

**STATE
LEARNING ACHIEVEMENT SURVEY**

FOR

CLASS-V

2015-16

CONDUCTED BY:

**STATE COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING (SCERT), ASSAM**

KAHILIPARA, GUWAHTI-19

IN COLLABORATION WITH

AXOM SARBA SHIKSHA ABHIYAN MISSION

KAHILIPARA, GUWAHATI-19

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ABBREVIATIONS

DIET	:	District Institute of Education & Training.
DC	:	District coordinator
EVS	:	Environmental Studies
FI	:	Field Investigator
MCQ	:	Multiple Choice Questions
MHRD	:	Ministry of Human Resource Development
NAS	:	National Achievement Survey
NCERT	:	National Council of Educational Research and Training
NCF	:	National curriculum framework
PPS	:	Probability proportional to Size
SC	:	Scheduled castes
ST	:	Scheduled tribes
SCERT	:	State Council of Educational Research and Training
SSA	:	Sarva Shiksha Abhiyan
SLAS	:	State Level Achievement Survey
TLM	:	Teaching Learning Material

PREFACE

The growing concern for quality of school education, particularly after realizing the objective of making available infrastructural schooling facilities has a focus on the learning level of school children. It is specially so with RTE Act, 2009 in force. 12th Five year Plan has interpreted quality learning with respect to quality teaching-learning adjudicated through learning outcomes. In order to achieve the vision of the 12th five year plan, knowledge of learning trends amongst students is essential. At the same time, there is also a need to understand possible impact of various input variables like schooling facility, teaching methodology and training, socio economic status, home environment, medium of instruction etc. on learning levels of students.

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 as one of the components of a comprehensive assessment system.

A common practice for assessing learning achievement is through sample surveys of achievement in different subjects. NCERT as the national body has played a great role in conducting such surveys. 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 at district or if possible at block levels in the states. The present survey has been conducted at the end of class-V in three subjects namely, Language, Mathematics, Environmental studies. Data has been collected through test administration. No. of schools and students covered in the survey is 350 and 6365 respectively spreading over fourteen districts. Analysis of data has been carried out using SPSS statistics software. This presents the status of class-V students in learning achievement in respect of these four subjects. In conducting the survey quality of data is of paramount importance. Keeping this aspect in mind all efforts has been made to obtain quality data from all field level activities.

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 officer/District mission Coordinators, Block Elementary Education Officers and their Office staff.

I thank the coordinator of the survey Dr. Sumona Roy, Asstt. Director, SCERT, Assam and other members of the project team who worked hard in different stages of the survey right from the test administration, data entry and analysis and preparing the report in time .

Finally I thank one and all who have contributed someway or other all through 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.

(Smti S. D. Sharma, ACS)

Director

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Guwahati, 4th November, 2016

EXECUTIVE SUMMARY

Introduction:

Sarva Shiksha Abhiyan (SSA), the flagship programme was initiated by Ministry of Human Resource Development (MHRD) Govt. of India to bring about quality education in the elementary stage. Huge amount of fund has been spent for providing infrastructure, training of teachers, teaching learning material (TLM) appointment of teachers and so many inputs.

Now after giving so many inputs it was felt a study is to be conducted to know the impact of various inputs on learning achievement of students. In this backdrop the present survey has been conducted.

Methodology:

Sample

To conduct the survey, total 6365 students from 350 (Three hundred and fifty) schools in 14 (fourteen) districts were selected taking into consideration of different social categories like SC/ST area, Char area, hills area etc. However numbers of schools in each selected district were made by using PPS (Probability Proportional to Size.). Within the schools it was decided to take a maximum of 25 (twenty five) students for test administration and related activities. The survey would provide and insight into the learning level of children of class-V in particular and would also give an understanding about the existing status and the factors associated with teachers, students and schools.

Development of Tools:

The tools for the survey were designed more or less on the line of tools developed by NCERT for conducting National Achievement Survey (NAS). For development of the tools, Subject Wise Core Committees were constituted comprising of faculty of SCERT, District Institute of Education and Training (DIET), and teacher of schools. The subject wise tools were developed through workshop mode. For development of the items, identification of "Learning Indicators", number of items to be kept for each subject and the domains to be covered were discussed in sharing meeting of the State Level Core Committee. Curriculum as per National Curricular Framework 2005 was followed for development of items.

Test 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.

Data Analysis:

The most important task of data analysis was entrusted to 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 handed over to the out sourced computer agency for analysis.

Major Findings: I

Table- 1: District wise, rural, urban boys and girls wise comparison of learning Achievement in Language

Subject	State Mean	District	Rank	District Mean	Urban	Rural	Boys	Girls
LanguageI	61%	Chirang	2	68	72	66	64	71
		Darrang	1	70	65	71	70	69
		Dhubri	10	58	60	58	54	61
		Dibrugarh	14	43	37	46	44	43
		Goalpara	9	59	57	60	57	61
		Golaghat	8	60	67	58	56	64
		Jorhat	11	56	71	50	54	58
		Kamrup	4	66	74	65	64	67
		KarbiAnglong	13	54	58	52	55	53
		Kokrajhar	4	66	56	69	64	68
		Lakhimpur	4	66	71	65	69	64
		Morigaon	3	67	62	68	66	67
		Nalbari	7	64	58	67	63	65
		Sonitpur	11	56	65	54	53	59

Achievement in Language:

Mean achievement percentage in language is 61% whereas achievement percentage in the subject for boys and girls are 59% and 62% respectively. Girls also have done better than that of boys. Achievement of the students of Darrang district in language is highest with 70% and the lowest is in Dibrugarh district with 43%. It is evident that urban student's achievement is better with 62% than their rural counterpart with 60%. Contrary to this achievement level of students of rural area in Darrang is highest with 71% and lowest in Dibrugarh district with 46%.

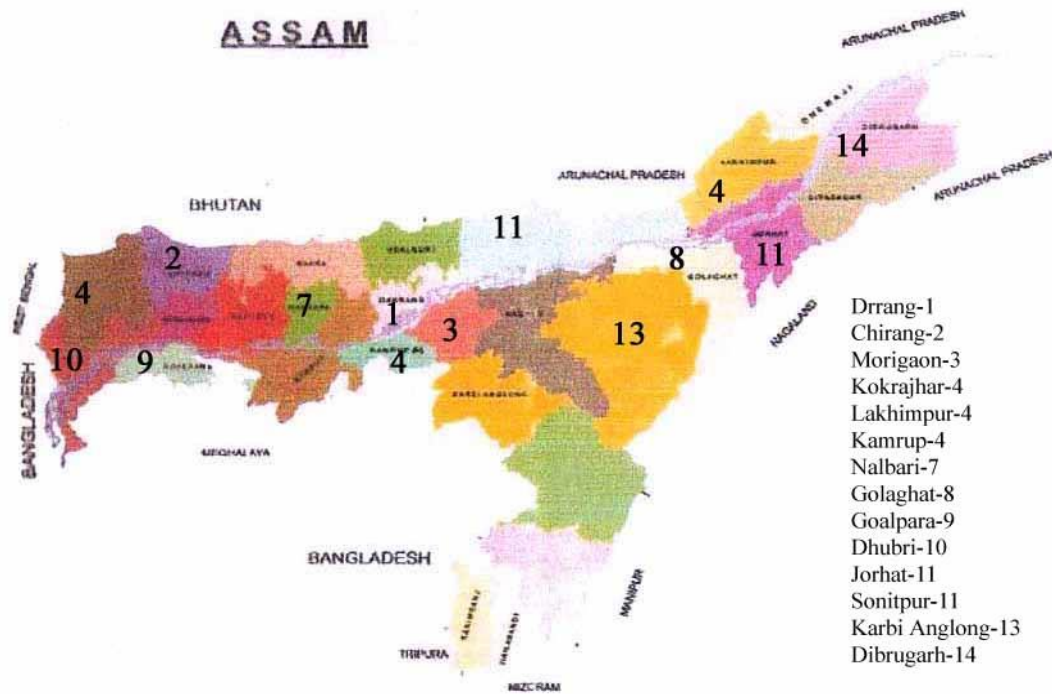


Fig-1, Map showing district wise rank in learning achievement in Language

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Table- 2: District wise, rural, urban boys and girls wise comparison of learning Achievement in Mathematics

Subject	State Mean	District	Rank	District Mean	Urban	Rural	Boys	Girls
Maths	53%	Chirang	1	63	66	60	63	62
		Darrang	1	63	59	64	63	62
		Dhubri	8	53	55	53	52	54
		Dibrugarh	6	55	64	52	51	59
		Goalpara	8	53	46	54	54	52
		Golaghat	11	52	56	51	51	53
		Jorhat	13	44	50	41	45	43
		Kamrup	8	53	59	52	53	54
		KarbiAnglong	14	38	38	39	42	36
		Kokrajhar	3	58	60	57	59	58
		Lakhimpur	7	54	58	52	55	53
		Morigaon	4	57	51	59	59	55
Nalbari	4	57	63	54	57	56		
Sonitpur	12	48	52	47	48	48		

Achievement in Mathematics:

Mean achievement percentage in mathematics is 53% whereas achievement percentage in the subject for boys and girls are also 53%. Achievement of student of urban area is better with 56% than their rural counterpart with 52%. Contrary to this achievement level of student in rural area it is highest

in Darrang district with 64% and lowest in the in Karbi-Anglong with 39%. Achievement level of boys' is highest in Chirang and Darrang districts with 63% and lowest in Karbi-Anglong district with 42%. On the other hand achievement level of girls' is highest in Chirang and Darrang districts with 62% and lowest in Karbi-Anglong district with 36%.

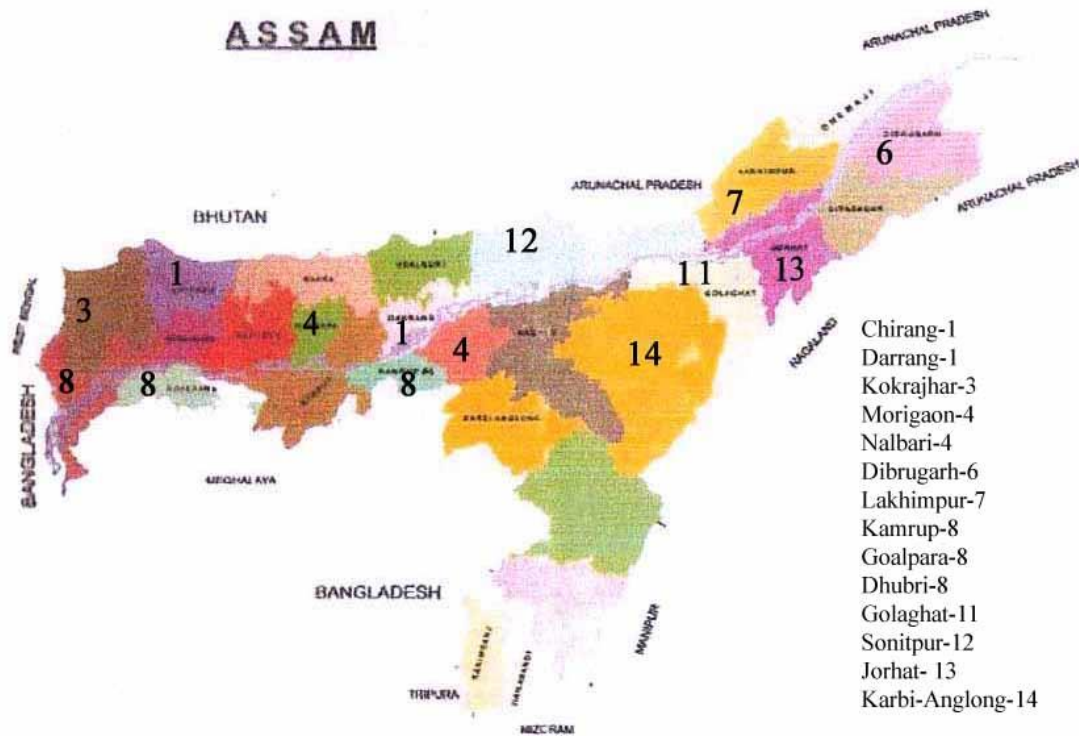


Fig-2, Map showing district wise rank in learning achievement in Mathematic

Table- 3: District wise, rural, urban boys and girls wise comparison of learning Achievement in EVS

Subject	State Mean	District	Rank	District Mean	Urban	Rural	Boys	Girls
EVS	51%	Chirang	1	66	70	64	67	65
		Darrang	2	63	54	67	63	63
		Dhubri	9	48	56	46	46	49
		Dibrugarh	13	42	49	40	41	42
		Goalpara	14	39	39	39	39	40
		Golaghat	12	45	52	43	44	47
		Jorhat	7	53	62	50	53	53
		Kamrup	6	55	58	55	56	55
		KarbiAnglong	10	47	53	44	48	46
		Kokrajhar	10	47	52	45	47	47
		Lakhimpur	3	59	64	57	61	58
		Morigaon	4	56	51	58	56	56
		Nalbari	4	56	57	56	55	57
Sonitpur	8	50	56	48	49	51		

Achievement in EVS

Mean achievement percentage in EVS is 51% whereas achievement percentage in the subject for boys and girls are 51% and 52% respectively. Student of urban area have performed better with 55% than their rural counterpart with 50%. Contrary to this achievement level of student in rural area it is highest in Darrang district with 67% and lowest in Goalpara district with 39%. Girl students performed better in the districts of Dhubri, Dibrugarh, Goalpara, Nalbari and Sonitpur. Achievement level of boys' is highest in Chirang district with 67% and lowest in Dibrugarh district with 41%. Achievement level of girls' is also highest in Chirang district with 65% and lowest in Goalpara district with 40%.

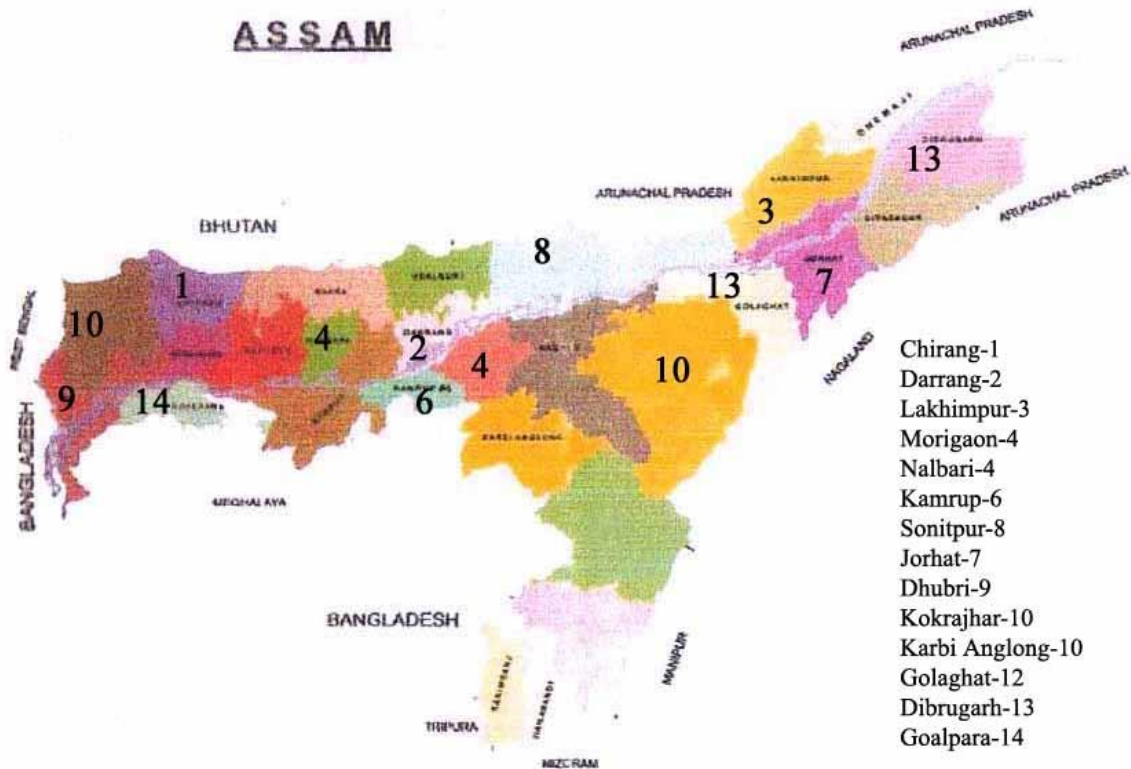


Fig-3, Map showing district wise rank in learning achievement in EVS

- Mean achievement in Language is higher than in Mathematics and EVS
- Darrang district has the highest percentage in case of subjects-Language and Mathematics and Chirang district has the highest percentage in EVS
- Achievement of Girls' is higher than the achievement of Boys' but in case of Mathematics achievement level of boys' and Girls' is same
- Performance of urban area is better than that of rural area

Major Findings: II

Language	Mathematics	Environmental Studies
<ul style="list-style-type: none"> • Mean achievement is 61% • Performance of students of urban area (62%) is better than that of rural area (60%) • Performance of girls' students (62%) is higher than that of boys (59%) • Achievement level of the students of Darrang is highest with 70% and the lowest in Dibrugarh district with 43% 	<ul style="list-style-type: none"> • Mean achievement is 53% • Performance of students of urban area (56%) is better than that of rural area (52%) • Performance of girls' students (53%) is equal to that of boys (53%) • Achievement level of the students of Chirang and Darrang districts is highest with 60% and the lowest in Karbi-Anglong district with 38% 	<ul style="list-style-type: none"> • Mean achievement is 51% • Performance of students of urban area (55%) is better than that of rural area (50%) • Performance of girls' students (52%) is higher than that of boys (51%) • Achievement level of the students of Chirang district is highest with 66% and the lowest in Goalpara district with 39%

Major Findings: III**Table 4: Gender wise and Category wise Achievement in Mathematics**

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean%	Std. Dev	N	Mean%	Std. Dev			N	Mean%	Std. Dev
SC	197	54	7	232	54	8	21.23	140.5	429	54	7
ST	334	55	8	431	55	7	22.06	130.2	765	55	8
OBC	812	53	8	624	54	9	21.98	89.56	1436	54	8
Others	1517	56	7	2178	55	7	20.19	118.6	3695	55	7

Table 5 : Gender wise and Category wise Achievement in Language

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean%	Std. Dev	N	Mean%	Std. Dev			N	Mean%	Std. Dev
SC	196	60	10	240	59	10	24.05	98.86	436	59	10
ST	330	59	10	435	58	10	26	101.01	765	59	10
OBC	809	58	10	629	59	10	27.13	115.46	1438	59	10
Others	1515	56	9	2176	60	10	27.45	78.38	3691	60	10

Table 6 : Gender wise and Category wise Achievement in EVS

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean%	Std. Dev	N	Mean%	Std. Dev			N	Mean%	Std. Dev
SC	189	54	9	213	55	8	45.2	101.5	402	55	8
ST	305	52	8	415	54	8	35.12	156.03	720	53	8
OBC	789	51	8	580	54	8	36.1	145.58	1369	52	8
Others	1446	51	8	2023	55	9	40.9	123.74	3469	53	8

Gender wise and Category wise Achievement in Language, Mathematics and EVS

Language	Mathematics	Environmental Studies
<ul style="list-style-type: none"> • Mean achievement is more or less same for both boys and girls in the categories SC/ST/OBC • Performance of girls of other category (60%) is better than that of boys (56%) 	<ul style="list-style-type: none"> • Mean achievement is more or less same for both boys and girls in all the categories SC/ST/OBC /other 	<ul style="list-style-type: none"> • Mean achievement is more or less same for both boys and girls in SC category • Mean achievement is slightly better for girls than boys in case of ST/OBC category • Performance of girls of other category (55%) is better than that of boys (51%)

INTRODUCTION

Sarba Shiksha Abhiyan (SSA) is one of the most important projects of Govt. of India in the field of elementary education. The basic objective of SSA is to provide quality education to all children in the age group of 6-14 years. For ensuring quality education at the elementary level, both national Government and state government are putting in lot of efforts over the years. After implementation of SSA and subsequent execution of the Right to Education Act, 2009, the state has made satisfactory progress in terms of access, retention and equity. A lot of effort in terms of huge investment of both human and material resources is being made to enhance the quality of learning in the state. The focus has gradually been shifted towards “Quality”. In this direction, quality of learning is the thrust area at all levels especially at elementary level as it provides the very foundation of edifice of learning.

Numbers of initiatives have been taken. Teachers are being posted where needed so that the standard pupil teacher ratio (PTR) can be maintained; textbooks are developed in the line of NCF 2005; activity based learning is being followed; training programme for the untrained teachers is being organized; new teachers have been recruited recently; school infrastructure has been improved; various grants are provided, work books, reference books etc. are provided since SSA came into being and enactment of RTE Act, 2009.

After investing huge amount of money and providing all possible inputs a need is felt to assess the quality of elementary education through assessment of learning level of learners. In this backdrop, it was felt to conduct an achievement survey to assess the learning level of children at elementary level. One of the major concerns of the Ministry of Human Resource Development (MHRD), GOI is also to assess and track the changes in the level of children’s learning achievement as per defined outcome, linked with the syllabus of the elementary cycle prepared/adopted by the academic authority under Section 29 of the RTE Act. In this backdrop, this achievement survey has been conducted to assess the learning level of children at the end of Class-V.

The survey was conducted with the following major objectives:

- To assess the learning level of children of class-V
- To identify the difficult areas of learning
- To compare the District wise learning level of children.
- To compare gender wise, socio-economic status wise, area wise (Urban, Rural area) learning level of children.

METHODOLOGY

Sample:

To conduct the survey 350 (Three hundred and fifty) schools in 14 (fourteen) districts were selected taking into consideration of different social categories like SC/ST area, Char area, hills area etc. However numbers of schools in each selected district were made by using PPS (Probability Proportional to Size.). Within the schools it was decided to take a maximum of 25 (twenty five) students for test administration and related activities. The survey would provide and insight into the learning level of children of class-V in particular and would also give an understanding about the existing status and the factors associated with teachers, students and schools. Number of schools per district and number of students per school covered in as follows:

Serial No.	District	No of schools	No of student
1	Chirang	14	295
2	Darrang	18	395
3	Dhubri	36	642
4	Dibrugarh	24	443
5	Goalpara	26	537
6	Golaghat	22	522
7	Jorhat	28	411
8	Kamrup	32	633
9	KarbiAnglong	28	374
10	Kokrajhar	24	431
11	Lakhimpur	30	535
12	Marigaon	20	306
13	Nalbari	16	323
14	Sonitpur	32	518
	Total	350	6365

Development of Tools

Construction of tools for any survey or study is a very crucial step. In fact, the successful conduct of a survey/study depends to a great extent on the quality of tools and how they are administered. The tools for the survey were designed more or less on the line of tools developed by NCERT for conducting National Achievement Survey (NAS).

For development of the tools, Subject Wise Core Committees were constituted comprising of faculty of SCERT, District Institute of Education and Training (DIET), and teacher of schools. Thus, for each of the three subjects, Subject Wise Core Committees were constituted. For each Subject Wise Core Committee, one faculty from SCERT was the Coordinator.

The subject wise tools were developed through workshop mode. For development of the items, identification of “Learning Indicators”, number of items to be kept for each subject and the

domains to be covered were discussed in sharing meeting of the State Level Core Committee. Curriculum as per National Curricular Framework 2005 was followed for development of items.

For measuring each learning outcome with sufficient precision, it was necessary to construct multiple test forms in each subject. A three dimensional grid was prepared in each subject indicating the content to be covered, skills to be tested, the difficulty level of items under each skill along with number of items.

The subject tests were developed by following the principles given below:

- Two forms of tools for each subject were developed to ensure maximum coverage of syllabus.
- To equate the different test forms used some Anchor items (common item) were included in each form of tool in each subject.
- The number of items for each of the domains viz. Knowledge, Understanding Application and Skill were different for each subject.
- Each item was made of MCQ type with four options/alternatives.
- For Language-I, one descriptive item were also kept for assessment of reading comprehension of children. Final administration of the tools for the survey was done with 40 items in all three subjects.

The Teacher Questionnaire (TQ) was designed for collecting information from teachers teaching any or two or all three subjects for which, the learning level of children was assessed. The items mainly included areas relating to experience, educational and professional qualification, subjects(s) teaching during the survey period etc.

The School Questionnaire (SQ) was designed mainly with the objective of collecting information relating to availability of facilities in the school.

The Pupil Questionnaire (PQ) included questions relating to family background, educational qualification and professional status of parents/guardians, availability of educational facilities and support in the family etc.

Data Collection

Data were collected in very planned and systematic way. Following are the steps for collection of data :

One DIET faculty for each selected district were designated as District Coordinator to look after the field activities related to the survey. One day orientation was given to these District Coordinators at SCERT, Assam. For the test administration and other activities Field Investigators (FI) were engaged. Field Investigators were given two day orientation in their respective districts on entire process of quality data collection which includes distribution of each form of test booklet, filling up of school code, student ID, Area code, Gender code etc. They were also provided with a comprehensive guideline. A team of two FIs visited one school for two days to complete the process of data collection. Minimum 90 minutes were given to complete a test booklet of a particular subject. Only one form of test booklet for each subject was administered to a student.

Schedule for data collection:

Field Investigator	Day 1		Day 2	
	Session – 1	Session – 2	Session – 1	Session – 2
1.	Language Test	EVS Test	Mathematics Test	Administration of PQ
2.	Filling up of SQ & TQ	Transfer of responses on Response sheet (Language)	Transfer of responses on Response sheet (Maths)	Transfer of response on Response sheet (EVS)& filling up of Field Note

Data Management:

SCERT received material from the fourteen districts regarding SLAS work. After getting material from the districts, the project team at SCERT, Assam checked and organized the materials school-wise and prepared the batch having detail about the school code, district code, number of response sheet, number of pupil, school and teacher questionnaire and field notes. The codes of questionnaire and response sheets were matched and needful corrections were made wherever there was any discrepancy.

Work for analysis of data was outsourced for using SPSS statistics. Data entry plan and analysis plan was development at SCERT keeping in mind the objective of the study. Transfer of data from paper to electronic format was done at SCERT. However the format for data entry was provided by the outsourced agency. Both the plan was provided to the computer agency for doing the assigned task in a systematic manner. The computer agency was provided with the soft copy of data entry. The project team checked and verified the quality of the data and resolved problems of mismatching files. Files of cleaned data were finalized for further analysis. Finally data analysis was carried out using SPSS statistics software.

