow	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Idea Expression (not Writing)	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red
Logical thinking	Blue	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Light Green	Blue	Blue	Light Green	Light Green	Light Green	Light Green
Problem analysis	Blue	Light Green	Light Green	Light Green	Blue	Light Green	Blue	Light Green	Blue	Blue	Light Green	Light Green	Blue	Light Green
Mathematical operations	Blue	Blue	Blue	Light Green	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Light Green	Blue	Light Green
Data Analysis	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Making conclusions	Blue	Light Green	Light Green	Light Green	Light Green	Light Green	Blue	Light Green	Light Green	Blue	Light Green	Light Green	Blue	Light Green
Generalisation	Blue	Light Green	Light Green	Light Green	Blue	Light Green	Blue	Light Green	Light Green	Blue	Light Green	Light Green	Blue	Blue



