

# Learning Achievement Of Class III Students

- A Baseline Study Under SSA



Department of Educational Measurement and Evaluation  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
Sri Aurobindo Marg, New Delhi-110016

*Draft Report*

# **Learning Achievement of Class III Students**

*-A Baseline Study Under SSA*

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# INTRODUCTION

## CONTEXT

The Education is intended to develop basic learning skills, “3 Rs” i.e. reading, writing, arithmetic’s and life skills necessary for the children to survive and improve the quality of life. During childhood developments in the domains of literacy and numeracy take place through acquisition of basic learning competencies (BLC). These competencies represent levels of learning in a particular subject comprising basic knowledge, understanding, skills, abilities, interests, attitudes and values. The competencies are essentially to be acquired by the end of a particular stage or standard of education. As far as the primary stage is concerned it is in fact the



foundation stage for the development of basic competencies.

Primary education in particular has remained a serious concern of the nation since independence. A large number of programmes and schemes have been initiated both by the union and state governments to realize the goal of the universalization of primary education. This has led to the opening of a large number of schools with emphasis on universal enrolment and retention with a focus on quality of education. Curriculum renewal and preparation of good books have been a continuous process. A large number of teacher training programmes, improvement in infrastructural facilities, upgradation of schools, and recruitment of teachers have been made on account of the recommendations of various commissions i.e. University Commission (1948), Secondary Education Commission (1952), Kothari Commission (1964-66), National Policy on Education (1986) and Programme of Action-1992. In the post independent period, a number of state and national institutes like NCERT, NIEPA, SCERTs, SIEs, SIEMATs, DIETs also came into existence as a support system to the expanding education system. An account of expansion in school education over past half a century can be gauged from the data\* presented below in table 1.1.

Table 1.1: Data Regarding Increase in Schools, Teachers and Students

Classes	1951					2001				
	Schools	Teachers	Students (millions)	Female teacher/100 male teachers	Pupil Teacher Ratio	Schools	Teachers	Students (millions)	Female teacher/100 male teacher	Pupil Teacher Ratio
Primary	2,09,671	5,38,000	19.2	20	24:1	6,38,738	18,96,000	113.8	55	43:1
Upper Primary	1,35,96	86,000	3.1	18	20:1	2,06,269	13,20,000	42.8	62	38:1
Secondary & Sr. Secondary	7,416	1,27,000	1.5	19	21:1	1,26,047	17,61,000	27.6	49	32:1

Due to rise in enrolment, pupil teacher ratio has increased at all stages. The student enrolment increased about 18 times in secondary classes due to various initiatives taken for universalisation of primary education in the past. The ratio of female to male teachers have also increased about three times during the period (1951-2001).

The quantitative expansion seems to have over shadowed the quality of education. Research studies conducted both at national and state levels point out low level of learning in schools and the situation becomes worse as children move to higher classes. Poor level of achievement at primary level is a big demotivating factor resulting in repetition and drop out from the schools.

Quality in primary education is required to help individuals learn to know, to do, to be and to live together. Improving quality of education is one of the six goals in the Dakar 'Framework of Action' endorsed by 184 countries in the world, in April 2000 in Dakar, Senegal. The quality of education in terms of students' learning outcomes can be demonstrated and claimed only through assessment and monitoring.

Though there are a number of factors which determine the quality of education, the most vital one that attracts the attention of one and all is the level

\* Data taken from Selected Statistics Govt. of India, MHRD, Department of Secondary and Higher Secondary Education - 2000-01

of achievement. These levels of achievement for any nation are so important that they need to be known periodically to keep a tab on the general health of the education system. Such a requirement warrants the conduct of periodical achievement surveys at different stages of school education in order to initiate remedial measures to improve the quality of education. National Policy on Education (NPE) - 1986 recommended the conduct of periodical achievement surveys at all stages of school education. The surveys provide a large scale data to monitor and keep a track record of development of the system over the years with reference to the achievement of nationally agreed learning outcomes.

### **EARLIER NCERT SURVEYS**

NCERT has been conducting periodical surveys to collect data regarding availability of schools, teachers, classrooms, infrastructural facilities, students enrolment, retention etc. for planning and assessment of various schemes. But information regarding improvement in the quality of learning and attainment levels of children is not available on a large scale. The systematic efforts have not been made in this direction. Very few achievement surveys in a truncated way have been conducted in our country.

Three major surveys were undertaken by NCERT to study the level of achievements of primary school children across states. The first ever All India Achievement Survey in Mathematics was conducted by Kulkarni (1970) at three levels i.e. at the end of primary stage (class IV), at the end of middle school (class VIII) and at the end of secondary school (class X). Common tests translated into 13 languages were administered on a sample of children drawn from 15 states. The number of children who appeared in the tests varied from 28,000 at primary stage to nearly 20,000 at secondary stage. It was found that state average at class IV varied from 26 to 48% which got reduced at middle and secondary stages. There were regional differences within the state also. The direction of differences between urban and rural students varied from state to state. Generally boys performed better than girls barring few exceptions in some states. At the same time, another study was conducted by International Association for Evaluation of Educational Achievement (IAEEA) in mother tongue and science also at three levels i.e. for children of age 10+, 14+ and the last class of secondary schooling. This study was confined to states having Hindi as a medium of instructions. The study revealed that school related variables contributed more than home related variables.

Another study in NCERT was undertaken by Dave and others (1988) on achievement of children in Primary classes I to IV in 22 states/ union territories in the country. Although the objective of the study was to compare the impact of inputs made available under a special project, 'Primary Education Curriculum Renewal (PECR)', the findings of the study were quite relevant as far as the pupil's achievement in schools were concerned. The study focussed on three curricular areas i.e. Language, Mathematics and Environmental Studies I & II. It was found that the achievement declined from Class I to Class IV in all subjects. Large variation in achievement across states was also observed. The variations were noticeable in the states of Bihar, Madhya Pradesh, Orissa, Andhra Pradesh, Rajasthan and Karnataka.



Research studies indicated that the acquisition of basic skills of reading, writing and numeracy in primary school children were very poor in some of the states. The quantitative expansion of primary education may have led to decline in its quality. Therefore, a third major achievement survey was undertaken at the end of class IV of Primary Schooling by Shukla and other in NCERT in (1990). According to the pupils enrolment data as reported in Fifth All India Education Survey, a sample of 0.7% of total enrolment was planned for the study. This sample varied from state to state (minimum 83 in Arunachal Pradesh to maximum 13,688 students in Uttar Pradesh) with a proportionate representation from rural and urban population. The survey was planned for 1 lakh students from 25 states and UT of Delhi, but the final data was collected from 65,861 students of class IV from 22 states and Delhi. Three states of Himachal Pradesh, Goa and Manipur could not participate and a part of J&K state was also dropped. Tests were administered in 15 languages. It was found that average score in reading comprehension was lower than Mathematics. There was no significant difference in achievement among children from rural and urban areas but in 80% states the difference evenly favoured one or the other group. The performance of children studying in cities was better than those studying in rural areas in most of states. It was also found that teachers' knowledge in the subjects was inadequate. A positive impact of in-service training programmes was also visible in this study. The report was published in 1994.

### **DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)**

In 1992, Central Advisory Board on Education (CABE) while reviewing the progress made under NPE-86, called for an integrated approach to primary education development at the district level. This resulted in a most intensive effort by Central Government to increase enrolment, retention and attainment in primary education. The project is popularly known as DPEP. The DPEP programme was initiated in 42 most backward districts having low literacy rate across seven states in 1994. To-day, 277 districts spread over 18 states have been covered under DPEP programme. This programme was district specific aimed at enhancing literacy rate and reducing the gender-wise, area-wise and category-wise differences in achievement. A base-line achievement survey (BAS) was conducted in DPEP districts to have a benchmark for measuring hike in achievement. Subsequently, mid-term achievement surveys (MAS) and terminal achievement surveys (TAS) were conducted in all DPEP districts.

### **International Studies**

Imparting quality education to children is a challenge before education planners and administrators in major parts of the world even today. This concern was expressed in the World Conference on 'Education for All' held at Jomtein, Thailand in March, 1990. Its article 4 states

*Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e. whether they incorporate useful knowledge, reasoning ability, skills and values.*

*The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.*

The recommendations of the conference were a landmark for the promotion of greater access and better quality in basic education worldwide. Consequently, a joint UNESCO-UNICEF project "Monitoring Learning Achievement" (MLA) was launched in 1992 in phased manner in 60 countries. India was not covered under the MLA project. Its objective was to improve the quality and quantity of education offered in an equitable and effective manner besides, promoting 'Monitoring Culture' which will keep the learner at the center of all educational initiatives. This monitoring project had a special and deliberate focus on minimum basic learning competencies (BLCs) in the domains of literacy, numeracy and life skills.

At the same time in 1995, IAEEA conducted third International Mathematics and Science Achievement Survey for grades III-IV, VII-VIII and for final year of secondary schooling. Another important study "Programme of International Students Assessment" (PISA) have been undertaken by Organization for Economic Cooperation and Development (OECD) countries in 2000. The programme is aimed at in knowing the development of general skills in 15+ age group students through education in reading literacy, mathematical literacy and scientific literacy. In the first phase survey in reading literacy has been conducted in 2000 in 28 OECD and four non-OECD countries. The second and third survey had been planned for mathematical literacy and scientific literacy in 2003 and 2006 respectively. These studies are to be repeated after a gap of three years.

### **The Present Studies**

With a focus on universalization of primary education, a number of schemes have been implemented by Government of India with the support of International agencies like World Bank, European Commission, UNESCO, etc. A positive impact in enrolment, retention and achievement has been indicated by research studies in selected districts. However no major study on all India basis has been undertaken since 1990. More than a decade has elapsed and a concern has been expressed both at the state and national level for conducting a large scale achievement survey to know the health of our education system. NCERT has also been thinking of institutionalizing periodic achievement surveys.

Realizing the positive impact of DPEP, the Government of India, launched a nation-wide programme 'Sarva Shiksha Abhiyan' (SSA) for universalisation of elementary education in the year 2001. This ambitious programme aims at enrolling all children in the age group 6-14 in schools by 2003 and ensuring the completion of class VII by 2010. The nation-wide achievement surveys initiated

by NCERT at the end of classes III, V and terminal stage of elementary education, class VII or VIII depending upon the pattern of the education system in the states are going to be the base-line studies for planning interventions and measuring the improvement in achievement under SSA programme.

The baseline achievement survey of class V has covered 105 districts from 27 states and 3 Uts. The achievement tests in three main curricular areas i.e. Language, Mathematics and Environmental Studies were administered to 88271 students in the states and Uts. The data about factors affecting achievement were collected from 88271 students, 10796 teachers belonging to 4787 schools. The performance varied from state to state and the national average achievement was 45% in Mathematics, 50% in EVS and 58% in Language. The impact of various intervening variables on achievement was also studied.

The present study of Class III was planned with the following objectives.

- To study the level of achievement of children in Language and Mathematics at the end of Class III
- To study the differences in achievement, categorywise, areawise and genderwise.
- To study the influence of intervening variables like home, school and teacher on students achievement.

The study was initiated in November 2002. The syllabi of all States and UTs were analysed and competencies common across States/UTs were identified. Multiple parallel tests on common competencies were developed in the NCERT. These were shared with state experts, modified/generated in regional languages and tried out in 22 States/UTs. On the basis of item analysis, one test each in Language and Mathematics were prepared in Hindi, English and all other regional Languages. Finally, data from 92407 students, 8533 teachers and 5293 schools was collected through the tests and questionnaires in the months of February to April, 2004.

#### **Role of States/UTs in Present the Study**

It was decided to associate academic persons from State Council of Educational Research and Training (SCERTs) or State Institutes of Education (SIEs) or from State SSA Units as State Coordinator for sharing the responsibility of survey within each state. In few states, state coordinators were taken from Directorates of Education. State Coordinators participated in almost all activities from inception i.e. development of tools, tryout and validation of tools, sampling of districts, rural blocks, urban areas, schools and within schools teachers and students. Identification of district coordinators, field investigators and their training for collection of data was the responsibility of state coordinators. State Coordinators were given a four day orientation at NCERT, New Delhi. Further training to district coordinators was imparted by State Coordinators. Like-wise field investigators were given orientation by District Coordinators before the actual administration of tools. The participation of states/UTs has also helped in building the capacity of state personnel in this area.

**Organization of the Report**

The first chapter deals with the details of earlier both national and international surveys and the need of present survey. The second chapter gives details of development and standardization of tools. The sampling procedure, actual sample, procedure of administration of tools and data collection is given in chapter 3. The analysis plan is given in chapter 4. The next chapter presents the profiles of schools, teachers and students in the chosen sample. The last chapter 6 presents the achievement of students both at national and state level. The tools employed in the survey are given in the appendices of the report.

# 2

## DEVELOPMENT OF TOOLS

**Assessment** of levels of learning of students in schools is one of the major concerns in school education, specifically in the context of quality. The learning can be captured by employing different kind of tools and techniques. For assessing a large population of students, standardised achievement tests are commonly used. A standardized achievement test has a fixed set of test items designed to measure clearly well defined domain with, specific direction for administering and scoring of tests. Standard content and procedure make it possible to give the same test/ identical test to individuals in different places at different times.

For development of achievements tests following steps were undertaken.

### IDENTIFICATION OF COMMON COMPETENCIES

Syllabi from different states and UTs were collected. A detailed analysis was undertaken and competencies/concepts common across most of states and UTs were identified in the curricular areas of Mathematics and Language of class III.

### DESIGNS OF ACHIEVEMENT TESTS

On the basis of content analysis, designs for different subjects covering common competencies/concepts were prepared. Weightages to different aspects were given. Both the tests were having 35 multiple choice tests, items.

#### Design of Language Tests

The language test comprised of 35 multiple choice test items having two or four options with following weightages.

Table 2.1: Weightage to Different Content Areas

Area	No. of Qs.	Weightage Percent
Language Elements	20	57.14
Comprehension	15	42.86

Table 2.2: Weightage of Objectives

Objectives	Knowledge	Comprehension	Total
Marks	20	15	35
Percentage of Marks	57.14	42.86	100

### Design of Mathematics Test

The Mathematics test comprised of 35 multiple choice test items with the following weightage to objectives.

Table 2.3: Weightage to Objectives

Objectives	K	U	A	Total
Marks	15	15	5	35
Percentage of Marks	42.85	42.85	14.30	100

### DEVELOPMENT OF ACHIEVEMENT TESTS

Three parallel achievement tests based on common competencies/concepts in Mathematics and Language in both Hindi and English medium were developed in the department. The Mathematics test contained 35 objective type items with four alternatives carrying one mark each. However, the Language tests comprised of two main components i.e. Usage & Grammar and Reading Comprehension. Usage & Grammar contained 20 objective type test items with two alternatives. In Reading Comprehension there were three comprehension paragraphs each having five objective type questions with four alternatives. Each question was of one mark.

A workshop for further discussion with state subject experts/persons was organized. In this workshop these tests were discussed, improved and refined, so as to make them functional across states and UTs. Subsequently, two more workshops of state coordinators and experts were held to generate and translate the tests in remaining Indian languages. In the language tests, the first 20 items of grammar & usage were generated in the context of local state languages but based on same or similar competencies/concept as per the design of Language test. Fifteen questions based on three comprehension passages were simply translated into regional languages so as to maintain uniformity and comparability across states/UTs. In Mathematics, it was almost translation in other Indian languages, barring very few items. In this way three parallel tests for try out were developed in each subject.

### Development of Questionnaires

For studying the effect of other variables affecting the achievement of children, three questionnaires, (one each for the school, teacher and student) were developed. The school questionnaire mainly focused on facilities available in the schools, number of teachers and students and various schemes in vogue in the schools. The teacher questionnaire focused on teacher's qualification, experience, training etc. The Pupil questionnaire collected detailed information about his/her home background, parent's qualification, profession, sibling and support in the family etc.

### Validation of Tools

Three parallel tests in each subject containing 35 objective items of one mark each were tried out in 22 states. From one district in each of these states, 15 schools were randomly selected such that the sample had 5 schools from urban areas, 5 from rural areas and remaining 5 schools were from semi-urban areas of a district. This was done to ensure that tests were tried out over children of varying abilities from all types of schools. About 20 students from each school were selected randomly so that the sample of 300 students from each state was chosen. Each student was administered one Language test and one Mathematics test out of three parallel tests in each subject.

The sample proposed and actual data collected from tried out states and UTs was as follows:

Table 2.4 : Students Sample for the Tryout of Tests

Subject	Test Form	Number of Candidates	
		Proposed	Actually Examined
Language	I	2200	1855
	II	2200	1740
	III	2200	1730
Mathematics	I	2200	1716
	II	2200	1744
	III	2200	1563

This data was processed and items analysis for different parameters was carried out. On the basis of these parameters, items having appropriate facility value (between 40 and 80) and discrimination indices (between 0.3 and 0.8) were selected for preparing the final tests. The co-efficient of reliability of tests was also taken into consideration while making one test out of three tests.

Three questionnaires one each for school, teacher and pupil were also tried out over a small sample in Delhi and Haryana State schools for validation. On the basis of feedback, these were revised and were made more specific and understandable. These were also translated into various regional languages by States/UTs.

### Competencies/Concepts Tested

#### *Mathematics*

The Mathematics test contained test items based on the common competencies. The test items broadly covered number system, four fundamental operations and problems involving these operations, fractions, geometrical figures, units of measurement of length, time, etc.

The question-wise details of concepts tested are given below:

Table 2.5: Competencies/Concepts tested in Mathematics

Competencies/Concepts	No. of Items	Item No.
Understanding Whole Nos (writing numbers, place value, before, after ordering)	8	1-8
Addition	4	9-12
Subtraction	4	13-16
Multiplication	4	17-20
Division	2	21-22
Money related problems	3	23-25
Fraction	2	26-27
Geometrical figures	3	28-30
Time related problems	2	31-32
Measurement (Length, Mass and Capacity)	3	33-35
Total	35	

### Languages

As already mentioned the Language test had two parts. The first part contained 20 items, testing usage and grammar. A number of competencies such as use of appropriate vocabulary, use of correct spelling, tenses and proposition etc. were tested through these items. This portion of the test has been generated in different languages keeping in view the language taught in the state but adhering to the design of the test. It was ensured that the generated items were similar and of comparable difficulty level in the regional language.

The second part of the test focused on the reading comprehension of the students. There are three unseen passages which were not only interesting from students point of view but also value oriented. The questions on these passages were set to evaluate the students ability to locate information, grasp ideas and the theme of the passage. One of the passage is a story and other two are about concern for animals and environment. This part of the test was translated in different languages so as to keep the content of the texts same. This was also necessary to have comparability of tests. The details of competencies are given below in the table:

Table 2.6: Competencies/areas tested in Language

Competencies	No. of Items	Item No.
Spelling	6	1-6
Vocabulary	6	7-12
Tense	4	13-16
Preposition	4	17-20
Three Composition paragraphs (a story, animal, environment)	15	21-35

To sum up the tests in each subject was, translated and printed into 18 Indian languages. Three questionnaires, one for schools, one for teacher and one for students were also printed in different languages. These questionnaires are as given in *Annexure-I*.



# 3

## SAMPLING DESIGN AND ADMINISTRATION OF TOOLS

### SAMPLING DESIGN

**Multistage** stratified random sampling design was used for the selection of districts, blocks, urban areas, schools, teachers and pupils from States and Union Territory of the country.

#### Selection of Districts

The total number of districts in states varied from 2 in Goa to 70 in Uttar Pradesh. It was planned to select 10% districts from each state. In many northern and north eastern states only one or two districts could have been selected on this criteria. Study confined to one or two districts would not have provided the true picture of the state. Therefore, after discussion it was decided to have a minimum of 4 districts from each state except Goa. For this, each state was divided into four or more geographical regions depending upon the number of districts to be selected. All districts of a region were arranged in an alphabetical order and randomly one district from each region was selected. Wherever possible, one tribal district was included among the selected districts. Also in view of the relatively composite composition of student population in the state capital, the district in which state capital was located was also included in the sample. Goa state had only two districts and both districts were selected. In case of UTs, the entire UT was treated as one district. Hence, areas were clubbed together for the selection of urban areas and rural blocks in the UT. Finally, 111 districts were selected for the survey. A list of selected districts from each state and UT is provided in the *Annexure-II*.

#### Selection of Rural Blocks and Urban Areas

The rural blocks and the urban areas, were separated in each selected district. If the total number of blocks in a district was upto four, then all blocks were taken. If the total number of blocks was more than four, two separate lists of tribal and non-tribal rural blocks were prepared in an alphabetically order and proportionately four blocks were selected randomly. A minimum of one tribal block was included in the sample if it was there in a district. Similarly, all the urban areas in a district were arranged alphabetically and randomly three urban areas were selected if the total number of urban areas were more than three. If the number of urban areas were three or less than three, all areas were included in the sample.

### Selection of Schools

It was proposed to select 50 Government and Government aided schools from each district proportionately from four rural blocks and three urban areas using random tables. Lists of government and government aided schools (all primary, middle, secondary and sr. secondary schools) having class III were prepared block-wise and urban area-wise. Using random tables, 50 schools in proportion to total number of schools in sampled blocks and urban areas were selected from each district. A minimum of 10 schools from urban areas were necessarily included in the survey for better representation. In addition to this, a replacement list of 10 schools in the proportion of rural and urban number of sampled schools was also prepared for meeting out any exigencies.

### Selection of Teachers

A maximum of two teachers including Head teacher who taught Language and Mathematics to class III students were selected for filling in the teacher's questionnaire.

### Selection of Students

A maximum of 30 students and minimum of five students were selected from each sampled school. If the number of sections were more than one, then randomly one section was selected. All the students of this section were selected if the number of students were 30 or less than 30. In case the number of students was more than 30, then the names of boys and girls were listed alternately from the class register and 30 students were finally selected using a random start.

### ACTUAL SAMPLE OF SCHOOLS, TEACHERS AND STUDENTS

The participation of all states and UTs was planned in this survey. But out of 35 states/UTs, two states A.P. and Bihar and four UTs i.e. Lakshadweep, Dadar and Nagar Haveli and Daman and Diu and Andaman & Nicobar Islands could not participate. Therefore, students, teachers and schools from remaining 27 states and 2 UTs participated in this survey. The actual sample of schools, teachers and pupils for this study is as follow:

#### Schools

A total data of 5293 schools from 111 districts of 29 States/UTs of the country could be used for analysis. The area-wise and management-wise distribution of sampled schools is presented in table below.

Table 3.1: Distribution of Schools on the basis of Management of School

Area	Total School	State Govt./ Zila Parishad/ Panchayat/ Local Body/ Municipal Corp./ Urban Body		Govt. Aided Schools		EGS Schools	
		N	%	N	%	N	%
Rural	3990	3588	89.92	363	9.1	39	0.98
Urban	1303	1107	84.96	186	14.27	10	0.77
Total	5293	4695	88.7	549	10.37	49	0.93

Out of total sampled schools, 75.38% schools were from rural areas and remaining 24.62% schools were from urban areas. Further, average number of schools per district was approximately 48.

#### Teachers

A total 8533 teachers were selected from 5293 schools. The distribution of selected teachers is given in table below.

Table 3.2: Gender-wise and Area-wise Distribution of Sampled Teacher

Area	Male		Female		Total	
	N	%	N	%	N	%
Rural	3792	59.00	2622	41.00	6414	75.00
Urban	687	32.40	1432	67.60	2119	25.00
Total	4479	52.00	4054	48.00	8533	100.00

On an average 1.61 teachers per school were interviewed. However, the average for teachers in urban schools was marginally higher than teachers in rural schools. Further, in the sample the male and female teachers were approximately 52% and 48% respectively. Area wise the percentage of teachers in rural and urban schools was approximately 75% and 25% respectively. The percentage of female teachers was more than double the male teachers in urban areas.

#### Students

The data of 92407 students who appeared in both the tests was analysed. Table 3.3 gives the account of the students genderwise and areawise.

Table 3.3: Genderwise and Areaswise distribution of Sampled Students

State	Area	Boys		Girls		Student Total	
		N	%	N	%	N	%
Total	Rural	34031	51.52	32029	48.48	66060	71.48
	Urban	13245	50.27	13102	49.73	26347	28.52
	Total	47276	51.16	45131	48.84	92407	100

The sample contained 71.48% students from rural areas and remaining 28.52% students from urban areas. In the total sample, 51.16% were boys and 48.84% were girl students.

#### Administration of Tools

A three days orientation programme for the conduct of achievement survey was organized for state coordinators at NCERT, New Delhi. For actual conduct of achievement survey in the selected schools in sampled districts, state coordinators identified district coordinators for each district to carry out the field activities in a responsible and systematic way. Subsequently, state coordinators, organized a 2-day orientation programme for the district coordinators in their respective states to explain the procedure of the administration of tools and collection of data. The tentative schedule for the conduct of survey in different states/UTs was planned centrally and tools were administered in the months of February to March, 2004.

Further, each district coordinator appointed about 20 field investigators for administration of tests and questionnaires in the schools. The role of field investigators was most crucial as they were to collect actual data from the schools, teachers and students. Therefore, it was decided to engage unemployed trained/untrained graduates capable of carrying out this task sincerely and efficiently. A reasonable honorarium for actual working days was given to them. In some states, students of District Institute of Education and Training (DIET) were engaged in the field activities. One week prior to the actual field work, district coordinators organized a two day training programme for the field investigators and worked out details regarding actual schedule of visits to the schools.

A team of two field investigators visited a school under the supervision of district coordinator and completed the task within two-days in one school. Each of the 10 teams so constituted were assigned 5 schools. Thus for each team, collection of data on an average took two to three week's time simultaneously in all selected districts of a state.

The responses given by class III children on question booklets were transferred to the response sheets by the field investigators. These were scrutinised by the district coordinators. The following materials were used by the field investigators during the field activities.

- Tests in Language and Mathematics
- Questionnaires for school, teacher and student
- Response sheets
- Field notes
- Random tables

The used and unused material was collected back by the district coordinators. The data collected was checked on sample basis by the district coordinators. The response sheets of tests, three questionnaires and field notes were sent to state coordinator who in turn sent these to NCERT for analysis and preparation of report.

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# 4

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## PLAN OF DATA ANALYSIS

**Keeping** in focus the objectives of the achievement survey a detailed 'Framework for Analysis of Data' was developed. This framework provided details regarding data entry, data cleaning, data verification, preparation of different files, format of various tables and use of various statistical techniques for getting the answer to the some basic questions often raised about the quality school education. Analysis was divided into the following heading and sub headings:

### **DEVELOPMENT OF PROFILES**

The profiles of students, teachers and schools were developed. The briefs discussed under profile of students, teachers and schools are as under:

#### **School Profile**

The data collected through school questionnaire regarding distribution of schools on the basis of their terminal stage, attachment of pre-primary schools with sampled schools, availability of physical facilities related to teaching-learning process, competency based teaching-learning material, various kinds of incentive schemes, infrastructural and other ancillary facilities available in the schools were analysed. The information regarding total instructional time, number of working days and involvement of various school educational committees were also collected and compiled for each State/U.T.

#### **Teacher Profile**

In this section teachers responses obtained through the teacher questionnaire in the sampled schools were analysed with reference to their educational qualification, subjectwise qualification and professional qualification, teaching experience, availability of teaching aids, in service training programmes attended by them and the themes covered during the inservice training programme. The effectiveness of various training programmes in terms of utility of the knowledge gained and the improvement in teaching skills were studied. The sources from where teachers received academic assistance were also analysed.

#### **Students Profiles**

For the development of students profiles, the relevant data were analysed in the light of medium of instructions in which they were studying and the language being spoken at home, regularity in the schools, educational status of parents,

occupations of parents and academic assistance provided by the family members after school hours.

These profiles are presented both for the states and for the nation at appropriate places in the reports.

### **ACHIEVEMENT OF STUDENTS**

Knowing the level of achievements of students in school subjects, across areas, genders and categories is a matter of interest to one and all. For this achievement tests in Mathematics and Language were administered to students in sampled schools in States/UTs. The mean achievement and standard deviation were computed. For knowing the difference within the groups and between the groups of students, the values of critical ratio (CR) were computed. All these computed values are presented in the tabular form in the report. The achievements are also presented through graphs for comparison wherever necessary.

#### **Impact of Intervening variables on Achievement of Students**

It is a well known fact that both school and home environment significantly contribute to the student's achievement. This was studied using multiple regression statistical technique. Various input variables like physical facilities provided in the school and home, teaching-learning processes adopted by teachers in schools were regressed against the student's achievement referred as two criterion variables i.e. Mathematics and Language. The achievement in both the subjects is considered as output and is the result of input provided by other variables. For this some of the similar variables were combined to give its impact on the student's achievement. These combined variables have been referred as composite indices. The detail of this analysis will be given in the second part of the report to be produced later on.

# 5

## PROFILES OF SCHOOLS, TEACHERS AND STUDENTS

The data gathered through various questionnaires was analysed and presented in this chapter. In its sub-sections profiles of the sampled schools, teachers and pupils have been presented.

### SCHOOL PROFILE

It is found that out of 5293 schools, 3990 (75%) were rural schools and 1303 (25%) were urban schools. Further, approximately 35% (1415) of schools in rural areas and 34% (444) of schools in urban areas were having pre-school classes. Approximately 76% schools in rural areas and 68% schools in urban areas were primary schools in the sample. However, nearly 19% and 21% schools were elementary schools in rural and urban areas respectively. The percentage of secondary schools in rural and urban areas were 4% and 5% respectively whereas at higher secondary level 2% and 5% schools were from rural and urban areas respectively.

The distribution of schools on the basis of management reveals that approximately 89% schools were either state government or zila parishad/panchayat/municipal corporation, whereas, 10% were government aided schools and the rest (1%) were EGS schools.

### Students Distribution in Sampled Primary Schools

Detailed information about the sampled primary schools along with strength of Class III and total students in primary classes is given in table 5.1.

Table:5.1 Distribution of students in Sampled Schools

Area	Number of Schools	Class III			Total Students in Primary Classes		
		Boys	Girls	Total	Boys	Girls	Total
Rural	3990	59769	55668	115415	316175	295874	612049
Urban	1303	26890	25718	52608	151670	145032	296702
Total	5293	86659	81386	168023	467845	440906	908751

It is evident from table 5.1 that 115415 students were studying in 3990 rural schools and 52608 students were studying in 1303 urban schools. The number of boys in rural and urban schools was higher than girls.

### Class-wise Detention in Primary Schools

The percentage of repeaters in class III in sampled primary schools is presented in table 5.2

Table : 5.2 Classwise percentage of repeaters in Sampled Primary Schools in the Year 2003-2004

Area	Class III Enrolment	Detained in Class III		Primary Classes Enrolment	Detained in Primary Classes	
	N	N	%	N	N	%
Rural	115415	12350	10.70	612049	58105	09.50
Urban	52608	5002	09.50	296702	24218	08.16
Total	168023	17352	10.32	908751	82323	09.05

Table 5.2 reveals that overall detention of students against total enrolled students in primary schools was 9.05% whereas in rural and urban it was 9.50% and 8.16% respectively. In class III the percentage of detained with respect to enrolled students in class III was 10.32%, whereas in rural and urban it was 10.70% and 9.50% respectively. In general, the detention in class III was slightly higher than overall detention in primary classes.

### Primary Schools having Multigrade Teaching

The distribution of schools on the basis of multigrade teaching and number of schools inspected by the supervisor during last session is given in table 5.3.

Area	No of schools having multigrade Teaching		No of schools Inspected during last session		Total School
	N	%	N	%	
Rural	1976	49.52	2896	72.58	3990
Urban	471	36.15	945	72.52	1303
Total	2447	46.23	3841	72.57	5293

Table :5.3 Distribution of schools on the basis of Multigrade Teaching and Inspected by Supervisors

It is observed that the number of schools having multigrade teaching was more in rural areas (49.52%) than urban areas (36.15%). As far as number of schools inspected by supervisors are concerned it was almost same in rural and urban areas i.e. 72.58% and 72.52%.

### Multigrade Teaching Across the States

Distribution of schools on the basis of Multigrade Teaching and inspected by supervisor during the last session across the states has been shown in table 5.4.