Limitations of the survey

The survey has witnessed the following limitations:-

- Due to time constraint the tools (Test Booklet) could not be developed this year.
- Hence the tools developed by SCERT, Assam in 2013-14 has been utilized with necessary modification and changes
- The test was administered during the last week of November; 2015. Attendance of students during that period was low as the students were preparing their ensuring 4th evaluation.
- Some inflated data related to background variables on student learning was received from the field. For this reason effect of background variables on student learning could not be analyzed. However a brief picture of the associated background variables is given at chapter-5
- Due to shortage of time piloting of the Text Booklets could not be executed in the schools

- Due to lack of expertise in handling BILOG-MG etc. software program for modern IRT (Item Response Theory) could not be used for analysis of students' responses to questions in the study. Hence Classical Test Theory (CTT) has been used for analysis of data using SPSS statistics software.

Chapter 1

Achievement in Language

Table 1.1: Gender wise and Area wise Achievement in Language

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	2207	59	10	643	61	10	127.37	2850	59	10
Girls	2662	62	10	818	63	10	148.46	3480	62	10
Total	4869	60	10	1461	62	10		6330	61	10
Mean Difference	23.53			24.24				23.69		
T	169.46			97.18				195.20		

It has been seen from the **table 1.1** that the mean achievement percentage in language is 61% whereas achievement percentage in the subject for boys and girls are 59% and 62% respectively. As reflected in the table student of urban area have performed better than that of student of rural area. Girls of urban area also have done better than that of rural area. In case of boys also students of urban area have done better than that of rural area.

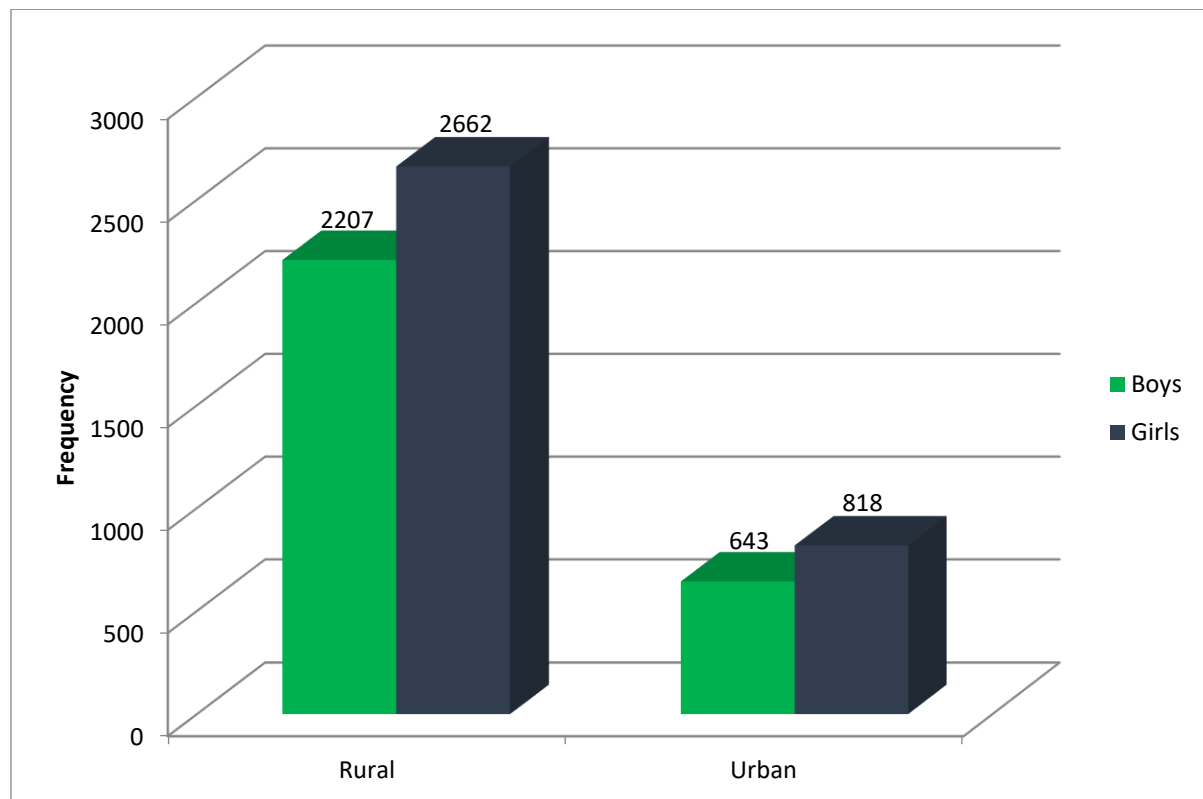


Fig: 1.1: showing the Gender wise and Area wise Achievement in Language

Table 1.2: District wise and Gender wise Achievement in Language

Districts	Boys			Girls			t	Total			Rank
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD	
Chirang	127	64	9	168	71	9	49.93	295	68	9	2
Darrang	187	70	9	208	69	10	57.01	395	70	9	1
Dhubri	281	54	9	362	61	9	63.02	643	58	9	10
Dibrugarh	207	44	9	230	43	9	40.09	437	43	9	14
Goalpara	238	57	8	296	61	9	61.78	534	59	9	9
Golaghat	255	56	10	267	64	10	54.28	522	60	10	8
Jorhat	183	54	11	227	58	10	41.53	410	56	11	11
Kamrup	281	64	8	352	67	8	83.41	633	66	8	4
KarbiAnglong	141	55	10	211	53	10	40.66	352	54	10	13
Kokrajhar	192	64	10	238	68	9	56.75	430	66	9	4
Lakhimpur	225	69	9	311	64	9	65.68	536	66	9	4
Morigaon	148	66	9	158	67	9	48.71	306	67	9	3
Nalbari	135	63	9	184	65	10	48.21	319	64	9	7
Sonitpur	250	53	10	268	59	10	47.92	518	56	10	11
Total	2850	59	10	3480	62	10		6330	61	10	

Table 1.2 reflects that achievement level of the students of Darrang district in language is highest with 70% and the lowest is in Dibrugarh district with 43%. However girl students performed better in the districts of Chirang, Dhubri, Goalpara, Golaghat, Jorhat, Kamrup, Kokrajhar, Morigaon, Nalbari and Sonitpur. Achievement level of girls’ is highest in Chirang district with 71% and lowest in Dibrugarh district with 43%. On the other hand achievement level of boys’ is highest in Darrang district with 70% and lowest in Dibrugarh with 44%.

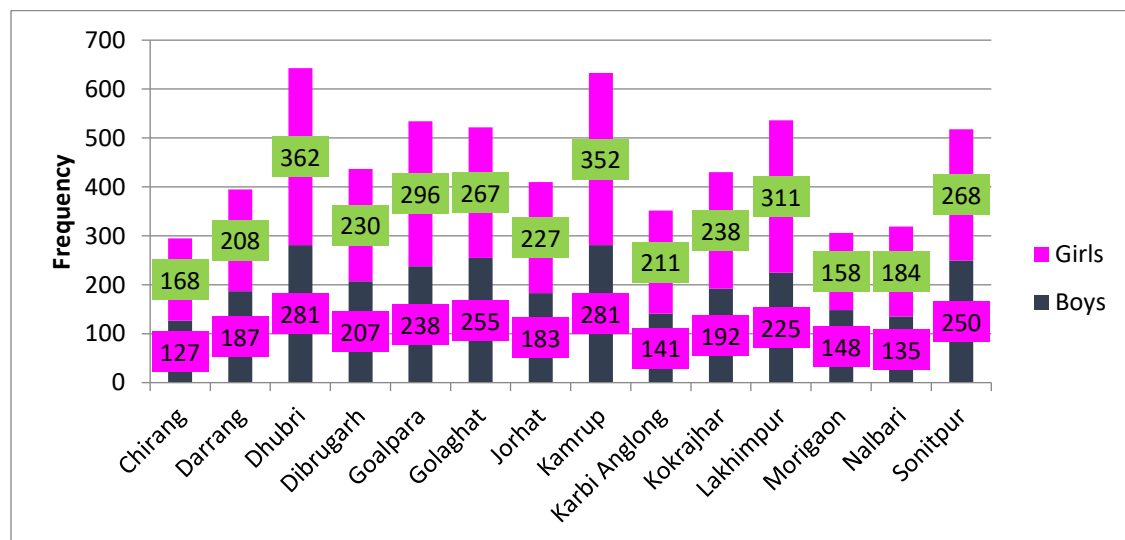


Fig: 1.2 showing the District wise and Gender wise Achievement in Language

Table 1.3: District wise and Area wise Achievement in Language

Districts	Rural			Urban			t	Total			Rank
	N	Mean %	SD	N	Mean %	SD		N	Mean%	SD	
Chirang	179	66	23	116	72	23	49.93	295	68	9	2
Darrang	310	71	24	85	65	25	57.01	395	70	9	1
Dhubri	510	58	23	133	60	23	63.02	643	58	9	10
Dibrugarh	321	46	23	116	37	20	40.09	437	43	9	14
Goalpara	417	60	23	117	57	18	61.78	534	59	9	9
Golaghat	422	58	26	100	67	22	54.28	522	60	10	8
Jorhat	301	50	27	109	71	23	41.53	410	56	11	11
Kamrup	537	65	20	96	74	19	83.41	633	66	8	4
KarbiAnglong	240	52	26	112	58	24	40.66	352	54	10	13
Kokrajhar	316	69	24	114	56	23	56.75	430	66	9	4
Lakhimpur	419	65	23	117	71	25	65.68	536	66	9	4
Morigaon	239	68	24	67	62	23	48.71	306	67	9	3
Nalbari	235	67	23	84	58	25	48.21	319	64	9	7
Sonitpur	423	54	27	95	65	24	47.92	518	56	10	11
Total	4869	60	25	1461	62	24		6330	61	10	

From **table 1.3** it is evident that urban student’s achievement is better with 62% than their rural counterpart with 60%. However in Kamrup district achievement level of urban students is highest with 74% and lowest in Dibrugarh district with 37%. Contrary to this achievement level of students of rural area in Darrang is highest with 71% and lowest in Dibrugarh district with 46%.

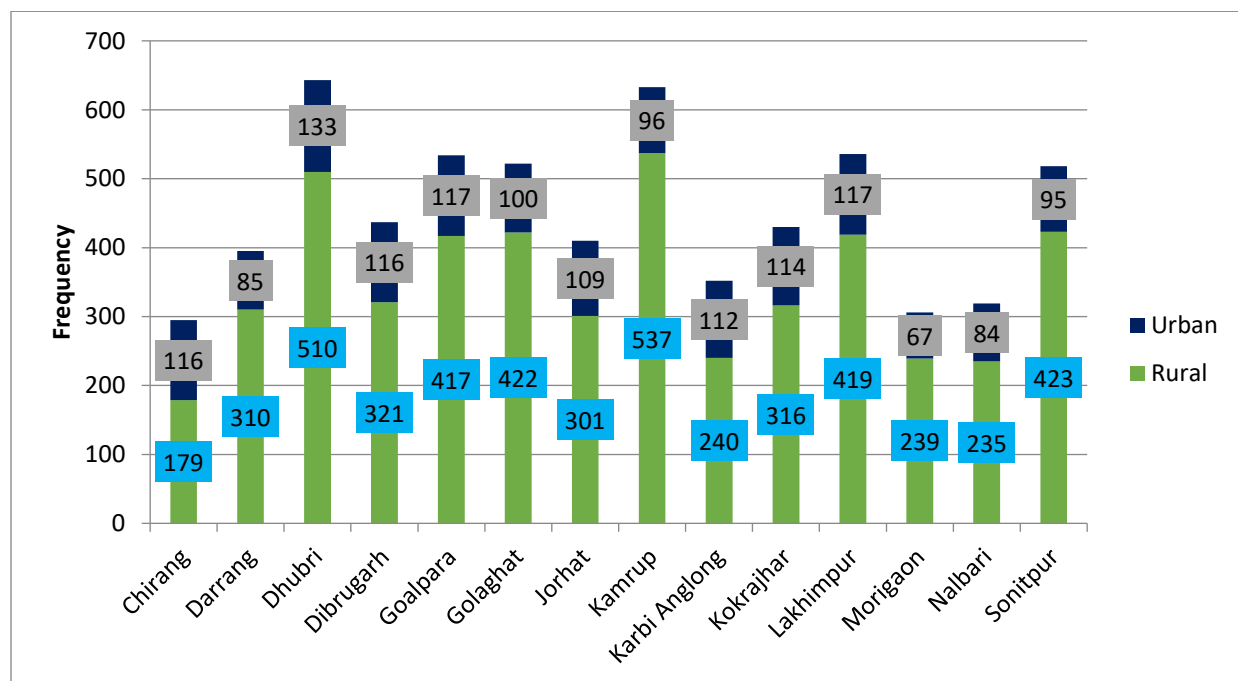


Fig1.3: Showing District wise and Area wise Achievement in Language

**Table 1.4.1: Area wise and Question wise number of correct Response in Language
(SET 1.1)**

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1493	61.2%	396	55.0%	1889	59.8%
Q2	953	39.1%	242	33.6%	1195	37.8%
Q3	1733	71.1%	576	80.0%	2309	73.1%
Q4	1673	68.6%	497	69.0%	2170	68.7%
Q5	1722	70.6%	488	67.8%	2210	70.0%
Q6	1115	45.7%	382	53.1%	1497	47.4%
Q7	1366	56.0%	455	63.2%	1821	57.7%
Q8	1217	49.9%	404	56.1%	1621	51.3%
Q9	1729	70.9%	595	82.6%	2324	73.6%
Q10	1721	70.6%	568	78.9%	2289	72.5%
Q11	1824	74.8%	585	81.2%	2409	76.3%
Q12	1401	57.5%	434	60.3%	1835	58.1%
Q13	1668	68.4%	519	72.1%	2187	69.3%
Q14	1265	51.9%	379	52.6%	1644	52.1%
Q15	1710	70.1%	569	79.0%	2279	72.2%
Q16	1383	56.7%	432	60.0%	1815	57.5%
Q17	1588	65.1%	537	74.6%	2125	67.3%
Q18	1825	74.9%	595	82.6%	2420	76.6%
Q19	1585	65.0%	511	71.0%	2096	66.4%
Q20	1537	63.0%	481	66.8%	2018	63.9%
Q21	1678	68.8%	549	76.2%	2227	70.5%
Q22	1653	67.8%	490	68.1%	2143	67.9%
Q23	1401	57.5%	360	50.0%	1761	55.8%
Q24	1529	62.7%	424	58.9%	1953	61.8%
Q25	1693	69.4%	503	69.9%	2196	69.5%
Q26	1301	53.4%	403	56.0%	1704	54.0%
Q27	1134	46.5%	363	50.4%	1497	47.4%
Q28	1294	53.1%	391	54.3%	1685	53.4%
Q29	1245	51.1%	342	47.5%	1587	50.3%
Q30	1692	69.4%	520	72.2%	2212	70.0%
Q31	1633	67.0%	545	75.7%	2178	69.0%
Q32	1462	60.0%	456	63.3%	1918	60.7%
Q33	1284	52.7%	404	56.1%	1688	53.5%
Q34	1191	48.9%	337	46.8%	1528	48.4%
Q35	1693	69.4%	532	73.9%	2225	70.5%
Q36	1396	57.3%	472	65.6%	1868	59.2%
Q37	1105	45.3%	346	48.1%	1451	45.9%
Q38	1176	48.2%	379	52.6%	1555	49.2%
Q39	1466	60.1%	480	66.7%	1946	61.6%
Total Students	2438		720		3158	

From the above **table**, it is reflected that students of rural have done better than urban area students. 50% and more than 50% students have answered 35 numbers of questions correctly out of total number of 39 questions. In urban area 35 questions are answered correctly by 50% and more than 50% students where as in rural area 33 questions are answered correctly by 50% and more than 50% students. In rural area question number 2,6,27,34,37,38 are answered correctly by

less than 50% students and in case of urban area question number 2,29,34,37 are answered correctly by less than 50% students.

Table 1.4.2: Area wise and Question wise number of correct Response in Language

(SET 1.2)

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1646	67.7%	481	64.9%	2127	67.1%
Q2	1608	66.1%	435	58.7%	2043	64.4%
Q3	1266	52.1%	373	50.3%	1639	51.7%
Q4	1832	75.4%	589	79.5%	2421	76.3%
Q5	1797	73.9%	556	75.0%	2353	74.2%
Q6	1419	58.4%	385	52.0%	1804	56.9%
Q7	1529	62.9%	490	66.1%	2019	63.7%
Q8	1550	63.8%	452	61.0%	2002	63.1%
Q9	1325	54.5%	387	52.2%	1712	54.0%
Q10	1406	57.8%	426	57.5%	1832	57.8%
Q11	1201	49.4%	367	49.5%	1568	49.4%
Q12	1109	45.6%	341	46.0%	1450	45.7%
Q13	1455	59.9%	475	64.1%	1930	60.8%
Q14	1164	47.9%	362	48.9%	1526	48.1%
Q15	1289	53.0%	390	52.6%	1679	52.9%
Q16	1425	58.6%	446	60.2%	1871	59.0%
Q17	1505	61.9%	460	62.1%	1965	61.9%
Q18	1555	64.0%	420	56.7%	1975	62.3%
Q19	1790	73.6%	613	82.7%	2403	75.8%
Q20	1840	75.7%	603	81.4%	2443	77.0%
Q21	1889	77.7%	601	81.1%	2490	78.5%
Q22	1480	60.9%	468	63.2%	1948	61.4%
Q23	1627	66.9%	523	70.6%	2150	67.8%
Q24	1245	51.2%	381	51.4%	1626	51.3%
Q25	1711	70.4%	555	74.9%	2266	71.4%
Q26	1423	58.5%	414	55.9%	1837	57.9%
Q27	1623	66.8%	497	67.1%	2120	66.8%
Q28	1818	74.8%	576	77.7%	2394	75.5%
Q29	1579	65.0%	487	65.7%	2066	65.1%
Q30	1654	68.0%	519	70.0%	2173	68.5%
Q31	1283	52.8%	353	47.6%	1636	51.6%
Q32	1762	72.5%	562	75.8%	2324	73.3%
Q33	1225	50.4%	335	45.2%	1560	49.2%
Q34	1092	44.9%	304	41.0%	1396	44.0%
Q35	807	33.2%	222	30.0%	1029	32.4%
Q36	1422	58.5%	469	63.3%	1891	59.6%
Q37	1492	61.4%	485	65.5%	1977	62.3%
Q38	1174	48.3%	362	48.9%	1536	48.4%
Q39	1012	41.6%	313	42.2%	1325	41.8%
Total Students	2431		741		3172	

From the above **table**, it is reflected that students of rural have done better than urban area students. 50% and more than 50% students have answered 31 numbers of questions correctly out of total number of 39 questions. In urban area 30 questions are answered correctly by 50% and more than 50% students where as in rural area 32 questions are answered correctly by 50% and

more than 50% students. In rural area question number 11,12,14,34,35,38,39 are answered correctly by less than 50% students and in case of urban area question number 11,12,14,31,33,34,35,38,39 are answered correctly by less than 50% students.

Table 1.5.1: Gender and question wise number of correct Response in Language

(SET 1.1)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	843	58.4%	1046	61.0%	1889	59.8%
Q2	538	37.3%	657	38.3%	1195	37.8%
Q3	1017	70.4%	1292	75.4%	2309	73.1%
Q4	990	68.6%	1180	68.8%	2170	68.7%
Q5	998	69.1%	1212	70.7%	2210	70.0%
Q6	665	46.1%	832	48.5%	1497	47.4%
Q7	780	54.0%	1041	60.7%	1821	57.7%
Q8	737	51.0%	884	51.6%	1621	51.3%
Q9	1062	73.5%	1262	73.6%	2324	73.6%
Q10	1018	70.5%	1271	74.2%	2289	72.5%
Q11	1092	75.6%	1317	76.8%	2409	76.3%
Q12	802	55.5%	1033	60.3%	1835	58.1%
Q13	988	68.4%	1199	70.0%	2187	69.3%
Q14	698	48.3%	946	55.2%	1644	52.1%
Q15	1039	72.0%	1240	72.3%	2279	72.2%
Q16	818	56.6%	997	58.2%	1815	57.5%
Q17	959	66.4%	1166	68.0%	2125	67.3%
Q18	1099	76.1%	1321	77.1%	2420	76.6%
Q19	959	66.4%	1137	66.3%	2096	66.4%
Q20	892	61.8%	1126	65.7%	2018	63.9%
Q21	990	68.6%	1237	72.2%	2227	70.5%
Q22	938	65.0%	1205	70.3%	2143	67.9%
Q23	762	52.8%	999	58.3%	1761	55.8%
Q24	846	58.6%	1107	64.6%	1953	61.8%
Q25	991	68.6%	1205	70.3%	2196	69.5%
Q26	762	52.8%	942	55.0%	1704	54.0%
Q27	673	46.6%	824	48.1%	1497	47.4%
Q28	734	50.8%	951	55.5%	1685	53.4%
Q29	714	49.4%	873	50.9%	1587	50.3%
Q30	992	68.7%	1220	71.2%	2212	70.0%
Q31	1000	69.3%	1178	68.7%	2178	69.0%
Q32	863	59.8%	1055	61.6%	1918	60.7%
Q33	732	50.7%	956	55.8%	1688	53.5%
Q34	656	45.4%	872	50.9%	1528	48.4%
Q35	979	67.8%	1246	72.7%	2225	70.5%
Q36	821	56.9%	1047	61.1%	1868	59.2%
Q37	623	43.1%	828	48.3%	1451	45.9%
Q38	701	48.5%	854	49.8%	1555	49.2%
Q39	871	60.3%	1075	62.7%	1946	61.6%
Total Students	1444		1714		3158	

From the above **table**, it is reflected that most of the questions answered correctly by 50% and more than 50% students both boys and girls. Question number 2 is answered by minimum number of students' i.e.37.3% boys and 38.3% girls. This question based on the competency of opposite gender

Table 1.5.2: Gender and question wise number of correct Response in Language

(SET 1.2)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	917	65.2%	1210	68.5%	2127	67.1%
Q2	893	63.5%	1150	65.1%	2043	64.4%
Q3	712	50.6%	927	52.5%	1639	51.7%
Q4	1042	74.1%	1379	78.1%	2421	76.3%
Q5	1017	72.3%	1336	75.7%	2353	74.2%
Q6	786	55.9%	1018	57.6%	1804	56.9%
Q7	888	63.2%	1131	64.0%	2019	63.7%
Q8	868	61.7%	1134	64.2%	2002	63.1%
Q9	711	50.6%	1001	56.7%	1712	54.0%
Q10	774	55.0%	1058	59.9%	1832	57.8%
Q11	651	46.3%	917	51.9%	1568	49.4%
Q12	604	43.0%	846	47.9%	1450	45.7%
Q13	814	57.9%	1116	63.2%	1930	60.8%
Q14	636	45.2%	890	50.4%	1526	48.1%
Q15	711	50.6%	968	54.8%	1679	52.9%
Q16	813	57.8%	1058	59.9%	1871	59.0%
Q17	841	59.8%	1124	63.6%	1965	61.9%
Q18	855	60.8%	1120	63.4%	1975	62.3%
Q19	1059	75.3%	1344	76.1%	2403	75.8%
Q20	1077	76.6%	1366	77.3%	2443	77.0%
Q21	1099	78.2%	1391	78.8%	2490	78.5%
Q22	832	59.2%	1116	63.2%	1948	61.4%
Q23	937	66.6%	1213	68.7%	2150	67.8%
Q24	671	47.7%	955	54.1%	1626	51.3%
Q25	982	69.8%	1284	72.7%	2266	71.4%
Q26	776	55.2%	1061	60.1%	1837	57.9%
Q27	912	64.9%	1208	68.4%	2120	66.8%
Q28	1035	73.6%	1359	77.0%	2394	75.5%
Q29	939	66.8%	1127	63.8%	2066	65.1%
Q30	957	68.1%	1216	68.9%	2173	68.5%
Q31	702	49.9%	934	52.9%	1636	51.6%
Q32	997	70.9%	1327	75.1%	2324	73.3%
Q33	680	48.4%	880	49.8%	1560	49.2%
Q34	607	43.2%	789	44.7%	1396	44.0%
Q35	453	32.2%	576	32.6%	1029	32.4%
Q36	806	57.3%	1085	61.4%	1891	59.6%
Q37	835	59.4%	1142	64.7%	1977	62.3%
Q38	644	45.8%	892	50.5%	1536	48.4%
Q39	559	39.8%	766	43.4%	1325	41.8%

Total Students	1406	1766	3172
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From the above **table**, it is reflected that most of the questions answered correctly by 50% and more than 50% students both boys and girls. Question number 35 is answered by minimum number of students' i.e.32.2% boys and 32.6% girls. This question based on the competency of opposite word.

