ਰਾਜ ਵਿਦਿਅਕ ਖੋਜ ਅਤੇ ਸਿਖਲਾਈ ਸੰਸਧਾ

STATE COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING

State Level Achievement Survey Class III

2013-14 SUPPORTED BY SSA-REMS FUND



Project Team

STEERING COMMITTEE

Gopal Krishan Singh (IAS) State Project Director	Chairperson
Dr. Kamel Garg(PCS) D.P.I (S.E.)	Member
Mrs Darshan Kaur D.P.I (E.E)	Member
Mrs. Pankaj Sharma Director,SCERT	Member
Sr. Manider Singh Sarkaria Dy. Director,SCERT	Academic Authority Representative
Sr. Jaswinder Singh ASPD Pedagogy	State Research coordinator
Dr. Avtar Singh Retd. Prof. NCERT	State Research Advisor
Dr. Manika Sharma DEME,NCERT	Technical Consultant
Sh. P.C. Aggarwal Pro. R.I.E,Ajmer	Representative of R.I.E.
Dr. Meenakshi HOD,Edu.Deptt., Punjabi University	Representative of Deptt. Of Edu.,Punjabi University
Sh. Harinder Pal Singh Project Officer,P.S.E.B	Representative of P.S.E.B.
Sh. Sunil Kumar Technical Assistant,SCERT	Expert on Research and Evaluation
Sh. Sudesh Kumar ACFA	Finance Expert

Subject Expert

Sh. Kuldeep Kumar Verma SCERT	Mathematics
Smt. Pushpinder Kaur Lecturer DIET,Nabha	Punjabi
Smt. Manjit Kaur SCERT	English
Smt. Rajinder Kaur Lecturer DIET,Ropar	Science

Technical Supporting Staff

Sh. Rajvir & His Team SSA,MIS	DM, MIS	
Harvinder Kaur SSA,MIS	AM,MIS	

TABLE OF CONTENTS

List Of Tables List Of Figures Executive Summary Punjab At a Glance

Chapter	Content
1	INTRODUCTION
2	DEVELOPMENT OF SURVEY INSTRUMENT (TOOL)
3	DATA COLLECTION AND ANALYSIS
4	COMPARISONS OF SCORES



Dr. Daljit Singh Cheema Education Minister, Punjab

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.

Principal Secretary, Education



Sr. G.K. Singh, IAS DGSE, Punjab

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 3rd. 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

Director General Sc hool Education, Puniab

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.

List of Tables

Table 3.1	Average Mathematics score of state and districts through IRT
Table 3.2	Average Mathematics Score of State and Districts through CTT
Table 3.3	Average Punjabi Score of State and Districts Through IRT
Table 3.4	Average Punjabi Score of State and Districts through CTT
Table 3.5	Average English Score of State and Districts through IRT
Table 3.6	Average English Score of State and Districts through CTT
Table 3.7	Average Mathematics Score of State and Districts by Gender through IRT
Table 3.8	Average Mathematics Score of State and Districts by Gender through CTT
Table 3.9	Average Punjabi Score of State and Districts by Gender through IRT
Table 3.10	Average Punjabi Score of State and Districts by Gender through CTT
Table 3.11	Average English Score of State and Districts by Gender through IRT
Table 3.12	Average English Score of State and Districts by Gender through CTT
Table 3.13	Average Mathematics Score of State and Districts by Location through IRT
Table 3.14	Average Mathematics Score of State and Districts by Location through CTT
Table 3.15	Average Punjabi Score of State and Districts by Location through IRT
Table 3.16	Average Punjabi Score of State and Districts by Location through CTT
Table 3.17	Average English Score of State and Districts by Location through IRT
Table 3.18	Average English Score of State and Districts by Location through CTT
Table 3.19	Mathematics Percentage Score of State and Districts by Social categories
Table 3.20	Punjabi Percentage Score of State and Districts by Social categories
Table 3.21	English Percentage Score of State and Districts by Social categories
Table 3.22	Range of Percentage in Mathematics of State and Districts
Table 3.23	Range of Percentage in Punjabi of State and Districts
Table 3.24	Range of Percentage in English of State and Districts
Table 3.25	Correct responses of students of Listening skill in English
Table 3.26	Correct responses of students of speaking skill in English
Table 3.27	Correct responses of students of reading skill in English
Table 3.28	Correct responses of students of writing skill in English
Table 3.29	Correct responses of students of listening skill in Punjabi
Table 3.30	Correct responses of students of speaking skill in Punjabi
Table 3.31	Correct responses of students of reading skill in Punjabi
Table 3.32	Correct responses of students of writing skill in Punjabi

List of figures

,	
Figure 1.1	Sample for survey
Figure 3.1	Average Mathematics score for State and Districts through CTT
Figure 3.2	Average Punjabi Score of State and Districts through CTT
Figure 3.3	Average English Score of State and Districts through CTT
Figure 3.4	Range of Percentage in Mathematics of State and Districts
Figure 3.5	Range of Percentage in Punjabi of State
Figure 3.6	Range of Percentage in English of State
Figure 3.7	Correct responses of students of Listening skill in English
Figure 3.8	Correct responses of students of speaking skill in English
Figure 3.9	Correct responses of students of reading skill in English
Figure 3.10	Correct responses of students of writing skill in English
Figure 3.11	Correct responses of students of listening skill in Punjabi
Figure 3.12	Correct responses of students of speaking skill in Punjabi
Figure 3.13	Correct responses of students of reading skill in Punjabi
Figure 3.14	Correct responses of students of writing skill in Punjabi
Figure 4.1	Correct responses of students in mathematics (Amritsar in comparison to Punjab)
Figure 4.2	Correct responses of students in Listening skill of English(Amritsar in comparison to Punjab)
Figure 4.3	Correct responses of students in speaking skill of English (Amritsar in comparison to Punjab)
Figure 4.4	Correct responses of students in Reading skill of English (Amritsar in comparison to Punjab)
Figure 4.5	Correct responses of students in writing skill of English (Amritsar in
J	comparison to Punjab)
Figure 4.6	Correct responses of students in listening skill of Punjabi (Amritsar in
U U	comparison to Punjab)
Figure 4.7	Correct responses of students in speaking skill of Punjabi (Amritsar in comparison to Punjab)
Figure 4.8	Correct responses of students in reading skill of Punjabi (Amritsar in comparison to Punjab)
Figure 4.9	Correct responses of students in writing skill of Punjabi (Amritsar in comparison to Punjab)
Figure 4.10	Correct responses of students in mathematics (Barnala in comparison to Punjab)
Figure 4.11	Correct responses of students in Listening skill of English(Barnala in comparison to Punjab)
Figure 4.12	Correct responses of students in speaking skill of English (Barnala in comparison to Punjab)
Figure 4.13	Correct responses of students in Reading skill of English (Barnala in comparison to Punjab)
Figure 4.14	Correct responses of students in writing skill of English (Barnala in comparison to Punjab)
Figure 4.15	Correct responses of students in listening skill of Punjabi (Barnala in comparison to Punjab)
Figure 4.16	Correct responses of students in speaking skill of Punjabi (Barnala in comparison to Punjab)
Figure 4.17	Correct responses of students in reading skill of Punjabi (Barnala in comparison to Punjab)
Figure 4.18	Correct responses of students in writing skill of Punjabi (Barnala in comparison to Punjab)
Figure 4.19	Correct responses of students in mathematics (Bathinda in comparison to Punjab)
Figure 4.20	Correct responses of students in Listening skill of English(Bathinda in comparison to Punjab)
Figure 4.21	Correct responses of students in speaking skill of English (Bathinda in comparison to Punjab)

Figure 4.22	Correct responses of students in Reading skill of English (Bathinda in comparison to Punjab)
Figure 4.23	Correct responses of students in writing skill of English (Bathinda in comparison to Punjab)
Figure 4.24	Correct responses of students in listening skill of Punjabi (Bathinda in comparison to Punjab)
Figure 4.25	Correct responses of students in speaking skill of Punjabi (Bathinda in comparison to Punjab)
Figure 4.26	Correct responses of students in reading skill of Punjabi (Bathinda in comparison to Punjab)
Figure 4.27	Correct responses of students in writing skill of Punjabi (Bathinda in comparison to Punjab)
Figure 4.28	Correct responses of students in mathematics (Faridkot in comparison to Punjab)
Figure 4.29	Correct responses of students in Listening skill of English(Faridkot in comparison to Punjab)
Figure 4.30	Correct responses of students in speaking skill of English (Faridkot in comparison to Punjab)
Figure 4.31	Correct responses of students in Reading skill of English (Faridkot in comparison to Punjab)
Figure 4.32	Correct responses of students in writing skill of English (Faridkot in comparison to Punjab)
Figure 4.33	Correct responses of students in listening skill of Punjabi (Faridkot in comparison to Punjab)
Figure 4.34	Correct responses of students in speaking skill of Punjabi (Faridkot in comparison to Punjab)
Figure 4.35	Correct responses of students in reading skill of Punjabi (Faridkot in comparison to Punjab)
Figure 4.36	Correct responses of students in writing skill of Punjabi (Faridkot in comparison to Punjab)
Figure 4.37	Correct responses of students in mathematics (Fazilka in comparison to Punjab)
Figure 4.38	Correct responses of students in Listening skill of English(Fazilka in comparison to Punjab)
Figure 4.39	Correct responses of students in speaking skill of English (Fazilka in comparison to Punjab)
Figure 4.40	Correct responses of students in Reading skill of English (Fazilka in comparison to Punjab)
Figure 4.41	Correct responses of students in writing skill of English (Fazilka in comparison to Punjab)
Figure 4.42	Correct responses of students in listening skill of Punjabi (Fazilka in comparison to Punjab)
Figure 4.43	Correct responses of students in speaking skill of Punjabi (Fazilka in comparison to Punjab)
Figure 4.44	Correct responses of students in reading skill of Punjabi (Fazilka in comparison to Punjab)
Figure 4.45	Correct responses of students in writing skill of Punjabi (Fazilka in comparison to Punjab)
Figure 4.46	Correct responses of students in mathematics (Ferozepur in comparison to Punjab)
Figure 4.47	Correct responses of students in Listening skill of English(Ferozepur in comparison to Punjab)
Figure 4.48	Correct responses of students in speaking skill of English (Ferozepur in comparison to Punjab)
Figure 4.49	Correct responses of students in Reading skill of English (Ferozepur in comparison to Punjab)
Figure 4.50	Correct responses of students in writing skill of English (Ferozepur in comparison to Punjab)
Figure 4.51	Correct responses of students in listening skill of Punjabi (Ferozepur in

	comparison to Dunich)
	comparison to Punjab)
Figure 4.52	Correct responses of students in speaking skill of Punjabi (Ferozepur in
	comparison to Punjab)
Figure 4.53	Correct responses of students in reading skill of Punjabi (Ferozepur in
	comparison to Punjab)
Figure 4.54	Correct responses of students in writing skill of Punjabi (Ferozepur in
	comparison to Punjab)
Figure 4.55	Correct responses of students in mathematics (Fatehgarh Sahib in
F ' (F O	comparison to Punjab)
Figure 4.56	Correct responses of students in Listening skill of English(Fatehgarh Sahib
	in comparison to Punjab)
Figure 4.57	Correct responses of students in speaking skill of English (Fatehgarh Sahib
5. 4.50	in comparison to Punjab)
Figure 4.58	Correct responses of students in Reading skill of English (Fatehgarh Sahib
5. 4.50	in comparison to Punjab)
Figure 4.59	Correct responses of students in writing skill of English (Fatehgarh Sahib in
F ' (00	comparison to Punjab)
Figure 4.60	Correct responses of students in listening skill of Punjabi (Fatehgarh Sahib
	in comparison to Punjab)
Figure 4.61	Correct responses of students in speaking skill of Punjabi (Fatehgarh Sahib
Fig. 1.00	in comparison to Punjab)
Figure 4.62	Correct responses of students in reading skill of Punjabi (Fatehgarh Sahib
F irmer 1 00	in comparison to Punjab)
Figure 4.63	Correct responses of students in writing skill of Punjabi (Fatehgarh Sahib in
5. 4.04	comparison to Punjab)
Figure 4.64	Correct responses of students in mathematics (Gurdaspur in comparison to
	Punjab)
Figure 4.65	Correct responses of students in Listening skill of English(Gurdaspur in
	comparison to Punjab)
Figure 4.66	Correct responses of students in speaking skill of English (Gurdaspur in comparison to Punjab)
Figure 4.67	Correct responses of students in Reading skill of English (Gurdaspur in
1 igule 4.07	comparison to Punjab)
Figure 4.68	Correct responses of students in writing skill of English (Gurdaspur in
Tigure 4.00	comparison to Punjab)
Figure 4.69	Correct responses of students in listening skill of Punjabi (Gurdaspur in
Tigure 4.00	comparison to Punjab)
Figure 4.70	Correct responses of students in speaking skill of Punjabi (Gurdaspur in
rigaro il/o	comparison to Punjab)
Figure 4.71	Correct responses of students in reading skill of Punjabi (Gurdaspur in
, gare in i	comparison to Punjab)
Figure 4.72	Correct responses of students in writing skill of Punjabi (Gurdaspur in
3	comparison to Punjab)
Figure 4.73	Correct responses of students in mathematics (Hoshiarpur in comparison
3	to Punjab)
Figure 4.74	Correct responses of students in Listening skill of English(Hoshiarpur in
	comparison to Punjab)
Figure 4.75	Correct responses of students in speaking skill of English (Hoshiarpur in
	comparison to Punjab)
Figure 4.76	Correct responses of students in Reading skill of English (Hoshiarpur in
	comparison to Punjab)
Figure 4.77	Correct responses of students in writing skill of English (Hoshiarpur in
	comparison to Punjab)
Figure 4.78	Correct responses of students in listening skill of Punjabi (Hoshiarpur in
	comparison to Punjab)
Figure 4.79	Correct responses of students in speaking skill of Punjabi (Hoshiarpur in
	comparison to Punjab)
Figure 4.80	Correct responses of students in reading skill of Punjabi (Hoshiarpur in
	comparison to Punjab)

