# State Level Achievement Survey <br> Class III 

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## From The Desk of Education Minister, Punjab

I appreciated the endeavour of SCERT Punjab in systematically conducting this State Level Survey which has assessed the learning of students of Grade III in Punjabi, English and Maths and highlighted the status of learning along with grey areas. The survey also reflects upon the relevance and effectiveness of the schemes going on for enhancing quality of education in the State. The department can take them as basis for improving the learning through multipronged academic interventions viz. training of teachers, revision of curricula, development of learning materials etc. I hope the dept would take steps to implement the recommendation of this report.

It is also heartening to know that the SCERT Punjab is duly playing its role in improving the educational scenario of the State.

I look forward to seeing enhancement in educational health of the State through such endeavours.


Dr Daljit Singh Cheema
Education Minister
Punjab

## From The Desk of Principal Secretary, Punjab

Children are our future nation builders. A qualitative elementary education plays a vital role in a child's life. Elementary Education is foundation of a child's educational career. Sarva Shiksha Abhiyaan Authority was launched in 2001 to ensure Universalization of Elementary Education (UEE).

This is the first time that a State Learning Achievement Survey (SLAS) is conducted in Punjab. It is to find the improvement in children learning levels and to assess the quality of education as a whole. Since 2001, NCERT has been periodically conducting National Achievement Surveys (NAS). NAS report gave a nationwide picture rather than scores for individual students, schools or districts. Now NCERT has directed the State to conduct SLAS. The responsibility of SLAS was given to SCERT. Present survey presents the report of Class 3rd students.

I am thankful to all the officials and teams who have contributed to make this survey a success.


Forward
An enlightened human resource base is a prerequisite for faster economic growth. Empirical studies point out that investment in elementary education increases the productivity in all sectors of the economy much more than other levels of education and that economic returns to investment in primary education are greater than those arising from other levels of schooling.

To meet these aims, Sarva Shiksha Abhiyaan Authority was launched in 2001 for ensuring free Elementary Education to all the children between age of 6 years to 14 years. In the year 2002, Elementary Education was made a fundamental right by the Indian Constitution.

After the implementation of any programme, it is very important to undertake an appraisal of its performance in the realization of its objectives.
The State Learning Achievement Survey (SLAS) was conducted for the first time in Punjab. It was to find the improvement in children's learning levels and to periodically assess the health of the government education system as a whole. Since 2001 National Council of Educational Research and Training (NCERT) has been periodically conducting National Achievement Surveys(NAS).The NAS reports gave a national and state level picture rather than scores for individual students, schools or districts. The purpose of these assessments is to obtain an overall picture of what students in specific class, knows and can do. These findings can also be used to identify gaps and areas that need improvement and to form policies. The finding can also be useful to invent the interventions for the improvement of children's learning under the SSA programme.
Now the NCERT gave the direction to the state to conduct State Learning Achievement Survey (SLAS).The responsibility of conducting SLAS was given to SCERT under the Flagship of SSA. Present survey is related to class $3^{\text {rd }}$. Data was collected using Item Response Theory (IRT). The survey covered all the 22 districts of Punjab \& assessed students' abilities
in language (Listening, Speaking, Reading, and Writing) and in Mathematics. During administration of test, it was made sure that the environment is congenial to the students. The main objectives of this survey were to analyze the curricular achievements of the students and also to analyze the disparity in achievement level with regard to gender, location and socio economic class.

I am overwhelmed with gratitude for all who have contributed to make this survey a success. Since 2001. NCERT has been periodically conducting National Achievement Surveys (NAS). NAS reports gave a nationwide assessment of educational achievement. This is the first and foremost attempt to conduct State Level Survey. NCERT gave direction to the State to conduct SLAS. The responsibility of SLAS was given to SCERT. I am grateful to subject experts from SCERT, Principals and lecturers of DIETs, Pupil teachers from field who put in their sincerest efforts to accomplish this survey.

I hope this survey would be of great help for the policy makers and administrators to bring about possible changes to enhance the quality of Elementary Education


Punjab

## Preface

Punjab State of India is located in the northwest part of India. Punjab in its form came into existence on November 1, 1966. When most of its predominantly Hindi speaking areas were separated to form the new State of Haryana. In 1971, Punjab literacy rate was $34.12 \%$. Since the formation of Punjab, the State has witnessed phenomenal educational growth both in terms of quality as well as quantity. According to year 2011 Census, the literacy rate in Punjab is $75 \%$, male literacy being $80.23 \%$ \& female literacy $68.36 \%$ as compared to census 2001 when literacy rate was $69.95 \%$ with male literacy being $75.63 \%$ and female literacy being $63.55 \%$. Punjab has fared well in reducing the gap between male and female literacy.

This is the first time that a State Learning Achievement Survey (SLAS) of education has been conducted as directed by MHRD. Earlier NCERT had been periodically conducting National Achievement Survey (NAS) nationwide. This time SCERT has been assigned the task of conducting State Learning Achievement Survey (SLAS) of education in Punjab. Item Response Theory was used to conduct the survey. SLAS is designed to assess the learning achievement of students at the elementary stage of education in government; government aided and recognized schools by Punjab School Education Board. This survey presents the detailed report of performance of class 3rd students in English, Punjabi and Mathematics. Economists have always believed that investments in education are an important source of economic growth. Investments at primary level attribute to more outputs at secondary and tertiary levels of education. This survey has produced interesting results which can help administrators and policy makers to bring about considerable reforms in education in Punjab.

I feel honored to be assigned this task and at the same time, I am glad that all the officials and teams have accomplished this task well.

I am grateful to one and all who contributed to accomplish this survey.

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## Introduction

State learning Achievement Survey (SLAS) is conducted by the SCERT under the Government's flagship programme, Sarva Shiksha Abhiyan (SSA). SCERT is responsible for planning, developing and piloting of the tools, conducting the surveys and reporting the results under SSA to the Ministry of Human Resource Development (MHRD).

SLAS is designed to provide information about the learning achievement of students in the elementary stage of education in government; government aided and recognized schools by Punjab School Education Board. SLAS also collects information about relevant background factors related to school environment, instructional practices, the home background of students, teacher's qualification etc. SLAS data will give policy makers, curriculum specialists, researchers and other stake holders a "snapshot" of what students know and can do in key subjects at a particular point in time. The result also serves as a baseline against which future progress in education may be evaluated.

This report presents the findings of the State Learning Achievement Survey of students studying in class III conducted in 2013- 2014. The subjects covered were Punjabi, Mathematics and English.

## Methodology

## Development of tools

For the survey, subject tools and three questionnaires (PQ, TQ and SQ) were developed.

## Tools

For any large survey, the tools need to be simple, understandable, valid and reliable. In order to measure reliably the achievement levels of class III students, tools in three subject's viz. Punjabi, Mathematics and English were developed. In view of the variation of environments of all the schools of districts, developing tools was a big challenge. It became harder because state was doing such type of survey for the first time. The first step was to make a tool development committee, whose main task was to make a subject expert committees of Punjabi, Mathematics and English. These subject experts were from SCERT, Lecturer of DIETs, teachers from the field and practicing learners. After formation of all the committees training was imparted for the development of testing tools.

During framing of items following points were taken care of:

* All the items were framed on one of the four parameters i.e. Knowledge, Understanding, Application and Skill.
* Three levels of items were taken care of i.e. Easy, Average and Difficult.
* Three questionnaires were framed, one each for students (PQ), teachers (TQ) \& School (SQ).


## Development of subject-specific tools

In language four basic skills were tested i.e. listening, speaking, reading and writing. For development of the tools, two separate committees were formed, one each for English and Punjabi.

In Mathematics, key content areas such as knowing and using number, learning and understanding the values of numbers (including basic operation), money, geometry, and time were included.

The subject expert committee drafted more than 100 items for their subject. These entire items were peer reviewed. These items were piloted and finally 65 items were considered for two test forms (each subject) with 40 items.

## Sample Selection

Selecting a representative sample in Punjab is a challenging yet critical part of the survey process. For Class III SLAS Govt., Govt. Aided and recognized schools of Rural and Urban areas were included in the sample frame. The general selection procedure was:

* All the district of Punjab (22 districts).
* Every block of every district (217 blocks)
* Selection of school (Through PPS within each selected district)
* Selection of Section \& students (Through Systematic Random Sampling Method)


## Administration of Tools

In conducting SLAS class III survey, SCERT took help of district institutions called DIETs to coordinate survey activities in the districts. Each participating District designated a district coordinator who had the responsibility of administering the SLAS in his/her district according to the SLAS/Steering committee guidelines. The Principle of the DIET was designated as district coordinator. District coordinators were trained by SRG members on how to collect data in field. In each district field investigators were appointed according to the number of sampled schools. Each field investigator was given rigorous training about selection of section and students in the sampled schools and administration of tools.

During the test administration, sampled students responded on test booklets itself. Later on, students' responses were transferred to a separate response sheet by the field investigator in the presence of District coordinator. The data from the district coordinator was collected and transferred in the software developed by the MIS component of SSA by the respective MIS District coordinator.

## Monitoring

Monitoring of administration of tools was done at the state and district levels. At state level SCERT faculty and at district level DEO (SE) monitored the activities to ensure the quality of data.

## Data Management and Analysis

The work of transferring the data from paper forms to electronic format was done by MIS wing of department. Data entry plan and analysis plan were developed, keeping in mind the objectives of the study. Data entry plan was provided to MIS wing for undertaking the assigned task in a systematic manner. The MIS provided soft copy of the data entered. The State project team checked and verified the quality of the data and resolved problems of mismatching information. Cleaned files were used for analysis. Data analysis was carried out by using Classical Test Theory (CTT) and Item Response Theory (IRT).

## Reporting

The Highlight and findings of this report are as follows:-

## Student's profile

$>$ Out of 31,793 sampled students (22 districts),52.45 percent were boys and 47.55 percent were girls whereas 79.94 percent students were from rural areas and 20.06 percent from urban areas.
$>$ Nearly 22.6 percent parents were illiterate whereas 19.6 percent were up to secondary level.
$>$ Only 20.50 percent students were taking private tuitions.

## In Mathematics:-

$>$ The state average score in Mathematics is 59 \%.
$>10$ districts scored significantly above the state average, of which the high performer district is Shri Muktser Shahib (73\%).
$>10$ districts scored significantly below the state average of which the low performer district is Ferozepur (51\%).
$>$ There is no significant difference in the score of Barnala and Pathankot.

## In Punjabi:-

$>$ The state average score in Punjabi is $71 \%$.
> 10 districts scored significantly above the state average, of which the high performer was Shri Muktser Shahib (83\%).
> 12 districts scored significantly below the state average of which the low performers were Nawanshahr (62\%).
$>$ The performance of students in Punjabi according to skill is given below:-

| Sr. <br> No. | Skill | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ |
| :--- | :--- | :---: | :---: | :---: | :---: |
| 1 | Listening | 9.46 | 18.99 | 19.91 | 51.62 |
| 2 | Speaking | 02.19 | 05.07 | 12.68 | 80.04 |
| 3 | Reading | 13.83 | 19.75 | 17.53 | 48.87 |
| 4 | Writing | 19.05 | 22.58 | 14.87 | 43.47 |

## In English:-

$>$ The state average score in English is 68 \%.
> 11 districts scored significantly above the state average, of which the high performer was Shri Muktser Shahib (81\%).
$>10$ districts scored significantly below the state average of which the low performer was Nawanshahr (57\%).
$>$ There is no significant difference in the score of Bathinda.
> The performance of students in English according to skill is given below:-

| Sr. No. | Skill | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Listening | 7.71 | 16.52 | 23.12 | 52.63 |
| $\mathbf{2}$ | Speaking | 5.4 | 14.94 | 23.82 | 55.89 |
| $\mathbf{3}$ | Reading | 15.01 | 21.25 | 20.35 | 43.36 |
| $\mathbf{4}$ | Writing | 13.48 | 21.52 | 18.72 | 46.26 |

## Punjab at a Glance



Punjab, state of India is located in the north-west part of the subcontinent. It is bounded by the Indian states of Jammu and Kashmir to the north, Himachal Pradesh to the north-east, Haryana to the south and south-east, and Rajasthan to the south-west and by the country of Pakistan to the west. Punjab in its present form came into existence on November 1, 1966, when most of its predominantly Hindi-speaking areas were separated to form the new state of Haryana. The city of Chandigarh, within the Chandigarh union territory, is the joint capital of Punjab and Haryana.