Table 1.6.1: Response Analysis for all items - Language
(SET 1.1)

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	162	5.10	465	14.70	1889	59.80	343	10.90	200	6.30	99	3.10	3158
Q2	286	9.10	952	30.10	1195	37.80	342	10.80	288	9.10	95	3.00	3158
Q3	100	3.20	2309	73.10	305	9.70	231	7.30	140	4.40	73	2.30	3158
Q4	173	5.50	2170	68.70	278	8.80	182	5.80	302	9.60	53	1.70	3158
Q5	189	6.00	333	10.50	2210	70.00	127	4.00	241	7.60	58	1.80	3158
Q6	101	3.20	1126	35.70	1497	47.40	249	7.90	119	3.80	66	2.10	3158
Q7	129	4.10	1821	57.70	488	15.50	259	8.20	401	12.70	60	1.90	3158
Q8	144	4.60	247	7.80	921	29.20	1621	51.30	158	5.00	67	2.10	3158
Q9	79	2.50	326	10.30	2324	73.60	253	8.00	116	3.70	60	1.90	3158
Q10	87	2.80	170	5.40	2289	72.50	323	10.20	217	6.90	72	2.30	3158
Q11	99	3.10	2409	76.30	308	9.80	173	5.50	102	3.20	67	2.10	3158
Q12	136	4.30	342	10.80	236	7.50	1835	58.10	528	16.70	81	2.60	3158
Q13	199	6.30	265	8.40	330	10.40	2187	69.30	110	3.50	67	2.10	3158
Q14	130	4.10	361	11.40	701	22.20	1644	52.10	244	7.70	78	2.50	3158
Q15	81	2.60	219	6.90	235	7.40	285	9.00	2279	72.20	59	1.90	3158
Q16	129	4.10	370	11.70	509	16.10	1815	57.50	267	8.50	68	2.20	3158
Q17	125	4.00	406	12.90	245	7.80	189	6.00	2125	67.30	68	2.20	3158
Q18	124	3.90	2420	76.60	134	4.20	280	8.90	141	4.50	59	1.90	3158
Q19	106	3.40	413	13.10	347	11.00	124	3.90	2096	66.40	72	2.30	3158
Q20	150	4.70	375	11.90	2018	63.90	297	9.40	261	8.30	57	1.80	3158
Q21	183	5.80	396	12.50	2227	70.50	193	6.10	110	3.50	49	1.60	3158
Q22	104	3.30	294	9.30	299	9.50	2143	67.90	259	8.20	59	1.90	3158
Q23	161	5.10	488	15.50	439	13.90	1761	55.80	246	7.80	63	2.00	3158
Q24	150	4.70	408	12.90	1953	61.80	398	12.60	192	6.10	57	1.80	3158
Q25	173	5.50	184	5.80	249	7.90	307	9.70	2196	69.50	49	1.60	3158
Q26	182	5.80	504	16.00	1704	54.00	438	13.90	276	8.70	54	1.70	3158
Q27	203	6.40	359	11.40	689	21.80	1497	47.40	354	11.20	56	1.80	3158
Q28	241	7.60	1685	53.40	311	9.80	521	16.50	345	10.90	55	1.70	3158
Q29	266	8.40	633	20.00	256	8.10	349	11.10	1587	50.30	67	2.10	3158
Q30	214	6.80	2212	70.00	221	7.00	324	10.30	143	4.50	44	1.40	3158
Q31	192	6.10	359	11.40	235	7.40	2178	69.00	144	4.60	50	1.60	3158
Q32	225	7.10	283	9.00	1918	60.70	442	14.00	247	7.80	43	1.40	3158
Q33	244	7.70	413	13.10	351	11.10	1688	53.50	418	13.20	44	1.40	3158
Q34	251	7.90	582	18.40	317	10.00	429	13.60	1528	48.40	51	1.60	3158
Q35	195	6.20	339	10.70	2225	70.50	199	6.30	150	4.70	50	1.60	3158

Q36	242	7.70	342	10.80	406	12.90	250	7.90	1868	59.20	50	1.60	3158
Q37	303	9.60	280	8.90	1451	45.90	452	14.30	624	19.80	48	1.50	3158
Q38	253	8.00	484	15.30	536	17.00	1555	49.20	266	8.40	64	2.00	3158
Q39	286	9.10	476	15.10	251	7.90	1946	61.60	148	4.70	51	1.60	3158
Q40a	1529	48.40	979	31.00	650	20.60	0	0	0	0	0	0	3158
Q40b	1742	55.20	1050	33.20	366	11.60	0	0	0	0	0	0	3158
Q40c	1920	60.80	1012	32.00	226	7.20	0	0	0	0	0	0	3158

The **table** shows the responses of the students in respect of the four options in each question. Here 0 has been given for no response and 5 for multiple responses.

Table 1.6.2: Response Analysis for all items - Language

SET 1.2

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	71	2.20	2127	67.10	566	17.80	256	8.10	68	2.10	84	2.60	3172
Q2	117	3.70	585	18.40	2043	64.40	259	8.20	98	3.10	70	2.20	3172
Q3	177	5.60	625	19.70	405	12.80	1639	51.70	264	8.30	62	2.00	3172
Q4	119	3.80	2421	76.30	202	6.40	94	3.00	270	8.50	66	2.10	3172
Q5	152	4.80	244	7.70	2353	74.20	208	6.60	151	4.80	64	2.00	3172
Q6	112	3.50	416	13.10	1804	56.90	387	12.20	394	12.40	59	1.90	3172
Q7	125	3.90	259	8.20	399	12.60	297	9.40	2019	63.70	73	2.30	3172
Q8	135	4.30	179	5.60	2002	63.10	531	16.70	249	7.80	76	2.40	3172
Q9	182	5.70	454	14.30	505	15.90	1712	54.00	248	7.80	71	2.20	3172
Q10	96	3.00	198	6.20	598	18.90	384	12.10	1832	57.80	64	2.00	3172
Q11	190	6.00	537	16.90	1568	49.40	365	11.50	456	14.40	56	1.80	3172
Q12	170	5.40	607	19.10	511	16.10	371	11.70	1450	45.70	63	2.00	3172
Q13	146	4.60	727	22.90	189	6.00	1930	60.80	130	4.10	50	1.60	3172
Q14	92	2.90	798	25.20	235	7.40	443	14.00	1526	48.10	78	2.50	3172
Q15	129	4.10	697	22.00	288	9.10	1679	52.90	322	10.20	57	1.80	3172
Q16	142	4.50	400	12.60	1871	59.00	330	10.40	373	11.80	56	1.80	3172
Q17	171	5.40	1965	61.90	284	9.00	466	14.70	232	7.30	54	1.70	3172
Q18	192	6.10	581	18.30	216	6.80	1975	62.30	165	5.20	43	1.40	3172
Q19	112	3.50	296	9.30	2403	75.80	121	3.80	194	6.10	46	1.50	3172
Q20	136	4.30	186	5.90	2443	77.00	255	8.00	104	3.30	48	1.50	3172
Q21	116	3.70	2490	78.50	318	10.00	151	4.80	59	1.90	38	1.20	3172
Q22	169	5.30	323	10.20	240	7.60	1948	61.40	424	13.40	68	2.10	3172
Q23	194	6.10	277	8.70	360	11.30	2150	67.80	134	4.20	57	1.80	3172
Q24	194	6.10	300	9.50	838	26.40	1626	51.30	174	5.50	40	1.30	3172
Q25	150	4.70	192	6.10	286	9.00	224	7.10	2266	71.40	54	1.70	3172
Q26	150	4.70	396	12.50	494	15.60	1837	57.90	244	7.70	51	1.60	3172
Q27	164	5.20	292	9.20	276	8.70	272	8.60	2120	66.80	48	1.50	3172
Q28	150	4.70	2394	75.50	167	5.30	195	6.10	219	6.90	47	1.50	3172
Q29	192	6.10	481	15.20	172	5.40	208	6.60	2066	65.10	53	1.70	3172
Q30	190	6.00	452	14.20	188	5.90	2173	68.50	131	4.10	38	1.20	3172
Q31	174	5.50	872	27.50	188	5.90	1636	51.60	243	7.70	59	1.90	3172
Q32	171	5.40	153	4.80	282	8.90	2324	73.30	190	6.00	52	1.60	3172
Q33	198	6.20	248	7.80	1560	49.20	552	17.40	574	18.10	40	1.30	3172
Q34	196	6.20	284	9.00	1396	44.00	812	25.60	438	13.80	46	1.50	3172
Q35	245	7.70	1029	32.40	543	17.10	790	24.90	522	16.50	43	1.40	3172

Q36	253	8.00	361	11.40	1891	59.60	308	9.70	302	9.50	57	1.80	3172
Q37	249	7.80	272	8.60	434	13.70	187	5.90	1977	62.30	53	1.70	3172
Q38	257	8.10	494	15.60	1536	48.40	338	10.70	486	15.30	61	1.90	3172
Q39	275	8.70	862	27.20	1325	41.80	328	10.30	331	10.40	51	1.60	3172
Q40a	1537	48.50	973	30.70	662	20.90	0	0	0	0	0	0	3172
Q40b	1755	55.30	1078	34.00	339	10.70	0	0	0	0	0	0	3172
Q40c	1943	61.30	1022	32.20	207	6.50	0	0	0	0	0	0	3172

*** 0= no response, 5= multiple response

The above **table** shows the responses of the students in respect of the four options in each question. Here 0 has been given for no response and 5 for multiple responses.

Chapter 2

Achievement in Mathematics

Table 2.1: Gender wise and Area wise Achievement in Mathematics

Gender	Rural			Urban			t	Total		
	N	Mean%	SD	N	Mean%	SD		N	Mean%	SD
Boys	2154	53	8	706	56	8	135.69	2860	53	8
Girls	2612	52	9	853	56	9	143.65	3465	53	9
Total	4766	52	9	1559	56	8		6325	53	9
Mean Difference	20.91			22.26				21.25		
T	168.75			103.68				197.48		

It has been seen from the **table 2.1** that the mean achievement percentage in mathematics is 53% whereas achievement percentage in the subject for boys and girls are also 53%. As reflected in the table student of urban area have performed better than that of student of rural area. Girls of urban area also have done better than that of rural area. In case of boys also students of urban area have done better than that of rural area.

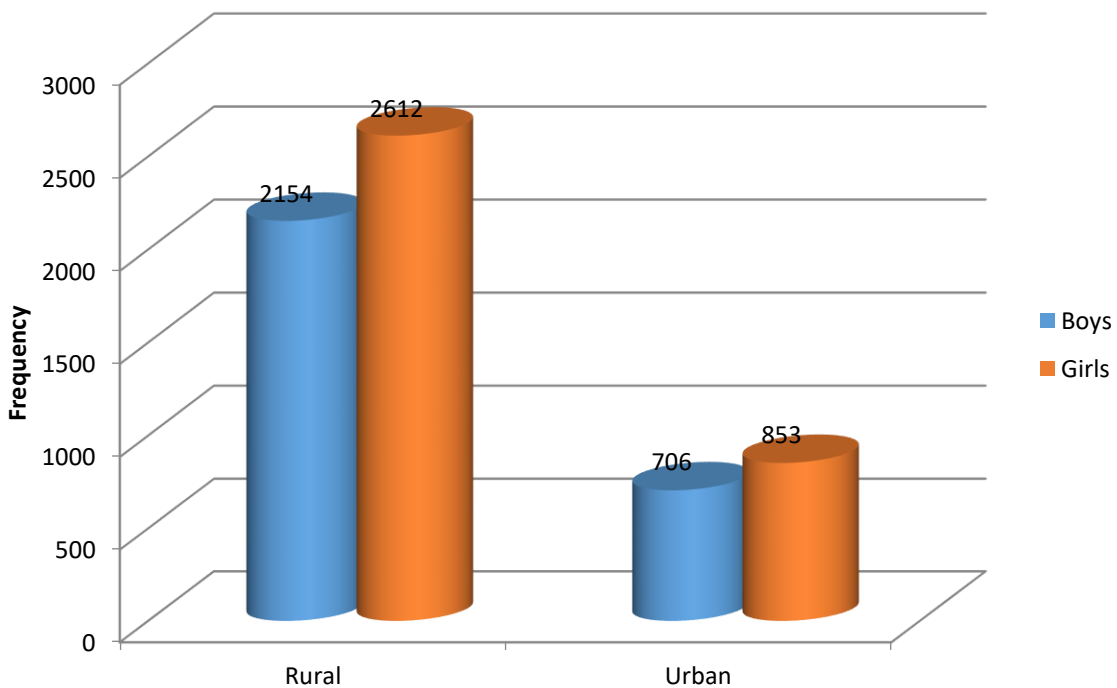


Fig 2.1: showing Gender wise and Area wise Achievement in Mathematics

Table 2.2: District wise and Gender wise Achievement in Mathematics

Districts	Boys			Girls			t	Total			Rank
	N	Mean%	SD	N	Mean %	SD		N	Mean %	SD	
Chirang	127	63	7	162	62	7	58.74	289	63	7	1
Darrang	185	63	8	208	62	8	61.38	393	63	8	1
Dhubri	283	52	9	359	54	9	61.77	642	53	9	8
Dibrugarh	213	51	9	226	59	8	54.32	439	55	8	6
Goalpara	244	54	8	293	52	8	61.08	537	53	8	8
Golaghat	253	51	8	270	53	9	57.33	523	52	8	11
Jorhat	182	45	9	224	43	9	39.38	406	44	9	13
Kamrup	277	53	7	356	54	7	75.02	633	53	7	8
KarbiAnglong	155	42	9	217	36	9	33.78	372	38	9	14
Kokrajhar	192	59	7	231	58	8	62.05	423	58	8	3
Lakhimpur	221	55	7	313	53	8	63.42	534	54	8	7
Morigaon	144	59	9	149	55	9	43.07	293	57	9	4
Nalbari	134	57	8	189	56	9	46.61	323	57	9	4
Sonitpur	250	48	8	268	48	9	51.45	518	48	9	12
Total	2860	53	8	3465	53	9	197.48	6325	53	9	

Table 2.2 reflects that achievement level of the students of Chirang and Darrang districts in mathematics is highest with 63% and the lowest is in Jorhat district with 44%. Achievement level of boys’ is highest in Chirang and Darrang districts with 63% and lowest in Karbi-Anglong district with 42%. On the other hand achievement level of girls’ is highest in Chirang and Darrang districts with 62% and lowest in Karbi-Anglong district with 36%.

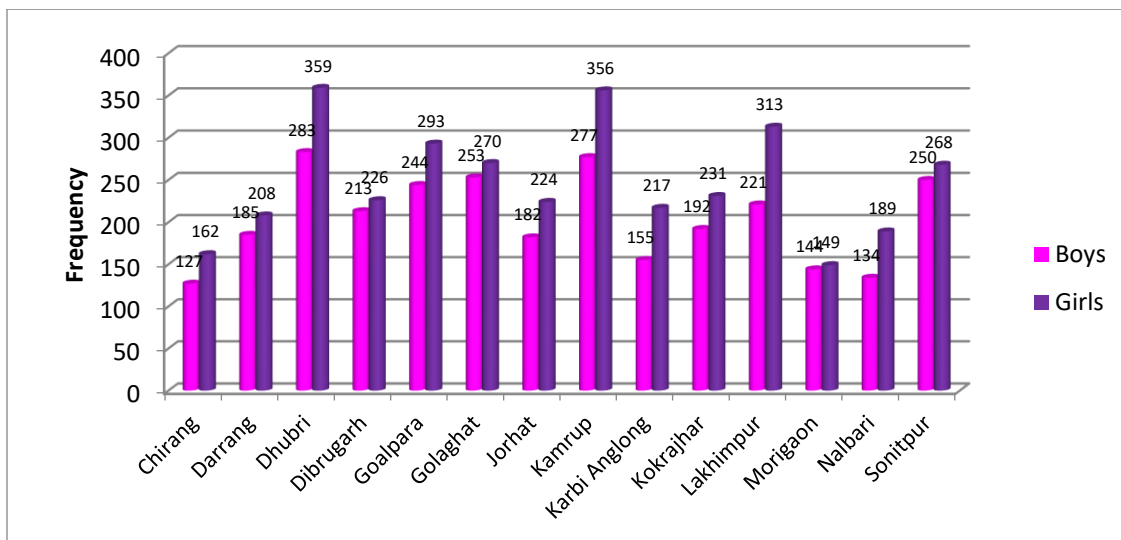


Fig 2.2: District wise and Gender wise Achievement in Mathematics

Table 2.3: District wise and Area wise Achievement in Mathematics

Districts	Rural			Urban			t	Total			Rank
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD	
Chirang	178	60	7	111	66	8	58.74	289	63	7	1
Darrang	295	64	8	98	59	8	61.38	393	63	8	1
Dhubri	510	53	9	132	55	8	61.77	642	53	9	8
Dibrugarh	323	52	8	116	64	8	54.32	439	55	8	6
Goalpara	420	54	8	117	46	6	61.08	537	53	8	8
Golaghat	423	51	8	100	56	7	57.33	523	52	8	11
Jorhat	296	41	9	110	50	8	39.38	406	44	9	13
Kamrup	513	52	7	120	59	6	75.02	633	53	7	8
Karbi Anglong	260	39	8	112	38	10	33.78	372	38	9	14
Kokrajhar	284	57	8	139	60	7	62.05	423	58	8	3
Lakhimpur	373	52	7	161	58	9	63.42	534	54	8	7
Morigaon	233	59	9	60	51	9	43.07	293	57	9	4
Nalbari	235	54	9	88	63	9	46.61	323	57	9	4
Sonitpur	423	47	9	95	52	8	51.45	518	48	9	12
Total	4766	52	9	1559	56	8	197.48	6325	53	9	

From **table 2.3** it is evident that urban student’s achievement is better with 56% than their rural counterpart with 52%. However in Chirang district achievement level of urban students is highest with 66% and lowest in Karbi-Anglong with 38%. Contrary to this achievement level of student in rural area it is highest in Darrang district with 64% and lowest in the same district i.e. Karbi-Anglong

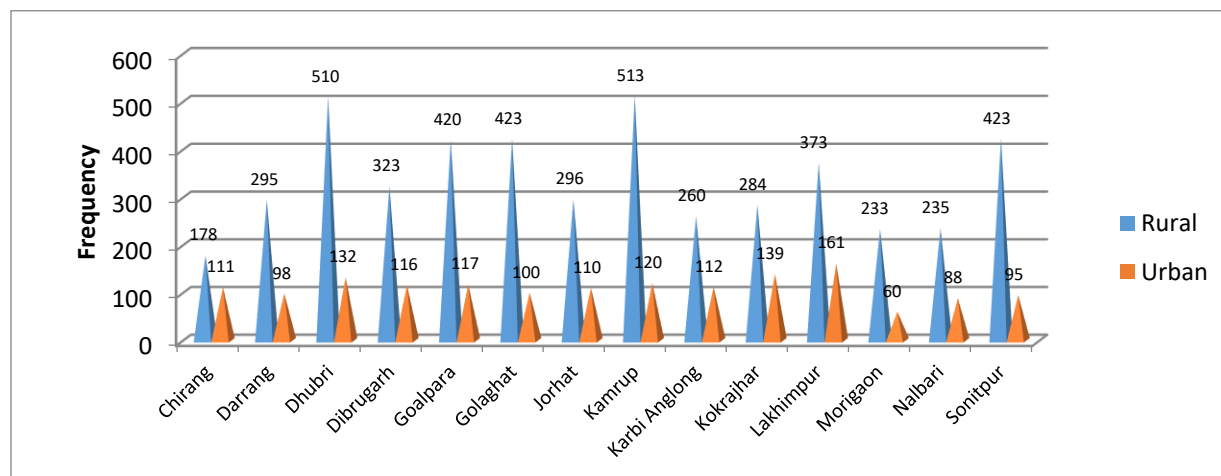


Fig 2.3: District wise and Area wise Achievement in Mathematics

Table 2.4.1: Area wise and Question wise number of correct Response in Mathematics**(SET 2.1)**

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1425	60.1%	438	57.5%	1863	59.4%
Q2	1300	54.8%	472	61.9%	1772	56.5%
Q3	766	32.3%	284	37.3%	1050	33.5%
Q4	1317	55.5%	478	62.7%	1795	57.3%
Q5	1521	64.1%	460	60.4%	1981	63.2%
Q6	1581	66.7%	525	68.9%	2106	67.2%
Q7	156	6.6%	36	4.7%	192	6.1%
Q8	1180	49.7%	349	45.8%	1529	48.8%
Q9	1257	53.0%	379	49.7%	1636	52.2%
Q10	1572	66.3%	490	64.3%	2062	65.8%
Q11	1343	56.6%	433	56.8%	1776	56.7%
Q12	1360	57.3%	444	58.3%	1804	57.6%
Q13	1533	64.6%	505	66.3%	2038	65.0%
Q14	1403	59.1%	447	58.7%	1850	59.0%
Q15	908	38.3%	315	41.3%	1223	39.0%
Q16	1784	75.2%	623	81.8%	2407	76.8%
Q17	1517	64.0%	499	65.5%	2016	64.3%
Q18	1777	74.9%	598	78.5%	2375	75.8%
Q19	1277	53.8%	366	48.0%	1643	52.4%
Q20	1244	52.4%	405	53.1%	1649	52.6%
Q21	1247	52.6%	391	51.3%	1638	52.3%
Q22	1318	55.6%	456	59.8%	1774	56.6%
Q23	1589	67.0%	563	73.9%	2152	68.7%
Q24	1434	60.5%	512	67.2%	1946	62.1%
Q25	1107	46.7%	392	51.4%	1499	47.8%
Q26	961	40.5%	338	44.4%	1299	41.4%
Q27	1253	52.8%	378	49.6%	1631	52.0%
Q28	1163	49.0%	391	51.3%	1554	49.6%
Q29	1412	59.5%	499	65.5%	1911	61.0%
Q30	1038	43.8%	367	48.2%	1405	44.8%
Q31	434	18.3%	184	24.1%	618	19.7%
Q32	953	40.2%	337	44.2%	1290	41.2%
Q33	821	34.6%	273	35.8%	1094	34.9%
Q34	734	30.9%	223	29.3%	957	30.5%
Q35	417	17.6%	105	13.8%	522	16.7%
Q36	1196	50.4%	391	51.3%	1587	50.6%
Q37	1197	50.5%	406	53.3%	1603	51.1%
Q38	1196	50.4%	381	50.0%	1577	50.3%
Q39	215	9.1%	107	14.0%	322	10.3%
Q40	1472	62.1%	568	74.5%	2040	65.1%
Total Students	2372		762		3134	

From the **table** it is reflected that 50% and more than 50% students have answered 26 numbers of questions correctly out of total number of 40 questions. In urban area 25 numbers of questions are

answered correctly by 50% and more than 50% students where in rural area 26 numbers of questions are answered correctly by 50% and more than 50% students.

In rural area question number 3,7, 15,25,26,28,30,31,32, 33,34,35,39 are answered correctly by less than 50% students wherein urban area question numbers 3, 7, 8, 15, 19, 26, 30, 31, 32, 34, 35, 39 are answered correctly by less than 50% students

However lowest number of students 4.7% of urban area could answer the question number 7 correctly and in case of rural area it is 6.6%. This is based on the competency concept of fraction.

Table 2.4.2: Area wise and Question wise number of correct Response in Mathematics

(SET 2.2)

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1567	65.5%	573	71.9%	2140	67.1%
Q2	1166	48.7%	472	59.2%	1638	51.3%
Q3	1509	63.0%	538	67.5%	2047	64.1%
Q4	1646	68.8%	582	73.0%	2228	69.8%
Q5	1193	49.8%	429	53.8%	1622	50.8%
Q6	1647	68.8%	599	75.2%	2246	70.4%
Q7	1521	63.5%	581	72.9%	2102	65.9%
Q8	1026	42.9%	431	54.1%	1457	45.7%
Q9	1668	69.7%	595	74.7%	2263	70.9%
Q10	1451	60.6%	493	61.9%	1944	60.9%
Q11	1641	68.5%	584	73.3%	2225	69.7%
Q12	1444	60.3%	546	68.5%	1990	62.4%
Q13	1597	66.7%	544	68.3%	2141	67.1%
Q14	277	11.6%	98	12.3%	375	11.8%
Q15	932	38.9%	360	45.2%	1292	40.5%
Q16	1816	75.9%	654	82.1%	2470	77.4%
Q17	1527	63.8%	519	65.1%	2046	64.1%
Q18	1760	73.5%	627	78.7%	2387	74.8%
Q19	1251	52.3%	365	45.8%	1616	50.6%
Q20	1217	50.8%	414	51.9%	1631	51.1%
Q21	1237	51.7%	428	53.7%	1665	52.2%
Q22	1321	55.2%	471	59.1%	1792	56.2%
Q23	1671	69.8%	596	74.8%	2267	71.0%
Q24	1471	61.4%	548	68.8%	2019	63.3%
Q25	1407	58.8%	494	62.0%	1901	59.6%
Q26	778	32.5%	293	36.8%	1071	33.6%
Q27	1204	50.3%	389	48.8%	1593	49.9%
Q28	1320	55.1%	439	55.1%	1759	55.1%
Q29	1349	56.3%	496	62.2%	1845	57.8%

Q30	1356	56.6%	525	65.9%	1881	58.9%
Q31	1283	53.6%	496	62.2%	1779	55.8%
Q32	1339	55.9%	536	67.3%	1875	58.8%
Q33	1224	51.1%	403	50.6%	1627	51.0%
Q34	271	11.3%	87	10.9%	358	11.2%
Q35	1005	42.0%	352	44.2%	1357	42.5%
Q36	897	37.5%	352	44.2%	1249	39.1%
Q37	1399	58.4%	537	67.4%	1936	60.7%
Q38	984	41.1%	392	49.2%	1376	43.1%
Q39	1373	57.4%	489	61.4%	1862	58.4%
Q40	1541	64.4%	574	72.0%	2115	66.3%
Total Students	2394		797		3191	

From the above **table**, it is reflected that 50% and more than 50% students have answered 31 numbers of questions correctly out of total number of 40 questions. In rural area 30 numbers of questions are answered correctly by 50% and more than 50% students where in urban area 31 numbers of questions are answered correctly by 50% and more than 50% students.

In rural area question number 2, 8, 14, 15, 26, 34, 35, 36, 38, are answered correctly by less than 50% students wherein urban area question numbers 14, 15, 19, 26, 27, 34, 35, 36, 38 are answered correctly by less than 50% students

The lowest 12.3% and 10.9% students of urban area and 11.6% and 11.3% students of rural areas could answer correctly the question number 14 and 34 respectively. Both the question numbers 14 and 34 are based on the competency-estimation.

