WHAT STUDENTS KNOW AND CAN DO

A summary of National Achievement Survey

Class X

2015

A Summary of
National Achievement Survey
Class X, 2015

CONTENTS

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TEAM

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PREFACE

Achieving good quality educational outcomes for all is the most cherished objective of policy makers and educationalists in a democratic country like India. It is important for all students to attain certain specified and valued learning standards after a period of 10 years of schooling, irrespective of their diverse social, cultural and economic backgrounds. In light of this, the Ministry of Human Resource Development has entrusted the Educational Survey Division of the National Council of Educational Research and Training (NCERT) to conduct a nationwide achievement survey of students at the end of Class X, on a sample basis.

While several rounds of achievement surveys have been conducted by NCERT at the elementary stage of school education (at Class III, V & VIII levels), this is the first time the achievement survey has been undertaken at Class X level. The survey investigates student achievement in five subjects: English, Mathematics, Social Science, Science and Modern Indian Language.
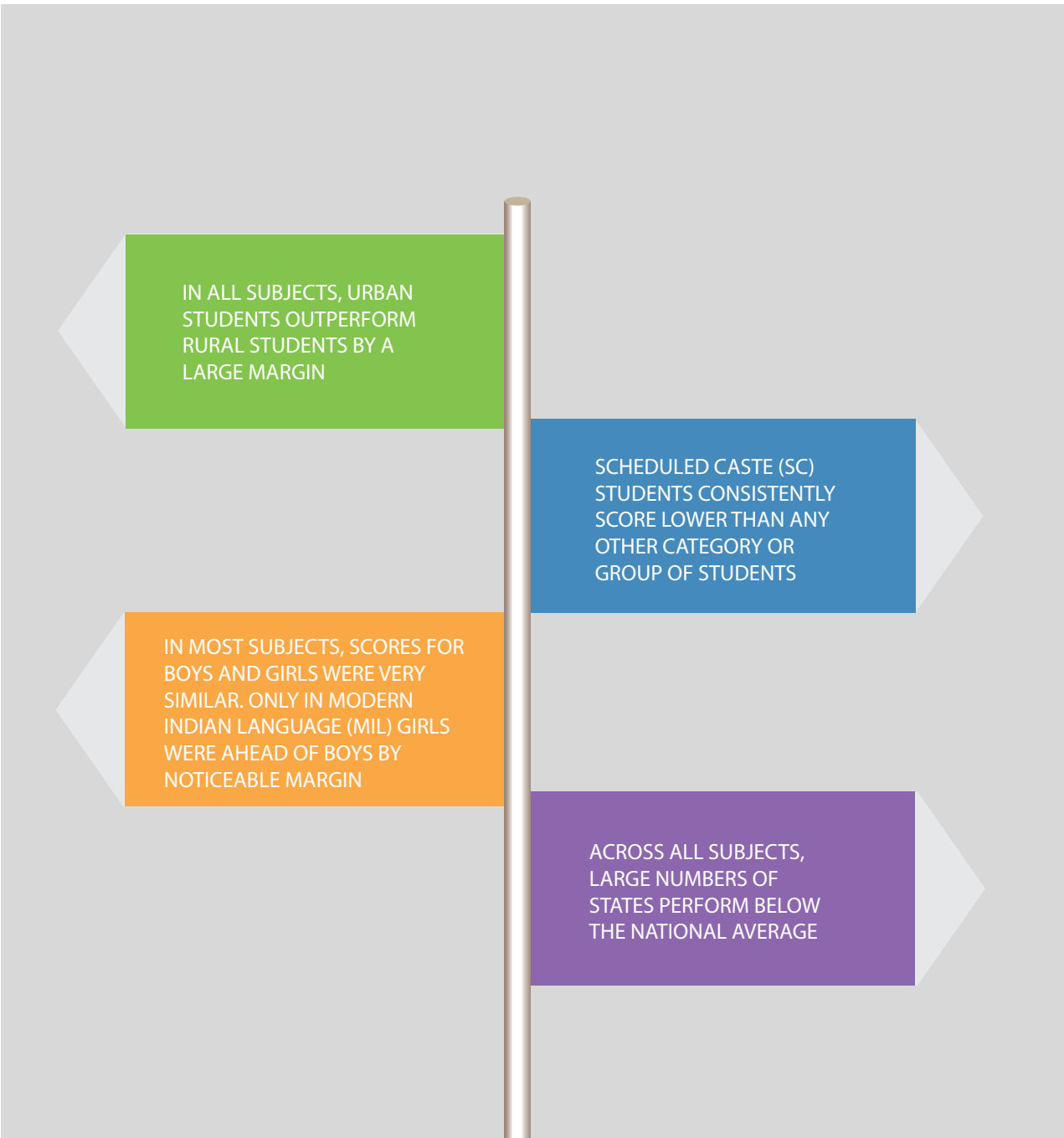
The test is administered in 33 States, Union Territories and Boards after a scientific and robust process of sample design, test development and translation, with rigorous adherence to technical procedures. Modern techniques of analysis and interpretation of data are applied to produce findings, using Item Response Theory. The findings are presented in terms of gender, social category and location of students. The state-wise information is provided in the five subjects. This will be useful to assist States/UTs/Boards in understanding student performance and to prepare strategies for enhancing student learning.

I express my gratitude to Prof. H.K. Senapati, Director, and Prof. B.K. Tripathi, Joint Director, NCERT, for their support. I also thank Ms. Sudeshna Sen, Secretary, NCERT, for her continuous support. I appreciate and acknowledge the inexorable effort of the project team: Prof. A.D. Tewari, Prof. Sridhar Srivastava, Dr. Satya Bhushan and project team members. I also thank the RMSA-TCA and ACER team for their support throughout. The cooperation and commitment of the RMSA Bureau, the Ministry of Human Resource Development and the Boards of School Education of States and Union Territories were indispensable in the undertaking and completion of this task. Additionally, sincere recognition is made of the work of Md. Iqbal Hassan for making copy to print ready.

(Y. Sreekanth)
Professor & Head

National Highlights

IN ALL SUBJECTS, URBAN STUDENTS OUTPERFORM RURAL STUDENTS BY A LARGE MARGIN

SCHEDULED CASTE (SC) STUDENTS CONSISTENTLY SCORE LOWER THAN ANY OTHER CATEGORY OR GROUP OF STUDENTS

IN MOST SUBJECTS, SCORES FOR BOYS AND GIRLS WERE VERY SIMILAR. ONLY IN MODERN INDIAN LANGUAGE (MIL) GIRLS WERE AHEAD OF BOYS BY NOTICEABLE MARGIN

ACROSS ALL SUBJECTS, LARGE NUMBERS OF STATES PERFORM BELOW THE NATIONAL AVERAGE

Introduction

Secondary education is the turning point for a large majority of students. Not only the certificate one earns after schooling but also the actual learning during schooling is a lifelong resource. The Twelfth Five Year Plan has articulated the need for improving quality of education at all stages of education as a key instrument for achieving faster, sustainable and inclusive growth.

The Government of India entrusted NCERT, its academic and advisory body on school education, to conduct periodic large-scale assessments at different grade levels. For the first time initiative has been taken to conduct large-scale assessment survey at Secondary Stage (Class X).

There is a need to determine what is working and what needs improvement in the education system. The different stakeholders such as parents, students, policy makers, educators, and public in general have various questions - Is our education system preparing students with the necessary skills to cope with the demands of tomorrow's world of work? How well are the students learning in our schools?

Key Features of the NAS Class X survey:

- This is the first survey for class X and administered in 15 languages of instruction across the country, while ensuring linguistic quality assurance.
- Assessed student achievement in Mathematics, Social Science, Science, English and Modern Indian Languages (MIL).
- Three test booklets for each subject were used to increase the measurement points to assess the learning levels in greater depth.
- Item Response Theory (IRT) was used that measures
  - Ability of students to respond correctly to different levels of difficulty in tests.
  - Changes in achievement over time and increases the efficiency, accuracy and usefulness of results.

For monitoring and reporting learning outcomes and the performance of education systems, in order to provide reliable and valid response to the above mentioned questions and to make informed choices related to improving education systems that enhance student learning, governments and educators across the world have designed and put to use several tools and processes.

Large-scale Assessment in education is one such tool that obtains information for the purposes of assessing the overall health of education systems and whether the students meet curricular standards. Around the world there is growing interest since the mid-1980s to use Largescale Assessments for measuring, comparing and monitoring educational standards. Many countries now take part in international surveys of learner achievement and many countries now conduct their own achievement surveys in order to judge educational standards against national expectations. The findings could potentially lead to systemic reforms.

Since the year 2001 India has been implementing a rolling programme of sample based National Achievement Survey (NAS) aimed at different areas of elementary education.The National Achievement Survey for Class X is the first survey at Secondary Stage under RMSA and hence will provide basis for comparisons for further cycles.

Objectives

There are three key objectives of the National Achievement Survey Class X:

1. To study the achievement levels of students of Class X in a Modern Indian Language, English, Mathematics, Science and Social Science
2. To study the difference in achievement levels with regards to area, gender, social group, board and management of schools
3. To study the effect of intervening variables like students' home background, school and teacher on achievement levels of students.

Methodology

Multiple tests (three for each subject), in five subjects namely Mathematics, Science, Social Science, English and Modern Indian Language (MIL) were developed and used to assess learning achievement. Three questionnaires (school, pupil and teacher) were designed to capture background information. This survey was conducted on a sample comprising of 2,77,416 students in 7,216 schools across 33 States /Union Territories (UTs) and Boards. Information was also gathered about background factors including the school environment; instructional practices, qualification and experience of teachers, and the home background of students, etc. through the questionnaires mentioned above to study their influence on students' achievements. Apart from this, information in Field Notes about various procedure such as within school sampling is documented, which is very helpful to maintain the quality of data.

Sample Selection

Since the reporting unit is State/UT/ as well as Board, the data base available with Board of School Education from each State/UT /National Boards was used to draw a representative sample of schools, selected using Probability Propotional to Size (PPS) technique. The number of schools was determined in such a way that a minimum sample required is procured from each State/UT and Board for accurate statistical analysis. A sample of 358 schools in each State/Board has been selected in the first stage. For each sampled school, replacement schools have also been drawn in case of any of selected school is not available. In States/UTs which have less than 358 schools, all schools were included in the sample. A sample of maximum 45 students was selected from each sampled school.