In 1971, Punjab's literacy rate was $34.12 \%$. Since the formation of Punjab, the state has witnessed phenomenal educational growth both in terms of quantity as well as quality. According to the census 2011, the literacy rate of Punjab is $76.68 \%$ ( $1,89,88,611$ literate people). The male literacy rate is $81.48 \%$ and female literacy rate is $71.34 \%$. A major role in established growth is played by centrally sponsored scheme for the universalisation of education, popularly known as SSA. Sarva Shiksha Abhiyan (SSA), is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. The programme aims to provide useful and relevant, elementary education to all children in the age group of 6 to 14 years. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives

## Chapter-1

INTRODUCTION
The State Level Achievement Survey (SLAS) was conducted for the first time in Punjab. It was to find the improvement in children's learning levels and to periodically assess the health of the government education system as a whole. Since 2001 National Council of Educational Research and Training (NCERT) has been periodically conducting National Achievement Surveys(NAS).The NAS reports gave a national and state level picture rather than scores for individual students, schools or districts. The purpose of these assessments is to obtain an overall picture of what students in specific class, knows and can do. These findings can also be used to identify gaps and areas that need improvement and to form policies. The finding can also be useful to invent the interventions for the improvement of children's learning under the SSA programme.

Now the NCERT gave the direction to the state to conduct State Level Achievement Survey (SLAS).The responsibility of conducting SLAS was given to SCERT under the Flagship of SSA. Present survey is related to class 3 rd.
State learning Achievement Survey (SLAS) is conducted by the SCERT under the Government's flagship programme, Sarva Shiksha Abhiyan (SSA). SCERT is responsible for planning, developing and piloting of the tools, conducting the surveys and reporting the results under SSA to the Ministry of Human Resource Development (MHRD).
SLAS is designed to provide information about the learning achievement of students in the elementary stage of education in government; government aided and recognized schools by Punjab School Education Board. SLAS also collects information about relevant background factors related to school environment, instructional practices, the home background of students, teacher's qualification etc. SLAS data will give policy makers, curriculum specialists, researchers and other stake holders a "snapshot" of what students know and can do in key subjects at a particular point in time. The result also serves as a baseline against which future progress in education may be evaluated.

## Important facts of the class III study:

$>$ Assessed students abilities in Language (Listening, Speaking, Reading and Writing) and in Mathematics (basic Mathematics skills).
$>$ Covered all the districts of state.
$>$ During the administration of test, created child friendly environment.
$>$ Monitoring of field investigators was done by the State and District level office.
$>$ Standardized tests were administered in 2 mediums i.e Punjabi \& English.
$>$ For quality of data, rigorous training was imparted to the filed investigators.
$>$ Classical Test Theory (CTT) and Item Response Theory (IRT) was used for assessment.

## Objectives

> To study the learning achievement of students on curricular area.
> To study the difference in achievement level with regard to gender, location and social class.
$>$ To identify the hard spots at a specific grade level.
> To create reliable database for future use.

## Population

The large number of items of units of particular characteristic is called population. Sample was selected from the population through sampling. The population for this survey was given below:-

| District | Block | School | Students |
| :---: | :---: | :---: | :---: |
| 22 | 217 | 18,148 | $4,49,795$ |

For the survey, PPS (Probability Proportion to Size) was used to select the sample.

## Sample

All the districts (22) and blocks (217) were used in this survey. The schools and students were selected through Probability Proportion to Size sampling. The sample selected for this survey was given below:-

Figure 1.1: Sample for survey

## Chapter-2

## DEVELOPMENT OF SURVEY INSTRUMENTS (TOOL)

Survey instrument is a tool for consistently implementing a scientific protocol for obtaining data from respondents. For most social and behavioral surveys, the instrument involves a questionnaire that provides a script for presenting a standard set of questions and response options. The survey instrument includes questions that address specific study objectives and may also be used to collect demographic information for calculating survey weights. In some surveys, questionnaire responses are augmented by other kinds of measurements derived from instruments, such as lab samples or physical assessments.

A difficult task in creating a questionnaire is translating a researcher's questions into items that are sufficiently succinct and simple for the respondent to understand and provide accurate answers.

In general, survey questions should:

- Contain only one idea or question
- Define the scope to consider, such as the time period or activities that are relevant to the question
- Be written with neutral language to avoid leading the respondent to a specific answer
- Contain response options that are simple, clear, consistent, and include the full range of responses that might occur
- For categorical responses, be mutually exclusive and exhaustive so that a respondent can pick one and only one option
- For numeric responses, guide the respondent to provide the response in a consistent format and units

For the survey (SLAS 2013-14), survey instrument were developed as given below:-

1. Subject tools
2. Three questionnaires ( $\mathrm{PQ}, \mathrm{TQ}$ and SQ )

## Tools

For any large survey, the tools need to be simple, understandable, valid and reliable. In order to measure reliably the achievement levels of class III students, tools in three subject's viz. Punjabi, Mathematics and English were developed. In view of the variation of environments of all the schools of districts, developing tools was a big challenge. It became harder because
state was doing such type of survey for the first time. The first step was to make a tool development committee, whose main task was to make a subject expert committees of Punjabi, Mathematics and English. These subject experts were from SCERT, Lecturer of DIETs, teachers from the field and practicing learners. After formation of all the committees training was imparted for the development of testing tools.

During framing of items following points were taken care of:

* All the items were framed on one of the four parameters i.e. Knowledge, Understanding, Application and Skill.
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## Development of subject-specific tools

In language four basic skills were tested i.e. listening, speaking, reading and writing. For development of the tools, two separate committees were formed, one each for English and Punjabi.

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The subject expert committee drafted more than 100 items for their subject. These entire items were peer reviewed. These items were piloted and finally 65 items were considered for two test forms (each subject) with 40 items.

## Administration of Tools

In conducting SLAS class III survey, SCERT took help of district institutions called DIETs to coordinate survey activities in the districts. Each participating District designated a district coordinator who had the responsibility of administering the SLAS in his/her district according to the SLAS/Steering committee guidelines. The Principle of the DIET was designated as district coordinator. District coordinators were trained by SRG members on how to collect data in field. In each district field investigators were appointed according to the number of sampled schools. Each field investigator was given rigorous training about selection of section and students in the sampled schools and administration of tools.

During the test administration, sampled students responded on test booklets itself. Later on, students' responses were transferred to a separate response sheet by the field investigator in the presence of District coordinator. The data from the district coordinator was collected and transferred in the software developed by the MIS component of SSA by the respective MIS District coordinator.

## Monitoring

Monitoring of administration of tools was done at the state and district levels. At state level SCERT faculty and at district level DEO (SE) monitored the activities to ensure the quality of data.

## Chapter-3 <br> DATA COLLECTION AND ANALYSIS

The work of transferring the data from paper forms to electronic format was done by MIS wing of SSA. Data entry plan and analysis plan were developed, keeping in mind the objectives of the study. Data entry plan was provided to MIS wing for undertaking the assigned task in a systematic manner. The MIS provided soft copy of the data entered. The State project team checked and verified the quality of the data and resolved problems of mismatching information. Cleaned files were used for analysis. Data analysis was carried out by using Item response theory (IRT) and Classical Test Theory (CTT).

## Performance in Mathematics

Table 3.1: Average Mathematics score of state and districts through IRT

| District | Average Score | Standard Error | Significant Difference |
| :---: | :---: | :---: | :---: |
| Gurdaspur | 261 | 3.9 | 0 |
| Amritsar | 254 | 3.8 | $\bullet$ |
| Kapurthala | 246 | 3.3 | $\bullet$ |
| Jalandhar | 263 | 3.9 | 0 |
| Hoshiarpur | 244 | 4.6 | $\bullet$ |
| Nawanshahr | 239 | 3.4 | (1) |
| Ropar | 248 | 4.0 | $\bullet$ |
| Fatehgarh Sahib | 252 | 3.5 | $\bullet$ |
| Ludhiana | 257 | 3.1 | $\bigcirc$ |
| Moga | 236 | 3.6 | (1) |
| Ferozepur | 234 | 4.0 | (1) |
| Muktsar | 282 | 2.7 | 0 |
| Faridkot | 244 | 3.0 | $\bullet$ |
| Bathinda | 253 | 3.4 | $\bullet$ |
| Mansa | 244 | 3.3 | $\bullet$ |
| Sangrur | 252 | 3.9 | $\bullet$ |
| Patiala | 254 | 2.9 | $\bullet$ |
| Mohali | 237 | 4.0 | (1) |
| TaranTaran | 241 | 3.7 | (1) |
| Barnala | 251 | 3.1 | $\bullet$ |
| Fazilka | 253 | 4.2 | $\bullet$ |
| Pathankot | 249 | 3.1 | $\bullet$ |
| State average | 250 | 0.8 |  |

- The district's average score is not significantly different to that of the state.
(1) The district's average score is significantly above that of the state.
(1) The district's average score is significantly below that of the state.


## Average scores (Through CTT \{Classical Test Theory\})

Overall, class III children in 22 districts are able to answer 71\% of Punjabi, 68\% of English and $59 \%$ of Mathematics items correctly.

Table 3.2: Average Mathematics Score of State and Districts through CTT

| District | Percentage |
| :---: | :---: |
| Muktsar | 73 |
| Jalandhar | 64 |
| Gurdaspur | 64 |
| Ludhiana | 62 |
| Amritsar | 61 |
| Patiala | 61 |
| Fazilka | 61 |
| Bathinda | 60 |
| Fatehgarh | 60 |
| Sahib | 50 |
| Sangrur | 60 |
| Barnala | 59 |
| State | 59 |
| Average | 59 |
| Pathankot | 58 |
| Ropar | 57 |
| Kapurthala | 57 |
| Mansa | 56 |
| Faridkot | 56 |
| Hoshiarpur | 56 |
| TaranTaran | 55 |
| Nawanshahr | 54 |
| Mohali | 52 |
| Moga | 52 |
| Ferozepur | 51 |

Mathematics \%


Figure 3.1: Average Mathematics score for State and Districts through CTT
Note :- Percentage may not agree due to rounding.
$>$ The state average score in Mathematics is 59 \%.
> 10 districts scored significantly above the state average, of which the high performer district is Shri Muktser Shahib (73\%).
> 10 districts scored significantly below the state average of which the low performer district is Ferozepur (51\%).
$>$ There is no significant difference in the score of Barnala and Pathankot.