Figure 4.81	Correct responses of students in writing skill of Punjabi (Hoshiarpur in
	comparison to Punjab)
Figure 4.82	Correct responses of students in mathematics (Jalandhar in comparison to Punjab)
Figure 4.83	Correct responses of students in Listening skill of English(Jalandhar in comparison to Punjab)
Figure 4.84	Correct responses of students in speaking skill of English (Jalandhar in comparison to Punjab)
Figure 4.85	Correct responses of students in Reading skill of English (Jalandhar in comparison to Punjab)
Figure 4.86	Correct responses of students in writing skill of English (Jalandhar in comparison to Punjab)
Figure 4.87	Correct responses of students in listening skill of Punjabi (Jalandhar in comparison to Punjab)
Figure 4.88	Correct responses of students in speaking skill of Punjabi (Jalandhar in comparison to Punjab)
Figure 4.89	Correct responses of students in reading skill of Punjabi (Jalandhar in comparison to Punjab)
Figure 4.90	Correct responses of students in writing skill of Punjabi (Jalandhar in comparison to Punjab)
Figure 4.91	Correct responses of students in mathematics (Kapurthala in comparison to Punjab)
Figure 4.92	Correct responses of students in Listening skill of English(Kapurthala in comparison to Punjab)
Figure 4.93	Correct responses of students in speaking skill of English (Kapurthala in comparison to Punjab)
Figure 4.94	Correct responses of students in Reading skill of English (Kapurthala in comparison to Punjab)
Figure 4.95	Correct responses of students in writing skill of English (Kapurthala in comparison to Punjab)
Figure 4.96	Correct responses of students in listening skill of Punjabi (Kapurthala in comparison to Punjab)
Figure 4.97	Correct responses of students in speaking skill of Punjabi (Kapurthala in comparison to Punjab)
Figure 4.98	Correct responses of students in reading skill of Punjabi (Kapurthala in comparison to Punjab)
Figure 4.99	Correct responses of students in writing skill of Punjabi (Kapurthala in comparison to Punjab)
Figure 4.100	Correct responses of students in mathematics (Ludhiana in comparison to Punjab)
Figure 4.101	Correct responses of students in Listening skill of English(Ludhiana in comparison to Punjab)
Figure 4.102	Correct responses of students in speaking skill of English (Ludhiana in comparison to Punjab)
Figure 4.103	Correct responses of students in Reading skill of English (Ludhiana in comparison to Punjab)
Figure 4.104	Correct responses of students in writing skill of English (Ludhiana in comparison to Punjab)
Figure 4.105	Correct responses of students in listening skill of Punjabi (Ludhiana in comparison to Punjab)
Figure 4.106	Correct responses of students in speaking skill of Punjabi (Ludhiana in comparison to Punjab)
Figure 4.107	Correct responses of students in reading skill of Punjabi (Ludhiana in comparison to Punjab)
Figure 4.108	Correct responses of students in writing skill of Punjabi (Ludhiana in comparison to Punjab)
Figure 4.109	Correct responses of students in mathematics (Mansa in comparison to Punjab)
Figure 4.110	Correct responses of students in Listening skill of English(Mansa in

comparison to Punjab) Figure 4.111 Correct responses of students in speaking skill of English (Mansa ir comparison to Punjab)	
	1
Figure 4.112 Correct responses of students in Reading skill of English (Mansa in	
comparison to Punjab)	
Figure 4.113 Correct responses of students in writing skill of English (Mansa in	
comparison to Punjab)	
Figure 4.114 Correct responses of students in listening skill of Punjabi (Mansa ir	n
comparison to Punjab)	
Figure 4.115 Correct responses of students in speaking skill of Punjabi (Mansa in	n
comparison to Punjab)	
Figure 4.116 Correct responses of students in reading skill of Punjabi (Mansa in	
comparison to Punjab)	
Figure 4.117 Correct responses of students in writing skill of Punjabi (Mansa in	
comparison to Punjab)	
Figure 4.118 Correct responses of students in mathematics (Moga in comparisor	n to
Punjab)	
Figure 4.119 Correct responses of students in Listening skill of English(Moga in	
comparison to Punjab)	
Figure 4.120 Correct responses of students in speaking skill of English (Moga in	
comparison to Punjab)	
Figure 4.121 Correct responses of students in Reading skill of English (Moga in	
comparison to Punjab)	
Figure 4.122 Correct responses of students in writing skill of English (Moga in	
comparison to Punjab)	
Figure 4.123 Correct responses of students in listening skill of Punjabi (Moga in	
comparison to Punjab) Figure 4.124 Correct responses of students in speaking skill of Punjabi (Moga in	
comparison to Punjab)	
Figure 4.125 Correct responses of students in reading skill of Punjabi (Moga in	
comparison to Punjab)	
Figure 4.126 Correct responses of students in writing skill of Punjabi (Moga in	
comparison to Punjab)	
Figure 4.127 Correct responses of students in mathematics (Mohali in compariso	on to
Punjab)	
Figure 4.128 Correct responses of students in Listening skill of English (Mohali ir	1
comparison to Punjab)	
Figure 4.129 Correct responses of students in speaking skill of English (Mohali ir	۱
comparison to Punjab)	
Figure 4.130 Correct responses of students in Reading skill of English (Mohali in	
comparison to Punjab)	
Figure 4.131 Correct responses of students in writing skill of English (Mohali in	
comparison to Punjab)	
Figure 4.132 Correct responses of students in listening skill of Punjabi (Mohali ir	1
comparison to Punjab) Figure 4.133 Correct responses of students in speaking skill of Punjabi (Mohali ir	
comparison to Punjab)	I
Figure 4.134 Correct responses of students in reading skill of Punjabi (Mohali in	
comparison to Punjab)	
Figure 4.135 Correct responses of students in writing skill of Punjabi (Mohali in	
comparison to Punjab)	
Figure 4.136 Correct responses of students in mathematics (Muktsar in comparis	son to
Punjab)	
Figure 4.137 Correct responses of students in Listening skill of English (Muktsar	in
comparison to Punjab)	
Figure 4.138 Correct responses of students in speaking skill of English (Muktsar	in
comparison to Punjab)	
Figure 4.139 Correct responses of students in Reading skill of English (Muktsar i	n
comparison to Punjab)	

- • • • • •	
Figure 4.140	Correct responses of students in writing skill of English (Muktsar in comparison to Punjab)
Figure 4.141	Correct responses of students in listening skill of Punjabi (Muktsar in comparison to Punjab)
Figure 4.142	Correct responses of students in speaking skill of Punjabi (Muktsar in comparison to Punjab)
Figure 4.143	Correct responses of students in reading skill of Punjabi (Muktsar in comparison to Punjab)
Figure 4.144	Correct responses of students in writing skill of Punjabi (Muktsar in comparison to Punjab)
Figure 4.145	Correct responses of students in mathematics (Patiala in comparison to Punjab)
Figure 4.146	Correct responses of students in Listening skill of English(Patiala in comparison to Punjab)
Figure 4.147	Correct responses of students in speaking skill of English (Patiala in comparison to Punjab)
Figure 4.148	Correct responses of students in Reading skill of English (Patiala in comparison to Punjab)
Figure 4.149	Correct responses of students in writing skill of English (Patiala in comparison to Punjab)
Figure 4.150	Correct responses of students in listening skill of Punjabi (Patiala in comparison to Punjab)
Figure 4.151	Correct responses of students in speaking skill of Punjabi (Patiala in comparison to Punjab)
Figure 4.152	Correct responses of students in reading skill of Punjabi (Patiala in comparison to Punjab)
Figure 4.153	Correct responses of students in writing skill of Punjabi (Patiala in comparison to Punjab)
Figure 4.154	Correct responses of students in mathematics (Pathankot in comparison to Punjab)
Figure 4.155	Correct responses of students in Listening skill of English(Pathankot in comparison to Punjab)
Figure 4.156	Correct responses of students in speaking skill of English (Pathankot in comparison to Punjab)
Figure 4.157	Correct responses of students in Reading skill of English (Pathankot in comparison to Punjab)
Figure 4.158	Correct responses of students in writing skill of English (Pathankot in comparison to Punjab)
Figure 4.159	Correct responses of students in listening skill of Punjabi (Pathankot in comparison to Punjab)
Figure 4.160	Correct responses of students in speaking skill of Punjabi (Pathankot in comparison to Punjab)
Figure 4.161	Correct responses of students in reading skill of Punjabi (Pathankot in comparison to Punjab)
Figure 4.162	Correct responses of students in writing skill of Punjabi (Pathankot in comparison to Punjab)
Figure 4.163	Correct responses of students in mathematics (Ropar in comparison to Punjab)
Figure 4.164	Correct responses of students in Listening skill of English(Ropar in comparison to Punjab)
Figure 4.165	Correct responses of students in speaking skill of English (Ropar in comparison to Punjab)
Figure 4.166	Correct responses of students in Reading skill of English (Ropar in comparison to Punjab)
Figure 4.167	Correct responses of students in writing skill of English (Ropar in comparison to Punjab)
Figure 4.168	Correct responses of students in listening skill of Punjabi (Ropar in comparison to Punjab)
Figure 4.169	Correct responses of students in speaking skill of Punjabi (Barnala in

	comparison to Dunich)
	comparison to Punjab)
Figure 4.170	Correct responses of students in reading skill of Punjabi (Ropar in comparison to Punjab)
Figure 4.171	Correct responses of students in writing skill of Punjabi (Ropar in
1 igule 4.171	comparison to Punjab)
Figure 4.172	Correct responses of students in mathematics (Sangrur in comparison to
1 igule 4.172	Punjab)
Figure 4.173	Correct responses of students in Listening skill of English(Sangrur in
Figure 4.174	comparison to Punjab)
Figure 4.174	Correct responses of students in speaking skill of English (Sangrur in comparison to Punjab)
Figure 4.175	Correct responses of students in Reading skill of English (Sangrur in
Figure 4.175	comparison to Punjab)
Figure 4.176	Correct responses of students in writing skill of English (Sangrur in
Figure 4.170	
Figure 4.177	comparison to Punjab) Correct responses of students in listening skill of Punjabi (Sangrur in
Figure 4.177	comparison to Punjab)
Figure 4.178	Correct responses of students in speaking skill of Punjabi (Sangrur in
1 Igule 4.170	comparison to Punjab)
Figure 4.179	Comparison to Funjab) Correct responses of students in reading skill of Punjabi (Sangrur in
1 iguie 4.173	comparison to Punjab)
Figure 4.180	Correct responses of students in writing skill of Punjabi (Sangrur in
1 igure 4.100	comparison to Punjab)
Figure 4.181	Correct responses of students in mathematics (S.B.S.Nagar in comparison
rigure 4.101	to Punjab)
Figure 4.182	Correct responses of students in Listening skill of English(S.B.S.Nagar in
i igui e ini e	comparison to Punjab)
Figure 4.183	Correct responses of students in speaking skill of English (S.B.S.Nagar in
	comparison to Punjab)
Figure 4.184	Correct responses of students in Reading skill of English (S.B.S.Nagar in
5	comparison to Punjab)
Figure 4.185	Correct responses of students in writing skill of English (S.B.S.Nagar in
_	comparison to Punjab)
Figure 4.186	Correct responses of students in listening skill of Punjabi (S.B.S.Nagar in
	comparison to Punjab)
Figure 4.187	Correct responses of students in speaking skill of Punjabi (S.B.S.Nagar in
	comparison to Punjab)
Figure 4.188	Correct responses of students in reading skill of Punjabi (S.B.S.Nagar in
	comparison to Punjab)
Figure 4.189	Correct responses of students in writing skill of Punjabi (S.B.S.Nagar in
	comparison to Punjab)
Figure 4.190	Correct responses of students in mathematics (Tarantaran in comparison
F : 4.404	to Punjab)
Figure 4.191	Correct responses of students in Listening skill of English(Tarantaran in
	comparison to Punjab)
Figure 4.192	Correct responses of students in speaking skill of English (Tarantaran in
Figure 4.193	comparison to Punjab) Correct responses of students in Reading skill of English (Tarantaran in
i-igule 4.193	correct responses of students in Reading skill of English (Tarantaran in comparison to Punjab)
Figure 4.194	Correct responses of students in writing skill of English (Tarantaran in
1 Iguie 4.194	comparison to Punjab)
Figure 4.195	Correct responses of students in listening skill of Punjabi (Tarantaran in
	comparison to Punjab)
Figure 4.196	Correct responses of students in speaking skill of Punjabi (Tarantaran in
	comparison to Punjab)
Figure 4.197	Correct responses of students in reading skill of Punjabi (Tarantaran in
	comparison to Punjab)
Figure4.198	Correct responses of students in writing skill of Punjabi (Tarantaran in
	comparison to Punjab)
•	

EXECUTIVE SUMMARY

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.	Skill	0-25%	25-50%	50-75%	75-100%
No.					
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	0-25%	25-50%	50-75%	75-100%
1	Listening	7.71	16.52	23.12	52.63
2	Speaking	5.4	14.94	23.82	55.89
3	Reading	15.01	21.25	20.35	43.36
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 3rd.

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 (PQ, 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.
- 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.

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 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

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

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

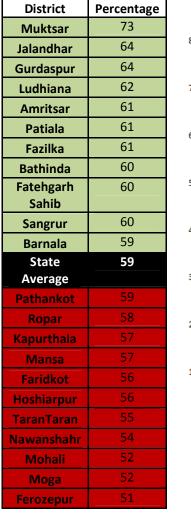
• The district's average score is not significantly different to that of the state.

• The district's average score is significantly above that of the state.

• 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.



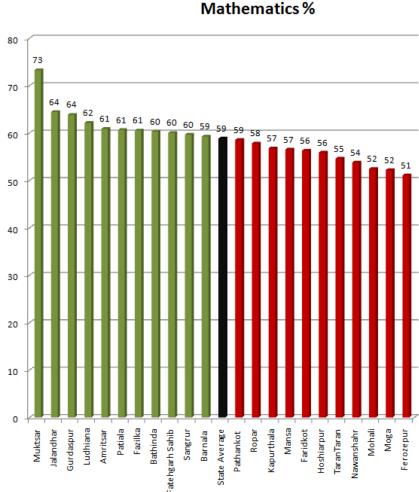


Table 3.2: Average Mathematics Score of State and Districts through CTT

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

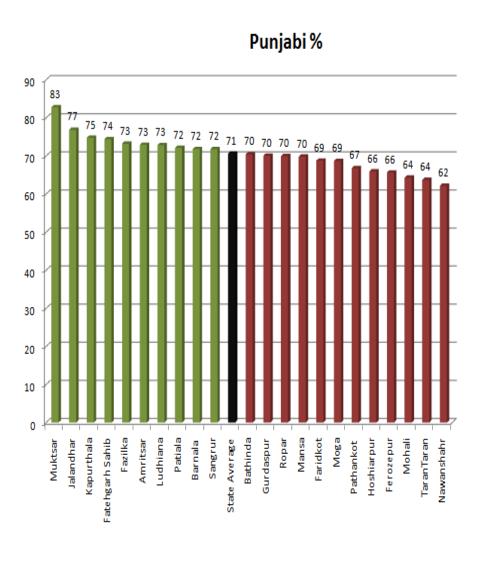
District	Average Score	Standard Error	Significant Difference
Gurdaspur	250	4.3	•
Amritsar	254	3.1	•
Kapurthala	261	3.8	θ
Jalandhar	266	4.0	0
Hoshiarpur	239	4.2	U
Nawanshahr	231	3.6	U
Ropar	247	3.4	•
Fatehgarh Sahib	258	2.9	θ
Ludhiana	254	2.8	•
Moga	246	4.3	•
Ferozepur	239	3.2	U
Muktsar	281	2.8	0
Faridkot	245	3.0	•
Bathinda	250	3.5	•
Mansa	248	3.5	•
Sangrur	251	3.2	•
Patiala	253	3.4	•
Mohali	234	3.4	0
TaranTaran	235	3.8	U
Barnala	251	2.6	•
Fazilka	256	3.2	•
Pathankot	240	3.2	U
State average	250	0.7	

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

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



Note :- Percentage may not agree due to rounding.