Development of Tools

To measure the learning levels of class X students, standardised test booklets were developed in the key curricular areas i.e., *One Modern Indian Language (MIL), English, Mathematics, Science and Social Science based on secondary (Class IX-X) syllabus.* A pool of multiple choice items were developed for field trial, and functional items were retained on basis of item analysis applying Item Response Theory (IRT) techniques. Items were finalised for main survey on the basis of analysing field trial data in English, Hindi and Kannada languages only. Test booklets were generated for sufficient coverage of contents/competencies expected at secondary level (Classes IX-X). In addition to these, three Questionnaires for Students, Teachers, Schools and Field Notes also developed to capture the contribution of contextual and institutional factors on learning levels. The competencies tested through the test booklets are:

English	Mathematics	Science	Social Science	Modern Indian Language
Reading Comprehension	Geometry	Materials	Economics	Reading Comprehension
Language Elements	Mensuration	Moving things, people and idea	History	*Language Element
	Trigonometry	Natural phenomena	Political Science	
	Algebra	Natural resources	Geography	
	Number System	The world of the living		
	Coordinate Geometry	Food		
	Statistics, probability & Data Handling	How things work	-	
				-

*Language Elements for MIL are not analysed for this report.

Administration of Tools

The tools were administered through State Education Boards, SCERTs and National Boards (CBSE and ICSE). These organisations have rich experience of conducting examination at secondary level and have the mechanism in place required for the survey. Responses of students and their basic information were captured in Optical Mark Recognition (OMR) sheets. Data for main survey was collected during November 2014 – February 2015 (for summer as well as winter closing schools). In the states of Uttar Pradesh, Jharkhand and Chhattisgarh, survey was administered in Class XI. The states of Bihar and Manipur could not conduct the survey.

Data Management and Analysis

OMR sheets were scanned and transferred to the database through a scanning software. For transfer of questionnaire data from paper to electronic format, data entry was outsourced to an agency. Data entry manual and analysis plan were developed by Educational Survey Division, NCERT keeping in mind the objectives of the study. The data entry plan was provided to the agency for undertaking the assigned task in a systematic manner. The project team checked and verified the quality of the data. Cleaned files were used for analysis. Data analysis was carried out by using 1 PL model of IRT on weighted data.

Reporting

Modern psychometric techniques like scaling, equating and calibration were employed during analysis process to understand what students know and can do after 10 years of schooling. Item Response Theory is employed to produce high quality results. Different test of significance were employed to know the equity in learning outcomes (area, gender, social category, etc.). Item wise response patterns of students were also analysed to diagnose learning difficulties in prescribed contents in different subjects.

100	200	300	400

Low achievement	Mid-point = 250	High achievement
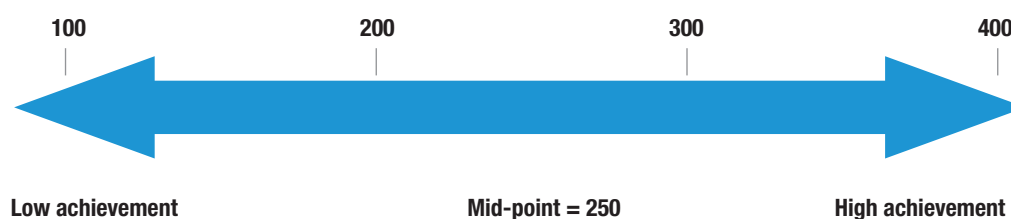
Reader's Guide

Standardised tests used in large scale surveys provide a common basis for evaluating and comparing students' abilities in a specific content area. Policy makers, teachers, parents and test takers ask a common question about large-scale surveys or standardised testing: why do we use scaled scores in reporting large-scale achievement results? Why raw or percent correct scores are not used for reporting?

Raw and Percent correct score

A raw score is the total number of score points a test taker obtains by answering questions correctly on a test. A percent-correct score represents the percentage of questions a test taker answered correctly on a test. For example, if a test taker answered 30 out of 50 questions on a test correctly, then his or her percent-correct score would be 60%. The raw score, in this example, is 30. The percent-correct score is easy to calculate and understand, and is often used in classroom tests for score reporting. However, they are often reported to the test takers along with the scaled scores as a direct indicator of how many points a test taker obtained from the set of questions on a test form.

In large scale surveys wherein standardised tests are used, it is essential to develop multiple tests booklets or forms to ensure maximum content exposure. Creating multiple test booklets or forms of exactly similar difficulty is very challenging for test developers. This restricts the use of percent correct scores for comparison of student's performances on different booklet or forms of the same test. For the same reasons, the raw scores cannot be used to compare student's performance on different test booklets or forms.

Therefore, to make consistent and fair decisions based on assessment results, the scores reported from standardised tests need to be comparable that is, scores must carry the same measuring regardless which test booklet or form is administered.

Scale Score

In large-scale assessment surveys, such as NAS, results are reported in 'Scale Scores', simply to achieve comparability. This technical feature is to enable comparisions of performance to be made between test takers who sit for tests at different times. In this way, the results of students in future cycles of Class X NAS will be comparable with the results of the present cycle of Class X NAS. Using IRT, test scores are transformed into scale scores in a way which enables this. The measurement scales are fixed for all five subjects for this first survey (2015) at mean 250 and Standard Deviation (SD) 50, so that results from all future surveys can be reported and compared on the same scale to understand the change in learning achievement.

The Scaled Scores are obtained by statistically adjusting and converting raw scores on to a common scale to account for differences in difficulty across different forms. The scale score provides a comparable metric, across all the tests within a subject.

The use of Item Response Theory (IRT) analyses allows for test difficulty and student ability to be reported independently on the same scale. In addition, a scale score of 300 will mean the same in 2017 as it did in 2014 even though the tests are different.

Comparing Average Score

When comparing two average scores, the standard errors (measures the accuracy with which a sample represents a population) of each must be taken into account. For example, in the table given below, State X has a mean score of '257' which looks higher than the group average score of 252. However, when we take the standard errors into account we see that the difference between the performance of State 'X' and that of the group is not statistically significant. Similarly, State A has a higher average score that group average, but the observed difference in Mathematics achievement in these two states is yet not statistically different when the standard errors are considered. Hence, one can say that both State 'A' & State 'X' are 'average' states when it comes to the achievement in Mathematics.

Mathematics			
State or UT	Average Score	Standard Error	Significant Difference
State A	253	2.6	•
….	….	….	….
State X	257	3.2	•
State Y	298	3.1	↑
State Z	241	2.7	↓
Group Average	252	0.7	….

Percentile Scores

In addition to the average scores, percentile scores are also reported in the NAS. Percentile tables and figures in the NAS report illustrate the achievement within states at different percentiles. A percentile score indicates the scale score below which a certain proportion of students fall. For example, the 10th percentile score means that 10% of students may be found at or below it. (Hence, 90% of students can be found above it.) As shown in the exemplar table below, NAS reports list the scores achieved by students at key percentiles. Among these are the 25th (first quartile), 50th (second quartile or median), 75th (third quartile) percentile and 90th percentile. The range between the 90th and 10th percentiles represents the performance of the middle 80% of students. Hence, this is a good indicator for the state's degree of homogeneity in terms of the achievement of its students.

State or UT	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile	Range 90-10
….	….	….	….	….	….	….
State 1	185	212	228	271	291	106
State 2	178	204	230	275	321	143
State 3	185	212	226	248	273	88

In the table above, States 1 and 3 have similar median scores (228 and 226 respectively). However, State 1 has a significantly higher score at the 75th percentile than State 3 (271 compare with 248). This shows that while the average scores for the two states are comparable, the top 25% of students in State 1 are doing significantly better than their peers in State 3. By providing such data, NAS allows States to compare achievement not only of 'average students', but also across the full ability range.

How to Read the Graphs

NAS Class X results are reported as means that indicate average performance , various statistics that reflect the distribution of performance like percentiles and inter-quartile difference and confidence interval (95% confidence level) to specify the true range of population mean. All this important information is also depicted in graphs. An explanation is given below to assist with reading the graphs in this report.

10th Percentile-
10% students
achieve at or
below this score

confidence Interval
around mean (95%)
Range covers the true
population mean

90th Percentile-
90% students
achieve at or below
this score

25th Percentile-25%
students achieve at
or below this score

75th Percentile-75% students
achieve at or below this score

| 175 | 195 | 215 | 235 | 255 | 275 | 295 | 315 | 335 |
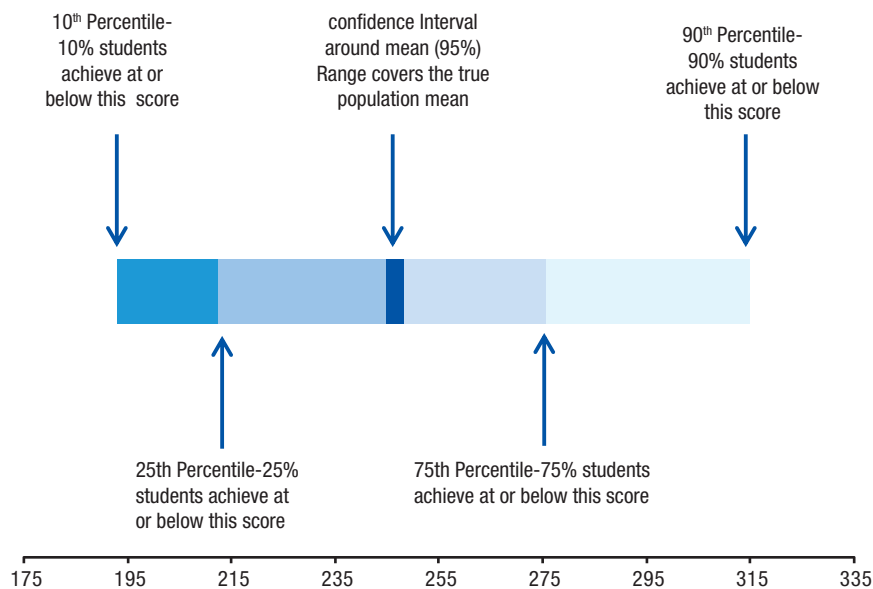
The graph below depicts the distribution of the group, key percentile points like the 10th percentile (P10), P25, P75 and P90, average achievement score and the confidence interval (95% confidence level) around the mean. This confidence intervals help to determine whether or not two estimates are statistically significantly different. If confidence intervals do not overlap, then the difference between the estimates is statistically significant. One such example is given below.