Table 5.4: Distribution of Schools on the basis of Multigrade Teaching and Inspection by Supervisors

States	Area	No of schools having Multigrade teaching		No of schools Inspected during last session		Total School
		N	%	N	%	
Arunachal Pradesh	Rural	59	34.91	120	71.01	169
	Urban	4	17.39	18	78.26	23
	Total	63	32.81	138	71.88	192
Assam	Rural	62	39.24	115	72.78	158
	Urban	6	17.65	30	88.24	34
	Total	68	35.42	145	75.52	192
Chandigarh	Rural	1	7.69	10	76.92	13
	Urban	3	8.33	14	38.89	36
	Total	4	8.16	24	48.98	49
Chhatisgarh	Rural	122	82.43	121	81.76	148
	Urban	28	71.79	36	92.31	39
	Total	150	80.21	157	83.96	187
Delhi	Rural	16	31.37	33	64.71	51
	Urban	35	32.41	55	50.93	108
	Total	51	32.08	88	55.35	159
Goa	Rural	27	34.62	59	75.64	78
	Urban	4	18.18	15	68.18	22
	Total	31	31	74	74	100
Gujrat	Rural	55	35.48	103	66.45	155
	Urban	11	24.44	36	80	45
	Total	66	33	139	69.5	200
Haryana	Rural	66	41.51	75	47.17	159
	Urban	6	14.63	18	43.9	41
	Total	72	36	93	46.5	200
Himachal Pradesh	Rural	83	54.25	102	66.67	153
	Urban	17	36.17	37	78.72	47
	Total	100	50	139	69.5	200
J & K	Rural	66	42.31	126	80.77	156
	Urban	10	24.39	35	85.37	41
	Total	76	38.58	161	81.73	197
Jharkhand	Rural	123	79.87	122	79.22	154
	Urban	35	76.09	39	84.78	46
	Total	158	79	161	80.5	200
Karnatak	Rural	94	62.67	56	37.33	150
	Urban	16	32	18	36	50
	Total	110	55	74	37	200
Kerala	Rural	50	29.41	127	74.71	170
	Urban	10	35.71	19	67.86	28
	Total	60	30.3	146	73.74	198
M P	Rural	127	68.28	159	85.48	186
	Urban	28	43.75	52	81.25	64
	Total	155	62	211	84.4	250
Maharashtra	Rural	56	41.48	124	91.85	135
	Urban	10	15.62	62	96.88	64
	Total	66	33.17	186	93.47	199
Manipur	Rural	40	26.32	143	94.08	152
	Urban	11	22.92	46	95.83	48
	Total	51	25.5	189	94.5	200

States	Area	No of schools having Multigrade teaching		No of schools Inspected during last session		Total School
		N	%	N	%	
Meghalaya	Rural	35	25.55	24	17.52	137
	Urban	8	20.51	11	28.21	39
	Total	43	24.43	35	19.89	176
Mizoram	Rural	30	23.44	73	57.03	128
	Urban	9	12.86	47	67.14	70
	Total	39	19.7	120	60.61	198
Nagaland	Rural	29	30.53	86	90.53	95
	Urban	8	25.81	25	80.65	31
	Total	37	29.37	111	88.1	126
Orissa	Rural	131	79.39	140	84.85	165
	Urban	26	74.29	30	85.71	35
	Total	157	78.5	170	85	200
Pondicherry	Rural	6	18.75	23	71.88	32
	Urban	2	11.11	12	66.67	18
	Total	8	16	35	70	50
Punjab	Rural	110	79.14	98	70.5	139
	Urban	14	58.33	19	79.17	24
	Total	124	76.07	117	71.78	163
Rajasthan	Rural	96	60.76	126	79.75	158
	Urban	20	48.78	36	87.8	41
	Total	116	58.29	162	81.41	199
Sikkim	Rural	36	24.83	130	89.66	145
	Urban	1	6.67	12	80	15
	Total	37	23.12	142	88.75	160
T N	Rural	54	50.47	84	78.5	107
	Urban	41	44.09	70	75.27	93
	Total	95	47.5	154	77	200
Tripura	Rural	16	10.19	109	69.43	157
	Urban	4	9.76	34	82.93	41
	Total	20	10.1	143	72.22	198
UP	Rural	187	70.57	229	86.42	265
	Urban	57	67.06	71	83.53	85
	Total	244	69.71	300	85.71	350
Uttanchal	Rural	148	91.93	105	65.22	161
	Urban	29	74.36	27	69.23	39
	Total	177	88.5	132	66	200
West Bengal	Rural	51	44.74	74	64.91	114
	Urban	18	50	21	58.33	36
	Total	69	46	95	63.33	150

Table 5.4 reveals that the percentage of multigrade teaching schools was highest (88.5%) in Uttaranchal and lowest (8.16%) in Chandigarh. States like Chhatisgarh and Uttaranchal were having multigrade teaching in more than 80% schools while Chandigarh and Tripura were having multigrade teaching in less than 11% schools. Out of 29 States/UTs, 16 States/UTs namely Himachal Pradesh, Tamil Nadu, West Bengal, Arunachal Pradesh, Assam, Delhi, Goa, Gujarat, Haryana, J & K, Maharashtra, Kerala, Manipur, Meghalaya, Nagaland and Sikkim were having multigrade teaching 21-50% schools. Further 51-60% of schools in Karnataka and Rajasthan, 61-70% schools in Madhya Pradesh and Uttar Pradesh, 71-80% schools in Jharkhand, Orissa and Punjab were having multigrade teaching. However, in Mizoram and Pondicherry the percentage of multigrade teaching schools was 19.7% and 16% respectively. Further, percentage of multigrade schools in rural areas was more than urban areas except in case of Chandigarh, Delhi, Kerala, and West Bengal where it was reverse.

As far as inspection of schools is concerned, Manipur was the state having highest (94.5%) percentage of schools which were supervised during the last session and Meghalaya was at the bottom (19.89%) while remaining states were lying between the two. In rural areas percentage of inspected school was more than urban areas in case of Chandigarh, Delhi, Goa, Haryana, Karnataka, Kerala, Madhya Pradesh, Nagaland, Pondicherry, Sikkim, Tamil Nadu, Uttar Pradesh and West Bengal while percentage of inspected schools was low in case of other states.

#### Teachers Teaching to Primary Classes

Details about the number of teachers teaching primary classes in sampled schools are presented in table 5.5.

Table:5.5 Number of Teachers Teaching Primary Classes in Sampled Schools

Area	School	No. of Regular Teachers			No. of Teachers working against leave vacancy/Temporary			No. of Para teachers			Total Teachers
		Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %	
Rural	3990	42.53	39.99	82.52	5.01	5.08	10.09	3.65	3.73	7.39	21371
Urban	1303	24.25	60.19	84.44	2.77	5.13	7.89	3.37	4.29	7.67	10437
Total	5293	36.53	46.62	93.15	4.27	5.1	9.37	3.56	3.92	7.48	31808

Table No. 5.5 shows that 83.15% teachers were regular, and 7.48% were para teachers while remaining teachers (9.37%) stated that they were working against leave vacancy or as temporary teachers. Further, it was noticed that male regular teachers were more in rural areas (42.53%) than the urban areas (24.25%) whereas female regular teachers in urban areas were more (60.19%) in comparison to rural areas (39.99%). Besides, male temporary teachers were more in rural schools as compared to urban schools. However, the percentage of male and female teachers with each of the category of temporary and para teachers in rural schools was almost the same.

**Status of Teachers Across the States**

The status of teachers holding posts under different capacities i.e. regular, against leave vacancy/temporary and para in different states in sampled schools is presented in Table 5.6.

**Table 5.6: Number of Teachers in sampled schools across states**

States	Area	School	No. of regular Teachers						No. of Teachers working against leave vacancy/Temporary						No. of Para Teachers						Total Teachers
			Male		Female		Total		Male		Female		Total		Male		Female		Total		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Ar.Pradesh	Rural	169	518	59.27	192	21.97	710	81.24	59	6.75	54	6.18	113	12.93	41	4.69	10	1.14	51	5.84	874
	Urban	23	80	31.87	129	51.39	209	83.27	3	1.2	24	9.56	27	10.76	2	0.8	13	5.18	15	5.98	251
	Total	192	598	53.16	321	28.53	919	81.69	62	5.51	78	6.93	140	12.44	43	3.82	23	2.04	66	5.87	1125
Assam	Rural	158	299	55.06	189	34.81	488	89.87	20	3.68	18	3.31	38	7	10	1.84	7	1.29	17	3.13	543
	Urban	34	54	26.47	138	67.65	192	94.12	2	0.98	7	3.43	9	4.41	1	0.49	2	0.98	3	1.47	204
	Total	192	353	47.26	327	43.78	680	91.03	22	2.95	25	3.35	47	6.29	11	1.47	9	1.2	20	2.68	747
Chandigarh	Rural	13	22	15.28	97	67.36	119	82.64	12	8.33	11	7.64	23	15.97	2	1.39	0	0	2	1.39	144
	Urban	36	73	12.61	369	63.73	442	76.34	44	7.6	54	9.33	98	16.93	13	2.25	26	4.49	39	6.74	579
	Total	49	95	13.14	466	64.45	561	77.59	56	7.75	65	8.99	121	16.74	15	2.07	26	3.6	41	5.67	723
Chhatisgarh	Rural	148	238	49.69	108	22.55	346	72.23	56	11.69	31	6.47	87	18.16	30	6.26	16	3.34	46	9.6	479
	Urban	39	62	32.29	94	48.96	156	81.25	10	5.21	15	7.81	25	13.02	4	2.08	7	3.65	11	5.73	192
	Total	187	300	44.71	202	30.1	502	74.81	66	9.84	46	6.86	112	16.69	34	5.07	23	3.43	57	8.49	671
Delhi	Rural	51	156	26.58	329	56.05	485	82.62	29	4.94	48	8.18	77	13.12	11	1.87	14	2.39	25	4.26	587
	Urban	108	369	29.76	540	43.55	909	73.31	75	6.05	124	10	199	16.05	59	4.76	73	5.89	132	10.65	1240
	Total	159	525	28.74	869	47.56	1394	76.3	104	5.69	172	9.41	276	15.11	70	3.83	87	4.76	157	8.59	1827
Goa	Rural	78	45	14.33	258	82.17	303	96.5	3	0.96	8	2.55	11	3.5	0	0	0	0	0	0	314
	Urban	22	3	1.76	156	91.76	159	93.53	1	0.59	10	5.88	11	6.47	0	0	0	0	0	0	170
	Total	100	48	9.92	414	85.54	462	95.45	4	0.83	18	3.72	22	4.55	0	0	0	0	0	0	484
Gujrat	Rural	155	378	35.2	486	45.25	864	80.45	53	4.93	57	5.31	110	10.24	43	4	57	5.31	100	9.31	1074
	Urban	45	119	27.74	226	52.68	345	80.42	17	3.96	43	10.02	60	13.99	10	2.33	14	3.26	24	5.59	429
	Total	200	497	33.07	712	47.37	1209	80.44	70	4.66	100	6.65	170	11.31	53	3.53	71	4.72	124	8.25	1503
Haryana	Rural	159	278	49.55	278	49.55	556	99.11	4	0.71	1	0.18	5	0.89	0	0	0	0	0	0	561
	Urban	41	31	14.09	181	82.27	212	96.36	2	0.91	6	2.73	8	3.64	0	0	0	0	0	0	220
	Total	200	309	39.56	459	58.77	768	98.34	6	0.77	7	0.9	13	1.66	0	0	0	0	0	0	781
H P	Rural	153	244	39.67	285	46.34	529	86.02	20	3.25	46	7.48	66	10.73	7	1.14	13	2.11	20	3.25	615
	Urban	47	29	10.25	215	75.97	244	86.22	11	3.89	20	7.07	31	10.95	2	0.71	6	2.12	8	2.83	283
	Total	200	273	30.4	500	55.68	773	86.08	31	3.45	66	7.35	97	10.8	9	1	19	2.12	28	3.12	898
J & K	Rural	156	409	30.98	535	40.53	944	71.52	119	9.02	120	9.09	239	18.11	63	4.77	74	5.61	137	10.38	1320
	Urban	41	57	14	306	75.18	363	89.19	16	3.93	24	5.9	40	9.83	1	0.25	3	0.74	4	0.98	407
	Total	197	466	26.98	841	48.7	1307	75.68	135	7.82	144	8.34	279	16.16	64	3.71	77	4.46	141	8.16	1727
Jharkhand	Rural	154	367	49.13	131	17.54	498	66.67	7	0.94	7	0.94	14	1.87	136	18.21	99	13.25	235	31.46	747
	Urban	46	84	33.33	114	45.24	198	78.57	1	0.4	6	2.38	7	2.78	9	3.57	38	15.08	47	18.65	252
	Total	200	451	45.15	245	24.52	696	69.67	8	0.8	13	1.3	21	2.1	145	14.51	137	13.71	282	28.23	999
Karnatak	Rural	150	380	56.89	261	39.07	641	95.96	12	1.8	13	1.95	25	3.74	0	0	2	0.3	2	0.3	668
	Urban	50	103	25.06	283	68.86	386	93.92	6	1.46	13	3.16	19	4.62	0	0	6	1.46	6	1.46	411
	Total	200	483	44.76	544	50.42	1027	95.18	18	1.67	26	2.41	44	4.08	0	0	8	0.74	8	0.74	1079
Kerala	Rural	170	363	26.97	920	68.35	1283	95.32	16	1.19	28	2.08	44	3.27	9	0.67	10	0.74	19	1.41	1346
	Urban	28	56	22.67	190	76.92	246	99.6	0	0	1	0.4	1	0.4	0	0	0	0	0	0	247
	Total	198	419	26.3	1110	69.68	1529	95.98	16	1	29	1.82	45	2.82	9	0.56	10	0.63	19	1.19	1593

States	Area	School	No. of Regular Teachers						No. of Teachers working against leave vacancy/Temporary						No. of Para Teachers						Total Teachers
			Male		Female		Total		Male		Female		Total		Male		Female		Total		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
MP	Rural	186	310	42.76	232	32	542	74.76	41	5.66	52	7.17	93	12.83	51	7.03	39	5.38	90	12.41	725
	Urban	64	79	22.9	177	51.3	256	74.2	19	5.51	48	13.91	67	19.42	13	3.77	9	2.61	22	6.38	345
	Total	250	389	36.36	409	38.22	798	74.58	60	5.61	100	9.35	160	14.95	64	5.98	48	4.49	112	10.47	1070
MH	Rural	135	529	64.51	243	29.63	772	94.15	11	1.34	15	1.83	26	3.17	7	0.85	15	1.83	22	2.68	820
	Urban	64	169	24.67	493	71.97	662	96.64	9	1.31	9	1.31	18	2.63	2	0.29	3	0.44	5	0.73	685
	Total	199	698	46.38	736	48.9	1434	95.28	20	1.33	24	1.99	44	2.92	9	0.6	18	1.2	27	1.79	1505
Manipur	Rural	152	601	50.13	340	28.36	941	78.48	104	8.67	99	8.26	203	16.93	27	2.25	28	2.34	55	4.59	1199
	Urban	48	192	43.34	221	49.89	413	93.23	3	0.68	10	2.26	13	2.93	9	2.03	8	1.81	17	3.84	443
	Total	200	793	48.29	561	34.17	1354	82.46	107	6.52	109	6.64	216	13.15	36	2.19	36	2.19	72	4.38	1642
Meghalaya	Rural	137	177	34.24	268	51.84	445	86.07	16	3.09	26	5.03	42	8.12	13	2.51	17	3.29	30	5.8	517
	Urban	39	35	16.59	170	80.57	205	97.16	0	0	6	2.84	6	2.84	0	0	0	0	0	0	211
	Total	176	212	29.12	438	60.16	650	89.29	16	2.2	32	4.4	48	6.99	13	1.79	17	2.34	30	4.12	728
Mizoram	Rural	128	253	50.5	196	39.12	449	89.62	30	5.99	20	3.99	50	9.98	0	0	2	0.4	2	0.4	501
	Urban	70	123	31.14	261	66.08	384	97.22	2	0.51	5	1.27	7	1.77	2	0.51	2	0.51	4	1.01	395
	Total	198	376	41.96	457	51	833	92.97	32	3.57	25	2.79	57	6.36	2	0.22	4	0.45	6	0.67	896
Nagaland	Rural	95	238	38.64	257	41.72	495	80.36	57	9.25	41	6.66	98	15.91	12	1.95	11	1.79	23	3.73	616
	Urban	31	99	29.03	171	50.15	270	79.18	20	5.87	31	9.09	51	14.96	10	2.93	10	2.93	20	5.87	341
	Total	126	337	35.21	428	44.72	765	79.94	77	8.05	72	7.52	149	15.57	22	2.3	21	2.19	43	4.49	957
Orissa	Rural	165	266	45.55	214	36.64	480	82.19	6	1.03	7	1.2	13	2.23	44	7.53	47	8.05	91	15.58	584
	Urban	35	30	21.9	100	72.99	130	94.89	0	0	2	1.46	2	1.46	2	1.46	3	2.19	5	3.65	137
	Total	200	296	41.05	314	43.55	610	84.6	6	0.83	9	1.25	15	2.08	46	6.38	50	6.93	96	13.31	721
Pondicherry	Rural	32	112	48.7	117	50.87	229	99.57	0	0	1	0.43	1	0.43	0	0	0	0	0	0	230
	Urban	18	55	32.93	111	66.47	166	99.4	0	0	0	0	0	0	0	0	1	0.6	1	0.6	167
	Total	50	167	42.07	228	57.43	395	99.5	0	0	1	0.25	1	0.25	0	0	1	0.25	1	0.25	397
Punjab	Rural	139	150	36.67	218	53.3	368	89.98	15	3.67	16	3.91	31	7.58	4	0.98	6	1.47	10	2.44	409
	Urban	24	4	5.63	65	91.55	69	97.18	0	0	0	0	0	0	1	1.41	1	1.41	2	2.82	71
	Total	163	154	32.08	283	58.96	437	91.04	15	3.12	16	3.33	31	6.46	5	1.04	7	1.46	12	2.5	480
Rajasthan	Rural	158	320	58.18	176	32	496	90.18	17	3.09	11	2	28	5.09	3	0.55	23	4.18	26	4.73	550
	Urban	41	67	43.51	84	54.55	151	98.05	0	0	2	1.3	2	1.3	0	0	1	0.65	1	0.65	154
	Total	199	387	54.97	260	36.93	647	91.9	17	2.41	13	1.85	30	4.26	3	0.43	24	3.41	27	3.84	704
Sikkim	Rural	145	701	31.97	583	26.58	1284	58.55	237	10.81	246	11.22	483	22.02	207	9.44	219	9.99	426	19.43	2193
	Urban	15	70	10.4	179	76.6	249	37	18	2.67	10	1.49	28	4.16	198	29.42	198	29.42	396	58.84	673
	Total	160	771	26.9	762	26.59	1533	53.49	255	8.9	256	8.93	511	17.83	405	14.13	417	14.55	822	28.68	2866
TN	Rural	107	174	26.09	475	71.21	649	97.3	0	0	15	2.25	15	2.25	0	0	3	0.45	3	0.45	667
	Urban	93	92	10.98	721	86.04	813	97.02	4	0.48	19	2.27	23	2.74	0	0	2	0.24	2	0.24	838
	Total	200	266	17.67	1196	79.47	1462	97.14	4	0.27	34	2.26	38	2.52	0	0	5	0.33	5	0.33	1505
Tripura	Rural	157	822	63.09	412	31.62	1234	94.7	45	3.45	24	1.84	69	5.3	0	0	0	0	0	0	1303
	Urban	41	172	38.74	256	57.66	428	96.4	9	2.03	5	1.13	14	3.15	1	0.23	1	0.23	2	0.45	444
	Total	198	994	56.9	668	38.24	1662	95.13	54	3.09	29	1.66	83	4.75	1	0.06	1	0.06	2	0.11	1747
UP	Rural	265	346	34.26	456	45.15	802	79.41	48	4.75	49	4.85	97	9.6	47	4.65	64	6.34	111	10.99	1010
	Urban	85	123	33.06	182	48.92	305	81.99	12	3.23	23	6.18	35	9.41	13	3.49	19	5.11	32	8.6	372
	Total	350	469	33.94	638	46.16	1107	80.1	60	4.34	72	5.21	132	9.55	60	4.34	83	6.01	143	10.35	1382
Uttaranchal	Rural	161	120	27.59	234	53.79	354	81.38	24	5.52	21	4.83	45	10.34	14	3.22	22	5.06	36	8.28	435
	Urban	39	35	25.55	77	56.2	112	81.75	5	3.65	18	13.14	23	16.79	0	0	2	1.46	2	1.46	137
	Total	200	155	27.1	311	54.37	466	81.47	29	5.07	39	6.82	68	11.89	14	2.45	24	4.2	38	6.64	572
W Bengal	Rural	114	273	80.29	57	16.76	330	97.06	9	2.65	1	0.29	10	2.94	0	0	0	0	0	0	340
	Urban	36	66	47.48	73	52.52	139	100	0	0	0	0	0	0	0	0	0	0	0	0	139
	Total	150	339	70.77	130	27.14	469	97.91	9	1.88	1	0.21	10	2.09	0	0	0	0	0	0	479

It can be observed from the table that majority of teachers were working in regular capacity ranging from 53.49% (in Sikkim) to 99.5% (in Pondicherry). Percentage of temporary teachers or working against leave vacancy was highest (17.83%) in Sikkim and lowest (1.66%) in Haryana while percentage of para teachers was highest in Sikkim (28.68%) and lowest in Tripura (0.11%). Further, there was no para teachers in Goa, Haryana and West Bengal.

Areawise, in rural areas, percentage of temporary teachers was high in Comparison to urban areas in Assam, Chhatisgarh, Jammu & Kashmir, Kerala, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Pondicherry, Punjab, Rajasthan, Sikkim, Tripura, Uttar Pradesh and West Bengal while it was reverse for rest of the states. In case of para teachers, in rural areas, percentage was high in comparison to urban areas for Assam, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and Uttranchal while it was low in case of rest of the states.

### Instructional Time in Schools

Average instructional time across the states/UTs is presented in table 5.7 below.

Table: 5.7 State-wise Average Instructional Time

S.No.	State	Number of Working Days	Number of Periods Per Week	Duration of a period in minutes
1.	Arunachal Pradesh	216	40	39
2.	Assam	224	37	40
3.	Chhatisgarh	215	34	40
4.	Delhi	200	45	33
5.	Goa	220	43	35
6.	Gujarat	218	44	36
7.	Haryana	190	45	41
8.	Himachal Pradesh	232	44	35
9.	Jammu and Kashmir	209	40	39
10.	Jharkhand	233	39	41
11.	Karnataka	228	44	40
12.	Kerala	193	34	43
13.	Madhya Pradesh	207	32	45
14.	Maharashtra	224	44	34
15.	Manipur	218	33	41
16.	Meghalaya	208	27	42
17.	Mizoram	194	31	40
18.	Nagaland	189	38	32
19.	Orissa	225	41	41
20.	Punjab	225	43	36
21.	Rajasthan	225	47	33
22.	Sikkim	210	40	39
23.	Tamil Nadu	221	35	44
24.	Tripura	208	31	39
25.	Uttar Pradesh	216	47	37
26.	Uttaranchal	228	45	37
27.	West Bengal	220	35	39
28.	Chandigarh	244	45	39
29.	Pondicherry	202	35	44
<b>Overall Averages</b>		<b>215</b>	<b>39</b>	<b>39</b>

The above table shows that average number of working days in schools was approximately 215 days. On an average, schools were having 39 periods in a week and each period was of 39 minutes duration. Further, it was observed that maximum number of working days (244) were in Chandigarh and minimum (190 days) were in Haryana. Except 4 states namely Haryana, Kerala, Mizoram and Nagaland remaining states/Uts had 200 or more working days.

### Teaching Facilities available and used by the teachers in Schools

Teaching Facilities available in rural and urban schools and their use have been depicted in table 5.8 and 5.9.

Table : 5.8 Teaching Aids Available in Schools

Facility	Available					
	Rural		Urban		Total	
	N	%	N	%	N	%
Teachers Guide	3920	61.1	1309	61.8	5229	61.3
Dictionary	4303	67.1	1517	71.6	5820	68.2
Charts	5118	79.8	1780	84	6898	80.8
Flash Cards	3419	53.3	1276	60.2	4695	55
Mathematics Kits	3536	55.1	1314	62	4850	56.8
Others	1492	23.3	538	25.4	2030	23.8

The above table 5.8 indicates that all teaching aids were available in the range of 24% to 81% sampled school. In terms of the percentage, charts were most available and the others teaching aids (not covered under 1-5 categories) were least. The availability of remaining teaching aids was in the range of 55% to 68%. In urban areas more teaching aids were available as compared to rural areas. The trend of availability of teaching aids was similar in both rural and urban areas.

Table : 5.9 Use of Teaching Aids as stated by the Teachers

Facility	Rural						Urban						Total					
	Regularly		Sometimes		Not at all		Regularly		Sometimes		Not at all		Regularly		Sometimes		Not at all	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers Guide	2242	57.19	1599	40.79	79	2.01	779	59.51	502	38.34	28	2.13	3021	57.77	2101	40.17	107	2.04
Dictionary	1538	35.74	2640	61.35	125	2.90	608	40.07	858	56.55	51	3.36	2146	36.87	3498	60.10	176	3.02
Charts	2972	58.06	2008	39.23	138	2.69	1053	59.15	667	37.47	60	3.37	4025	58.35	2675	38.77	198	2.87
Flash Cards	1719	50.27	1650	48.25	50	1.46	694	54.38	549	43.02	33	2.58	2413	51.39	2199	46.83	83	1.76
Mathematics Kits	1589	44.93	1846	52.20	101	2.85	673	51.21	605	46.04	36	2.73	2262	46.63	2451	50.53	137	2.82
Others	590	39.54	855	57.30	47	3.15	225	41.82	299	55.57	14	2.60	815	40.14	1154	56.84	61	3.00

It can be observed from table 5.9 that out of six teaching aids three aids namely teachers' guide, charts and flash cards were used regularly by more than half teachers (51% to 58%) whereas remaining three aids were used regularly by 37% to 47% teachers. Besides, Dictionary, Mathematics kit and others were used by 51% to 60% teachers sometime. Remaining three aids were used by (39% to 47%) teachers sometime. Only 3% or less teachers stated that they do not use any teaching aids. Almost similar trend may be observed for the use of various teaching aids by teachers in case of rural and urban areas.

### Various Incentive Schemes

The table 5.10 depicts the category-wise and gender-wise number of students availing various incentive schemes.

Table 5.10 Number of Students Availing Incentive Schemes

Incentive Schemes	Area		Boys	Girls	Total
	R	U			
Mid-day Meal	R	N	268598	250754	519352
		%	84.95	84.75	84.85
	U	N	104597	99506	204103
		%	68.96	68.61	68.79
	T	N	373195	350260	723455
		%	79.77	79.44	79.61
Free Uniform	R	N	68587	86010	154597
		%	21.69	29.07	25.26
	U	N	27310	31850	59160
		%	18.01	21.96	19.94
	T	N	95897	117860	213757
		%	20.49	26.73	23.52
Free Textbooks	R	N	154651	179936	334587
		%	48.91	60.82	54.67
	U	N	66218	72599	138817
		%	43.66	50.06	46.79
	T	N	220869	252535	473404
		%	46.21	57.28	52.09
Scholarships	R	N	67133	80183	147316
		%	21.23	27.10	24.07
	U	N	19040	26213	45253
		%	12.55	18.07	15.25
	T	N	86173	106396	192569
		%	18.42	24.13	21.19
Other Schemes	R	N	73392	76414	149806
		%	23.21	25.83	24.48
	U	N	22632	22966	45598
		%	14.92	15.83	15.37
	T	N	96024	99380	195404
		%	20.52	22.54	21.51



It can be concluded from the data presented in the table 5.10 that the most availed incentive scheme was mid-day meal (79.61% students) and least availed was scholarship (21.19% students). Further, rural boys and girls were availing more benefits of all incentive schemes than urban boys and girls. Mid-day meal facility was equally availed both by rural boys and girls. Likewise, it was equally availed by urban boys and girls. However, other facilities like free uniforms, free textbooks, scholarships and others schemes were better availed by girls than boys.

### Educational Committees

The number of sampled schools having educational committees is present in the following table 5.11.

Table: 5.11 Educational Committees in Schools

No. of Sampled Schools			VEC/AEC			SMC			MTA			PTA		
R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
			%	%	%	%	%	%	%	%	%	%	%	%
3990	1303	5293	86	63	81	51	48	50	44	36	42	56	61	57

It was observed that in the sampled schools, the percentage of Village Education Committees/Area Education Committees, (VEC/AEC), School Management Committees, (SMC), Mother Teacher Association (MTA) and Parent Teacher Association (PTA) was 81%, 50%, 42% and 57% respectively. Further, in rural areas VEC/AEC, SMC and MTA's were more than in urban areas whereas in urban areas PTAs were more in comparison to rural areas.

### TEACHERS PROFILE

In this section profile of teachers serving in selected schools has been discussed.

It is found that out of 8553 teachers, 6414 (75%) were teaching in rural areas while 2119 (25%) were teaching in Urban areas. In rural areas, percentage of male and female teachers was 58.58 and 41.42 respectively while in urban areas there were 32.4% male teachers and 67.6% female teachers. Overall, 44.98% teachers belonging to general category and rest 55.02% were belong to SC, ST and OBC categories.

### Educational Qualification

Educational qualification of teachers is presented in table 5.12.

Table : 5.12 Educational Qualification of Teachers

Gender	Below Class 10		Class 10		Class 12		Graduate		PG		Total
	N	%	N	%	N	%	N	%	N	%	
Male	177	3.95	1041	23.24	1649	36.82	1154	25.76	458	10.23	4479
Female	149	3.68	1148	28.32	1146	28.27	1017	25.09	594	14.65	4054
Total	326	3.82	2189	25.65	2795	32.76	2171	25.44	1052	12.33	8533

The table 5.12 shows that 32.76% teachers were having 10+2 qualification. However, the percentage of teachers who were having qualification class 10 and graduations were more or less same (25.65% and 25.44% respectively). The percentage of teachers who were having P.G. qualification was about 12.33%. More female teachers had class 10 and PG qualification than male teachers whereas more male teacher had senior secondary qualification than their counterparts. Besides, 3.82% teachers had qualification less than class X.

### Professional Qualification

Professional qualification of the teachers is given in table 5.13.

Table : 5.13 Professional Qualifications of teachers

No of sampled Teachers	Gender wise	Teachers Professional Qualification						Total
		Diploma/ Certificate in Primary/ Elem. Education		B.Ed		M.Ed.		
		N	%	N	%	N	%	
8533	Male	3865	87.09	573	12.91	41	0.92	4438
	Female	3379	84.71	610	15.29	65	1.63	3989
	Total	7244	84.89	1183	13.86	106	1.24	8533

It is clear from the above table that majority of teachers were having essential qualifications i.e. Diploma/Certificate in primary/elementary education (approximately 85%). About 14% teachers were having B.Ed qualification and approximately 1% teachers were having M.Ed. qualification. The percentage of female teachers having B.Ed and M.Ed qualification was more than male teachers.

### Subjectwise Educational Qualification

The level upto which the subjects of Mathematics and Languages were studied by the teachers is presented in table 5.14.

Table : 5.14 The level upto which various subjects studied by teachers

Subject	Gender	Below Class 10		Class 10		Class 12		Graduate and above		Total N
		N	%	N	%	N	%	N	%	
Maths	Male	537	11.99	2998	66.93	700	15.63	244	5.45	4479
	Female	803	19.81	2542	62.7	577	14.23	132	3.26	4054
	Total	1340	15.7	5540	64.92	1277	14.97	376	4.41	8533
Language	Male	347	7.75	1309	29.23	1854	41.39	969	21.63	4479
	Female	272	6.71	1437	35.45	1227	30.27	1118	27.58	4054
	Total	619	7.25	2746	32.18	3081	36.11	2087	24.46	8533

It can be observed from the table that approximately 15% teachers studied Mathematics and 36% teachers studied Languages at +2 level. About 81% teacher reported that they have studied Mathematics upto to class X while 42% teachers studied language upto class X. Further, teachers studied Mathematics and Languages upto graduation and above were 4.41% and 24.46% respectively.

#### Teaching Experience and Status

Teaching experience and status of the sampled teachers is given in table 5.15.

Table : 5.15 Distribution of Teachers on the Basis of Experience and Status

Status	Area	Teaching Experience in Years										Total No. of Teachers
		Less than 1 year		1 to Less than 3 year		3 to less than 6 year		6 to less than 10 year		Above 10 year		
		N	%	N	%	N	%	N	%	N	%	
Regular	Rural	0	0	393	7.87	565	11.32	847	16.97	3186	63.83	4991
	Urban	0	0	110	6.13	129	7.19	274	15.26	1282	71.42	1795
	Total	0	0	503	7.41	694	10.23	1121	16.52	4468	65.84	6786
Temporary	Rural	1	0.24	173	42.2	73	17.8	62	15.12	101	24.63	410
	Urban	1	0.84	52	43.7	22	18.49	14	11.76	30	25.21	119
	Total	2	0.38	225	42.53	95	17.96	76	14.37	131	24.76	529
Para Teacher	Rural	0	0	629	62.09	143	14.12	156	15.4	85	8.39	1013
	Urban	0	0	131	63.9	21	10.24	8	3.9	45	21.95	205
	Total	0	0	760	62.4	164	13.46	164	13.46	130	10.67	1218
Total	Rural	1	0.02	1195	18.63	781	12.18	1065	16.6	3372	52.57	6414
	Urban	1	0.05	293	13.83	172	8.12	296	13.97	1357	64.04	2119
	Total	2	0.02	1488	17.44	953	11.17	1361	15.95	4729	55.42	8533

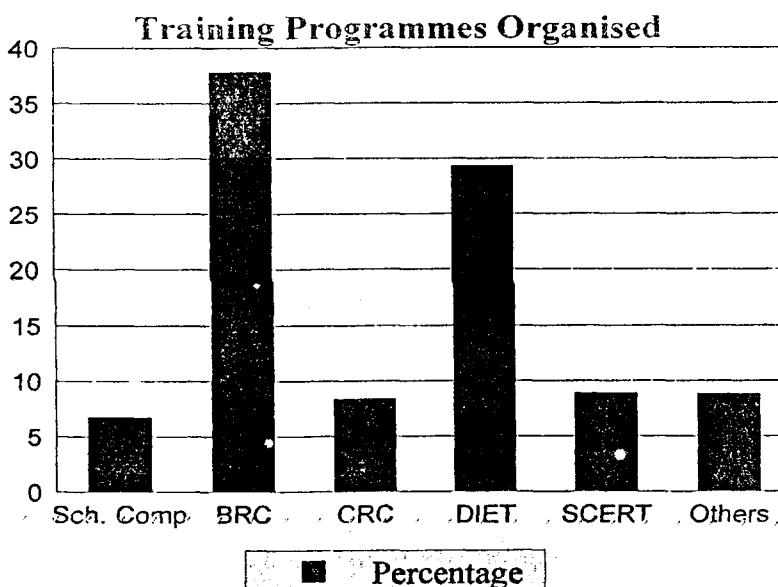
Out of 8533 teachers, 4468 teachers were permanent (approximately 66%) and having more than 10 years of teaching experience whereas the number of temporary teachers and para teachers were 24.76% and 10.67% respectively. As per area-wise, 52.57% rural school teachers and 64.04% urban school teachers were having more than 10 years of teaching experience.

**Inservice Training**

Training programmes organized by various agencies for teachers are presented in the following table.

Table:5.16 Number of Training Programmes Organised

Number of Training Programmes													
School Complex		BRC		CRC		DIET		SCERT		Others		Total Programme	
N	%	N	%	%	N	%	N	%	N	%	%	N	%
339	6.72	1908	37.85	423	8.39	1479	29.34	447	8.87	445	8.83	5041	100



It is evident from the above table that approximately 1/3<sup>rd</sup> of the total programmes had been conducted by Block Resource Centres (BRCs) whereas about 29.34% training programmes conducted by the DIETs. The percentage of training programmes conducted by school complexes, Cluster Resource Centres (CRCs) and SCERTs were relatively less.