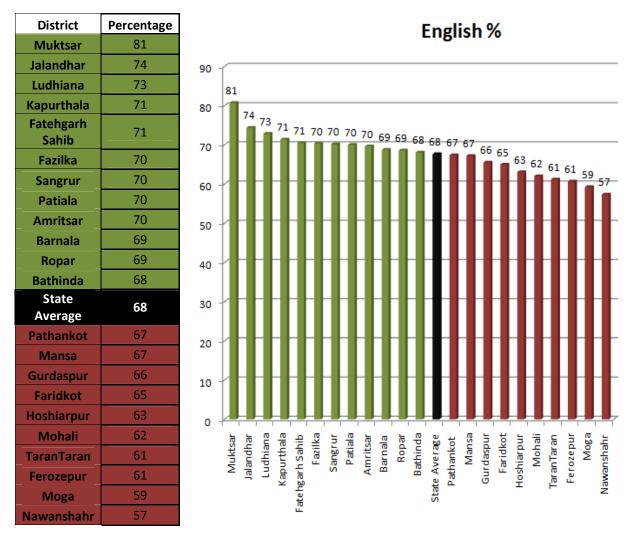
- > The state average score in Punjabi is 71 %.
- 10 districts scored significantly above the state average, of which the high performer was Shri Muktser Shahib (83%).
- 12 districts scored significantly below the state average of which the low performers were Nawanshahr (62%).

Performance in English

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

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

Average scores (Through CTT {Classical Test Theory})



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 Difference
Gurdaspur	261 (4.2)	262 (4.2)	•
Amritsar	256 (4.1)	252 (4)	•
Kapurthala	246 (3.7)	245 (3.7)	•
Jalandhar	256 (4.1)	268 (4.4)	^
Hoshiarpur	243 (5.4)	245 (4.5)	•
Nawanshahr	239 (3.5)	238 (3.9)	•
Ropar	249 (4.3)	247 (4.4)	•
Fatehgarh Sahib	251 (3.9)	253 (3.7)	•
Ludhiana	258 (3.3)	256 (3.3)	•
Moga	237 (4.5)	236 (3.8)	•
Ferozepur	235 (4.1)	232 (4.6)	•
Muktsar	282 (2.7)	282 (3.3)	•
Faridkot	243 (3.2)	245 (3.7)	•
Bathinda	253 (3.3)	253 (4.1)	•
Mansa	243 (3.7)	245 (3.5)	•
Sangrur	252 (4.1)	251 (4.3)	•
Patiala	253 (3.1)	255 (3.2)	•
Mohali	238 (4.2)	237 (4.5)	•
TaranTaran	241 (4.1)	241 (4.4)	•
Barnala	250 (3.4)	252 (3.2)	•
Fazilka	252 (4.7)	255 (4.1)	•
Pathankot	250 (3.7)	248 (3.3)	•
State	249 (0.8)	250 (0.8)	•

• No significant difference between the average performance of girls and boys.

- ↑ Girls' average performance is significantly greater than that of boys.
- Ψ Boys' average performance is significantly greater than that of girls.

	Boys	Girl	Gender
District	Percentage	Percentage	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 Difference
Gurdaspur	248 (4.5)	252 (4.6)	•
Amritsar	251 (3.4)	258 (3.1)	•
Kapurthala	260 (4.1)	261 (4.2)	•
Jalandhar	258 (4.3)	274 (4.4)	★
Hoshiarpur	237 (4.4)	242 (4.4)	•
Nawanshahr	228 (4)	235 (4)	•
Ropar	245 (3.9)	250 (3.3)	•
Fatehgarh Sahib	254 (3.1)	264 (3.6)	★
Ludhiana	252 (2.9)	257 (3.5)	•
Moga	244 (4.9)	248 (4.6)	•
Ferozepur	241 (3.2)	236 (4.1)	•
Muktsar	278 (2.6)	284 (3.7)	•
Faridkot	242 (2.8)	249 (3.8)	•
Bathinda	245 (4)	255 (3.5)	•
Mansa	245 (3.6)	250 (3.9)	•
Sangrur	248 (3.5)	255 (3.4)	•
Patiala	250 (3.4)	257 (3.9)	•
Mohali	232 (3.9)	237 (3.6)	•
TaranTaran	233 (4)	238 (4.2)	•
Barnala	245 (3.1)	258 (2.7)	^
Fazilka	252 (3.6)	260 (3.4)	•
Pathankot	236 (3.8)	245 (3.5)	•
State	247 (0.8)	253 (0.8)	^

• No significant difference between the average performance of girls and boys.

↑ Girls' average performance is significantly greater than that of boys.

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

• No significant difference between the average performance of girls and boys.

↑ Girls' average performance is significantly greater than that of boys.

 Ψ 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

AVERAGE SCORES BY LOCATION

Mathematics

District	Rural Average (SE)	Urban Average (SE)	Significant Difference
Gurdaspur	260 (4)	303 (16.6)	4
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)	•
Ludhiana	250 (4.3)	267 (4.6)	↓
Moga	237 (4.2)	234 (7.9)	•
Ferozepur	229 (4.6)	263 (7.5)	•
Muktsar	280 (3)	291 (7.7)	•
Faridkot	238 (3.3)	263 (5.3)	•
Bathinda	248 (3.9)	266 (7)	•
Mansa	244 (3.8)	248 (6.4)	•
Sangrur	246 (3.7)	269 (8.5)	4
Patiala	251 (3.3)	265 (8.1)	•
Mohali	237 (4.6)	238 (8.1)	•
TaranTaran	239 (3.8)	270 (17.4)	•
Barnala	247 (3.8)	259 (5.2)	•
Fazilka	250 (4)	264 (11.2)	•
Pathankot	249 (3.4)	251 (7.5)	•
State	247(0.8) 261(2.2)		¥

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

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

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

	Rural	Urban	Area
District	percentage	Percentage	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

Punjabi

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

• 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 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

English

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

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

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

ullet 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

Catagoni	SC	BC	OBC	General	Other's
Category	percentage	percentage	percentage	percentage	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

	SC	BC	OBC	General	Other's
Category	Percentage	Percentage	Percentage	Percentage	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

English

Category	SC Percentage	BC Percentage	OBC 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

Distribution of students by correct responses

Mathematics

%age Range ->					
District	0-25%	25-50%	50-75%	75-100%	Grand Total
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%	

<u>Punjabi</u>

%age Range ->					
District	0-25%	25-50%	50-75%	75-100%	Grand Total
Amritsar	26	168	623	783	1600
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	897	4933	11405	14492	31727
Percentage	3%	16%	36%	46%	

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)

		Grand Total			
District	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	

		Speaking						
	0-25%	25-50%	50-75%	75-100%	Grand Total			
District								
Amritsar	57	215	376	970	1618			
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	

		Rea	ading		
	0-25%	25-50%	50-75%	75-100%	Grand Total
District					
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	

		Wri	ting		
	0-25%	25-50%	50-75%	75-100%	Grand Total
District					
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
%	13.48	21.52	18.72	46.26	

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

		Listening						
District	0-25%	25-50%	50-75%	75-100%	Grand Total			
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						
District	0-25%	25-50%	50-75%	75-100%	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 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	25396	31727			
%	02.19	05.07	12.68	80.04				

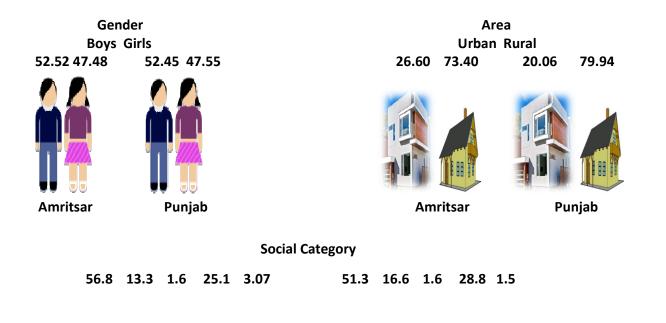
		Reading						
District	0-25%	25-50%	50-75%	75-100%	Grand Total			
Amritsar	194	304	226	876	1600			
Barnala	204	392	317	832	1745			
Bathinda	200	333	337	786	1656			
Faridkot	198	354	353	765	1670			
Fatehgarh Sahib	110	209	224	674	1217			
Fazilka	208	255	275	761	1499			
Ferozepur	270	338	227	551	1386			
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	0-25%	25-50%	50-75%	75-100%	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	

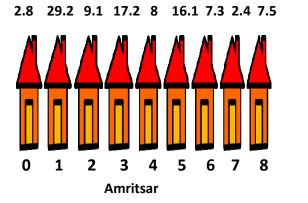
Chapter- 4 COMPARISON OF SCORES

Schools and Students: Punjab-Amritsar in %

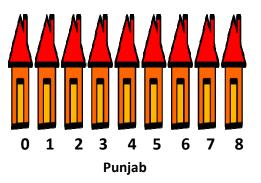
Participation



Amritsar		Punjab
Home Factors		
	Parental education wise	



2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2

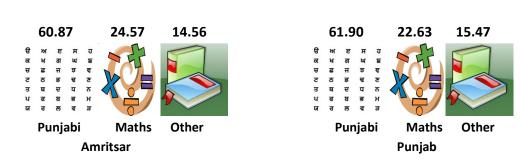


Private Tuitions

16.77	83.23	20.50	79.50
Have	Do not have	Have	Do not have



School Factor



Subject Like most

Like to come school

Assigned homework everyday

2.52	97.39	2.61	98.16
	Duniah		Amritear
tear	Duniah		Amritoar

Amritsar

97.48

Punjab

Amritsar



Punjab

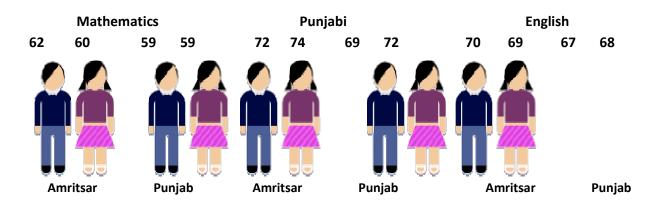
Amritsar Results

Performance Subject-Wise

Amritsar 61

Amritsar 70

Performance by Gender





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

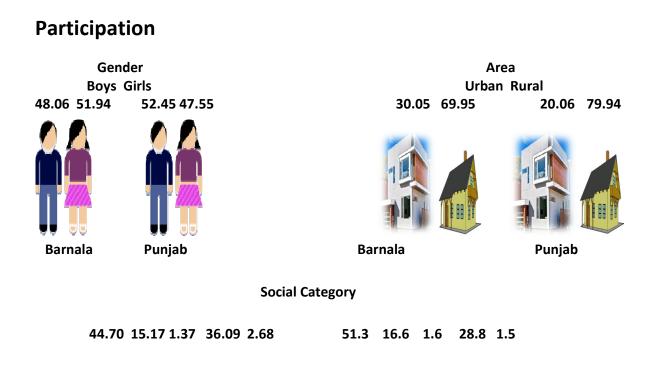
Skill wise correct responses of students in Punjabi (in Percentage) Listening

Speaking

Reading

Writing

Schools and Students: Punjab-Barnala in %

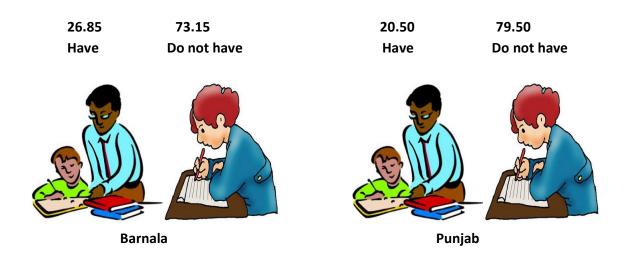


Barnala	Punjab
Home Factors	
Parental education	wise
2.8 29.2 9.1 17.2 8.0 16.1 7.3 2.4 7.5	2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2
0 1 2 3 4 5 6 7 8	0 1 2 3 4 5 6 7 8

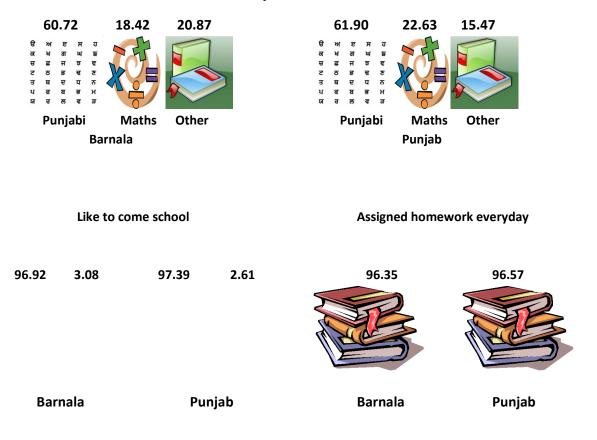
Punjab

Barnala

Private Tuitions



School Factor



Subject Like most

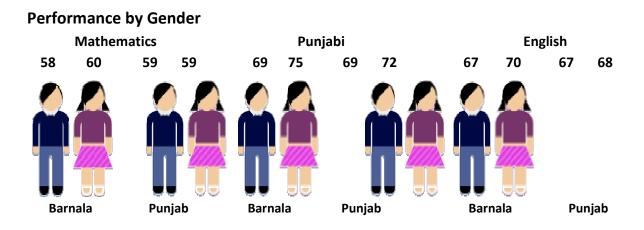
Barnala Results

Performance Subject-Wise



Barnala 72

Barnala 69



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

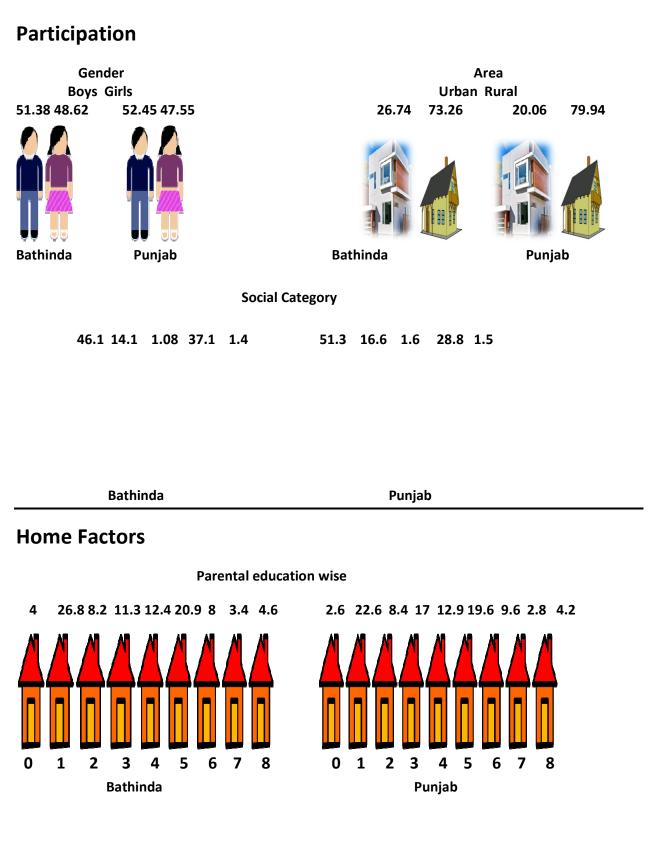
Writing

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

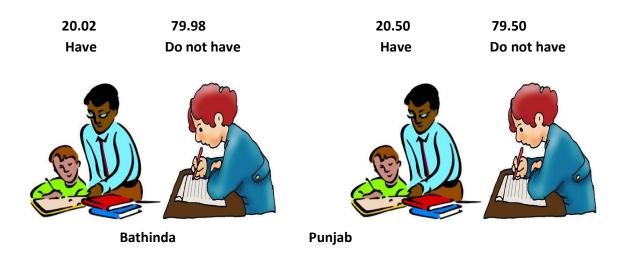
Speaking

Reading

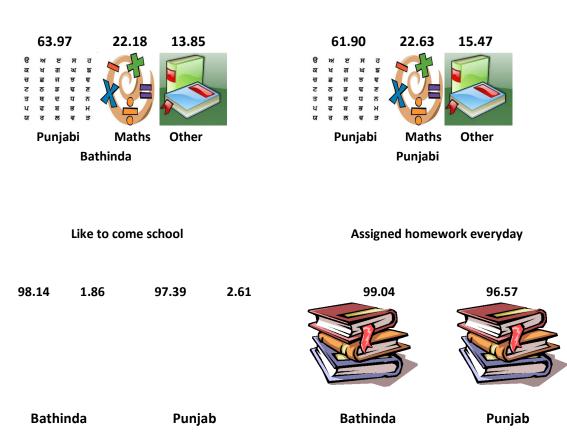
Schools and Students: Punjab-Bathinda in %