Table 2.5.1: Gender and question wise number of correct Response in Mathematics

(SET 2.1)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	900	61.2%	963	57.9%	1863	59.4%
Q2	874	59.5%	898	54.0%	1772	56.5%
Q3	496	33.7%	554	33.3%	1050	33.5%
Q4	859	58.4%	936	56.2%	1795	57.3%
Q5	936	63.7%	1045	62.8%	1981	63.2%
Q6	956	65.0%	1150	69.1%	2106	67.2%
Q7	80	5.4%	112	6.7%	192	6.1%
Q8	666	45.3%	863	51.9%	1529	48.8%
Q9	755	51.4%	881	52.9%	1636	52.2%
Q10	964	65.6%	1098	66.0%	2062	65.8%

Q11	811	55.2%	965	58.0%	1776	56.7%
Q12	815	55.4%	989	59.4%	1804	57.6%
Q13	965	65.6%	1073	64.5%	2038	65.0%
Q14	898	61.1%	952	57.2%	1850	59.0%
Q15	553	37.6%	670	40.3%	1223	39.0%
Q16	1125	76.5%	1282	77.0%	2407	76.8%
Q17	944	64.2%	1072	64.4%	2016	64.3%
Q18	1102	75.0%	1273	76.5%	2375	75.8%
Q19	769	52.3%	874	52.5%	1643	52.4%
Q20	761	51.8%	888	53.4%	1649	52.6%
Q21	767	52.2%	871	52.3%	1638	52.3%
Q22	871	59.3%	903	54.3%	1774	56.6%
Q23	1023	69.6%	1129	67.8%	2152	68.7%
Q24	896	61.0%	1050	63.1%	1946	62.1%
Q25	691	47.0%	808	48.6%	1499	47.8%
Q26	608	41.4%	691	41.5%	1299	41.4%
Q27	759	51.6%	872	52.4%	1631	52.0%
Q28	729	49.6%	825	49.6%	1554	49.6%
Q29	899	61.2%	1012	60.8%	1911	61.0%
Q30	660	44.9%	745	44.8%	1405	44.8%
Q31	295	20.1%	323	19.4%	618	19.7%
Q32	602	41.0%	688	41.3%	1290	41.2%
Q33	538	36.6%	556	33.4%	1094	34.9%
Q34	453	30.8%	504	30.3%	957	30.5%
Q35	246	16.7%	276	16.6%	522	16.7%
Q36	733	49.9%	854	51.3%	1587	50.6%
Q37	767	52.2%	836	50.2%	1603	51.1%
Q38	749	51.0%	828	49.8%	1577	50.3%
Q39	143	9.7%	179	10.8%	322	10.3%
Q40	972	66.1%	1068	64.2%	2040	65.1%
Total Students	1470		1664		3134	

From the above **table**, it is reflected that girls have done slightly better than boys. In case of girls 27 questions are answered correctly by 50% and more than 50% students and in case of boys it is 26 numbers of questions. However the question number 7 has been answered correctly by lowest

number of student i.e. boys 5.4% and girls 6.7%. This question number based on the competency-concept of fraction

Table 2.5.2: Gender and question wise number of correct Response in Mathematics

(SET 2.2)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	921	66.3%	1219	67.7%	2140	67.1%
Q2	720	51.8%	918	51.0%	1638	51.3%
Q3	882	63.5%	1165	64.7%	2047	64.1%
Q4	977	70.3%	1251	69.5%	2228	69.8%
Q5	697	50.1%	925	51.4%	1622	50.8%
Q6	1027	73.9%	1219	67.7%	2246	70.4%
Q7	933	67.1%	1169	64.9%	2102	65.9%
Q8	655	47.1%	802	44.5%	1457	45.7%
Q9	1002	72.1%	1261	70.0%	2263	70.9%
Q10	861	61.9%	1083	60.1%	1944	60.9%
Q11	987	71.0%	1238	68.7%	2225	69.7%
Q12	888	63.9%	1102	61.2%	1990	62.4%
Q13	938	67.5%	1203	66.8%	2141	67.1%
Q14	162	11.7%	213	11.8%	375	11.8%
Q15	559	40.2%	733	40.7%	1292	40.5%
Q16	1111	79.9%	1359	75.5%	2470	77.4%
Q17	893	64.2%	1153	64.0%	2046	64.1%
Q18	1037	74.6%	1350	75.0%	2387	74.8%
Q19	720	51.8%	896	49.8%	1616	50.6%
Q20	719	51.7%	912	50.6%	1631	51.1%
Q21	740	53.2%	925	51.4%	1665	52.2%
Q22	782	56.3%	1010	56.1%	1792	56.2%
Q23	1006	72.4%	1261	70.0%	2267	71.0%
Q24	897	64.5%	1122	62.3%	2019	63.3%
Q25	855	61.5%	1046	58.1%	1901	59.6%
Q26	461	33.2%	610	33.9%	1071	33.6%
Q27	681	49.0%	912	50.6%	1593	49.9%
Q28	770	55.4%	989	54.9%	1759	55.1%
Q29	825	59.4%	1020	56.6%	1845	57.8%
Q30	819	58.9%	1062	59.0%	1881	58.9%
Q31	779	56.0%	1000	55.5%	1779	55.8%
Q32	816	58.7%	1059	58.8%	1875	58.8%
Q33	729	52.4%	898	49.9%	1627	51.0%
Q34	180	12.9%	178	9.9%	358	11.2%
Q35	561	40.4%	796	44.2%	1357	42.5%
Q36	523	37.6%	726	40.3%	1249	39.1%
Q37	860	61.9%	1076	59.7%	1936	60.7%
Q38	585	42.1%	791	43.9%	1376	43.1%
Q39	828	59.6%	1034	57.4%	1862	58.4%
Q40	923	66.4%	1192	66.2%	2115	66.3%
Total Students	1390		1801		3191	

From the above **table**, it is reflected that both girls and boys have performed equally so far as number of questions are answered correctly by 50% and more than 50% students. It is seen that the lowest number of students, both boys and girls have answered the question no 34 correctly, i.e. boys 12.95 and girls 9.9%. This question based on the competency-concept of estimation.

Table 2.6.1: Response Analysis for all items - Mathematics

SET 2.1

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	121	3.90	1863	59.40	758	24.20	204	6.50	142	4.50	46	1.50	3134
Q2	169	5.40	1772	56.50	567	18.10	321	10.20	262	8.40	43	1.40	3134
Q3	366	11.70	671	21.40	545	17.40	455	14.50	1050	33.50	47	1.50	3134
Q4	247	7.90	1795	57.30	342	10.90	338	10.80	372	11.90	40	1.30	3134
Q5	115	3.70	1981	63.20	294	9.40	472	15.10	231	7.40	41	1.30	3134
Q6	110	3.50	370	11.80	333	10.60	184	5.90	2106	67.20	31	1.00	3134
Q7	112	3.60	192	6.10	2370	75.60	282	9.00	132	4.20	46	1.50	3134
Q8	142	4.50	666	21.30	372	11.90	331	10.60	1529	48.80	94	3.00	3134
Q9	170	5.40	1636	52.20	472	15.10	265	8.50	546	17.40	45	1.40	3134
Q10	157	5.00	2062	65.80	293	9.30	399	12.70	190	6.10	33	1.10	3134
Q11	172	5.50	486	15.50	471	15.00	1776	56.70	177	5.60	52	1.70	3134
Q12	137	4.40	478	15.30	405	12.90	1804	57.60	247	7.90	63	2.00	3134
Q13	180	5.70	2038	65.00	427	13.60	283	9.00	169	5.40	37	1.20	3134
Q14	100	3.20	252	8.00	384	12.30	1850	59.00	493	15.70	55	1.80	3134
Q15	237	7.60	598	19.10	315	10.10	1223	39.00	725	23.10	36	1.10	3134
Q16	112	3.60	138	4.40	2407	76.80	248	7.90	192	6.10	37	1.20	3134
Q17	157	5.00	446	14.20	250	8.00	2016	64.30	237	7.60	28	0.90	3134
Q18	178	5.70	168	5.40	157	5.00	234	7.50	2375	75.80	22	0.70	3134
Q19	584	18.60	1643	52.40	259	8.30	445	14.20	158	5.00	45	1.40	3134
Q20	181	5.80	271	8.60	1649	52.60	271	8.60	725	23.10	37	1.20	3134
Q21	148	4.70	333	10.60	557	17.80	422	13.50	1638	52.30	36	1.10	3134
Q22	186	5.90	365	11.60	1774	56.60	278	8.90	476	15.20	55	1.80	3134
Q23	161	5.10	334	10.70	2152	68.70	203	6.50	244	7.80	40	1.30	3134
Q24	152	4.90	1946	62.10	327	10.40	261	8.30	393	12.50	55	1.80	3134
Q25	272	8.70	478	15.30	1499	47.80	365	11.60	484	15.40	36	1.10	3134
Q26	240	7.70	808	25.80	401	12.80	342	10.90	1299	41.40	44	1.40	3134
Q27	316	10.10	435	13.90	1631	52.00	491	15.70	231	7.40	30	1.00	3134
Q28	302	9.60	478	15.30	1554	49.60	378	12.10	395	12.60	27	0.90	3134
Q29	241	7.70	1911	61.00	343	10.90	277	8.80	329	10.50	33	1.10	3134
Q30	272	8.70	530	16.90	1405	44.80	410	13.10	482	15.40	35	1.10	3134
Q31	272	8.70	530	16.90	1405	44.80	410	13.10	482	15.40	35	1.10	3134
Q32	344	11.00	436	13.90	386	12.30	650	20.70	1290	41.20	28	0.90	3134
Q33	246	7.80	732	23.40	1094	34.90	505	16.10	504	16.10	53	1.70	3134
Q34	305	9.70	490	15.60	411	13.10	957	30.50	945	30.20	26	0.80	3134
Q35	312	10.00	1576	50.30	355	11.30	331	10.60	522	16.70	38	1.20	3134
Q36	282	9.00	326	10.40	1587	50.60	437	13.90	476	15.20	26	0.80	3134
Q37	305	9.70	300	9.60	653	20.80	1603	51.10	240	7.70	33	1.10	3134
Q38	345	11.00	344	11.00	489	15.60	365	11.60	1577	50.30	14	0.40	3134

Q39	369	11.80	460	14.70	494	15.80	322	10.30	1463	46.70	26	0.80	3134
Q40	358	11.40	296	9.40	191	6.10	219	7.00	2040	65.10	30	1.00	3134

*** 0= no response, 5= multiple response

The above **table** shows the responses of the students in respect of the four options in each question. Here 0 has been given for no response and 5 for multiple responses.

Table 2.6.2: Response Analysis for all items - Mathematics

(SET 2.2)

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	101	3.20	296	9.30	2140	67.10	335	10.50	238	7.50	81	2.50	3191
Q2	254	8.00	1638	51.30	426	13.40	493	15.40	291	9.10	89	2.80	3191
Q3	150	4.70	339	10.60	2047	64.10	365	11.40	247	7.70	43	1.30	3191
Q4	155	4.90	224	7.00	302	9.50	240	7.50	2228	69.80	42	1.30	3191
Q5	314	9.80	592	18.60	367	11.50	1622	50.80	250	7.80	46	1.40	3191
Q6	224	7.00	2246	70.40	280	8.80	199	6.20	208	6.50	34	1.10	3191
Q7	325	10.20	284	8.90	2102	65.90	213	6.70	223	7.00	44	1.40	3191
Q8	171	5.40	373	11.70	703	22.00	1457	45.70	445	13.90	42	1.30	3191
Q9	127	4.00	286	9.00	198	6.20	289	9.10	2263	70.90	28	0.90	3191
Q10	156	4.90	479	15.00	307	9.60	1944	60.90	270	8.50	35	1.10	3191
Q11	179	5.60	302	9.50	248	7.80	2225	69.70	183	5.70	54	1.70	3191
Q12	127	4.00	341	10.70	1990	62.40	520	16.30	148	4.60	65	2.00	3191
Q13	176	5.50	2141	67.10	390	12.20	300	9.40	153	4.80	31	1.00	3191
Q14	101	3.20	266	8.30	375	11.80	1887	59.10	516	16.20	46	1.40	3191
Q15	228	7.10	640	20.10	332	10.40	1292	40.50	666	20.90	33	1.00	3191
Q16	103	3.20	141	4.40	2470	77.40	263	8.20	174	5.50	40	1.30	3191
Q17	127	4.00	401	12.60	298	9.30	2046	64.10	282	8.80	37	1.20	3191
Q18	137	4.30	178	5.60	170	5.30	275	8.60	2387	74.80	44	1.40	3191
Q19	209	6.50	1616	50.60	392	12.30	674	21.10	255	8.00	45	1.40	3191
Q20	181	5.70	272	8.50	1631	51.10	303	9.50	752	23.60	52	1.60	3191
Q21	182	5.70	372	11.70	513	16.10	421	13.20	1665	52.20	38	1.20	3191
Q22	196	6.10	366	11.50	1792	56.20	318	10.00	476	14.90	43	1.30	3191
Q23	158	5.00	295	9.20	2267	71.00	197	6.20	244	7.60	30	0.90	3191
Q24	158	5.00	2019	63.30	264	8.30	258	8.10	438	13.70	54	1.70	3191
Q25	212	6.60	1901	59.60	408	12.80	314	9.80	313	9.80	43	1.30	3191
Q26	225	7.10	1071	33.60	364	11.40	371	11.60	1098	34.40	62	1.90	3191
Q27	252	7.90	563	17.60	504	15.80	1593	49.90	234	7.30	45	1.40	3191
Q28	281	8.80	343	10.70	1759	55.10	296	9.30	473	14.80	39	1.20	3191
Q29	274	8.60	1845	57.80	448	14.00	330	10.30	270	8.50	24	0.80	3191
Q30	263	8.20	379	11.90	413	12.90	1881	58.90	221	6.90	34	1.10	3191
Q31	315	9.90	439	13.80	250	7.80	381	11.90	1779	55.80	27	0.80	3191
Q32	305	9.60	358	11.20	353	11.10	1875	58.80	271	8.50	29	0.90	3191
Q33	318	10.00	362	11.30	470	14.70	384	12.00	1627	51.00	30	0.90	3191

Q34	336	10.50	570	17.90	452	14.20	358	11.20	1440	45.10	35	1.10	3191
Q35	346	10.80	1357	42.50	224	7.00	296	9.30	948	29.70	20	0.60	3191
Q36	323	10.10	750	23.50	400	12.50	1249	39.10	430	13.50	39	1.20	3191

The above **table** shows the responses of the students in respect of the four options in each question. Here 0 has been given for no response and 5 for multiple responses

Chapter 3 Achievement in EVS

Table 3.1: Gender wise and Area wise Achievement in EVS

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	2059	49	8	670	56	8	127.80	2729	51	8
Girls	2449	51	8	782	55	8	138.95	3231	52	8
Total	4508	50	8	1452	55	8		5960	51	8
Mean Difference	20.04			22.14				20.55		
T	160.93			101.09				188.77		

It has been seen from the **table 3.1** that the mean achievement percentage in EVS is 51% where as achievement percentage in the subject for boys and girls are 51% and 52% respectively. As reflected in the table student of urban area have performed better than that of student of rural area. Girls of urban area also have done better than that of rural area. In case of boys also students of urban area have done better than that of rural area.

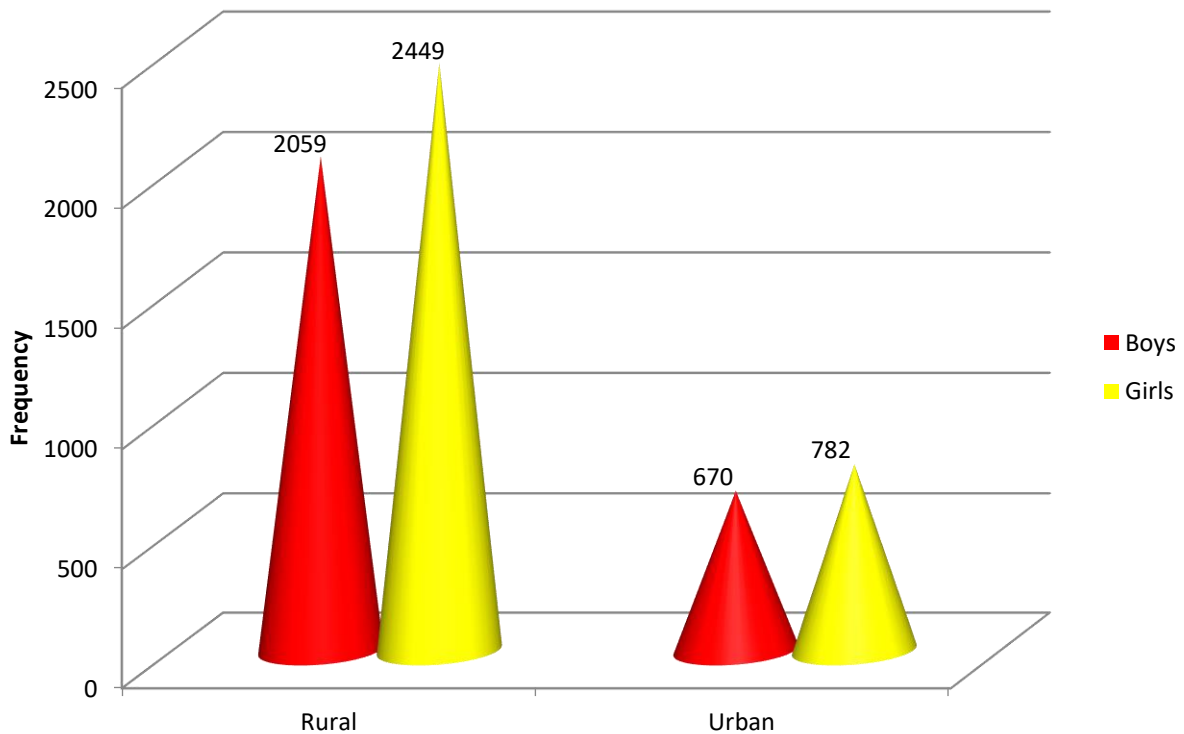


Fig 3.1: showing Gender wise and Area wise Achievement in EVS

Table 3.2 : District wise and Gender wise Achievement in EVS

Districts	Boys			Girls			t	Total			Rank
	N	Mean%	SD	N	Mean %	SD		N	Mean%	SD	
Chirang	126	67	7	164	65	7	63.11	290	66	7	1
Darrang	186	63	9	206	63	9	57.19	392	63	9	2
Dhubri	121	46	9	142	49	9	35.37	263	48	9	9
Dibrugarh	223	41	7	226	42	7	50.93	449	42	7	13
Goalpara	248	39	4	291	40	5	79.91	539	39	5	14
Golaghat	254	44	9	268	47	8	48.71	522	45	9	12
Jorhat	179	53	9	226	53	9	46.83	405	53	9	7
Kamrup	279	56	7	353	55	8	74.36	632	55	7	6
KarbiAnglong	153	48	8	210	46	9	40.22	363	47	9	10
Kokrajhar	207	47	8	221	47	7	53.33	428	47	7	10
Lakhimpur	223	61	7	313	58	8	73.75	536	59	7	3
Morigaon	146	56	8	155	56	9	44.90	301	56	9	4
Nalbari	135	55	7	187	57	8	52.58	322	56	8	4
Sonitpur	249	49	9	269	51	8	51.88	518	50	9	8
Total	2729	51	8	3231	52	8		5960	51	8	

Table 3.2 reflects that achievement level of the students of Chirang district in EVS is highest with 66% and the lowest is in Goalpara district with 39%. However girls' student performed better in the districts of Dhubri, Dibrugarh, Goalpara, Nalbari and Sonitpur .Achievement level of boys' is highest in Chirang district with 67% and lowest in Dibrugarh district with 41%. On the other hand achievement level of girls' is highest in Chirang district with 65% and lowest in Goalpara district with 40%.

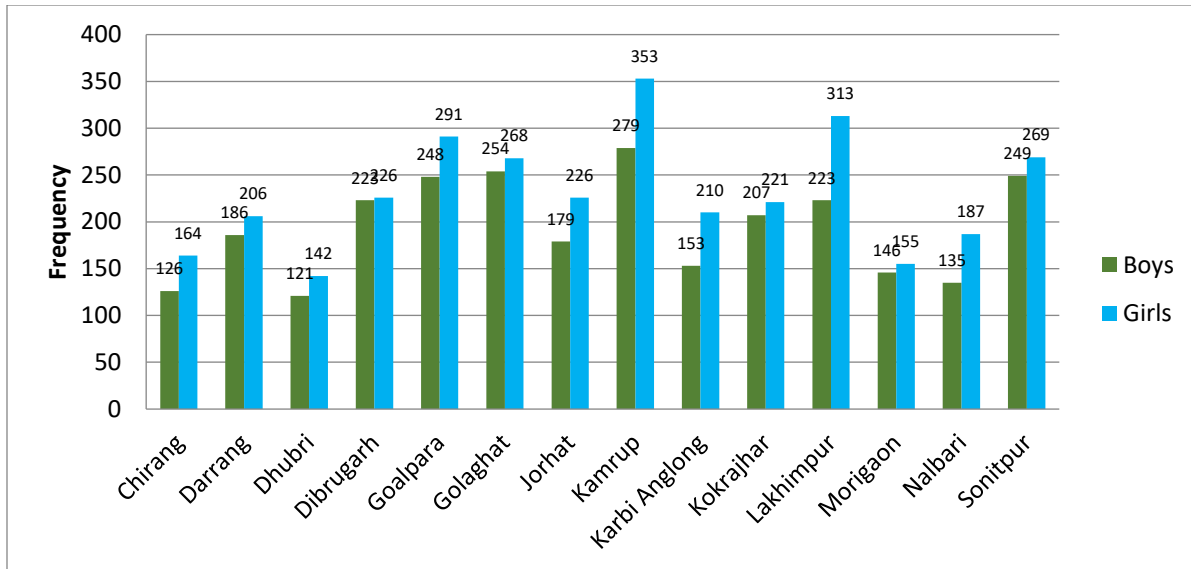


Fig 3.2 : District wise and Gender wise Achievement in EVS

Table 3.3 : District wise and Area wise Achievement in EVS

Districts	Rural			Urban			t	Total			Rank
	N	Mean%	SD	N	Mean%	SD		N	Mean%	SD	
Chirang	179	64	7	111	70	7	63.11	290	66	7	1
Darrang	293	67	9	99	54	8	57.19	392	63	9	2
Dhubri	212	46	9	51	56	9	35.37	263	48	9	9
Dibrugarh	356	40	6	93	49	9	50.93	449	42	7	13
Goalpara	420	39	5	119	39	4	79.91	539	39	5	14
Golaghat	397	43	8	125	52	8	48.71	522	45	9	12
Jorhat	309	50	9	96	62	8	46.83	405	53	9	7
Kamrup	512	55	7	120	58	8	74.36	632	55	7	6
Karbi Anglong	250	44	9	113	53	8	40.22	363	47	9	10
Kokrajhar	314	45	7	114	52	8	53.33	428	47	7	10
Lakhimpur	373	57	7	163	64	8	73.75	536	59	7	3
Morigaon	235	58	8	66	51	9	44.90	301	56	9	4
Nalbari	235	56	8	87	57	8	52.58	322	56	8	4
Sonitpur	423	48	9	95	56	7	51.88	518	50	9	8
Total	4508	50	8	1452	55	8		5960	51	8	

From the above **table**, it is evident that urban student’s achievement is better with 55% than their rural counterpart with 50%. However in Chirang district achievement level of urban students is highest with 70% and lowest in Goalpara with 39%. Contrary to this achievement level of student in rural area it is highest in Darrang district with 67% and lowest in Goalpara district with 39%

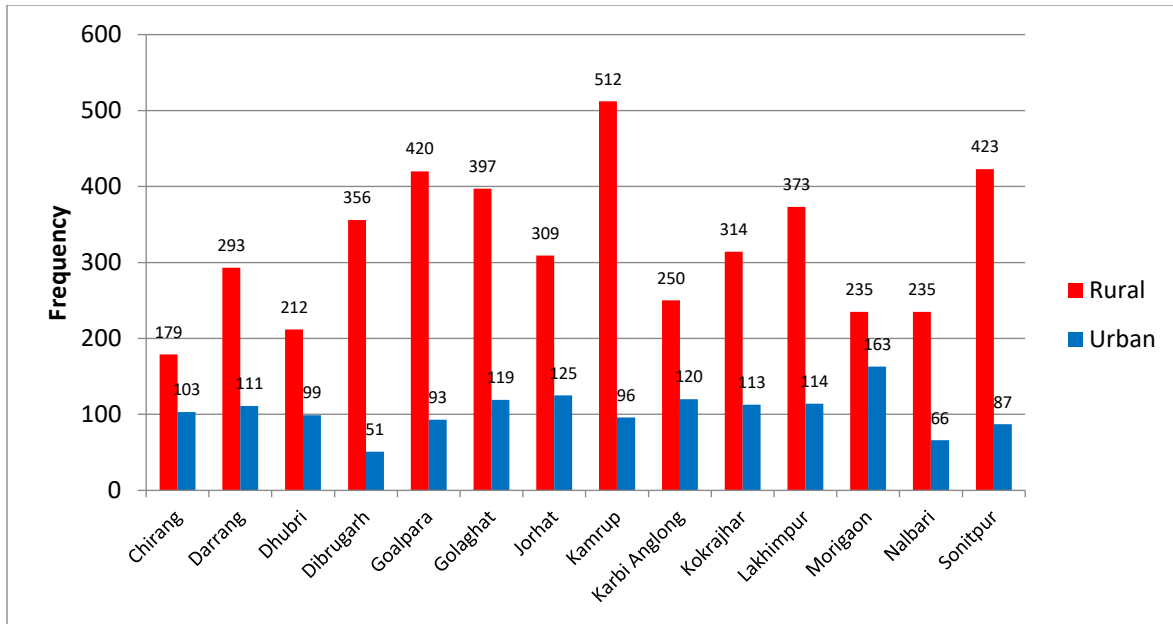


Fig 3.3 : District wise and Area wise Achievement in EVS

Table 3.4.1: Area wise and Question wise number of correct Response in EVS

(SET 3.1)

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1298	57.8%	459	64.6%	1757	59.4%
Q2	1641	73.1%	520	73.1%	2161	73.1%
Q3	652	29.0%	219	30.8%	871	29.5%
Q4	744	33.1%	294	41.4%	1038	35.1%
Q5	856	38.1%	333	46.8%	1189	40.2%
Q6	586	26.1%	233	32.8%	819	27.7%
Q7	827	36.8%	325	45.7%	1152	39.0%
Q8	1393	62.0%	473	66.5%	1866	63.1%
Q9	1290	57.4%	445	62.6%	1735	58.7%
Q10	1098	48.9%	340	47.8%	1438	48.6%
Q11	1210	53.9%	396	55.7%	1606	54.3%
Q12	745	33.2%	278	39.1%	1023	34.6%
Q13	1422	63.3%	517	72.7%	1939	65.6%
Q14	1418	63.1%	451	63.4%	1869	63.2%
Q15	1391	61.9%	534	75.1%	1925	65.1%
Q16	1198	53.3%	452	63.6%	1650	55.8%
Q17	630	28.0%	169	23.8%	799	27.0%
Q18	1333	59.3%	477	67.1%	1810	61.2%
Q19	1470	65.4%	505	71.0%	1975	66.8%
Q20	1008	44.9%	410	57.7%	1418	48.0%
Q21	985	43.9%	318	44.7%	1303	44.1%
Q22	897	39.9%	307	43.2%	1204	40.7%
Q23	1180	52.5%	357	50.2%	1537	52.0%
Q24	1265	56.3%	424	59.6%	1689	57.1%
Q25	1267	56.4%	458	64.4%	1725	58.3%

Q26	722	32.1%	274	38.5%	996	33.7%
Q27	914	40.7%	346	48.7%	1260	42.6%
Q28	1382	61.5%	510	71.7%	1892	64.0%
Q29	1509	67.2%	532	74.8%	2041	69.0%
Q30	975	43.4%	313	44.0%	1288	43.6%
Q31	602	26.8%	215	30.2%	817	27.6%
Q32	674	30.0%	236	33.2%	910	30.8%
Q33	1028	45.8%	344	48.4%	1372	46.4%
Q34	1278	56.9%	445	62.6%	1723	58.3%
Q35	1080	48.1%	394	55.4%	1474	49.8%
Q36	1432	63.8%	515	72.4%	1947	65.8%
Q37	1045	46.5%	304	42.8%	1349	45.6%
Q38	1000	44.5%	323	45.4%	1323	44.7%
Q39	1205	53.7%	446	62.7%	1651	55.8%
Q40	1061	47.2%	379	53.3%	1440	48.7%
Total Students	2246		711		2957	

From the above **table**, it is reflected that 50% and more than 50% students have answered 19 numbers of questions correctly out of total number of 40 questions. In urban area 20 numbers of questions are answered correctly by 50% and more than 50% students where in rural area 18 numbers of questions are answered correctly by 50% and more than 50% students.