**Training Programmes Organised Across the States**

It can be observed that the percentage of inservice training programmes for teachers organized by different agencies was different for various states. BRCs and CRCs were having leading role in Chhatisgarh, Jharkand, Kerala and West Bengal; BRCs and SCERTs in Haryana, Maharashtra and Nagaland;

BRCs and DIET's in Assam, Delhi, Karnataka, Himachal Pradesh, Madhya Pradesh, Orissa, Tamil Nadu, Uttar Pradesh and Uttranchal; DIETs and other agencies in Arunachal Pradesh, School Complex and DIETs in Goa and Punjab; CRCs and DIETs in Gujarat and J & K; DIETs and SCERT in Mizoram; School Complexes and DIETs in Manipur; SCERTs and other agencies in Chandigarh; Meghalaya Pondicherry, Rajasthan and Sikkim, School Complexes, DIETs and SCERT in Tripura.

### Home Work

The following table discloses the percentage of teachers who gave homework to students.

Table:5.17 Number of Teachers who give Homework

Area	Home work given						Total
	Not at all		Sometimes		Regularly		
	N	%	N	%	N	%	
Rural	133	2.07	1232	19.21	5049	78.72	6414
Urban	39	1.84	334	15.76	1746	82.40	2119
Total	172	2.02	1566	18.35	6795	79.63	8533

The data indicates that 78.72% rural teachers and 82.4% urban teachers gave homework regularly, whereas 19.21% rural teachers and 15.76% urban teachers gave homework sometimes only. However, number of teachers who responded 'Not at all' was about 2%.

### Evaluation Practices Adopted by the Teachers

Details about the type of test/examination conducted to assess students performance by the teacher is presented in table 5.18 and 5.19.

Table 5.18: Evaluation Practice

Unit Test		Quarterly Test		Half Yearly Test		Annual Examination		Total N
N	%	N	%	N	%	N	%	
6232	73.03	5210	61.06	7227	84.69	7585	88.89	8533

It may be observed from table 5.19 that various type of evaluation practices viz. unit test, quarterly test, half yearly test and annual examination were being used by 73.03%, 61.06%, 84.69% and 88.89% teachers respectively.

Table 5.19 : Tests and Examination conducted to assess students performance

All four		Only Three		Only Two		Only One		Total N
N	%	N	%	N	%	N	%	
3730	43.71	2974	34.85	967	11.33	478	5.6	8533

Further, table 5.19 shows that 43.71% teachers were conducting all the four type of tests/examination to assess students performance whereas 5.6% teachers were conducting only one type of examination i.e. annual examination.

### PUPIL PROFILE

Profile of sampled students has been discussed in this section.

#### Category-wise and Gender-wise Distribution

The distribution of students is as follows

Table : 5.20 Category-wise and Gender-wise Distribution of Sampled Students

Gender	SC		ST		OBC		Others		Total
	N	%	N	%	N	%	N	%	
Boys	9102	19.25	9224	19.51	14671	31.03	14279	30.2	47276
Girls	8498	18.83	8144	18.05	14343	31.78	14146	31.34	45131
Total	17600	19.05	17368	18.8	29014	31.4	28425	30.76	92407

It may be observed from the above table that approximately 19% SC, 19% ST, 31% OBC and 31% others category students constituted the student sample of this study.

#### Educational Level of Parents

Educational level of the parents of sampled students has been presented in the following table 5.21.

Table 5.21: Educational Level of Parents

Educational Level	Father		Mother	
	N	%	N	%
1. Illiterate	16877	18.3	32026	34.7
2. Literate	8773	9.5	9477	10.3
3. Primary	19253	20.8	16446	17.8
4. Secondary	28079	30.4	18300	19.8
5. Sr. Secondary	7285	7.9	3242	3.5
6. Degree and above	2953	3.2	1084	1.2
7. Donot Know/ Cannot say	9187	9.9	11832	12.8
<b>Total</b>	<b>92407</b>	<b>100</b>	<b>92407</b>	<b>100</b>

It was found that about 18% fathers and 35% mothers of the sampled students were illiterate. About 30% fathers and 20% mothers have studied upto secondary level whereas about 3% fathers and 1% mothers were having degree qualification. The overall educational status of mothers was poorer than fathers.

### Occupational Status of Parents

The information regarding occupation of the parents is presented in the following table 5.22.

Table 5.22 Occupation of the Students' Parents

Occupation	Father		Mother	
	N	%	N	%
Household/Housewife	743	0.8	70435	76.9
Farmer	21096	22.8	5505	6
Poultry farming	383	0.4	121	0.1
Agricultural labour	12497	13.5	5882	6.4
Picking forest produce	377	0.4	154	0.2
Domestic Servent	1641	1.8	2165	2.4
Street Vender	2072	2.2	490	0.5
Manual unskilled worker	9706	10.5	2255	2.5
Skilled worker	13906	15	1547	1.7
Clerical worker	2158	2.3	271	0.3
Shopkeeper	5435	5.9	638	0.7
Employer	5999	6.5	665	0.7
Manager/Senior Officer	2779	3	563	0.6
Others	13615	14.7	866	0.9
Total	92407	100	91557	100

It was observed from the table 5.22 that majority of mothers (77%) were housewives and 23% fathers were farmers. About 14% fathers and 6% mothers were agricultural labourers whereas approximately 15% fathers and 2% mothers were skilled workers. However, 3% fathers and less than 1% mothers were holding managerial/senior official positions.

### Detention of Sampled Students

Information regarding students detained in different classes has been presented in table 5.23.

Table 5.23: Percentage of repeaters in different classes

Area	Class I		Class II		Class III		Sampled students	
	N	%	N	%	N	%	N	%
Rural	6361	9.62	6203	9.38	6559	9.92	66060	100
Urban	2043	7.75	1954	7.41	2207	8.37	26347	100
Total	8404	9.09	8157	8.82	8766	9.48	92407	100

Out of total sampled students, 9.09%, 8.82% and 9.48% students repeated in class I, II and III respectively. The percentage of repeaters in rural areas was higher than urban areas for all classes.

**Academic Help Received from Family Members**

The following table 5.24 represents the academic assistance received by the students from the family members.

Table 5.24: Number of Students Receiving Academic Assistance from Family Members.

Family Member		Rural		Urban		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
Father/Guardian	N	12816	12228	4875	4867	17691	17095
	%	37.66	38.18	36.81	37.15	37.42	37.88
Mother	N	9245	9213	4194	4192	13439	13405
	%	27.17	28.76	31.66	32.00	28.43	29.70
Elder Brother/Sister	N	11451	11223	4732	4603	16183	15826
	%	33.65	35.04	35.73	35.13	34.23	35.07
Others	N	2278	2293	892	958	3170	3251
	%	06.69	07.16	06.73	07.31	06.71	7.20
Total	N	34029	32029	13245	13102	47274	45131
	%	100	100	100	100	100	100

The above table reveals that both boys and girls received almost the same (37%) academic assistance from fathers/guardians whereas the mothers' assistance to girls was more (29.7%) in comparison to boys (28.43%). Similarly elder brother/sisters' assistance to girls was 35.07% and to boys was 34.23%.

**Personal Tuition**

The number of students receiving the personal tuition is given in table 5.25.

Table 5.25: Distribution of Students Receiving Private tuition

Area	Total Students	Taking Tuition	
		N	%
Rural	66060	12728	19.27
Urban	26347	8426	31.98
Total	92407	21154	22.89

It is evident from the table 5.25 that students taking private tuition in rural and urban areas were 19.27% and 31.98% respectively. Thus, personal tuition was more prevalent in urban areas than in rural areas.

**Students Attendance**

The distribution of students on the basis of their attendance is given in table 5.26.

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Table : 5.26 Distribution of Students on the Basis of their Attendance

Attendance in percent								Total
Less than 50		50 and less than 70		70 and less than 90		90 and above		
N	%	N	%	N	%	N	%	
1958	2.1	6654	7.2	47358	51.2	36437	39.4	92407

Approximately half of students had attendance between 70%-90%, while 39.4% students had attendance 90% and above. Nearly 9% students had less than 70% attendance of the total working days.

# 6

## ACHIEVEMENT OF STUDENTS

**Students** achievement in Mathematics and Language was analysed area-wise, gender-wise and category-wise separately and presented here under sub-heading 'Achievement in Language' and 'Achievement in Mathematics'.

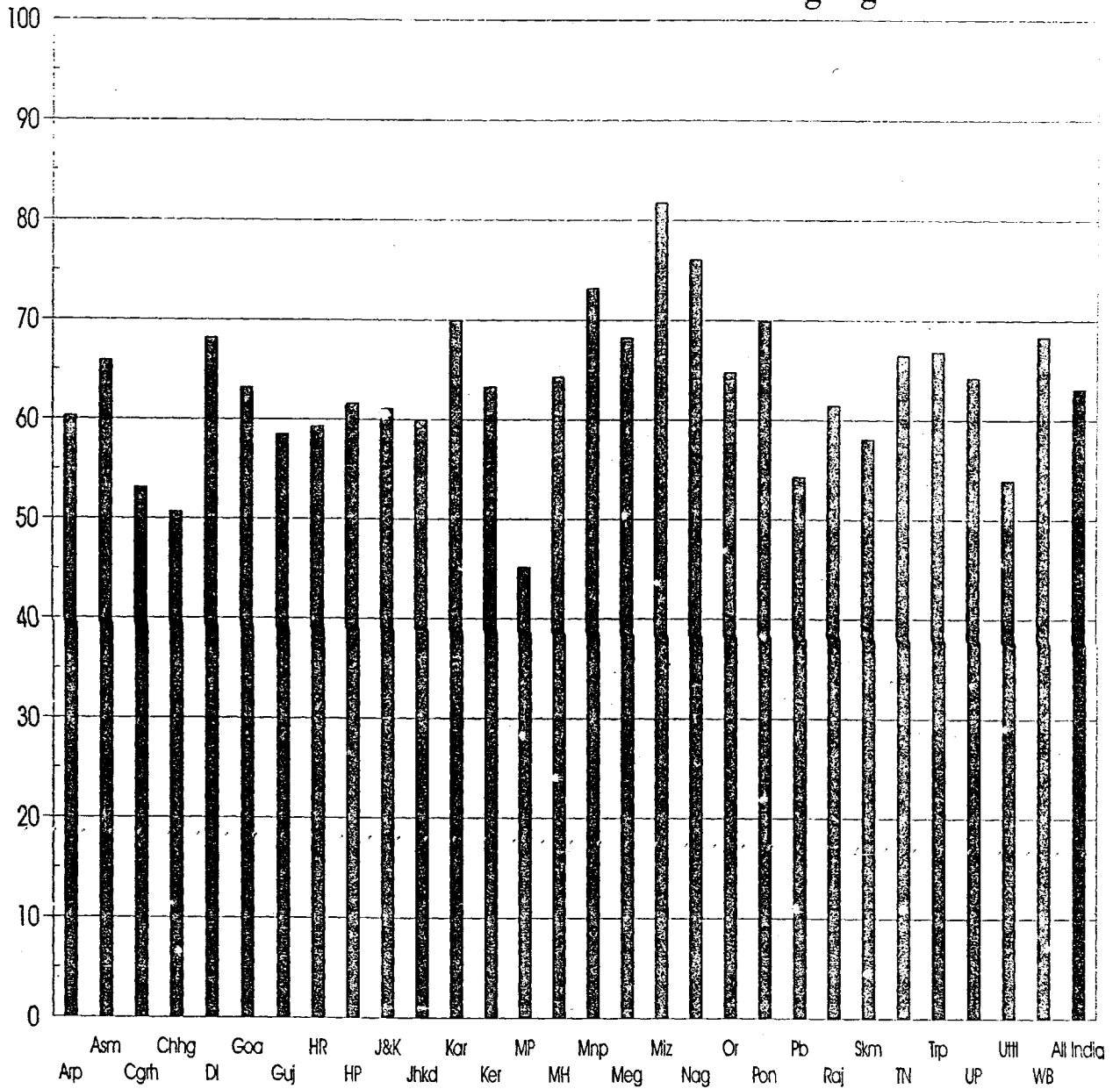
### ACHIEVEMENT IN LANGUAGE

Table 6.1 shows mean achievement of students in Language at States/UTs and National Levels.

Table No.6.1: Performance of Students Across the States in Language

States	No. of Students	M%	S.D.	Difference in Mean with National Average	Rank
Mizoram	2170	81.78	12.8	18.66	1
Nagaland	1588	76.08	17.87	12.96	2
Manipur	2577	73.21	19.2	10.09	3
Karnatak	3703	69.96	18.23	6.84	4
Pondicherry	1294	69.9	20.37	6.78	5
West Bengal	3282	68.36	21.23	5.24	6
Meghalaya	1979	68.27	16.23	5.15	7
Delhi	4652	68.19	19.9	5.07	8
Tripura	4457	66.85	18.34	3.73	9
Tamil Nadu	5382	66.51	24.72	3.39	10
Assam	2555	65.91	16.96	2.79	11
Orissa	3252	64.78	20.82	1.66	12
Maharashtra	4578	64.33	22.46	1.21	13
Uttar Pradesh	6114	64.26	22.12	1.14	14
Kerala	5327	63.31	21.94	0.19	15
Goa	1672	63.19	19.4	0.07	16
Himachal Pradesh	3324	61.61	19.91	-1.51	17
Rajasthan	2874	61.48	21.98	-1.64	18
J& K	2437	61.1	21.91	-2.02	19
Arunachal Pradesh	2506	60.34	19.96	-2.78	20
Jharkhand	3905	59.97	22.26	-3.15	21
Haryana	3232	59.33	22.02	-3.79	22
Gujarat	4639	58.54	18.4	-4.58	23
Sikkim	2921	58.1	17.37	-5.02	24
Punjab	2172	54.29	21.43	-8.83	25
Uttaranchal	2174	53.95	21.3	-9.17	26
Chandigarh	1410	53.14	18.42	-9.98	27
Chhatisgarh	2485	50.69	23.52	-12.43	28
Madhya Pradesh	3738	45.21	28.77	-17.91	29
<b>Average</b>	<b>3186</b>	<b>63.12</b>	<b>22.05</b>	-	-

## Mean Achievement of Students in Language



In language mean performance of students was 63.12% with SD 22.05 at national level. In grammar and usage the mean achievement was 68.27% with SD 21.73 and in Reading Comprehension it was 56.26% with SD 28.64.

### Variation Across the States

Out of 29 states and UTs, the mean scores of 16 states/UTs was higher than national mean. The highest mean scores was of Mizoram state (81.78%) followed by Nagaland (76.08%), Manipur (73.21%), Karnataka (69.96%) and Pondicherry (69.90%). The mean achievement of Madhya Pradesh students was the lowest (45.21%). Further, the mean achievement of Arunachal Pradesh, Chandigarh, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, M.P., Punjab, Rajasthan, Sikkim and Uttaranchal was below national mean in language whereas, the mean achievement of Assam, Delhi, Goa, Karnataka, Kerala, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Pondicherry, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal was above national mean in language. Further, mean performance of 5 northern east states was above the national mean. Besides, mean performance of Southern States/ Uts was above national mean.

### Classification of States According to Mean of Achievement

Table 6.2: Number of States/UTs showing levels of Achievement in Different Ranges

Range %	No of States	Name of State
90 - 100	0	--
80 - 90	1	Mizoram
70 - 80	2	Manipur, Nagaland
60 - 70	17	Arunachal Pradesh, Assam, Delhi, Goa, Himachal Pradesh, Jammu & Kashmir, Karnatak, Kerala, Maharastra, Meghalaya, Orissa, Pondicherry, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal
50 - 60	8	Chandigarh, Chhatisgarh, Gujrat, Haryana, Jharkhand, Punjab, Sikkim, Uttranchal
40 - 50	1	Madhya Pradesh
0 - 40	0	

Table 6.2 shows that out of 29 states/UT, mean achievement of 28 states/ Uts students was above 50%. Only the mean achievement of M.P. was below 50%. The mean achievement of two states i.e. Manipur and Nagaland was above 70%. The highest mean achievement was in 81-90% range of Mizoram state in language.

### Achievement as per Range of Marks

Table No. 6.3: Distribution of Students on the basis of their Achievement Level

Frequency	Achievement Level									
	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90	90-100
f	1201	1683	4693	6214	12110	11070	16170	12573	16459	10226
cf	1201	2884	7577	13791	25901	36971	53141	65714	82173	92399
cf(%)	1.3	3.12	8.2	14.93	28.03	40.01	57.51	71.12	88.93	100

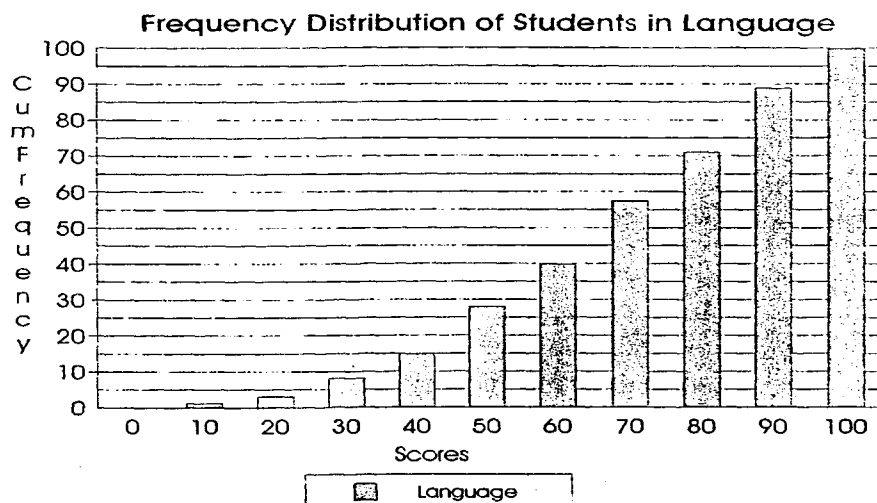


Table 6.3 indicates that in language approximately 15% students secured upto 40% marks, 40% students secured upto 60% marks, 18% students secured marks in the range of 60-70%, 14% in the marks range 70-80%, 18% in marks range 80-90% and only 12% in marks range 90-100%. Further, more than 60% students secured above 60% marks.

### Performance on Competencies

Table 6.4: Competencies of Class III Language Test

Competency	No. of Items	Facility Value
Spelling	1-6	47.77
Vocabulary	7-12	68.24
Tense	13-16	65.16
Preposition	17-20	68.02
Three Paragraphs (a story, an animal, on environment)	21-35	56.26

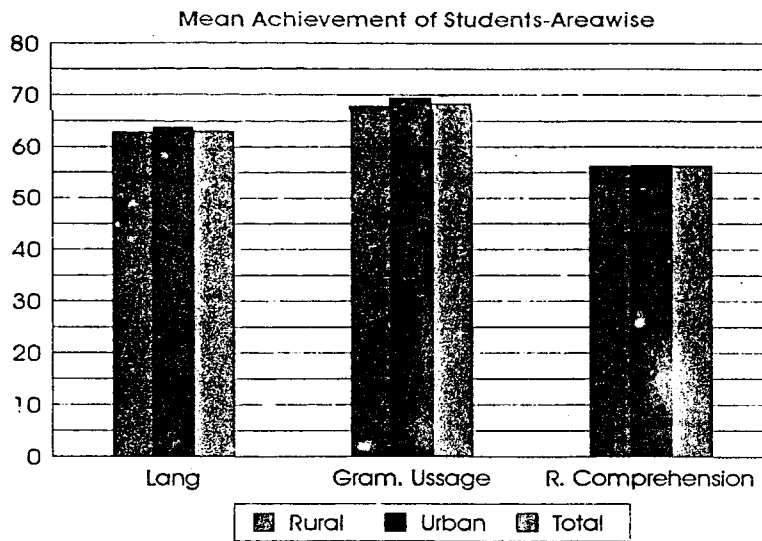
Table 6.4 lists competencies tested and facility value for each competency. The facility value for competencies was in the range of 47.77 to 68.24. Further, it is observed that in three states less than 40% students responded correctly on two competencies namely: 'Spelling' and 'Comprehension' (paragraphs). On competency 'Spelling' only 29% students of Punjab state could respond items correctly. On comprehension (three paragraphs) approximately 38% of Chandigarh and Madhya Pradesh states and 39% of Chhatisgarh state students could respond questions based on three paragraphs correctly. So, these two competencies need to be taken care of while teaching language for these states. Besides, out of 29 states/UTs, in 18 States/UT less than 50% student could respond correctly, items based on competency 'Spelling'. Similarly, less than 50% students of Karnataka and Madhya Pradesh could respond correctly on items testing use of correct Tenses.

**Gender-wise and Area-wise Achievement of Students**

Table 6.5 gives the Gender-wise and Area-wise Achievement of Students at National Level.

**Table 6.5: Genderwise and Areawise Achievement of Class III Students**

Subject	Gender	Rural			Urban			Mean Diff (2-1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Language	Boys	34026	62.81	21.88	13244	63.3	21.88	0.49	47270	62.94	21.88	2.19*
	Girls	32027	62.84	22.28	13102	64.45	22.04	1.61	45129	63.31	22.22	7.02**
	Diff.		-0.03			-1.15				-0.37		
	Total	66053	62.82	22.07	26346	63.87	21.97	1.05	92399	63.12	22.05	6.55**
	CR Value		.17			4.25**			2.55*			
Grammar & Usage	Boys	34026	67.85	21.47	13244	69	21.55	1.15	47270	68.17	21.5	5.22**
	Girls	32027	67.74	22.03	13102	69.91	21.72	2.17	45129	68.37	21.96	9.59**
	Diff.		0.11			-0.91				-0.2		
	Total	66053	67.8	21.74	26346	69.46	21.64	1.66	92399	68.27	21.73	10.51**
	CR Value		.65			3.41**			1.4			
Reading Comprehension	Boys	34026	56.08	28.49	13244	55.69	28.57	-0.39	47270	55.97	28.51	1.33
	Girls	32027	56.3	28.8	13102	57.16	28.66	0.86	45129	56.55	28.76	2.89**
	Diff.		-0.22			-1.47				-0.58		
	Total	66053	56.19	28.64	26346	56.42	28.63	0.23	92399	56.26	28.64	1.1
	CR Value		.99			4.17**			3.08**			

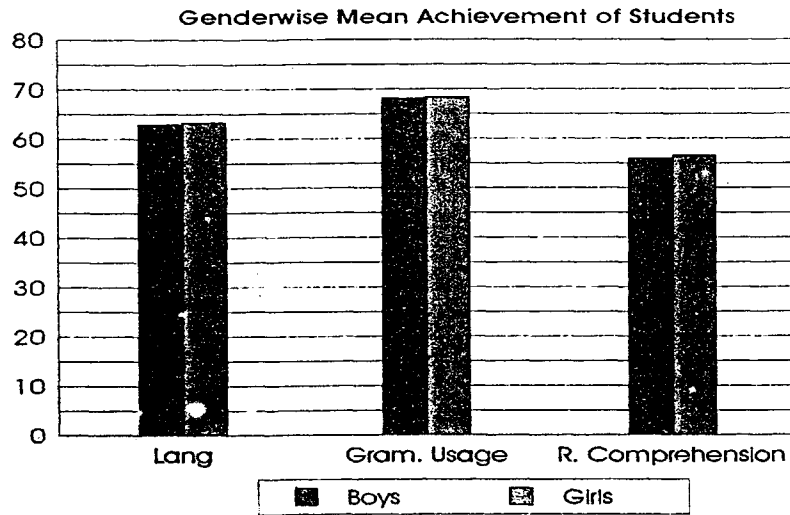


**Areawise**

Urban students mean was 63.87% S.D was 21.97 and rural students mean was 62.82% and SD was 22.07 in language. In grammar and usage mean performance of urban students was 69.46% with SD 21.64 and of rural students was 67.8% SD 21.74. Whereas in Reading Comprehension the mean performance was almost alike. Besides, in language and its component grammar and usages the mean difference between urban and rural was statically significant.

*Gender-wise*

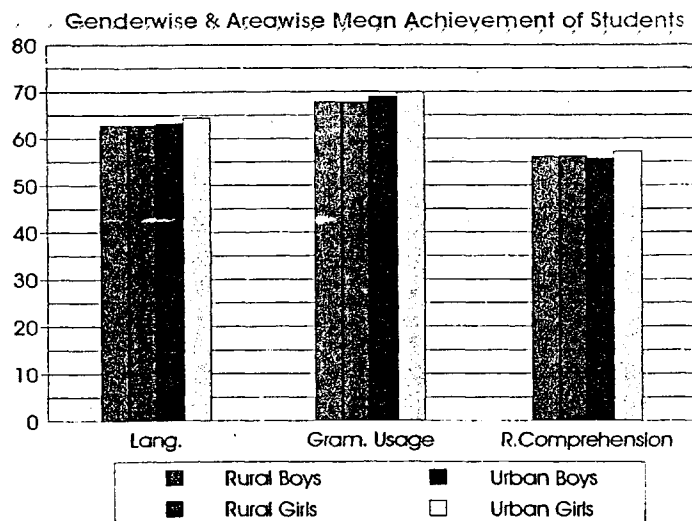
Table 6.5 shows that girls performed slightly better than boys (63.31% vs 62.94%) in language. Both in Grammar and usage and Reading Comprehension girls'



performance was slightly better than boys. However, mean difference between boys and girls in language and its component Reading Comprehension was statistically significant.

*Gender and Area-wise*

Table 6.5 reveals that both boys and girls of urban areas performed significantly better than boys and girls of rural areas in language as well as its component i.e.



grammar and usage. However, in reading comprehension urban girls performed better than her counterpart in rural area. The mean difference between urban and rural girls was statistically significant. In urban area, the performance of girls was better than boys in language as well as in its components and the difference in mean was statistically significant.

### Across the States

The mean achievement of urban students was significantly better than rural students in majority of states (*Annexure-III*). In Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, Nagaland, Orissa, Pondicherry, Rajasthan and Tamil Nadu the mean difference was not found significant however the mean of urban students was slightly higher than rural students in most of these states.

The mean difference between urban boys and rural boys as well as urban girls and rural girls was also found statically significant in the majority of States/UTs. However, the mean difference between urban boys and rural boys was not found statistically significant in Chandigarh, Haryana, Himachal Pradesh, Maharashtra, Nagaland, Orissa, Pondicherry, Rajasthan, Tamil Nadu, Uttar Pradesh and Uttaranchal. Similarly the mean difference between urban and rural girls was not observed significant in Assam. Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Pondicherry, Rajasthan and Tamil Nadu. Further, in rural areas the mean achievement of girls was significantly better than boys in Goa, Haryana, Himachal Pradesh, Kerala, Mizoram, whereas in case of boys it was significant in Chhatisgarh, Maharashtra, Meghalaya, Sikkim and Uttar Pradesh in the remaining states/Uts the mean difference between boys and girls in rural areas was not significant.

In urban areas, the mean achievement of girls was better than boys only in Chhatisgarh, Goa, Haryana, Maharashtra, Nagaland and Punjab. But in the remaining states the difference in mean was insignificant.

### Gender-wise and Category-wise Achievement of Students

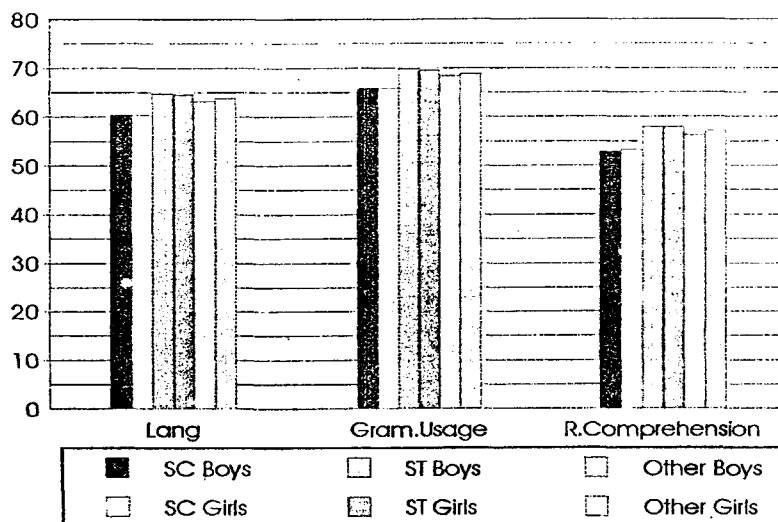
Table 6.6 indicates gender-wise and category-wise mean achievement and difference in mean of students in Language and its components.

Table 6.6: Genderwise and Categorywise Achievement of Students

Subject	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Language	Boys	9102	60.36	22.39	9223	64.71	21.44	28945	63.19	21.79
	Girls	8498	60.48	22.8	8144	64.58	21.83	28487	63.78	22.1
	Total	17600	60.42	22.59	17367	64.65	21.62	57432	63.49	21.94
Grammar & Usage	Boys	9102	65.95	22.18	9223	69.79	20.93	28945	68.36	21.4
	Girls	8498	65.88	22.62	8144	69.53	21.5	28487	68.78	21.84
	Total	17600	65.92	22.39	17367	69.67	21.2	57432	68.57	21.62
Reading Comprehension	Boys	9102	52.91	29.13	9223	57.94	27.56	28945	56.31	28.54
	Girls	8498	53.27	29.38	8144	57.99	27.85	28487	57.12	28.76
	Total	17600	53.09	29.25	17367	57.97	27.69	57432	56.71	28.65



Above table indicates that mean performance of ST students (64.65%) was significantly better than SC (60.42%) category students whereas, mean performance of others (including general and OBC (63.49%) was also better than SC (60.42%) students in language. The same trend may be observed in 'Grammar and Usage' as well as in 'Reading Comprehension'.



Performance of both boys and girls of ST students was better than boys and girls of SC category students in language and its components. Besides, girls of Others category performed significantly better than boys in grammar and usage, Reading Comprehension and overall Language.

Further, the difference in mean performance between Others category and SC category students was in the range of 2.41% to 3.85%. Others and ST category students was 0.75% to 1.63% and between ST and SC students was 3.65% to 5.03% in language and its components.

#### Across the states

Gender-wise and Category-wise Achievement in Language across the states is shown in Annexure IV.

#### Category-wise

Students of others category performed significantly better than SC category students in Goa, Haryana, H.P., J&K, Jharkhand, Kerala, Maharashtra, Orissa, Pondicherry, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh. Whereas, students of Others category performed better than ST category students in Assam, Goa, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal states. Further, in J&K, Manipur and Pondicherry ST category students performed better than SC category students. Whereas, SC category students performed better than ST category students in Gujarat, Karnataka,

Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Punjab, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal states. In the remaining states/UT the difference in means between the two categories was insignificant.

### Category-wise and Gender-wise

Others category boys performed significantly better than SC category boys in Himachal Pradesh, Jammu and Kashmir, Kerala, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh States (*Annexure-IV*). Others category girls performed significantly better than SC category girls in Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Orissa, Rajasthan, Tamil Nadu, Tripura and Uttaranchal.

Further, others category boys performed significantly better than ST category boys in Gujarat, Karantaka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh. Further, Others category girls performed significantly better than ST girls in Assam, Goa, Karnataka, Kerala, MP, Maharashtra, Mizoram, Orissa, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal. Besides, ST category boys performed significantly better than SC boys in H.P., J & K, Manipur, Pondicherry and Rajasthan. But SC boys performed better than ST boys in Gujarat, Karnataka, Kerala, M.P., Mizoram, Nagaland, Punjab, Tamil Nadu and Uttar Pradesh. In Himachal Pradesh, J &K and Manipur, ST girls performed better than SC girls. Whereas, SC girls performed better than ST girls in Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Punjab, Tamil Nadu and West Bengal.

### Area-wise and Category-wise Achievement of Students

Table 6.7 shows the mean achievement of students in Language area-wise and category-wise

Table 6.7: Area-wise and Category-wise Achievement of Students

Subject	Area	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Language	Rural	12222	60.04	22.72	13693	64.05	21.64	40138	63.25	21.95
	Urban	5378	61.28	22.26	3674	66.91	21.41	17294	64.03	21.9
	Total	17600	60.42	22.59	17367	64.65	21.62	57432	63.49	21.94
Grammar & Usage	Rural	12222	65.43	22.54	13693	69.1	21.14	40138	68.07	21.64
	Urban	5378	67.02	22.01	3674	71.77	21.31	17294	69.72	21.53
	Total	17600	65.92	22.39	17367	69.67	21.2	57432	68.57	21.62
Reading Comprehension	Rural	12222	52.84	29.29	13693	57.31	27.78	40138	56.83	28.65
	Urban	5378	53.64	29.16	3674	60.42	27.24	17294	56.44	28.65
	Total	17600	53.09	29.25	17367	57.97	27.69	57432	56.71	28.65

Urban students of all the three categories performed better than rural students in their respective category in language and its components except in reading comprehension in case of Others where rural areas students performed better than their counter parts in urban areas. The difference in mean between Others & SC was 2.65% to 3.99%, Others & ST was 0.48% to 3.98%.

The difference in mean between rural and urban of SC students was 0.80% to 1.59%, for ST students it was 2.67% to 3.11% and for Others students it was 0.39% to 1.65%, in Language and its components.

#### **Across the States**

Area-wise and category-wise mean achievement of students across the states in Language is provided in *Annexure-V*.

In rural areas, SC category students of Gujarat, Kerala, M.P., Maharashtra, Mizoram, Nagaland, Sikkim, Tamil Nadu, Uttar Pradesh and West Bengal did better than ST category students. Whereas, ST category students of rural areas in Himachal Pradesh, Jammu and Kashmir, Jharkhand Manipur, Pondicherry and Uttranchal scored higher mean as compared to SC. Others category students in rural area performed better than SC students in Assam, Chandigarh, Haryana, Himachal Pradesh, J & K, Jharkhand, Karnataka, Kerala, Manipur, Orissa, Pondicherry, Rajasthan, Tamil Nadu and Tripura. Others category students of rural areas performed better than ST category students in Arunachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan, Tamil Nadu, Tripura and Uttar Pradesh.

In urban areas, SC category students of Arunachal Pradesh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Meghalaya Manipur, Nagaland and Punjab did better than ST category students. Whereas, ST students of urban area in Chhatisgarh did better than SC category students. Further Others category students of Chattisgarh, Himachal Pradesh, Kerala, Goa, Haryana, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal did better than SC categories students in urban area. However, SC category students in urban area did better than SC category students in Assam, Gujarat, Karnataka, Manipur, Nagaland and Punjab.