Private Tuitions



School Factor



Subject Like most

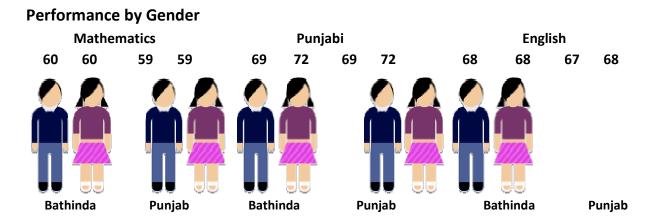
Bathinda Results

Performance Subject-Wise

Bathinda 60

Bathinda 70

Bathinda 68





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

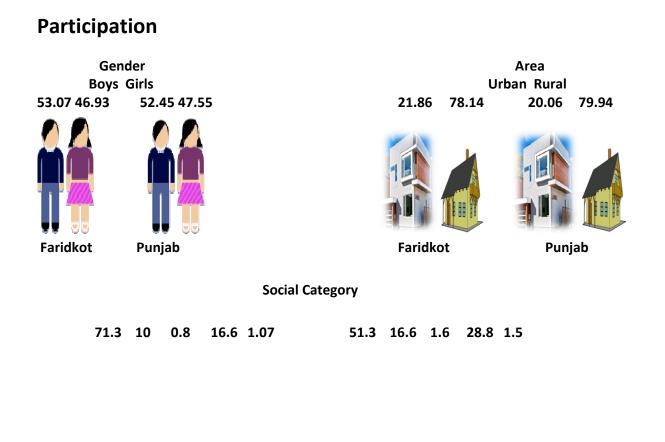
Reading

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

Speaking

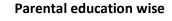
Reading

Schools and Students: Punjab-Faridkot in %

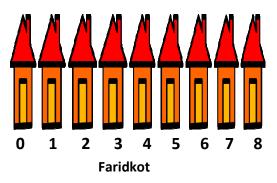


Punjab

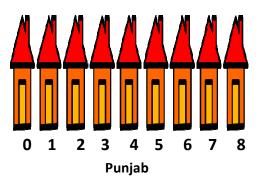
Home Factors



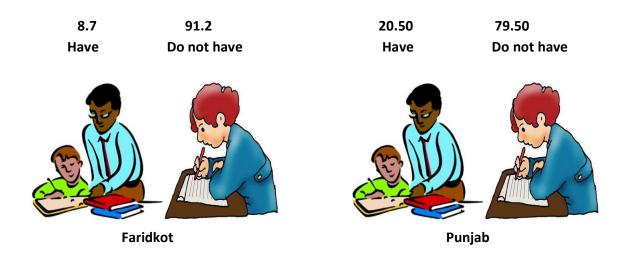
2.5 36.2 11.0 17.3 10.6 12.5 5.1 1.7 2.7



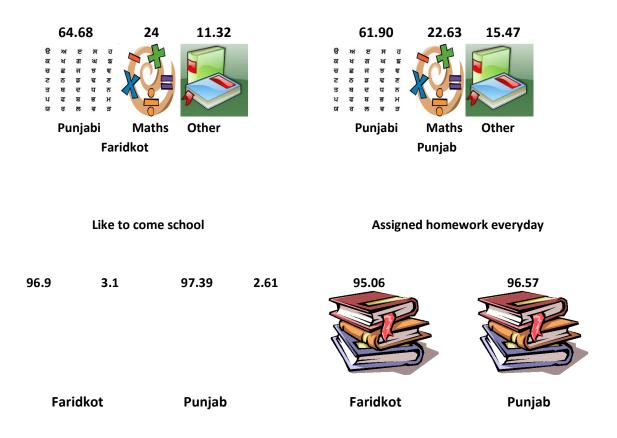
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

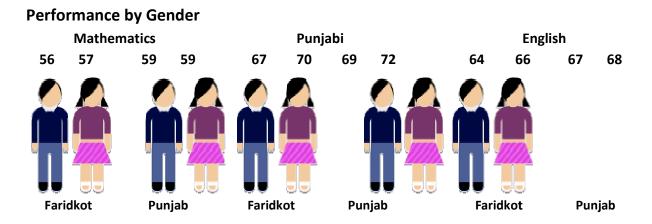
Faridkot Results

Performance Subject-Wise

Faridkot 56

Faribkot 69

Faridkot 65





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

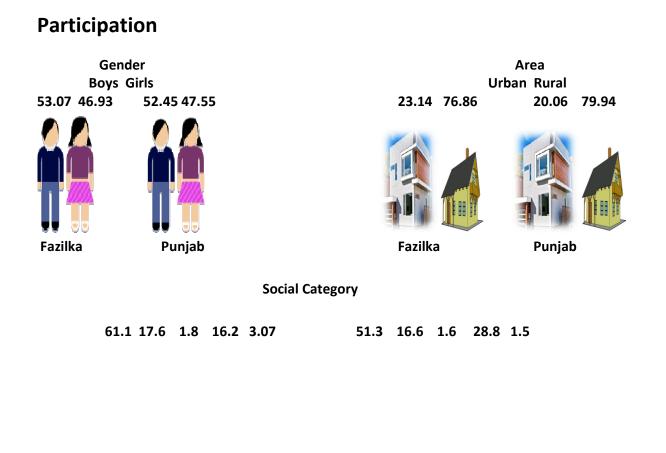
Reading

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

Speaking

Reading

Schools and Students: Punjab-Fazilka in %



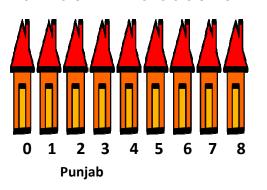
Fazilka

Punjab

Home Factors

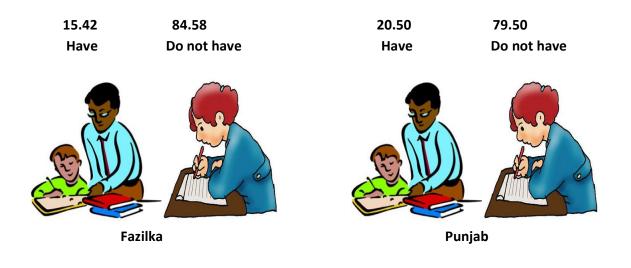
3.07 29.1 6.1 18.4 12.7 16.6 6.9 4.05 2.8 0 1 2 3 4 5 6 7 8 Fazilka

2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2

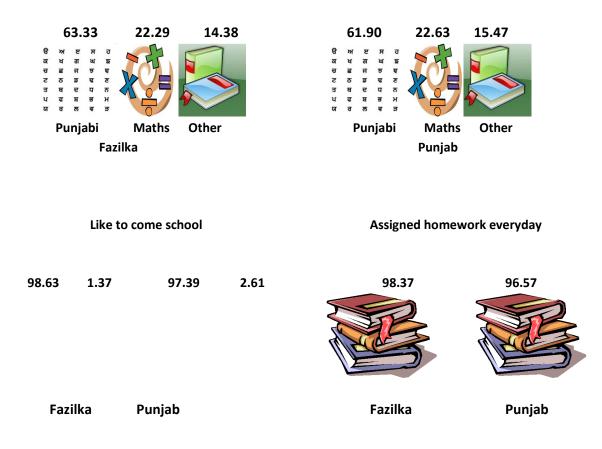




Private Tuitions



School Factor



Subject Like most

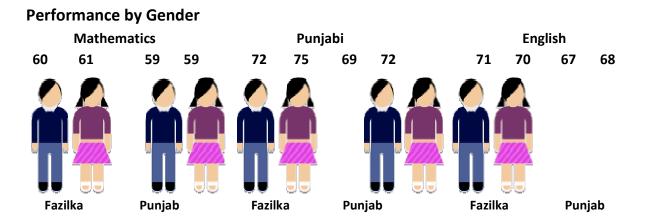
Fazilka Results

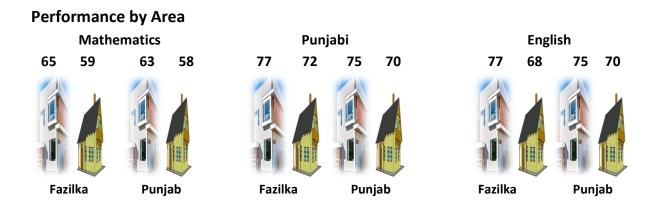
Performance Subject-Wise

Fazilka 61

Fazilka 73

Fazilka 70





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

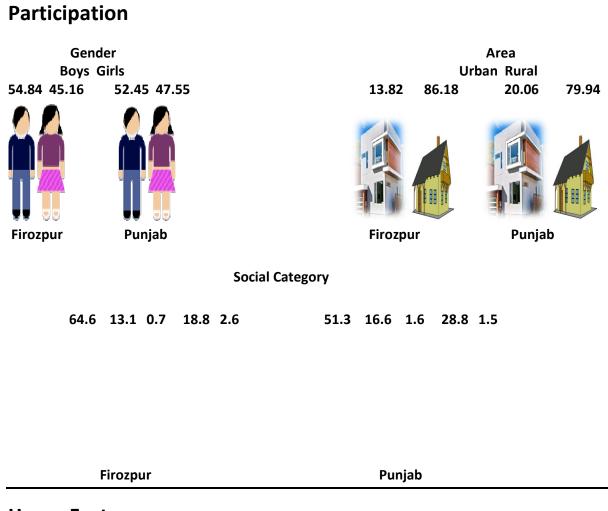
Reading

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

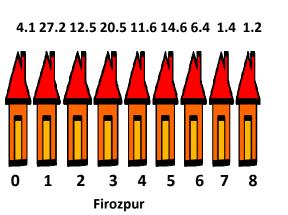
Speaking

Reading

Schools and Students: Punjab-Firozpur in %

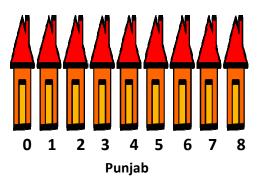


Home Factors

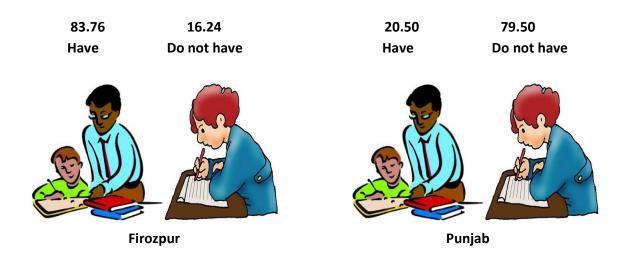


Parental education wise

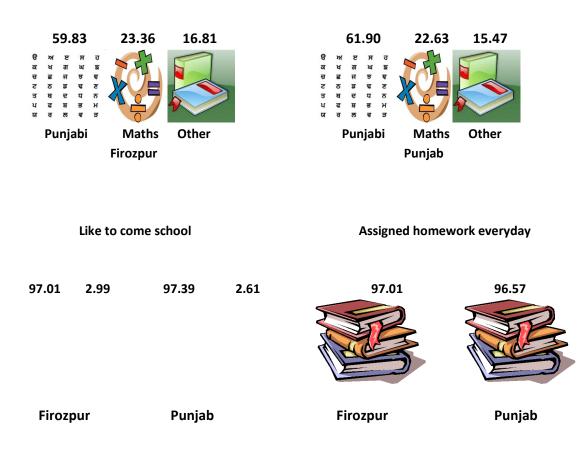
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



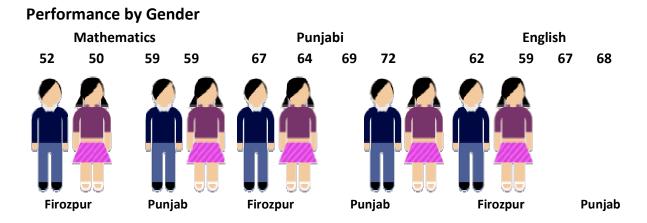
Subject Like most

Firozpur Results

Performance Subject-Wise

Firozpur 51

Firozpur 61





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

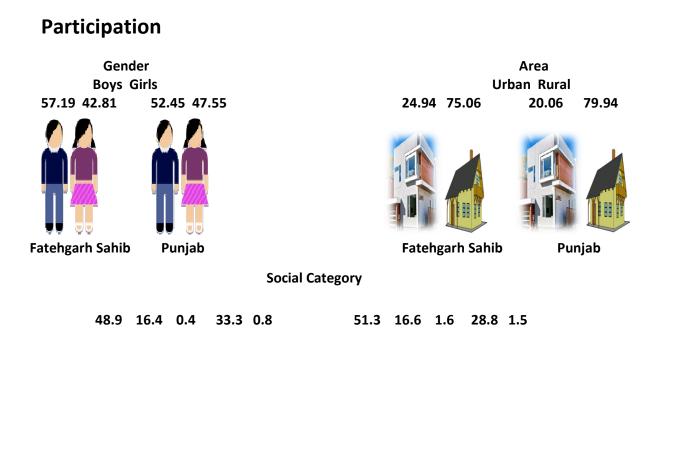
Reading

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

Speaking

Reading

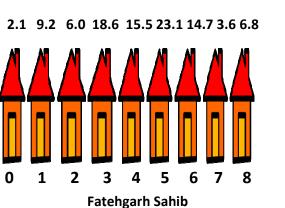
Schools and Students: Punjab-Fatehgarh Sahib in %