Private

Govt. Aided

Government

| 170 | 190 | 210 | 230 | 250 | 270 | 290 | 310 | 330 | 350 | 370 |
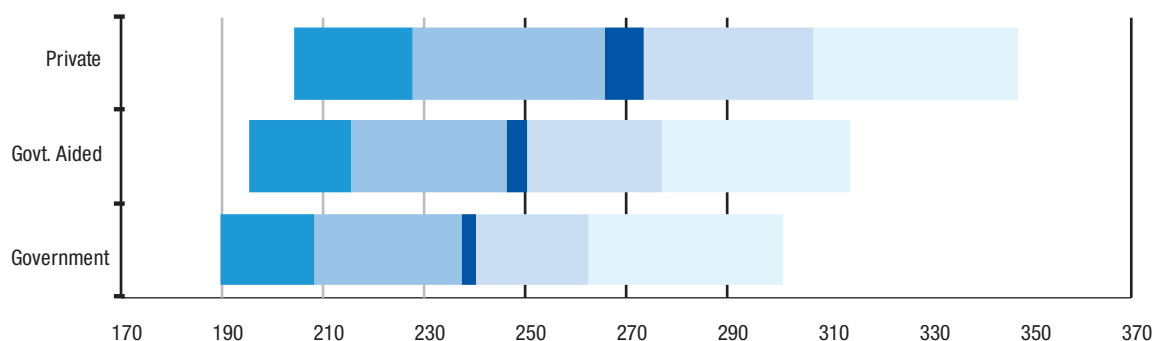
If confidence intervals overlap, then the difference between the estimates is not statistically significant. One such example is given below.
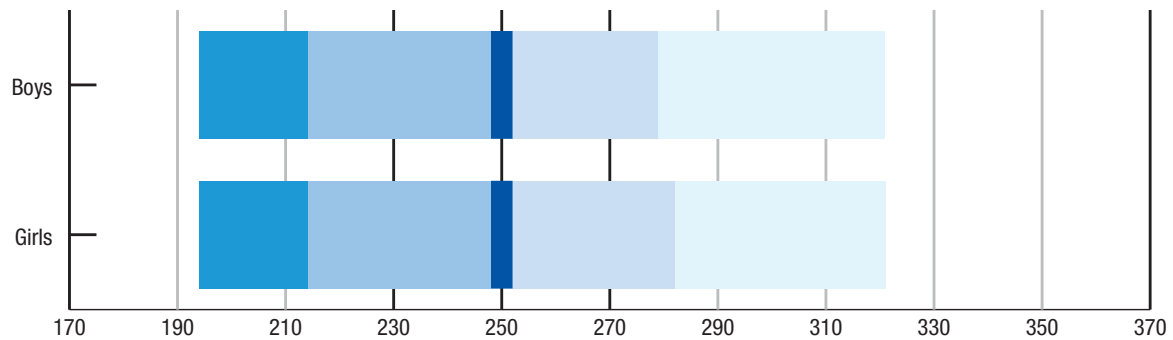
Note:
- The results for CBSE and ICSE Boards are calculated and presented although the achieved sample for these Boards was very low. Hence, the results of these Boards are not compared with the other States/UTs in this report.
- MIL tests were not administred in Meghalaya & Nagaland. MIL data from Karnataka was incomplete-hence it was not included.

250

250

247

256

240

237

250

260

239

248

269
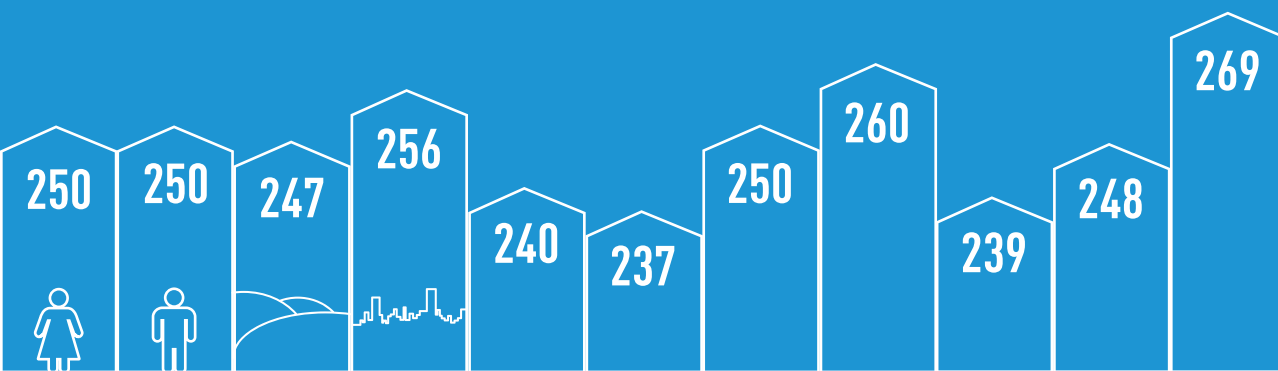
Graphical Reports

Graphical representation of the students' performance under subject-wise achievement and percentage of students answering correctly.

English

OVERALL MEAN ACHIEVEMENT SCORE
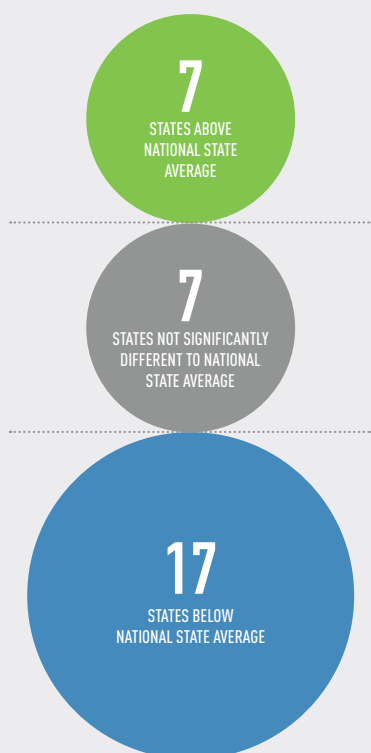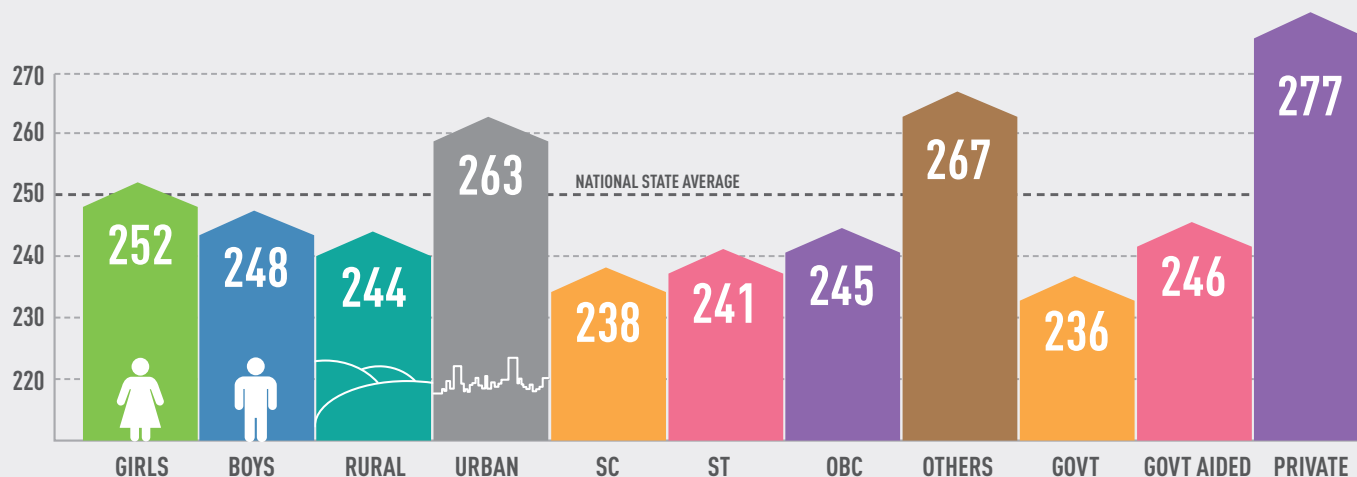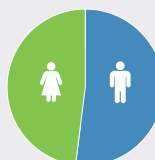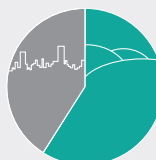
Category	Score
GIRLS	252
BOYS	248
RURAL	244
URBAN	263
SC	238
ST	241
OBC	245
OTHERS	267
GOVT	236
GOVT AIDED	246
PRIVATE	277

NATIONAL STATE AVERAGE

7 STATES ABOVE NATIONAL STATE AVERAGE

7 STATES NOT SIGNIFICANTLY DIFFERENT TO NATIONAL STATE AVERAGE

17 STATES BELOW NATIONAL STATE AVERAGE

LOW PERFORMERS
SCORING BELOW 200

BY GENDER
52% BOYS
48% GIRLS

BY LOCATION
59% RURAL
41% URBAN

BY SOCIAL GROUP
31% SC
29% ST
24% OBC
16% OTHERS

HIGH PERFORMERS
SCORING ABOVE 300

BY GENDER
53% BOYS
47% GIRLS
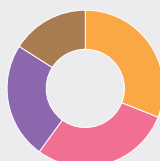
BY LOCATION
53% RURAL
47% URBAN
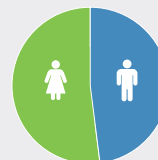
BY SOCIAL GROUP
16% SC
18% ST
21% OBC
45% OTHERS
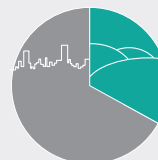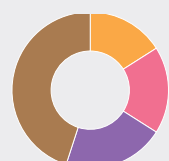
Mathematics

OVERALL MEAN ACHIEVEMENT SCORE

250	**250**	**247**	**256**	**240**	**237**	**250**	**260**	**239**	**248**	**269**
GIRLS	BOYS	RURAL	URBAN	SC	ST	OBC	OTHERS	GOVT	GOVT AIDED	PRIVATE

