

State Learning Achievement Survey, 2015

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**STATE LEARNING ACHIEVEMENT SURVEY**

**CLASS III**

**2015**

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

**IN COLLABORATION WITH**

**SARVA SHIKSHA ABHIYAN, ASSAM**

**KAHILIPARA, GUWAHATI-781019**

# State Learning Achievement Survey, 2015

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## **ABBREVIATIONS**

A T	:	Assistant teacher
DIET	:	District institute of education & training.
DC	:	District coordinator.
EVS	:	Environmental Science.
FI	:	Field investigator.
H T	:	Head Teacher
MCQ	:	Multiple Choice Questions.
MHRD	:	Ministry of Human Resource Development.
NCERT	:	National Council of Educational Research and Training.
NCF	:	National curriculum framework.
PPS	:	Probability proportional to Size.
P Q	:	Pupil questionnaire
SC	:	Scheduled castes.
ST	:	Scheduled tribes.
S Q	:	School questionnaire
SCERT	:	State Council of Education Research and Training.
SSA	:	Sarve Shiksha Abhiyan.
SLAS	:	State Learning Achievement Survey.
TLM	:	Teaching learning material.
T L P	:	Teaching learning process

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## PREFACE

The growing concern for quality education, particularly in elementary level has a focus on the learning level of school children especially after RTE has come in to force. The 12<sup>th</sup> Five year Plan has interpreted quality learning with respect to quality teaching-learning adjudicated through learning outcomes.

Large scale assessments have often been used to outline achievement trends over time so as to hold all stakeholders in the state accountable for their effort towards enhancing the quality of school education. The role of large – scale assessment in elementary education can be traced since the early 1990 in India. The exercise unquestionably will continue to grow with the implementation of RTE wherein the requirement is to assess student’s learning levels for meeting the pre-requisites of section 24 and 29 of the RTE Act. The connotation is to measure performance of students (with sound reliability and validity) as one of the component of a comprehensive assessment system.

Now, assessing learning achievement through sample survey in different subjects is an important instrument for policy maker, planner, and curriculum developers. NCERT as the National body has played an important role in conducting such surveys. NCERT has been carrying out achievement surveys in all the states for Classes III, V and VII / VIII. As a matter of policy NCERT has made it a part of its agenda to carry out these surveys at every three years cycle for monitoring the quality of school education at the elementary stage in schools all over India. The meticulous exercise will provide meaning only if these types of surveys are carried out in the states at district or if possible at block level.

The present survey is the third cycle of SLAS in the state. In this survey Learning achievement of children were assessed in three subjects namely, language mathematics and Environmental Studies. This survey was conducted in fourteen Districts. It covered three Hundred and Fifty schools from both rural and urban areas. A total of 6150 in language, 6142 in Mathematics and 6149 in EVS students were assessed through this survey. The data has been analyzed using SPSS and other software. This report presents a picture of learning achievement in three subjects of students of Class III. All efforts have been made to obtain quality data in this survey.

Sarva Siksha Abhiyan (SSA) Assam has extended active Support including financial support for conducting this survey.

The study could not have been possible without the active participation of DIETs of the fourteen districts, Director of Elementary Education, Assam, District Elementary Education officers / District mission Coordinators, Block Elementary Education officers and their staff.

I thank the coordinators of the survey Sri Lakshmi Kanta Das, lecturer, SCERT, Assam and Sri Narendra Nath , lecturer, SCERT, Assam and the other project team members who worked hard in different stage of the survey.

Finally I thank one and all who have contributed some way or other throughout the survey. I earnestly hope that it will be useful to policy makers, planners, researchers and all others in raising the quality of Elementary Education in Assam.

28<sup>th</sup> Sept, 2016  
Guwahati-19

Director  
SCERT, Assam, Kahilipara,

## EXECUTIVE SUMMARY

### Introduction:

State Learning Achievement Surveys (SLAS) in the state of Assam are conducted in collaboration with SSA, Assam and in the guide lines of National achievement Survey (NAS). This is an important and reliable study to understand students' achievement in different stages of school education particularly of Government and Government aided schools. To understand the students' achievement Tests in different subject areas are administered and to collect information about relevant background factors related to the school environment, home background, teachers' experiences, qualification, availability of Teaching Learning materials different tools have been used. This data give policy makers, curriculum specialists, teachers and other stake holders a 'snapshot' of what students are learning in schools.

This report presents the learning achievement of class III student in third cycle of SLAS (2015). In this backdrop the present survey has been conducted.