Further, the mean achievement of SC, ST and Others category students of North-East states including Sikkim was 64.25%, 69.77% and 66.01% respectively. Whereas, the mean of SC, ST and Others category students of the remaining states (excluding North-East states) was 57.38%, 56.53% and 63.04% respectively. It indicates that the mean achievement of all the three category students in North-East states was higher as compared to mean achievement of remaining states (*Annexure VI & VII*).

**ACHIEVEMENT IN MATHEMATICS**

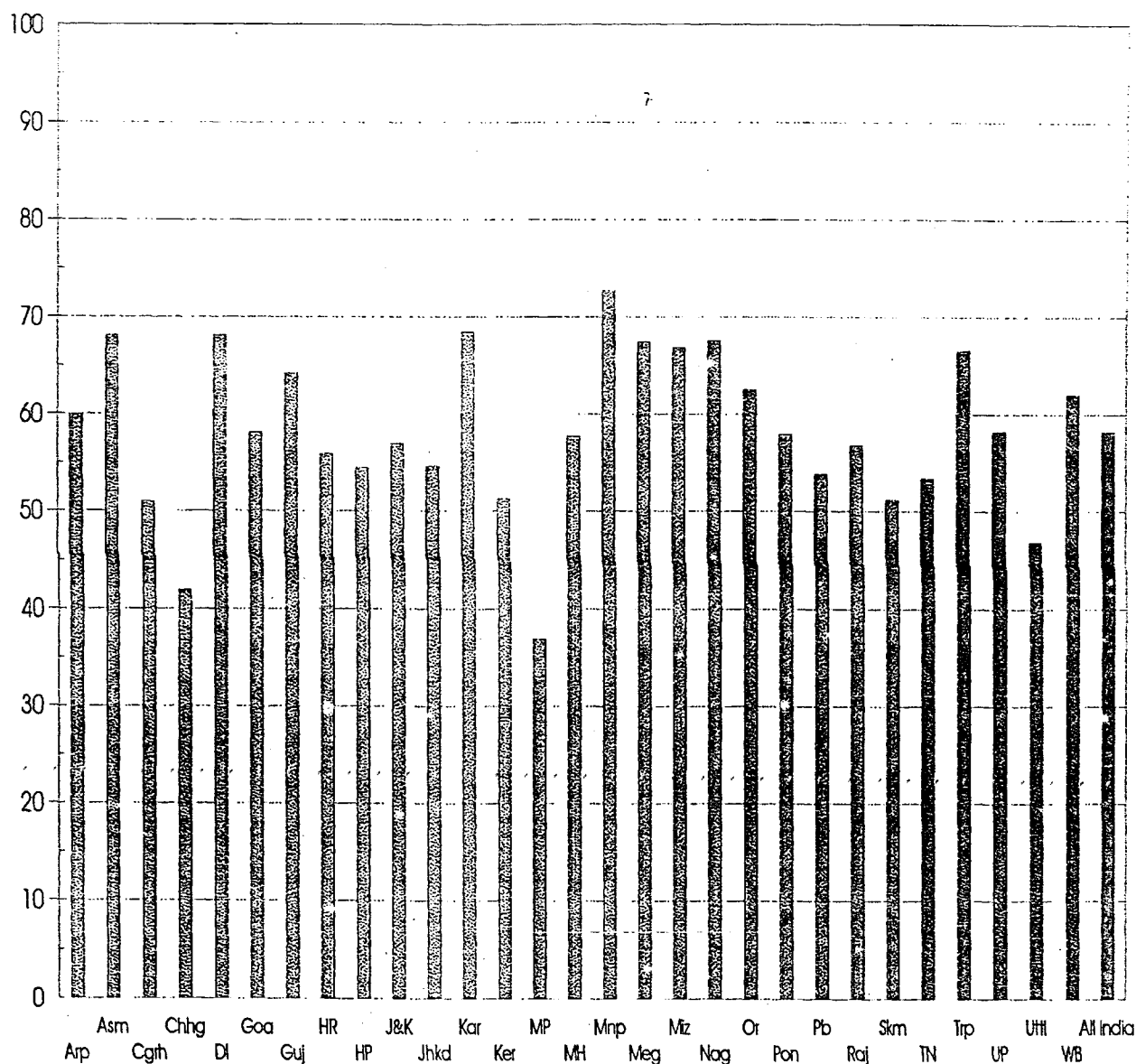
Students achievement in Mathematics has been present in this section. Table 6.8 shows achievement of students in Mathematics across the states.

Table 6.8 : Performance of Students Across the States in Mathematics

States	No. of Students	M%	S.D.	Difference in Mean with National Average	Rank
Manipur	2577	72.27	20.09	14.02	1
Karnataka	3708	68.45	23.97	10.2	2
Delhi	4652	68.12	21.83	9.87	3
Assam	2555	68.1	18.97	9.85	4
Nagaland	1589	67.56	19.22	9.31	5
Meghalaya	1979	67.45	18.91	9.2	6
Mizoram	2170	66.89	18.69	8.64	7
Tripura	4457	66.58	19.1	8.33	8
Gujarat	4639	64.24	21.74	5.99	9
Orissa	3252	62.56	25.96	4.31	10
West Bengal	3282	62.02	22.69	3.77	11
Arunachal Pradesh	2506	59.98	20.7	1.73	12
Uttar Pradesh	6114	58.21	25.27	-0.04	13
Goa	1672	58.08	22.51	-0.17	14
Pondicherry	1294	57.97	23.76	-0.28	15
Maharashtra	4578	57.77	24.45	-0.48	16
J& K	2437	56.98	26.11	-1.27	17
Rajasthan	2874	56.79	22.9	-1.46	18
Haryana	3232	55.95	25.97	-2.3	19
Jharkhand	3905	54.67	25.83	-3.58	20
Himachal Pradesh	3324	54.42	22.28	-3.83	21
Punjab	2172	53.89	24.71	-4.30	22
Tamil Nadu	5382	53.48	22.52	-4.77	23
Kerala	5327	51.36	21.27	-6.89	24
Sikkim	2921	51.22	19.31	-7.03	25
Chandigarh	1410	50.99	20.4	-7.26	26
Uttranchal	2174	46.79	24.15	-11.46	27
Chhatisgarh	2485	41.96	26.12	-16.29	28
Madhya Pradesh	3738	36.94	30.22	-21.31	29
<b>Average</b>	<b>3186</b>	<b>58.25</b>	<b>24.89</b>	-	-

The overall mean achievement of students in Mathematics was 58.25% with SD 24.89. The highest achievement (72.27%) was of Manipur state whereas lowest was of Madhya Pradesh (36.94%).

Figure 4.01: Mean Achievement of Students in Mathematics



#### Variation Across the States

The mean achievement of Arunachal Pradesh, Assam, Delhi, Gujarat, Karnataka, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Tripura and West Bengal was above the national mean in Mathematics. Whereas, the mean achievement of

Chandigarh, Chhattisgarh, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Kerala, Madhya Pradesh, Maharashtra, Pondicherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh and Uttaranchal was below national mean in Mathematics.

Further, the mean achievement of all North-East states was above the National mean in Mathematics.

### Classification of States According to Mean of Achievement

Table 6.9 shows number of states in different range of marks.

Table No. 6.9: Number of States/UTs Showing Levels of Achievement in Different Ranges

Range %	No of States	Name of the States
90 - 100	0	
80 - 90	0	
70 - 80	1	Manipur
60 - 70	10	Assam, Delhi, Gujrat, Karnatak, Meghalaya, Mizoram, Nagaland, Orissa, Tripura, West Bengal
50 - 60	15	Arunachal Pradesh, Chandigarh, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Kerala, Maharastra, Pondicherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh
40 - 50	2	Chhatisgarh, Uttranchal
0 - 40	1	Madhya Pradesh

It may be observed from the table 6.9 that out of 29 States/UTs mean achievement of only three states chhatisgarh, MP and Uttranchal was in the range of 0-50%. Further the MP state stood at bottom range of marks i.e. 0-40%. Whereas performance of students of Manipur state was best in the range 70-80%. Remaining States/UTs stood in 50-70% marks range.

### Achievement in Mathematics as per Range of Marks

Table No. 6.10: Distribution of Students on the Basis of their Achievement Level

Frequency	Achievement Level									
	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90	90-100
f	3322	3679	7655	7261	11395	9734	14512	11301	15028	8518
cf	3322	7001	14656	21917	33312	43046	57558	68859	83887	92405
cf(%)	3.6	7.58	15.86	23.72	36.05	46.58	62.29	74.52	90.78	100

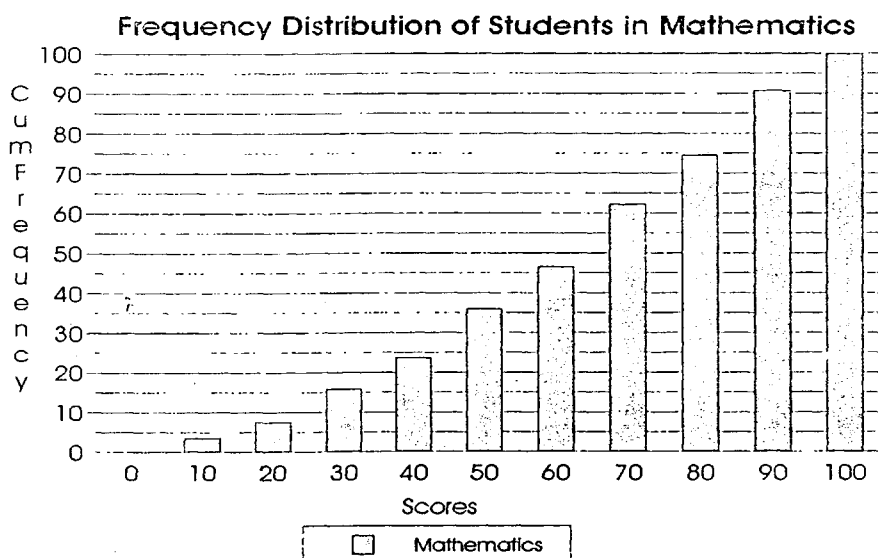


Table 6.10 shows that approximately 24% students secured less than 40% marks, 47% secured upto 60% marks, only 15% got scores in the range of 60-70%, 13% in the range of 70-80%, 16% in marks range of 80-90% and approximately 9.0% in the range of 90-100%.

### Performance on Competencies

Table 6.11 shows that a total ten main competencies were tested in Mathematics Test. Questions based on only two competencies namely 'Problems Based on Money' and 'Fraction' could be responded correctly by less than 50% students. The questions dealing with 'Problems Based on Money' and 'Fractions' were responded correctly by 47.35% and 48.24% respectively. The better performance is observed on items testing additions of numbers (69%) etc..

Table No.6.11: Competencies of Class III Mathematics Test

Competency	No. of Items	FV
Understanding Whole Nos. (writing numbers, place value, before, after, ordering)	1-8	60.37
Addition	9-12	68.73
Subtraction	13-16	63.27
Multiplication	17-20	63.88
Division	21-22	51.34
Problems based on Money	23-25	47.35
Fraction	26-27	48.24
Geometry	28-30	51.48
Problems based on Time	31-32	57.4
Measurement (Length, Mass and Capacity)	33-35	53.99

Further, the 'Problem Based on Money' seven states and on 'Fraction' five states, on 'Division and Geometry' four states, on 'Measurement' three states, on

'Problem based on Time' two states, less than 40% students responded questions correctly. However, in MP state less than 40% students responded correctly on all competencies except 'Multiplication'

Further, States/UTs whose students responded correctly on above stated competencies in the range of 32% to 39% are Chandigarh on 'Problems based on Money', 'Fraction', 'Geometry' and 'Measurement', H.P. on 'Problem based on Money', and 'Fraction'; Jharkhand on 'Fraction'; Kerala on 'Problem based on Money', Uttranchal on 'Division', 'Problem based on Money', 'Fraction' and 'Measurement' and West Bengal on 'Geometry',

The states having performance, less than 40% have to put in more efforts to improve the performance of their students on these competencies.

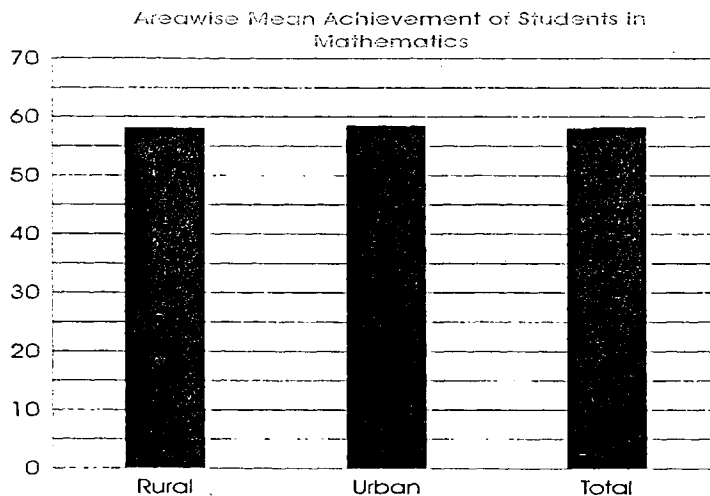
**Gender-wise and Area-wise Achievement of Students**

Table 6.12 gives the Gender-wise and Area-wise Achievement of Students at national level.

Table 6.12: Gender-wise and Area-wise Achievement in Mathematics of Class III Students

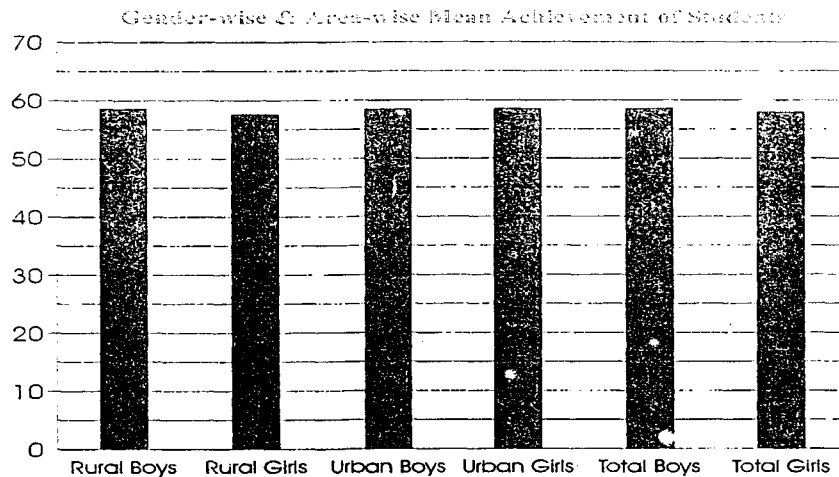
Subject	Gender	Rural			Urban			Mean Diff (2-1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Mathematics	Boys	34029	58.56	24.86	13245	58.49	24.37	-0.07	47274	58.54	24.72	.28
	Girls	32029	57.7	25.25	13102	58.56	24.59	0.86	45131	57.95	25.06	3.35**
	Diff.		0.86			-0.07				0.59		
	Total	66058	58.14	25.05	26347	58.52	24.48	0.38	92405	58.25	24.89	2.12*
	CR Value		4.41**			.23				3.6**		

Overall, mean achievement of students in Mathematics was 58.25% with SD 24.89, whereas of urban students mean achievement was 58.52% with SD 24.48 and of rural students it was 58.14% with SD 25.05. The mean difference between rural and urban as well as between boys and girls was statistically significant. Further, Mean performance of rural boys (58.56% with SD 24.86) was slightly better than urban boys (58.49% with SD 24.37). But the difference in mean was not found statistically significant. The mean performance of urban





girls was (58.56%, SD 24.59) better than rural girls (57.7%, SD 25.25) and the mean difference was statistically significant. However, the mean achievement of boys and girls was approximately 58.54% to 57.95% respectively.



Further, in rural areas boys performed statistically significantly better than girls. Whereas in urban area it seems that girls performed better than boys.

#### Across the States

Gender-wise and Area-wise achievement in Mathematics of Students across the states is shown in *Annexure VIII*.

In Mathematics, students of rural areas performed better than students of urban areas in Arunachal Pradesh, Chandigarh, Delhi, Gujarat, Kerala, M.P. Maharashtra, Manipur, Meghalaya, Mizoram and Tamil Nadu. The same trend was observed almost in case of rural and urban boys as well as rural girls and urban girls in these states.

In Mathematics, students of urban areas performed better than rural areas in Assam, Chattisgarh, Haryana, Jharkhand, Karnataka, Punjab, Tripura and West Bengal.

In rural areas, boys performed better than girls in Chhatisgarh, H.P., Meghalaya, Sikkim, U.P. and Uttranchal.

In urban areas, boys performed better than girls in H.P. and Sikkim whereas, girls performed significantly better than boys in Chhatisgarh, Delhi and Goa.

#### Gender-wise and Category-wise Achievement of Students

Gender-wise and Category-wise achievement of Students in Mathematics is shown in table 6.13.

Table 6.13: Gender-wise and Category-wise Achievement of Students

Subject	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Mathe- matics	Boys	9102	55.31	25.49	9224	59.55	23.47	28948	59.24	24.79
	Girls	8498	53.84	25.95	8144	59.3	23.76	28489	58.79	25.03
	Total	17600	54.6	25.72	17368	59.43	23.6	57437	59.01	24.91

The mean performance of ST category students was better than SC category students in mathematics. The mean achievement of ST, Others and SC students was 59.43%, 59.01% and 54.6% respectively. Further, there was difference in mean achievement of boys and girls of SC category and Others category. Moreover, Others and ST category student performed better than SC category students.

Besides, boys did better than girls both in SC and Others category in mathematics.

#### Across the States

Gender-wise and Category-wise Achievement of Students in Mathematics in the sample states is presented in *Annexure IX*. SC category girls performed better than SC category boys in Assam and Mizoram whereas in Himachal Pradesh, Karnataka, Tripura and U.P. States it was reverse. In ST category, girls of Delhi and J&K states did better than boys. Whereas in Meghalaya and Rajasthan boys did better than girls in ST category. In Others category, in Assam, Himachal Pradesh, Sikkim and UP boys and in Delhi and Goa Girls did better than their counterparts. Only in Nagaland and Punjab SC category students did better than Others category students. Out of remaining 27 States/UTs in 14 States/UTs Others category students did better than SC category students. Out of remaining 25 States/UTs, in 14 States/UTs Others category students did better than ST category students in mathematics. Besides, ST category students performed better than SC category students in Goa, H.P., J&K, Manipur, Pondicherry and Uttranchal in Mathematics. Whereas, SC category students did better than ST category students in Kerala, M.P., Mizoram, Nagaland, Punjab, Tamil Nadu, Tamil Nadu, Uttar Pradesh and West Bengal in mathematics.

#### Area-wise and Category wise Achievement of Students

Area-wise and Category-wise achievement of students in Mathematics is present in table 6.14 below.

Table No. 6.14: Areawise and Categorywise Achievement of Students

Area	SC			ST			Others		
	(1)			(2)			(3)		
	N	M%	SD	N	M%	SD	N	M%	SD
Rural	12222	54.4	25.77	13693	59.24	24.08	40143	58.91	25.05
Urban	5378	55.07	25.61	3675	60.14	21.74	17294	59.25	24.57
Total	17600	54.6	25.72	17368	59.43	23.6	57437	59.01	24.91

Overall, ST category students performed better than SC category students in Mathematics. Also, ST students of both rural and urban areas did better than SC category students. Similarly, Others category students did better than SC students both in rural and urban areas in Mathematics. Further, there was difference in mean performance of rural and urban areas SC category as well as of Others category.

#### Across the States

Area-wise and Category-wise achievement of students in mathematics across the states has been presented in *Annexure-X*. In Delhi, Goa H.P., J&K, Jharkhand, Kerala, Maharashtra, Orissa, Pondicherry, Rajasthan, Tamil Nadu, Tripura and U.P., Others category students performed better than SC category students in Mathematics. Further, in Delhi, Jharkhand, Kerala, M.P. Maharashtra, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, U.P. and West Bengal Others category students performed better than ST category students, in Mathematics. In Goa, H.P., J&K, Manipur, Pondicherry and Uttaranchal ST category students performed significantly better than SC category students. Whereas, in Kerala, M.P., Mizoram, Nagaland, Punjab, Tamil Nadu, Tripura, U.P. and West Bengal SC category students performed better than ST category students in Mathematics. Further, the mean achievement of SC, ST and Other category students of North-Eastern states including Sikkim was 52.63% and 65.18% respectively. Whereas, mean achievement of SC, ST and Others category students in excluding North-East for SC, ST and Others category was 53.28%, 50.47% and 63.39% (*Annexure XI & XII*). It is evident that in all the three category the mean achievement in North-Eastern states was higher as compared to mean achievement of remaining states in Mathematics.

#### STUDENTS MEAN ACHIEVEMENT VIS-A-VIS SCHOOL, TEACHERS AND PUPILS VARIABLES

In this section students achievement is analysed in the light of school, teacher and pupil variables. These are as follows:

### School Related Variables

#### Teacher Pupil Ratio

Table No. 6.15: Achievement of Students with respect to Teacher Pupil Ratio

Teacher Pupil Ratio	Mathematics			Language		
	N	M%	SD	N	M%	SD
Less than 20	20349	59.73	24.17	20349	64.47	21.66
Upto 30	19594	58.13	24.06	19594	63.43	21.38
Upto 40	19463	58.84	24.74	19462	63.87	21.8
Above 40	32988	57.07	25.83	32983	61.67	22.73

The highest mean scores in Mathematics and Language was of schools where pupil were less than 20 per teacher and it was lowest where the pupil number was 40 or more than 40 per teacher.

#### Multigrade and Non-Multigrade Teaching

The mean performance of students studying in multigrade and non-multigrade system of schooling is shown in the table below.

Table No. 6.16: Achievement of class III Students in Multigrade and Non Multigrade School

Subject	Area	Multigrade			Non-Multigrade			Mean Diff(2-1)	CR Value
		1			2				
		N	M%	SD	N	M%	SD		
Mathematics	Rural	29185	56.3	25.92	36873	59.61	24.24	3.31	16.77**
	Urban	8404	56.94	25.03	17943	59.26	24.18	2.32	7.09**
	Total	37589	56.44	25.73	54816	59.49	24.22	3.05	18.13**
Language	Rural	29184	61.29	22.66	36869	64.03	21.52	2.74	15.78**
	Urban	8403	62.17	22.35	17943	64.67	21.74	2.5	8.54**
	Total	37587	61.49	22.6	54812	64.24	21.6	2.75	18.5**

The difference in students mean performance between multigrade and non-multigrade schools was statistically significant and mean difference was in favour of students of non-multi grade schooling. So, students of non-multigrade system of schooling performed better than multigrade system of schooling both in Language and Mathematics.

### Teachers Related Variables

#### Professional Qualification

Table No. 6.17: Achievement of Students in Mathematics and Language on the basis of Teachers Professional Qualification

Teacher's Professional Qualification	Mathematics			Language		
	N	M%	SD	N	M%	SD
Certificate/Diploma	82175	58.41	24.88	74011	63.02	21.92
Degree & above	15327	58.3	24.76	13603	62.85	21.94

The performance of students who were taught by the teachers having professional qualification certificate/Diploma was at par with those taught by the teachers who had degree or above professional qualification. Therefore it seems that teacher's higher professional qualification did not help in improving the students achievement at class III level.

#### Educational Qualification

Table No. 6.18: Achievement of Students in Mathematics and Language on the basis of Teachers Educational Qualification

Teachers Qualification in Language	Mathematics			Language		
	N	M%	SD	N	M%	SD
Below 10	3188	58.85	24.35	2943	63.34	22.4
Upto 10+2	54871	58.51	24.37	51282	63.71	21.55
Graduate	25796	59.15	25.18	21817	62.95	22.2
PG	13647	56.38	26.17	11572	59.82	22.6

It was observed that students taught by teachers who had educational qualification upto graduation did better both in Language and Mathematics than those having post graduation qualification.

#### Status of Teachers

Table No. 6.19: Achievement of Students According to Status and Experience of the Teachers

Status	Experience	Mathematics			Language		
		N	M%	SD	N%	M%	SD
Regular	Less than 1 year	3429	57.82	23.86	3244	64.81	21.2
	1 to 3 years	4602	59.54	25.19	3992	66.91	22.01
	Above 3 to 10 years	22638	58.76	24.68	21058	63.18	22.22
	Above 10 years	49195	58.13	24.46	42981	63.14	21.7
	Total	79864	58.37	24.54	71275	63.44	21.87
Leave vacancy	Less than 1 year	1661	65.74	23.57	1681	66.24	19.41
	1 to 3 years	992	58.99	23.69	1030	62.27	20.95
	Above 3 to 10 years	1633	56.4	26.11	1244	61.64	20.64
	Above 10 years	1028	59.01	23.34	1041	62.53	20.92
	Total	5314	60.31	24.65	4996	63.5	20.45
Para Teacher	Less than 1 year	6567	60.41	25.54	6285	61.52	21.15
	1 to 3 years	1792	61.9	24.18	1669	62.43	22.3
	Above 3 years	3965	51.33	28.96	3389	55.9	24.84
	Total	12324	57.71	26.86	11343	59.97	22.64

The performance of students who were taught by 'para teachers' was poorer as compared to those taught by 'Temporary' or 'Regular' teachers in both subjects. Further, in both Language and Mathematics the mean achievement of students taught by teachers having one to three years of teaching experience was highest as compared to less or more experiences that in case of permanent teachers and para teachers. Whereas in case of temporary teachers the highest mean achievement of students in both subjects was found where students were taught by teachers having less than one year of experience. Overall the mean achievement of students taught by temporary teachers was highest as compared to students taught by permanent or para teachers in both subjects.

### Pupil Related Variables

#### Medium of Instruction

Table No. 6.20: Achievement of Students in Mathematics and Language on the Basis of their Medium of Instruction

Medium of Instruction	Mathematics			Language		
	N	M%	SD	N	M%	SD
Mother Tongue	66692	59.03	25.1	66687	64.14	22.23
Other Language	25713	56.24	24.22	25712	60.48	21.34

It is evident from the table that students having mother tongue as medium of instructions scored better both in Language and Mathematics as compared to those getting instructions in other language.

### Parents Education

Table No. 6.21 : Achievement of Students according to Educational Levels of Parents

Educational Level	Father							Mother						
	N	Maths			Language			N	Maths			Language		
		M%	SD	Rank	M%	SD	Rank		M%	SD	Rank	M%	SD	Rank
1	16877	55.78	25.42	7	60.02	22.41	7	32026	55.34	25.53	7	59.93	22.57	7
2	8773	57.15	24.92	6	61.79	22.18	6	9477	58.09	24.79	6	62.91	21.93	6
3	19253	57.81	24.66	5	62.87	21.81	5	16446	59.01	24.3	5	63.83	21.47	5
4	28079	58.74	24.43	4	64.43	21.83	3	18300	59.28	23.78	4	65.65	21.41	3
5	7285	60.47	24.85	2	64.98	21.93	2	3242	61.02	24.31	3	66.71	21.29	2
6	2953	65.04	23.73	1	68.69	21.27	1	1084	66.01	22.78	1	70.72	19.73	1
7	9185	59.35	25.48	3	63.35	21.91	4	11830	62.17	25.08	2	65.35	21.71	4
Total	92405	58.25	24.89		63.12	22.05		92405	58.25	24.89		63.12	22.05	

Educational Level Codes: Illiterate-1, Literate-2, Primary-3, Secondary-4, Sr. Secondary-5, Degree and above-6, Do not Know/ Cannot say-7

Mean achievement of children whose parents had educational qualification graduation and above was the highest and that of illiterate parents children was the lowest in both Language and Mathematics. On the basis of parents educational qualification, the achievement of their wards in Language can be ranked in decreasing order as Degree and above 1) Sr. Secondary 2) Secondary (3) Do not know/can't say (4) Primary (5) Literate (6) and Illiterate (7). Further, in Mathematics

with respect to fathers educational qualification this order was Degree and above (1), Sr. Secondary (2), Do not know/cannot say (3), Secondary (4), Primary (5), Literate (6) and illiterate (7). Whereas, on the basis of mothers educational qualification it was almost the same as it was observed with respect to fathers' educational qualification except with a little deviation at second and third place.

### Parents Occupation

In language, children of parents engaged in clerical work scored the highest, whereas children of 'Street Vendor' fathers and 'Domestic Servant' mothers scored lowest. The mean achievement in language on the basis of fathers occupation in the decreasing order was:- Clerical Worker (1), Employer (2) Manager/Senior Officer (3), Shopkeeper (4), Others (not specified) (5) Poultry Farming (6) House Hold Worker (7) Domestic Servant (8) Agricultural Labour (9) Farmer (10) Skilled Worker (11) Manual Unskilled Work (12) Picking Forest Produce (13) and Street Vendor (14).

The mean achievement of children in language on the basis of mothers occupation in the decreasing order was Clerical Worker (1), Manager/Senior Officer (2), Employer (3) Shopkeeper (4) Poultry Farming (5) Others (6) Farmer (7) Picking Forest Produces (8) Housewife (9) Street Vendor (10) Skilled worker (11) Agricultural Labour (12) Manual Unskilled Worker (13) and Domestic Servant (14).

Table No. 6.22: Achievements of Students according to Occupation of Parents

Occupation	Father							Mother						
	N	Maths			Language			N	Maths			Language		
		M%	SD	Rank	M%	SD	Rank		M%	SD	Rank	M%	SD	Rank
01	657	57.96	24.94	8	63.4	21.64	7	68339	58.14	24.78	8	62.81	22.08	9
02	21096	57.9	24.81	9	62.15	22.03	10	5505	59.75	23.96	4	64.09	21.71	7
03	383	58.72	26.4	6	64.05	23.85	6	121	58.54	24.42	7	66	21.93	5
04	12497	56.26	25.77	12	62.31	23.26	9	5882	54.59	26.04	13	61.84	23.62	12
05	377	54	25.87	14	61.63	23.42	13	154	53.97	24.64	14	63.32	22.68	8
06	1641	58.05	25.13	7	62.79	21.36	8	2165	55.59	25.3	10	61.48	21.84	14
07	2072	56.74	24.98	11	60.91	22.13	14	490	55.13	24.32	11	62.2	21.4	10
08	9706	54.43	25	13	51.76	22.56	12	2255	55.06	25.32	12	61.82	22.1	13
09	13906	56.94	24.61	10	61.97	21.9	11	1547	55.83	24.97	9	62.15	22.33	11
10	2158	62.24	23.25	3	68	20.74	1	271	63.39	23.31	2	69.76	19.97	1
11	5435	60.67	23.97	4	64.29	21.34	4	638	62.41	23.71	3	66.84	19.66	4
12	5999	62.57	22.78	2	66.97	20.69	2	665	59.57	22.78	5	67.45	20.06	3
13	2779	64.06	23.65	1	66.66	21.05	3	563	66.77	23.26	1	68.98	20.96	2
14	13613	60.31	25.22	5	64.21	21.56	5	866	59.38	24.56	6	65.09	21.17	6
Total	92405	58.25	24.89		63.12	22.05		91555	58.14	24.88		63.07	22.07	

Occupation Codes: Household/Housewife-01, Farmer-02, Poultry farming-03, Agricultural labour-04, Picking forest produce-05, Domestic Servent-06, Street Vender-07, Manual unskilled worker-08, Skilled worker-09, Clerical worker-10, Shopkeeper-11, Employer-12, Manager/Senior Officer-13, Others-14

In Mathematics the mean achievement of wards of parents working as 'Manager/Senior Officers' was the highest 64% and 67% for fathers and mothers respectively. It was the lowest for wards of parents engaged in 'picking forest produce'.

The mean achievement in Mathematics on the basis of father's occupation in descending rank order was Manager/Senior officer (1), Employer (2), Clerical Work (3), Shopkeeper (4), Other occupations (5), Poultry Farming (6), Domestic Servant (7), Household Worker (8), Farmer (9), Skilled Worker (10), Street Vendor (11), Agricultural Labour (12), Manual Unskilled Worker (13) and Picking Forest Produce (14).

Whereas, the mean achievement of children in mathematics in relation to mothers occupation in descending rank order was different except at highest and lowest position order of Manager/Senior Officer (1), Clerical Work (2), Shopkeeper (3), Farmer (4), Employer (5), Other Occupation (6), Poultry Farming (7), House Wife (8), Skilled Worker (9), Domestic Servant (10), Street Vendor (11), Manual Unskilled Worker (12), Agricultural Labour (13) and Picking Forest Produce (14).

### Getting Help and Not-Getting Help at Home

Table No. 6.23 : Performance of Students in Mathematics and Language According to Help Received at Home

Subject	Area	Getting Help			Not Getting Help			Mean Diff(2-1)	CR Value
		1			2				
		N	M%	SD	N	M%	SD		
Mathematics	Rural	47307	61.49	23.39	18751	55.54	25.73	-5.95	27.48**
	Urban	19654	61.45	23.31	6693	57.97	24.77	-3.48	10.07**
	Diff.		0.04			-2.43			
	Total	66961	61.48	23.37	25444	56.18	25.5	-5.3	28.87**
	CR Value		.2			6.82**			
Language	Rural	47307	61.61	23.3	18749	60.04	22.92	-1.57	7.9**
	Urban	19654	61.59	23.23	6693	62.51	22.55	0.92	2.86**
	Diff.		0.02			-2.47			
	Total	66961	61.6	23.28	25442	60.69	22.85	-0.91	5.38**
	CR Value		.1			7.66**			

Data provided in above table shows that mean achievement of students in both Mathematics and Language who got help from their family members was significantly higher than students were not getting help at home, except for urban students. In case of Language the trend was reverse. In general the mean difference was in favour of group 'getting help' in both subjects.

Further, within group of 'getting help' the difference in mean achievement of rural and urban students was insignificant. Whereas the difference in mean achievement of rural and urban in the group of 'Not getting help' was significant and was in favour of urban students, in both Mathematics and Language.