NATIONAL STATE AVERAGE

4
STATES ABOVE
NATIONAL STATE
AVERAGE

6
STATES NOT SIGNIFICANTLY
DIFFERENT TO NATIONAL
STATE AVERAGE

21
STATES BELOW
NATIONAL STATE AVERAGE
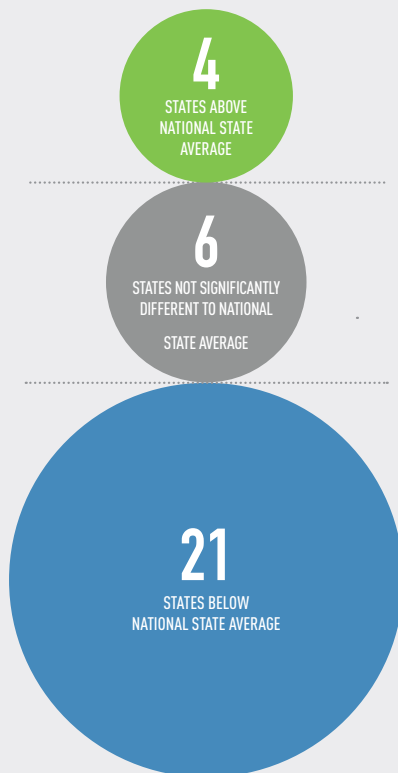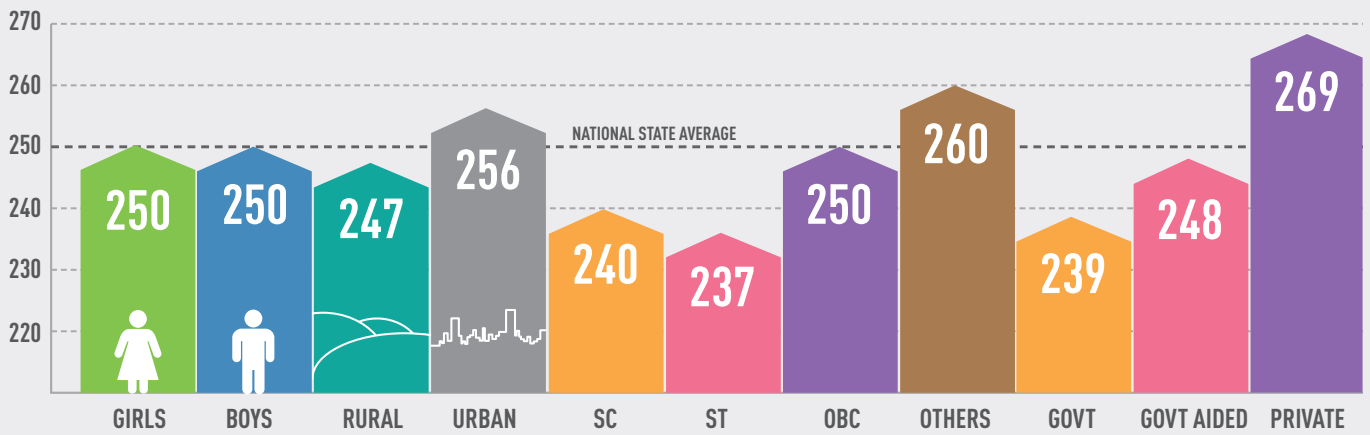
LOW PERFORMERS
SCORING BELOW 200
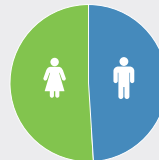
BY GENDER

49% BOYS
51% GIRLS
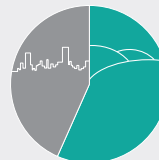
BY LOCATION

57% RURAL
43% URBAN

BY SOCIAL GROUP
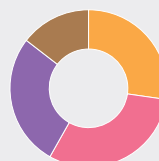
30% SC
34% ST
20% OBC
16% OTHERS

HIGH PERFORMERS
SCORING ABOVE 300
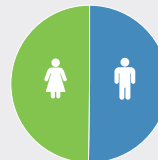
BY GENDER

50% BOYS
50% GIRLS
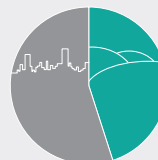
BY LOCATION

45% RURAL
55% URBAN

BY SOCIAL GROUP
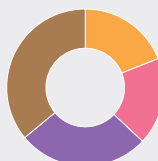
19% SC
18% ST
27% OBC
36% OTHERS

Science

OVERALL MEAN ACHIEVEMENT SCORE
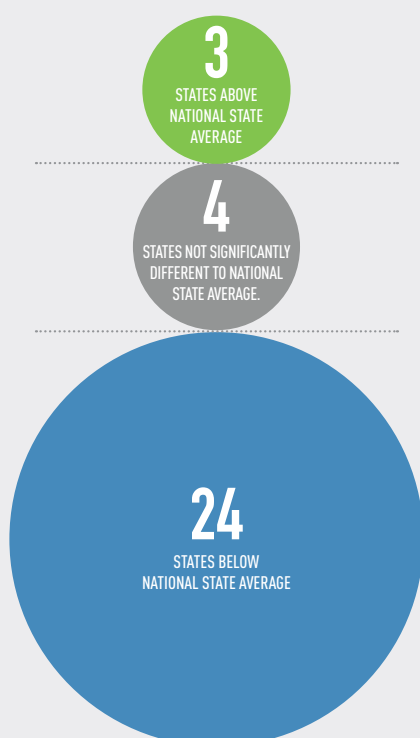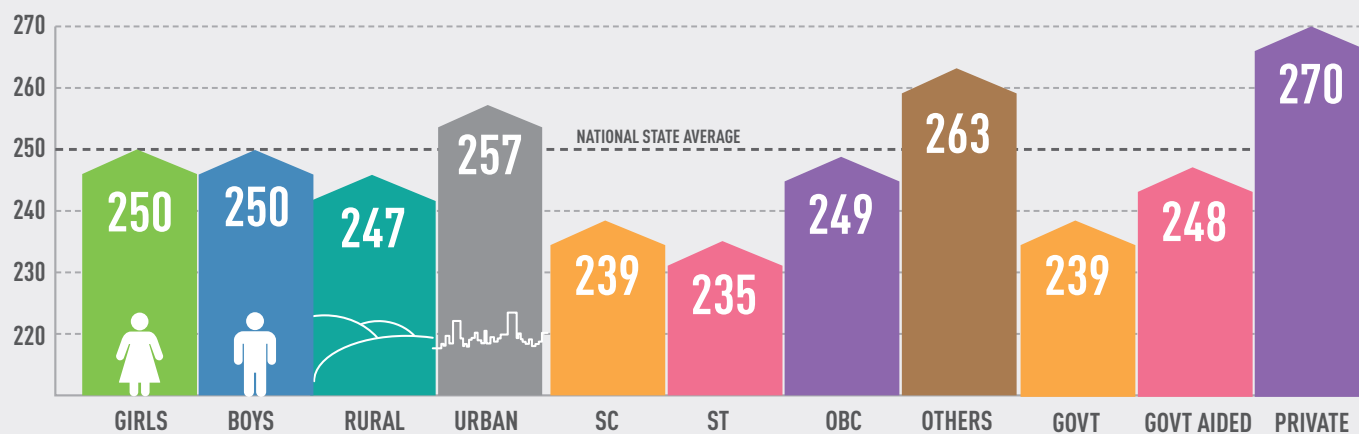
250	250	247	257	239	235	249	263	239	248	270
GIRLS	BOYS	RURAL	URBAN	SC	ST	OBC	OTHERS	GOVT	GOVT AIDED	PRIVATE

NATIONAL STATE AVERAGE

3 STATES ABOVE NATIONAL STATE AVERAGE

4 STATES NOT SIGNIFICANTLY DIFFERENT TO NATIONAL STATE AVERAGE.

24 STATES BELOW NATIONAL STATE AVERAGE

LOW PERFORMERS
SCORING BELOW 200
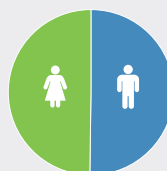
BY GENDER

50% BOYS
50% GIRLS
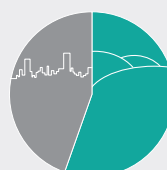
BY LOCATION

55% RURAL
45% URBAN
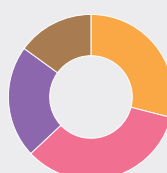
BY SOCIAL GROUP

29% SC
33% ST
21% OBC
17% OTHERS

HIGH PERFORMERS
SCORING ABOVE 300
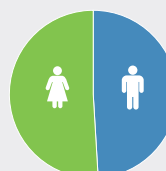
BY GENDER

49% BOYS
51% GIRLS
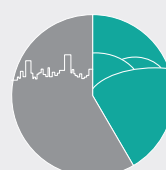
BY LOCATION

42% RURAL
58% URBAN
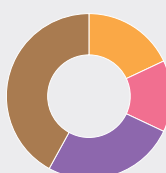
BY SOCIAL GROUP

18% SC
16% ST
26% OBC
40% OTHERS

Social Science

OVERALL MEAN ACHIEVEMENT SCORE
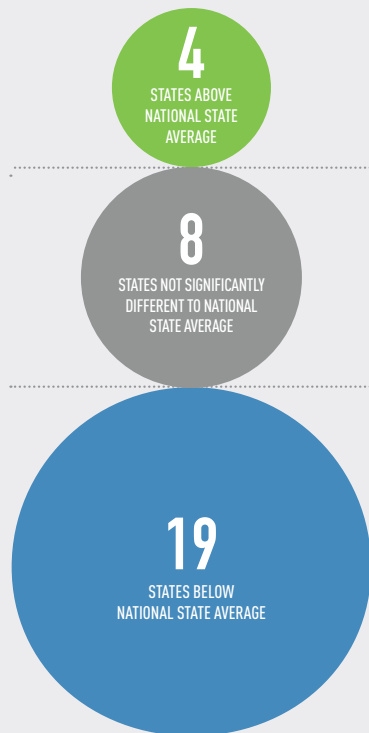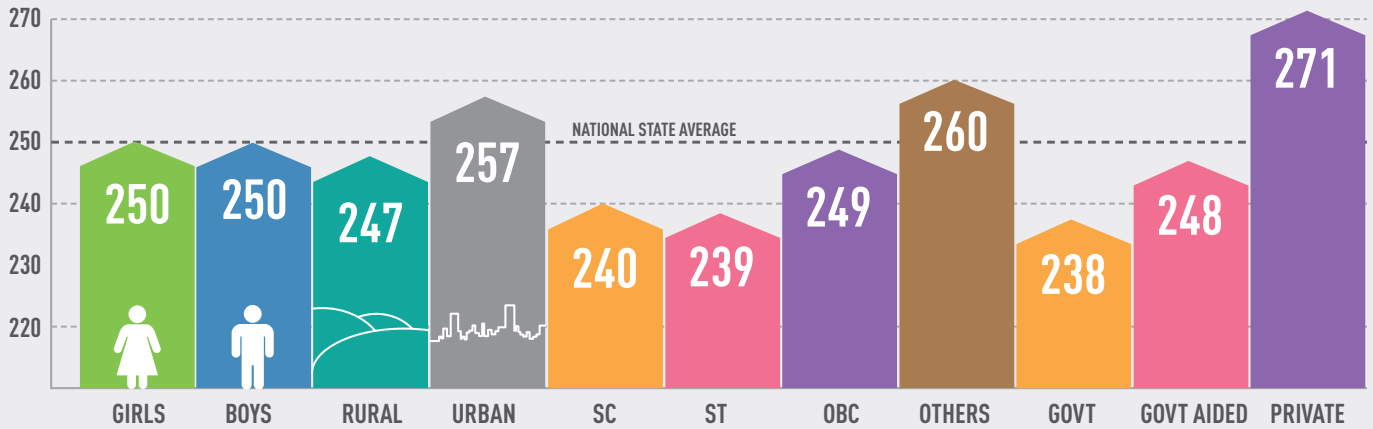
250	250	247	257	240	239	249	260	238	248	271
GIRLS	BOYS	RURAL	URBAN	SC	ST	OBC	OTHERS	GOVT	GOVT AIDED	PRIVATE