## Performance in Punjabi

Table 3.3: Average Punjabi Score of State and Districts Through IRT

| District | Average Score | Standard Error | Significant Difference |
| :--- | :---: | :---: | :---: |
| Gurdaspur | 250 | 4.3 | $\bullet$ |
| Amritsar | 254 | 3.1 | $\bullet$ |
| Kapurthala | 261 | 3.8 | $\bullet$ |
| Jalandhar | 266 | 4.0 | $\bullet$ |
| Hoshiarpur | 239 | 4.2 | $\bullet$ |
| Nawanshahr | 231 | 3.6 | $\bullet$ |
| Ropar | 247 | 3.4 | $\bullet$ |
| Fatehgarh Sahib | 258 | 2.9 | $\bullet$ |
| Ludhiana | 254 | 2.8 | $\bullet$ |
| Moga | 246 | 4.3 | $\bullet$ |
| Ferozepur | 239 | 3.2 | $\bullet$ |
| Muktsar | 281 | 2.8 | $\bullet$ |
| Faridkot | 245 | 3.0 | $\bullet$ |
| Bathinda | 250 | 3.5 | $\bullet$ |
| Mansa | 248 | 3.5 | $\bullet$ |
| Sangrur | 251 | 3.2 | $\bullet$ |
| Patiala | 253 | 3.4 | $\bullet$ |
| Mohali | 234 | 3.4 | $\bullet$ |
| TaranTaran | 235 | 3.8 | $\bullet$ |
| Barnala | 251 | 2.6 | $\bullet$ |
| Fazilka | 256 | 3.2 | $\bullet$ |
| Pathankot | 240 | 3.2 | $\bullet$ |
| State average | 250 | 0.7 | $\bullet$ |

- The district's average score is not significantly different to that of the state.
(1) The district's average score is significantly above that of the state.
(1) The district's average score is significantly below that of the state.

Average scores (Through CTT \{Classical Test Theory\})

| District | Percentage |
| :---: | :---: |
| Muktsar | 83 |
| Jalandhar | 77 |
| Kapurthala | 75 |
| Fatehgarh Sahib | 74 |
| Fazilka | 73 |
| Amritsar | 73 |
| Ludhiana | 73 |
| Patiala | 72 |
| Barnala | 72 |
| Sangrur | 72 |
| State Average | 71 |
| Bathinda | 70 |
| Gurdaspur | 70 |
| Ropar | 70 |
| Mansa | 70 |
| Faridkot | 69 |
| Moga | 69 |
| Pathankot | 67 |
| Hoshiarpur | 66 |
| Ferozepur | 66 |
| Mohali | 64 |
| TaranTaran | 64 |
| Nawanshahr | 62 |

Punjabi\%


Note :- Percentage may not agree due to rounding.
$>$ The state average score in Punjabi is $71 \%$.
> 10 districts scored significantly above the state average, of which the high performer was Shri Muktser Shahib (83\%).
$>12$ districts scored significantly below the state average of which the low performers were Nawanshahr (62\%).

## Performance in English

| District | Average Score | Standard Error | Significant Difference |
| :---: | :---: | :---: | :---: |
| Gurdaspur | 247 | 3.8 | $\bullet$ |
| Amritsar | 255 | 4.1 | $\bullet$ |
| Kapurthala | 257 | 3.3 | 0 |
| Jalandhar | 267 | 3.9 | $\bigcirc$ |
| Hoshiarpur | 240 | 3.8 | (1) |
| Nawanshahr | 226 | 3.5 | (1) |
| Ropar | 250 | 3.8 | $\bullet$ |
| Fatehgarh Sahib | 255 | 3.3 | $\bullet$ |
| Ludhiana | 261 | 3.7 | 0 |
| Moga | 232 | 4.8 | (1) |
| Ferozepur | 233 | 3.6 | (1) |
| Muktsar | 283 | 3.3 | 0 |
| Faridkot | 244 | 3.7 | $\bullet$ |
| Bathinda | 252 | 4.0 | $\bullet$ |
| Mansa | 249 | 3.3 | $\bullet$ |
| Sangrur | 255 | 3.3 | $\bullet$ |
| Patiala | 256 | 3.5 | $\bullet$ |
| Mohali | 236 | 3.9 | (1) |
| TaranTaran | 236 | 4.3 | (1) |
| Barnala | 251 | 2.9 | $\bullet$ |
| Fazilka | 256 | 4.3 | $\bullet$ |
| Pathankot | 249 | 3.1 | $\bullet$ |
| State average | 250 | 0.8 |  |

- The district's average score is not significantly different to that of the state.
(1) The district's average score is significantly above that of the state.
(1) The district's average score is significantly below that of the state.

| District | Percentage |
| :---: | :---: |
| Muktsar | 81 |
| Jalandhar | 74 |
| Ludhiana | 73 |
| Kapurthala | 71 |
| Fatehgarh Sahib | 71 |
| Fazilka | 70 |
| Sangrur | 70 |
| Patiala | 70 |
| Amritsar | 70 |
| Barnala | 69 |
| Ropar | 69 |
| Bathinda | 68 |
| State Average | 68 |
| Pathankot | 67 |
| Mansa | 67 |
| Gurdaspur | 66 |
| Faridkot | 65 |
| Hoshiarpur | 63 |
| Mohali | 62 |
| TaranTaran | 61 |
| Ferozepur | 61 |
| Moga | 59 |
| Nawanshahr | 57 |

English \%


Note :- Percentage may not agree due to rounding.
$>$ The state average score in English is 68 \%.
> 11 districts scored significantly above the state average, of which the high performer was Shri Muktser Shahib (81\%).
> 10 districts scored significantly below the state average of which the low performer was Nawanshahr (57\%).
> There is no significant difference in the score of Bathinda.

## Performance: Equity Analysis

## Performance by Gender

## Mathematics

| District | Boys' Average (SE) | Girls' Average (SE) | Significant <br> Difference |
| :--- | :---: | :---: | :---: |
| Gurdaspur | $261(4.2)$ | $262(4.2)$ | $\bullet$ |
| Amritsar | $256(4.1)$ | $252(4)$ | $\bullet$ |
| Kapurthala | $246(3.7)$ | $245(3.7)$ | $\bullet$ |
| Jalandhar | $256(4.1)$ | $268(4.4)$ | $\bullet$ |
| Hoshiarpur | $243(5.4)$ | $245(4.5)$ | $\bullet$ |
| Nawanshahr | $239(3.5)$ | $238(3.9)$ | $\bullet$ |
| Ropar | $249(4.3)$ | $247(4.4)$ | $\bullet$ |
| Fatehgarh | $251(3.9)$ | $253(3.7)$ | $\bullet$ |
| Sahib | $258(3.3)$ | $256(3.3)$ | $\bullet$ |
| Ludhiana | $237(4.5)$ | $236(3.8)$ | $\bullet$ |
| Moga | $235(4.1)$ | $232(4.6)$ | $\bullet$ |
| Ferozepur | $282(2.7)$ | $282(3.3)$ | $\bullet$ |
| Muktsar | $243(3.2)$ | $245(3.7)$ | $\bullet$ |
| Faridkot | $253(3.3)$ | $253(4.1)$ | $\bullet$ |
| Bathinda | $243(3.7)$ | $245(3.5)$ | $\bullet$ |
| Mansa | $252(4.1)$ | $251(4.3)$ | $\bullet$ |
| Sangrur | $253(3.1)$ | $255(3.2)$ | $\bullet$ |
| Patiala | $238(4.2)$ | $237(4.5)$ | $\bullet$ |
| Mohali | $241(4.1)$ | $241(4.4)$ | $\bullet$ |
| TaranTaran | $250(3.4)$ | $252(3.2)$ | $\bullet$ |
| Barnala | $252(4.7)$ | $255(4.1)$ | $\bullet$ |
| Fazilka | $250(3.7)$ | $248(3.3)$ | $\bullet$ |
| Pathankot | $249(0.8)$ | $250(0.8)$ | $\bullet$ |
| State |  |  | $\bullet$ |

- No significant difference between the average performance of girls and boys.
$\uparrow$ Girls' average performance is significantly greater than that of boys.
$\downarrow$ Boys' average performance is significantly greater than that of girls.

| District | Boys Percentage | Girl Percentage | Gender Difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 62 | 60 | 3 |
| Barnala | 58 | 60 | -3 |
| Bathinda | 60 | 60 | 0 |
| Faridkot | 56 | 57 | -2 |
| Fatehgarh Sahib | 59 | 61 | -3 |
| Fazilka | 60 | 61 | -2 |
| Ferozepur | 52 | 50 | 4 |
| Gurdaspur | 64 | 64 | 0 |
| Hoshiarpur | 55 | 57 | -4 |
| Jalandhar | 62 | 67 | -8 |
| Kapurthala | 57 | 57 | 0 |
| Ludhiana | 63 | 62 | 2 |
| Mansa | 56 | 57 | -2 |
| Moga | 52 | 52 | 0 |
| Mohali | 53 | 52 | 2 |
| Muktsar | 73 | 73 | 0 |
| Nawanshahr | 54 | 54 | 0 |
| Pathankot | 59 | 58 | 2 |
| Patiala | 60 | 61 | -2 |
| Ropar | 58 | 58 | 0 |
| Sangrur | 60 | 59 | 2 |
| TaranTaran | 55 | 55 | 0 |

Note :- Percentage may not agree due to rounding.

## Punjabi

| District | Boys' Average (SE) | Girls' Average (SE) | Significant <br> Difference |
| :--- | :---: | :---: | :---: |
| Gurdaspur | $248(4.5)$ | $252(4.6)$ | $\bullet$ |
| Amritsar | $251(3.4)$ | $258(3.1)$ | $\bullet$ |
| Kapurthala | $260(4.1)$ | $261(4.2)$ | $\bullet$ |
| Jalandhar | $258(4.3)$ | $274(4.4)$ | $\boldsymbol{\uparrow}$ |
| Hoshiarpur | $237(4.4)$ | $242(4.4)$ | $\bullet$ |
| Nawanshahr | $228(4)$ | $235(4)$ | $\bullet$ |
| Ropar | $245(3.9)$ | $250(3.3)$ | $\bullet$ |
| Fatehgarh Sahib | $254(3.1)$ | $264(3.6)$ | $\bullet$ |
| Ludhiana | $252(2.9)$ | $257(3.5)$ | $\bullet$ |
| Moga | $244(4.9)$ | $248(4.6)$ | $\bullet$ |
| Ferozepur | $241(3.2)$ | $236(4.1)$ | $\bullet$ |
| Muktsar | $278(2.6)$ | $284(3.7)$ | $\bullet$ |
| Faridkot | $242(2.8)$ | $249(3.8)$ | $\bullet$ |
| Bathinda | $245(4)$ | $255(3.5)$ | $\bullet$ |
| Mansa | $245(3.6)$ | $250(3.9)$ | $\bullet$ |
| Sangrur | $248(3.5)$ | $255(3.4)$ | $\bullet$ |
| Patiala | $250(3.4)$ | $257(3.9)$ | $\bullet$ |
| Mohali | $232(3.9)$ | $237(3.6)$ | $\bullet$ |
| TaranTaran | $233(4)$ | $238(4.2)$ | $\bullet$ |
| Barnala | $245(3.1)$ | $258(2.7)$ | $\boldsymbol{\uparrow}$ |
| Fazilka | $252(3.6)$ | $260(3.4)$ | $\bullet$ |
| Pathankot | $236(3.8)$ | $245(3.5)$ | $\bullet$ |
| State | $\mathbf{2 4 7 ( 0 . 8 )}$ | $\mathbf{2 5 3 ( 0 . 8 )}$ | $\boldsymbol{\uparrow}$ |

- No significant difference between the average performance of girls and boys.
$\uparrow$ Girls' average performance is significantly greater than that of boys.
$\downarrow$ Boys' average performance is significantly greater than that of girls.