### Methodology:

#### Sample Selection:

14(fourteen) districts were selected for the survey so that , various social categories ,SC/ST , hills area , char area, Tea garden area etc. could be represented in the survey. The selected districts were Chirang, Darrang , Dhubri ,Dibrugarh,Goalpara, Golaghat, Jorhat,Kamrup, Karbi Ang-Long, Kokrajhar , Lakhimpur, Morigaon , Nalbari, and Sonitpur . Three hundred and fifty (350) schools covering both urban and rural area were selected using probability proportional to site sampling method.

#### Development of Test and Tools:

Tests in Language-1, Mathematics and Environmental studies for assessment of learning achievement and Tools for collection of background data were developed in workshop. In this connection, Department of Science & Mathematics, Department of language and Department of Social Science, SCERT, Assam were entrusted with development Test with the help of DIET's faculty. After analyzing the Curriculum & Text book items were constructed that falls under the three domains manly knowledge , understanding and application .To ensure minimum coverage two forms of test for each subject were developed and to equate the two forms anchor items in both the forms were incorporated.

#### Test and Tools Administration:

Test and Tool were administered with the help of field investigators in two days. For this a team of two field investigators visited one school for two days to complete the entire field activities. Field investigators transferred the responses to response sheet and collected other information through teacher, school and pupil questionnaire.

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## Data Analysis

The most important task of data analysis was entrusted with an outsourced computer agency. Data were analysed using SPSS other computer software. However, data were entered at SCERT in a specific format provided by the computer agency. After verification of data entered it was hand over to the out sourced computer agency for analysis.

## Results:

### Learning achievement in Language:

The mean percentage achievement in language of the State was 55.3%. The districts of Kokrajhar scored highest 67%. The Districts of Chirang, Dibrugarh, Darrang, Kokrajhar, Lakhimpur, Morigaon and Nalbari scored above the mean percentage of the State while Dhubri, Goalpara, Golaghat, Jorhat, Kamrup, Karbi-Anglong and Sonitpur scored below the State Mean percentage. Amongst the sample districts Goalpara scored the lowest (36%). Achievement of girls in language of Nalbari District was higher significantly than that of boy of the district. However, no significant differences were observed in mean scores of boys and girls of the districts except Nalbari.

Achievement of children from urban areas were higher than that of rural counter part of the districts of Chirang, Dhubri, Dibrugarh, Golaghat, Jorhat, Kamrup, Karbi Anglong and Nalbari while achievement of rural children was higher than that of urban in language in the district of Darrang. There were no significant\* difference in achievement of rural and urban children in the district of Goalpara, Kokrajhar, Lakhimpur, Morigaon and Sonitpur. (\* difference of 5% or more)

### Learning achievement in Mathematics

The children from Chirang district scored the highest (Mean score 78%) while the children from Goalpara scored the lowest (Mean score 32%) in Mathematics. The average mean score of the state in mathematics was 57%. The children from the districts of Chirang, Darrang, Dibrugarh, Kokrajhar, Kamrup, Lakhimpur, Morigaon, Golaghat, Jorhat, Sonitpur scored above the state average while the children from the districts of Dhubri, Goalpara, Karbi-Anglong and Nalbari, scored below the state average.

There was no significant difference in mean scores of rural boys and urban boys being the mean scores 57% and 61% of the rural boys and urban boys respectively. The mean scores of urban girls and rural girls were 61% and 55% respectively. So, mean scores of urban girls was significantly higher than that of rural girls. There was no difference in mean scores of urban boys and urban girls. The rural boys scored slightly higher than that of rural girls.

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## **Learning achievement in Environmental studies:**

The state mean achievement of children in Environmental Studies was 52%. The children from Kokrajhar scored the highest 73% while children from Goalpara scored the lowest 28%. Thus the range of mean achievement was 45 which was high enough and indicated heterogeneity in achievement throughout the state. There was no significant difference in mean achievement of boys and girls being 53% and 52% respectively. However achievement of boys were slightly higher than that of girls in the districts of Darrang and Karbi- Anglong and achievement of girls were slightly higher than that of boys in the districts of Kokrajhar and Chirang.

There were no significant differences in mean achievement of rural boys (52%) and girls(50%) and urban boys(60%) and girls(59%). However significant differences were observed in mean achievement of urban boys (60%) and rural boys (50%). The mean achievement of urban boys was higher than that of rural boys. Similarly urban girls scored higher than that of rural girls in environmental studies.