NATIONAL STATE AVERAGE

4
STATES ABOVE
NATIONAL STATE
AVERAGE

8
STATES NOT SIGNIFICANTLY
DIFFERENT TO NATIONAL
STATE AVERAGE

19
STATES BELOW
NATIONAL STATE AVERAGE

LOW PERFORMERS
SCORING BELOW 200
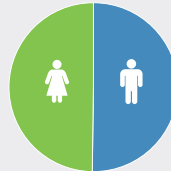
BY GENDER

50% BOYS
50% GIRLS
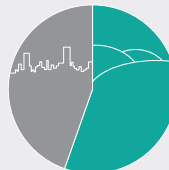
BY LOCATION

55% RURAL
45% URBAN
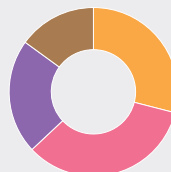
BY SOCIAL GROUP

30% SC
32% ST
21% OBC
17% OTHERS

HIGH PERFORMERS
SCORING ABOVE 300
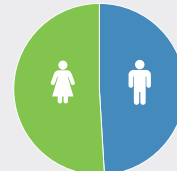
BY GENDER

49% BOYS
51% GIRLS

BY LOCATION

42% RURAL
58% URBAN
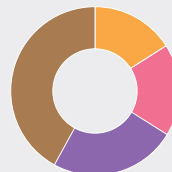
BY SOCIAL GROUP

17% SC
20% ST
25% OBC
38% OTHERS

Modern Indian Language (MIL)

OVERALL MEAN ACHIEVEMENT SCORE

NATIONAL STATE AVERAGE

254	246	244	262	239	233	249	263	235	252	269
GIRLS	BOYS	RURAL	URBAN	SC	ST	OBC	OTHERS	GOVT	GOVT AIDED	PRIVATE

6 STATES ABOVE NATIONAL STATE AVERAGE

3 STATES NOT SIGNIFICANTLY DIFFERENT TO NATIONAL STATE AVERAGE

19 STATES BELOW NATIONAL STATE AVERAGE
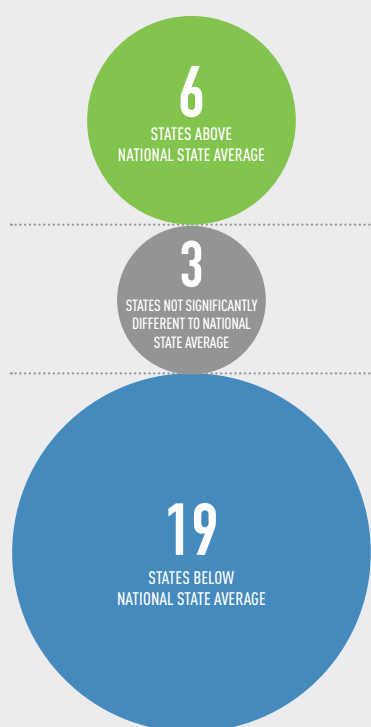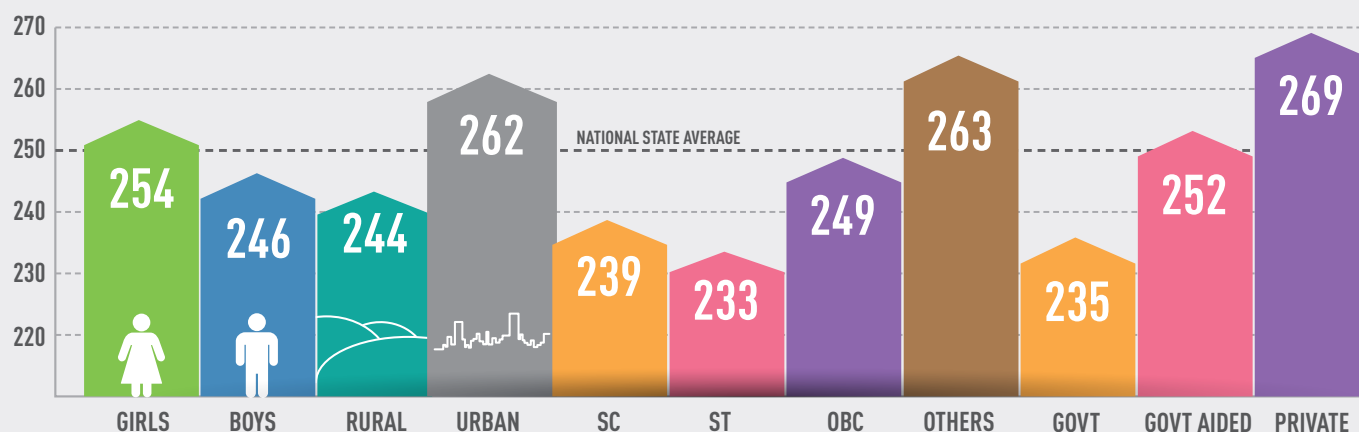
LOW PERFORMERS
SCORING BELOW 200
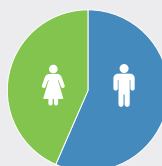
BY GENDER
57% BOYS
43% GIRLS
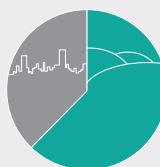
BY LOCATION
62% RURAL
38% URBAN
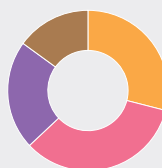
BY SOCIAL GROUP
29% SC
34% ST
22% OBC
15% OTHERS

HIGH PERFORMERS
SCORING ABOVE 300
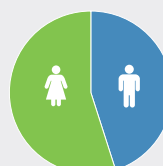
BY GENDER
45% BOYS
55% GIRLS
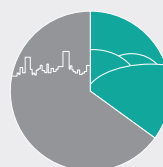
BY LOCATION
35% RURAL
65% URBAN
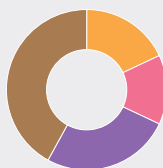
BY SOCIAL GROUP
18% SC
14% ST
26% OBC
42% OTHERS

Percentage of Students Answering Correctly

These chart allows us to see the range of students' ability in terms of correct answers. The chart shows the proportion of students answering correctly in four ranges. It shows the proportion of students who answered 0 to 35% of questions correctly, 36% to 50% of questions correctly, 51% to 75% of questions correctly and the proportion of students who answered more than 75% of questions correctly.

English

PERCENTAGE OFSTUDENTS ANSWERING CORRECTLY

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

24%   61%   15%   0%*

0-35%   36-50%   51-75%   > 75%

RANGE OF CORRECT ANSWERS (%)

Mathematics

PERCENTAGE OFSTUDENTS ANSWERING CORRECTLY

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

35%   49%   16%   0%*

0-35%   36-50%   51-75%   > 75%
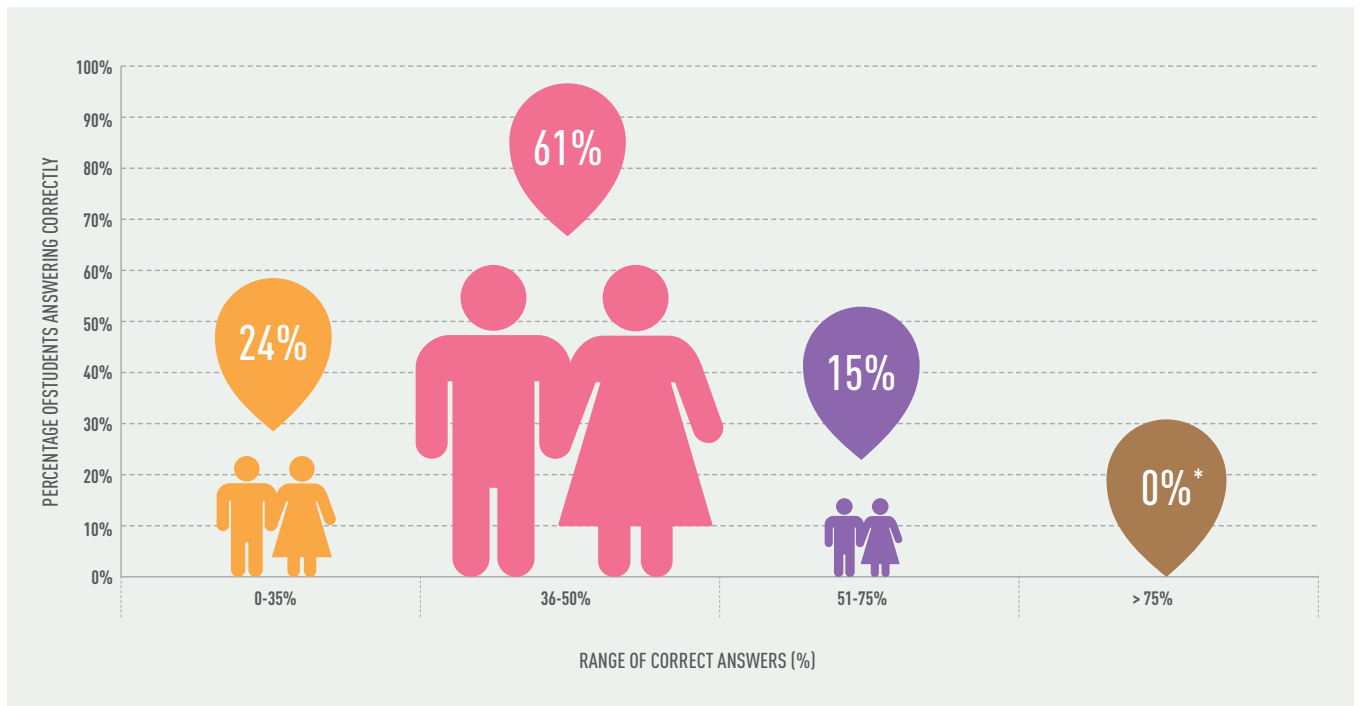
RANGE OF CORRECT ANSWERS (%)
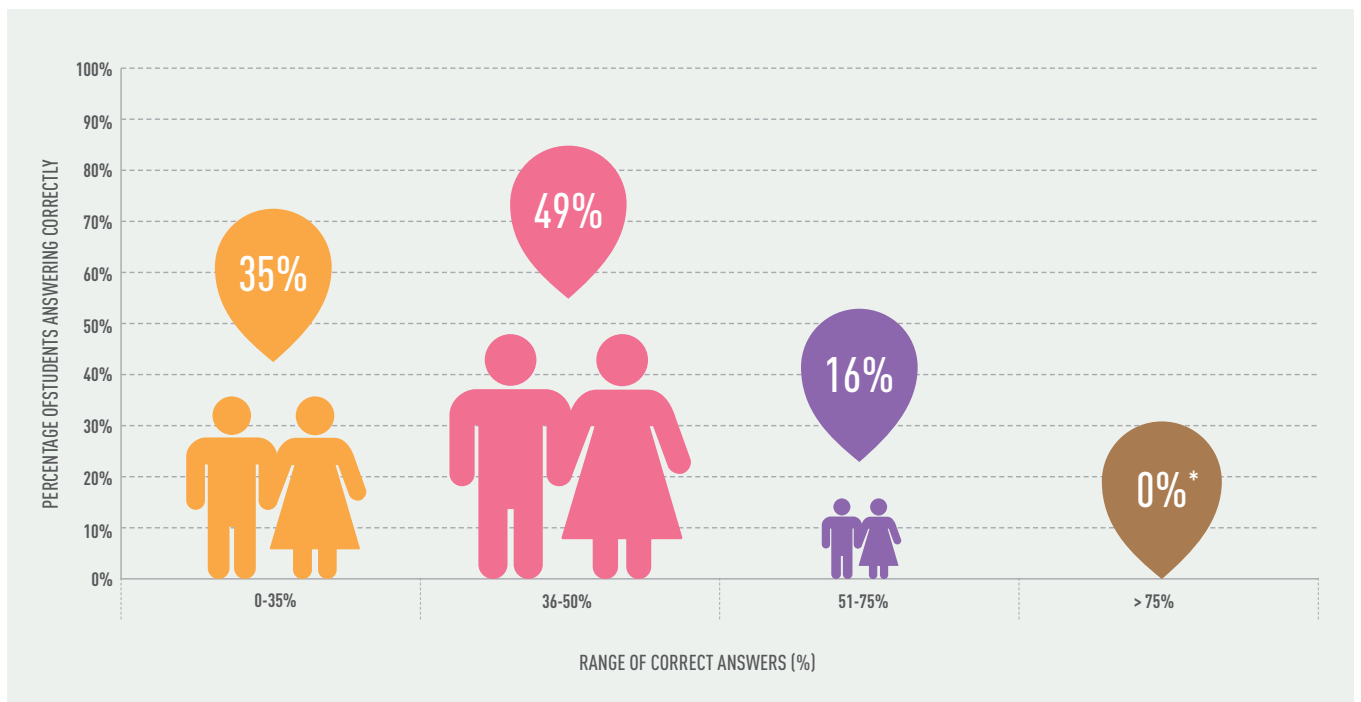
* Zero due to rounding off.