In rural area question numbers 3, 4, 5, 6, 7, 10, 12, 17, 20, 21, 22, 26, 27, 30, 31, 32, 33, 35, 37, 38, 40 are answered correctly by less than 50% students where in urban area question numbers 3, 4, 5, 6, 7, 10, 12, 17, 21, 22, 26, 27, 30, 31, 32, 33, 37, 38 are answered correctly by less than 50% students

However lowest number of students 23.8% of urban area could answer the question number 7 correctly and in case of rural area it is 26.1%. This is based on the competency – identification biotic components in the environment

Table 3.4.2: Area wise and Question wise number of correct Response in EVS

(SET 3.2)

Questions with Nature	Rural		Urban		Total	
	N	%	N	%	N	%
Q1	1349	59.6%	402	54.3%	1751	58.3%
Q2	1293	57.2%	392	52.9%	1685	56.1%
Q3	1170	51.7%	423	57.1%	1593	53.0%
Q4	1221	54.0%	413	55.7%	1634	54.4%
Q5	1214	53.7%	442	59.6%	1656	55.1%
Q6	794	35.1%	303	40.9%	1097	36.5%
Q7	1145	50.6%	423	57.1%	1568	52.2%
Q8	1378	60.9%	445	60.1%	1823	60.7%
Q9	1404	62.1%	502	67.7%	1906	63.5%
Q10	968	42.8%	423	57.1%	1391	46.3%

Q11	1281	56.6%	461	62.2%	1742	58.0%
Q12	1257	55.6%	483	65.2%	1740	57.9%
Q13	1402	62.0%	531	71.7%	1933	64.4%
Q14	1445	63.9%	488	65.9%	1933	64.4%
Q15	1315	58.1%	541	73.0%	1856	61.8%
Q16	1235	54.6%	449	60.6%	1684	56.1%
Q17	599	26.5%	187	25.2%	786	26.2%
Q18	1331	58.8%	499	67.3%	1830	60.9%
Q19	1439	63.6%	541	73.0%	1980	65.9%
Q20	1063	47.0%	430	58.0%	1493	49.7%
Q21	989	43.7%	335	45.2%	1324	44.1%
Q22	933	41.2%	319	43.0%	1252	41.7%
Q23	1132	50.0%	367	49.5%	1499	49.9%
Q24	1276	56.4%	446	60.2%	1722	57.3%
Q25	1295	57.3%	454	61.3%	1749	58.2%
Q26	856	37.8%	328	44.3%	1184	39.4%
Q27	615	27.2%	185	25.0%	800	26.6%
Q28	1161	51.3%	441	59.5%	1602	53.3%
Q29	1474	65.2%	534	72.1%	2008	66.9%
Q30	985	43.5%	345	46.6%	1330	44.3%
Q31	268	11.8%	80	10.8%	348	11.6%
Q32	1046	46.2%	389	52.5%	1435	47.8%
Q33	1249	55.2%	451	60.9%	1700	56.6%
Q34	923	40.8%	339	45.7%	1262	42.0%
Q35	1225	54.2%	476	64.2%	1701	56.6%
Q36	1476	65.3%	549	74.1%	2025	67.4%
Q37	1295	57.3%	450	60.7%	1745	58.1%
Q38	1390	61.5%	548	74.0%	1938	64.5%
Q39	1124	49.7%	460	62.1%	1584	52.7%
Q40	1601	70.8%	597	80.6%	2198	73.2%
Total Students	2262		741		3003	

From the above **table**, it is reflected that 50% and more than 50% students have answered 27 numbers of questions correctly out of total number of 40 questions. In urban area 24 numbers of questions are answered correctly by 50% and more than 50% students where in rural area 22 numbers of questions are answered correctly by 50% and more than 50% students.

In rural area question numbers 3, 4, 5, 6, 7, 10, 12, 17, 20, 21, 22, 26, 27, 30, 31, 32, 33, 35, 37, 38, 40 are answered correctly by less than 50% students where in urban area question numbers 3, 4, 5, 6, 7, 10, 12, 17, 21, 22, 26, 27, 30, 31, 32, 33, 37, 38 are answered correctly by less than 50% students

However lowest number of students' i.e.10.8% of urban area could answer the question number 31 correctly. This is based on the competency-know the style of living of human in ancient times but in case of rural area the lowest number of students i.e.11.8% could answer the question number 3. This is based on the competency –understanding the ways to prevent water pollution biotic components in the environment

Table 3.5.1: Gender and question wise number of correct Response in EVS

(SET 3.1)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	807	58.2%	950	60.5%	1757	59.4%
Q2	978	70.5%	1183	75.4%	2161	73.1%
Q3	399	28.8%	472	30.1%	871	29.5%
Q4	474	34.2%	564	35.9%	1038	35.1%
Q5	537	38.7%	652	41.5%	1189	40.2%
Q6	362	26.1%	457	29.1%	819	27.7%
Q7	508	36.6%	644	41.0%	1152	39.0%
Q8	870	62.7%	996	63.4%	1866	63.1%
Q9	804	58.0%	931	59.3%	1735	58.7%
Q10	648	46.7%	790	50.3%	1438	48.6%
Q11	748	53.9%	858	54.6%	1606	54.3%
Q12	460	33.2%	563	35.9%	1023	34.6%
Q13	889	64.1%	1050	66.9%	1939	65.6%
Q14	864	62.3%	1005	64.0%	1869	63.2%
Q15	902	65.0%	1023	65.2%	1925	65.1%
Q16	778	56.1%	872	55.5%	1650	55.8%
Q17	352	25.4%	447	28.5%	799	27.0%
Q18	827	59.6%	983	62.6%	1810	61.2%
Q19	933	67.3%	1042	66.4%	1975	66.8%
Q20	690	49.7%	728	46.4%	1418	48.0%
Q21	601	43.3%	702	44.7%	1303	44.1%
Q22	569	41.0%	635	40.4%	1204	40.7%
Q23	712	51.3%	825	52.5%	1537	52.0%
Q24	769	55.4%	920	58.6%	1689	57.1%
Q25	808	58.3%	917	58.4%	1725	58.3%
Q26	464	33.5%	532	33.9%	996	33.7%
Q27	572	41.2%	688	43.8%	1260	42.6%
Q28	858	61.9%	1034	65.9%	1892	64.0%
Q29	953	68.7%	1088	69.3%	2041	69.0%
Q30	579	41.7%	709	45.2%	1288	43.6%
Q31	364	26.2%	453	28.9%	817	27.6%
Q32	421	30.4%	489	31.1%	910	30.8%
Q33	615	44.3%	757	48.2%	1372	46.4%
Q34	801	57.8%	922	58.7%	1723	58.3%
Q35	661	47.7%	813	51.8%	1474	49.8%
Q36	898	64.7%	1049	66.8%	1947	65.8%
Q37	605	43.6%	744	47.4%	1349	45.6%
Q38	596	43.0%	727	46.3%	1323	44.7%
Q39	772	55.7%	879	56.0%	1651	55.8%
Q40	685	49.4%	755	48.1%	1440	48.7%

Total Students	1387	1570	2957
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From the **table** it is reflected that girls have performed better than boys so far as number of questions are answered correctly. In case of girls 21 questions are answered correctly by 50% and more than 50% students and in case of boys it is 19 numbers of questions. However the question number 31 has been answered correctly by lowest number of student i.e. boys 26.2% and girls 28.9%. This question number based on the competency- know the components of a food chain

Table 3.5.2: Gender and question wise number of correct Response in EVS

(SET 3.2)

Questions with Nature	Boys		Girls		Total	
	N	%	N	%	N	%
Q1	814	60.7%	937	56.4%	1751	58.3%
Q2	744	55.4%	941	56.7%	1685	56.1%
Q3	703	52.4%	890	53.6%	1593	53.0%
Q4	728	54.2%	906	54.5%	1634	54.4%
Q5	748	55.7%	908	54.7%	1656	55.1%
Q6	473	35.2%	624	37.6%	1097	36.5%
Q7	722	53.8%	846	50.9%	1568	52.2%
Q8	791	58.9%	1032	62.1%	1823	60.7%
Q9	854	63.6%	1052	63.3%	1906	63.5%
Q10	646	48.1%	745	44.9%	1391	46.3%
Q11	781	58.2%	961	57.9%	1742	58.0%
Q12	772	57.5%	968	58.3%	1740	57.9%
Q13	867	64.6%	1066	64.2%	1933	64.4%
Q14	862	64.2%	1071	64.5%	1933	64.4%
Q15	850	63.3%	1006	60.6%	1856	61.8%
Q16	770	57.4%	914	55.0%	1684	56.1%
Q17	359	26.8%	427	25.7%	786	26.2%
Q18	812	60.5%	1018	61.3%	1830	60.9%
Q19	887	66.1%	1093	65.8%	1980	65.9%
Q20	699	52.1%	794	47.8%	1493	49.7%
Q21	611	45.5%	713	42.9%	1324	44.1%
Q22	586	43.7%	666	40.1%	1252	41.7%
Q23	659	49.1%	840	50.6%	1499	49.9%
Q24	752	56.0%	970	58.4%	1722	57.3%
Q25	777	57.9%	972	58.5%	1749	58.2%
Q26	535	39.9%	649	39.1%	1184	39.4%
Q27	355	26.5%	445	26.8%	800	26.6%

Q28	709	52.8%	893	53.8%	1602	53.3%
Q29	906	67.5%	1102	66.3%	2008	66.9%
Q30	593	44.2%	737	44.4%	1330	44.3%
Q31	165	12.3%	183	11.0%	348	11.6%
Q32	665	49.6%	770	46.4%	1435	47.8%
Q33	752	56.0%	948	57.1%	1700	56.6%
Q34	582	43.4%	680	40.9%	1262	42.0%
Q35	750	55.9%	951	57.3%	1701	56.6%
Q36	905	67.4%	1120	67.4%	2025	67.4%
Q37	790	58.9%	955	57.5%	1745	58.1%
Q38	846	63.0%	1092	65.7%	1938	64.5%
Q39	703	52.4%	881	53.0%	1584	52.7%
Q40	993	74.0%	1205	72.5%	2198	73.2%
Total Students	1342		1661		3003	

From the above **table** it is reflected that girls have performed slightly better than boys so far as number of questions are answered correctly. In case of girls 28 questions are answered correctly by 50% and more than 50% students and in case of boys it is 27 numbers of questions. However the question number 31 has been answered correctly by lowest number of student i.e. boys 12.3% and girls 11.0%. This question number based on the competency- knows the components of a food chain.

Table 3.6.1: Response Analysis for all items - EVS

(SET 3.1)

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	67	2.30	356	12.00	461	15.60	1757	59.40	266	9.00	50	1.70	2957
Q2	35	1.20	262	8.90	2161	73.10	241	8.20	216	7.30	42	1.40	2957
Q3	57	1.90	980	33.10	643	21.70	368	12.40	871	29.50	38	1.30	2957
Q4	110	3.70	718	24.30	749	25.30	296	10.00	1038	35.10	46	1.60	2957
Q5	79	2.70	610	20.60	1189	40.20	616	20.80	422	14.30	41	1.40	2957
Q6	114	3.90	819	27.70	610	20.60	612	20.70	771	26.10	31	1.00	2957
Q7	91	3.10	1152	39.00	246	8.30	1075	36.40	352	11.90	41	1.40	2957
Q8	112	3.80	389	13.20	1866	63.10	341	11.50	210	7.10	39	1.30	2957
Q9	70	2.40	207	7.00	415	14.00	503	17.00	1735	58.70	27	0.90	2957
Q10	106	3.60	448	15.20	478	16.20	467	15.80	1438	48.60	20	0.70	2957
Q11	87	2.90	335	11.30	467	15.80	1606	54.30	432	14.60	30	1.00	2957
Q12	113	3.80	1023	34.60	1066	36.10	232	7.80	480	16.20	43	1.50	2957
Q13	149	5.00	1939	65.60	270	9.10	348	11.80	209	7.10	42	1.40	2957
Q14	329	11.10	215	7.30	212	7.20	1869	63.20	200	6.80	132	4.50	2957
Q15	107	3.60	199	6.70	326	11.00	368	12.40	1925	65.10	32	1.10	2957
Q16	117	4.00	1650	55.80	465	15.70	175	5.90	516	17.50	34	1.10	2957
Q17	77	2.60	607	20.50	624	21.10	799	27.00	807	27.30	43	1.50	2957

Q18	92	3.10	361	12.20	1810	61.20	289	9.80	374	12.60	31	1.00	2957
Q19	77	2.60	143	4.80	402	13.60	1975	66.80	326	11.00	34	1.10	2957
Q20	96	3.20	560	18.90	1418	48.00	362	12.20	483	16.30	38	1.30	2957
Q21	105	3.60	303	10.20	661	22.40	1303	44.10	545	18.40	40	1.40	2957
Q22	126	4.30	809	27.40	313	10.60	453	15.30	1204	40.70	52	1.80	2957
Q23	104	3.50	424	14.30	1537	52.00	408	13.80	456	15.40	28	0.90	2957
Q24	91	3.10	186	6.30	1689	57.10	262	8.90	699	23.60	30	1.00	2957
Q25	88	3.00	555	18.80	295	10.00	1725	58.30	256	8.70	38	1.30	2957
Q26	133	4.50	801	27.10	542	18.30	447	15.10	996	33.70	38	1.30	2957
Q27	123	4.20	675	22.80	1260	42.60	431	14.60	436	14.70	32	1.10	2957
Q28	140	4.70	1892	64.00	190	6.40	341	11.50	364	12.30	30	1.00	2957
Q29	157	5.30	276	9.30	239	8.10	2041	69.00	192	6.50	52	1.80	2957
Q30	132	4.50	579	19.60	1288	43.60	645	21.80	277	9.40	36	1.20	2957
Q31	188	6.40	686	23.20	510	17.20	720	24.30	817	27.60	36	1.20	2957
Q32	180	6.10	503	17.00	790	26.70	537	18.20	910	30.80	37	1.30	2957
Q33	193	6.50	449	15.20	616	20.80	1372	46.40	291	9.80	36	1.20	2957
Q34	153	5.20	336	11.40	341	11.50	1723	58.30	378	12.80	26	0.90	2957
Q35	188	6.40	1474	49.80	310	10.50	776	26.20	187	6.30	22	0.70	2957
Q36	167	5.60	285	9.60	295	10.00	1947	65.80	233	7.90	30	1.00	2957
Q37	190	6.40	591	20.00	570	19.30	1349	45.60	226	7.60	31	1.00	2957
Q38	215	7.30	341	11.50	383	13.00	1323	44.70	656	22.20	39	1.30	2957
Q39	209	7.10	358	12.10	337	11.40	1651	55.80	378	12.80	24	0.80	2957
Q40	224	7.60	369	12.50	481	16.30	1440	48.70	379	12.80	64	2.20	2957

*** 0= no response, 5= multiple response

The above **table** shows the responses of the students in respect of the four options in each question. Here 0 has been given for no response and 5 for multiple responses.

Table 3.6.2: Response Analysis for all items - EVS

(SET 3.2)

Items	0		1		2		3		4		5		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	60	2.00	269	9.00	609	20.30	1751	58.30	242	8.10	72	2.40	3003
Q2	41	1.40	661	22.00	1685	56.10	213	7.10	362	12.10	41	1.40	3003
Q3	49	1.60	629	20.90	1593	53.00	314	10.50	383	12.80	35	1.20	3003
Q4	95	3.20	1634	54.40	393	13.10	378	12.60	464	15.50	39	1.30	3003
Q5	64	2.10	429	14.30	559	18.60	1656	55.10	239	8.00	56	1.90	3003
Q6	101	3.40	1097	36.50	672	22.40	341	11.40	744	24.80	48	1.60	3003
Q7	102	3.40	444	14.80	384	12.80	467	15.60	1568	52.20	38	1.30	3003
Q8	110	3.70	454	15.10	1823	60.70	333	11.10	245	8.20	38	1.30	3003
Q9	94	3.10	288	9.60	321	10.70	1906	63.50	369	12.30	25	0.80	3003
Q10	139	4.60	520	17.30	1391	46.30	417	13.90	505	16.80	31	1.00	3003
Q11	48	1.60	511	17.00	300	10.00	352	11.70	1742	58.00	50	1.70	3003
Q12	95	3.20	344	11.50	580	19.30	215	7.20	1740	57.90	29	1.00	3003
Q13	107	3.60	1933	64.40	375	12.50	290	9.70	263	8.80	35	1.20	3003
Q14	292	9.70	196	6.50	211	7.00	1933	64.40	241	8.00	130	4.30	3003
Q15	109	3.60	264	8.80	375	12.50	363	12.10	1856	61.80	36	1.20	3003

Q16	138	4.60	1684	56.10	449	15.00	165	5.50	532	17.70	35	1.20	3003
Q17	77	2.60	610	20.30	623	20.70	786	26.20	873	29.10	34	1.10	3003
Q18	91	3.00	361	12.00	1830	60.90	284	9.50	408	13.60	29	1.00	3003
Q19	78	2.60	156	5.20	410	13.70	1980	65.90	352	11.70	27	0.90	3003
Q20	79	2.60	542	18.00	1493	49.70	351	11.70	498	16.60	40	1.30	3003
Q21	100	3.30	336	11.20	620	20.60	1324	44.10	586	19.50	37	1.20	3003
Q22	117	3.90	791	26.30	347	11.60	440	14.70	1252	41.70	56	1.90	3003
Q23	82	2.70	503	16.70	1499	49.90	422	14.10	470	15.70	27	0.90	3003
Q24	95	3.20	180	6.00	1722	57.30	272	9.10	708	23.60	26	0.90	3003
Q25	103	3.40	564	18.80	269	9.00	1749	58.20	297	9.90	21	0.70	3003
Q26	111	3.70	597	19.90	1184	39.40	627	20.90	455	15.20	29	1.00	3003
Q27	105	3.50	911	30.30	798	26.60	345	11.50	800	26.60	44	1.50	3003
Q28	152	5.10	548	18.20	229	7.60	438	14.60	1602	53.30	34	1.10	3003
Q29	151	5.00	359	12.00	214	7.10	2008	66.90	228	7.60	43	1.40	3003
Q30	141	4.70	783	26.10	453	15.10	1330	44.30	260	8.70	36	1.20	3003
Q31	146	4.90	524	17.40	348	11.60	1508	50.20	452	15.10	25	0.80	3003
Q32	166	5.50	347	11.60	1435	47.80	542	18.00	485	16.20	28	0.90	3003
Q33	158	5.30	256	8.50	563	18.70	1700	56.60	295	9.80	31	1.00	3003
Q34	177	5.90	412	13.70	372	12.40	742	24.70	1262	42.00	38	1.30	3003
Q35	181	6.00	426	14.20	358	11.90	1701	56.60	314	10.50	23	0.80	3003
Q36	144	4.80	250	8.30	374	12.50	2025	67.40	181	6.00	29	1.00	3003
Q37	162	5.40	410	13.70	1745	58.10	439	14.60	209	7.00	38	1.30	3003
Q38	152	5.10	208	6.90	292	9.70	1938	64.50	376	12.50	37	1.20	3003
Q39	174	5.80	368	12.30	240	8.00	598	19.90	1584	52.70	39	1.30	3003
Q40	211	7.00	139	4.60	207	6.90	2198	73.20	205	6.80	43	1.40	3003

*** 0= no response, 5= multiple response

Chapter 4

Table 4.1 Distribution of Students on the basis of their achievement level in Mathematics, Language and Environmental studies (EVS)

Achievement Level(Percentage)	Mathematics			Language			EVS		
	f	f%	cf%	f	f%	cf%	f	f%	cf%
0-10	131	2.1	2.1	90	1.4	1.4	83	1.4	1.4
10-20	295	4.7	6.7	192	3.0	4.5	279	4.7	6.1
20-30	724	11.4	18.2	624	9.9	14.3	742	12.4	18.5
30-40	919	14.5	32.7	662	10.5	24.8	1082	18.2	36.7
40-50	892	14.1	46.8	641	10.1	34.9	942	15.8	52.5
50-60	866	13.7	60.5	700	11.1	46.0	742	12.4	64.9
60-70	927	14.7	75.2	723	11.4	57.4	812	13.6	78.6
70-80	940	14.9	90.0	930	14.7	72.1	727	12.2	90.8
80-90	576	9.1	99.1	1123	17.7	89.8	456	7.7	98.4
90-100	55	0.9	100.0	645	10.2	100.0	95	1.6	100.0
Total	6325	100.0		6330	100.0		5960	100.0	

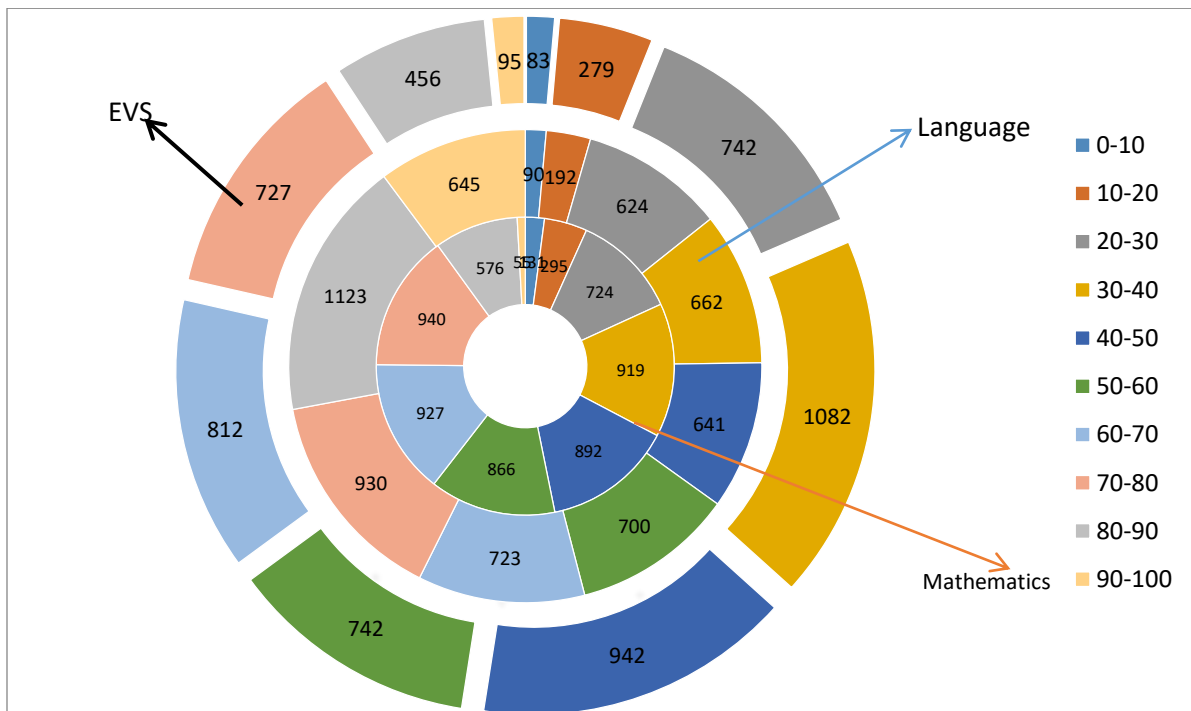


Fig 4.1 Graphical representation of Students on the basis of their achievement level in Mathematics, Language and Environmental studies (EVS)

Table 4.2 Distribution of student on the basis of cut off points as per their achievement level in Mathematics, Language and Environmental studies (EVS)

Cut off Points	Mathematics		Language		EVS	
	N	%	N	%	N	%
0- less than 33%	1378	21.8	1087	17.2	1378	23.1
33% - less than 45%	1167	18.5	835	13.2	1279	21.5
45% - less than 60%	1282	20.3	987	15.6	1213	20.4
60% - less than 75%	1401	22.2	1155	18.2	1221	20.5
75% - 100%	1097	17.3	2266	35.8	869	14.6
Total	6325	100.0	6330	100.0	5960	100.0

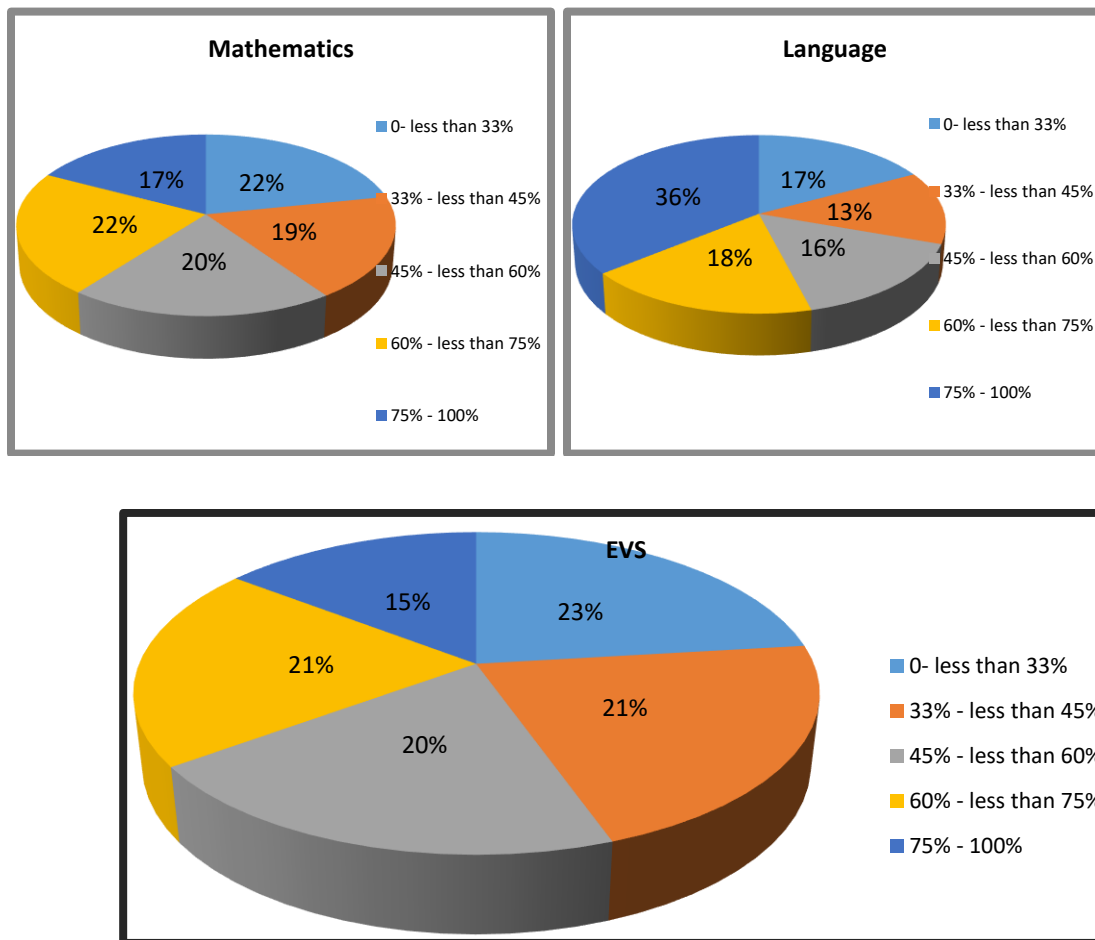


Table 4.2 Representation of student on the basis of cut off points as per their achievement level in Mathematics, Language and Environmental studies (EVS)

Chapter-5

Our Schools, Students and Teachers

It is a known fact that learning never takes place in isolation and is influenced by school environment. Hence the need is to know where the students study, what back ground they came from, what kind of facilities they have at home. Who supports them in their studies, etc. Similarly, the learning environment in school, types of infrastructural facilities available, etc. and also the educational and professional qualifications of teachers; In-service training programme obtained by the teachers, the strategies adopted by them to teach the students for teaching students are all vital components for learning achievement of students.