**Repeaters and Non Repeaters**

Table No. 6.24 : Performance of Students According to Repeaters and Non Repeaters in class III

Subject	Area	Detained in Class III			Not Detained in Class III			Mean Diff(2-1) M%	CR Value
		1			2				
		N	M%	SD	N	M%	SD		
Mathematics	Rural	6559	55.4	24.62	59499	58.45	25.08	3.05	9.5**
	Urban	2207	54.98	24.52	24140	58.85	24.45	3.87	7.1**
	Diff.		0.42			-0.4			
	Total	8766	55.3	24.6	83639	58.56	24.9	3.26	11.79**
	CR Value		.7			2.13*			
Language	Rural	6559	60.01	21.81	59494	63.13	22.08	3.12	10.98**
	Urban	2207	60.85	22.13	24139	64.15	21.93	3.3	6.71**
	Diff.		-0.84			-1.02			
	Total	8766	60.22	21.89	83633	63.42	22.04	3.2	13.01**
	CR Value		1.55			6.08**			

Table 6.23 shows the performance of repeaters vis-à-vis non-repeaters in class III (promoted to class III 1<sup>st</sup> time) in Mathematics and Language. The mean achievement of non-repeaters students was significantly better than repeater students. The similar trend was also observed among rural and urban students. Further, the difference in performance of repeaters between rural and urban students was not significant, but in contrast to this, the mean difference between rural and urban non-repeaters was significant and it was in favour of urban students.

**Taking Tuition or Not Taking Tuition**

Table No. 6.25: Performance of students According to Taking Tuition and Not Taking Tuition

Subject	Area	Taking Tuition			Not Taking Tuition			Mean Diff(2-1)	CR Value
		1			2				
		N	M%	SD	N	M%	SD		
Mathematics	Rural	12728	62.48	23.31	53330	57.11	25.34	-5.37	22.95**
	Urban	8426	61.1	23.63	17921	57.31	24.77	-3.79	11.95**
	Diff.		1.38			-0.2			
	Total	21154	61.93	23.45	71251	57.16	25.2	-4.77	25.53**
	CR Value		4.18**			.93			
Language	Rural	12726	65.89	20.67	53327	62.09	22.23	-3.8	18.34**
	Urban	8425	65.62	21.23	17921	63.05	22.26	-2.57	9.02**
	Diff.		0.27			-0.96			
	Total	21151	65.78	20.9	71248	62.33	22.32	-3.45	20.75**
	CR Value		.92			4.99**			

Table 6.24 shows that mean achievement of students' who were taking private tuition was significantly better than those who were not taking tuitions both in Mathematics and Language. This trend was true in both rural and urban areas students. However, between rural and urban areas in case of students taking tuition, students of rural area did significantly better than urban students in Mathematics. Whereas the mean difference between rural and urban in the group of 'not taking tuition' was significant in language only. Further, difference in performance of rural and urban students in case of taking tuition in Language and not taking tuition in Mathematics was insignificant.

# 7

## MAJOR FINDINGS

### PROFILES

- In the sample of schools, the representation of rural and urban schools was in the ratio 3:1.
- Majority of schools (89%) were managed either by state government or Zila Parishad/Panchayat/Municipal Corporation.
- Percentage of multigrade teaching schools was highest (88.5%) in Uttaranchal and lowest (8.16%) in Chandigarh.
- Percentage of multigrade schools in rural areas was more in comparison to urban areas except Chandigarh, Delhi, Kerala and West Bengal.
- Number of schools inspected by the supervisors was almost the same (73% approximately) in rural and urban areas.
- Percentage of inspected schools was highest in Manipur (94.5%) and lowest in Meghalaya (19.89%).
- In the sampled schools, 83.15% teachers were regular and the remaining were either working against leave vacancy/temporary or as para teachers etc.
- Percentage of regular teachers across the states ranged from 53.49% (Sikkim) to 99.5% (Pondicherry).
- Number of male regular teachers was more in rural areas than urban areas where as female teachers were more in urban areas in comparison to rural areas.
- Percentage of para teachers in rural and urban schools was almost the same.
- Percentage of teachers working against leave vacancy/temporary was highest in Sikkim and lowest in Haryana.
- In case of para teachers, Sikkim (28.68%) was at top and Tripura (0.11%) at bottom.
- There was no para teachers in Goa, Haryana and West Bengal.
- Number of working days for different states varied from 190 day in Haryana to 244 days in Chandigarh. The national average was 215 days.
- Number of periods per week and duration of a period were also varying from state to state with average 39 periods of 39 minutes.

- Most availed and used facility for teaching in schools was charts.
- More than 50% teachers were using teachers guide, charts and flash cards 'Regularly' in their teaching. Other three are Dictionary, Math kit and others were used sometimes.
- Three or less than three percent teachers were not using any kind of teaching facilities.
- Maximum students were availing Mid-day Meal Scheme as compared to other schemes.
- The percentage of boys getting Mid-day meal was more their counterparts.
- VEC/AEC were found in more than 80% schools. PTA was in 57% schools. It was more in urban schools than rural schools.
- Percentage of female teachers belonging to Other category was more than male teachers.
- In urban areas, Percentage of OBC and others category female teachers was more than SC & ST female teachers.
- The percentage of SC and ST teachers together was 31.36% in the sample.
- Approximately 25% and 12% teachers were Graduates and Post graduates respectively.
- More female teachers had post graduate qualification than male teachers.
- Majority of teachers (approximately 85%) were possessing diploma/certificate in primary/elementary education as an essential qualification while approximately 14% were having B.Ed degree and remaining (1%) were possessing M.Ed as professional qualifications.
- Percentage of female teachers possessing B.Ed and M.Ed degrees was more in comparison to male teachers.
- Approximately 65% teachers studied Mathematics upto class X, 15% percent upto +2 level and 4% upto graduation while remaining studied less than class X.
- Number of male teachers who studied Mathematics upto graduation was more than female teachers.
- Percentage of teachers who studied language upto class X, +2 level and graduation was approximately 32%, 36%, 24% respectively.
- Majority of teachers were possessing more than 10 years teaching experience and their percentage was higher in urban areas than rural areas.
- Approximately 53% training programmes were being organised by BRCs and DIETs and rest of the programmes by school complex, TRCs, CRCs, SCERTs and other agencies.

- Most of the inservice training programmes were organized by school complexes in Tripura; by BRC's in Haryana, Jharkhand, Karnataka, Kerala, Tamil Nadu, Uttar Pradesh and Uttaranchal; West Bengal DIET's in Aurnachal pradesh, Delhi, Goa, Gujarat, Himachal pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Orissa, Pondicherry and Punjab; by SCERT's in Maharashtra; and by other agencies in Chandigarh, Rajasthan and Sikkim.
- Evaluation practices like unit test quarterly test, half yearly test and annual examination were in vogue in most of schools and these were being used by most of the teachers. 44% teachers uses all four types tests for assessing the performance of students.
- The percentage of different categories of students viz. SC, ST, OBC and others in the sample was 19.05%, 18.8%, 31.4% and 30.75% respectively.
- Percentage of urban teachers was more than rural teachers who gave regular home work to students.
- Educational status of mothers was poorer than fathers.
- Approximately 77% mothers were housewives and 23% fathers were farmers. Approximately 3% fathers and less than 1% mothers were holding managerial/senior positions.
- Detention in class III was more in urban areas (35.57%) than rural areas (34.20%), however, the percentage of total detained students from classes I to III was more for rural areas than urban areas.
- Private/personal tuition was more prevalent in urban areas (32%) than rural areas (19%).
- Majority of the students attended school 70-90% of working days.

## **ACHIEVEMENT**

### **Language**

- Mean achievement of students in language was 63.12 %.
- Mizoram state students scored highest and Madhya Pradesh state students accord lowest in language.
- Overall performance of students in 'Grammar and its Usage' was better than Reading Comprehension in language
- Urban students performed better than rural students in Grammar and its Usage.
- Girls performed better than boys in language.
- Urban girls performed better than rural girls in language and its components.
- Urban boys performed better than rural boys in language and its component Grammar and its Usage.

- Performance of ST category students was better than SC category students in language and its components
- Performance of both boys and girls of ST category students was better than boys and girls of SC students in language.
- Others category students performed better than SC category students in language and its components.
- In general, urban students of all the three categories students performed better than rural students of their respective category.
- Performance of north-east states students of all category was better than students of states remaining states.

### **Mathematics**

- Manipur state stood at top whereas MP state stood at bottom on the basis of mean scores in mathematics.
- Boys performed better than girls in rural area. Overall Boys performed better than girls.
- Less than 50% students could respond correctly on two competencies namely 'Problem based on money' and 'Fraction'.
- Questions on 'addition' were responded correctly by maximum students (69%).
- Questions dealing with 'Problem based on Money' and 'Fraction' were responded correctly below 40% by seven and five states respectively.
- There was no difference in mean performance of boys in both areas, however there was significant difference in the performance of rural and urban areas girls was in favour of urban girls.
- Only in six states, rural area boys performed significantly better than girls of rural area in mathematics. In remaining states there was no significant difference in mean performance between boys and girls in rural areas.
- In urban areas, boys performed better than girls in H.P. and Sikkim. Where girls performed significantly better than boys in Chhatisgarh, Delhi and Goa.
- ST category students performed better than SC students in mathematics.
- Others category students performed better than SC category students.
- Boys and girls of Others category and ST category performed significantly better than SC category boys and girls in their respective groups.
- Boys achievement in mathematics was better than girls, in SC and Others category.

- ST category students of urban area did better than SC category students of urban areas.
- Mean achievement of students of north-east states was better than students of remaining states.
- Both in rural and urban areas Others category students did better than SC category students in Mathematics.

#### **Achievement with Respect to Related variables**

- The mean achievement of students studying in mother tongue was better than those studying in other languages.
- Mean achievement of children whose parents qualification was degree and above was higher, whereas, mean achievement of wards of illiterate parents was the lowest.
- Mean achievement of children of highly educated parents was better as compared to illiterate or less educated parents
- Professional qualification of teacher did not make any difference in the performance of students in Language and Mathematics.
- Students taught by the teachers performed better in subjects than those were taught by post graduate teachers.
- The mean achievement of students was poor in case of students taught by 'Para Teachers' as compared to students who taught by 'temporary' or 'permanent' teachers.
- Students taking private tuition performed significantly better than those students who were not taking tuition in both rural and urban areas.
- The mean achievement of Non-detained students was better than detained students.
- The performance of students 'Getting help' from their family members was significantly better than students who 'did not get help' in their studies from family members.
- Mean achievement of students studying in non-multigrade school system was significantly better than the students studying in multi grade schools

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## BASELINE ACHIEVEMENT SURVEY AT THE END OF CLASS III

### SCHOOL QUESTIONNAIRE

SQ	1
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Rural : 1

Urban: 2

State Code   District Code  Block Code(1-4)/ School Code    
 Urban Area Code (5-7) (01-50)

#### A. CLASSIFICATORY DATA

- (a) Name of the State : \_\_\_\_\_
- (b) Name of the District : \_\_\_\_\_
- (C) Name and Address of School : \_\_\_\_\_  
 \_\_\_\_\_

#### B. PARTICULARS OF FIELD OPERATIONS

- (a) Name of Field Investigator \_\_\_\_\_
- (a1) Code Number
- (a2) Date of Survey From \_\_\_\_\_ To \_\_\_\_\_

Signature \_\_\_\_\_

(b) Name and signature of District Coordinator \_\_\_\_\_

(b1) Date of Scrutiny \_\_\_\_\_

Remarks of District Coordinator (if any) \_\_\_\_\_  
 \_\_\_\_\_



Department of Educational Measurement & Evaluation  
 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
 Sri Aurobindo Marg, New Delhi 110 016  
 2004

### **General Instruction**

1. If prior information is passed to the Head Master of the school to keep the following records ready, it would facilitate the filling up of the school information questionnaire
  - (i) Incentive scheme register
  - (ii) Community participation record
  - (iii) Operation Black Board Scheme register
  - (iv) Students attendance register
  - (v) Teacher attendance register
2. Enter all codes in the appropriate boxes.
3. School questionnaire should be handed over the headmaster/head teacher for filling the necessary informations.

### C. GENERAL INFORMATION ABOUT SCHOOL

**IMPORTANT NOTE: BY MEANS OF THIS SCHEDULE, WE ARE SEEKING DETAILED INFORMATION REGARDING THE SCHOOL. IF FOR SOME REASON, INFORMATION SOUGHT IS ABSOLUTELY NOT AVAILABLE, USE THE NON RESPONSE CODE '9' TO FILL UP THE BOXES. THE CODE '0' IS TO BE USED STRICTLY TO INDICATE 'NOT APPLICABLE'.**

#### 1. Type of School

1: State Government/Zila Parishad/Panchayat/  
Local body/Municipal Committee/ (1 - 3)   
Urban Local Body

2: Govt. aided

3: Education Gurantee School (EGS)

2. Is pre-primary school attached to your school? 1: Yes 2: No

3. Indicate upto what class is your school?

4. Whether the school has been inspected in the year(2003-2004) 1: Yes 2: No

5. Number of students in Primary classes  
Boys  Girls

6. Number of students in Class III  
Boys  Girls

7. Number of Class Rooms in the School
8. Number of repeater students in 2003-2004  
 Class I   Class II   Class III   Class IV   Class V
9. Is there multigrade teaching in the school? 1: Yes 2: No

#### D. TEACHERS

10. Number of teachers teaching Primary classes on roll as on the day of Survey
- (a) Regular teachers including Head Teacher  
 Male   Female
- (b) Temporary Teacher  
 Male   Female
- (c) Para-teachers  
 Male   Female

#### E. INSTRUCTIONAL TIME

11. Number of working days in the year 2003-2004
12. Total number of periods in a week
13. Average duration of a period (in minutes)

**F. SCHOOL FACILITIES**

14. State whether you have the following:		Yes	No	
1.	Maps	1	2	<input type="checkbox"/>
2.	Globe	1	2	<input type="checkbox"/>
3.	Charts (Health, Social Studies, Language etc.)	1	2	<input type="checkbox"/>
4.	Play material & Toys	1	2	<input type="checkbox"/>
5.	Sports and games material	1	2	<input type="checkbox"/>
6.	Primary Science Kit	1	2	<input type="checkbox"/>
7.	Mathematics Kit	1	2	<input type="checkbox"/>
8.	Books for Library	1	2	<input type="checkbox"/>
9.	Musical instruments	1	2	<input type="checkbox"/>
10.	Mats and furniture for students (1. For all, 2. Some, 3. None)	1	3	<input type="checkbox"/>
11.	Blackboard	1	2	<input type="checkbox"/>
12.	Safe drinking water	1	2	<input type="checkbox"/>
13.	Toilet facilities for boys	1	2	<input type="checkbox"/>
14.	Separate toilet facilities for girls	1	2	<input type="checkbox"/>
15.	Electric connection for the school	1	2	<input type="checkbox"/>
16.	Playground facilities	1	2	<input type="checkbox"/>
17.	Annual medical check up for children	1	2	<input type="checkbox"/>
18.	First aid kit	1	2	<input type="checkbox"/>

**G. STUDENT INCENTIVE SCHEMES**

15. Number of children receiving the facilities in the school for primary classes under incentive schemes in the year 2003-04.

Do Incentive Scheme exist  1: Yes 2: No		Scheduled Casts		Scheduled Tribe		OBC		Others	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a) Mid-day Meal	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) Free Uniform	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) Free Textbooks	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) Scholarship for regular attendance	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) Any Other Scheme Please Specify ---- -----	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**H. COMMUNITY PARTICIPATION**

Do you have		Yes	No	
16.	Village Education Committee/ School Development and Monitoring Committee?	1	2	<input type="checkbox"/>
17.	School Management Committee?	1	2	<input type="checkbox"/>
18.	MTA for your School?	1	2	<input type="checkbox"/>
19.	PTA for your School?	1	2	<input type="checkbox"/>

# BASELINE ACHIEVEMENT SURVEY AT THE END OF CLASS III

## TEACHER QUESTIONNAIRE

TQ	2
----	---

Rural : 1   
Urban: 2

State Code   District Code  Block Code (1-4)/  
Urban Area Code (5-7)  School Code (01-50)   Teacher Code (1-3)

### A. CLASSIFICATORY DATA

- (a) Name of the State : \_\_\_\_\_
- (b) Name of the District : \_\_\_\_\_
- (c) Name and Address of School: \_\_\_\_\_
- (d) Name of the Teacher : \_\_\_\_\_

### B. PARTICULARS OF FIELD OPERATIONS

- (a) Name of Field Investigator \_\_\_\_\_
- (a1) Code Number
- (a2) Date of Survey From \_\_\_\_\_ To \_\_\_\_\_

Signature \_\_\_\_\_

- (b) Name of District Coordinator \_\_\_\_\_
- (b1) Date of Scrutiny \_\_\_\_\_

Remarks of the District Coordinator (if any) \_\_\_\_\_

\_\_\_\_\_



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2004



**Important Instructions for filling up  
Teacher's Questionnaire**

1. At the most 2 teachers who are teaching sampled students of Class III will be interviewed.
2. The teachers are to be interviewed singly and not in a group.
3. The code for the Teachers will be as follows:

	Code
(a) Teacher who is teaching class III Mathematics only	1
(b) Teacher who is teaching class III Language only	2
(c) Teacher who is teaching class III Maths & Language	3
4. All boxes must be filled with appropriate codes by the Field Investigator.

**C. RESPONDENT DETAILS**

	Codes for Selection	Enter the selected code
1. Sex:      1: Male      2: Female	(1 - 2)	<input type="checkbox"/>
2. Category:		
1. S.C.	(1 - 4)	<input type="checkbox"/>
2. S.T.		
3. O.B.C.		
4. Others		
3. Highest Educational Qualification:		
1: Middle	(1 - 5)	<input type="checkbox"/>
2: Secondary		
3: Higher /Senior Secondary		
4: Graduation		
5: Post-graduation		
4. Teacher studied Mathematics upto		
1: Middle	(1 - 4)	<input type="checkbox"/>
2: Secondary		
3: Higher/Senior Secondary		
4: Degree level		

5. Teacher studied Language (being tested) upto (1 - 4)
- 1: Middle
  - 2: Secondary
  - 3: Higher/Senior Secondary
  - 4: Degree level
6. Highest Professional Qualifications: (1 - 3)
- 1: Primary/Elementary Teaching Certificate/Diploma/JBT/BTC
  - 2: Graduate Training (B.Ed. /LT etc.)
  - 3: M.Ed. and above

#### **D. TEACHING EXPERIENCE AND TRAINING**

7. Total teaching experience to Primary classes ( in years)
8. What is your employment status in this school? (Adhoc, Temp., permanent etc.) (1 - 3)
- 1: Regular full time
  - 2: Against leave vacancy/temporary
  - 3: Para/Shiksha Karmi/ Shiksha mitra etc.

9a. Whether you have attended any training during last three years? 1: Yes 2: No

9b. If yes than mention In-service training programmes attended during the last three years starting from the most recent one (Put '00' or '0' for 'Not Applicable')

USE THE CODES GIVEN BELOW to complete the table

Theme/Subject codes

- 1: General Training Programme
- 2: Content enrichment
- 3: Production of instructional material
- 4: Use of instructional material
- 5: Assessment of pupil learning
6. Competency Based Teaching-Learning
7. Activity Based Joyful Learning
- 8: Other (Specify \_\_\_\_\_)

Codes for 'who provided training'

- 1: School Complex
- 2: Block Resource Centre
- 3: Teacher Resource Centre
4. Cluster Resource Centre
- 5: DIET
- 6: SCERT/SIE
- 7: Any other (Specify \_\_\_\_\_)

S.No.	Year of Training	Number of Days	Theme/ Subject (1-8)	Who provided Training (1-7)
1	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>

10. Which subjects do you teach (Put '0' for Not Applicable)

(1 - 3)

1. Language only

2. Mathematics only

3. Both Language & Maths

**E. TEACHING AND EVALUATION PRACTICES**

11. Availability of teaching facilities and the extent of their use:

Facility	Whether Available (1: Yes 2: No)	Extent of use (1: Regularly 2: Sometime 3: Never)
1. Teacher's guides	<input type="checkbox"/>	<input type="checkbox"/>
2. Dictionary	<input type="checkbox"/>	<input type="checkbox"/>
3. Charts	<input type="checkbox"/>	<input type="checkbox"/>
4. Flash Cards	<input type="checkbox"/>	<input type="checkbox"/>
5. Mathematics Kit	<input type="checkbox"/>	<input type="checkbox"/>
6. Other (Specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you give homework to children?

(1 - 3)

1: Not at all

2: Sometimes

3: Regularly

13. Whether Teacher's Diary/Manual is maintained

1: Yes 2: No

14. Type of tests/examination conducted to assess students performance during academic session.

	Yes	No	
1. Unit Test/Monthly Test	1	2	<input type="checkbox"/>
2. Quarterly Test	1	2	<input type="checkbox"/>
3. Half Yearly Test	1	2	<input type="checkbox"/>
4. Annual Examination	1	2	<input type="checkbox"/>

## BASELINE ACHIEVEMENT SURVEY AT THE END OF CLASS III

### PUPIL QUESTIONNAIRE

PQ	3
----	---

Rural : 1 Urban: 2 State Code District Code Block Code (1-4)/  
Urban Area  
Code (5-7) School Code (01-50) Student Sr.No. (01-30) 

#### A. CLASSIFICATORY DATA

- (a) Name of the State : \_\_\_\_\_
- (b) Name of the District : \_\_\_\_\_
- (c) Name and Address of School: \_\_\_\_\_
- (d) Name of the Student : \_\_\_\_\_

#### B. PARTICULARS OF FIELD OPERATIONS

- (a) Name of Field Investigator \_\_\_\_\_
- (a1) Code Number
- (a2) Date of Survey From \_\_\_\_\_ To \_\_\_\_\_

Signature \_\_\_\_\_

- (b) Name of District Coordinator \_\_\_\_\_
- (b1) Date of Scrutiny \_\_\_\_\_

Remarks of the District Coordinator (if any) \_\_\_\_\_

\_\_\_\_\_



Department of Educational Measurement & Evaluation  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
Sri Aurobindo Marg, New Delhi 110 016  
2004



**Important Instructions for filling up Student Questionnaire**

1. This questionnaire is to be filled by the Field Investigators with the help of student.
2. Enter the relevant State code, District code, Block code, School code and Student code.
3. For Student Questionnaire, the selected student serial number must match with the serial number written on the Mathematics and Language Test booklets.
4. Maximum Questionnaires are to be filled for 30 students of Class III through the interview method.
5. Do not leave any question blank. Enter the most applicable code.
6. When you ask the questions, ask it correctly so that the student understands what are you asking for.
7. If you have made a mistake cross-out the box and draw them again next to the original boxes and enter the code.
8. If you have forgotten to record an answer enter 9 . If the child does not know the answer or refuses to answer enter 7 .

**C. RESPONDENT DETAILS**

1. Name : \_\_\_\_\_

2. Father's Name: \_\_\_\_\_

3. Gender : 1. Boy 2. Girl

4. Age ( in completed years) :

5. Category

(1 - 4)

1: SC

2: ST

3: OBC

4: Others

6. Is the language used at home same as medium of instruction in the school?

1: Yes 2: No

**D. EDUCATIONAL STATUS OF HOUSEHOLD MEMBERS**

7. Write the EDUCATIONAL STATUS of the father/guardian/mother using the codes given below.

**CODE FOR EDUCATIONAL STATUS**

- 1: Illiterate
- 2: Literate (no formal schooling but can read and/or write)
- 3.: Primary (classes 1 to 4/5)
- 4: Secondary (Classes 5/6 to 10)
- 5: Higher/Senior Secondary (Classes 11 to 12)
- 6: Degree and above
- 7: Do not know/can not say

	Sex 1: Male 2. Female	Educational Status Code (1 - 7)
Father		<input type="checkbox"/>
Mother		<input type="checkbox"/>
Guardian	<input type="checkbox"/>	<input type="checkbox"/>

**E. OCCUPATION OF PARENTS/GUARDIANS**

8. Only main occupation is to be entered. Use the appropriate code given below

- 00: If father or mother is not alive or information not applicable
- 01: Household/Housewife
- 02: Farmer (Cultivates own land)
- 03: Poultry farming
- 04: Agricultural labour
- 05: Picking forest produce
- 06: Domestic servant
- 07: Street vendor
- 08: Manual unskilled worker
- 09: Skilled worker
- 10: Clerical worker
- 11: Shopkeeper
- 12: Employer/Businessman (employing wage workers)
- 13: Manager/Senior officer/Professional/Teacher
- 14: Other: (Specify) \_\_\_\_\_

- |             |         |     |
|-------------|---------|-----|
| a. Father   | (00-14) | □ □ |
| b. Mother   | (00-14) | □ □ |
| c. Guardian | (00-14) | □ □ |

## F. SCHOOLING AND RELATED ACTIVITIES

9. Details of failure/detention if any:

Class	Whether Detained ( 1: Yes 2: No)	Number of times detained
I	<input type="checkbox"/>	<input type="checkbox"/>
II	<input type="checkbox"/>	<input type="checkbox"/>
III	<input type="checkbox"/>	<input type="checkbox"/>

10. Who helps you with your Studies at home? (Enter '0' if not applicable)

1: Yes 2: No

- |                          |   |   |                          |
|--------------------------|---|---|--------------------------|
| 1. Father/Guardian       | 1 | 2 | <input type="checkbox"/> |
| 2. Mother                | 1 | 2 | <input type="checkbox"/> |
| 3. Elder brother/sister  | 1 | 2 | <input type="checkbox"/> |
| 4. Other (Specify _____) | 1 | 2 | <input type="checkbox"/> |

11. Do you take private tuitions? 1: Yes 2: No

**G. TEACHING LEARNING PROCESS**

12. Does your Teacher come to class (1 - 4)
- 1: Rarely  
2: Sometimes  
3: Most of the days  
4: Everyday
13. Does your teacher give you dictation? (1 - 3)
- 1: Never  
2: Sometimes  
3: Most often
14. Does your teacher give you arithmetic problems to solve in the class? (1 - 3)
- 1: Never  
2: Sometimes  
3: Most often
15. Is the classwork assigned to you being checked? (1 - 2)
- 1: Yes 2: No
16. Does your teacher give you homework? (1 - 2)
- 1: Yes 2: No
17. Does your teacher correct your homework? (1 - 3)
- 1: Never  
2: Sometimes  
3: Most often

**H. ATTENDANCE**

18. Total Attendance of the pupil (from class register for academic year 2003-2004)

## Selected Districts and Number of Schools, Teachers and Students

Sl. No.	States/ UTs	No. of Districts	Names of Sampled Districts	No. of Sampled Schools		No. of Sampled Teachers		No. of Sampled Students	
				R	U	M	F	B	G
1.	Arunachal Pradesh	15	Tawang, East Kameng, West Siang, Tirat	192 (169+23)		333 (252+81)		2506 (1282+1224)	
2.	Assam	23	Berpeta, kamrup, Iaxhimpur, Tinsukia	192 (158+34)		315 (190+125)		2555 (1286+1269)	
3.	Chandigarh	1	Chandigarh	49 (13+36)		68 (12+56)		1410 (749+661)	
4.	Chhatisgarh	16	Bastar, kawardha, Raipur, Sarguja,	187 (148+39)		232 (161+71)		2485 (1368+1117)	
5.	Delhi	9	North East, North West, South West, South Delhi	159 (51+108)		202 (133+69)		4652 (2310+2342)	
6.	Goa	2	North Goa, South Goa,	100 (78+22)		145 (18+127)		1672 (846+826)	
7.	Gujarat	25	Ahmedabad, Mahesana, Navsari, Rajkot	200 (155+45)		228 (74+154)		4639 (2386+2253)	
8.	Haryana	19	Panchkula, Panipat, Rewari, Sirsa	200 (159+41)		209 (93+116)		3232 (1631+1601)	
9.	Himachal Pradesh	12	Hamirpur, Kinnaur, kullu, Shimla	200 (153+47)		209 (85+124)		3324 (1689+1635)	
10.	J&K	14	Srinagar, Anantnag, Jammu, Baramulla	197 (156+41)		381 (180+201)		2437 (1146+1291)	
11.	Jharkhand	22	Palamu, Ranchi, Bokaro, Godda	200 (154+46)		300 (186+114)		3905 (2106+1799)	
12.	Karnatak	27	Belgaum, Gulbarga, Udipi, Bangalore	200 (150+50)		293 (130+163)		3708 (1908+1800)	
13.	Kerala	14	Thiruvanthapuram, Idukki, palakkad, Wayanad	198 (170+28)		384 (102+282)		5327 (2789+2538)	
14.	Madhya Pradesh	45	Bhopal, Dhaar, Gwalior, Riwa, Seoni,	250 (186+64)		322 (179+143)		3738 (1927+1811)	
15.	Maharashtra	35	Gadchiroli, Jalgaon, Kolhapur, Mumbai	199 (135+64)		357 (221+136)		4578 (2368+2210)	
16.	Manipur	9	Churachandpur, Imphal West, Thoubal, Ukhrul	200 (152+48)		400 (275+125)		2577 (1273+1304)	
17.	Meghalaya	7	East khasi Hills, Jaintia Hills, Raibhoi, West Garo Hills	176 (137+39)		302 (144+158)		1979 (959+1020)	
18.	Mizoram	8	Aizwal, Kolasib, Lunglei, Serchhip,	198 (128+70)		371 (183+188)		2170 (1240+930)	
19.	Nagaland	8	Dunapur, Mokokchung, Mon, Wokha	126 (95+31)		191 (109+82)		1589 (886+703)	
20.	Orrisa	30	Jagatsingpur, Khurda, Mayurbhanj, Nuapada,	200 (165+35)		340 (158+182)		3252 (1760+1492)	
21.	Pondicherry	1	Pondicherry	50 (32+18)		84 (33+51)		1294 (618+676)	
22.	Punjab	17	Jalandhar, Ferozepur, Sangrur, Hoshiarpur	163 (139+24)		489 (370+119)		2172 (1068+1104)	

Sl. No.	States/ UTs	No. of Districts	Names of Sampled Districts	No. of Sampled Schools		No. of Sampled Teachers		No. of Sampled Students	
				R	U	M	F	B	G
23.	Rajasthan	32	Bikaner, Jaipur, Pali, Udaipur	199		372		2874	
				(158+41)		(249+123)		(1508+1366)	
24.	Sikkim	4	East, North, South, West	160		277		2923	
				(145+15)		(142+135)		(1506+1417)	
25.	Tamil Nadu	29	Chennai, Salem, Madurai, Kanyakumari	200		322		5382	
				(107+93)		(53+269)		(2722+2660)	
26.	Tripura	4	West Tripura, South Tripura, Dhalai, North Tripura	198		393		4457	
				(157+41)		(267+126)		(2216+2241)	
27.	Uttar Pradesh	70	Agra, Bareilly, Deoria, Fatehpur, Lucknow, Saharanpur, Sonbhadra	350		510		6114	
				(265+85)		(250+260)		(3060+3054)	
28.	Uttaranchal	13	Chamoli, Dehradun, Nainital, Pithoragarh	200		225		2174	
				(161+39)		(78+147)		(1004+1170)	
29.	West Bengal	19	Murshidabad, Purulia, North 24 Paraganas	150		279		3282	
				(114+36)		(216+63)		(1665+1617)	
	<b>Total</b>		<b>Total Sampled Districts = 111</b>	<b>5293</b>		<b>8533</b>		<b>92407</b>	
				<b>(3990+1303)</b>		<b>(4543+3990)</b>		<b>(47276+45131)</b>	



## Annexure -III

## Gender-wise and Area-wise Achievement of Class III Students - Language

States	Gender	Rural			Urban			Mean Diff (2- 1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Arunachal pradesh	Boys	1008	61.92	19.76	274	52.96	18.98	-8.96	1282	60	19.93	6.87**
	Girls	916	62.52	20.16	308	55.28	18.5	-7.24	1224	60.7	20	5.81**
	Diff.		-0.6			-2.32				-0.7		
	<b>Total</b>	<b>1924</b>	<b>62.21</b>	<b>19.95</b>	<b>582</b>	<b>54.19</b>	<b>18.75</b>	<b>-8.02</b>	<b>2506</b>	<b>60.34</b>	<b>19.96</b>	<b>8.91**</b>
	<b>CR Value</b>		<b>.66</b>			<b>1.49</b>				<b>.88</b>		
Assam	Boys	1004	65.42	17.16	282	68.89	14.43	3.47	1286	66.18	16.65	3.42**
	Girls	982	65.3	17.81	287	66.75	15.2	1.45	1269	65.63	17.26	1.37
	Diff.		0.12			2.14				0.55		
	<b>Total</b>	<b>1986</b>	<b>65.36</b>	<b>17.48</b>	<b>569</b>	<b>67.81</b>	<b>14.85</b>	<b>2.45</b>	<b>2555</b>	<b>65.91</b>	<b>16.96</b>	<b>3.33**</b>
	<b>CR Value</b>		<b>.15</b>			<b>1.72</b>				<b>.82</b>		
Chandi- garh	Boys	174	54.42	21.11	575	51.83	17.13	-2.59	749	52.43	18.15	1.48
	Girls	189	55.39	22.92	472	53.37	16.73	-2.02	661	53.94	18.71	1.1
	Diff.		-0.97			-1.54				-1.51		
	<b>Total</b>	<b>363</b>	<b>54.92</b>	<b>22.05</b>	<b>1047</b>	<b>52.52</b>	<b>16.96</b>	<b>-2.4</b>	<b>1410</b>	<b>53.14</b>	<b>18.42</b>	<b>1.89</b>
	<b>CR Value</b>		<b>.42</b>			<b>1.47</b>				<b>1.53</b>		
Chhatis- garh	Boys	1011	49.76	23.43	357	53.29*	20.98	3.53	1368	50.68	22.86	2.65**
	Girls	743	45.99	23.51	374	60.08*	23.2	14.09	1117	50.71	24.33	9.54**
	Diff.		3.77			-6.79				-0.03		
	<b>Total</b>	<b>1754</b>	<b>48.16</b>	<b>23.53</b>	<b>731</b>	<b>56.77</b>	<b>22.38</b>	<b>8.61</b>	<b>2485</b>	<b>50.69</b>	<b>23.52</b>	<b>8.61**</b>
	<b>CR Value</b>		<b>3.32**</b>			<b>4.15**</b>				<b>.03</b>		
Delhi	Boys	704	72.94	19.42	1606	64.77	19.9	-8.17	2310	67.26	20.11	9.24**
	Girls	736	72.1	17.67	1606	67.75	20.37	-4.35	2342	69.11	19.66	5.27**
	Diff.		0.84			-2.98				-1.85		
	<b>Total</b>	<b>1440</b>	<b>72.51</b>	<b>18.54</b>	<b>3212</b>	<b>66.26</b>	<b>20.19</b>	<b>-6.25</b>	<b>4652</b>	<b>68.19</b>	<b>19.9</b>	<b>10.34**</b>
	<b>CR Value</b>		<b>.86</b>			<b>4.19**</b>				<b>3.17**</b>		
Goa	Boys	619	59.99*	18.18	227	63.89*	21.88	3.9	846	61.03	19.31	2.4*
	Girls	601	64.05*	18.57	225	69.03*	20.59	4.98	826	65.4	19.26	3.18**
	Diff.		-4.06			-5.14				-4.37		
	<b>Total</b>	<b>1220</b>	<b>61.99</b>	<b>18.48</b>	<b>452</b>	<b>66.45</b>	<b>21.38</b>	<b>4.46</b>	<b>1672</b>	<b>63.19</b>	<b>19.4</b>	<b>3.92**</b>
	<b>CR Value</b>		<b>3.86**</b>			<b>2.57*</b>				<b>4.63**</b>		
Gujarat	Boys	1761	59.7	18.15	625	56.27	18.3	-3.43	2386	58.8	18.25	4.03**
	Girls	1755	58.86	18.7	498	56.2	17.93	-2.66	2253	58.27	18.56	2.89**
	Diff.		0.84			0.07				0.53		
	<b>Total</b>	<b>3516</b>	<b>59.28</b>	<b>18.43</b>	<b>1123</b>	<b>56.24</b>	<b>18.13</b>	<b>-3.04</b>	<b>4639</b>	<b>58.54</b>	<b>18.4</b>	<b>4.87**</b>
	<b>CR Value</b>		<b>1.35</b>			<b>.06</b>				<b>.98</b>		
Haryana	Boys	1256	57.58*	21.73	375	57.5*	21.53	-0.08	1631	57.56	21.68	.06
	Girls	1214	60.88*	22.86	387	61.93*	20.06	1.05	1601	61.14	22.21	.87
	Diff.		-3.3			-4.43				-3.58		
	<b>Total</b>	<b>2470</b>	<b>59.2</b>	<b>22.35</b>	<b>762</b>	<b>59.75</b>	<b>20.9</b>	<b>0.55</b>	<b>3232</b>	<b>59.33</b>	<b>22.02</b>	<b>.62</b>
	<b>CR Value</b>		<b>3.67**</b>			<b>2.94**</b>				<b>4.64**</b>		
Himachal Pradesh	Boys	1235	60.9*	20.02	454	61.85	20.09	0.95	1689	61.15	20.04	.86
	Girls	1176	62.65*	19.98	459	60.62	19.16	-2.03	1635	62.08	19.77	1.9
	Diff.		-1.75			1.23				-0.93		
	<b>Total</b>	<b>2411</b>	<b>61.75</b>	<b>20.02</b>	<b>913</b>	<b>61.23</b>	<b>19.63</b>	<b>-0.52</b>	<b>3324</b>	<b>61.61</b>	<b>19.91</b>	<b>.68</b>
	<b>CR Value</b>		<b>2.15*</b>			<b>.95</b>				<b>1.35</b>		