Science

Chart — Science: Percentage of students answering correctly vs. Range of correct answers (%).
- 0-35%: 33%
- 36-50%: 45%
- 51-75%: 20%
- > 75%: 2%

Social Science

Chart — Social Science: Percentage of students answering correctly vs. Range of correct answers (%).
- 0-35%: 20%
- 36-50%: 51%
- 51-75%: 27%
- > 75%: 2%

Modern Indian Language (MIL)

Chart showing PERCENTAGE OF STUDENTS ANSWERING CORRECTLY vs RANGE OF CORRECT ANSWERS (%):

- 0-35%: 11%
- 36-50%: 20%
- 51-75%: 64%
- > 75%: 5%
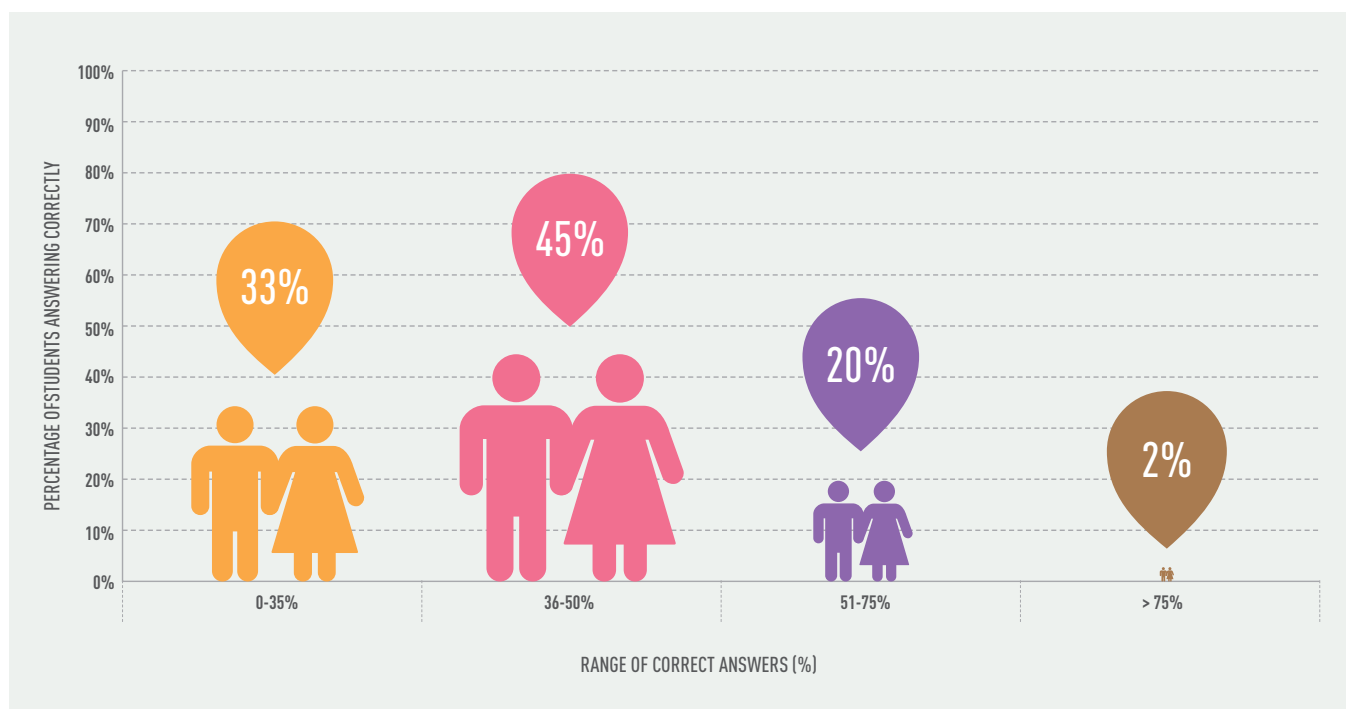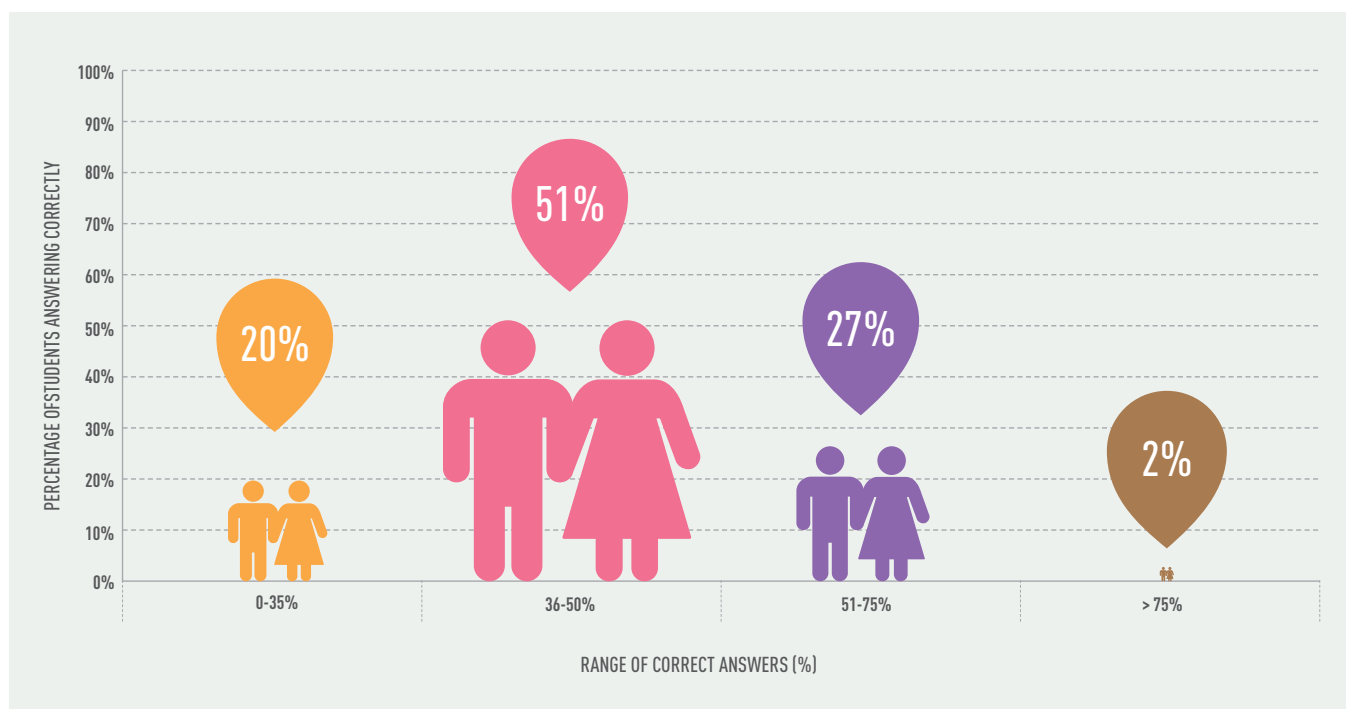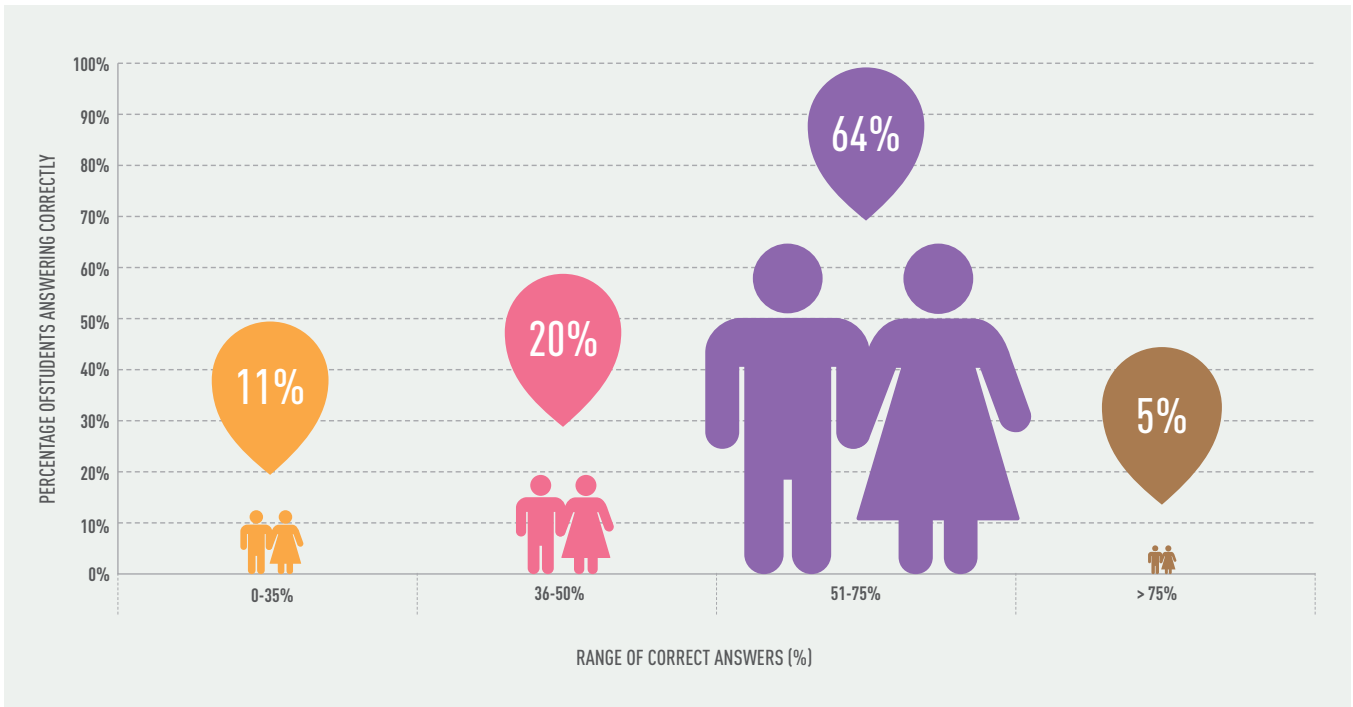
Findings