Fatehgarh Sahib

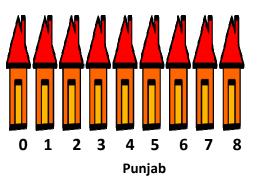
Punjab

Home Factors

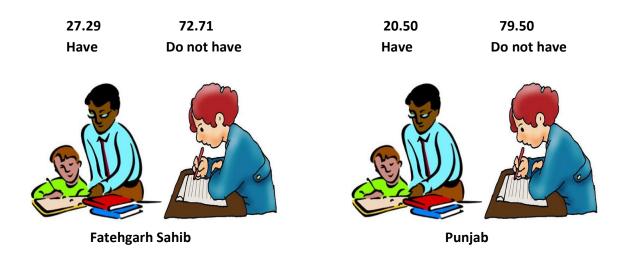


Parental education wise

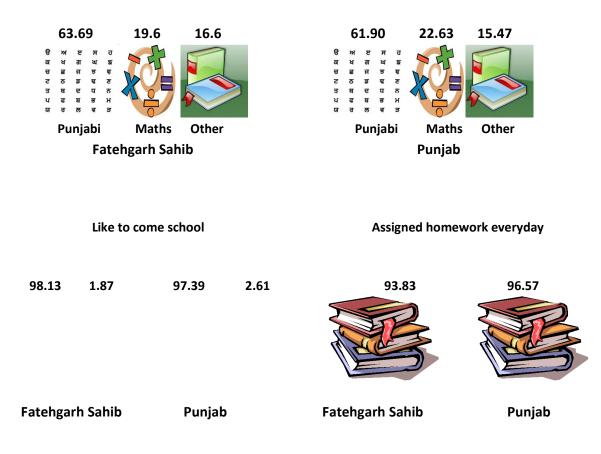
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

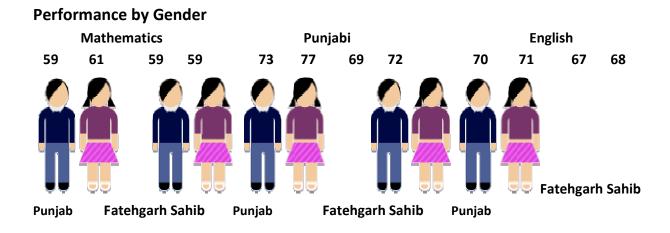
Fatehgarh Sahib Results

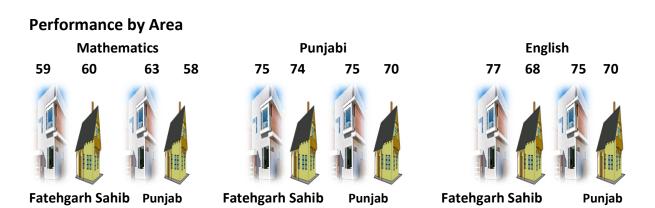
Performance Subject-Wise

Fatehgarh Sahib 60

Fatehgarh Sahib 74

Fatehgarh Sahib 71





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

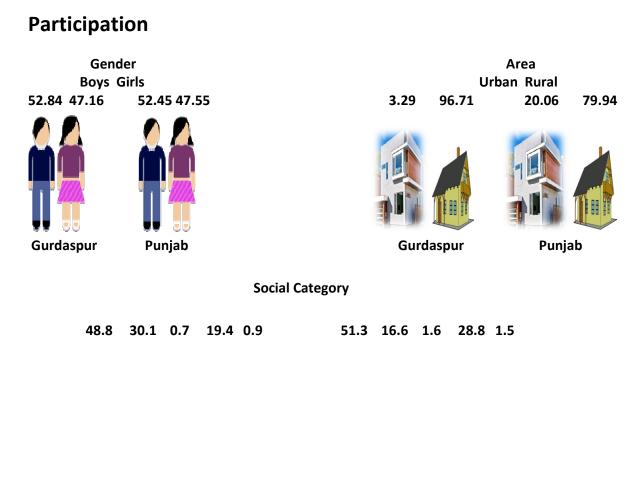
Reading

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

Speaking

Reading

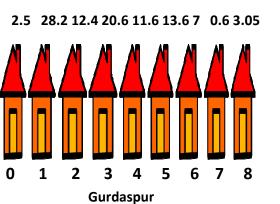
Schools and Students: Punjab-Gurdaspur in %



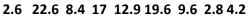
Gurdaspur

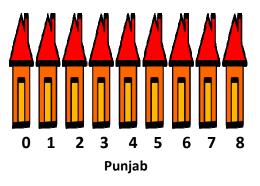
Punjab

Home Factors

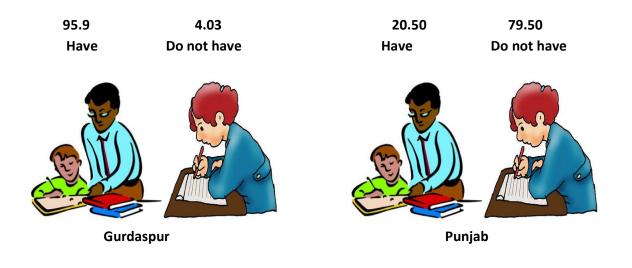


Parental education wise

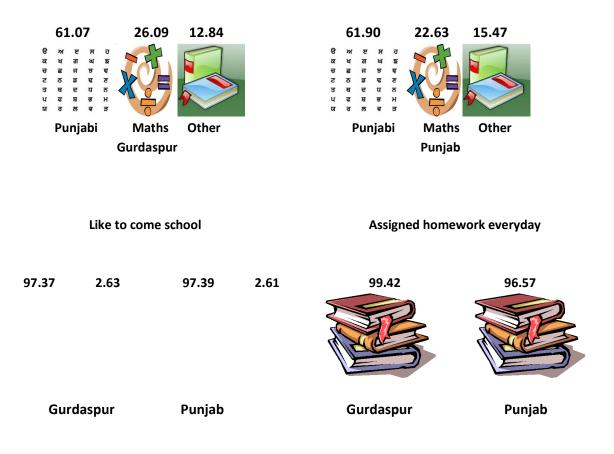




Private Tuitions



School Factor



Subject Like most

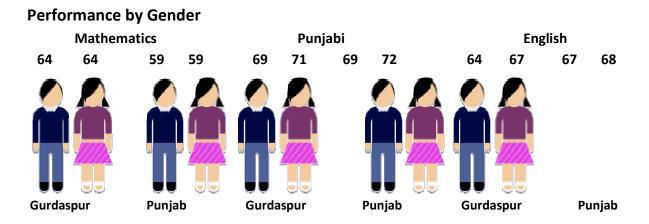
Gurdaspur Results

Performance Subject-Wise

Gurdaspur 64

Gurdaspur 70

Gurdaspur 66





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

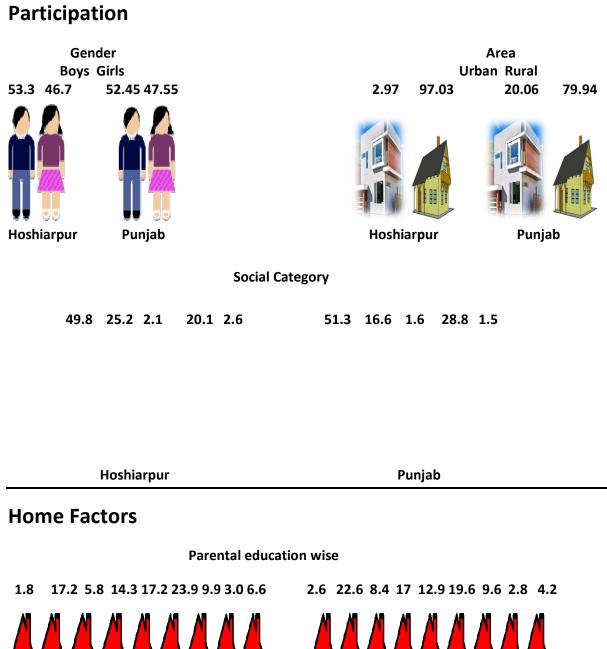
Reading

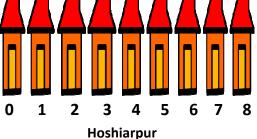
Skill wise correct responses of students in Punjabi (in Percentage) Listening

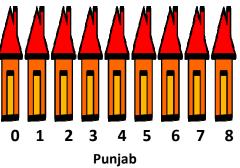
Speaking

Reading

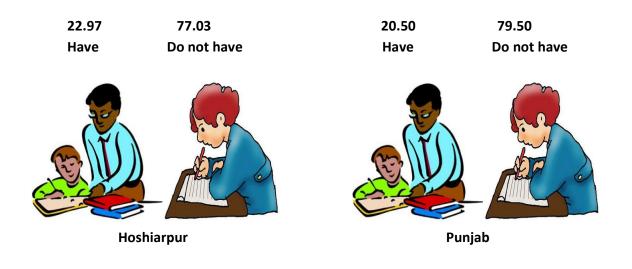
Schools and Students: Punjab-Hoshiarpur in %



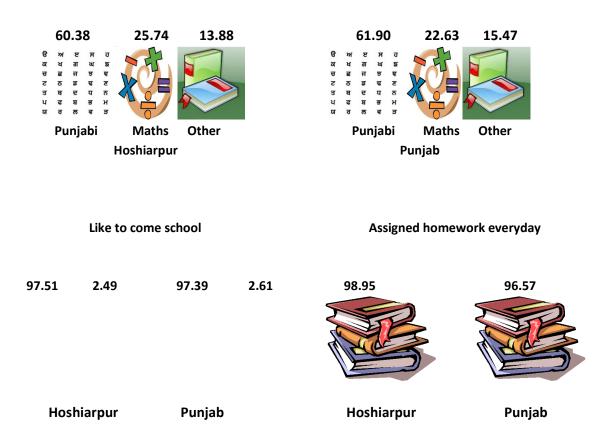




Private Tuitions



School Factor

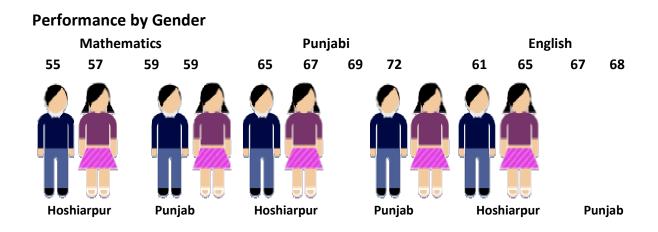


Subject Like most

Hoshiarpur Results

Performance Subject-Wise





Performance by Area												
Mathematics					Punjabi				English			
71	55	63	58	76	66	75	70	85	62	75	70	
Hos	hiarpur	Pun	jab	Hosh	iarpur		Punjab	Hoshiar	pur	Ρι	unjab	

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

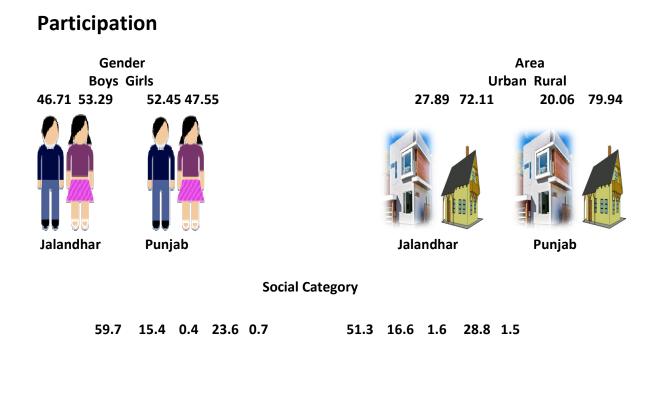
Reading

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

Speaking

Reading

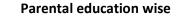
Schools and Students: Punjab-Jalandhar in %



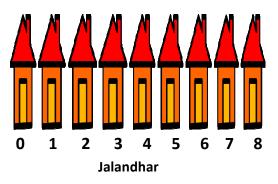


Punjab

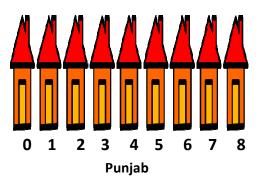
Home Factors



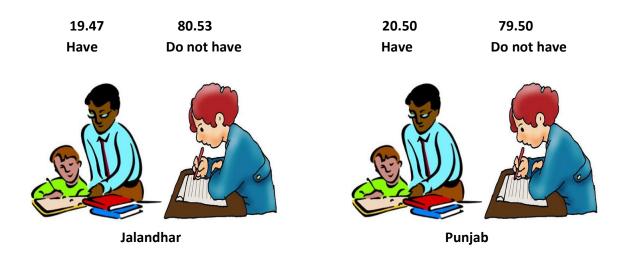
3.1 17.3 13.1 20.5 15.8 18.9 8.5 1.9 0.5



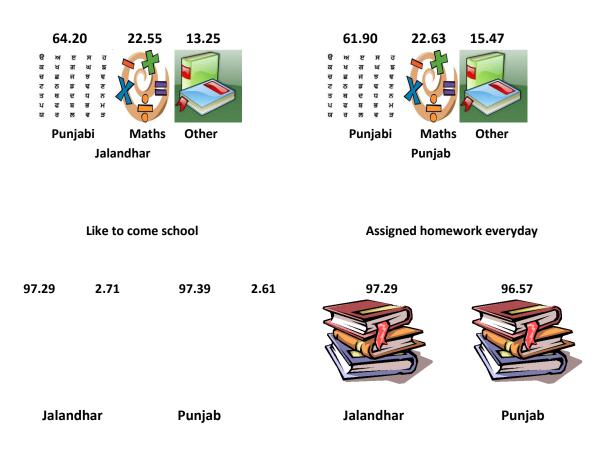
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

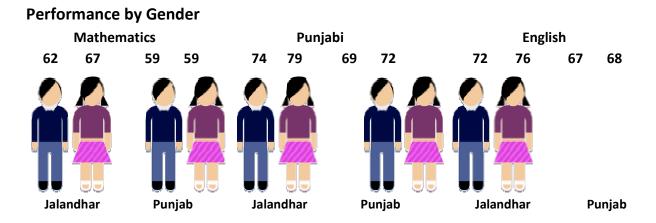
Jalandhar Results

Performance Subject-Wise

Jalandhar 64

Jalandhar 77

Jalandhar 74





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

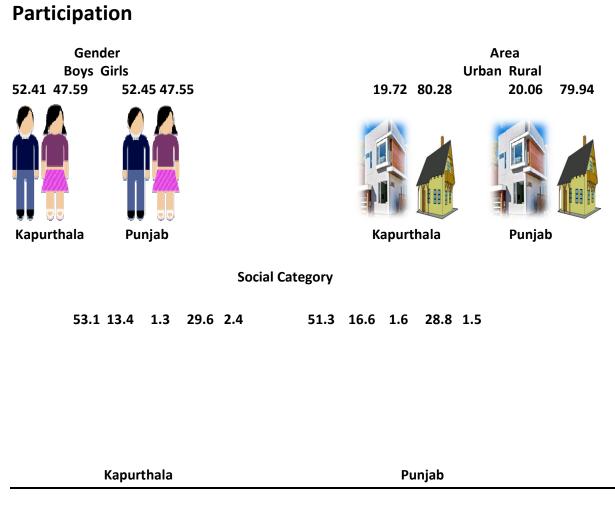
Reading

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

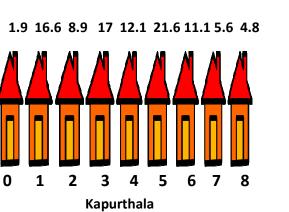
Speaking

Reading

Schools and Students: Punjab-Kapurthala in %

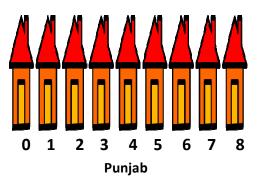


Home Factors

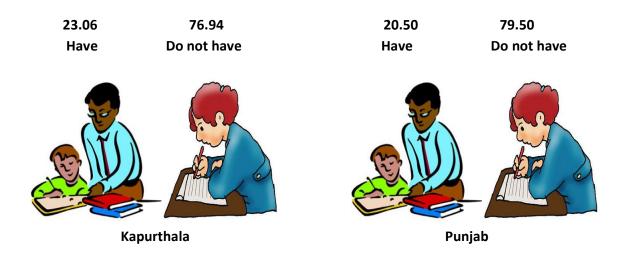


Parental education wise

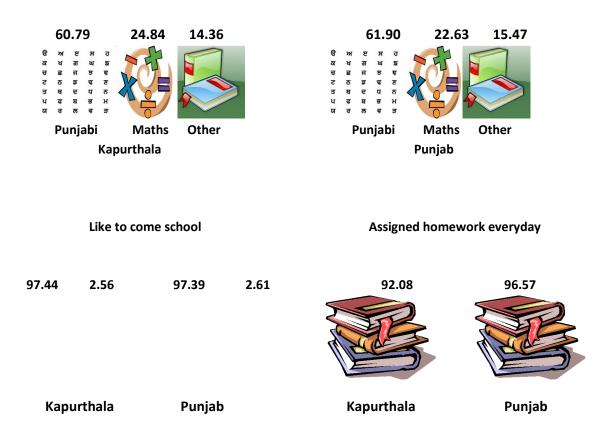
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