| District | Boys Percentage | Girls Percentage | Gender Difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 72 | 74 | -4 |
| Barnala | 69 | 75 | -8 |
| Bathinda | 69 | 72 | -5 |
| Faridkot | 67 | 70 | -4 |
| Fatehgarh Sahib | 73 | 77 | -5 |
| Fazilka | 72 | 75 | -5 |
| Ferozepur | 67 | 64 | 3 |
| Gurdaspur | 69 | 71 | -2 |
| Hoshiarpur | 65 | 67 | -2 |
| Jalandhar | 74 | 79 | -7 |
| Kapurthala | 74 | 75 | -1 |
| Ludhiana | 72 | 74 | -2 |
| Mansa | 69 | 71 | -3 |
| Moga | 68 | 69 | -2 |
| Mohali | 63 | 65 | -3 |
| Muktsar | 82 | 84 | -2 |
| Nawanshahr | 61 | 64 | -4 |
| Pathankot | 65 | 69 | -6 |
| Patiala | 71 | 74 | -4 |
| Ropar | 69 | 71 | -3 |
| Sangrur | 70 | 73 | -4 |
| TaranTaran | 63 | 65 | -3 |

## English

| District | Boys' Average (SE) | Girls' Average (SE) | Significant Difference |
| :--- | :---: | :---: | :---: |
| Gurdaspur | $244(4.1)$ | $250(4.2)$ | $\bullet$ |
| Amritsar | $256(4.3)$ | $254(4.2)$ | $\bullet$ |
| Kapurthala | $254(3.5)$ | $260(3.7)$ | $\bullet$ |
| Jalandhar | $262(4.6)$ | $271(4.1)$ | $\bullet$ |
| Hoshiarpur | $236(4)$ | $243(4.1)$ | $\bullet$ |
| Nawanshahr | $226(3.4)$ | $226(4.5)$ | $\bullet$ |
| Ropar | $250(3.8)$ | $249(4.4)$ | $\bullet$ |
| Fatehgarh Sahib | $254(3.4)$ | $257(3.9)$ | $\bullet$ |
| Ludhiana | $261(4.1)$ | $262(4)$ | $\bullet$ |
| Moga | $231(5.6)$ | $232(5)$ | $\bullet$ |
| Ferozepur | $236(3.9)$ | $230(3.8)$ | $\bullet$ |
| Muktsar | $283(3)$ | $284(4.2)$ | $\bullet$ |
| Faridkot | $242(3.9)$ | $247(4.4)$ | $\bullet$ |
| Bathinda | $251(4.1)$ | $252(4.3)$ | $\bullet$ |
| Mansa | $247(3.5)$ | $250(3.9)$ | $\bullet$ |
| Sangrur | $253(3.5)$ | $256(3.7)$ | $\bullet$ |
| Patiala | $254(3.6)$ | $257(4)$ | $\bullet$ |
| Mohali | $236(3.9)$ | $236(4.6)$ | $\bullet$ |
| TaranTaran | $234(4.1)$ | $238(5)$ | $\bullet$ |
| Barnala | $248(3.6)$ | $254(2.7)$ | $\bullet$ |
| Fazilka | $257(4.5)$ | $256(4.5)$ | $\bullet$ |
| Pathankot | $247(3.4)$ | $251(3.4)$ | $\bullet$ |
| State | $249(0.8)$ | $251(0.9)$ | $\bullet$ |
|  |  |  | $\bullet$ |

- No significant difference between the average performance of girls and boys.
$\uparrow$ Girls' average performance is significantly greater than that of boys.
$\downarrow$ Boys' average performance is significantly greater than that of girls.

| Gender | Boys Percentage | Girl Percentage | Gender Difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 70 | 69 | 1 |
| Barnala | 67 | 70 | -4 |
| Bathinda | 68 | 68 | -1 |
| Faridkot | 64 | 66 | -4 |
| Fatehgarh Sahib | 70 | 71 | -2 |
| Fazilka | 71 | 70 | 1 |
| Ferozepur | 62 | 59 | 5 |
| Gurdaspur | 64 | 67 | -5 |
| Hoshiarpur | 61 | 65 | -6 |
| Jalandhar | 72 | 76 | -5 |
| Kapurthala | 70 | 72 | -3 |
| Ludhiana | 73 | 73 | 0 |
| Mansa | 67 | 68 | -2 |
| Moga | 59 | 59 | 0 |
| Mohali | 62 | 62 | 1 |
| Muktsar | 81 | 81 | 0 |
| Nawanshahr | 57 | 57 | 0 |
| Pathankot | 66 | 69 | -3 |
| Patiala | 70 | 71 | -1 |
| Ropar | 69 | 68 | 0 |
| Sangrur | 70 | 71 | -1 |
| TaranTaran | 60 | 62 | -3 |

Note :- Percentage may not agree due to rounding.

## AVERAGE SCORES BY LOCATION

## Mathematics

| District | Rural Average (SE) | Urban Average (SE) | Significant Difference |
| :---: | :---: | :---: | :---: |
| Gurdaspur | 260 (4) | 303 (16.6) | $\downarrow$ |
| Amritsar | 253 (4.1) | 259 (9) | - |
| Kapurthala | 243 (3.5) | 254 (9.3) | - |
| Jalandhar | 260 (4.2) | 271 (9.6) | - |
| Hoshiarpur | 243 (4.8) | 275 (18.2) | - |
| Nawanshahr | 240 (3.6) | 231 (13) | - |
| Ropar | 248 (4) | 251 (16.8) | - |
| Fatehgarh Sahib | 252 (3.6) | 251 (9.3) | $\bullet$ |
| Ludhiana | 250 (4.3) | 267 (4.6) | $\downarrow$ |
| Moga | 237 (4.2) | 234 (7.9) | $\bullet$ |
| Ferozepur | 229 (4.6) | 263 (7.5) | $\downarrow$ |
| Muktsar | 280 (3) | 291 (7.7) | $\bullet$ |
| Faridkot | 238 (3.3) | 263 (5.3) | $\downarrow$ |
| Bathinda | 248 (3.9) | 266 (7) | $\downarrow$ |
| Mansa | 244 (3.8) | 248 (6.4) | $\bullet$ |
| Sangrur | 246 (3.7) | 269 (8.5) | $\downarrow$ |
| Patiala | 251 (3.3) | 265 (8.1) | $\bullet$ |
| Mohali | 237 (4.6) | 238 (8.1) | $\bullet$ |
| TaranTaran | 239 (3.8) | 270 (17.4) | $\bullet$ |
| Barnala | 247 (3.8) | 259 (5.2) | $\bullet$ |
| Fazilka | 250 (4) | 264 (11.2) | - |
| Pathankot | 249 (3.4) | 251 (7.5) | $\bullet$ |
| State | 247(0.8) | 261(2.2) | $\downarrow$ |

- No significant difference between the average performance of rural and urban students.
$\uparrow$ Rural students' average performance is significantly higher than that of urban students.
$\downarrow$ Rural students' average performance is significantly lower than that of urban students.

| District | Rural percentage | Urban Percentage | Area difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 60 | 62 | -3 |
| Barnala | 58 | 63 | -9 |
| Bathinda | 58 | 66 | -13 |
| Faridkot | 54 | 65 | -21 |
| Fatehgarh Sahib | 60 | 59 | 1 |
| Fazilka | 59 | 65 | -10 |
| Ferozepur | 49 | 65 | -34 |
| Gurdaspur | 63 | 81 | -28 |
| Hoshiarpur | 55 | 71 | -28 |
| Jalandhar | 63 | 68 | -7 |
| Kapurthala | 56 | 61 | -9 |
| Ludhiana | 59 | 67 | -13 |
| Mansa | 56 | 59 | -5 |
| Moga | 52 | 52 | 1 |
| Mohali | 52 | 53 | -1 |
| Muktsar | 72 | 77 | -7 |
| Nawanshahr | 54 | 50 | 7 |
| Pathankot | 58 | 60 | -4 |
| Patiala | 59 | 66 | -11 |
| Ropar | 58 | 59 | -3 |
| Sangrur | 57 | 67 | -18 |
| TaranTaran | 54 | 68 | -26 |

Note :- Percentage may not agree due to rounding.

## Punjabi

| District | Rural Average (SE) | Urban Average (SE) | Significant <br> Difference |
| :--- | :---: | :---: | :---: |
| Gurdaspur | $249(4.4)$ | $279(16.4)$ | $\bullet$ |
| Amritsar | $251(3.4)$ | $265(6.3)$ | $\downarrow$ |
| Kapurthala | $260(4)$ | $264(7.7)$ | $\bullet$ |
| Jalandhar | $264(4.6)$ | $274(7)$ | $\bullet$ |
| Hoshiarpur | $239(4.3)$ | $258(13.8)$ | $\bullet$ |
| Nawanshahr | $235(2.9)$ | $208(14.8)$ | $\bullet$ |
| Ropar | $246(3.7)$ | $256(8.5)$ | $\bullet$ |
| Fatehgarh Sahib | $257(3.1)$ | $261(7.9)$ | $\bullet$ |
| Ludhiana | $253(3.6)$ | $257(4.8)$ | $\bullet$ |
| Moga | $240(4.6)$ | $267(10.2)$ | $\downarrow$ |
| Ferozepur | $235(3.6)$ | $263(12.9)$ | $\downarrow$ |
| Muktsar | $277(3.2)$ | $301(6.1)$ | $\downarrow$ |
| Faridkot | $241(3.2)$ | $261(6.2)$ | $\downarrow$ |
| Bathinda | $246(3.7)$ | $262(7.6)$ | $\bullet$ |
| Mansa | $247(4.1)$ | $252(6.6)$ | $\bullet$ |
| Sangrur | $247(3.2)$ | $266(8.3)$ | $\downarrow$ |
| Patiala | $250(4.2)$ | $266(6.1)$ | $\downarrow$ |
| Mohali | $235(3.6)$ | $233(7)$ | $\bullet$ |
| TaranTaran | $233(3.8)$ | $271(7.8)$ | $\bullet$ |
| Barnala | $250(2.9)$ | $254(5.4)$ | $\bullet$ |
| Fazilka | $253(3.7)$ | $264(7)$ | $\bullet$ |
| Pathankot | $241(3.5)$ | $238(7.9)$ | $\bullet$ |
| State | $248(0.8)$ | $260(1.9)$ | $\downarrow$ |

- No significant difference between the average performance of rural and urban students.

Rural students' average performance is significantly lower than that of urban students.

Percentage of right responses given by students

| District | Rural Percentage | Urban <br> Percentage | Area Difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 71 | 77 | -8 |
| Barnala | 71 | 73 | -2 |
| Bathinda | 69 | 76 | -10 |
| Faridkot | 67 | 75 | -12 |
| Fatehgarh Sahib | 74 | 75 | -1 |
| Fazilka | 72 | 77 | -6 |
| Ferozepur | 64 | 75 | -16 |
| Gurdaspur | 70 | 84 | -20 |
| Hoshiarpur | 66 | 76 | -16 |
| Jalandhar | 76 | 80 | -6 |
| Kapurthala | 75 | 75 | -1 |
| Ludhiana | 72 | 74 | -3 |
| Mansa | 69 | 72 | -4 |
| Moga | 66 | 77 | -17 |
| Mohali | 65 | 63 | 2 |
| Muktsar | 81 | 89 | -10 |
| Nawanshahr | 64 | 53 | 17 |
| Pathankot | 67 | 67 | -1 |
| Patiala | 71 | 78 | -10 |
| Ropar | 69 | 74 | -7 |
| Sangrur | 70 | 77 | -10 |
| TaranTaran | 63 | 79 | -26 |

Note :- Percentage may not agree due to rounding.