Snapshot of the students' performance under subject-wise achievement, gender, location, social categories and management.

Subject-wise Mean Achievement Score
English

Legend:

- 🟨 / ↔ The average achievement score of the state is **not** significantly different to that of the overall achievement score.
- 🟩 / ↑ The average achievement score of the state is significantly **above** that of the overall achievement score.
- 🟥 / ↓ The average achievement score of the state is significantly **below** that of the overall achievement score.
- ⬜ Non participating State/UT
- 🟦 Administered in Class XI (not included in the report)

State/Union Territory	Mean	SE	
Andhra Pradesh	238	2	↓
Arunachal Pradesh	250	2	↔
Assam	238	2	↓
Delhi	241	1	↓
Goa	299	2	↑
Gujarat	225	1	↓
Haryana	236	2	↓
Himachal Pradesh	229	2	↓
Jammu & Kashmir	251	2	↔
Karnataka	259	2	↑
Kerala	250	2	↔
Madhya Pradesh	222	2	↓
Maharashtra	248	2	↔
Meghalaya	264	4	↑
Mizoram	279	3	↑
Nagaland	303	2	↑
Odisha	245	2	↓

State/Union Territory	Mean	SE	
Punjab	226	2	↓
Rajasthan	229	2	↓
Sikkim	272	3	↑
Tamil Nadu	225	1	↓
Telangana	245	3	↔
Tripura	234	2	↓
Uttarakhand	229	2	↓
West Bengal	253	3	↔
A & N Island	250	10	↑
Chandigarh	243	3	↔
D & N Haveli	217	2	↓
Daman & Diu	235	4	↓
Lakshadweep	228	7	↓
Puducherry	222	2	↓
CBSE	319	4	
ICSE	372	3	
National	**250**	**0.7**	

7 States/UTs performed significantly above and 17 States/UTs performed significantly below the average overall achievement score. In 7 States/UTs there was no significant difference observed. Large variation found in average scale score among the States/UTs.

Mathematics

Legend:

- 🟨 / ↔ The average achievement score of the state is **not** significantly different to that of the overall achievement score.
- 🟩 / ↑ The average achievement score of the state is significantly **above** that of the overall achievement score.
- 🟧 / ↓ The average achievement score of the state is significantly **below** that of the overall achievement score.
- ⬜ Non participating State/UT
- 🟦 Administered in Class XI (not included in report)

State/UTs & Board	Mean	SE	
Andhra Pradesh	251	3	↔
Arunachal Pradesh	226	2	↓
Assam	246	3	↔
Delhi	240	2	↓
Goa	244	2	↓
Gujarat	231	1	↓
Haryana	240	2	↓
Himachal Pradesh	232	2	↓
Jammu & Kashmir	232	2	↓
Karnataka	260	2	↑
Kerala	255	2	↑
Madhya Pradesh	228	2	↓
Maharashtra	255	2	↔
Meghalaya	243	3	↔
Mizoram	245	2	↔
Nagaland	237	2	↓
Odisha	265	2	↑

State/UTs & Board	Mean	SE	
Punjab	226	2	↓
Rajasthan	240	2	↓
Sikkim	232	2	↓
Tamil Nadu	226	1	↓
Telangana	260	4	↑
Tripura	228	2	↓
Uttarakhand	240	2	↓
West Bengal	247	3	↔
A& N Island	217	6	↓
Chandigarh	234	3	↓
D&N Haveli	214	2	↓
Daman & Diu	229	6	↓
Lakshadweep	223	6	↓
Puducherry	222	2	↓
CBSE	286	6	
ICSE	315	4	
National	**250**	**1**	

4 States/UTs performed significantly above and 21 States/UTs performed significantly below the average overall achievement score. In 6 States/UTs there was no significant difference observed. Large variation found in average scale score among the States/UTs.

Science

State/UTs & Board	Mean	SE	
Andhra Pradesh	239	2	↓
Arunachal Pradesh	225	2	↓
Assam	239	3	↓
Delhi	243	2	↓
Goa	263	2	↑
Gujarat	228	1	↓
Haryana	233	2	↓
Himachal Pradesh	230	2	↓
Jammu & Kashmir	239	2	↓
Karnataka	266	2	↑
Kerala	276	1	↑
Madhya Pradesh	219	1	↓
Maharashtra	246	2	↔
Meghalaya	232	3	↓
Mizoram	233	2	↓
Nagaland	237	2	↓
Odisha	249	2	↔

State/UTs & Board	Mean	SE	
Punjab	224	2	↓
Rajasthan	240	2	↓
Sikkim	243	2	↓
Tamil Nadu	229	1	↓
Telangana	247	3	↔
Tripura	234	2	↓
Uttarakhand	237	2	↓
West Bengal	253	3	↔
A & N Island	224	8	↓
Chandigarh	232	2	↓
D & N Haveli	211	3	↓
Daman & Diu	224	6	↓
Lakshadweep	226	5	↓
Puducherry	228	2	↓
CBSE	298	5	
ICSE	342	4	
National	250	1	

3 States/UTs performed significantly above and 24 States/UTs performed significantly below the average overall achievement score. In 4 States/UTs there was no significant difference observed. Large variation found in average scale score among the States/UTs.

Social Science

		The average achievement score of the state is **not** significantly different to that of the overall achievement score.
		The average achievement score of the state is significantly **above** that of the overall achievement score.
		The average achievement score of the state is significantly **below** that of the overall achievement score.
		Non participating State/UT
		Administered in Class XI (not included in the report)

State/UTs & Board	Mean	SE	
Andhra Pradesh	252	2	↔
Arunachal Pradesh	227	2	↓
Assam	238	3	↓
Delhi	250	2	↔
Goa	254	2	↔
Gujarat	233	1	↓
Haryana	248	2	↔
Himachal Pradesh	234	2	↓
Jammu & Kashmir	223	2	↓
Karnataka	266	2	↑
Kerala	267	1	↑
Madhya Pradesh	220	1	↓
Maharashtra	250	2	↔
Meghalaya	231	3	↓
Mizoram	235	2	↓
Nagaland	258	2	↑
Odisha	244	2	↓

State/UTs & Board	Mean	SE	
Punjab	211	2	↓
Rajasthan	248	2	↔
Sikkim	249	2	↔
Tamil Nadu	215	1	↓
Telangana	263	3	↑
Tripura	235	2	↓
Uttarakhand	239	2	↓
West Bengal	246	3	↔
A & N Island	221	8	↓
Chandigarh	233	2	↓
D & N Haveli	208	3	↓
Daman & Diu	236	6	↓
Lakshadweep	231	5	↓
Puducherry	214	2	↓
CBSE	293	5	
ICSE	290	4	
National	250	1	

4 States/UTs performed significantly above and 19 States/UTs performed significantly below the average overall achievement score. In 8 States/UTs there was no significant difference observed. Large variation found in average scale score among the States/UTs.

Modern Indian Language (MIL)

Legend:

- 🟨 / ↔ The average achievement score of the state is **not** significantly different to that of the overall achievement score.
- 🟩 / ↑ The average achievement score of the state is significantly **above** that of the overall achievement score.
- 🟥 / ↓ The average achievement score of the state is significantly **below** that of the overall achievement score.
- ⬜ Non participating State/UT
- 🟦 Administered in Class XI (not included in the report)

State/UTs & Board	Mean	SE	
Andhra Pradesh	231	2	↓
Arunachal Pradesh	212	3	↓
Assam	234	2	↓
Delhi	264	2	↑
Goa	248	2	↔
Gujarat	235	1	↓
Haryana	250	2	↔
Himachal Pradesh	239	2	↓
Jammu & Kashmir	223	2	↓
Kerala	277	1	↑
Madhya Pradesh	234	2	↓
Maharashtra	263	2	↑
Mizoram	267	2	↑
Odisha	242	1	↓
Punjab	220	2	↓
Rajasthan	244	2	↓

State/UTs & Board	Mean	SE	
Sikkim	229	3	↓
Tamil Nadu	225	1	↓
Telangana	235	2	↓
Tripura	237	1	↓
Uttarakhand	243	2	↓
West Bengal	256	2	↑
A& N Island	228	7	↓
Chandigarh	259	3	↑
D &N Haveli	215	4	↓
Daman & Diu	233	3	↓
Lakshadweep	246	7	↔
Puducherry	222	3	↓
CBSE	289	4	
ICSE	302	3	
National	250	1	

6 States/UTs performed significantly above and 19 States/UTs performed significantly below the average overall achievement score. In 3 States/UTs there was no significant difference observed. Large variation found in average scale score among the States/UTs.