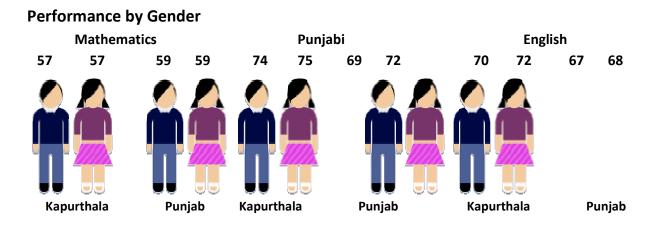
Kapurthala Results

Performance Subject-Wise

Kapurthala 57

Kapurthala 75

Kapurthala 71





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

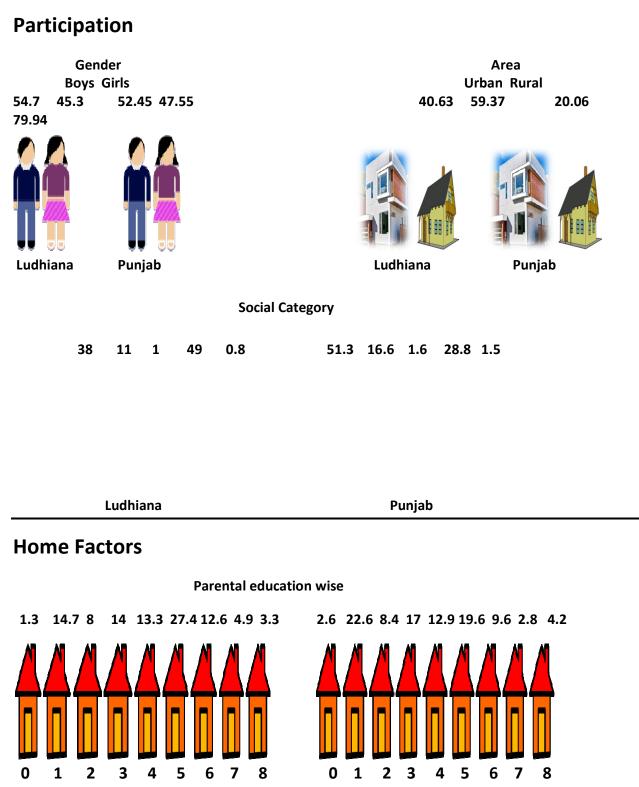
Reading

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

Speaking

Reading

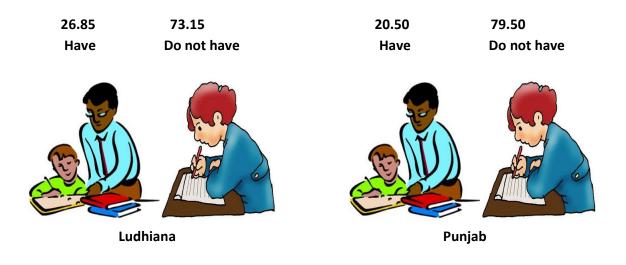
Schools and Students: Punjab-Ludhiana in %



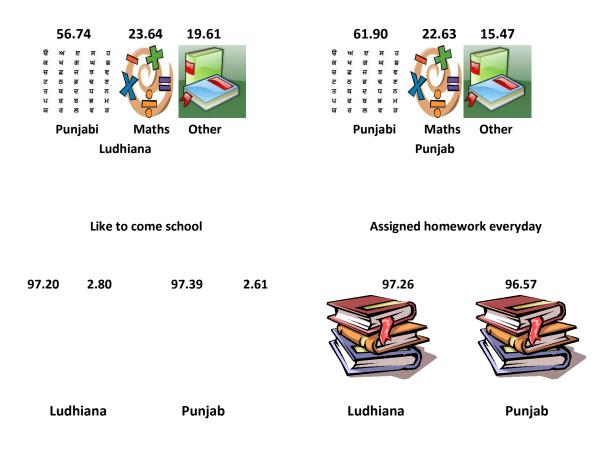
Ludhiana

Punjab

Private Tuitions



School Factor



Subject Like most

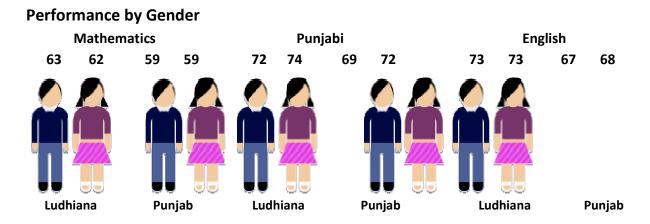
Ludhiana Results

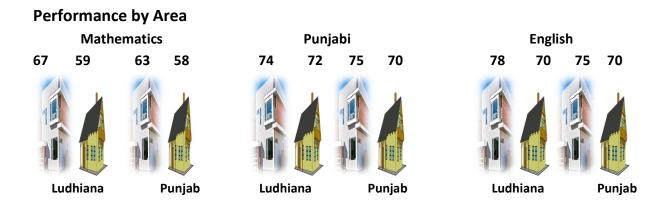
Performance Subject-Wise

Ludhiana 62

Ludhiana 73

Ludhiana 73





Mathematics

Punjabi

English

Correct responses of students in Mathematics (in Percentage)

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

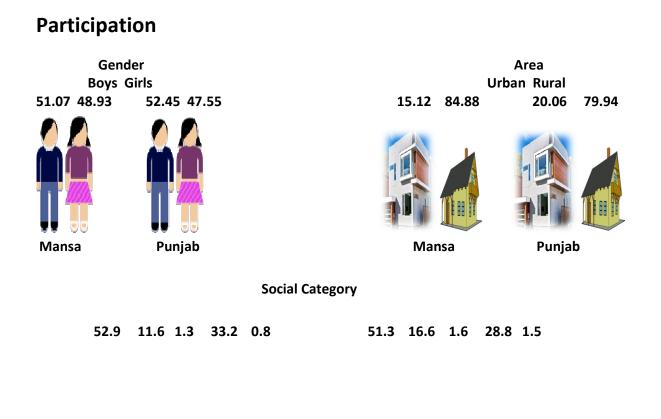
Reading

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

Speaking

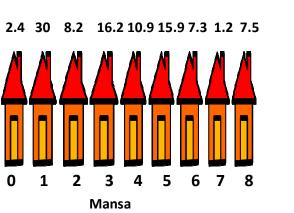
Reading

Schools and Students: Punjab-Mansa in %



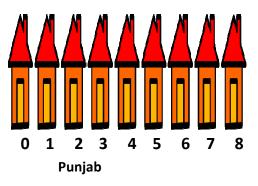
Mansa	Punjab
Ivialisa	i unjuo

Home Factors

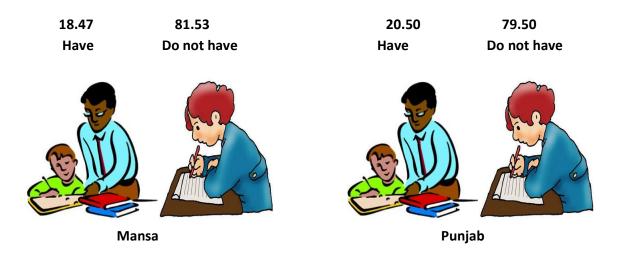


Parental education wise

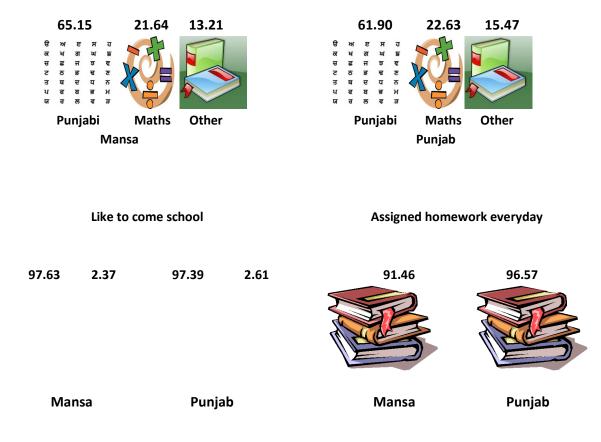
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

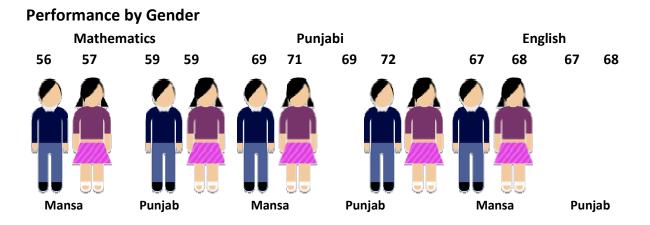
Mansa Results

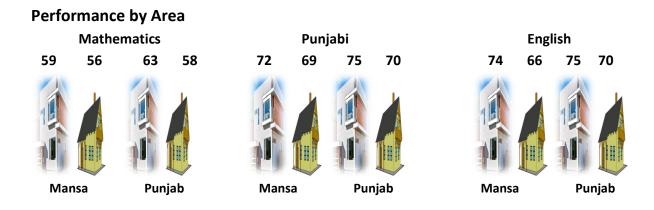
Performance Subject-Wise

Mansa 57

Mansa 70

Mansa 67





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

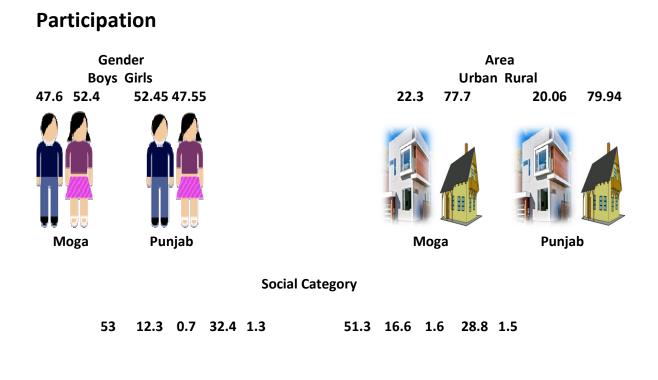
Reading

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

Speaking

Reading

Schools and Students: Punjab-Moga in %



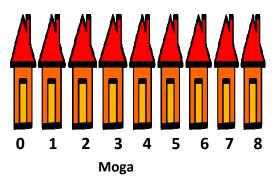
Moga	
------	--

Punjab

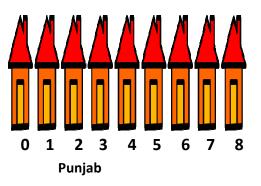
Home Factors

Parental education wise

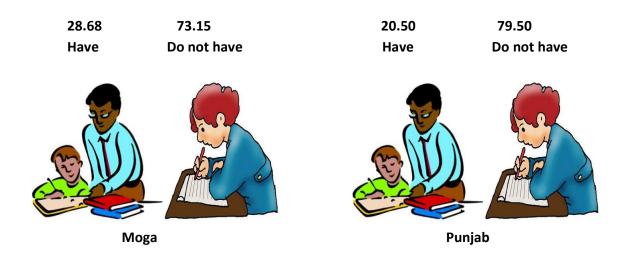
1.5 22.3 11.7 20.4 10.9 14.7 11.3 3.1 3.7



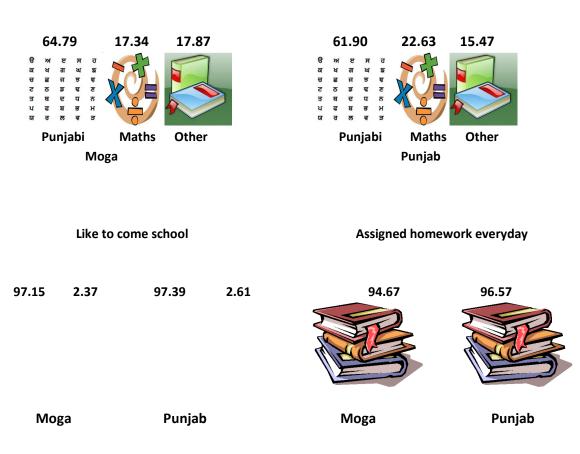
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

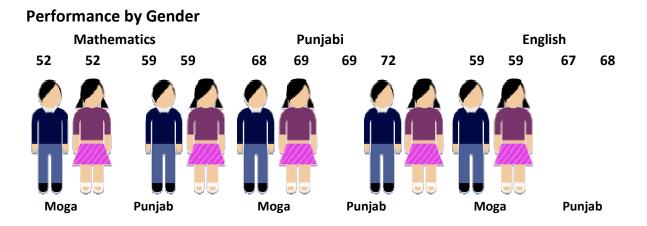
Moga Results

Performance Subject-Wise

Moga 52

Moga 69

Moga 59





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

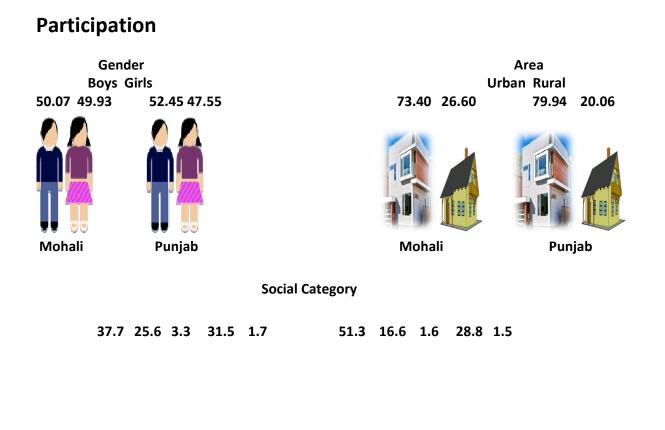
Reading

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

Speaking

Reading

Schools and Students: Punjab-Mohali in %

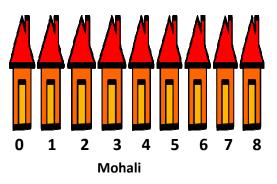


Mohali	Punjab	

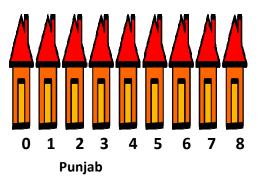
Home Factors

Parental education wise

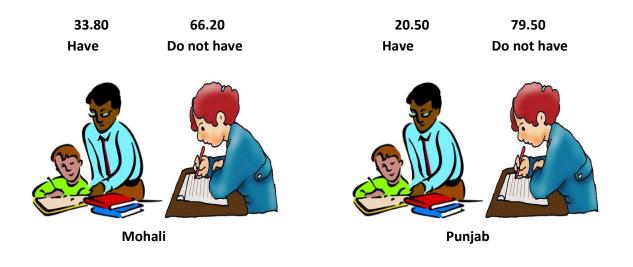
2.8 15.3 7.7 12.7 13.3 20.6 13.3 5.6 8.3