States	Gender	Rural			Urban			Mean Diff (2-1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
J&K	Boys	930	59.64	21.51	216	64.42	22.15	4.78	1146	60.54	21.71	2.87**
	Girls	1052	61.59	21.96	239	61.59	22.65	0	1291	61.59	22.08	0
	Diff.		-1.95			2.83				-1.05		
	<b>Total</b>	<b>1982</b>	<b>60.68</b>	<b>21.77</b>	<b>455</b>	<b>62.93</b>	<b>22.43</b>	<b>2.25</b>	<b>2437</b>	<b>61.1</b>	<b>21.91</b>	<b>1.94</b>
	<b>CR Value</b>		<b>1.99*</b>			<b>1.35</b>				<b>1.18</b>		
Jhar-khand	Boys	1609	58.29	21.4	497	67.01	21.6	8.72	2106	60.35	21.76	7.88**
	Girls	1405	58.05	22.45	394	64.86	23.38	6.81	1799	59.54	22.83	5.15**
	Diff.		0.24			2.15				0.81		
	<b>Total</b>	<b>3014</b>	<b>58.18</b>	<b>21.89</b>	<b>891</b>	<b>66.06</b>	<b>22.42</b>	<b>7.88</b>	<b>3905</b>	<b>59.97</b>	<b>22.26</b>	<b>9.27**</b>
	<b>CR Value</b>		<b>.3</b>			<b>1.41</b>				<b>1.13</b>		
Karnatak	Boys	1347	67.83	18.17	558	73.96	16.6	6.13	1905	69.63	17.94	7.13**
	Girls	1202	68.72	19.32	596	73.52	16.39	4.8	1798	70.31	18.53	5.5**
	Diff.		-0.89			0.44				-0.68		
	<b>Total</b>	<b>2549</b>	<b>68.25</b>	<b>18.72</b>	<b>1154</b>	<b>73.73</b>	<b>16.49</b>	<b>5.48</b>	<b>3703</b>	<b>69.96</b>	<b>18.23</b>	<b>8.97**</b>
	<b>CR Value</b>		<b>1.19</b>			<b>.45</b>				<b>1.13</b>		
Kerala	Boys	2382	62.79	21.53	407	57.04	24.05	-5.75	2789	61.95	22.01	4.52**
	Girls	2202	66.01	21.28	336	56.96	23.35	-9.05	2538	64.81	21.77	6.69**
	Diff.		-3.22			0.08				-2.86		
	<b>Total</b>	<b>4584</b>	<b>64.34</b>	<b>21.47</b>	<b>743</b>	<b>57</b>	<b>23.72</b>	<b>-7.34</b>	<b>5327</b>	<b>63.31</b>	<b>21.94</b>	<b>7.93**</b>
	<b>CR Value</b>		<b>5.09**</b>			<b>.05</b>				<b>4.76**</b>		
Madhy Pradesh	Boys	1348	47.3	29.89	579	40.76	26.21	-6.54	1927	45.34	28.98	4.81**
	Girls	1248	47.33	29.13	563	40.07	26.52	-7.26	1811	45.07	28.54	5.23**
	Diff.		-0.03			0.69				0.27		
	<b>Total</b>	<b>2596</b>	<b>47.32</b>	<b>29.53</b>	<b>1142</b>	<b>40.42</b>	<b>26.35</b>	<b>-6.9</b>	<b>3738</b>	<b>45.21</b>	<b>28.77</b>	<b>7.1**</b>
	<b>CR Value</b>		<b>.03</b>			<b>.44</b>				<b>.29</b>		
Mahara-shtra	Boys	1596	64.6	22.79	772	63.95*	21.56	-0.65	2368	64.39	22.4	.67
	Girls	1424	62.48	23.1	786	67.47*	21.1	4.99	2210	64.26	22.53	5.14**
	Diff.		2.12			-3.52				0.13		
	<b>Total</b>	<b>3020</b>	<b>63.6</b>	<b>22.96</b>	<b>1558</b>	<b>65.73</b>	<b>21.39</b>	<b>2.13</b>	<b>4578</b>	<b>64.33</b>	<b>22.46</b>	<b>3.11**</b>
	<b>CR Value</b>		<b>2.53*</b>			<b>3.26**</b>				<b>.2</b>		
Manipur	Boys	952	73.65	19.22	321	70.82	18.65	-2.83	1273	72.94	19.11	2.33*
	Girls	981	73.85	19.3	323	72.34	19.28	-1.51	1304	73.48	19.3	1.22
	Diff.		-0.2			-1.52				-0.54		
	<b>Total</b>	<b>1933</b>	<b>73.75</b>	<b>19.26</b>	<b>644</b>	<b>71.58</b>	<b>18.97</b>	<b>-2.17</b>	<b>2577</b>	<b>73.21</b>	<b>19.2</b>	<b>2.5*</b>
	<b>CR Value</b>		<b>.23</b>			<b>1.02</b>				<b>.71</b>		
Meghalaya	Boys	638	70.69	15.31	321	66.47	17.14	-4.22	959	69.28	16.06	3.73**
	Girls	682	67.77	16.03	338	66.43	16.92	-1.34	1020	67.32	16.33	1.21
	Diff.		2.92			0.04				1.96		
	<b>Total</b>	<b>1320</b>	<b>69.18</b>	<b>15.75</b>	<b>659</b>	<b>66.45</b>	<b>17.02</b>	<b>-2.73</b>	<b>1979</b>	<b>68.27</b>	<b>16.23</b>	<b>3.45**</b>
	<b>CR Value</b>		<b>3.38**</b>			<b>.03</b>				<b>2.69**</b>		
Mizoram	Boys	770	80.42*	14.01	470	81.94	11.56	1.52	1240	81	13.15	2.07*
	Girls	538	82.37*	12.4	392	83.44	12.01	1.07	930	82.82	12.24	1.32
	Diff.		-1.95			-1.5				-1.82		
	<b>Total</b>	<b>1308</b>	<b>81.22</b>	<b>13.4</b>	<b>862</b>	<b>82.62</b>	<b>11.78</b>	<b>1.4</b>	<b>2170</b>	<b>81.78</b>	<b>12.8</b>	<b>2.56*</b>
	<b>CR Value</b>		<b>2.65**</b>			<b>1.86</b>				<b>3.32**</b>		

States	Gender	Rural			Urban			Mean Diff (2-1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Nagaland	Boys	668	75.42	18.99	217	75.01*	16.3	-0.41	885	75.32	18.36	.31
	Girls	516	76.57	18.23	187	78.3*	13.89	1.73	703	77.03	17.19	1.34
	Diff.		-1.15			-3.29				-1.71		
	Total	1184	75.92	18.67	404	76.53	15.31	0.61	1588	76.08	17.87	.65
	CR Value		1.06			2.19*				1.91		
Orissa	Boys	1444	64.73	21.29	316	64.25	18.61	-0.48	1760	64.65	20.83	.4
	Girls	1179	64.56	21.54	313	66.41	17.84	1.85	1492	64.95	20.83	1.56
	Diff.		0.17			-2.16				-0.3		
	Total	2623	64.65	21.4	629	65.32	18.25	0.67	3252	64.78	20.82	.8
	CR Value		.2			1.49				.41		
Pondicherry	Boys	429	70.43	18.91	189	70.31	23.32	-0.12	618	70.39	20.34	.06
	Girls	402	70.64	17.55	274	67.71	23.92	-2.93	676	69.45	20.41	1.73
	Diff.		-0.21			2.6				0.94		
	Total	831	70.53	18.25	463	68.77	23.69	-1.76	1294	69.9	20.37	1.39
	CR Value		.17			1.17				.83		
Punjab	Boys	880	53.69	20.72	188	61.11	18.89	7.42	1068	55	20.6	4.8**
	Girls	868	52.9	22.27	236	56.19	21.77	3.29	1104	53.61	22.19	2.05*
	Diff.		0.79			4.92				1.39		
	Total	1748	53.3	21.5	424	58.37	20.67	5.07	2172	54.29	21.43	4.5**
	CR Value		.77			2.49*				1.51		
Rajasthan	Boys	1226	61.89	22.6	282	61.17	19.54	-0.72	1508	61.75	22.06	.54
	Girls	1018	61.15	22.96	348	61.22	18.48	0.07	1366	61.17	21.9	.06
	Diff.		0.74			-0.05				0.58		
	Total	2244	61.56	22.76	630	61.19	18.95	-0.37	2874	61.48	21.98	.41
	CR Value		.77			.03				.71		
Sikkim	Boys	1305	59.47	16.87	199	55.2	16.31	-4.27	1504	58.91	16.85	3.42**
	Girls	1211	57.97	18.32	206	53.01	14.23	-4.96	1417	57.25	17.86	4.42**
	Diff.		1.5			2.19				1.66		
	Total	2516	58.75	17.59	405	54.09	15.31	-4.66	2921	58.1	17.37	5.56**
	CR Value		2.13*			1.44				2.58*		
Tamil Nadu	Boys	1526	66.19*	25.08	1196	65.75	24.07	-0.44	2722	66	24.64	.46
	Girls	1477	67.42*	25.18	1183	66.54	24.32	-0.88	2660	67.03	24.8	.91
	Diff.		-1.23			-0.79				-1.03		
	Total	3003	66.79	25.13	2379	66.15	24.2	-0.64	5382	66.51	24.72	.95
	CR Value		1.34			.8				1.53		
Tripura	Boys	1727	65.67	17.74	489	68.96	18.88	3.29	2216	66.39	18.04	3.45**
	Girls	1770	66.55	18.71	471	70.07	18.08	3.52	2241	67.29	18.63	3.73**
	Diff.		-0.88			-1.11				-0.9		
	Total	3497	66.12	18.24	960	69.51	18.49	3.39	4457	66.85	18.34	5.05**
	CR Value		1.43			.93				1.64		
UP	Boys	2447	65.42	21.88	613	65.68	20.56	0.26	3060	65.47	21.62	.28
	Girls	2382	62.05	22.8	672	66.57	21.29	4.52	3054	63.04	22.55	4.78**
	Diff.		3.37			-0.89				2.43		
	Total	4829	63.76	22.4	1285	66.15	20.94	2.39	6114	64.26	22.12	3.58**
	CR Value		5.24**			.76				4.3**		
Uttaranchal	Boys	768	52.89	20.51	236	55.38	22.85	2.49	1004	53.47	21.1	1.5
	Girls	914	53.15	21.26	256	58.67	21.73	5.52	1170	54.36	21.48	3.61**
	Diff.		-0.26			-3.29				-0.89		
	Total	1682	53.03	20.92	492	57.09	22.31	4.06	2174	53.95	21.3	3.6**
	CR Value		.25			1.63				.97		
West Bengal	Boys	1262	66.54	20.42	403	73.65	19.59	7.11	1665	68.26	20.44	6.28**
	Girls	1244	66.34	21.48	373	75.56	22.31	9.22	1617	68.47	22.01	7.06**
	Diff.		0.2			-1.91				-0.21		
	Total	2506	66.44	20.95	776	74.57	20.95	8.13	3282	68.36	21.23	9.45**
	CR Value		.24			1.26				.28		

\* 0.05 Level of Significance \*\* 0.01 Level of Significance

## Annexure -IV

**Gender-wise and Category-wise Achievement of Class III Students -  
Language**

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Ar.Pradesh	Boys	21	59.59	14.94	1053	60.01	20.04	208	60.03	19.86
	Girls	6	63.33	23.31	1035	60.52	20.06	183	61.64	19.6
	Diff.		-3.74			-0.51			-1.61	
	<b>Total</b>	<b>27</b>	<b>60.42</b>	<b>16.69</b>	<b>2088</b>	<b>60.26</b>	<b>20.05</b>	<b>391</b>	<b>60.78</b>	<b>19.73</b>
Assam	Boys	136	64.12	17.76	93	64.82	17.95	1057	66.56	16.38
	Girls	121	64.89	19.92	94	62.37	16.85	1054	66.01	16.95
	Diff.		-0.77			2.45			0.55	
	<b>Total</b>	<b>257</b>	<b>64.48</b>	<b>18.78</b>	<b>187</b>	<b>63.59</b>	<b>17.4</b>	<b>2111</b>	<b>66.28</b>	<b>16.66</b>
Chandi- garh	Boys	156	52.78	19.3	0	0	0	593	52.33	17.85
	Girls	143	52.49	22.08	0	0	0	518	54.35	17.67
	Diff.		0.29						-2.02	
	<b>Total</b>	<b>299</b>	<b>52.64</b>	<b>20.64</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1111</b>	<b>53.27</b>	<b>17.79</b>
Chhattis- garh	Boys	218	49.42	20.64	372	52.45	23.83	778	50.18	22.96
	Girls	171	51.76	23.47	320	49.3	25.54	626	51.14	23.92
	Diff.		-2.34			3.15			-0.96	
	<b>Total</b>	<b>389</b>	<b>50.45</b>	<b>21.83</b>	<b>692</b>	<b>51</b>	<b>24.67</b>	<b>1404</b>	<b>50.61</b>	<b>23.39</b>
Delhi	Boys	291	69.05	19.94	72	68.25	22.33	1947	66.95	20.04
	Girls	349	68.5	19.96	58	68.42	18.78	1935	69.24	19.64
	Diff.		0.55			-0.17			-2.29	
	<b>Total</b>	<b>640</b>	<b>68.75</b>	<b>19.94</b>	<b>130</b>	<b>68.33</b>	<b>20.74</b>	<b>3882</b>	<b>68.09</b>	<b>19.87</b>
Goa	Boys	17	52.27	24.01	35	60.33	17.1	794	61.25	19.27
	Girls	22	54.03	22.62	51	59.55	16.99	753	66.13	19.15
	Diff.		-1.76			0.78			-4.88	
	<b>Total</b>	<b>39</b>	<b>53.26</b>	<b>22.94</b>	<b>86</b>	<b>59.87</b>	<b>16.94</b>	<b>1547</b>	<b>63.63</b>	<b>19.36</b>
Gujarat	Boys	202	61.98	17.87	356	55.29	16.78	1828	59.14	18.47
	Girls	158	59.17	18.13	357	58.16	15.77	1738	58.21	19.13
	Diff.		2.81			-2.87			0.93	
	<b>Total</b>	<b>360</b>	<b>60.75</b>	<b>18.01</b>	<b>713</b>	<b>56.73</b>	<b>16.33</b>	<b>3566</b>	<b>58.69</b>	<b>18.8</b>
Haryana	Boys	571	56.89	20.53	24	53.81	23.72	1036	58.01	22.25
	Girls	525	58.79	23.18	14	55.71	20.53	1062	62.37	21.66
	Diff.		-1.9			-1.9			-4.36	
	<b>Total</b>	<b>1096</b>	<b>57.8</b>	<b>21.85</b>	<b>38</b>	<b>54.51</b>	<b>22.33</b>	<b>2098</b>	<b>60.22</b>	<b>22.05</b>
H.P	Boys	559	58.62	20.17	136	63.47	19.73	994	62.26	19.88
	Girls	566	58.64	19	146	66.18	20.79	923	63.54	19.78
	Diff.		-0.02			-2.71			-1.28	
	<b>Total</b>	<b>1125</b>	<b>58.63</b>	<b>19.58</b>	<b>282</b>	<b>64.87</b>	<b>20.29</b>	<b>1917</b>	<b>62.88</b>	<b>19.84</b>
J&K	Boys	200	53.03	22.5	100	65.97	20.09	846	61.68	21.3
	Girls	235	57.31	22.64	79	78.48	17.46	977	61.25	21.67
	Diff.		-4.28			-12.51			0.43	
	<b>Total</b>	<b>435</b>	<b>55.34</b>	<b>22.65</b>	<b>179</b>	<b>71.49</b>	<b>19.92</b>	<b>1823</b>	<b>61.45</b>	<b>21.49</b>
Jharkhand	Boys	352	58.38	24.35	588	60.21	18.85	1166	61.01	22.28
	Girls	269	55.78	26.32	457	58.64	20.39	1073	60.87	22.76
	Diff.		2.6			1.57			0.14	
	<b>Total</b>	<b>621</b>	<b>57.26</b>	<b>25.23</b>	<b>1045</b>	<b>59.52</b>	<b>19.54</b>	<b>2239</b>	<b>60.94</b>	<b>22.51</b>
Karnataka	Boys	484	70.26	18.76	139	65.88	18.54	1282	69.8	17.52
	Girls	389	70.12	20.28	122	66.93	16.45	1287	70.69	18.15
	Diff.		0.14			-1.05			-0.89	
	<b>Total</b>	<b>873</b>	<b>70.2</b>	<b>19.44</b>	<b>261</b>	<b>66.37</b>	<b>17.57</b>	<b>2569</b>	<b>70.24</b>	<b>17.84</b>

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Kerala	Boys	336	60.09	22.43	162	51.9	19.75	2291	62.93	21.91
	Girls	297	62.45	22.09	172	52.39	19.87	2069	66.18	21.53
	Diff.		-2.36			-0.49			-3.25	
	<b>Total</b>	<b>633</b>	<b>61.2</b>	<b>22.28</b>	<b>334</b>	<b>52.16</b>	<b>19.79</b>	<b>4360</b>	<b>64.48</b>	<b>21.79</b>
M.P	Boys	401	45.75	29.31	346	38.31	25.31	1180	47.26	29.58
	Girls	358	47.18	28.2	269	37.63	24.83	1184	46.12	29.18
	Diff.		-1.43			0.68			1.14	
	<b>Total</b>	<b>759</b>	<b>46.43</b>	<b>28.78</b>	<b>615</b>	<b>38.01</b>	<b>25.09</b>	<b>2364</b>	<b>46.69</b>	<b>29.38</b>
Maharashtra	Boys	406	61.44	22.59	307	58.22	24.64	1655	66.26	21.63
	Girls	390	65.7	21.27	291	55.92	23.64	1529	65.48	22.3
	Diff.		-4.26			2.3			0.78	
	<b>Total</b>	<b>796</b>	<b>63.53</b>	<b>22.04</b>	<b>598</b>	<b>57.1</b>	<b>24.16</b>	<b>3184</b>	<b>65.88</b>	<b>21.95</b>
Manipur	Boys	51	68.96	21.63	509	77.7	16.67	713	69.82	19.85
	Girls	48	64.11	25.27	528	79.38	16.9	728	69.82	19.36
	Diff.		4.85			-1.68			0	
	<b>Total</b>	<b>99</b>	<b>66.61</b>	<b>23.47</b>	<b>1037</b>	<b>78.56</b>	<b>16.8</b>	<b>1441</b>	<b>69.82</b>	<b>19.6</b>
Meghalaya	Boys	21	72.93	11.34	933	69.26	16.05	5	57.14	29.62
	Girls	11	73.25	13.17	1006	67.28	16.36	3	60.95	16.74
	Diff.		-0.32			1.98			-3.81	
	<b>Total</b>	<b>32</b>	<b>73.04</b>	<b>11.79</b>	<b>1939</b>	<b>68.23</b>	<b>16.24</b>	<b>8</b>	<b>58.57</b>	<b>24.2</b>
Mizoram	Boys	6	88.57	3.61	1211	80.87	13.23	23	85.84	7.92
	Girls	5	91.43	4.52	916	82.72	12.29	9	88.25	7.21
	Diff.		-2.86			-1.85			-2.41	
	<b>Total</b>	<b>11</b>	<b>89.87</b>	<b>4.11</b>	<b>2127</b>	<b>81.67</b>	<b>12.86</b>	<b>32</b>	<b>86.52</b>	<b>7.69</b>
Nagaland	Boys	23	86.09	13.71	792	74.7	18.51	70	78.78	16.59
	Girls	24	84.17	11.73	627	76.51	17.58	52	80	13.34
	Diff.		1.92			-1.81			-1.22	
	<b>Total</b>	<b>47</b>	<b>85.11</b>	<b>12.64</b>	<b>1419</b>	<b>75.5</b>	<b>18.12</b>	<b>122</b>	<b>79.3</b>	<b>15.24</b>
Orissa	Boys	335	61.5	21.61	426	62.61	20.79	999	66.57	20.38
	Girls	257	61.21	22.08	254	62.46	21.41	981	66.57	20.16
	Diff.		0.29			0.15			0	
	<b>Total</b>	<b>592</b>	<b>61.38</b>	<b>21.8</b>	<b>680</b>	<b>62.55</b>	<b>21.01</b>	<b>1980</b>	<b>66.57</b>	<b>20.27</b>
Pondicherry	Boys	144	69.07	20.51	1	77.14	0	473	70.78	20.32
	Girls	170	66.99	20.03	0	0	0	506	70.28	20.49
	Diff.		2.08						0.5	
	<b>Total</b>	<b>314</b>	<b>67.94</b>	<b>20.24</b>	<b>1</b>	<b>77.14*</b>	<b>0</b>	<b>979</b>	<b>70.52*</b>	<b>20.4</b>
Punjab	Boys	636	56.24	20.38	50	46.8	19.8	382	54.02	20.81
	Girls	658	55.67	21.92	63	46.44	19.76	383	51.23	22.6
	Diff.		0.57			0.36			2.79	
	<b>Total</b>	<b>1294</b>	<b>55.95</b>	<b>21.17</b>	<b>113</b>	<b>46.6</b>	<b>19.69</b>	<b>765</b>	<b>52.62</b>	<b>21.76</b>
Rajasthan	Boys	298	55.23	23.17	248	60.26	19.97	962	64.16	21.8
	Girls	246	56.17	23.19	160	55.32	25.44	960	63.34	20.54
	Diff.		-0.94			4.44			0.82	
	<b>Total</b>	<b>544</b>	<b>55.66</b>	<b>23.16</b>	<b>408</b>	<b>58.52</b>	<b>22.35</b>	<b>1922</b>	<b>63.75</b>	<b>21.18</b>
Sikkim	Boys	99	59.83	16.45	585	57.95	17.4	820	59.48	16.49
	Girls	95	59.58	15.99	537	57.62	18.2	785	56.71	17.84
	Diff.		0.25			0.33			2.77	
	<b>Total</b>	<b>194</b>	<b>59.71</b>	<b>16.19</b>	<b>1122</b>	<b>57.79</b>	<b>17.78</b>	<b>1605</b>	<b>58.12</b>	<b>17.21</b>
T.N	Boys	769	59.07	24.34	70	45.8	21.87	1883	69.57	23.89
	Girls	750	58.72	24.85	48	48.93	26.12	1862	70.84	23.71
	Diff.		0.35			-3.13			-1.27	
	<b>Total</b>	<b>1519</b>	<b>58.9</b>	<b>24.59</b>	<b>118</b>	<b>47.07</b>	<b>23.63</b>	<b>3745</b>	<b>70.2</b>	<b>23.81</b>
Tripura	Boys	573	65.22	18.09	396	62.95	18.49	1247	68.03	17.69
	Girls	638	64.97	19.11	319	62.53	18.48	1284	69.63	18.06
	Diff.		0.25			0.42			-1.6	
	<b>Total</b>	<b>1211</b>	<b>65.09</b>	<b>18.63</b>	<b>715</b>	<b>62.77</b>	<b>18.48</b>	<b>2531</b>	<b>68.84</b>	<b>17.89</b>

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
U.P	Boys	1112	64.64	22.01	89	57.01	23.77	1859	66.38	21.17
	Girls	962	62.54	22.09	76	57.74	22.02	2016	63.48	22.77
	Diff.		2.1			-0.73			2.9	
	<b>Total</b>	<b>2074</b>	<b>63.66</b>	<b>22.07</b>	<b>165</b>	<b>57.35</b>	<b>22.92</b>	<b>3875</b>	<b>64.87</b>	<b>22.06</b>
Uttranchal	Boys	318	54.21	20.86	51	58.99	18.73	635	52.66	21.34
	Girls	321	51.87	23.2	82	53.94	19.37	767	55.45	20.87
	Diff.		2.34			5.05			-2.79	
	<b>Total</b>	<b>639</b>	<b>53.04</b>	<b>22.08</b>	<b>133</b>	<b>55.88</b>	<b>19.22</b>	<b>1402</b>	<b>54.18</b>	<b>21.12</b>
W.B	Boys	367	67.78	20.69	79	68.25	18.95	1219	68.41	20.48
	Girls	314	70.53	19.43	63	60.5	22.35	1240	68.35	22.52
	Diff.		-2.75			7.75			0.06	
	<b>Total</b>	<b>681</b>	<b>69.05</b>	<b>20.15</b>	<b>142</b>	<b>64.81</b>	<b>20.81</b>	<b>2459</b>	<b>68.38</b>	<b>21.53</b>

Annexure -V

## Areawise and Categorywise Achievement of Class III Students - Language

	Area	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Ar. Pradesh	Rural	23	56.51	16.39	1692	61.93	19.9	209	64.86	20.49
	Urban	4	71.43	15.99	396	53.15	19.11	182	56.08	17.74
	Diff.		-12.92			8.78			8.8	
Assam	Total	27	60.42	16.69	2088	60.26	20.06	391	60.76	19.73
	Rural	172	60.78	19.64	156	63.26	17.35	1658	66.03	17.17
	Urban	85	71.97	14.3	31	65.25	17.83	453	67.2	14.63
Chandigarh	Diff.		-11.19			-1.09			-1.17	
	Total	257	64.48	18.78	187	63.59	17.4	2111	66.28	16.66
	Rural	87	49.6	23.94	0	0	0	266	56.86	21.03
Chhattisgarh	Urban	202	54.1	18.74	0	0	0	845	52.14	16.49
	Diff.		-4.5			0			4.72	
	Total	299	52.64	20.64	0	0	0	1111	53.27	17.79
Delhi	Rural	234	49.63	20.66	562	49.22	24.61	936	47.09	23.36
	Urban	155	51.39	23.75	110	60.39	21.7	466	57.7	21.81
	Diff.		-1.56			-11.17			-10.61	
Goa	Total	389	60.45	21.03	692	61	24.67	1404	60.61	23.39
	Rural	255	75.37	17.16	35	71.18	21.2	1150	71.91	18.7
	Urban	385	64.36	20.44	85	67.28	20.56	2732	66.49	20.13
Gujrat	Diff.		11.01			3.9			5.42	
	Total	640	68.75	19.94	130	66.39	20.74	3882	66.09	19.87
	Rural	34	56.64	22.47	86	59.87	16.94	1100	62.32	18.44
Haryana	Urban	5	30.29	8.71	0	0	0	447	66.85	21.14
	Diff.		26.35			0			-4.53	
	Total	39	53.26	22.04	86	59.87	18.94	1547	63.63	19.36
H.P.	Rural	224	61.01	17.87	594	56.12	15.92	2698	59.39	18.97
	Urban	136	60.32	18.31	119	49.77	16.66	668	56.48	18.08
	Diff.		0.69			8.35			2.91	
J & K	Total	360	60.75	18.01	713	66.73	16.33	3568	66.69	16.8
	Rural	786	57.81	22.14	35	54.37	22.08	1655	59.96	22.43
	Urban	316	57.78	21.15	3	56.19	30.55	443	61.18	20.59
Karnataka	Diff.		0.03			-1.82			-1.22	
	Total	1096	67.8	21.85	38	64.61	22.33	2098	60.22	22.05
	Rural	872	58.57	19.87	252	65.03	20.45	1287	63.26	19.76
Kerala	Urban	253	58.81	18.62	30	63.52	19.2	630	62.1	19.98
	Diff.		-9.24			-1.51			-1.16	
	Total	1126	58.63	19.68	282	64.87	20.39	1917	62.88	19.84
Jharkhand	Rural	359	53.66	22.88	159	73.55	19.02	1464	61	21.05
	Urban	76	63.27	19.31	20	55.14	19.8	359	63.29	23.15
	Diff.		-9.61			18.41			-2.29	
Madhya Pradesh	Total	435	55.34	22.68	179	71.49	19.92	1823	61.48	21.49
	Rural	470	54.97	25.17	823	58.29	18.48	1721	59	22.36
	Urban	151	64.39	24.14	222	64.09	22.51	518	67.39	21.8
Maharashtra	Diff.		-9.42			-5.8			-8.39	
	Total	621	67.26	25.23	1046	69.52	19.84	2230	60.94	22.81
	Rural	520	66.21	21.15	205	65.97	17.56	1824	69.09	18.05
Madhya Pradesh	Urban	353	76.07	14.78	56	67.86	17.69	745	73.07	17
	Diff.		-9.86			-1.89			-3.98	
	Total	875	70.2	19.44	261	66.37	17.87	2569	70.24	17.84
Madhya Pradesh	Rural	536	63.01	21.82	322	51.79	19.42	3726	65.61	21.22
	Urban	97	51.16	21.72	12	61.9	27.22	634	57.8	23.65
	Diff.		11.85			-10.11			7.81	
Madhya Pradesh	Total	633	61.2	22.28	334	62.16	19.79	4360	64.48	21.79
	Rural	515	48.93	30.06	514	39.26	25.26	1567	49.43	30.2
	Urban	244	41.15	25.07	101	31.65	23.27	797	41.3	26.92
Madhya Pradesh	Diff.		7.78			7.61			6.13	
	Total	759	46.43	28.78	618	38.01	25.09	2364	48.89	29.38
	Rural	358	62.88	21.75	485	57.21	24.2	2177	65.15	22.62
Madhya Pradesh	Urban	438	64.06	22.29	113	56.64	24.12	1007	67.46	20.35
	Diff.		-1.18			0.57			-2.33	
	Total	796	63.53	22.04	598	67.1	24.18	3184	66.68	21.95
Madhya Pradesh	Rural	70	69.98	24.89	905	79.09	16.89	958	69.64	19.45
	Urban	29	80.3	11.45	132	74.87	15.74	483	70.17	19.89
	Diff.		-19.22			4.22			-0.53	
Madhya Pradesh	Total	99	66.61	23.47	1037	76.58	16.8	1441	69.82	19.8
	Rural	14	74.29	11.61	1301	69.2	15.7	5	49.71	24.96
	Urban	16	72.06	12.02	638	66.26	17.12	3	73.33	16.74
Madhya Pradesh	Diff.		2.23			2.94			-23.62	
	Total	32	73.04	11.79	1939	68.23	16.24	8	66.67	24.2
	Rural	11	89.87	4.11	1273	61.06	13.49	24	86.07	6.18
Madhya Pradesh	Urban	0	0	0	654	62.57	11.81	8	87.86	6.25
	Diff.					-1.51			-1.79	
	Total	11	89.87	4.11	2127	61.67	12.66	32	66.62	7.69
Madhya Pradesh	Rural	35	84.08	13.28	1058	75.32	18.99	91	79.72	15.3
	Urban	12	86.1	10.47	361	76.02	15.32	31	78.06	15.27
	Diff.		-4.02			0.7			1.66	
Madhya Pradesh	Total	47	85.11	12.84	1419	75.5	18.12	122	79.3	15.24
	Rural	439	61.45	22.71	615	62.16	21.48	1569	66.53	20.79
	Urban	153	61.16	19.01	65	66.33	15.46	411	66.72	18.17
Madhya Pradesh	Diff.		0.29			-4.17			-0.19	
	Total	592	61.38	21.8	680	62.55	21.01	1980	68.57	20.27