## English

| District | Rural Average (SE) | Urban Average (SE) | Significant Difference |
| :---: | :---: | :---: | :---: |
| Gurdaspur | 246 (4) | 278 (12) | $\downarrow$ |
| Amritsar | 248 (3.9) | 275 (11.1) | $\downarrow$ |
| Kapurthala | 251 (3.8) | 279 (8.3) | $\downarrow$ |
| Jalandhar | 265 (4.4) | 271 (8.9) | - |
| Hoshiarpur | 238 (3.9) | 292 (6.1) | $\downarrow$ |
| Nawanshahr | 228 (2.9) | 212 (14.4) | - |
| Ropar | 249 (3.7) | 260 (12.2) | - |
| Fatehgarh Sahib | 250 (3.6) | 272 (8.2) | $\downarrow$ |
| Ludhiana | 254 (4.9) | 273 (6.4) | $\downarrow$ |
| Moga | 225 (5.6) | 255 (8.2) | $\downarrow$ |
| Ferozepur | 228 (3.8) | 267 (9.4) | $\downarrow$ |
| Muktsar | 278 (3.7) | 307 (5.9) | $\downarrow$ |
| Faridkot | 238 (4.1) | 266 (6) | $\downarrow$ |
| Bathinda | 249 (4.3) | 260 (8.9) | $\bullet$ |
| Mansa | 246 (3.8) | 261 (7.6) | $\bullet$ |
| Sangrur | 248 (3.4) | 274 (7.1) | $\downarrow$ |
| Patiala | 251 (4.2) | 274 (8) | $\downarrow$ |
| Mohali | 229 (4.1) | 259 (9.4) | $\downarrow$ |
| TaranTaran | 233 (4.2) | 282 (14.5) | $\downarrow$ |
| Barnala | 249 (3.8) | 255 (4.7) | - |
| Fazilka | 252 (5) | 271 (6.9) | $\downarrow$ |
| Pathankot | 249 (3.3) | 252 (11.5) | $\bullet$ |
| State | 246 (0.9) | 268 (2.0) | $\downarrow$ |

- No significant difference between the average performance of rural and urban students.
$\uparrow$ Rural students' average performance is significantly higher than that of urban students.
$\downarrow$ Rural students' average performance is significantly lower than that of urban students.

Percentage of right responses given by students

| Area | Rural Percentage | Urban Percentage | Area difference |
| :---: | :---: | :---: | :---: |
| Amritsar | 67 | 77 | -15 |
| Barnala | 68 | 71 | -4 |
| Bathinda | 67 | 72 | -8 |
| Faridkot | 62 | 74 | -19 |
| Fatehgarh Sahib | 68 | 77 | -13 |
| Fazilka | 68 | 77 | -12 |
| Ferozepur | 58 | 75 | -28 |
| Gurdaspur | 65 | 80 | -23 |
| Hoshiarpur | 62 | 85 | -36 |
| Jalandhar | 74 | 75 | -2 |
| Kapurthala | 69 | 79 | -14 |
| Ludhiana | 70 | 78 | -12 |
| Mansa | 66 | 74 | -12 |
| Moga | 56 | 71 | -27 |
| Mohali | 59 | 71 | -19 |
| Muktsar | 79 | 89 | -12 |
| Nawanshahr | 58 | 52 | 11 |
| Pathankot | 67 | 69 | -3 |
| Patiala | 68 | 78 | -14 |
| Ropar | 68 | 73 | -7 |
| Sangrur | 68 | 78 | -15 |
| TaranTaran | 60 | 81 | -35 |

Performance of various social categories
Mathematics

| Category | $\begin{array}{c\|} \hline \text { SC } \\ \text { percentage } \end{array}$ | $\begin{gathered} \mathrm{BC} \\ \text { percentage } \end{gathered}$ | OBC percentage | General percentage | Other's Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Amritsar | 59 | 60 | 59 | 66 | 66 |
| Barnala | 56 | 60 | 63 | 64 | 53 |
| Bathinda | 59 | 60 | 56 | 62 | 63 |
| Faridkot | 54 | 59 | 66 | 61 | 67 |
| Fatehgarh Sahib | 58 | 59 | 59 | 64 | 65 |
| Fazilka | 58 | 65 | 68 | 63 | 78 |
| Ferozepur | 50 | 48 | 44 | 58 | 36 |
| Gurdaspur | 65 | 63 | 73 | 63 | 50 |
| Hoshiarpur | 54 | 59 | 56 | 57 | 60 |
| Jalandhar | 63 | 61 | 43 | 71 | 60 |
| Kapurthala | 54 | 57 | 48 | 62 | 62 |
| Ludhiana | 58 | 61 | 60 | 65 | 71 |
| Mansa | 55 | 59 | 62 | 57 | 61 |
| Moga | 50 | 50 | 59 | 57 | 62 |
| Mohali | 51 | 51 | 59 | 55 | 50 |
| Muktsar | 71 | 74 | 83 | 77 | 64 |
| Nawanshahr | 53 | 56 | 57 | 54 | 58 |
| Pathankot | 57 | 63 | 63 | 59 | 61 |
| Patiala | 58 | 60 | 56 | 65 | 55 |
| Ropar | 56 | 58 | 57 | 61 | 54 |
| Sangrur | 59 | 59 | 64 | 60 | 60 |
| TaranTaran | 51 | 59 | 73 | 58 | 58 |
| Grand Total | 57 | 59 | 60 | 62 | 60 |

## Punjabi

| Category | SC <br> Percentage | BC Percentage | OBC Percentage | General Percentage | Other's Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Amritsar | 71 | 72 | 67 | 79 | 78 |
| Barnala | 69 | 72 | 71 | 76 | 68 |
| Bathinda | 67 | 71 | 63 | 75 | 72 |
| Faridkot | 66 | 73 | 78 | 75 | 83 |
| Fatehgarh Sahib | 73 | 74 | 84 | 77 | 67 |
| Fazilka | 72 | 76 | 87 | 76 | 63 |
| Ferozepur | 64 | 67 | 44 | 72 | 65 |
| Gurdaspur | 69 | 70 | 76 | 73 | 63 |
| Hoshiarpur | 64 | 69 | 55 | 68 | 69 |
| Jalandhar | 77 | 69 | 68 | 81 | 83 |
| Kapurthala | 73 | 73 | 75 | 78 | 83 |
| Ludhiana | 70 | 72 | 78 | 75 | 74 |
| Mansa | 67 | 71 | 70 | 74 | 69 |
| Moga | 64 | 71 | 72 | 74 | 74 |
| Mohali | 63 | 64 | 67 | 66 | 59 |
| Muktsar | 79 | 83 | 100 | 88 | 89 |
| Nawanshahr | 62 | 62 | 50 | 63 | 61 |
| Pathankot | 64 | 72 | 65 | 69 | 67 |
| Patiala | 68 | 70 | 78 | 77 | 67 |
| Ropar | 69 | 69 | 76 | 71 | 73 |
| Sangrur | 70 | 72 | 73 | 73 | 71 |
| TaranTaran | 60 | 69 | 69 | 68 | 72 |
| Grand Total | 68 | 71 | 71 | 75 | 71 |

Note: - Percentage may not agree due to rounding.

## English

| Category | SC <br> Percentage | BC <br> Percentage | OBC <br> Percentage | General Percentage | Other Percentage |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Amritsar | 66 | 69 | 68 | 78 | 73 |
| Barnala | 64 | 70 | 71 | 74 | 67 |
| Bathinda | 63 | 66 | 61 | 75 | 71 |
| Faridkot | 62 | 71 | 77 | 73 | 77 |
| Fatehgarh Sahib | 67 | 69 | 76 | 77 | 73 |
| Fazilka | 67 | 75 | 74 | 77 | 76 |
| Ferozepur | 57 | 63 | 58 | 73 | 54 |
| Gurdaspur | 64 | 66 | 76 | 69 | 58 |
| Hoshiarpur | 61 | 67 | 62 | 63 | 67 |
| Jalandhar | 74 | 68 | 61 | 79 | 82 |
| Kapurthala | 67 | 76 | 65 | 78 | 75 |
| Ludhiana | 68 | 75 | 77 | 76 | 85 |
| Mansa | 62 | 70 | 76 | 74 | 68 |
| Moga | 53 | 62 | 64 | 69 | 67 |
| Mohali | 58 | 60 | 81 | 66 | 65 |
| Muktsar | 76 | 80 | 90 | 88 | 75 |
| Nawanshahr | 57 | 60 | 63 | 57 | 54 |
| Pathankot | 66 | 71 | 64 | 68 | 69 |
| Patiala | 64 | 68 | 71 | 78 | 66 |
| Ropar | 66 | 68 | 69 | 73 | 69 |
| Sangrur | 66 | 70 | 76 | 74 | 76 |
| TaranTaran | 55 | 66 | 72 | 69 | 71 |
| Grand Total | 64 | 68 | 72 | 74 | 70 |

Note: - Percentage may not agree due to rounding.

## Distribution of students by correct responses

Mathematics

| \%age Range -> | 0-25\% | 25-50\% | 50-75\% | 75-100\% | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
| District |  |  |  |  |  |
| Amritsar | 170 | 342 | 589 | 515 | 1616 |
| Barnala | 173 | 406 | 678 | 477 | 1734 |
| Bathinda | 107 | 396 | 737 | 402 | 1642 |
| Faridkot | 161 | 505 | 662 | 337 | 1665 |
| Fatehgarh Sahib | 102 | 265 | 535 | 315 | 1217 |
| Fazilka | 147 | 308 | 594 | 455 | 1504 |
| Ferozepur | 253 | 417 | 436 | 258 | 1364 |
| Gurdaspur | 105 | 209 | 470 | 425 | 1209 |
| Hoshiarpur | 171 | 224 | 375 | 252 | 1022 |
| Jalandhar | 106 | 239 | 485 | 516 | 1346 |
| Kapurthala | 159 | 316 | 481 | 289 | 1245 |
| Ludhiana | 106 | 399 | 641 | 557 | 1703 |
| Mansa | 192 | 437 | 737 | 361 | 1727 |
| Moga | 218 | 401 | 436 | 241 | 1296 |
| Mohali | 238 | 416 | 467 | 285 | 1406 |
| Muktsar | 21 | 175 | 564 | 857 | 1617 |
| Nawanshahr | 245 | 339 | 554 | 305 | 1443 |
| Pathankot | 108 | 242 | 422 | 271 | 1043 |
| Patiala | 98 | 395 | 622 | 410 | 1525 |
| Ropar | 167 | 299 | 464 | 339 | 1269 |
| Sangrur | 187 | 347 | 620 | 462 | 1616 |
| TaranTaran | 214 | 398 | 549 | 304 | 1465 |
| Grand Total | 3448 | 7475 | 12118 | 8633 | 31674 |
| Percentage | 11\% | 24\% | 38\% | 28\% |  |

Punjabi

| \%age Range -> |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| District | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ | Grand Total |
| Amritsar | 26 | 168 | 623 | 783 | $\mathbf{1 6 0 0}$ |
| Barnala | 34 | 231 | 673 | 807 | 1745 |
| Bathinda | 43 | 292 | 562 | 759 | 1656 |
| Faridkot | 36 | 328 | 620 | 686 | 1670 |
| Fatehgarh Sahib | 18 | 120 | 443 | 636 | 1217 |
| Fazilka | 25 | 190 | 510 | 774 | 1499 |
| Ferozepur | 38 | 329 | 523 | 496 | 1386 |
| Gurdaspur | 55 | 166 | 436 | 550 | 1207 |
| Hoshiarpur | 55 | 216 | 355 | 390 | 1016 |
| Jalandhar | 28 | 133 | 388 | 803 | 1352 |
| Kapurthala | 16 | 152 | 415 | 661 | 1244 |
| Ludhiana | 28 | 234 | 578 | 863 | 1703 |
| Mansa | 40 | 273 | 646 | 769 | 1728 |
| Moga | 34 | 253 | 486 | 524 | 1297 |
| Mohali | 50 | 331 | 574 | 445 | 1400 |
| Muktsar | 2 | 72 | 388 | 1160 | 1622 |
| Nawanshahr | 134 | 285 | 561 | 463 | 1443 |
| Pathankot | 69 | 162 | 395 | 416 | 1042 |
| Patiala | 31 | 231 | 534 | 745 | 1541 |
| Ropar | 23 | 205 | 488 | 554 | 1270 |
| Sangrur | 27 | 202 | 652 | 707 | 1588 |
| TaranTaran | 85 | 360 | 555 | 501 | 1501 |
| Grand Total | 397 | 4933 | 11405 | 14492 | 31727 |
| Percentage | $16 \%$ | $36 \%$ | $46 \%$ |  |  |

Note: - Percentage may not agree due to rounding.