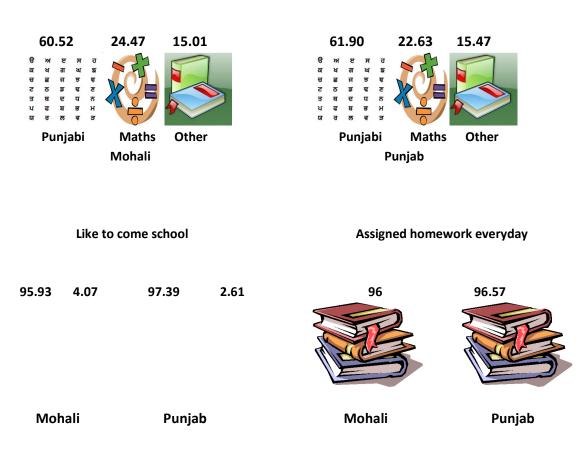
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

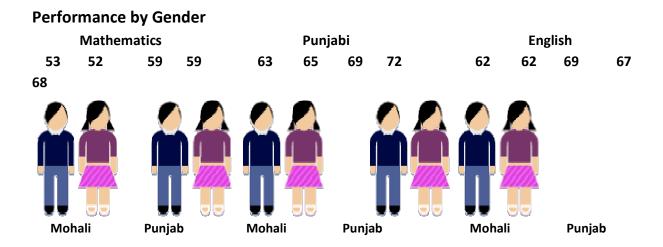
Mohali Results

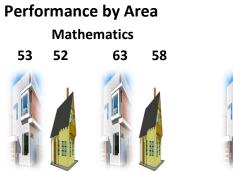
Performance Subject-Wise

Mohali 52

Mohali 69

Mohali 62





Mohali

Punjab







Mohali

Punjab

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

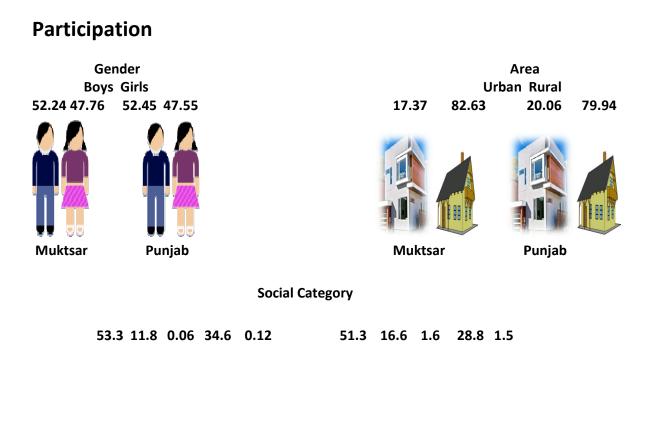
Reading

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

Speaking

Reading

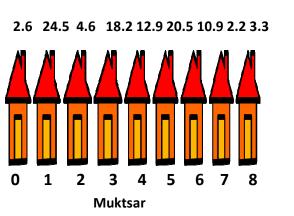
Schools and Students: Punjab-Muktsar in %



Muktsar

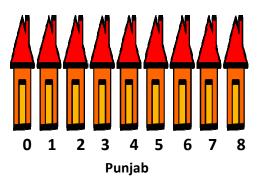
Punjab

Home Factors

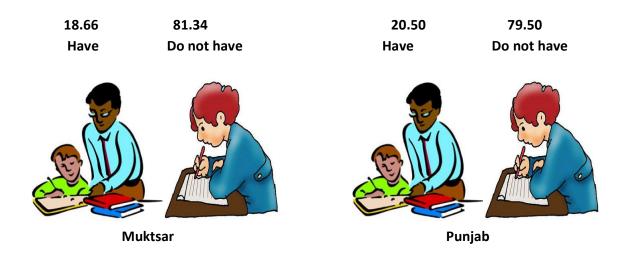


Parental education wise

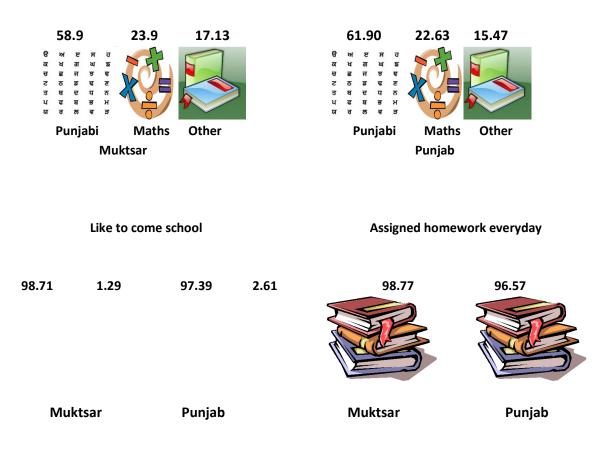
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

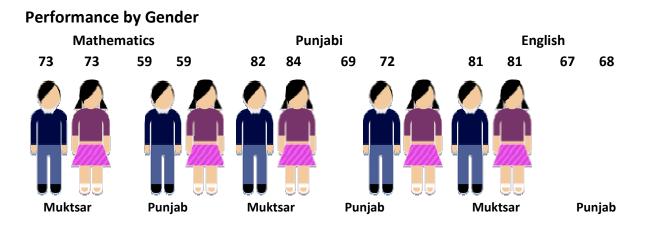
Muktsar Results

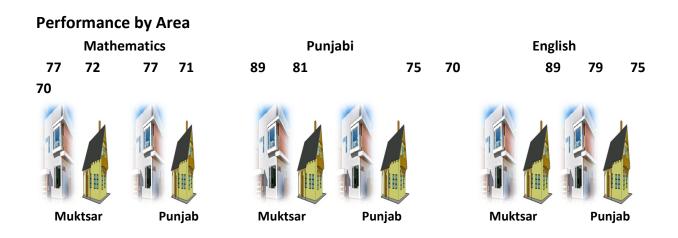
Performance Subject-Wise

Muktsar 73

Muktsar 83

Muktsar 81





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

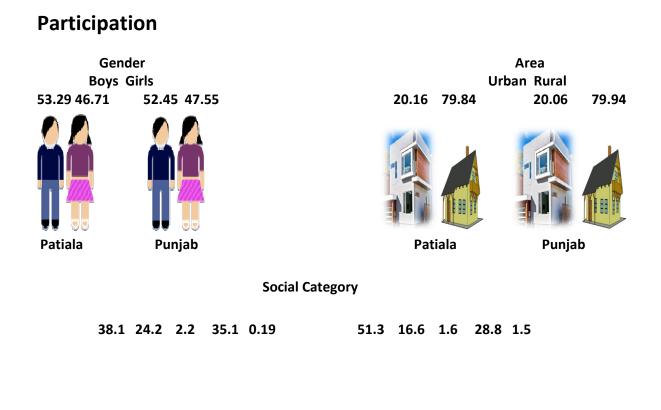
Reading

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

Speaking

Reading

Schools and Students: Punjab-Patiala in %

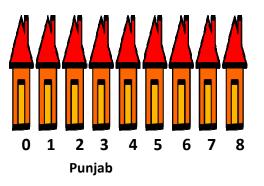


Ра	tiala	Punjab
-		

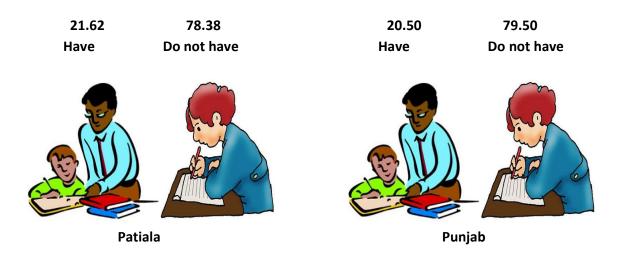
Home Factors

Parental education wise

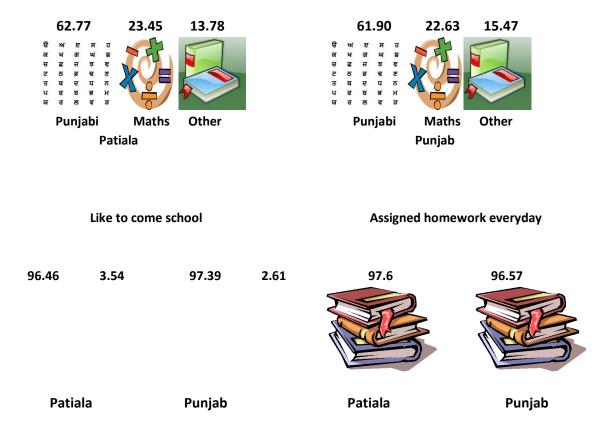
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

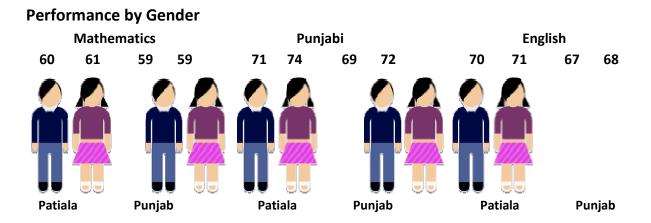
Patiala Results

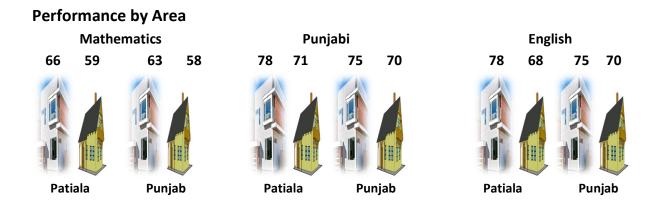
Performance Subject-Wise

Patiala 61

Patiala 72

Patiala 70





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

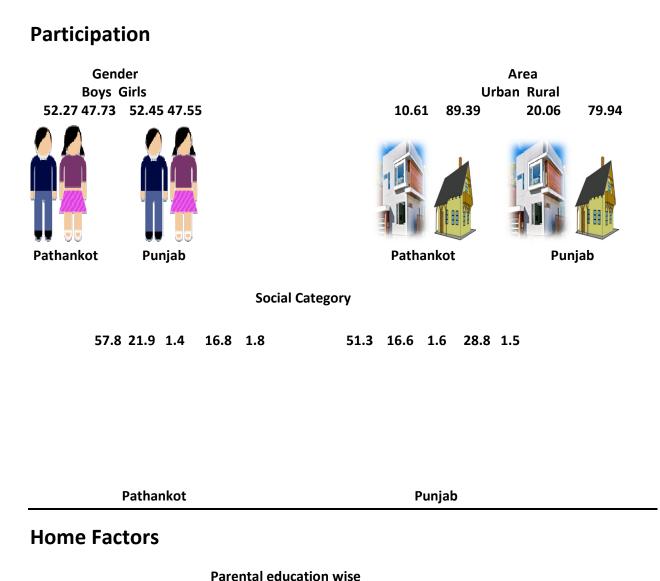
Reading

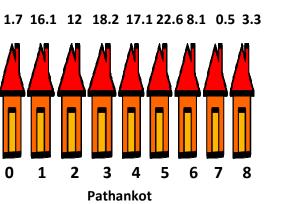
Skill wise correct responses of students in Punjabi (in Percentage) Listening

Speaking

Reading

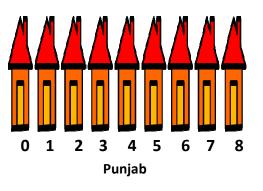
Schools and Students: Punjab-Pathankot in %



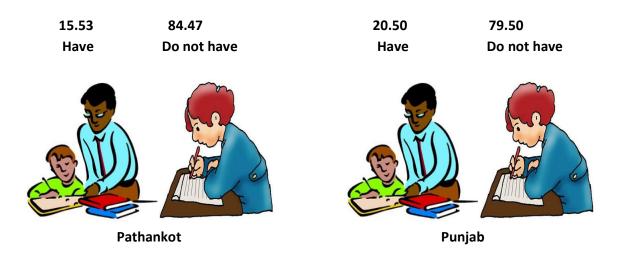


rental education wise

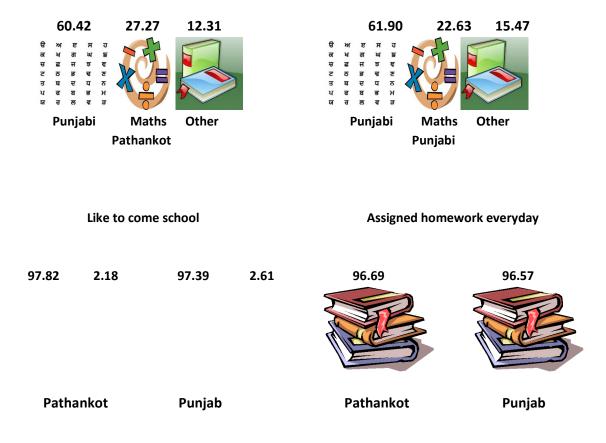
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