	Area	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Punjab	Rural	999	53.82	21.28	75	52.04	17.88	674	52.68	22.19
	Urban	295	63.17	19.13	38	35.86	18.88	91	52.21	18.36
	Diff.		-9.35			16.18			0.47	
	<b>Total</b>	<b>1294</b>	<b>55.95</b>	<b>21.17</b>	<b>113</b>	<b>46.6</b>	<b>19.69</b>	<b>765</b>	<b>52.62</b>	<b>21.76</b>
Rajasthan	Rural	423	55.76	24.39	334	58.7	22.78	1487	63.85	21.91
	Urban	121	55.3	18.32	74	57.72	20.43	435	63.42	18.46
	Diff.		0.46			0.98			0.43	
	<b>Total</b>	<b>544</b>	<b>55.66</b>	<b>23.16</b>	<b>408</b>	<b>58.52</b>	<b>22.35</b>	<b>1922</b>	<b>63.75</b>	<b>21.18</b>
Sikkim	Rural	153	61.05	16.66	1047	58.11	17.7	1316	58.99	17.6
	Urban	41	54.7	13.32	75	53.41	18.36	289	54.18	14.74
	Diff.		6.35			4.7			4.81	
	<b>Total</b>	<b>194</b>	<b>59.71</b>	<b>16.19</b>	<b>1122</b>	<b>57.79</b>	<b>17.78</b>	<b>1605</b>	<b>58.12</b>	<b>17.21</b>
T N	Rural	787	59.85	24.72	103	44.6	22.61	2113	70.46	24.3
	Urban	732	57.87	24.42	15	64	24.33	1632	69.88	23.16
	Diff.		1.98			-19.4			0.58	
	<b>Total</b>	<b>1519</b>	<b>58.9</b>	<b>24.59</b>	<b>118</b>	<b>47.07</b>	<b>23.63</b>	<b>3745</b>	<b>70.2</b>	<b>23.81</b>
Tripura	Rural	932	64.29	18.21	630	62.55	18.43	1935	68.16	17.92
	Urban	279	67.77	19.74	85	64.37	18.84	596	71.05	17.64
	Diff.		-3.48			-1.82			-2.89	
	<b>Total</b>	<b>1211</b>	<b>65.09</b>	<b>18.63</b>	<b>715</b>	<b>62.77</b>	<b>18.48</b>	<b>2531</b>	<b>68.84</b>	<b>17.89</b>
U P	Rural	1634	63.65	22.28	144	56.98	22.21	3051	64.13	22.43
	Urban	440	63.71	21.3	21	59.86	27.77	824	67.61	20.43
	Diff.		-0.06			-2.88			-3.48	
	<b>Total</b>	<b>2074</b>	<b>63.66</b>	<b>22.07</b>	<b>165</b>	<b>57.35</b>	<b>22.92</b>	<b>3875</b>	<b>64.87</b>	<b>22.06</b>
Uttranchal	Rural	488	52	21.95	127	55.97	19.17	1067	53.16	20.61
	Urban	151	56.4	22.22	6	53.81	22.09	335	57.46	22.41
	Diff.		-4.4			2.16			-4.3	
	<b>Total</b>	<b>639</b>	<b>53.04</b>	<b>22.08</b>	<b>133</b>	<b>55.88</b>	<b>19.22</b>	<b>1402</b>	<b>54.18</b>	<b>21.12</b>
West Bengal	Rural	530	69	20.17	140	64.55	20.75	1836	65.85	21.14
	Urban	151	69.2	20.18	2	82.86	24.24	623	75.84	20.95
	Diff.		-0.2			-18.31			-9.99	
	<b>Total</b>	<b>681</b>	<b>69.05</b>	<b>20.15</b>	<b>142</b>	<b>64.81</b>	<b>20.81</b>	<b>2459</b>	<b>68.38</b>	<b>21.53</b>



**Areawise and Categorywise Achievement of Class III Students excluding North-East states - Language**

States	Area	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Chandigarh	Rural	97	49.6	23.94	0	0	0	266	56.86	21.03
	Urban	202	54.1	18.74	0	0	0	845	52.14	16.49
	Diff.		-4.5						4.72	
	Total	299	52.64	20.64	0	0	0	1111	53.27	17.79
Chhattisgarh	Rural	234	49.83	20.66	582	49.22	24.81	938	47.09	23.36
	Urban	155	51.39	23.75	110	60.39	21.7	466	57.7	21.81
	Diff.		-1.56			-11.17			-10.61	
	Total	389	50.45	21.83	692	51	24.67	1404	50.61	23.39
Delhi	Rural	255	75.37	17.19	35	71.18	21.2	1150	71.91	18.7
	Urban	385	64.36	20.44	95	67.28	20.58	2732	66.49	20.13
	Diff.		11.01			3.9			5.42	
	Total	640	68.75	19.94	130	68.83	20.74	3882	68.09	19.87
Goa	Rural	34	56.64	22.47	86	59.87	16.94	1100	62.32	18.44
	Urban	5	30.29	8.71	0	0	0	447	66.85	21.14
	Diff.		26.35			59.87			-4.53	
	Total	39	53.26	22.94	86	59.87	16.94	1847	63.83	19.36
Gujrat	Rural	224	61.01	17.87	594	58.12	15.92	2698	59.39	18.97
	Urban	136	60.32	18.31	119	49.77	16.66	868	56.46	18.08
	Diff.		0.69			8.35			2.91	
	Total	360	60.75	18.01	713	56.73	16.33	3566	58.69	18.8
Haryana	Rural	780	57.81	22.14	35	54.37	22.06	1655	59.96	22.43
	Urban	316	57.78	21.15	3	56.19	30.55	443	61.18	20.59
	Diff.		0.03			-1.82			-1.22	
	Total	1096	57.8	21.65	38	54.51	22.33	2098	60.22	22.05
H P	Rural	872	58.57	19.87	252	65.03	20.45	1287	63.26	19.76
	Urban	253	58.81	18.62	30	63.52	19.2	630	62.1	19.98
	Diff.		-0.24			1.51			1.16	
	Total	1125	58.63	19.58	282	64.87	20.29	1917	62.86	19.84
J & K	Rural	359	53.66	22.98	159	73.55	19.02	1464	61	21.05
	Urban	76	63.27	19.31	20	55.14	19.8	359	63.29	23.15
	Diff.		-9.61			18.41			-2.29	
	Total	435	55.34	23.65	179	71.49	19.92	1823	61.48	21.49
Jharkhand	Rural	470	54.97	25.17	823	58.29	18.48	1721	59	22.36
	Urban	151	64.39	24.14	222	64.09	22.51	518	67.39	21.8
	Diff.		-9.42			-5.8			-8.39	
	Total	621	57.26	25.23	1045	59.52	19.54	2239	60.94	22.51
Karnataka	Rural	520	66.21	21.15	205	65.97	17.56	1824	69.09	18.05
	Urban	353	76.07	14.78	56	67.86	17.69	745	73.07	17
	Diff.		-9.86			-1.89			-3.98	
	Total	873	70.2	19.44	261	68.37	17.87	2569	70.24	17.84
Kerala	Rural	536	63.01	21.92	322	51.79	19.42	3726	65.61	21.22
	Urban	97	51.16	21.72	12	61.9	27.22	634	57.8	23.85
	Diff.		11.85			-10.11			7.81	
	Total	633	61.3	22.38	334	52.16	19.79	4360	64.48	21.79
M P	Rural	515	48.93	30.08	514	39.26	25.26	1567	49.43	30.2
	Urban	244	41.15	25.07	101	31.65	23.27	797	41.3	26.92
	Diff.		7.78			7.61			8.13	
	Total	759	46.43	28.78	615	38.01	25.09	2364	46.69	29.38
Maharashtra	Rural	358	62.88	21.75	485	57.21	24.2	2177	65.15	22.62
	Urban	438	64.06	22.29	113	56.64	24.12	1007	67.48	20.35
	Diff.		-1.18			0.57			-2.33	
	Total	796	63.53	22.04	598	57.1	24.18	3184	65.88	21.95
Orissa	Rural	439	61.45	22.71	615	62.16	21.48	1569	66.53	20.79
	Urban	153	61.16	19.01	65	66.33	15.46	411	66.72	18.17
	Diff.		0.29			-4.17			-0.19	
	Total	592	61.38	21.8	680	62.55	21.01	1980	66.57	20.27
Pondicherry	Rural	258	68.38	17.95	1	77.14	0	572	71.49	18.34
	Urban	56	65.92	28.66	0	0	0	407	69.16	22.94
	Diff.		2.46						2.33	
	Total	314	67.94	20.24	1	77.14	0	979	70.52	20.4
Punjab	Rural	999	53.82	21.28	75	52.04	17.88	674	52.68	22.19
	Urban	295	63.17	19.13	38	35.86	18.88	91	52.21	18.36
	Diff.		-9.35			16.18			0.47	
	Total	1294	55.95	21.17	113	46.8	19.69	765	52.62	21.76
Rajasthan	Rural	423	55.76	24.39	334	58.7	22.78	1487	63.85	21.91
	Urban	121	55.3	18.32	74	57.72	20.43	435	63.42	18.46
	Diff.		0.46			0.98			0.43	
	Total	544	55.66	23.16	408	58.52	22.35	1922	63.75	21.18
T N	Rural	787	59.85	24.72	103	44.6	22.61	2113	70.46	24.3
	Urban	732	57.87	24.42	15	64	24.33	1632	69.88	23.16
	Diff.		1.98			-19.4			0.58	
	Total	1519	58.9	24.59	118	47.07	23.83	3745	70.2	23.81
U P	Rural	1634	63.65	22.28	144	56.98	22.21	3051	64.13	22.43
	Urban	440	63.71	21.3	21	59.86	27.77	824	67.61	20.43
	Diff.		-0.06			-2.88			-3.48	
	Total	2074	63.66	22.07	165	57.35	22.92	3875	64.87	22.06
Uttaranchal	Rural	488	52	21.95	127	55.97	19.17	1067	53.16	20.61
	Urban	151	56.4	22.22	6	53.81	22.09	335	57.46	22.41
	Diff.		-4.4			2.16			-4.3	
	Total	639	53.04	22.08	133	55.88	19.22	1402	54.18	21.12
West Bengal	Rural	530	69	20.17	140	64.55	20.75	1836	65.85	21.14
	Urban	151	69.2	20.18	2	82.86	24.24	623	75.84	20.95
	Diff.		0.2			18.31			-9.99	
	Total	681	69.05	20.15	142	64.81	20.81	2459	68.38	21.53
Average			57.38			56.33			63.04	

## Annexure -VII

## Areawise and Categorywise Achievement of Class III Students of North- East states - Language

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Assam	Boys	136	64.12	17.76	93	64.82	17.95	1057	66.56	16.38
	Girls	121	64.89	19.92	94	62.37	16.85	1054	66.01	16.95
	Diff.		-0.77			2.45			0.55	
	<b>Total</b>	<b>257</b>	<b>64.48</b>	<b>18.78</b>	<b>187</b>	<b>63.59</b>	<b>17.4</b>	<b>2111</b>	<b>66.28</b>	<b>16.66</b>
Manipur	Boys	51	68.96	21.63	509	77.7	16.67	713	69.82	19.85
	Girls	48	64.11	25.27	528	79.38	16.9	728	69.82	19.36
	Diff.		4.85			-1.68			0	
	<b>Total</b>	<b>99</b>	<b>66.61</b>	<b>23.47</b>	<b>1037</b>	<b>78.56</b>	<b>16.8</b>	<b>1441</b>	<b>69.82</b>	<b>19.6</b>
Meghalaya	Boys	21	72.93	11.34	933	69.26	16.05	5	57.14	29.62
	Girls	11	73.25	13.17	1006	67.28	16.36	3	60.95	16.74
	Diff.		-0.32			1.98			-3.81	
	<b>Total</b>	<b>32</b>	<b>73.04</b>	<b>11.79</b>	<b>1939</b>	<b>68.23</b>	<b>16.24</b>	<b>8</b>	<b>58.57</b>	<b>24.2</b>
Mizoram	Boys	6	88.57	3.61	1211	80.87	13.23	23	85.84	7.92
	Girls	5	91.43	4.52	916	82.72	12.29	9	88.25	7.21
	Diff.		-2.86			-1.85			-2.41	
	<b>Total</b>	<b>11</b>	<b>89.87</b>	<b>4.11</b>	<b>2127</b>	<b>81.67</b>	<b>12.86</b>	<b>32</b>	<b>86.52</b>	<b>7.69</b>
Nagaland	Boys	23	86.09	13.71	792	74.7	18.51	70	78.78	16.59
	Girls	24	84.17	11.73	627	76.51	17.58	52	80	13.34
	Diff.		1.92			-1.81			-1.22	
	<b>Total</b>	<b>47</b>	<b>85.11</b>	<b>12.64</b>	<b>1419</b>	<b>75.5</b>	<b>18.12</b>	<b>122</b>	<b>79.3</b>	<b>15.24</b>
Sikkim	Boys	99	59.83	16.45	585	57.95	17.4	820	59.48	16.49
	Girls	95	59.58	15.99	537	57.62	18.2	785	56.71	17.84
	Diff.		0.25			0.33			2.77	
	<b>Total</b>	<b>194</b>	<b>59.71</b>	<b>16.19</b>	<b>1122</b>	<b>57.79</b>	<b>17.78</b>	<b>1605</b>	<b>58.12</b>	<b>17.21</b>
Tripura	Boys	573	65.22	18.09	396	62.95	18.49	1247	68.03	17.69
	Girls	638	64.97	19.11	319	62.53	18.48	1284	69.63	18.06
	Diff.		0.25			0.42			-1.6	
	<b>Total</b>	<b>1211</b>	<b>65.09</b>	<b>18.63</b>	<b>715</b>	<b>62.77</b>	<b>18.48</b>	<b>2531</b>	<b>68.84</b>	<b>17.89</b>
Ar.Pradesh	Boys	21	59.59	14.94	1053	60.01	20.04	208	60.03	19.86
	Girls	6	63.33	23.31	1035	60.52	20.06	183	61.64	19.6
	Diff.		-3.74			-0.51			-1.61	
	<b>Total</b>	<b>27</b>	<b>60.42</b>	<b>16.69</b>	<b>2088</b>	<b>60.26</b>	<b>20.05</b>	<b>391</b>	<b>60.78</b>	<b>19.73</b>

## Annexure -VIII

## Gender-wise and Area-wise Achievement of Students-Mathematics

States	Gender	Rural			Urban			Mean Diff (2-1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Arunachal Pradesh	Boys	1008	62.98	20.69	274	50.65	19.85	-12.33	1282	60.35	21.12	9.03**
	Girls	916	62.26	20.49	308	51.64	17.24	-10.62	1224	59.59	20.25	8.9**
	Diff.		0.72			-0.99				0.76		
	<b>Total</b>	<b>1924</b>	<b>62.64</b>	<b>20.59</b>	<b>582</b>	<b>51.17</b>	<b>18.51</b>	<b>-11.47</b>	<b>2506</b>	<b>59.98</b>	<b>20.7</b>	<b>12.75**</b>
	<b>CR Value</b>		<b>.77</b>			<b>.64</b>				<b>.92</b>		
Assam	Boys	1004	67.58	19	282	71.94	16.46	4.36	1286	68.53	18.56	3.79**
	Girls	982	67.23	19.72	287	69.17	18.06	1.94	1269	67.67	19.37	1.57
	Diff.		0.35			2.77				0.86		
	<b>Total</b>	<b>1986</b>	<b>67.4</b>	<b>19.36</b>	<b>569</b>	<b>70.54</b>	<b>17.32</b>	<b>3.14</b>	<b>2555</b>	<b>68.1</b>	<b>18.97</b>	<b>3.71**</b>
	<b>CR Value</b>		<b>.4</b>			<b>1.91</b>				<b>1.15</b>		
Chandi-garh	Boys	174	54.83	22.07	575	50.46	19.98	-4.37	749	51.47	20.55	2.34*
	Girls	189	55.74	21.76	472	48.34	19.19	-7.4	661	50.45	20.22	4.08**
	Diff.		-0.91			2.12				1.02		
	<b>Total</b>	<b>363</b>	<b>55.3</b>	<b>21.89</b>	<b>1047</b>	<b>49.5</b>	<b>19.65</b>	<b>-5.8</b>	<b>1410</b>	<b>50.99</b>	<b>20.4</b>	<b>4.46**</b>
	<b>CR Value</b>		<b>.4</b>			<b>1.75</b>				<b>.94</b>		
Chhatis-garh	Boys	1011	41.26	25.36	357	43.83	25.69	2.57	1368	41.93	25.46	1.63
	Girls	743	37.42	25.22	374	51.07	27.9	13.65	1117	41.99	26.92	7.96**
	Diff.		3.84			-7.24				-0.06		
	<b>Total</b>	<b>1754</b>	<b>39.64</b>	<b>25.36</b>	<b>731</b>	<b>47.54</b>	<b>27.07</b>	<b>7.9</b>	<b>2485</b>	<b>41.96</b>	<b>26.12</b>	<b>6.75**</b>
	<b>CR Value</b>		<b>3.14**</b>			<b>3.65**</b>				<b>.06</b>		
Delhi	Boys	704	71.42	23.2	1606	65.43	21.36	-5.99	2310	67.26	22.1	5.85**
	Girls	736	70.39	21.29	1606	68.31	21.62	-2.08	2342	68.96	21.54	2.18*
	Diff.		1.03			-2.88				-1.7		
	<b>Total</b>	<b>1440</b>	<b>70.89</b>	<b>22.24</b>	<b>3212</b>	<b>66.87</b>	<b>21.54</b>	<b>-4.02</b>	<b>4652</b>	<b>68.12</b>	<b>21.83</b>	<b>5.76**</b>
	<b>CR Value</b>		<b>.88</b>			<b>3.8**</b>				<b>2.66**</b>		
Goa	Boys	619	57.47	20.98	227	55.72	26.58	-1.75	846	57	22.62	.89
	Girls	601	57.9	20.92	225	62.62	25.52	4.72	826	59.18	22.35	2.48*
	Diff.		-0.43			-6.9				-2.18		
	<b>Total</b>	<b>1220</b>	<b>57.68</b>	<b>20.94</b>	<b>452</b>	<b>59.15</b>	<b>26.26</b>	<b>1.47</b>	<b>1672</b>	<b>58.08</b>	<b>22.51</b>	<b>1.07</b>
	<b>CR Value</b>		<b>.36</b>			<b>2.82**</b>				<b>1.98*</b>		
Gujarat	Boys	1761	65.3	21.38	625	61.57	22.74	-3.73	2386	64.32	21.8	3.58**
	Girls	1755	64.78	21.64	498	61.95	21.64	-2.83	2253	64.16	21.67	2.58*
	Diff.		0.52			-0.38				0.16		
	<b>Total</b>	<b>3516</b>	<b>65.04</b>	<b>21.51</b>	<b>1123</b>	<b>61.74</b>	<b>22.25</b>	<b>-3.3</b>	<b>4639</b>	<b>64.24</b>	<b>21.74</b>	<b>4.36**</b>
	<b>CR Value</b>		<b>.72</b>			<b>.29</b>				<b>.25</b>		
Haryana	Boys	1256	55.61	25.32	375	56.74	25.44	1.13	1631	55.87	25.35	.76
	Girls	1214	54.93	27.22	387	59.5	24.27	4.57	1601	56.03	26.6	3.13**
	Diff.		0.68			-2.76				-0.16		
	<b>Total</b>	<b>2470</b>	<b>55.28</b>	<b>26.27</b>	<b>762</b>	<b>58.14</b>	<b>24.87</b>	<b>2.86</b>	<b>3232</b>	<b>55.95</b>	<b>25.97</b>	<b>2.74**</b>
	<b>CR Value</b>		<b>.64</b>			<b>1.53</b>				<b>.17</b>		

States	Gender	Rural			Urban			Mean Diff (2- 1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Himachal Pradesh	Boys	1235	55.66	22.19	454	56.36	22	0.7	1689	55.85	22.14	.58
	Girls	1176	53.35	23.13	459	51.93	20.15	-1.42	1635	52.95	22.34	1.23
	Diff.		2.31			4.43				2.9		
	<b>Total</b>	<b>2411</b>	<b>54.53</b>	<b>22.68</b>	<b>913</b>	<b>54.14</b>	<b>21.2</b>	<b>-0.39</b>	<b>3324</b>	<b>54.42</b>	<b>22.28</b>	<b>.46</b>
	CR Value		2.5*			3.17**				3.76**		
J&K	Boys	930	56.97	26.85	216	59.44	23.47	2.47	1146	57.44	26.26	1.35
	Girls	1052	56.3	26.23	239	57.78	24.88	1.48	1291	56.57	25.98	.82
	Diff.		0.67			1.66				0.87		
	<b>Total</b>	<b>1982</b>	<b>56.61</b>	<b>26.52</b>	<b>455</b>	<b>58.57</b>	<b>24.21</b>	<b>1.96</b>	<b>2437</b>	<b>56.98</b>	<b>26.11</b>	<b>1.53</b>
	CR Value		.56			.73				.82		
Jharkhand	Boys	1609	52.99	25.66	497	61.77	22.62	8.78	2106	55.07	25.25	7.32**
	Girls	1405	52.75	27.01	394	59.41	23.88	6.66	1799	54.21	26.5	4.75**
	Diff.		0.24			2.36				0.86		
	<b>Total</b>	<b>3014</b>	<b>52.88</b>	<b>26.3</b>	<b>891</b>	<b>60.73</b>	<b>23.2</b>	<b>7.85</b>	<b>3905</b>	<b>54.67</b>	<b>25.83</b>	<b>8.6**</b>
	CR Value		.25			1.5				1.03		
Karnatak	Boys	1350	66.83	24.24	558	72.71	21.42	5.88	1908	68.55	23.6	5.24**
	Girls	1204	66.89	25.33	596	71.27	21.98	4.38	1800	68.34	24.35	3.78**
	Diff.		-0.06			1.44				0.21		
	<b>Total</b>	<b>2554</b>	<b>66.86</b>	<b>24.76</b>	<b>1154</b>	<b>71.97</b>	<b>21.71</b>	<b>5.11</b>	<b>3708</b>	<b>68.45</b>	<b>23.97</b>	<b>6.35**</b>
	CR Value		.06			1.13				.27		
Kerala	Boys	2382	52.59	21.57	407	46.49	21.14	-6.1	2789	51.7	21.61	5.36**
	Girls	2202	51.93	20.96	336	44.84	19.27	-7.09	2538	50.99	20.88	6.21**
	Diff.		0.66			1.65				0.71		
	<b>Total</b>	<b>4584</b>	<b>52.28</b>	<b>21.28</b>	<b>743</b>	<b>45.74</b>	<b>20.32</b>	<b>-6.54</b>	<b>5327</b>	<b>51.36</b>	<b>21.27</b>	<b>8.08**</b>
	CR Value		1.05			1.11				1.22		
Madhy-Pradesh	Boys	1348	38.94	30.93	579	31.87	28.5	-7.07	1927	36.82	30.38	4.86**
	Girls	1248	39.58	30.97	563	31.47	27.16	-8.11	1811	37.06	30.06	5.62**
	Diff.		-0.64			0.4				-0.24		
	<b>Total</b>	<b>2596</b>	<b>39.25</b>	<b>30.94</b>	<b>1142</b>	<b>31.68</b>	<b>27.83</b>	<b>-7.57</b>	<b>3738</b>	<b>36.94</b>	<b>30.22</b>	<b>7.4**</b>
	CR Value		.53			.24				.24		
Maharshtr	Boys	1596	58.84	25.23	772	55.58	22.83	-3.26	2368	57.78	24.52	3.15**
	Girls	1424	58.55	24.82	786	56.33	23.5	-2.22	2210	57.76	24.38	2.08*
	Diff.		0.29			-0.75				0.02		
	<b>Total</b>	<b>3020</b>	<b>58.7</b>	<b>25.03</b>	<b>1558</b>	<b>55.96</b>	<b>23.17</b>	<b>-2.74</b>	<b>4578</b>	<b>57.77</b>	<b>24.45</b>	<b>3.69**</b>
	CR Value		.32			.64				.03		
Manipur	Boys	952	73.43	20.37	321	68.45	21.45	-4.98	1273	72.17	20.75	3.64**
	Girls	981	73.4	21.06	323	69.25	20.76	-4.15	1304	72.38	21.05	3.1**
	Diff.		0.03			-0.8				-0.21		
	<b>Total</b>	<b>1933</b>	<b>73.42</b>	<b>20.72</b>	<b>644</b>	<b>68.85</b>	<b>21.09</b>	<b>-4.57</b>	<b>2577</b>	<b>72.27</b>	<b>20.9</b>	<b>4.78**</b>
	CR Value		.03			.48				.26		
Meghalaya	Boys	638	70.32	17.79	321	65.88	17.07	-4.44	959	68.84	17.67	3.75**
	Girls	682	66.56	19.65	338	65.28	20.45	-1.28	1020	66.14	19.92	.95
	Diff.		3.76			0.6				2.7		
	<b>Total</b>	<b>1320</b>	<b>68.38</b>	<b>18.86</b>	<b>659</b>	<b>65.58</b>	<b>18.87</b>	<b>-2.8</b>	<b>1979</b>	<b>67.45</b>	<b>18.91</b>	<b>3.11**</b>
	CR Value		3.65**			.41				3.19**		
Mizoram	Boys	770	68.71	18.01	470	64.12	17.16	-4.59	1240	66.97	17.82	4.48**
	Girls	538	68.18	20.78	392	64.85	18.24	-3.33	930	66.78	19.81	2.59**
	Diff.		0.53			-0.73				0.19		
	<b>Total</b>	<b>1308</b>	<b>68.49</b>	<b>19.19</b>	<b>862</b>	<b>64.45</b>	<b>17.65</b>	<b>-4.04</b>	<b>2170</b>	<b>66.89</b>	<b>18.69</b>	<b>5.04**</b>
	CR Value		.48			.6				.23		

States	Gender	Rural			Urban			Mean Diff (2- 1)	Total			CR Value
		1			2				N	M%	SD	
		N	M%	SD	N	M%	SD					
Orissa	Boys	1444	63.08	26.36	316	61.74	23.98	-1.34	1760	62.84	25.95	.88
	Girls	1179	61.63	26.66	313	64.48	23.12	2.85	1492	62.23	25.98	1.87
	Diff.		1.45			-2.74				0.61		
	<b>Total</b>	<b>2623</b>	<b>62.43</b>	<b>26.5</b>	<b>629</b>	<b>63.1</b>	<b>23.58</b>	<b>0.67</b>	<b>3252</b>	<b>62.56</b>	<b>25.96</b>	<b>.62</b>
	<b>CR Value</b>		<b>1.39</b>			<b>1.46</b>				<b>.67</b>		
Pondicherry	Boys	429	58.14	22.55	189	58.76	26.27	0.62	618	58.33	23.73	.28
	Girls	402	58.94	22.73	274	55.72	25.22	-3.22	676	57.64	23.81	1.7
	Diff.		-0.8			3.04				0.69		
	<b>Total</b>	<b>831</b>	<b>58.53</b>	<b>22.63</b>	<b>463</b>	<b>56.96</b>	<b>25.67</b>	<b>-1.57</b>	<b>1294</b>	<b>57.97</b>	<b>23.76</b>	<b>1.1</b>
	<b>CR Value</b>		<b>.51</b>			<b>1.24</b>				<b>.52</b>		
Punjab	Boys	880	52.86	25.06	188	61.64	20.99	8.78	1068	54.4	24.62	5.02**
	Girls	868	51.72	25.5	236	59.55	21.02	7.83	1104	53.39	24.81	4.84**
	Diff.		1.14			2.09				1.01		
	<b>Total</b>	<b>1748</b>	<b>52.29</b>	<b>25.28</b>	<b>424</b>	<b>60.48</b>	<b>21.01</b>	<b>8.19</b>	<b>2172</b>	<b>53.89</b>	<b>24.71</b>	<b>6.91**</b>
	<b>CR Value</b>		<b>.94</b>			<b>1.02</b>				<b>.95</b>		
Rajasthan	Boys	1226	55.81	23.25	282	59.32	21.02	3.51	1508	56.47	22.88	2.48*
	Girls	1018	57.34	22.69	348	56.53	23.62	-0.81	1366	57.14	22.93	.56
	Diff.		-1.53			2.79				-0.67		
	<b>Total</b>	<b>2244</b>	<b>56.51</b>	<b>23.01</b>	<b>630</b>	<b>57.78</b>	<b>22.52</b>	<b>1.27</b>	<b>2874</b>	<b>56.79</b>	<b>22.9</b>	<b>1.24</b>
	<b>CR Value</b>		<b>1.57</b>			<b>1.57</b>				<b>.78</b>		
Sikkim	Boys	1305	52.38	19.46	199	53.77	18.24	1.39	1504	52.57	19.3	.99
	Girls	1211	49.79	19.6	206	49.85	16.82	0.06	1417	49.8	19.22	.05
	Diff.		2.59			3.92				2.77		
	<b>Total</b>	<b>2516</b>	<b>51.13</b>	<b>19.57</b>	<b>405</b>	<b>51.77</b>	<b>17.62</b>	<b>0.64</b>	<b>2921</b>	<b>51.22</b>	<b>19.31</b>	<b>.67</b>
	<b>CR Value</b>		<b>3.32**</b>			<b>2.25*</b>				<b>3.89**</b>		
Tamil Nadu	Boys	1526	54.81	29.51	1196	52	26.99	-2.81	2722	53.58	28.46	2.59**
	Girls	1477	55.7	29.74	1183	50.5	26.79	-5.2	2660	53.39	28.58	4.74**
	Diff.		-0.89			1.5				0.19		
	<b>Total</b>	<b>3003</b>	<b>55.25</b>	<b>29.62</b>	<b>2379</b>	<b>51.25</b>	<b>26.9</b>	<b>-4</b>	<b>5382</b>	<b>53.42</b>	<b>28.52</b>	<b>5.16**</b>
	<b>CR Value</b>		<b>.82</b>			<b>1.36</b>				<b>.24</b>		
Tripura	Boys	1727	66.68	18.04	489	68.95	18.41	2.27	2216	67.18	18.15	2.42*
	Girls	1770	65.18	20.1	471	69.01	19.27	3.83	2241	65.99	19.98	3.8**
	Diff.		1.5			-0.06				1.19		
	<b>Total</b>	<b>3497</b>	<b>65.92</b>	<b>19.12</b>	<b>960</b>	<b>68.98</b>	<b>18.83</b>	<b>3.06</b>	<b>4457</b>	<b>66.58</b>	<b>19.1</b>	<b>4.45**</b>
	<b>CR Value</b>		<b>2.32*</b>			<b>.05</b>				<b>2.08*</b>		
UP	Boys	2447	60.25	24.78	613	58.92	23.75	-1.33	3060	59.98	24.58	1.23
	Girls	2382	56.19	26.04	672	57.29	25.09	1.1	3054	56.43	25.83	1
	Diff.		4.06			1.63				3.55		
	<b>Total</b>	<b>4829</b>	<b>58.25</b>	<b>25.49</b>	<b>1285</b>	<b>58.07</b>	<b>24.47</b>	<b>-0.18</b>	<b>6114</b>	<b>58.21</b>	<b>25.27</b>	<b>.23</b>
	<b>CR Value</b>		<b>5.55**</b>			<b>1.2</b>				<b>5.5**</b>		
Uttaranchal	Boys	768	47.73	23.81	236	46.04	25.02	-1.69	1004	47.34	24.1	.92
	Girls	914	45.35	23.82	256	49.77	25.27	4.42	1170	46.31	24.2	2.5*
	Diff.		2.38			-3.73				1.03		
	<b>Total</b>	<b>1682</b>	<b>46.44</b>	<b>23.84</b>	<b>492</b>	<b>47.98</b>	<b>25.19</b>	<b>1.54</b>	<b>2174</b>	<b>46.79</b>	<b>24.15</b>	<b>1.21</b>
	<b>CR Value</b>		<b>2.04*</b>			<b>1.64</b>				<b>.99</b>		
West Bengal	Boys	1262	60.03	23.21	403	69.22	20.84	9.19	1665	62.25	22.99	7.49**
	Girls	1244	59.26	22.37	373	70.2	20.32	10.94	1617	61.78	22.38	8.91**
	Diff.		0.77			-0.98				0.47		
	<b>Total</b>	<b>2506</b>	<b>59.65</b>	<b>22.79</b>	<b>776</b>	<b>69.69</b>	<b>20.58</b>	<b>10.04</b>	<b>3282</b>	<b>62.02</b>	<b>22.69</b>	<b>11.57**</b>