## English

| \%age Range -> |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| District | 0-25\% | 25-50\% | 50-75\% | 75-100\% | Grand Total |
| Amritsar | 42 | 259 | 605 | 712 | 1618 |
| Barnala | 29 | 286 | 743 | 682 | 1740 |
| Bathinda | 49 | 289 | 683 | 636 | 1657 |
| Faridkot | 76 | 340 | 688 | 563 | 1667 |
| Fatehgarh Sahib | 22 | 154 | 512 | 529 | 1217 |
| Fazilka | 45 | 218 | 543 | 698 | 1504 |
| Ferozepur | 87 | 358 | 564 | 379 | 1388 |
| Gurdaspur | 66 | 220 | 474 | 451 | 1211 |
| Hoshiarpur | 49 | 217 | 457 | 291 | 1014 |
| Jalandhar | 36 | 169 | 378 | 768 | 1351 |
| Kapurthala | 18 | 179 | 463 | 585 | 1245 |
| Ludhiana | 46 | 183 | 625 | 849 | 1703 |
| Mansa | 43 | 337 | 713 | 636 | 1729 |
| Moga | 132 | 331 | 484 | 351 | 1298 |
| Mohali | 92 | 344 | 559 | 424 | 1419 |
| Muktsar | 11 | 89 | 401 | 1120 | 1621 |
| Nawanshahr | 151 | 308 | 685 | 298 | 1442 |
| Pathankot | 53 | 143 | 425 | 421 | 1042 |
| Patiala | 31 | 239 | 588 | 686 | 1544 |
| Ropar | 36 | 192 | 542 | 503 | 1273 |
| Sangrur | 37 | 215 | 659 | 697 | 1608 |
| TaranTaran | 103 | 402 | 552 | 445 | 1502 |
| Grand Total | 1254 | 5472 | 12343 | 12724 | 31793 |
| Percentage | 4\% | 17\% | 39\% | 40 \% |  |

## Distribution of students by correct responses (Skill wise in English)

| District | Listening |  |  |  | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0-25\% | 25-50\% | 50-75\% | 75-100\% |  |
| Amritsar | 178 | 319 | 299 | 822 | 1618 |
| Barnala | 53 | 281 | 446 | 960 | 1740 |
| Bathinda | 96 | 295 | 468 | 798 | 1657 |
| Faridkot | 67 | 300 | 462 | 838 | 1667 |
| Fatehgarh Sahib | 29 | 161 | 323 | 704 | 1217 |
| Fazilka | 84 | 229 | 399 | 792 | 1504 |
| Ferozepur | 146 | 284 | 331 | 627 | 1388 |
| Gurdaspur | 175 | 232 | 254 | 550 | 1211 |
| Hoshiarpur | 144 | 205 | 236 | 429 | 1014 |
| Jalandhar | 78 | 162 | 260 | 851 | 1351 |
| Kapurthala | 56 | 103 | 260 | 826 | 1245 |
| Ludhiana | 93 | 244 | 269 | 1097 | 1703 |
| Mansa | 116 | 340 | 431 | 842 | 1729 |
| Moga | 216 | 303 | 248 | 531 | 1298 |
| Mohali | 154 | 275 | 313 | 677 | 1419 |
| Muktsar | 58 | 91 | 275 | 1197 | 1621 |
| Nawanshahr | 265 | 299 | 361 | 517 | 1442 |
| Pathankot | 97 | 162 | 289 | 494 | 1042 |
| Patiala | 60 | 269 | 409 | 806 | 1544 |
| Ropar | 63 | 184 | 255 | 771 | 1273 |
| Sangrur | 106 | 222 | 348 | 932 | 1608 |
| TaranTaran | 119 | 294 | 415 | 674 | 1502 |
| Grand Total | 2453 | 5254 | 7351 | 16735 | 31793 |
| \% | 7.71 | 16.52 | 23.12 | 52.63 |  |


| District | Speaking |  |  |  | Grand Total |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ |  |
|  | 57 | 215 | 376 | 970 | $\mathbf{1 6 1 8}$ |
| Barnala | 51 | 231 | 411 | 1047 | 1740 |
| Bathinda | 71 | 236 | 552 | 798 | 1657 |


| Faridkot | 131 | 361 | 449 | 726 | 1667 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Fatehgarh Sahib | 30 | 210 | 332 | 645 | 1217 |
| Fazilka | 70 | 162 | 319 | 953 | 1504 |
| Ferozepur | 91 | 285 | 367 | 645 | 1388 |
| Gurdaspur | 113 | 174 | 295 | 629 | 1211 |
| Hoshiarpur | 54 | 160 | 278 | 522 | 1014 |
| Jalandhar | 37 | 122 | 260 | 932 | 1351 |
| Kapurthala | 29 | 128 | 278 | 810 | 1245 |
| Ludhiana | 59 | 175 | 271 | 1198 | 1703 |
| Mansa | 77 | 320 | 397 | 935 | 1729 |
| Moga | 148 | 245 | 232 | 673 | 1298 |
| Mohali | 114 | 214 | 364 | 727 | 1419 |
| Muktsar | 15 | 130 | 284 | 1192 | 1621 |
| Nawanshahr | 196 | 301 | 444 | 501 | 1442 |
| Pathankot | 63 | 148 | 289 | 542 | 1042 |
| Patiala | 42 | 227 | 365 | 910 | 1544 |
| Ropar | 68 | 131 | 293 | 781 | 1273 |
| Sangrur | 59 | 219 | 297 | 1033 | 1608 |
| TaranTaran | 142 | 356 | 402 | 602 | 1502 |
| Grand Total | 1717 | 4750 | 7555 | 17771 | 31793 |
| \% | 5.4 | 14.94 | 23.82 | 55.89 |  |


| District | Reading |  |  |  | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0-25\% | 25-50\% | 50-75\% | 75-100\% |  |
| Amritsar | 208 | 277 | 340 | 793 | 1618 |
| Barnala | 238 | 406 | 329 | 767 | 1740 |
| Bathinda | 153 | 406 | 359 | 739 | 1657 |
| Faridkot | 208 | 400 | 367 | 692 | 1667 |
| Fatehgarh Sahib | 113 | 267 | 286 | 551 | 1217 |
| Fazilka | 216 | 306 | 304 | 678 | 1504 |
| Ferozepur | 347 | 324 | 274 | 443 | 1388 |
| Gurdaspur | 199 | 193 | 240 | 579 | 1211 |
| Hoshiarpur | 178 | 259 | 196 | 381 | 1014 |
| Jalandhar | 184 | 210 | 221 | 736 | 1351 |
| Kapurthala | 178 | 276 | 275 | 516 | 1245 |
| Ludhiana | 216 | 319 | 349 | 819 | 1703 |
| Mansa | 208 | 395 | 398 | 728 | 1729 |
| Moga | 399 | 244 | 193 | 462 | 1298 |
| Mohali | 355 | 319 | 253 | 492 | 1419 |
| Muktsar | 52 | 224 | 320 | 1025 | 1621 |
| Nawanshahr | 290 | 396 | 339 | 417 | 1442 |
| Pathankot | 109 | 189 | 243 | 501 | 1042 |
| Patiala | 158 | 372 | 293 | 721 | 1544 |
| Ropar | 222 | 247 | 294 | 510 | 1273 |
| Sangrur | 200 | 342 | 339 | 727 | 1608 |
| TaranTaran | 343 | 387 | 261 | 511 | 1502 |
| Grand Total | 4774 | 6758 | 6473 | 13788 | 31793 |
| \% | 15.01 | 21.25 | 20.35 | 43.36 |  |


| District | Writing |  |  |  | Grand Total |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ |  |
| Amritsar | 180 | 297 | 265 | 876 | 1618 |
| Barnala | 246 | 445 | 324 | 725 | 1740 |
| Bathinda | 181 | 373 | 334 | 769 | 1657 |
| Faridkot | 234 | 471 | 341 | 621 | 1667 |
| Fatehgarh Sahib | 116 | 243 | 265 | 593 | 1217 |
| Fazilka | 167 | 266 | 258 | 813 | 1504 |
| Ferozepur | 287 | 385 | 273 | 443 | 1388 |
| Gurdaspur | 169 | 236 | 236 | 570 | 1211 |
| Hoshiarpur | 169 | 246 | 206 | 393 | 1014 |
| Jalandhar | 144 | 179 | 223 | 805 | 1351 |
| Kapurthala | 182 | 248 | 187 | 628 | 1245 |
| Ludhiana | 181 | 293 | 286 | 943 | 1703 |
| Mansa | 211 | 374 | 396 | 748 | 1729 |
| Moga | 262 | 359 | 192 | 485 | 1298 |
| Mohali | 292 | 370 | 225 | 532 | 1419 |
| Muktsar | 45 | 179 | 268 | 1129 | 1621 |
| Nawanshahr | 286 | 320 | 310 | 526 | 1442 |
| Pathankot | 146 | 222 | 196 | 478 | 1042 |
| Patiala | 174 | 315 | 321 | 734 | 1544 |
| Ropar | 181 | 262 | 257 | 573 | 1273 |
| Sangrur | 176 | 338 | 329 | 765 | 1608 |
| TaranTaran | 258 | 421 | 262 | 561 | 1502 |
| Grand Total | 4287 | 6842 | 5954 | 14710 | 31793 |
|  | $\mathbf{1 3 . 4 8}$ | $\mathbf{2 1 . 5 2}$ | $\mathbf{1 8 9}$ |  |  |
|  |  |  | 46.26 |  |  |