In this chapter an attempt has been made to provide highlights on some of the important variables

5.1: Schools:

In order to access the school related variables, a questionnaire was used to collect information from the schools. The variables were grouped into four categories-

1. School background
2. Home school interactions
3. Teaching learning process
4. School social climate

School Background:

The variables under the category of school background were management and type of school, Block recourse coordinator (BRC)/ Cluster recourse coordinator (CRC) visit to the schools, resources available in the school, working days in an academic year and working days per week

Table 5.1.1: Area wise distribution of schools on the basis of management

Area	State Govt		Govt Aided		Tea garden managed		Local body		Total School
	N	%	N	%	N	%	N	%	
Rural	218	79.6%	32	11.7%	8	2.9%	16	5.8%	274
Urban	64	86.5%	8	10.8%	1	1.4%	1	1.4%	74
Grand Total	282	81.0%	40	11.5%	9	2.6%	17	4.9%	348

Table shows that 81% schools were managed by state government and 11.5% were Govt. aided schools. In rural areas, 79.6% and in urban areas 86.5% schools are managed by the state Government. Similarly 11.7% and 10.8% schools of rural and urban area respectively are Govt.

aided schools. Only 2.6% and 4.9% schools were managed by tea garden management and local bodies respectively.

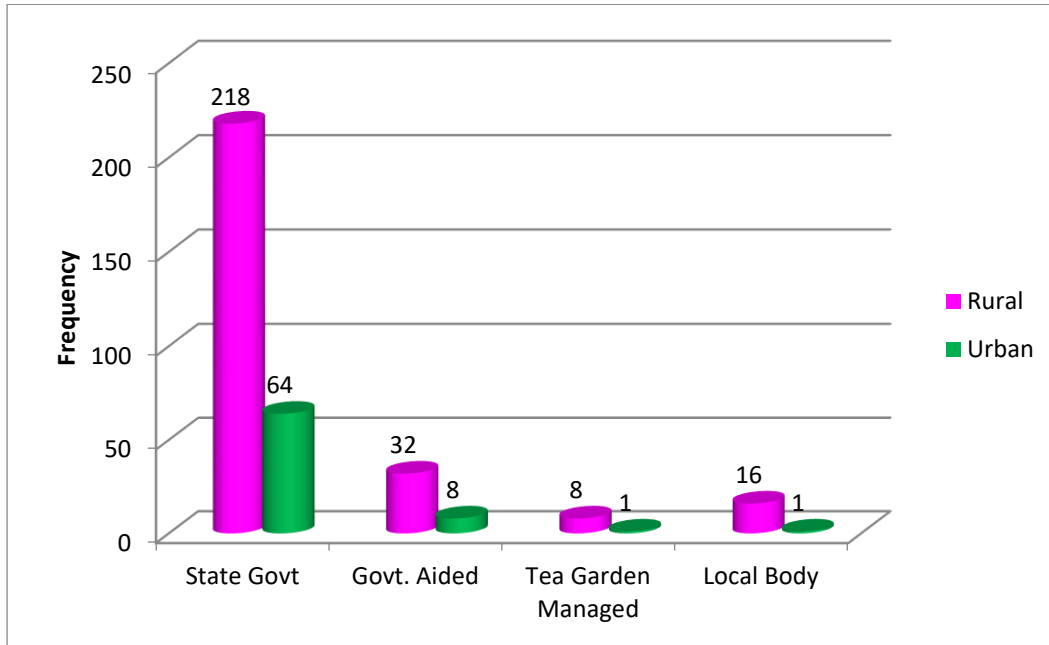


Fig 5.1.1: Area wise distribution of schools on the basis of management

Table 5.1.2: Distribution of Schools on the Basis of Pre – School Attached

Area	Yes		No		Total N
	N	%	N	%	
Rural	165	76.0%	109	83.2%	274
Urban	52	24.0%	22	16.8%	74
Grand Total	217	100.0%	131	100.0%	348

Table shows that in rural area 76% schools have pre-primary stages whereas in urban areas only 24% schools have pre-school attachment. As a whole 62.36% schools have pre-primary stage.

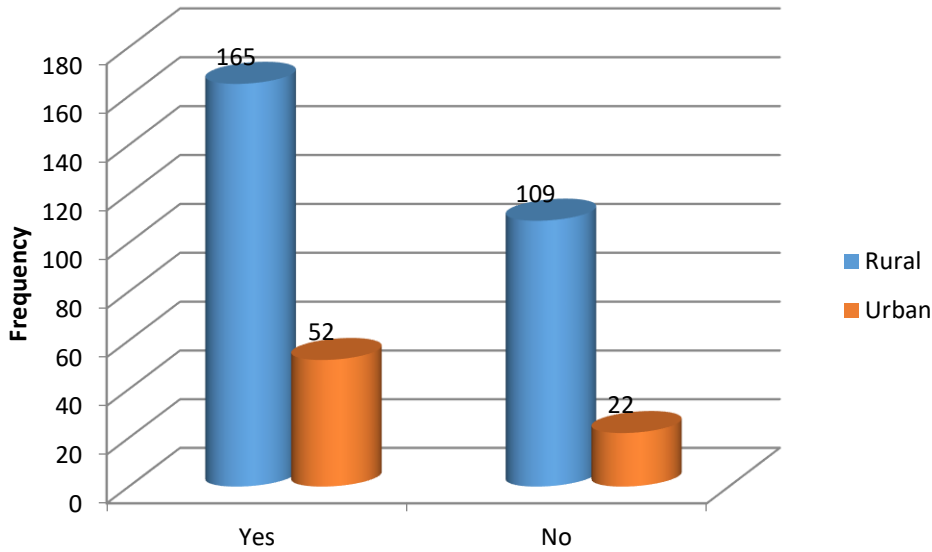


Fig 5.1.2: Distribution of Schools on the Basis of Pre – School Attached

Table 5.1.3: Distribution of Schools on the basis of terminal Stage of School

Area	1-5		1-8		1-10		1-12		Total N
	N	%	N	%	N	%	N	%	
Rural	240	77.7%	22	91.7%	9	81.8%	3	75.0%	274
Urban	69	22.3%	2	8.3%	2	18.2%	1	25.0%	74
Grand Total	309	100.0%	24	100.0%	11	100.0%	4	100.0%	348

Table shows that 88.79% schools have classes 1-5, 6.9% schools have classes 1-8, and only 3.2% and 1.1% schools have classes 1-10 and 1-12 respectively.

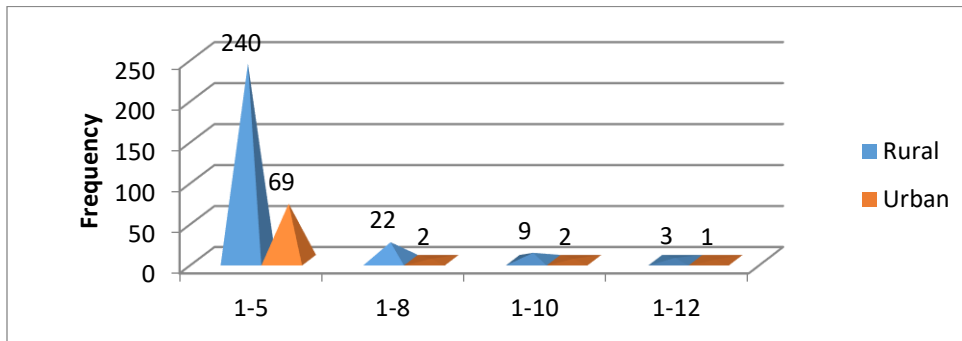


Fig 5.1.3: Distribution of Schools on the basis of terminal Stage of School

Table 5.1.4: Types of School

Types of Schools	Rural		Urban		Total	
	N	%	N	%	N	%
Boys	5	1.8%	3	4.1%	8	2.3%
Girls	1	0.4%	0	0.0%	1	0.3%
Co-Ed	268	97.8%	71	95.9%	339	97.4%

Grand Total	274	100.0%	74	100.0%	348	100.0%
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Table shows that 97.8% and 95.9% schools having co-education system in rural and urban areas respectively. None of the surveyed schools was exclusively for girl students.

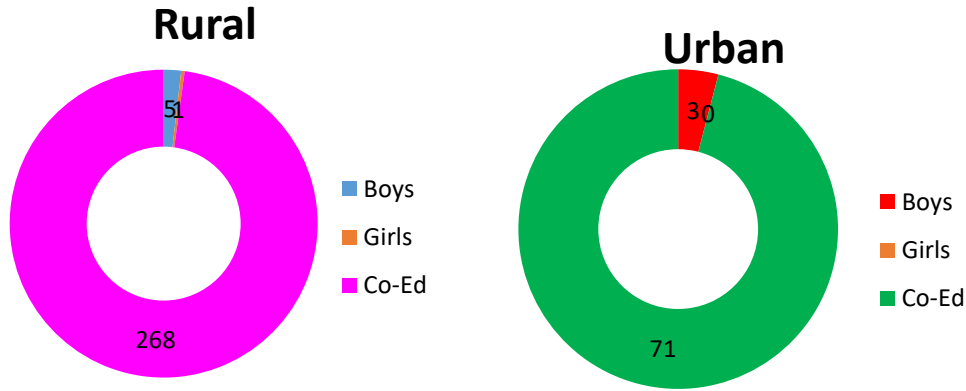


Fig 5.1.4: Types of School

Table 5.1.5: Area wise and Gender wise Availability of Teacher on the Sample Schools

Area	Number of Sampled Schools	Number of Teachers on Roll					
		Male		Female		Total	Average Teachers per School
		N	%	N	%		
Rural	274	846	79.36%	675	68.39%	1521	6
Urban	74	220	20.64%	312	31.61%	532	7
Total	348	1066	100.00%	987	100.00%	2053	6

Table shows that 79.36% and 20.64% teachers were male whereas 68.39% and 31.61% teachers were female in rural and urban areas respectively. Average number of teachers available per school is six.

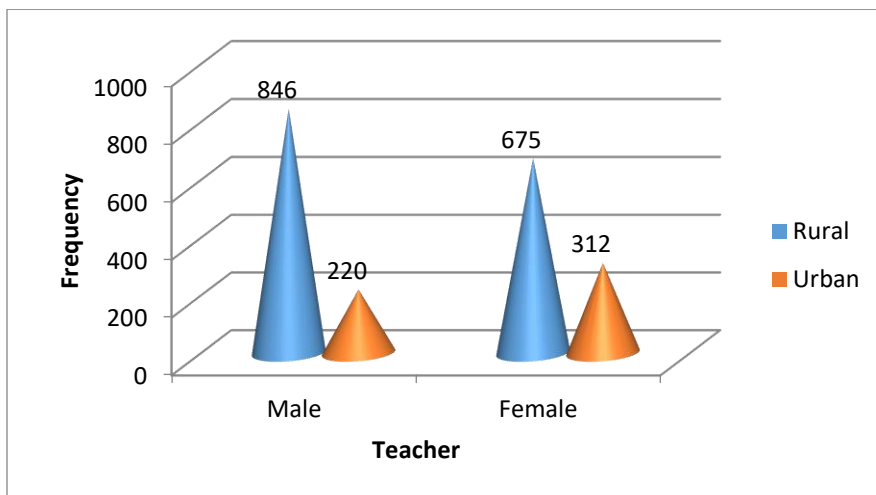


Fig 5.1.5: Area wise and Gender wise Availability of Teacher on the Sample Schools

Table 5.1.6: Area wise and Gender wise Distribution of Teachers on roll on the basis of Employment Status

Area	Gender	Regular Full Time		Contractual		Total	
		N	%	N	%	N	%
Rural	Male	611	60.92%	235	45.37%	846	55.62%
	Female	392	39.08%	283	54.63%	675	44.38%
	Total	1003	100.00%	518	100.00%	1521	100.00%
Urban	Male	174	41.63%	46	40.35%	220	41.35%
	Female	244	58.37%	68	59.65%	312	58.65%
	Total	418	100.00%	114	100.00%	532	100.00%
Grand Total	Male	785	55.24%	281	44.46%	1066	51.92%
	Female	636	44.76%	351	55.54%	987	48.08%
	Total	1421	100.00%	632	100.00%	2053	100.00%

Table shows that percentage of regular full time male teachers are more than the percentage of female teachers in rural areas but in urban area it is opposite. In case of contractual category teachers, percentage of female teacher outnumbered male teachers in both rural and urban areas

Table 5.1.7: Percentage of schools with various Facilities related to teaching Aids

	Rural		Urban		Total	
	N	%	N	%	N	%
Maps	223	81.4%	59	79.7%	282	81.0%
Globes	220	80.3%	62	83.8%	282	81.0%
Charts	239	87.2%	66	89.2%	305	87.6%
Mathematics Kit	170	62.0%	50	67.6%	220	63.2%
Science Kit	125	45.6%	49	66.2%	174	50.0%
Total Sample Schools	274		74		348	

Table shows that percentage of schools having various facilities related to Teaching Aids like Globes, Charts, Mathematics kit, Science kit, library facilities are more in urban areas compared to rural areas.

Table 5.1.8: Percentage of schools having various instructional materials

Facilities		Rural		Urban		Total	
		Count	Column N %	Count	Column N %	Count	Column N %
Textbooks	Yes	246	89.8%	63	85.1%	309	88.8%
	No	28	10.2%	11	14.9%	39	11.2%
Teacher's Handbook	Yes	172	62.8%	44	59.5%	216	62.1%
	No	102	37.2%	30	40.5%	132	37.9%

TLM	Yes	226	82.5%	61	82.4%	287	82.5%
	No	48	17.5%	13	17.6%	61	17.5%

Table shows that 88.8% schools were having textbooks, 62.1% had teacher’s hand books and 82.5% schools had the facilities of TLM.

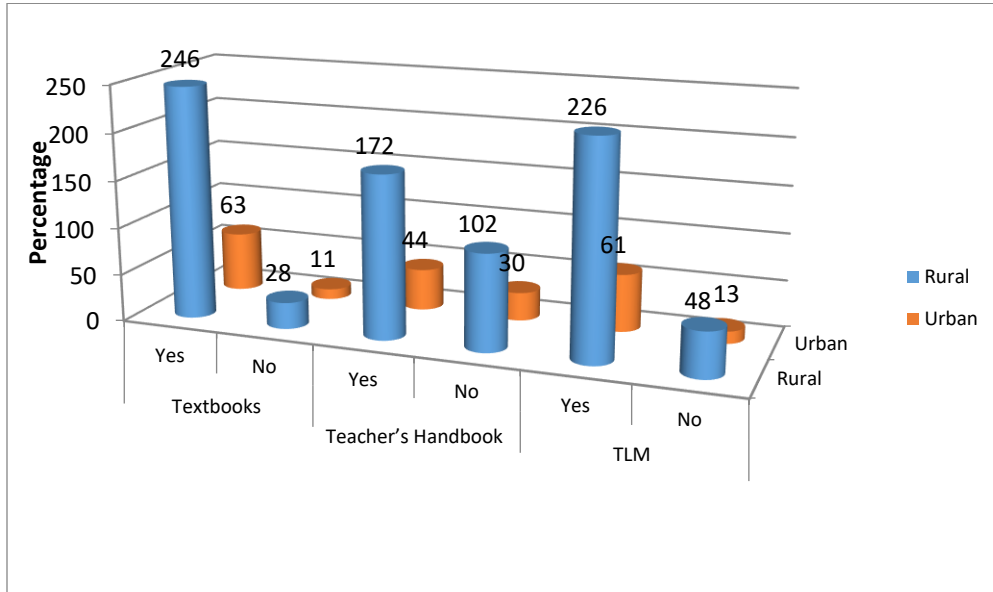


Fig 5.1.8: Percentage of schools having various instructional materials

5.2 Teacher background

The questionnaire collected information on a wide range of background of teachers as set out in the following paragraphs

Table 5 .2.1 Distribution of Teachers according to their sex

Sex	Frequency	Percent
Male	532	59.3
Female	365	40.7
Total	897	100.0

It is seen from the table that of the sample schools surveyed, 59.3% teachers are male and 40.7% female

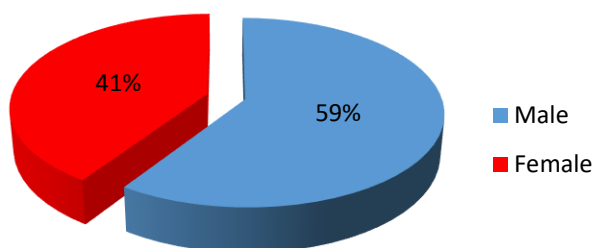


Fig 5 .2.1: Distribution of Teachers according to their sex

Table 5.2.2: Frequency distribution of Teachers according to their Category

Category	Frequency	Percent
SC	56	6.2
ST	98	10.9
OBC	309	34.4
General	329	36.7
Tea Garden Community	10	1.1
Religious Minority	3	0.3
Others	95	10.3
Total	897	100.0

Table shows that the highest percentage of teachers in the surveyed schools belong to the general category which is 36.7% and the lowest being the religious minority *i.e.* 0.3%

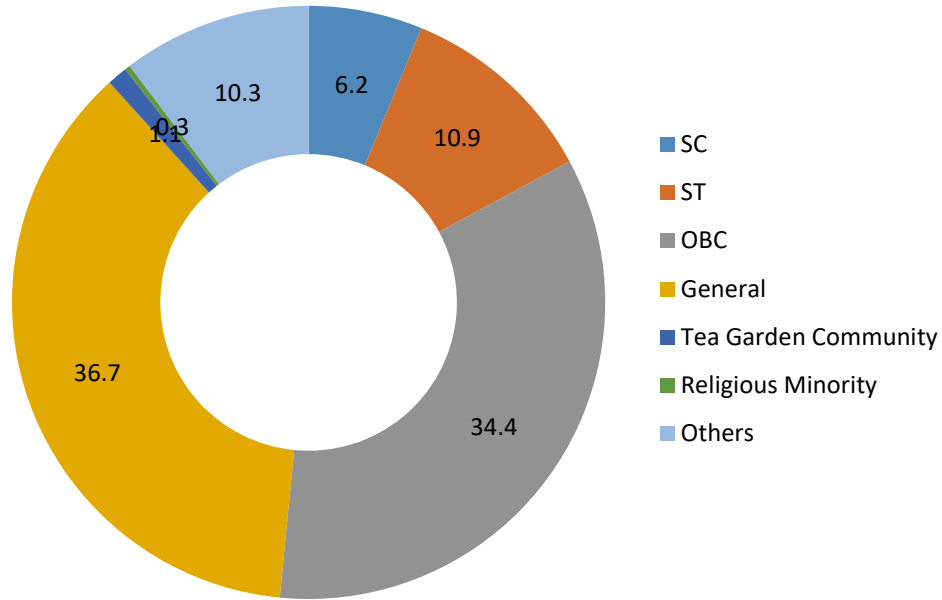


Fig 5.2.2: Frequency distribution of Teachers according to their Category

Table 5.2.3: Highest Educational Qualification

Educational Qualification	Frequency	Percent
Middle	19	2.1
Secondary	184	20.5
Higher/ Senior Secondary	269	30.0
Graduation	367	40.9
Post- Graduation	58	6.5
Total	897	100.0

Table shows that the percentage of highest educational qualification possessed by teaches in the surveyed schools are graduation, *i.e.* 40.9% and followed by higher/senior secondary (30%). Teachers possessing middle class qualification accounted for 2.1%

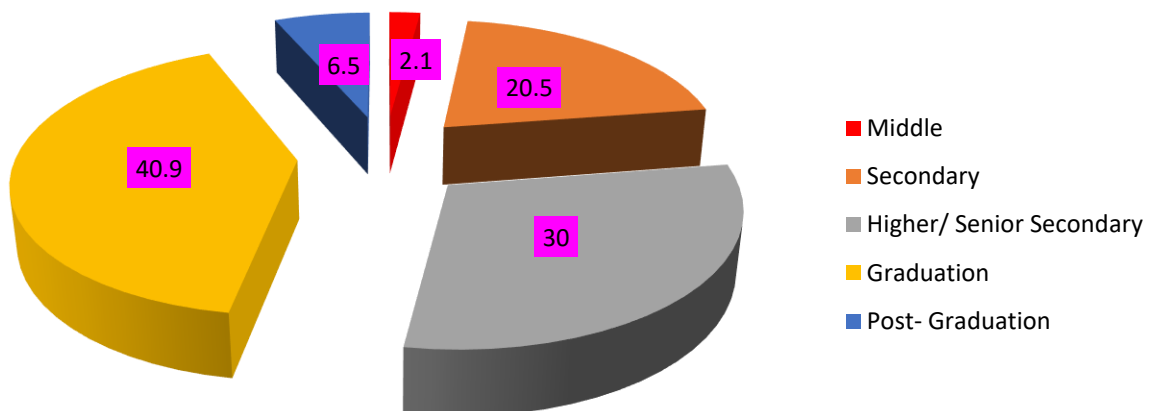


Fig 5.2.3: Highest Educational Qualification

Table 5.2.4 : Highest Professional Qualification

Professional Qualification	Frequency	Percent
Untrained (No Certificate/ Diploma/ Degree in teaching	110	12.3
Elementary Teacher Training Certificate/ Diploma/JBT/ BTC	680	75.8
Graduate Level (B.Ed. LT etc.)	106	11.8
Post Graduate (M.Ed)	1	0.1
Total	897	100.0

Table shows that the 75.8% of teachers possess Elementary Teacher Training certificate and 11.8% have B.Ed. degree. 12.3% teachers are yet to be trained

Table 5.2.5: Subject(s) teaching in Class V

Subject(s) teaching	Frequency	Percent
Language	141	15.7
Mathematics	148	16.5
EVS	145	16.2
Language & Maths	37	4.1
Language & EVS	45	5.0
Maths & EVS	15	1.7
All Subjects	366	40.8
Total	897	100.0

It is reflected from the table that 40.85 teachers teach all subjects in class V. Teachers teaching a single subject (Language, Mathematics, and EVS) varies from 15.7% to 16.5%. Again, teachers teaching two subjects vary from 1.7% to 5%.