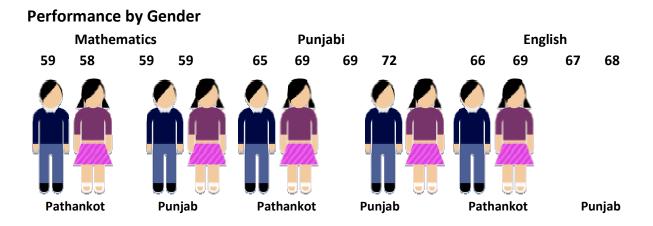
Subject Like most

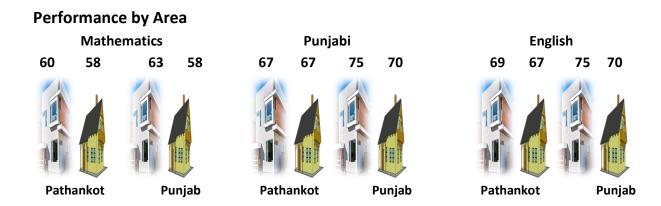
Pathankot Results

Performance Subject-Wise

Pathankot 59

Pathankot 67





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

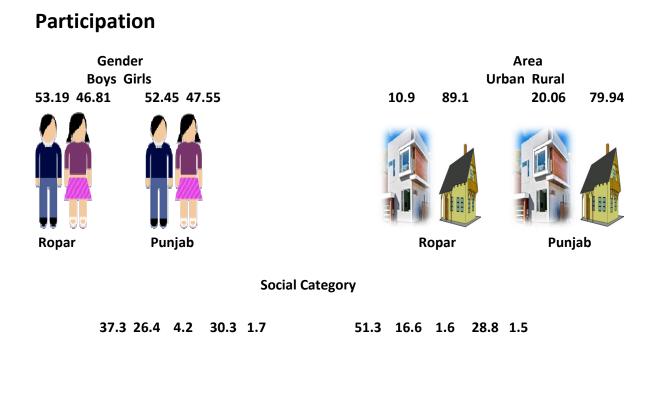
Reading

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

Speaking

Reading

Schools and Students: Punjab-Ropar in %

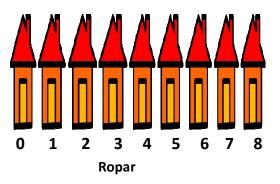


Punjab

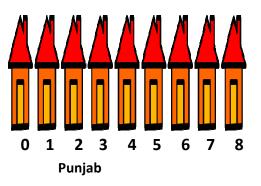
Home Factors

Parental education wise

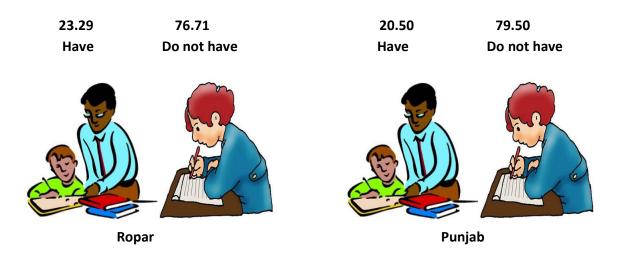
1.3 12.3 3.1 17.7 15.3 24.7 15.1 4.9 5.2



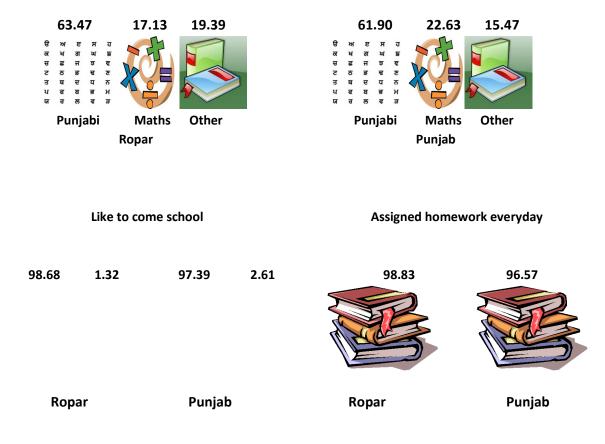
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

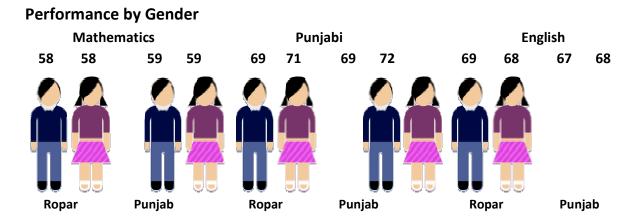
Ropar Results

Performance Subject-Wise

Ropar 58

Ropar 70

Ropar 69





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

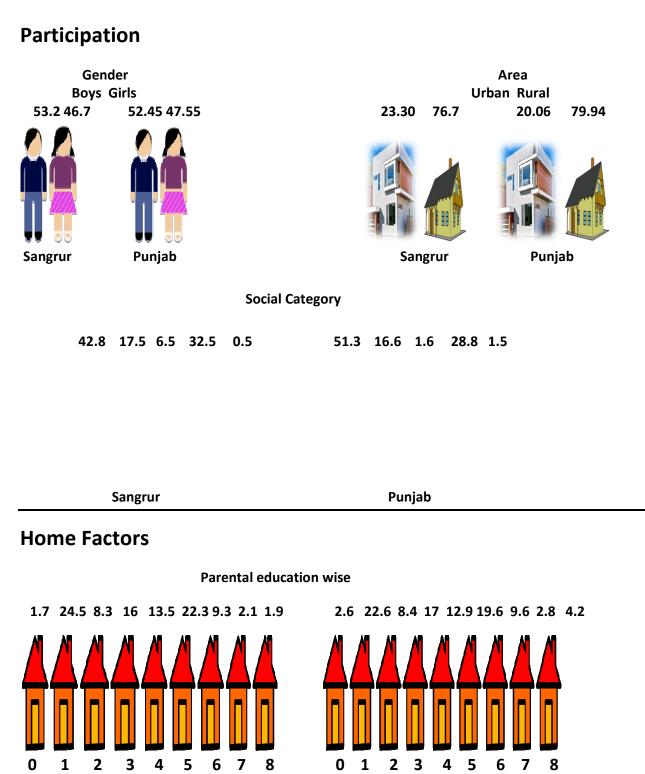
Skill wise correct responses of students in Punjabi (in Percentage)

Listening

Speaking

Reading

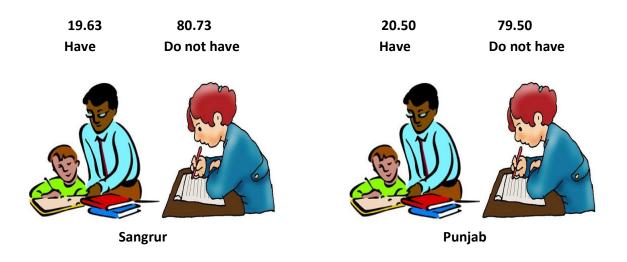
Schools and Students: Punjab- Sangrur in %



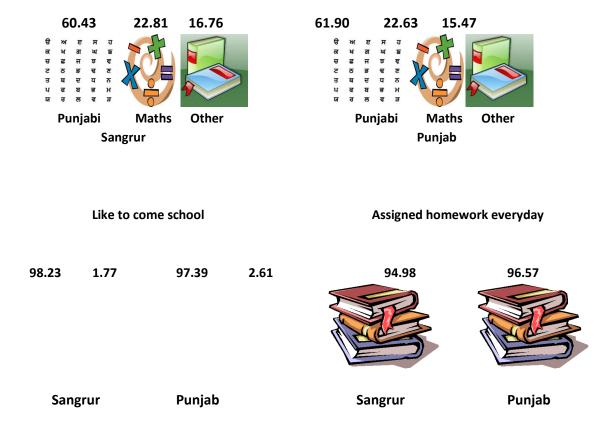
Punjab



Private Tuitions



School Factor



Subject Like most

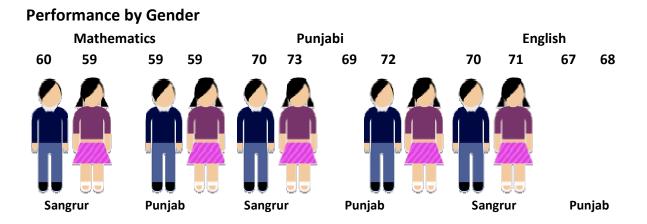
Sangrur Results

Performance Subject-Wise

Sangrur 60

Sangrur 72

Sangrur 70





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

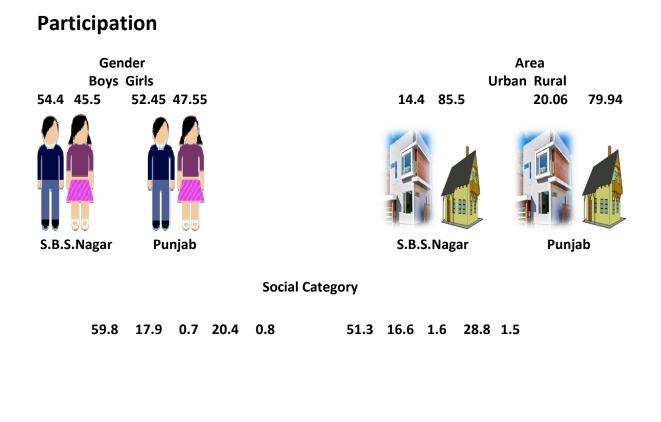
Reading

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

Speaking

Reading

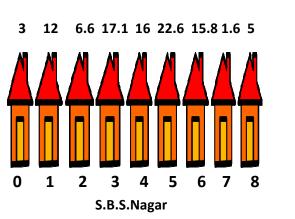
Schools and Students: Punjab-S.B.S.Nagar in %



S.B.S.Nagar

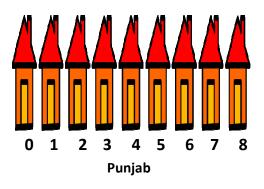
Punjab

Home Factors

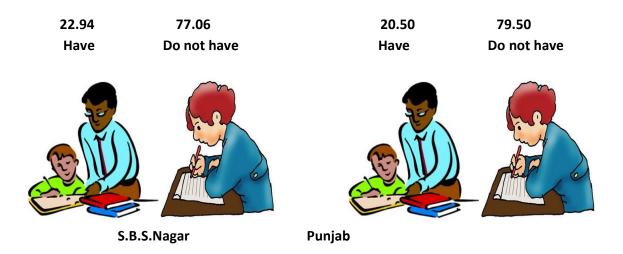


Parental education wise

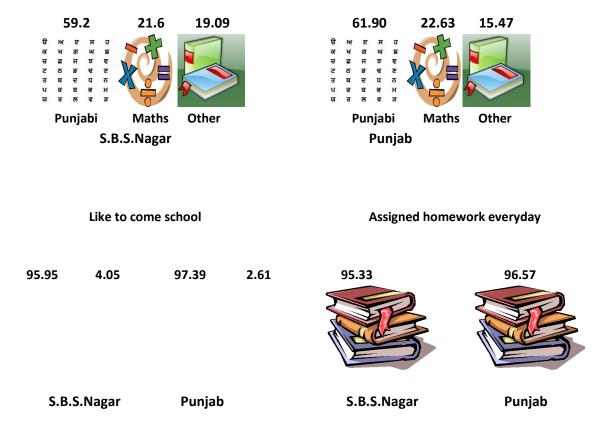
2.6 22.6 8.4 17 12.9 19.6 9.6 2.8 4.2



Private Tuitions



School Factor



Subject Like most

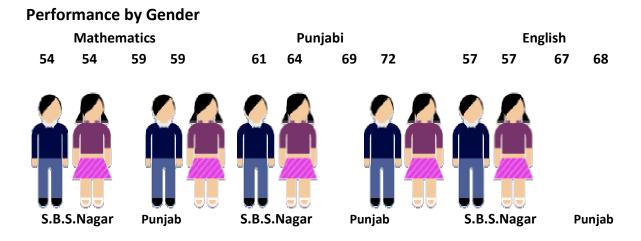
S.B.S.Nagar Results

Performance Subject-Wise

S.B.S.Nagar 54

S.B.S.Nagar 62

S.B.S.Nagar 57





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

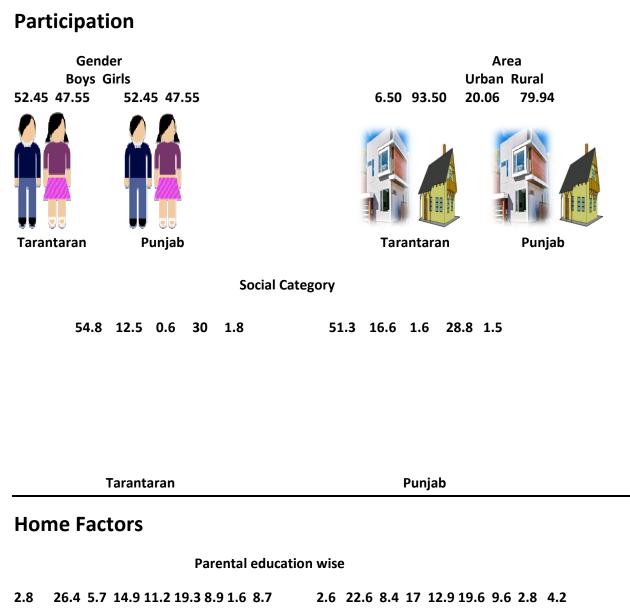
Reading

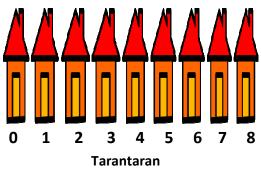
Skill wise correct responses of students in Punjabi (in Percentage) Listening

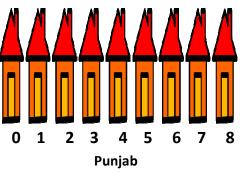
Speaking

Reading

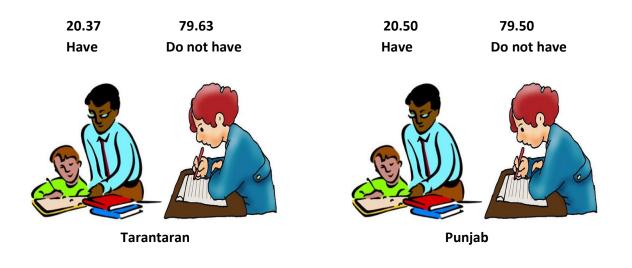
Schools and Students: Punjab-Tarantaran in %



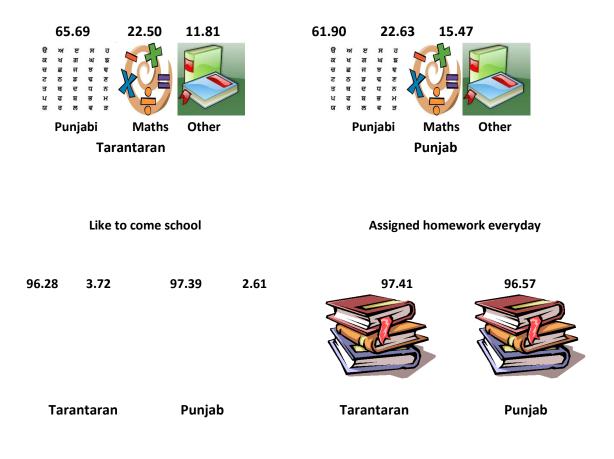




Private Tuitions



School Factor



Subject Like most

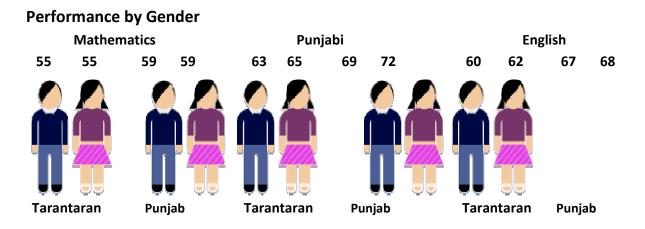
Tarantaran Results

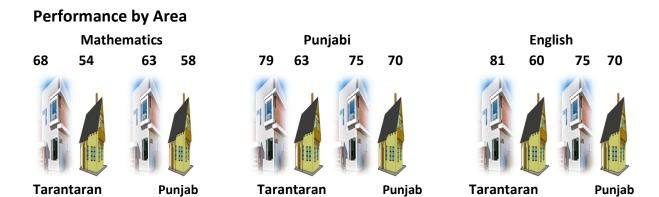
Performance Subject-Wise

Tarantaran 55

Tarantaran 64

Tarantaran 61





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

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

Listening

Speaking

Reading