Distribution of students by correct responses (Skill wise in Punjabi)

| District | Listening |  |  |  | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0-25\% | 25-50\% | 50-75\% | 75-100\% |  |
| Amritsar | 124 | 281 | 322 | 873 | 1600 |
| Barnala | 135 | 350 | 361 | 899 | 1745 |
| Bathinda | 125 | 345 | 322 | 864 | 1656 |
| Faridkot | 154 | 354 | 369 | 793 | 1670 |
| Fatehgarh Sahib | 57 | 202 | 261 | 697 | 1217 |
| Fazilka | 179 | 231 | 288 | 801 | 1499 |
| Ferozepur | 293 | 288 | 242 | 563 | 1386 |
| Gurdaspur | 158 | 183 | 231 | 635 | 1207 |
| Hoshiarpur | 111 | 185 | 210 | 510 | 1016 |
| Jalandhar | 79 | 226 | 221 | 826 | 1352 |
| Kapurthala | 89 | 223 | 209 | 723 | 1244 |
| Ludhiana | 102 | 319 | 345 | 937 | 1703 |
| Mansa | 170 | 299 | 332 | 927 | 1728 |
| Moga | 149 | 333 | 266 | 549 | 1297 |
| Mohali | 168 | 362 | 347 | 523 | 1400 |
| Muktsar | 26 | 158 | 226 | 1212 | 1622 |
| Nawanshahr | 211 | 294 | 316 | 622 | 1443 |
| Pathankot | 115 | 176 | 233 | 518 | 1042 |
| Patiala | 99 | 277 | 302 | 863 | 1541 |
| Ropar | 136 | 266 | 269 | 599 | 1270 |
| Sangrur | 96 | 312 | 376 | 804 | 1588 |
| TaranTaran | 226 | 362 | 272 | 641 | 1501 |
| Grand Total | 3002 | 6026 | 6320 | 16379 | 31727 |
| \% | 09.46 | 18.99 | 19.91 | 51.62 |  |


| District | Speaking |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ | Grand Total |
| Amritsar | 18 | 67 | 209 | 1306 | 1600 |
| Barnala | 12 | 42 | 177 | 1514 | 1745 |
| Bathinda | 23 | 77 | 231 | 1325 | 1656 |
| Faridkot | 17 | 88 | 223 | 1342 | 1670 |
| Fatehgarh <br> Sahib | 11 | 22 | 108 | 1076 | 1217 |
| Fazilka | 21 | 56 | 173 | 1249 | 1499 |
| Ferozepur | 20 | 112 | 206 | 1048 | 1386 |
| Gurdaspur | 54 | 62 | 193 | 898 | 1207 |
| Hoshiarpur | 33 | 83 | 148 | 752 | 1016 |
| Jalandhar | 34 | 41 | 124 | 1153 | 1352 |
| Kapurthala | 10 | 38 | 91 | 1105 | 1244 |
| Ludhiana | 34 | 55 | 150 | 1464 | 1703 |
| Mansa | 20 | 103 | 274 | 1331 | 1728 |
| Moga | 65 | 110 | 151 | 971 | 1297 |
| Mohali | 26 | 82 | 209 | 1083 | 1400 |
| Muktsar | 5 | 37 | 120 | 1460 | 1622 |
| Nawanshahr | 119 | 184 | 315 | 825 | 1443 |
| Pathankot | 52 | 68 | 149 | 773 | 1042 |
| Patiala | 22 | 70 | 196 | 1253 | 1541 |
| Ropar | 27 | 44 | 134 | 1065 | 1270 |
| Sangrur | 14 | 54 | 196 | 1324 | 1588 |
| TaranTaran | 58 | 116 | 248 | 1079 | 1501 |
| Grand Total | 695 | 1611 | 4025 | $\mathbf{2 5 3 9 6}$ |  |
| $\%$ | 02.19 | 05.07 | 12.68 | 80.04 |  |
|  |  |  |  |  |  |


| District | Reading |  |  |  | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0-25\% | 25-50\% | 50-75\% | 75-100\% |  |
| Amritsar | 194 | 304 | 226 | 876 | 1600 |
| Barnala | 204 | 392 | 317 | 832 | 1745 |
| Bathinda | 200 | 333 | 337 | 786 | 1656 |
| Faridkot | 198 | 354 | 353 | 765 | 1670 |
| Fatehgarh Sahib | 110 | 209 | 224 | 674 | 1217 |
| Fazilka | 208 | 255 | 275 | 761 | 1499 |
| Ferozepur | 270 | 338 | 227 | 551 | 1386 |
| Gurdaspur | 165 | 218 | 209 | 615 | 1207 |
| Hoshiarpur | 183 | 160 | 192 | 481 | 1016 |
| Jalandhar | 138 | 196 | 214 | 804 | 1352 |
| Kapurthala | 154 | 258 | 188 | 644 | 1244 |
| Ludhiana | 215 | 290 | 308 | 890 | 1703 |
| Mansa | 233 | 341 | 343 | 811 | 1728 |
| Moga | 237 | 337 | 202 | 521 | 1297 |
| Mohali | 322 | 374 | 225 | 479 | 1400 |
| Muktsar | 58 | 167 | 240 | 1157 | 1622 |
| Nawanshahr | 302 | 294 | 222 | 625 | 1443 |
| Pathankot | 153 | 167 | 190 | 532 | 1042 |
| Patiala | 186 | 265 | 287 | 803 | 1541 |
| Ropar | 212 | 277 | 202 | 579 | 1270 |
| Sangrur | 188 | 370 | 298 | 732 | 1588 |
| TaranTaran | 259 | 369 | 283 | 590 | 1501 |
| Grand Total | 4389 | 6268 | 5562 | 15508 | 31727 |
| \% | 13.83 | 19.75 | 17.53 | 48.87 |  |


| District | Writing |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{0 - 2 5 \%}$ | $\mathbf{2 5 - 5 0 \%}$ | $\mathbf{5 0 - 7 5 \%}$ | $\mathbf{7 5 - 1 0 0 \%}$ | Grand Total |
| Amritsar | 238 | 362 | 284 | 716 | 1600 |
| Barnala | 325 | 380 | 285 | 755 | 1745 |
| Bathinda | 369 | 362 | 255 | 670 | 1656 |
| Faridkot | 387 | 446 | 245 | 592 | 1670 |
| Fatehgarh Sahib | 216 | 243 | 193 | 565 | 1217 |
| Fazilka | 189 | 303 | 226 | 781 | 1499 |
| Ferozepur | 278 | 314 | 219 | 575 | 1386 |
| Gurdaspur | 232 | 248 | 166 | 561 | 1207 |
| Hoshiarpur | 336 | 225 | 126 | 329 | 1016 |
| Jalandhar | 167 | 253 | 158 | 774 | 1352 |
| Kapurthala | 168 | 247 | 176 | 653 | 1244 |
| Ludhiana | 309 | 376 | 265 | 753 | 1703 |
| Mansa | 317 | 451 | 269 | 691 | 1728 |
| Moga | 150 | 279 | 186 | 682 | 1297 |
| Mohali | 314 | 358 | 247 | 481 | 1400 |
| Muktsar | 138 | 271 | 229 | 984 | 1622 |
| Nawanshahr | 388 | 351 | 188 | 516 | 1443 |
| Pathankot | 290 | 305 | 143 | 304 | 1042 |
| Patiala | 303 | 396 | 184 | 658 | 1541 |
| Ropar | 192 | 316 | 218 | 544 | 1270 |
| Sangrur | 293 | 338 | 237 | 720 | 1588 |
| TaranTaran | 448 | 343 | 221 | 489 | 1501 |
| Grand Total | 6047 | 7167 | 4720 | 13793 | 31727 |
| $\%$ | 19.05 | 22.58 | 14.87 | 43.47 |  |
|  |  |  |  |  |  |

Chapter- 4 COMPARISON OF SCORES

Schools and Students: Punjab-Amritsar in \%

## Participation



Social Category
$\begin{array}{llllllllll}56.8 & 13.3 & 1.6 & 25.1 & 3.07 & 51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

## Home Factors

Parental education wise


Private Tuitions
16.77

Have
83.23

Do not have
20.50

Have
79.50

Do not have


Amritsar


Punjab

## School Factor

Subject Like most


Like to come school
97.48
2.52
97.39
2.61


Amritsar


Punjab

## Amritsar Results

## Performance Subject-Wise

## Performance by Gender



## Performance by Area

|  | Mathematics |  |  | Punjabi |  |  |  | English |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 62 | 60 | 63 | 58 | 77 | 71 | 75 | 70 | 77 | 67 | 75 | 70 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | itsar |  | jab | Am |  |  | njab | Am | tsar |  |  |

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage)
Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Barnala in \%

Participation


Area
Urban Rural

$$
\begin{array}{llll}
30.05 & 69.95 & 20.06 & 79.94
\end{array}
$$



Punjab

Social Category
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Parental education wise


## Private Tuitions

| 26.85 | 73.15 | 20.50 | 79.50 |
| :--- | :---: | :---: | :---: |
| Have | Do not have | Have | Do not have |



Barnala


Punjab

School Factor

Subject Like most


## Barnala Results

Performance by Gender


Performance by Area

|  | Mathematics |  |  | Punjabi |  |  |  | English |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 63 | 58 | 63 | 58 | 73 | 71 | 75 | 70 | 71 | 68 | 75 | 70 |
|  |  |  |  |  | A |  |  |  |  |  |  |
|  |  | Punj |  |  |  | Pu |  | Barn |  | Pu | ja |

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Bathinda in \%

## Participation



Social Category
$46.114 .1 \quad 1.08 \quad 37.1 \quad 1.4$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Bathinda
Punjab
Home Factors

Parental education wise


## Private Tuitions



School Factor

Subject Like most


Like to come school
Assigned homework everyday
98.14
1.86
97.39
2.61


Bathinda


Punjab

## Bathinda Results



Performance by Area


## Performance of various Social categories

Mathematics
Punjabi
English

Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Faridkot in \%

Participation


Gender
Boys Girls


Faridkot


Punjab


Faridkot

Social Category
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Parental education wise

$2.6 \quad 22.68 .41712 .919 .69 .62 .84 .2$


## Private Tuitions



School Factor

Subject Like most


Like to come school
96.9
3.1
97.39
2.61


Faridkot


Punjab

## Faridkot Results

## Performance Subject-Wise



Performance by Area


Faridkot

Mathematics
$63 \quad 58$


Punjab


Faridkot

English
$\begin{array}{llll}74 & 62 & 75 & 70\end{array}$


Faridkot


Punjab

# Correct responses of students in Mathematics (in Percentage) 

## Skill wise correct responses of students in English (in Percentage)

Listening

## Speaking

## Reading

Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Fazilka in \%

Participation



Fazilka

Area
Urban Rural
$20.06 \quad 79.94$


Punjab

Social Category
$\begin{array}{lllll}61.1 & 17.6 & 1.8 & 16.2 & 3.07\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Fazilka
Punjab

## Home Factors

Parental education wise
$3.07 \quad 29.16 .118 .412 .716 .66 .94 .052 .8$
2.622 .68 .41712 .919 .69 .62 .84 .2




School Factor

Subject Like most


Like to come school
Assigned homework everyday
98.63
1.37
97.39
2.61


Fazilka


Punjab

## Fazilka Results



Performance by Area


Fazilka


Fazilka
Punjabi


Fazilka

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Firozpur in \%

Participation


Firozpur
Punjab

Social Category
$\begin{array}{lllll}64.6 & 13.1 & 0.7 & 18.8 & 2.6\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Firozpur
Punjab

## Home Factors

Parental education wise
4.127 .212 .520 .511 .614 .66 .41 .41 .2

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


## Firozpur Results

## Performance Subject-Wise



Performance by Area




# Performance of various Social categories 

Mathematics
Punjabi
English

## Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Fatehgarh Sahib in \%

## Participation




Social Category
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$


2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
Assigned homework everyday
98.13
1.87
97.39
2.61


Fatehgarh Sahib


Punjab

## Fatehgarh Sahib Results



Performance by Area

| Mathematics |  |  |  | Punjabi |  |  |  |  | English |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 59 | 60 | 63 | 58 | 75 | 74 | 75 | 70 | 77 | 68 | 75 | 70 |
|  |  |  |  |  |  |  |  |  | $\lambda$ |  |  |
| Fatehgarh Sahib Punjab |  |  |  | hgar | Sah |  |  | Fatehgarh | hib |  | nja |