## Annexure -IX

## Gender-wise and Category-wise Achievement of Class III Students

States	Gender	SC			ST			Others			Others vs SC		Others vs ST		ST vs SC	
		(1)			(2)			(3)			(3-1)	CR	(3-2)	CR	(2-1)	CR
		N	M%	SD	N	M%	SD	N	M%	SD						
Ar.Pradesh	Boys	21	66.26	23.12	1053	60.57	20.55	208	58.64	23.55	-7.62	1.44	-1.93	1.1	-5.69	1.12
	Girls	6	65.71	8.85	1035	59.05	20.05	183	62.47	21.37	-3.24	.82	3.42	2.01*	-6.66	1.82
	Diff.		0.55			1.52			-3.83							
	Total	27	66.14	20.64	2088	59.81	20.31	391	60.43	22.61	-5.71	1.38	0.62	.51	-6.33	1.58
	CR Value		.09			1.71			1.69							
Assam	Boys	136	65.78	18.4	93	67.5	19.38	1057	68.98	18.49	3.2	1.91	1.48	.71	1.72	.67
	Girls	121	70.96	19.81	94	66.84	17.18	1054	67.36	19.48	-3.6	1.9	0.52	.28	-4.12	1.63
	Diff.		-5.18			0.66			1.62							
	Total	257	68.22	19.21	187	67.17	18.26	2111	68.17	19.01	-0.05	.04	1	.72	-1.05	.59
	CR Value		2.16*			.25			1.96*							
Chandigarh	Boys	156	50.13	22.02	0	0	0	593	51.83	20.15	1.7	.87				
	Girls	143	49.11	21.23	0	0	0	518	50.82	19.94	1.71	.86				
	Diff.		1.02						1.01							
	Total	299	49.64	21.62	0	0	0	1111	51.36	20.05	1.72	1.24				
	CR Value		.41						.84							
Chhatisgarh	Boys	218	42.5	23.8	372	41.47	25.19	778	41.99	26.06	-0.51	.27	0.52	.32	-1.03	.5
	Girls	171	45.16	30.21	320	41.54	26.1	626	41.36	26.35	-3.8	1.5	-0.18	.1	-3.62	1.32
	Diff.		-2.66			-0.07			0.63							
	Total	389	43.67	26.8	692	41.5	25.6	1404	41.71	26.18	-1.96	1.28	0.21	.18	-2.17	1.3
	CR Value		.94			.04			.45							
Delhi	Boys	291	66.24	21.93	72	60.04	23.14	1947	67.67	22.05	1.43	1.04	7.63	2.75**	-6.2	2.06*
	Girls	349	64.88	22.45	58	70.1	19.63	1935	69.67	21.35	4.79	3.7**	-0.43	.16	5.22	1.84
	Diff.		1.36			-10.06			-2							
	Total	640	65.5	22.21	130	64.53	22.14	3882	68.67	21.72	3.17	3.36**	4.14	2.1*	-0.97	.46
	CR Value		.77			2.68**			2.87**							
Goa	Boys	17	45.21	19.93	35	61.88	23.7	794	57.03	22.56	11.82	2.41*	-4.85	1.19	16.67	2.66**
	Girls	22	47.53	24.14	51	58.21	24.3	753	59.59	22.1	12.06	2.32*	1.38	.39	10.68	1.73
	Diff.		-2.32			3.67			-2.56							
	Total	39	46.52	22.15	86	59.7	23.99	1547	58.28	22.36	11.76	3.27**	-1.42	.54	13.18	3**
	CR Value		.33			.7			2.25*							
Gujarat	Boys	202	63.79	21.24	356	61.74	21.66	1828	64.88	21.87	1.09	.69	3.14	2.5*	-2.05	1.09
	Girls	158	63.4	21.97	357	64.37	19.15	1738	64.18	22.13	0.78	.43	-0.19	.17	0.97	.48
	Diff.		0.39			-2.63			0.7							
	Total	360	63.62	21.54	713	63.06	20.47	3566	64.54	22	0.92	.77	1.48	1.74	-0.56	.41
	CR Value		.17			1.72			.95							

States	Gender	SC			ST			Others			Others vs SC		Others vs ST		ST vs SC	
		(1)			(2)			(3)			(3-1)	CR	(3-2)	CR	(2-1)	CR
		N	M%	SD	N	M%	SD	N	M%	SD						
Haryana	Boys	571	54.59	25.44	24	60.71	22.94	1036	56.46	25.34	1.87	1.41	-4.25	.9	6.12	1.27
	Girls	525	52.78	27.73	14	56.53	31.02	1062	57.64	25.84	4.86	3.36**	1.11	.13	3.75	.45
	Diff.		1.81			4.18			-1.18							
	<b>Total</b>	<b>1096</b>	<b>53.72</b>	<b>26.56</b>	<b>38</b>	<b>59.17</b>	<b>25.87</b>	<b>2098</b>	<b>57.06</b>	<b>25.59</b>	<b>3.34</b>	<b>3.42**</b>	<b>-2.11</b>	<b>.5</b>	<b>5.45</b>	<b>1.28</b>
	CR Value		1.12			.44			1.06							
H.P	Boys	559	53.91	22.42	136	60.21	21.81	994	56.34	21.93	2.43	2.07*	-3.87	1.94	6.3	3**
	Girls	566	50.56	21.82	146	55.68	21.82	923	53.98	22.63	3.42	2.89**	-1.7	.87	5.12	2.53*
	Diff.		3.35			4.53			2.36							
	<b>Total</b>	<b>1125</b>	<b>52.22</b>	<b>22.17</b>	<b>282</b>	<b>57.86</b>	<b>21.89</b>	<b>1917</b>	<b>55.21</b>	<b>22.29</b>	<b>2.99</b>	<b>3.58**</b>	<b>-2.65</b>	<b>1.89</b>	<b>5.64</b>	<b>3.86**</b>
	CR Value		2.54*			1.74			2.32*							
J&K	Boys	200	44.09	26.12	100	64.31	23.4	846	59.78	25.61	15.69	7.67**	-4.53	1.81	20.22	6.78**
	Girls	235	45.28	23.55	79	75.8	17.04	977	57.73	25.96	12.45	7.13**	-	8.65**	30.52	12.42**
	Diff.		-1.19			-11.49			2.05							
	<b>Total</b>	<b>435</b>	<b>44.73</b>	<b>24.74</b>	<b>179</b>	<b>69.39</b>	<b>21.55</b>	<b>1823</b>	<b>58.68</b>	<b>25.81</b>	<b>13.95</b>	<b>10.48**</b>	<b>-</b>	<b>6.23**</b>	<b>24.66</b>	<b>12.33**</b>
	CR Value		.5			3.8**			1.69							
Jharkhand	Boys	352	53.58	26.27	588	53.23	22.58	1166	56.44	26.12	2.86	1.79	3.21	2.66**	-0.35	.21
	Girls	269	51.34	30.5	457	53.35	23.9	1073	55.29	26.43	3.95	1.95	1.94	1.41	2.01	.93
	Diff.		2.24			-0.12			1.15							
	<b>Total</b>	<b>621</b>	<b>52.61</b>	<b>28.18</b>	<b>1045</b>	<b>53.28</b>	<b>23.16</b>	<b>2239</b>	<b>55.89</b>	<b>26.27</b>	<b>3.28</b>	<b>2.6**</b>	<b>2.61</b>	<b>2.88**</b>	<b>0.67</b>	<b>.5</b>
	CR Value		.96			.08			1.03							
Karnataka	Boys	484	70.12	22.86	139	64.44	24.8	1285	68.4	23.7	-1.72	1.4	3.96	1.8	-5.68	2.42*
	Girls	389	66.9	24.93	122	69.81	20.54	1289	68.63	24.51	1.73	1.2	-1.18	.6	2.91	1.29
	Diff.		3.22			-5.37			-0.23							
	<b>Total</b>	<b>873</b>	<b>68.69</b>	<b>23.85</b>	<b>261</b>	<b>66.95</b>	<b>23.02</b>	<b>2574</b>	<b>68.52</b>	<b>24.11</b>	<b>-0.17</b>	<b>.18</b>	<b>1.57</b>	<b>1.05</b>	<b>-1.74</b>	<b>1.06</b>
	CR Value		1.97*			1.91			.24							
Kerala	Boys	336	50.48	21.78	162	42.84	20.76	2291	52.51	21.5	2.03	1.6	9.67	5.72**	-7.64	3.79**
	Girls	297	47.24	22.15	172	40.4	18.97	2069	52.41	20.53	5.17	3.8**	12.01	7.93**	-6.84	3.53**
	Diff.		3.24			2.44			0.1							
	<b>Total</b>	<b>633</b>	<b>48.96</b>	<b>22</b>	<b>334</b>	<b>41.58</b>	<b>19.87</b>	<b>4360</b>	<b>52.46</b>	<b>21.04</b>	<b>3.5</b>	<b>3.76**</b>	<b>10.88</b>	<b>9.6**</b>	<b>-7.38</b>	<b>5.29**</b>
	CR Value		1.85			1.12			.16							
M.P	Boys	401	39.1	30.31	346	28.23	27.17	1180	38.56	30.89	-0.54	.31	10.33	6.02**	-	5.17**
	Girls	358	38.8	29.77	269	29.94	26.75	1184	38.15	30.65	-0.65	.36	8.21	4.42**	-8.86	3.91**
	Diff.		0.3			-1.71			0.41							
	<b>Total</b>	<b>759</b>	<b>38.96</b>	<b>30.03</b>	<b>615</b>	<b>28.98</b>	<b>26.98</b>	<b>2364</b>	<b>38.36</b>	<b>30.76</b>	<b>-0.6</b>	<b>.48</b>	<b>9.38</b>	<b>7.45**</b>	<b>-9.98</b>	<b>6.48**</b>
	CR Value		.14			.78			.32							
Maharashtra	Boys	406	52.99	23.54	307	54.93	25.53	1655	59.48	24.37	6.49	4.94**	4.55	2.89**	1.94	1.04
	Girls	390	54.68	24.13	291	52.61	26.73	1529	59.53	23.76	4.85	3.55**	6.92	4.12**	-2.07	1.04
	Diff.		-1.69			2.32			-0.05							
	<b>Total</b>	<b>796</b>	<b>53.82</b>	<b>23.83</b>	<b>598</b>	<b>53.8</b>	<b>26.13</b>	<b>3184</b>	<b>59.5</b>	<b>24.07</b>	<b>5.68</b>	<b>6**</b>	<b>5.7</b>	<b>4.95**</b>	<b>-0.02</b>	<b>.01</b>
	CR Value		1			1.08			.06							
Manipur	Boys	51	69.69	21.71	509	74.67	18.62	713	70.56	21.94	0.87	.28	-4.11	3.53**	4.98	1.58
	Girls	48	65.89	23.77	528	76.11	18.78	728	70.09	22	4.2	1.19	-6.02	5.21**	10.22	2.9**
	Diff.		3.8			-1.44			0.47							
	<b>Total</b>	<b>99</b>	<b>67.85</b>	<b>22.7</b>	<b>1037</b>	<b>75.41</b>	<b>18.71</b>	<b>1441</b>	<b>70.32</b>	<b>21.97</b>	<b>2.47</b>	<b>1.05</b>	<b>-5.09</b>	<b>6.21**</b>	<b>7.56</b>	<b>3.21**</b>
	CR Value		.83			1.24			.41							
Meghalaya	Boys	21	69.52	16.69	933	68.87	17.68	5	59.43	20.94	-10.09	1	-9.44	1.01	-0.65	.18
	Girls	11	62.08	20.41	1006	66.16	19.93	3	73.33	15.74	11.25	1.03	7.17	.79	4.08	.66
	Diff.		7.44			2.71			-13.9							
	<b>Total</b>	<b>32</b>	<b>66.96</b>	<b>18.08</b>	<b>1939</b>	<b>67.46</b>	<b>18.93</b>	<b>8</b>	<b>64.64</b>	<b>19.31</b>	<b>-2.32</b>	<b>.31</b>	<b>-2.82</b>	<b>.41</b>	<b>0.5</b>	<b>.16</b>
	CR Value		1.04			3.17**			1.07							





States	Gender	SC			ST			Others			Others vs SC		Others vs ST		ST vs SC	
		(1)			(2)			(3)			(3-1)	CR	(3-2)	CR	(2-1)	CR
		N	M%	SD	N	M%	SD	N	M%	SD						
Uttaranchal	Boys	318	47.07	23.87	51	57.09	22.41	635	46.69	24.21	-0.38	.23	-10.4	3.17**	10.02	2.94**
	Girls	321	45.71	25.74	82	51.18	17.62	767	46.04	24.12	0.33	.2	-5.14	2.41*	5.47	2.26*
	Diff.		1.36			5.91			0.65							
	<b>Total</b>	<b>639</b>	<b>46.39</b>	<b>24.82</b>	<b>133</b>	<b>53.45</b>	<b>19.73</b>	<b>1402</b>	<b>46.33</b>	<b>24.15</b>	<b>-0.06</b>	<b>.05</b>	<b>-7.12</b>	<b>3.89**</b>	<b>7.06</b>	<b>3.58**</b>
	<b>CR Value</b>		<b>.69</b>			<b>1.6</b>			<b>.5</b>							
W.B	Boys	367	61.26	23.62	79	57.29	23.95	1219	62.88	22.71	1.62	1.16	5.59	2.02*	-3.97	1.34
	Girls	314	63.14	20.61	63	52.47	24.11	1240	61.91	22.63	-1.23	.93	9.44	3.04**	-	3.28**
	Diff.		-1.88			4.82			0.97						10.67	
	<b>Total</b>	<b>681</b>	<b>62.13</b>	<b>22.29</b>	<b>142</b>	<b>55.15</b>	<b>24.06</b>	<b>2459</b>	<b>62.39</b>	<b>22.67</b>	<b>0.26</b>	<b>.27</b>	<b>7.24</b>	<b>3.5**</b>	<b>-6.98</b>	<b>3.18**</b>
	<b>CR Value</b>		<b>1.11</b>			<b>1.19</b>			<b>1.06</b>							



States	Area	SC			ST			Others			Others vs SC		Others vs ST		ST vs SC	
		(1)			(2)			(3)			(3-1)	CR	(3-2)	CR	(2-1)	CR
		N	M%	SD	N	M%	SD	N	M%	SD						
Maharashtra	Rural	358	54.52	24.6	485	52.29	25.64	2177	60.82	24.64	6.3	4.49**	8.53	6.67**	-2.23	1.28
	Urban	438	53.25	23.19	113	60.28	27.27	1007	56.65	22.55	3.4	2.58*	-3.63	1.36	7.03	2.52*
	Diff.		1.27			-7.99			4.17							
	Total	796	53.82	23.83	598	53.8	26.13	3184	59.5	24.07	5.68	6**	5.7	4.95**	-0.02	.01
	CR Value		.74			2.84**			4.71**							
Manipur	Rural	70	62.04	23.68	905	76.04	18.73	958	71.77	21.81	9.73	3.34**	-4.27	4.54**	14	4.83*
	Urban	29	81.87	11.54	132	71.08	18	483	67.46	22.01	-14.41	6.09**	-3.62	1.95	10.79	4.06*
	Diff.		-19.83			4.96			4.31							
	Total	99	67.85	22.7	1037	75.41	18.71	1441	70.32	21.97	2.47	1.05	-5.09	6.21**	7.56	3.21*
	CR Value		5.59**			2.94**			3.62**							
Meghalaya	Rural	14	71.84	16.77	1301	68.36	18.89	5	62.86	19.38	-8.98	.92	-5.5	.63	-3.48	.77
	Urban	18	63.17	18.62	638	65.63	18.89	3	67.62	23.09	4.45	.32	1.99	.15	2.46	.55
	Diff.		8.67			2.73			-4.76							
	Total	32	66.98	18.06	1939	67.46	18.93	8	64.64	19.31	-2.32	.31	-2.82	.41	0.5	.16
	CR Value		1.38			2.99**			.3							
Mizoram	Rural	11	81.82	16.33	1273	68.3	19.17	24	72.38	19.39	-9.44	1.49	4.08	1.02	-	2.73*
	Urban	0	0	0	854	64.37	17.69	8	72.86	11.53			8.49	2.06*	13.52	
	Diff.					3.93			-0.48							
	Total	11	81.82	16.33	2127	66.73	18.69	32	72.5	17.58	-9.32	1.6	5.77	1.84	15.09	3.05*
	CR Value					4.86**			.08							
Nagaland	Rural	35	80.65	15.45	1058	67.05	20.48	91	72.34	17.51	-8.31	2.6**	5.29	2.73**	-13.6	5.06*
	Urban	12	78.57	15.48	362	66.42	15.73	31	64.98	12.95	-13.59	2.7**	-1.44	.58	12.15	2.67*
	Diff.		2.08			0.63			7.36							
	Total	47	80.12	15.32	1420	66.89	19.37	122	70.47	16.74	-9.65	3.57**	3.58	2.24*	13.23	5.77*
	CR Value		.4			.81			2.48*							
Orissa	Rural	439	58.44	26.79	615	57.46	27.54	1569	65.49	25.56	7.05	4.92**	8.03	6.25**	-0.98	.58
	Urban	153	56.49	23.76	65	64.57	21.37	411	65.33	23.44	8.84	3.94**	0.76	.26	8.08	2.47*
	Diff.		1.95			-7.11			0.16							
	Total	592	57.94	26.04	680	59.14	27.08	1980	65.45	25.13	7.51	6.21**	7.31	6.18**	0.2	.13
	CR Value		.85			2.47*			.12							
Pondicherry	Rural	258	54.33	23.26	1	97.14	0	572	60.35	22.07	6.02	3.51**		39.87**	42.81	29.56**
	Urban	56	55.41	29.23	0	0	0	407	57.18	25.17	1.77	.43				
	Diff.		-1.08						3.17							
	Total	314	54.52	24.39	1	97.14	0	979	59.03	23.45	4.51	2.98**		50.85**	42.62	30.96**
	CR Value		.26						2.04*				38.11			
Punjab	Rural	999	53.3	24.77	75	46.97	21.57	674	51.39	26.3	-1.91	1.49	4.42	1.64	-6.33	2.42*
	Urban	295	64.03	20.08	38	41.65	15.23	91	56.83	21.39	-7.2	2.85**	15.18	4.55**	22.38	8.19*
	Diff.		-10.73			5.32			-5.44							
	Total	1294	55.74	24.2	113	45.18	19.76	765	52.04	25.82	-3.7	3.22**	6.86	3.3**	10.56	5.34*
	CR Value		7.62**			1.52			2.21*							
Rajasthan	Rural	423	51.13	23.94	334	49.79	23.4	1487	59.54	22.04	8.41	6.49**	9.75	6.95**	-1.34	.77
	Urban	121	51.45	23.66	74	51.62	25.36	435	60.58	21.13	9.13	3.84**	8.96	2.87**	0.17	.05
	Diff.		-0.32			-1.83			-1.04							
	Total	544	51.2	23.85	408	50.13	23.75	1922	59.78	21.84	8.58	7.54**	9.65	7.56**	-1.07	.69
	CR Value		.13			.57			.89							
Sikkim	Rural	153	52.47	18.75	1047	50.03	19.66	1316	51.86	19.56	-0.61	.38	1.83	2.25*	-2.44	1.19
	Urban	41	46.9	15.33	75	54.59	19.65	289	51.74	17.27	4.84	1.86	-2.85	1.15	7.69	2.33*
	Diff.		5.57			-4.56			0.12							
	Total	194	51.3	18.19	1122	50.33	19.68	1605	51.84	19.16	0.54	.39	1.51	1.99*	-0.97	.68
	CR Value		1.97*			1.94			.1							

States	Area	SC			ST			Others			Others vs SC		Others vs ST		ST vs SC	
		(1)			(2)			(3)			(3-1)	CR	(3-2)	CR	(2-1)	CR
		N	M%	SD	N	M%	SD	N	M%	SD						
T N	Rural	787	45.89	29.33	103	28.99	17.44	2113	60.02	28.69	14.13	11.6**	31.03	16.97**	-16.9	8.4**
	Urban	732	42.8	25.44	15	47.62	28.4	1632	55.08	26.67	12.28	10.69**	7.46	1.01	4.82	.65
	Diff.		3.09			-18.63			4.94							
	Total	1519	44.4	27.56	118	31.36	20.01	3745	57.86	27.93	13.46	15.99**	26.5	13.96**	-13.04	6.61**
	CR Value		2.2*			2.47*			5.44**							
Tripura	Rural	932	64.2	19.21	630	61.72	19.03	1935	68.11	18.8	3.91	5.14**	6.39	7.34**	-2.48	2.52*
	Urban	279	66.49	20.47	85	68.71	18.37	596	70.18	17.99	3.69	2.58*	1.47	.69	2.22	.95
	Diff.		-2.29			-6.99			-2.07							
	Total	1211	64.73	19.53	715	62.55	19.07	2531	68.6	18.63	3.87	5.76**	6.05	7.53**	-2.18	2.4*
	CR Value		1.66			3.28**			2.43*							
U P	Rural	1634	57.31	25.65	144	51.77	27.59	3051	59.05	25.25	1.74	2.22*	7.28	3.11**	-5.54	2.32*
	Urban	440	53.99	25.78	21	53.06	24.3	824	60.38	23.45	6.39	4.33**	7.32	1.36	-0.93	.17
	Diff.		3.32			-1.29			-1.33							
	Total	2074	56.61	25.71	165	51.93	27.13	3875	59.33	24.88	2.72	3.93**	7.4	3.44**	-4.68	2.14*
	CR Value		2.4*			.22			1.42							
Uttranchal	Rural	488	45.66	24.1	127	53.88	19.65	1067	45.91	24.04	0.25	.19	-7.97	4.21**	8.22	4**
	Urban	151	48.76	26.95	6	44.29	20.82	335	47.69	24.49	-1.07	.42	3.4	.4	-4.47	.51
	Diff.		-3.1			9.59			-1.78							
	Total	639	46.39	24.82	133	53.45	19.73	1402	46.33	24.15	-0.06	.05	-7.12	3.89**	7.06	3.58**
	CR Value		1.27			1.11			1.17							
West Bengal	Rural	530	61.61	22.02	140	55.02	24.13	1836	59.43	22.86	-2.18	1.99*	4.41	2.09*	-6.59	2.93**
	Urban	151	63.94	23.17	2	64.29	22.22	623	71.1	19.68	7.16	3.5**	6.81	.43	0.35	.02
	Diff.		-2.33			-9.27			-11.67							
	Total	681	62.13	22.29	142	55.15	24.06	2459	62.39	22.67	0.26	.27	7.24	3.5**	-6.98	3.18**
	CR Value		1.1			.59			12.26**							

## Annexure -XI

## Areawise and Categorywise Achievement of Class III Students excluding North-East states - Mathematics

States	Gender	SC (1)			ST (2)			Others (3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Chandigarh	Boys	156	50.13	22.02	0	0	0	593	51.83	20.15
	Girls	143	49.11	21.23	0	0	0	518	50.82	19.94
	Diff.		1.02						1.01	
	<b>Total</b>	<b>299</b>	<b>49.64</b>	<b>21.62</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1111</b>	<b>51.36</b>	<b>20.05</b>
Chhatisgarh	Boys	218	42.5	23.8	372	41.47	25.19	778	41.99	26.06
	Girls	171	45.16	30.21	320	41.54	26.1	626	41.36	26.35
	Diff.		-2.66			-0.07			0.63	
	<b>Total</b>	<b>389</b>	<b>43.67</b>	<b>26.8</b>	<b>692</b>	<b>41.5</b>	<b>25.6</b>	<b>1404</b>	<b>41.71</b>	<b>26.18</b>
Delhi	Boys	291	66.24	21.93	72	60.04	23.14	1947	67.67	22.05
	Girls	349	64.88	22.45	58	70.1	19.63	1935	69.67	21.35
	Diff.		1.36			-10.06			-2	
	<b>Total</b>	<b>640</b>	<b>65.5</b>	<b>22.21</b>	<b>130</b>	<b>64.53</b>	<b>22.14</b>	<b>3882</b>	<b>68.67</b>	<b>21.72</b>
Goa	Boys	17	45.21	19.93	35	61.88	23.7	794	57.03	22.56
	Girls	22	47.53	24.14	51	58.21	24.3	753	59.59	22.1
	Diff.		-2.32			3.67			-2.56	
	<b>Total</b>	<b>39</b>	<b>46.52</b>	<b>22.15</b>	<b>86</b>	<b>59.7</b>	<b>23.99</b>	<b>1547</b>	<b>58.28</b>	<b>22.36</b>
Gujarat	Boys	202	63.79	21.24	356	61.74	21.66	1828	64.88	21.87
	Girls	158	63.4	21.97	357	64.37	19.15	1738	64.18	22.13
	Diff.		0.39			-2.63			0.7	
	<b>Total</b>	<b>360</b>	<b>63.62</b>	<b>21.54</b>	<b>713</b>	<b>63.06</b>	<b>20.47</b>	<b>3566</b>	<b>64.54</b>	<b>22</b>
Haryana	Boys	571	54.59	25.44	24	60.71	22.94	1036	56.46	25.34
	Girls	525	52.78	27.73	14	56.53	31.02	1062	57.64	25.84
	Diff.		1.81			4.18			-1.18	
	<b>Total</b>	<b>1096</b>	<b>53.72</b>	<b>26.56</b>	<b>38</b>	<b>59.17</b>	<b>25.87</b>	<b>2098</b>	<b>57.06</b>	<b>25.59</b>
H.P	Boys	559	53.91	22.42	136	60.21	21.81	994	56.34	21.93
	Girls	566	50.56	21.82	146	55.68	21.82	923	53.98	22.63
	Diff.		3.35			4.53			2.36	
	<b>Total</b>	<b>1125</b>	<b>52.22</b>	<b>22.17</b>	<b>282</b>	<b>57.86</b>	<b>21.89</b>	<b>1917</b>	<b>55.21</b>	<b>22.29</b>
J&K	Boys	200	44.09	26.12	100	64.31	23.4	846	59.78	25.61
	Girls	235	45.28	23.55	79	75.8	17.04	977	57.73	25.96
	Diff.		-1.19			-11.49			2.05	
	<b>Total</b>	<b>435</b>	<b>44.73</b>	<b>24.74</b>	<b>179</b>	<b>69.39</b>	<b>21.55</b>	<b>1823</b>	<b>58.68</b>	<b>25.81</b>
Jharkhand	Boys	352	53.58	26.27	588	53.23	22.58	1166	56.44	26.12
	Girls	269	51.34	30.5	457	53.35	23.9	1073	55.29	26.43
	Diff.		2.24			-0.12			1.15	
	<b>Total</b>	<b>621</b>	<b>52.61</b>	<b>28.18</b>	<b>1045</b>	<b>53.28</b>	<b>23.16</b>	<b>2239</b>	<b>55.89</b>	<b>26.27</b>
Karnataka	Boys	484	70.12	22.86	139	64.44	24.8	1285	68.4	23.7
	Girls	389	66.9	24.93	122	69.81	20.54	1289	68.63	24.51
	Diff.		3.22			-5.37			-0.23	
	<b>Total</b>	<b>873</b>	<b>68.69</b>	<b>23.85</b>	<b>261</b>	<b>66.95</b>	<b>23.02</b>	<b>2574</b>	<b>68.52</b>	<b>24.11</b>
Kerala	Boys	336	50.48	21.78	162	42.84	20.76	2291	52.51	21.5
	Girls	297	47.24	22.15	172	40.4	18.97	2069	52.41	20.53
	Diff.		3.24			2.44			0.1	
	<b>Total</b>	<b>633</b>	<b>48.96</b>	<b>22</b>	<b>334</b>	<b>41.58</b>	<b>19.87</b>	<b>4360</b>	<b>52.46</b>	<b>21.04</b>
M.P	Boys	401	39.1	30.31	346	28.23	27.17	1180	38.56	30.89
	Girls	358	38.8	29.77	269	29.94	26.75	1184	38.15	30.65
	Diff.		0.3			-1.71			0.41	
	<b>Total</b>	<b>759</b>	<b>38.96</b>	<b>30.03</b>	<b>615</b>	<b>28.98</b>	<b>26.98</b>	<b>2364</b>	<b>38.36</b>	<b>30.76</b>
Maharashtra	Boys	406	52.99	23.54	307	54.93	25.53	1655	59.48	24.37
	Girls	390	54.68	24.13	291	52.61	26.73	1529	59.53	23.76
	Diff.		-1.69			2.32			-0.05	
	<b>Total</b>	<b>796</b>	<b>53.82</b>	<b>23.83</b>	<b>598</b>	<b>53.8</b>	<b>26.13</b>	<b>3184</b>	<b>59.5</b>	<b>24.07</b>
Orissa	Boys	335	57.36	25.9	426	58.55	27.02	999	66.5	24.9
	Girls	257	58.7	26.24	254	57.46	27.21	981	64.39	25.33
	Diff.		-1.34			1.09			2.11	
	<b>Total</b>	<b>592</b>	<b>57.94</b>	<b>26.04</b>	<b>680</b>	<b>58.14</b>	<b>27.08</b>	<b>1980</b>	<b>65.45</b>	<b>25.13</b>
Pondicherry	Boys	144	56.83	23.4	1	97.14	0	473	58.71	23.8
	Girls	170	52.57	25.1	0	0	0	506	59.34	23.13
	Diff.		4.26						-0.63	
	<b>Total</b>	<b>314</b>	<b>54.52</b>	<b>24.39</b>	<b>1</b>	<b>97.14</b>	<b>0</b>	<b>979</b>	<b>59.03</b>	<b>23.45</b>

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Punjab	Boys	636	55.73	24.27	50	42.86	20.57	382	53.71	25.3
	Girls	658	55.76	24.15	63	47.03	19.05	383	50.38	26.25
	Diff.		-0.03			-4.17			3.33	
	<b>Total</b>	<b>1294</b>	<b>55.74</b>	<b>24.2</b>	<b>113</b>	<b>45.18</b>	<b>19.76</b>	<b>765</b>	<b>52.04</b>	<b>25.82</b>
Rajasthan	Boys	298	50.86	24.73	248	53.01	21.8	962	59.1	22.14
	Girls	246	51.61	22.8	160	45.66	25.93	960	60.46	21.52
	Diff.		-0.75			7.35			-1.36	
	<b>Total</b>	<b>544</b>	<b>51.2</b>	<b>23.85</b>	<b>408</b>	<b>50.13</b>	<b>23.75</b>	<b>1922</b>	<b>59.78</b>	<b>21.84</b>
T.N	Boys	769	45.55	27.95	70	29.8	18.62	1883	57.74	27.84
	Girls	750	43.23	27.12	48	33.63	21.89	1862	57.99	28.03
	Diff.		2.32			-3.83			-0.25	
	<b>Total</b>	<b>1519</b>	<b>44.4</b>	<b>27.56</b>	<b>118</b>	<b>31.36</b>	<b>20.01</b>	<b>3745</b>	<b>57.86</b>	<b>27.93</b>
U.P	Boys	1112	58.45	25.08	89	51.52	26.93	1859	61.3	24.04
	Girls	962	54.48	26.27	76	52.41	27.54	2016	57.52	25.5
	Diff.		3.97			-0.89			3.78	
	<b>Total</b>	<b>2074</b>	<b>56.61</b>	<b>25.71</b>	<b>165</b>	<b>51.93</b>	<b>27.13</b>	<b>3875</b>	<b>59.33</b>	<b>24.88</b>
Uttaranchal	Boys	318	47.07	23.87	51	57.09	22.41	635	46.69	24.21
	Girls	321	45.71	25.74	82	51.18	17.62	767	46.04	24.12
	Diff.		1.36			5.91			0.65	
	<b>Total</b>	<b>639</b>	<b>46.39</b>	<b>24.82</b>	<b>133</b>	<b>53.45</b>	<b>19.73</b>	<b>1402</b>	<b>46.33</b>	<b>24.15</b>
W.B	Boys	367	61.26	23.62	79	57.29	23.95	1219	62.88	22.71
	Girls	314	63.14	20.61	63	52.47	24.11	1240	61.91	22.63
	Diff.		-1.88			4.82			0.97	
	<b>Total</b>	<b>681</b>	<b>62.13</b>	<b>22.29</b>	<b>142</b>	<b>55.15</b>	<b>24.06</b>	<b>2459</b>	<b>62.39</b>	<b>22.67</b>

Area-wise and Category-wise Achievement of Class III Students of North- East states - Mathematics

States	Gender	SC			ST			Others		
		(1)			(2)			(3)		
		N	M%	SD	N	M%	SD	N	M%	SD
Assam	Boys	136	65.78	18.4	93	67.5	19.38	1057	68.98	18.49
	Girls	121	70.96	19.81	94	66.84	17.18	1054	67.36	19.48
	Diff.		-5.18			0.66			1.62	
	<b>Total</b>	<b>257</b>	<b>68.22</b>	<b>19.21</b>	<b>187</b>	<b>67.17</b>	<b>18.26</b>	<b>2111</b>	<b>68.17</b>	<b>19.01</b>
Manipur	Boys	51	69.69	21.71	509	74.67	18.62	713	70.56	21.94
	Girls	48	65.89	23.77	528	76.11	18.78	728	70.09	22
	Diff.		3.8			-1.44			0.47	
	<b>Total</b>	<b>99</b>	<b>67.85</b>	<b>22.7</b>	<b>1037</b>	<b>75.41</b>	<b>18.71</b>	<b>1441</b>	<b>70.32</b>	<b>21.97</b>
Meghalaya	Boys	21	69.52	16.69	933	68.87	17.68	5	59.43	20.94
	Girls	11	62.08	20.41	1006	66.16	19.93	3	73.33	15.74
	Diff.		7.44			2.71			-13.9	
	<b>Total</b>	<b>32</b>	<b>66.96</b>	<b>18.08</b>	<b>1939</b>	<b>67.46</b>	<b>18.93</b>	<b>8</b>	<b>64.64</b>	<b>19.31</b>
Mizoram	Boys	6	74.29	19.46	1211	66.79	17.78	23	74.29	18.44
	Girls	5	90.86	2.39	916	66.64	19.83	9	67.94	15.17
	Diff.		-16.57			0.15			6.35	
	<b>Total</b>	<b>11</b>	<b>81.82</b>	<b>16.33</b>	<b>2127</b>	<b>66.73</b>	<b>18.69</b>	<b>32</b>	<b>72.5</b>	<b>17.58</b>
Nagaland	Boys	23	83.85	11.12	793	66.83	19.21	70	68.29	17.16
	Girls	24	76.55	17.99	627	66.97	19.6	52	73.41	15.84
	Diff.		7.3			-0.14			-5.12	
	<b>Total</b>	<b>47</b>	<b>80.12</b>	<b>15.32</b>	<b>1420</b>	<b>66.89</b>	<b>19.37</b>	<b>122</b>	<b>70.47</b>	<b>16.74</b>
Sikkim	Boys	99	53.74	17.86	585	50.72	19.73	820	53.74	19.08
	Girls	95	48.75	18.27	537	49.91	19.64	785	49.85	19.06
	Diff.		4.99			0.81			3.89	
	<b>Total</b>	<b>194</b>	<b>51.3</b>	<b>18.19</b>	<b>1122</b>	<b>50.33</b>	<b>19.68</b>	<b>1605</b>	<b>51.84</b>	<b>19.16</b>
Tripura	Boys	573	66.02	18.65	396	63.53	17.97	1247	68.87	17.76
	Girls	638	63.57	20.22	319	61.34	20.32	1284	68.34	19.44
	Diff.		2.45			2.19			0.53	
	<b>Total</b>	<b>1211</b>	<b>64.73</b>	<b>19.53</b>	<b>715</b>	<b>62.55</b>	<b>19.07</b>	<b>2531</b>	<b>68.6</b>	<b>18.63</b>
Ar.Pradesh	Boys	21	66.26	23.12	1053	60.57	20.55	208	58.64	23.55
	Girls	6	65.71	8.85	1035	59.05	20.05	183	62.47	21.37
	Diff.		0.55			1.52			-3.83	
	<b>Total</b>	<b>27</b>	<b>66.14</b>	<b>20.64</b>	<b>2088</b>	<b>59.81</b>	<b>20.31</b>	<b>391</b>	<b>60.43</b>	<b>22.61</b>

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