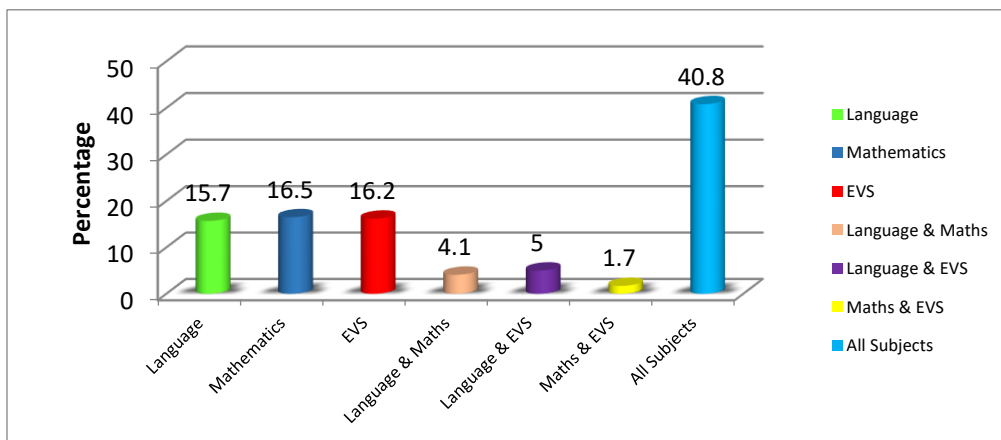


Fig 5.2.5: Subject(s) teaching in Class V

Table 5.2.6: Total teaching experience in Class-V

Teaching Experience	Frequency	Percent
Less than 1 yr.	87	9.7
1-3 yrs.	288	32.1
3-6 yrs	142	15.8
6-10 yrs.	102	11.4
More than 10 yrs	278	31.0
Total	897	100.0

It is observed from the table that only 32.1% teachers have 1-3 years of teaching experience and 31% teachers have more than 10 years of teaching experience. Teachers having less than 1 year of teaching experience account only 9.7%

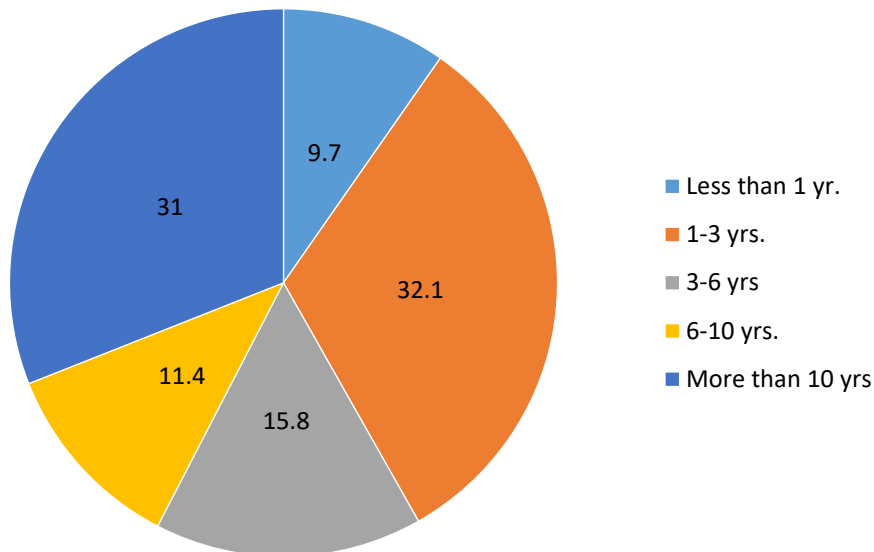


Fig 5.2.6: Total teaching experience in Class-V

In-Service Training of Teachers:

Various agencies such as SCERT, DIET, BRC, CRC, SSA *etc.* organize in-service training programme for teachers to update them with the latest trends and build their capacity for classroom teaching. Teachers were asked about the number of such programmes attended by them during the years 2012-13 and 2013-14. The information collected as part of this question reflects the activeness of the various academic agencies in organizing in-service training programmes

Table 5.2.7: In service training during 2012- 2013 and 2013-2014

Attended Training Programme	Frequency	Percent
Yes	651	72.6
No	246	27.4
Total	897	100.0

From the table it is revealed that 72.6% teachers have undergone in-service training during the session in 2012-13 and 2013-14

Table 5.2.8 No of In-service training attended during 2012-13 and 2013-14

Number	Frequency	Percent
Only 1	151	23.2
2-3	240	36.9
4-6	127	19.5
6-9	65	10.0
10 and More	68	10.4
Total	651	100.0

It is seen from the table that maximum teachers (36.9%) have attended in-service training for 2-3 times and minimum teachers (10%) have attended for 6-9 times during 2012-13 and 2013-14

Table 5.2.9: Institution/organization that organise Training

Training Organiser	Frequency	Percent
SCERT/SIE	36	5.5
SCERT/SIE , SSA	2	0.3
SCERT/SIE ,DIET	0	0.0
SSA	485	74.5
SSA , DIET	2	0.3
SSA, Others	1	0.2
DIET	73	11.2
Others	52	8.0
Total	651	100.0

Table shows that teachers attended maximum training programmes organized by SSA which is 74.5%. SCERT and DIET organised 5.5% and 11.2% training programmes respectively.

Table 5.2.10: Distribution of Teaching Aids/ Materials' Availability and uses (percentage)

Materials	AVAILABILITY		IF AVAILABLE THEN USES		
	Yes	No	Regularly	Sometimes	Never
Teacher's Handbook	580(64.7)	317(35.3)	345(59.5)	193(33.3)	42(7.2)
Charts	718(80.0)	179(20.0)	217(30.2)	464(64.6)	37(5.2)
Maps	614(68.5)	283(31.5)	123(20.0)	489(79.6)	2(0.3)
Globe	572(63.8)	325(36.2)	100(17.5)	471(82.3)	1(0.2)
Mathematics Kit	492(54.8)	405(45.2)	160(32.5)	329(66.9)	3(0.6)
Science Kit	366(40.8)	531(59.2)	101(27.6)	259(70.8)	6(1.6)
TLM	662(73.8)	235(26.2)	336(50.8)	324(48.9)	2(0.3)

It is seen from the table that teachers' handbooks are used by 59.5% teachers regularly. Charts, Maps and Globe used regularly by 30.2%, 20%, 17.5% teachers respectively in their teaching learning process. 32.5% and 27.6% teachers use Mathematics and science kits respectively in their classes regularly.

Table 5.2.11: Homework given by Teacher

Give Homework	Frequency	Percent
Not at all	14	1.6
Sometimes	318	35.5
Regularly	565	63.0
Total	897	100.0

Table indicates that 63% teachers used to give homework to students regularly and 35.5% used to give homework sometimes. Few teachers (1.6%) never gave any homework

Table 5.2.12 Types of Homework given by Teacher

Homework	Frequency	Percent
Reading and Writing	9	1.0
Reading , Writing & Project work	14	1.6
Reading	122	13.8
Reading and Project work	0	0

Writing and Project work	0	0
Writing	563	63.8
Project Work	175	19.8
Total	883	100.0

It is seen that 63.8% teachers give homework in the form of writing. Only 19.8% teachers engage students in project work

Table 5.2.13: Number of periods taught by a teacher per week

Period	Frequency	Percent
Upto 10	68	7.6
11-18	110	12.3
19-24	157	17.5
25-30	320	35.7
31 & more	242	27.0
Total	897	100.0

It is seen that 27% teachers taught 31& more periods per week. Most of the teachers (35.7%) taught 25-30 periods per week and whereas 7.6% teachers taught only upto 10 periods per week.

5.3 Pupil

The data was collected from 6325 number of students from 14 districts studying in 350 schools. The given section provides information regarding various students' related variables categorized as follows.

- Students' Background
- Resource available at home
- Resource available at schools

Table 5.3.1: Area wise, Gender wise and Category wise Distribution of Students

Category		Rural			Urban			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SC	N	140	192	332	57	40	97	197	232	429
	%	42.17	57.83		58.76	41.24		45.92	54.08	
ST	N	251	311	562	83	120	203	334	431	765
	%	44.66	55.34		40.89	59.11		43.66	56.34	
OBC	N	482	434	916	330	190	520	812	624	1436
	%	52.62	47.38		63.46	36.54		56.55	43.45	
Others	N	1281	1675	2956	236	503	739	1517	2178	3695
	%	43.34	56.66		31.94	68.06		41.06	58.94	
	N	2154	2612	4766	706	853	1559	2860	3465	6325

Grand Total	%	45.20	54.80		45.29	54.71		45.22	54.78	
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It is seen from the table that in rural area representation of girls from SC/ST/other are more than that of boys of same category. But in urban area boys' percentage from SC/OBC are more than girls' percentage.

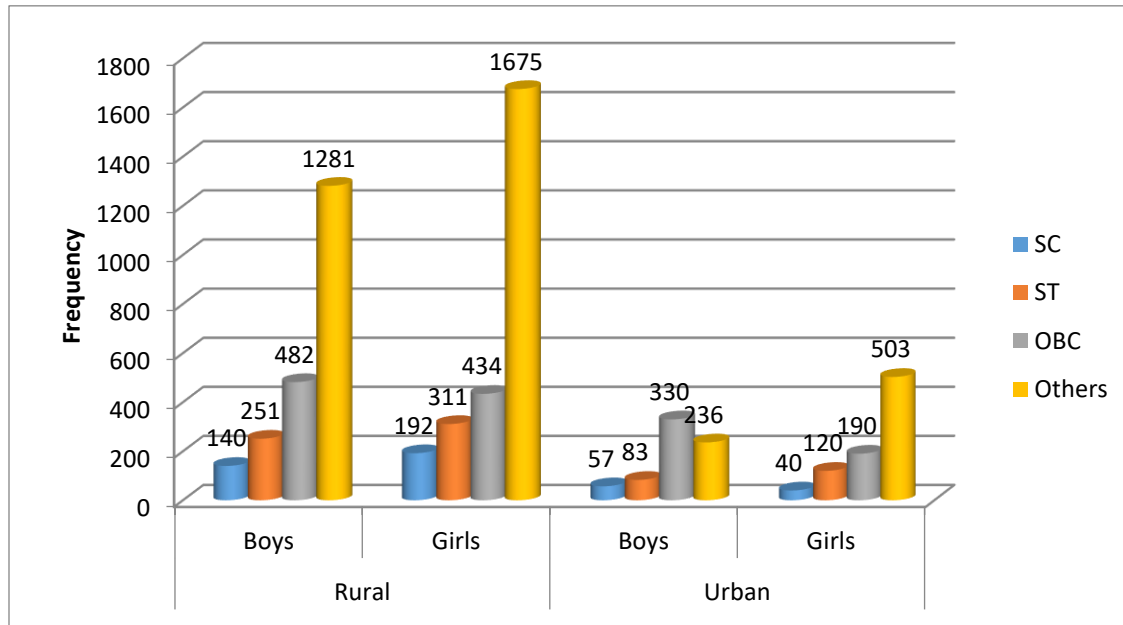


Table 5.3.1: Area wise, Gender wise and Category wise Distribution of Students

Educational status of Parents:

Parents play a very important role in the development of their child. The educational status of surveyed students' parents is depicted as follows:

Table 5.3.2: Distribution of Student on the basis of Educational Status of Father

Educational Level	Rural		Urban		Total	
	N	%	N	%	N	%
Father is Not Alive	151	3.17	69	4.43	220	3.48
Illiterate	669	14.04	181	11.61	850	13.44
Literate	2025	42.49	523	33.55	2548	40.28
Education Upto Secondary Level	1065	22.35	391	25.08	1456	23.02

Education above Higher/Senior Secondary level	856	17.96	395	25.34	1251	19.78
Grand Total	4766		1559		6325	

It is seen from the table that percentage of both literate and illiterate father are more in rural area than urban area. In urban area percentage of parents more having educational status upto secondary level and above higher/senior secondary level

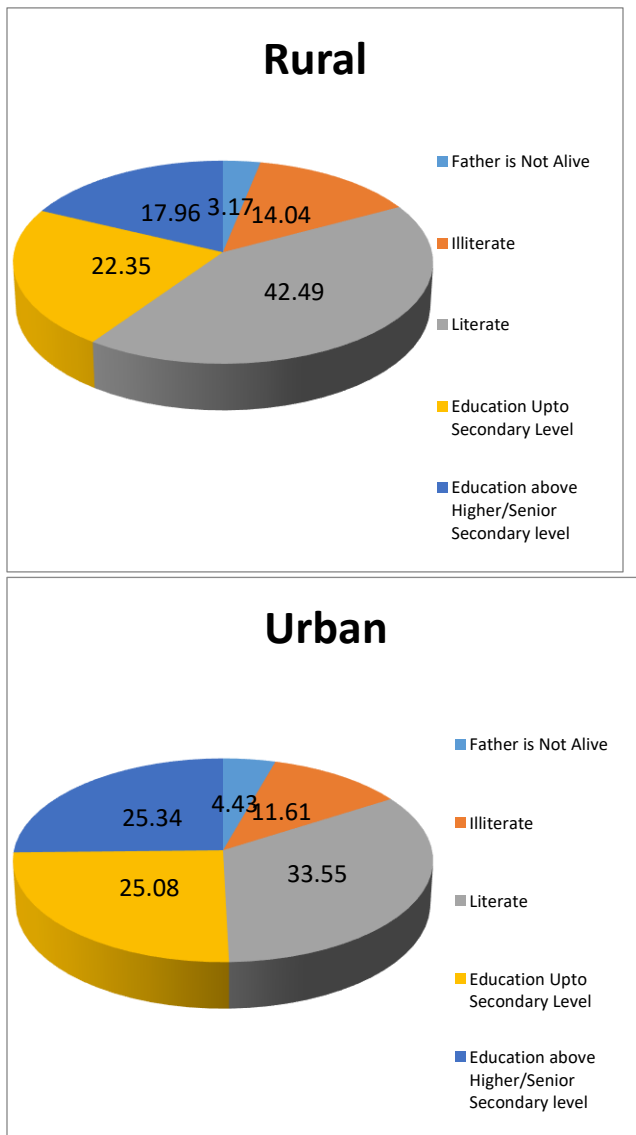


Fig 5.3.2: Distribution of Student on the basis of Educational Status of Father

Table 5.3.3: Distribution of Student on the basis of Educational Status of Mother

Educational Level	Rural		Urban		Total	
	N	%	N	%	N	%
Mother is Not Alive	136	2.85	40	2.57	176	2.78
Illiterate	1589	33.34	276	17.70	1865	29.49
Literate	2250	47.21	739	47.40	2989	47.26
Education Upto Secondary Level	737	15.46	408	26.17	1145	18.10
Education above Higher/Senior Secondary level	54	1.13	96	6.16	150	2.37
Grand Total	4766		1559		6325	

It is seen from the table that percentage of illiterate mother are more in rural area than urban area. Percentage of literate mother are same in both rural and urban areas .In urban percentage is more in case of mother having educational status up to secondary level and above higher/senior secondary level.

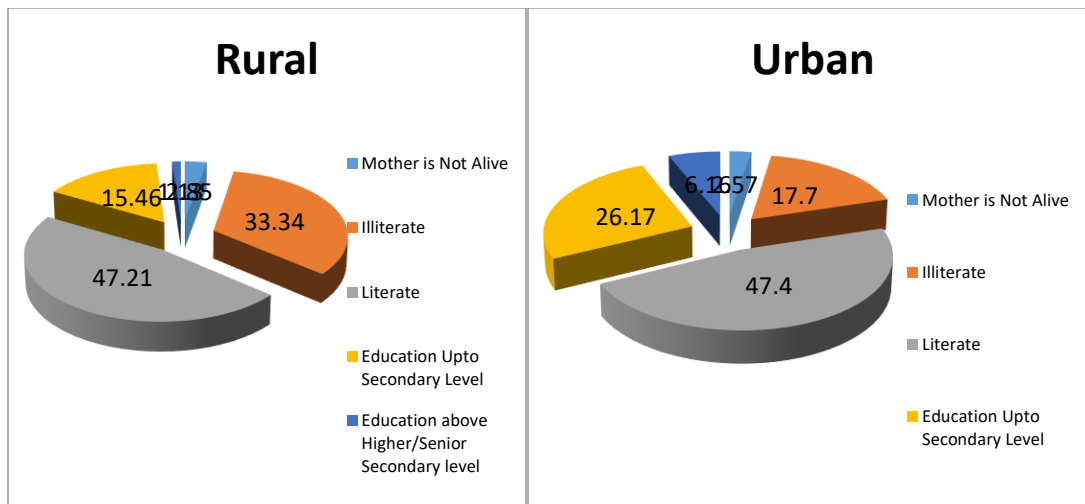


Fig 5.3.3: Distribution of Student on the basis of Educational Status of Mother

Table 5.3.4: Distribution of Student on the basis of Occupation of Father

Occupations	Rural	Urban	Total
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	N	%	N	%	N	%
Father is Not Alive	151	3.17	69	4.43	220	3.48
Farmer	3206	67.27	395	25.34	3601	56.93
Self Employed	589	12.36	667	42.78	1256	19.86
Job	820	17.21	428	27.45	1248	19.73
Grand Total	4766		1559		6325	

It is seen from the table that in rural area occupation of 67.27% children’s’ father is farmer. In Urban 27.45% have got job and 42.78% self employed i.e. more than that of rural area.

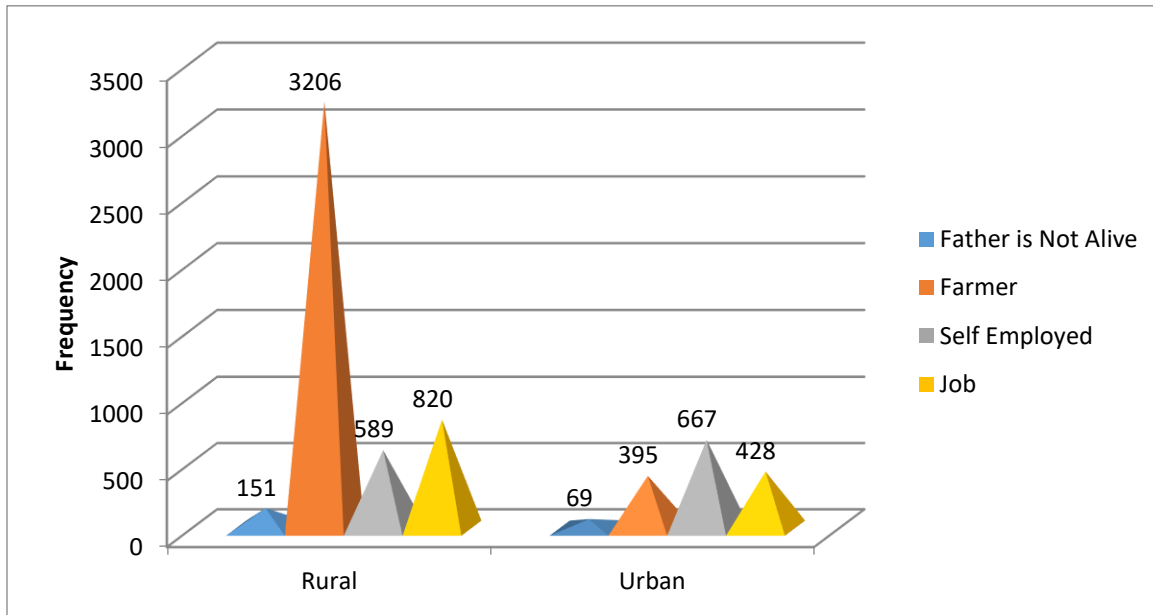


Fig 5.3.4: Distribution of Student on the basis of Occupation of Father

Table 5.3.5 Distribution of Student on the basis of Occupation of Mother

Occupations	Rural		Urban		Total	
	N	%	N	%	N	%
Mother is Not Alive	136	2.85	40	2.57	176	2.78
Farmer	3261	68.42	719	46.12	3980	62.92
Self Employed	1315	27.59	586	37.59	1901	30.06
Job	54	1.13	214	13.73	268	4.24
Grand Total	4766		1559		6325	

It is seen from the table that occupation of mother is farmer in both rural (68.42%) and urban (46.12%) areas. In urban 13.73% have job and 37.59% self employed more than that of rural area.

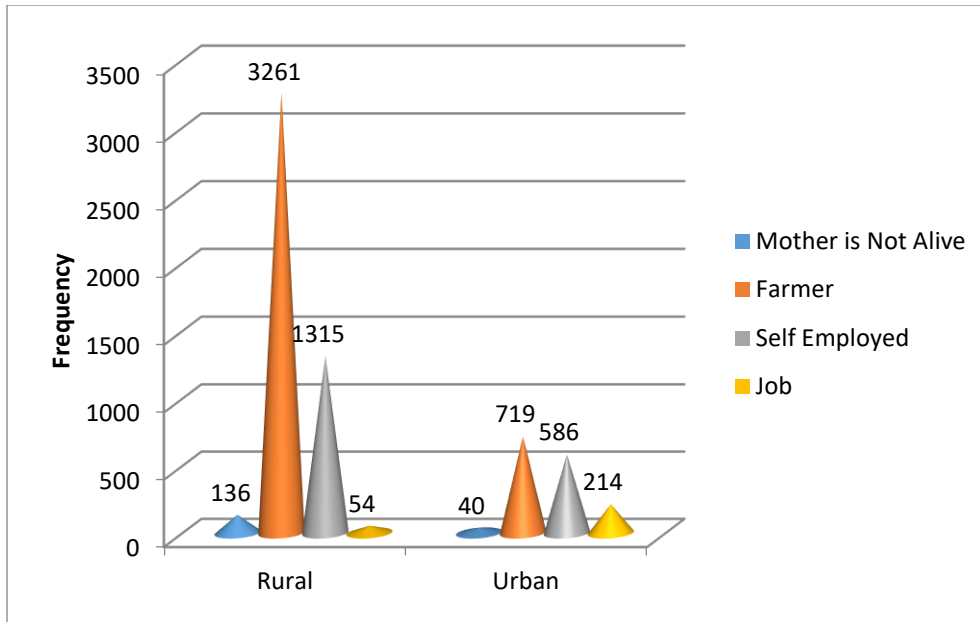


Fig 5.3.5 Distribution of Student on the basis of Occupation of Mother

Table 5.3.6: Opinion of the Students about the Home work given by the Teacher in Language

Frequency of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	1891	39.68	978	62.73	2869	45.36
Sometimes	2875	60.32	581	37.27	3456	54.64
Not at all	0	0	0	0	0	0
Total	4766		1559		6325	

It is seen from the table ,39.68% and 60.32% students from rural area have the opinion that homework given by the teachers in language regularly and sometimes respectively but in case of urban area it is just opposite.

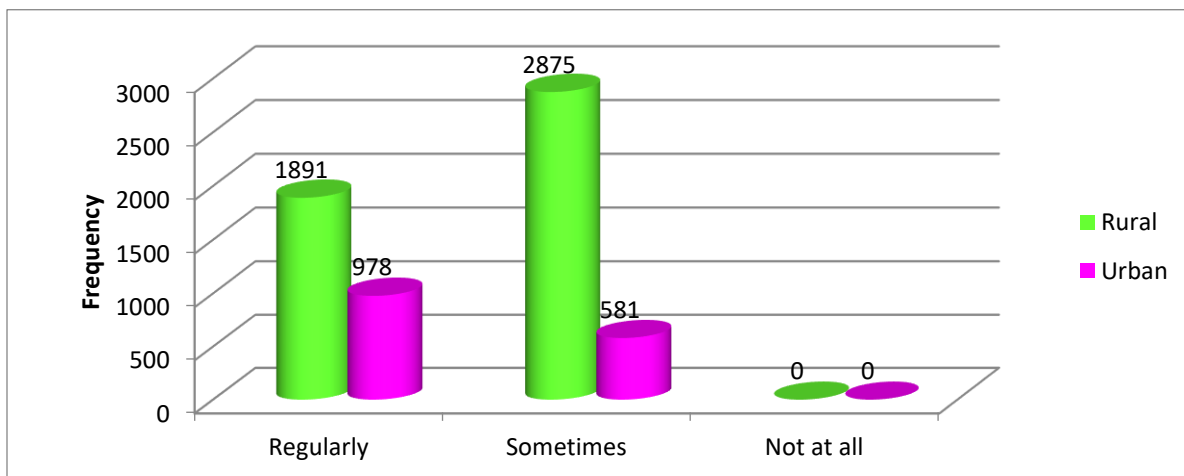
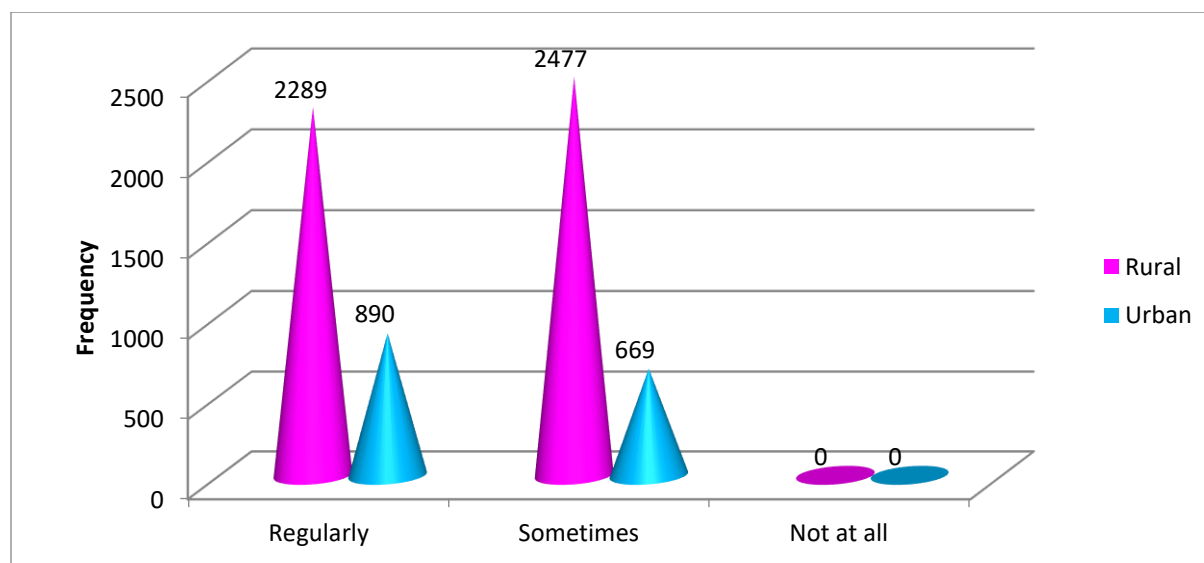


Fig 5.3.6: Opinion of the Students about the Home work given by the Teacher in Language

Table 5.3.7: Opinion of the Students about the Home work given by the Teacher in Mathematics

Frequency of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	2289	48.03	890	57.09	3179	50.26
Sometimes	2477	51.97	669	42.91	3146	49.74
Not at all	0		0		0	
Total	4766		1559		6325	

It is seen from the table, 48.03% and 51.97% students from rural area have the opinion that homework given by the teachers in mathematics regularly and sometimes respectively but in case of urban area 57.09% said regularly and 42.91% said sometimes

*Fig 5.3.7: Opinion of the Students about the Home work given by the Teacher in Mathematics***Table 5.3.8: Opinion of the Students about the Home work given by the Teacher in EVS**

Frequency of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	1997	41.90	872	55.93	2869	45.36
Sometimes	2769	58.10	687	44.07	3456	54.64
Not at all	0		0		0	
Total	4766		1559		6325	

It is seen from the table, 41.90% and 58.10% students from rural area have the opinion that homework given by the teachers in EVS regularly and sometimes respectively but in case of urban area 55.93% said regularly and 44.07% said sometimes.