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Gurdaspur in \%

Participation
Gender
Boys Girls
52.8447 .16
Gurdaspur


Social Category
$\begin{array}{lllll}48.8 & 30.1 & 0.7 & 19.4 & 0.9\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Gurdaspur
Punjab

## Home Factors

Parental education wise
2.528 .212 .420 .611 .613 .670 .63 .05

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
97.37
2.63
97.39
2.61

Assigned homework everyday


Gurdaspur
Punjab
Gurdaspur


Punjab

## Gurdaspur Results



Performance by Area

|  | Mathematics |  |  |  | Punjabi |  |  |  | English |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 81 | 63 | 63 | 58 | 84 | 70 | 75 | 70 | 80 | 65 | 75 | 7 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Gurd |  |  |  | Gurd |  |  | jab | Gurd |  |  |  |

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage)
Listening

> Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Hoshiarpur in \%

Participation


$2.97 \quad 97.03 \quad 20.06$


Hoshiarpur


Punjab

Social Category
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$
2.622 .68 .41712 .919 .69 .62 .84 .2


| 22.97 | 77.03 | 20.50 | 79.50 |
| :--- | :---: | :---: | :---: |
| Have | Do not have | Have | Do not have |


Hoshiarpur

Punjab

School Factor

Subject Like most


Like to come school
97.51
2.49
97.39
2.61


Hoshiarpur
Hoshiarpur b

Assigned homework everyday



Punjab

## Hoshiarpur Results



## Performance by Area



# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Jalandhar in \%

Participation
Gender
Boys Girls
46.7153 .29

Area
Urban Rural
$27.89 \quad 72.11 \quad 20.06$
79.94


Jalandhar


Punjab

Social Category
$\begin{array}{lllll}59.7 & 15.4 & 0.4 & 23.6 & 0.7\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Jalandhar
Punjab
Home Factors
Parental education wise
3.117 .313 .120 .515 .818 .98 .51 .90 .5

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
Assigned homework everyday
97.29
2.71
97.39
2.61
97.29


Jalandhar


Punjab

## Jalandhar Results



Performance by Area


## Performance of various Social categories

Mathematics
Punjabi
English

Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Kapurthala in \%

Participation



Area
Urban Rural
$\begin{array}{llll}19.72 & 80.28 & 20.06 & 79.94\end{array}$

Kapurthala


Punjab

Social Category
$\begin{array}{lllll}53.1 & 13.4 & 1.3 & 29.6 & 2.4\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Kapurthala
Punjab

## Home Factors

Parental education wise

$$
1.916 .68 .91712 .121 .611 .15 .64 .8
$$

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
Assigned homework everyday

| 97.44 | 2.56 | 97.39 | 2.61 |
| :--- | :--- | :--- | :--- |



Kapurthala


Punjab

## Kapurthala Results



Performance by Area


Kapurthala


English
$7969 \quad 75$


Kapurthala


Punjab

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Ludhiana in \%

Participation

| Gender <br> Boys <br> 54.7 <br> 45.3 |  |  |  |  |
| :--- | :--- | :--- | :---: | :---: |
| 79.94 | 52.45 | 47.55 |  |  |
| Ludhiana | Punjab |  |  |  |

Gender
Boys Girls
$54.7 \quad 45.3 \quad 52.4547 .55$
79.94
Ludhiana
Punjab

Ludhiana


Area
Urban Rural
$40.63 \quad 59.37$
20.06


Punjab

Social Category
$\begin{array}{lllll}38 & 11 & 1 & 49 & 0.8\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Ludhiana
Punjab
Home Factors
Parental education wise


## Private Tuitions



## School Factor

Subject Like most


Like to come school
97.20
2.80
97.39
2.61


Ludhiana


Punjab

## Ludhiana Results



Performance by Area
67 Mathematics

## Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Mansa in \%

Participation
Gender
Boys Girls
51.0748 .93


Social Category
$\begin{array}{lllll}52.9 & 11.6 & 1.3 & 33.2 & 0.8\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Mansa
Punjab
Home Factors
Parental education wise

$$
\begin{array}{lllllll}
2.4 & 30 & 8.2 & 16.2 & 10.9 & 15.9 & 7.3 \\
1.2 & 7.5
\end{array}
$$

$$
2.622 .68 .41712 .919 .69 .62 .84 .2
$$




School Factor

Subject Like most


Like to come school
97.63
2.37
97.39
2.61

Punjab

Assigned homework everyday


Mansa
96.57


Punjab

## Mansa Results



Performance by Area


Mansa

Mathematics
$59 \quad 56 \quad 63 \quad 58$


Punjab


Mansa
Punjab

English
$\begin{array}{llll}74 & 66 & 75 & 70\end{array}$


Mansa


Punjab

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Moga in \%

Participation


Area
Urban Rural
$22.3 \quad 77.7$
20.06
79.94


Moga


Punjab

Social Category
$\begin{array}{lllll}53 & 12.3 & 0.7 & 32.4 & 1.3\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Moga
Punjab
Home Factors
Parental education wise



School Factor

Subject Like most


Like to come school
Assigned homework everyday
97.15
2.37
97.39
2.61


Moga


Punjab

## Moga Results



Performance by Area


# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

Speaking

## Reading

## Writing

## Schools and Students: Punjab-Mohali in \%

Participation


|  |  | Area |  |
| :---: | :---: | :---: | :---: |
|  |  | Urban Rural |  |
| 73.40 | 26.60 | 79.94 | 20.06 |



Mohali


Punjab

Social Category
$\begin{array}{lllll}37.7 & 25.6 & 3.3 & 31.5 & 1.7\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Mohali
Punjab
Home Factors
Parental education wise

$2.6 \quad 22.68 .41712 .919 .69 .62 .8 \quad 4.2$



School Factor

Subject Like most


Like to come school
$95.93 \quad 4.07$
97.39
2.61

Punjab
Mohali

Assigned homework everyday


Punjab

## Mohali Results



Performance by Area


Mohali

Mathematics


Punjab

Punjabi


Mohali

## Performance of various Social categories

Mathematics
Punjabi
English

Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Muktsar in \%

Participation

| Gender |
| :---: |
| Boys Girls |
| 52.2447 .76 |
| 52.45 |



Social Category
$\begin{array}{lllll}53.3 & 11.8 & 0.06 & 34.6 & 0.12\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Muktsar
Punjab

## Home Factors

Parental education wise
$2.6 \quad 24.54 .618 .212 .920 .510 .92 .23 .3$
2.622 .68 .41712 .919 .69 .62 .84 .2


Private Tuitions


School Factor

Subject Like most


Like to come school
Assigned homework everyday
98.71
1.29
97.39
2.61


Muktsar
Punjab
Muktsar


Punjab

## Muktsar Results

## Performance Subject-Wise



Performance by Area


# Performance of various Social categories 

Mathematics
Punjabi
English

## Correct responses of students in Mathematics (in Percentage)

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

Schools and Students: Punjab-Patiala in \%
Participation


Social Category
$\begin{array}{lllll}38.1 & 24.2 & 2.2 & 35.1 & 0.19\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Parental education wise
$\begin{array}{llll}5.4 & 20.9 & 10.419 & 14.315 .47 .24 .62 .3\end{array}$

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
96.46
3.54
97.39
2.61

Assigned homework everyday
Patiala
Punjab
Patiala


Punjab

## Patiala Results

## Performance Subject-Wise



Performance by Area


Patiala


Patiala


Patiala

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Pathankot in \%

## Participation

Area
Urban Rural
$\begin{array}{llll}10.61 & 89.39 & 20.06 & 79.94\end{array}$


Pathankot


Punjab

Social Category
$\begin{array}{lllll}57.8 & 21.9 & 1.4 & 16.8 & 1.8\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Punjab

## Home Factors

Parental education wise



School Factor

Subject Like most


Like to come school
97.82
2.18
97.39
2.61

Assigned homework everyday
96.69


Pathankot
96.57


Punjab

## Pathankot Results



Performance by Area

|  | Mathematics |  |  |  | Punjabi |  |  |  | English |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 60 | 58 | 63 | 58 | 67 | 67 | 75 | 70 | 69 | 67 | 75 | 70 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | nkot |  |  | Path | kot |  | unjab | Path |  |  | unjab |

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Ropar in \%

Participation
Gender
Boys Girls
53.1946 .81


Social Category

Parental education wise



School Factor

Subject Like most


Like to come school
98.68
1.32
97.39
2.61
2.61


Ropar
Assigned homework everyday

Punjab


Punjab

## Ropar Results

## Performance Subject-Wise



Performance by Area


Ropar

Mathematics
$63 \quad 58$


Punjab


Ropar
Punjab

English
$\begin{array}{llll}73 & 68 & 75 & 70\end{array}$


Ropar


Punjab

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage)
Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab- Sangrur in \%

Participation


Social Category
$\begin{array}{lllll}42.8 & 17.5 & 6.5 & 32.5 & 0.5\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

Sangrur
Punjab

## Home Factors

Parental education wise
$\begin{array}{lllllllllllllll}1.7 & 24.5 & 8.3 & 16 & 13.5 & 22.3 & 9.3 & 2.1 & 1.9\end{array}$
2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
Assigned homework everyday
$98.23 \quad 1.77$
97.39
2.61


Sangrur
96.57


Punjab

## Sangrur Results



Performance by Area


Sangrur

Mathematics

6358


Punjab


Sangrur
Punjab

English
$\begin{array}{llll}78 & 68 & 75 & 70\end{array}$


Sangrur


Punjab

# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-S.B.S.Nagar in \%

Participation


S.B.S.Nagar

Social Category
$\begin{array}{lllll}59.8 & 17.9 & 0.7 & 20.4 & 0.8\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

## Home Factors

Parental education wise
$\begin{array}{llllll}3 & 12 & 6.6 & 17.1 & 16 & 22.6 \\ 15.8 & 1.65\end{array}$

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
Assigned homework everyday
95.95
4.05
97.39
2.61

S.B.S.Nagar

Punjab
S.B.S.Nagar


Punjab

## S.B.S.Nagar Results

Performance by Gender


Performance by Area
50



# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage)
Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage) Listening

## Speaking

## Reading

## Writing

## Schools and Students: Punjab-Tarantaran in \%

Participation


|  | Area |  |
| :--- | :--- | :--- |
|  | Urban Rural |  |
| 6.50 | 93.50 | 20.06 |
|  | 79.94 |  |



Tarantaran


Punjab

Social Category
$\begin{array}{lllll}54.8 & 12.5 & 0.6 & 30 & 1.8\end{array}$
$\begin{array}{lllll}51.3 & 16.6 & 1.6 & 28.8 & 1.5\end{array}$

2.622 .68 .41712 .919 .69 .62 .84 .2



School Factor

Subject Like most


Like to come school
96.28

3.72
97.39
2.61

Tarantaran
Punjab

## Tarantaran Results

## Performance Subject-Wise

Tarantaran 55

Tarantaran 64
Tarantaran

Performance by Gender

|  | Mathematics |  |  | Punjabi |  |  |  | English |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 55 | 55 | 59 | 59 | 63 | 65 | 69 | 72 | 60 | 62 | 67 | 68 |



# Correct responses of students in Mathematics (in Percentage) 

Skill wise correct responses of students in English (in Percentage) Listening

## Speaking

## Reading

## Writing

Skill wise correct responses of students in Punjabi (in Percentage)
Listening

## Speaking

## Reading

## Writing