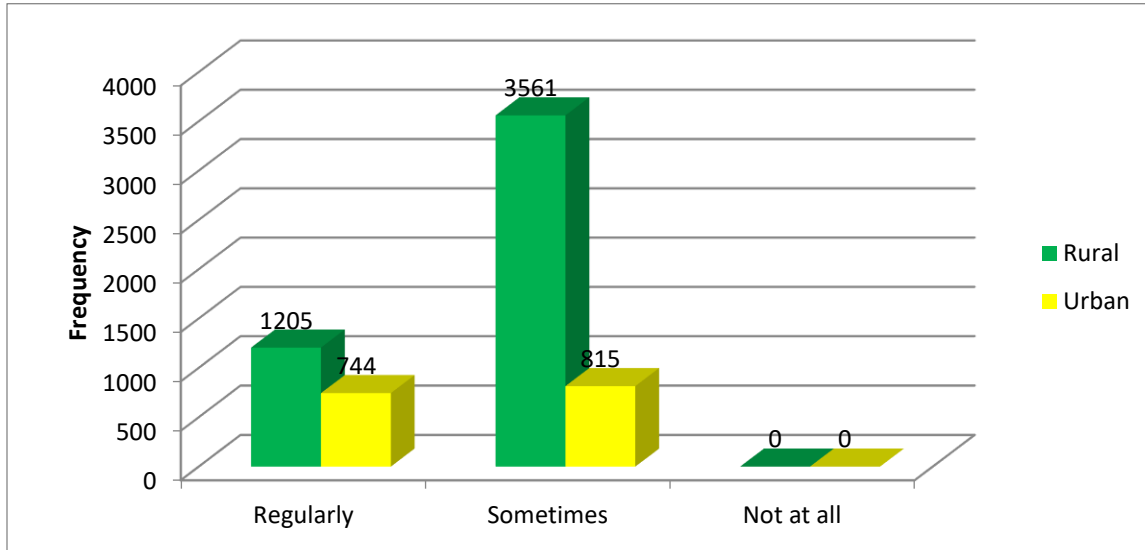


Fig 5.3.8: Opinion of the Students about the Home work given by the Teacher in EVS

Table 5.3.9: Opinion of students on Checking Home work at School in Language

Checking of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	1205	25.28	744	47.72	1949	30.81
Sometimes	3561	74.72	815	52.28	4376	69.19
Not at all	0		0		0	
Total	4766		1559		6325	

It is seen from the table, 74.72% student said that teachers checked their homework in language sometimes and 25.28% said regularly in rural area but in case of urban area 47.725% said regularly and 52.28% sometimes.

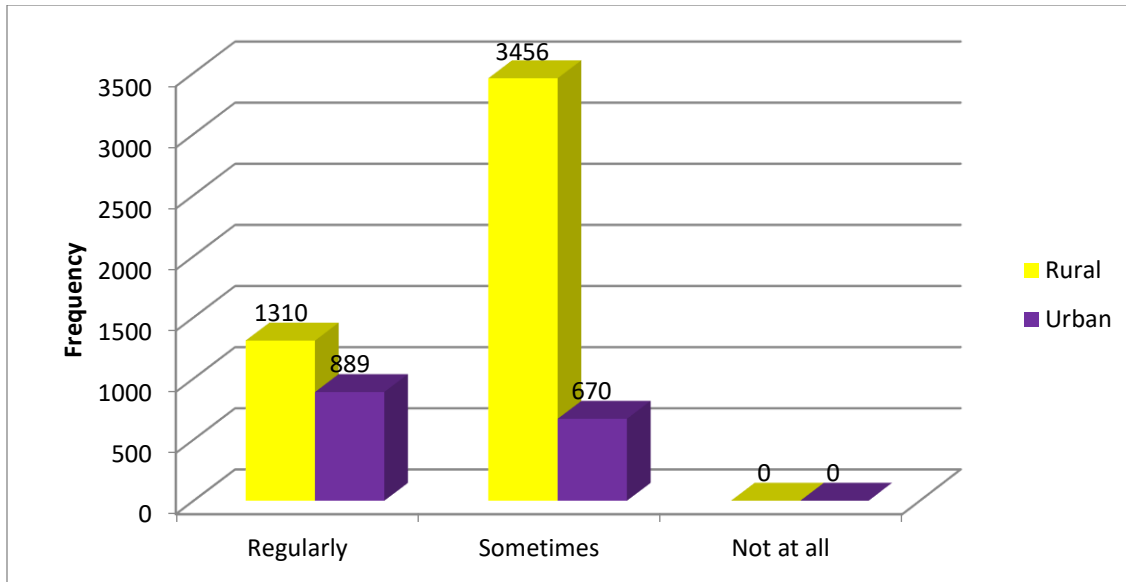


Fig 5.3.9: Opinion of students on Checking Home work at School in Language

Table 5.3.10: Opinion of students on Checking Home work at School in Mathematics

Checking of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	1310	27.49	889	57.02	2199	34.77
Sometimes	3456	72.51	670	42.98	4126	65.23
Not at all	0		0	0	0	0
Total	4766		1559		6325	

It is seen from the table, 72.51% student said that teachers checked their homework in mathematics sometimes and 27.49% said regularly in rural area but in case of urban area 57.02% and 42.98% said regularly and sometimes respectively

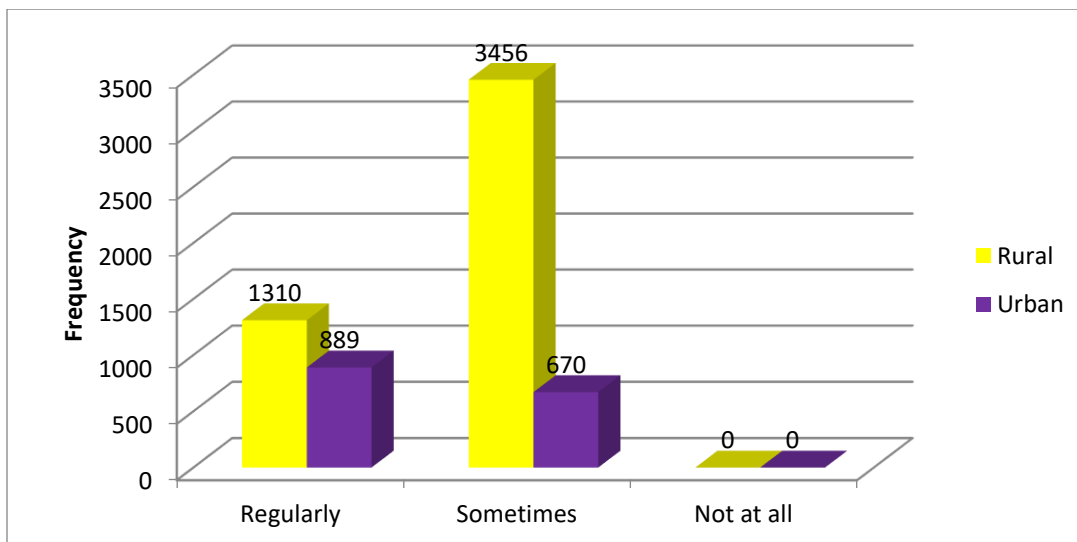


Fig 5.3.10: Opinion of students on Checking Home work at School in Mathematics

Table 5.3.11 : Opinion of students on Checking Home work at School in EVS

Checking of Home Work	Rural		Urban		Total	
	N	%	N	%	N	%
Regularly	1111	23.31	745	47.79	1856	29.34
Sometimes	3655	76.69	814	52.21	4469	70.66
Not at all	0		0		0	
Total	4766		1559		6325	

It is seen from the table, 76.69% student said that teachers checked their homework in EVS sometimes and 27.49% said regularly in rural area but in case of urban area 47.79% and 52.21% said regularly and sometimes respectively

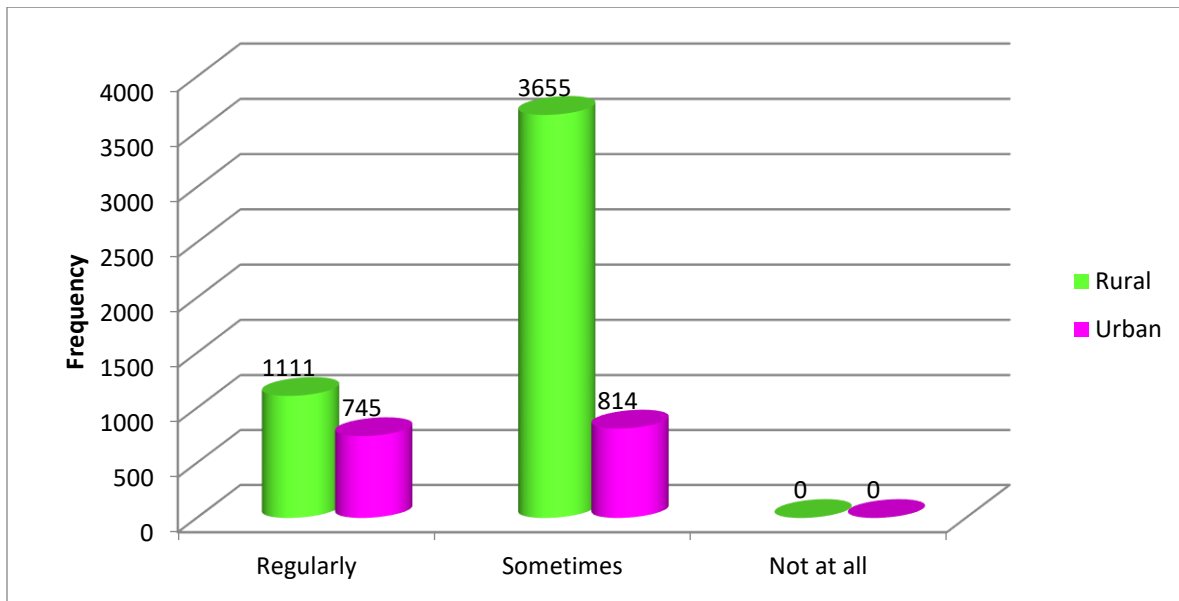


Fig5.3.11 : Opinion of students on Checking Home work at School in EVS

Table 5.3.12: Distribution of Students on the Basis of Belongs to Physically Challenged

Area	Physically Challenged				Total
	Boys		Girls		
	N	%	N	%	
Rural	18	62.07	11	61.11	29
Urban	11	37.93	7	38.89	18
Total	29		18		47

It is seen from the table that 47 number of student found to be physically challenged among total 6325

In rural.38% and in urban .71% students are physically challenged.

Table 5.3.13: Distribution of Students on the Basis of Get Helps in study at home

Area	Get Helps in study at home					Not Get Helps in study at home					Total
	Boys		Girls		Total	Boys		Girls		Total	
	N	%	N	%		N	%	N	%		
Rural	1965	75.58	1836	70.45	3801	209	80.38	756	88.01	965	4766
Urban	635	24.42	770	29.55	1405	51	19.62	103	11.99	154	1559
Grand Total	2600		2606		5206	260		859		1119	6325

It is seen from the table that in rural area 80.38% and in urban area 19.62% boys do not get help in study at home. Again in rural area 88.01% and in urban area 11.99% girls do not get help in study at home.

Table 5.3.14: Distribution of Students on the Basis of Belongs to Lang, used at home is same as in school

Area	home language and language used in school is same					home language and language used in school is not same					Total
	Boys		Girls		Total	Boys		Girls		Total	
	N	%	N	%		N	%	N	%		
Rural	2444	80.03	2299	71.07	4743	6	40.00	17	80.95	23	4766
Urban	610	19.97	936	28.93	1546	9	60.00	4	19.05	13	1559
Grand Total	3054		3235		6289	15		21		36	6325

It is seen from the table that in rural area 75.42% and in urban area 24.58% students use language at home and school is same

Table 5.3.15: Distribution of Students on the Basis of taking Private Tuition

Area	Taking Tuitions					Not Taking Tuitions					Total
	Boys		Girls		Total	Boys		Girls		Total	
	N	%	N	%		N	%	N	%		
Rural	203	44.52	271	57.17	474	2103	87.48	2189	70.80	4292	4766
Urban	253	55.48	102	27.35	355	301	12.52	903	29.20	1204	1559
Grand Total	456		373		829	2404		3092		5496	6325

It is seen from the table in rural area 57% and in urban area 42.82% students are taking private tuitions

Maths-2.1

QN	Competencies	Level of Learning
1	Concept of symmetry	Un
2	Concept of symmetry	Un
3	Concept of place value	Kn & Un
4	Concept of estimation	Un
5	Concept of place value and face value	Kn/Un
6	Multiplication of fraction	Un/App
7	Concept of fraction	Kn
8	Comparison of number	Un
9	Comparison of number	Un
10	Operation of fraction	Un/App
11	Multiplication	Un/Kn
12	Number pattern	Un
13	Multiplication & Division	Un
14	Estimation	Un
15	Understanding of 3D object	Kn
16	Number pattern	Un
17	Understanding of 24 hour and 12 hour clock	Kn
18	Concept of place value	Kn & Un
19	Concept of measurement of angle	Skill & Un
20	Understanding of different parts of a circle	Un
21	Operation of number	App
22	Measurement of area with unit square	App
23	Measurement of area with unit square	App
24	Application of division	App
25	Equivalent fraction	Kn & Un
26	Data handling (Pictorial representation of data	Kn & App
27	Fundamental operation/Arithmetic	Un
28	Multiplicative operation of fraction	Un
29	Word problem on addition	Un, App
30	Word problem on estimation	Un
31	Identification of decimal place value	Un
32	Understanding of polygon	Un
33	Concept of understanding of angles	Un
34	Concept of understanding angles by paper folding	Un, Skill
35	Concept of square	Un, Kn
36	Concept of measurement of angles	Un
37	Concept of different parts of a circle	Kn
38	Concept of estimation	Un
39	Concept of estimation	Un
40	Reading of pictorial graph	Un

Maths-2.2

QN	Competencies	Level of Learning
1	Geometrical reasoning in pattern	App
2	Pattern exploration	App
3	Understand the pattern in number and extend them with proper knowledge	Un
4	Understand the pattern in number and extend them with proper knowledge	Un
5	Children will be able to do division sum with remainder	Kn
6	Simple multiplication	Kn
7	It will develop the mental ability of children to find out the correct answer just after seeing a product	Un
8	Measurement conversion of units i.e cm to m	Kn
9	Application of multiplication in word problem	Un & App
10	Division	Un & App
11	Number pattern	Un
12	Multiplication	Kn & UN
13	Multiplication & Division	Un
14	Estimation	Un
15	Understanding of 3-D object	Kn
16	Number pattern	Un
17	Understand of 24 hours & 12 hours clock	Kn
18	Place value	Kn & Un
19	Measurement of angle	Sk & Un
20	Understanding of different parts of a circle	Un
21	Operation an number	App
22	Measurement of area with unit square	App
23	Measurement of area with unit square	App
24	Application of division	App
25	Addition	App
26	Data handling (Pictorial representation of data)	Un & App
27	Profit and loss	Kn & App
28	Division	App
29	Multiplication	App
30	Division	Kn & App
31	Addition of decimal number	Un
32	Perimeter	Kn
33	Concept of estimation	Un
34	Concept of estimation	Un
35	Division	Kn & App
36	Area measurement	Un
37	Reading of 12 hour clock	Un
38	Area	Un
39	Area	Un
40	Data handling	Un

Language Form- 1.1

QN	Competencies	Level of Learning
1	¿ÁõÁóíîÁ ¿ùÑá	›ĜËùþ±á
2	¿ÁõÁóíîÁ ¿ùÑá	›ĜËùþ±á
3	ßÁ±ù	:±ò
4	üÄõÇò±±	›ĜËùþ±á
5	üÄõÇò±±	›ĜËùþ±á
6	¿ÁõËúø,íùþ ¿ÁõËúø,í	:±ò
7	qX Áõ±ò±ò	îÁõ±ñ
8	ÚéÁ± úsíÁ ›ĜßÁ±ú ßÁ1±	:±ò
9	} äÃ¿Áõ äÃ±ý×ÃÃ ÁóúÇË»ŽÁíßÁ¿1ßÁ'Áõ Áó1± Ö±m, ¿ù¿àÁõ Áó1± ÍýÃÃ±»± [9-13]	:±ò
10		:±ò
11		:±ò
12		:±ò
13		îÁõ±ñ
14	¿ÁõÁóíîÁ ¿ùÑá	›ĜËùþ±á
15	ßÁ±ù	›ĜËùþ±á
16	üÄõÇò±±	›ĜËùþ±á
17	¿ÁõöÁ¿M	:±ò
18	ÚéÁ± úsíÁ ›ĜßÁ±ú ßÁ1±	:±ò
19	:±ò	îÁõ±ñ
20	ús±ĩÇ	:±ò
21	} æÃ±òðĩ	:±ò
22		:±ò
23		:±ò
24		:±ò
25		:±ò
26		îÁõ±ñ
27		îÁõ±ñ
28		:±ò

29	<p>} ü±ñĀ q;ò Āó;íĀÿ Ō±ðμ ĨĀó±»±1 ùáíĀ ĀðĀ;æĀ ĨĀó±»± Ō±1n, >ġŸ1 ěĀ×MĀĀ1 ;ðĀĀð</p> <p>Āó1±</p>	ĨĀð±ñ
30	úĀMŸ±ŽĀ1	>ġËùþ±á
31	ŪéĀ± úsíĀ >ġßĀ±ú ßĀ1±	:±ð
32	;ĀððĀ;MŸĀ	>ġËùþ±á
33	ü±±iÇßĀ	:±ð
34	;ĀðĀóíĨĀ ús	:±ð
35	<p>} áĨĀËéĀ± á±Āð Āó±;1Āð Ō±1n, Ō™L;ð;ýĀĀÇĨĀ öĀ±Āð ĀðĀ;æĀ Āó±Āð Ō±1n,</p>	:±ð
36		:±ð
37		:±ð
38		:±ð
39		:±ð
40	;ùàð1 ŌýĀĀÇĨĀ± Ō±úþQßĀ1±	>ġËùþ±á

Language Form- 1.2

QN	Competencies	Level of Learning
1	qx ús [¿ÁööÁ¿MÁ]	›ĜËúþ±á
2	qx ús	›ĜËúþ±á
3	ús ÖiÇ	:±ò
4	ü±±iÇßÁ	:±ò
5	qx Áö±ò±ò	›ĜËúþ±á
6	¿ÁöÁóííÁ ús	:±ò
7	ÚéÁ± úsíÁ ›ĜßÁ±ú	:±ò
8	} óéÁöËÁö±ñ Ö±m, ¿ùàò	îÁö±ñ
9		îÁö±ñ
10		îÁö±ñ
11		›ĜËúþ±á
12		›ĜËúþ±á
13		îÁö±ñ
14	} óéÁöËÁö±ñ Ö±m, ¿ùàò	›ĜËúþ±á
15		›ĜËúþ±á
16		›ĜËúþ±á
17		›ĜËúþ±á
18		îÁö±ñ
19	} äÁ¿Áö äÁ±ý×ÁÁ ÁóúÇËÁöŽÁíßÁ¿íßÁ'Áö Áóí± Ö±m, ¿ù¿äÁö Áóí±	:±ò
20		:±ò
21		:±ò
22		îýÁÁ±±
23	úÁMÁ±ŽÁí	îÁö±ñ
24	¿ÁöÁóííÁ ¿ùNá	›ĜËúþ±á
25	ßÁ±ù	›ĜËúþ±á
26	üÁöÇò±±	›ĜËúþ±á
27	¿ÁööÁ¿MÁ	:±ò
28	ßÁ±ù	:±ò
29	:±ò	îÁö±ñ
30	ÚéÁ± úsíÁ ›ĜßÁ±úßÁí±	:±ò

31	ÀõäÀð	:±ð
32	ÙéÀ± úsîÀ ,ᄁᄁÁ±úᄁᄁÁ±	:±ð
33	qX úsᄁ ,ᄁËùᄁ±á	ÎÀõ±ñ
34	¿ÀõÀóîÏÀ ús	:±ð
35	¿ÀõÀóîÏÀ ús	:±ð
36	} ÀóéÀðËÀõ±ñ Ò±ᄁᄁ, ¿ùàð	ÎÀõ±ñ
37		ÎÀõ±ñ
38		,ᄁËùᄁ±á
39		ÎÀõ±ñ
40	¿ùàð ÒýÀÀÇîÀ± Ò±ùᄁQᄁÁ±	,ᄁËùᄁ±á

Environmental Studies: Form- 3.1

QN	Competencies	Level of Learning
1	Can differentiate man made and natural environment	U
2	Know the forest resources of Assam	U
3	Know the biotic and abiotic components of the environment	K
4	Know the names of freedom fighter of Assam	K
5	Understand about the natural environment	U
6	Know about the products which is produced in industries of Assam	K
7	Identify the biotic components in environment	App
8	Know the name of the natural park of Assam	K
9	Know the agricultural resources of Assam	K
10	Understand about the different (constituent) components of food	U
11	Know about the inland water transport system of Assam (communication)	K
12	Know the diseases caused by polluted water	K
13	Understand the necessity of water in our food for maintaining good health	U
14	Know the names of north east states with their capital	K
15	Know the names of some extinct animals	K
16	Understand the cultural heritage of Assam	U
17	Understand the causes of deficiency diseases	U
18	Understand the causes of farmer revolution before independence of India	U
19	Understand the importance of degradable matters in our environment	U
20	Know the names apparatus for weather forecasting	K
21	Know the fundamental duties of Indian constitution	U
22	Identify the rivers and its tributaries in the map of Assam (Map reading)	App
23	Know the mineral resources of Assam	K
24	Will be aware for the conservation of environment	App
25	Understand the causes of air pollution	U

26	Understand the causes of conflict between human and wild animals	U
27	Understand the inter dependence between the biotic and abiotic components of the environment	U
28	Understand the rule and regulation in our home and society	App
29	Identify the carnivores animal	U
30	Know the ruling system of an urban area	K
31	Know the components of a food chain	K
32	Can identify the renewable resources	App
33	Know the names of the industries based on natural resources of Assam	K
34	Understand the ways of communication	U
35	Realise the necessity of elements of food for maintaining good health	App
36	Know the names of freedom fighter	K
37	Know about the sepoy mutiny	K
38	Understand the necessity of iodized in food	U/App
39	Understand the uses of natural resources	U
40	Know the geographical division of India	K

Environmental Studies: Form- 3.2

QN	Competencies	Level of Learning
1	Understand about the man-made environment	U
2	Understand the interdependence between biotic and abiotic component	U
3	Understand the ways to prevent the water pollution	U
4	Know about the weather forecasting	K
5	Understand the inter dependence among the components in an ecosystem	U
6	Know the different factor of weather	K
7	Identify the forest resources	App
8	Know the name of weather forecasting centre	K
9	Identify the natural calamities	K
10	Know the about the fundamental duties included in constitution	K
11	Know the capital of India	K
12	Acquainted with fundamental right	K
13	Understand the importance of gaon panchayat	U
14	Know the names of north east states with their capital	K
15	Know the names of same extinct animals	K
16	Understand the cultural heritage of Assam	U
17	Understand the causes of deficiency diseases	U
18	Understand the causes of farmer revolution before independence of India	U
19	Understand the importance of degradable matters in our environment	U
20	Know the names apparatus for weather forecasting	K
21	Know the fundamental duties of Indian constitution	U
22	Identify the rivers and its tributaries in the map of Assam (Map reading)	App
23	Know the mineral resources of Assam	K

24	Will be aware for the conservation of environment	App
25	Understand the causes of air pollution	U
26	Acquainted with the festivals of different tribes	K
27	Identify the different components of food	App
28	Realise the importance of balance diet	4
29	Know the transport system in polar region	K
30	Know about the producer present in a food chain	K
31	Know the human style of living in incient times	K
32	Understand the causes of soil pollution	U
33	Understand about the recycling process	U
34	Understand to make the environment pollution free	App
35	Know the causes of fire in forest	K
36	Understand how to cope up one self with the changing environment	App
37	Know the human living process in ancient time	K
38	Understand the measures to be taken when earthquake occurs	App
39	Know the names of the person involved information of India constitution	K
40	Understand the measures to be taken during any natural calamites	App

THE PROJECT TEAM OF THE SURVEY

Core Committee

1. Director, SCERT, Assam -----Chairman
2. Sri Narendra Nath, Controller of Examination , SCERT, Assam-----Member Secretary
3. Dr. Sumana Roy, Asstt. Director, SCERT, Assam-----Member
4. Sri Lakshmi Kanta Das, Lecturer, SCERT, Assam----- Member
5. Dr. Jayanta Kr. Sarma, Project Officer, SCERT, Assam-----Member
6. Mrs. Nandita Medhi, SPO (R&E) , SSA, Assam-----Member
7. Sri Apurba Thakuria, SPO (T T) ,SSA, Assam-----Member
8. Sri Tusar Dev Goswami, SPO (P&M), SSA, Assam-----Member

(A) Subject- wise Coordinators

1. Dr. S. S. Das ,Reader, SCERT, Assam-----Mathematics for classes--III, V and VIII
2. Dr. N .Hazarika, Reader, SCERT ,Assam—Science for class-----VIII
3. Dr. Mizo Prova Borah, Lecturer, SCERT , Assam—English(L-2) for classes III,V and VIII
4. Mrs. Barkha Saikia ,Lecturer, SCERT, Assam-----EVS for classes III and V
5. Mrs. Geeta Dutta Barthakur, Lecturer, SCERT ,Assam-----Social Science for class VIII
6. Dr. Jutipul Baruah, Lecturer, SCERT, Assam—Assamese (L-1)-for classes-III, V and VIII

(B) Class-wise Coordinators

1. Director , SCERT, Assam----- State Coordinator for three classes
2. Sri L. K. Das, Lecturer, SCERT, Assam-----For class--III
3. Dr. S. Roy, Asstt. Director, SCERT, Assam-----For class--V
4. Sri N. Nath, Controller of Examination, SCERT, Assam-----For class VIII