Distribution of Achievement Score in Percentile
English

State/Union Territory	Range 90-10
Andhra Pradesh	102
Arunachal Pradesh	110
Assam	100
Delhi	92
Goa	117
Gujarat	68
Haryana	98
Himachal Pradesh	88
Jammu & Kashmir	115
Karnataka	113
Kerala	95
Madhya Pradesh	70
Maharashtra	104
Meghalaya	124
Mizoram	125
Nagaland	107
Odisha	95
Punjab	80
Rajasthan	82
Sikkim	111
Tamil Nadu	65
Telangana	107
Tripura	97
Uttarakhand	82
West Bengal	136
A& N Island	97
Chandigarh	97
D & N Haveli	54
Daman & Diu	79
Lakshadweep	76
Puducherry	63
CBSE	121
ICSE	109
National	126

To know about students of low and high ability, the scores gained by students at different parts of ability distribution are reported, that is, at different "percentiles" or Percentile scores. These graphs show the spread of achievement in each state. A wider spread indicates that students are performing at more varied levels of ability in the State. This is an important measure of the inequities in the provision of education in that state. A smaller spread indicates homogeneity of the group. Different strategies to improve the learning of all students will be needed to address the two different scenarios.

- **The range between the 90th and 10th percentiles in West Bengal, Mizoram and Meghalaya shows a wider spread than the other states/UTs. This indicates, that there is large variation between high and low achieving students in these states. Tamil Nadu, Gujarat and Madhya Pradesh show a closer spread indicating homogeneity in performance.**

- **There are a large variations in scale scores at different percentiles across the States/UTs such as at 25th percentile scale scores varied from Madhya Pradesh (203) and Punjab (204) to Goa (266) and Nagaland (274).**

Mathematics

State/Union Territory	Range 90-10
Andhra Pradesh	127
Arunachal Pradesh	81
Assam	129
Delhi	105
Goa	85
Gujarat	86
Haryana	119
Himachal Pradesh	93
Jammu & Kashmir	98
Karnataka	122
Kerala	96
Madhya Pradesh	87
Maharashtra	117
Meghalaya	119
Mizoram	85
Nagaland	91
Odisha	131
Punjab	92
Rajasthan	112
Sikkim	80
Tamil Nadu	76
Telangana	139
Tripura	97
Uttarakhand	108
West Bengal	136
A& N Island	69
Chandigarh	88
D & N Haveli	58
Daman & Diu	76
Lakshadweep	61
Puducherry	72
CBSE	140
ICSE	126
National	124

To know about students of low and high ability, the scores gained by students at different parts of ability distribution are reported, that is, at different "percentiles" or Percentile scores. These graphs show the spread of achievement in each state. A wider spread indicates that students are performing at more varied levels of ability in the State. This is an important measure of the inequities in the provision of education in that state. A smaller spread indicates homogeneity of the group. Different strategies to improve the learning of all students will be needed to address the two different scenarios.

- The range between the 90th and 10th percentiles in Telangana, West Bengal, Odisha, Assam and Andhra Pradesh shows a wider spread than the other States/UTS. This indicates, that there is large variation between high and low achieving students in these states. Tamil Nadu, Sikkim, Arunachal Pradesh and Goa show a closer spread indicating homogeneity in performance.

- There are a large variations in scale scores at different percentiles across the States/UTs such as at 25th percentile scale scores varied from A & N Island (196) and D & N Havelli (199) to Odisha (228) and Kerela (229).

Social Science

State/Union Territory	Range 90-10
Andhra Pradesh	117
Arunachal Pradesh	112
Assam	111
Delhi	117
Goa	104
Gujarat	99
Haryana	117
Himachal Pradesh	104
Jammu & Kashmir	116
Karnataka	118
Kerala	104
Madhya Pradesh	90
Maharashtra	117
Meghalaya	102
Mizoram	108
Nagaland	104
Odisha	101
Punjab	84
Rajasthan	126
Sikkim	99
Tamil Nadu	82
Telangana	130
Tripura	98
Uttarakhand	115
West Bengal	131
A& N Island	108
Chandigarh	101
D & N Haveli	78
Daman & Diu	99
Lakshadweep	77
Puducherry	79
CBSE	142
ICSE	104
National	129

To know about students of low and high ability, the scores gained by students at different parts of ability distribution are reported, that is, at different "percentiles" or Percentile scores. These graphs show the spread of achievement in each state. A wider spread indicates that students are performing at more varied levels of ability in the State. This is an important measure of the inequities in the provision of education in that state. A smaller spread indicates homogeneity of the group. Different strategies to improve the learning of all students will be needed to address the two different scenarios.

- The range between the 90th and 10th percentiles in West Bengal, Telangana and Rajasthan shows a wider spread than other States/UTs. This indicates, that there is large variation between high and low achieving students in these states. Puducherry, Tamil Nadu, Punjab and Madhya Pradesh show a closer spread, indicating homogeneity in performance.

- There are a large variations in scale scores at different percentiles across the States/UTs such as at 25th percentile scale scores varied from Punjab (189) and J & K (191) to Kerala (239).

Science

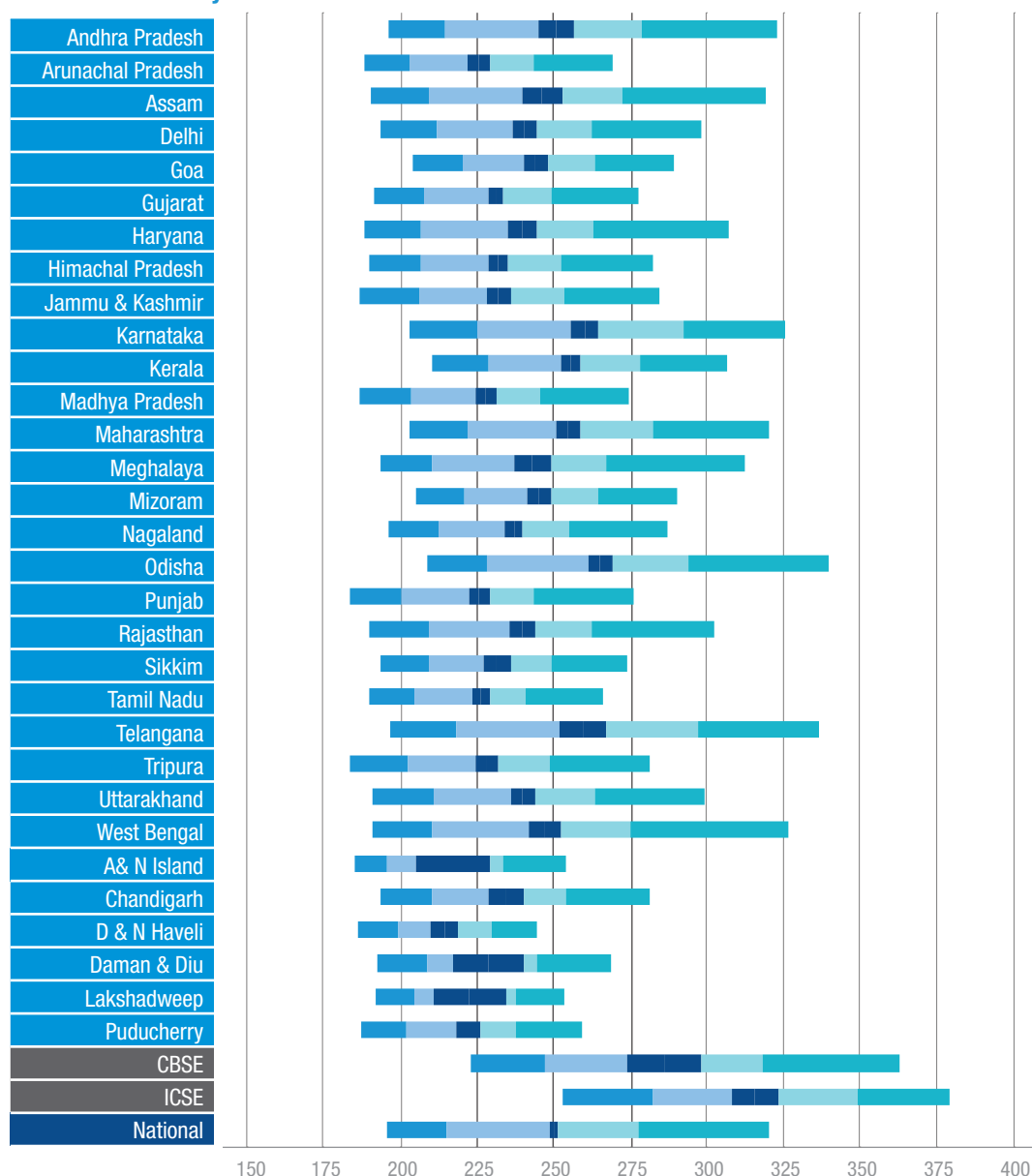| State/Union Territory	Range 90-10
Andhra Pradesh	102
Arunachal Pradesh	85
Assam	111
Delhi	113
Goa	97
Gujarat	88
Haryana	99
Himachal Pradesh	98
Jammu & Kashmir	122
Karnataka	123
Kerala	96
Madhya Pradesh	79
Maharashtra	112
Meghalaya	106
Mizoram	94
Nagaland	86
Odisha	109
Punjab	86
Rajasthan	113
Sikkim	86
Tamil Nadu	72
Telangana	111
Tripura	96
Uttarakhand	98
West Bengal	144
A& N Island	75
Chandigarh	81
D & N Haveli	69
Daman & Diu	89
Lakshadweep	61
Puducherry	72
CBSE	133
ICSE	130
National	127

To know about students of low and high ability, the scores gained by students at different parts of ability distribution are reported, that is, at different "percentiles" or Percentile scores. These graphs show the spread of achievement in each state. A wider spread indicates that students are performing at more varied levels of ability in the State. This is an important measure of the inequities in the provision of education in that state. A smaller spread indicates homogeneity of the group. Different strategies to improve the learning of all students will be needed to address the two different scenarios.

- The range between the 90th and 10th percentiles in West Bengal, Karnataka and Jammu & Kashmir shows a wider spread then the other States/UTs. This indicates, that there is large variation between high and low achieving students in these states. Lakshadweep, D & N Haveli, Tamil Nadu, Puducherry, Madhya Pradesh show a closer spread, indicating homogeneity in performance.

- There are a large variations in scale scores at different percentiles across the States/UTs such as at 25th percentile scale scores varied from D & N Haveli (196) and Madhya Pradesh (197) to Goa (237) and Kerala (249).

Modern Indian Language (MIL)

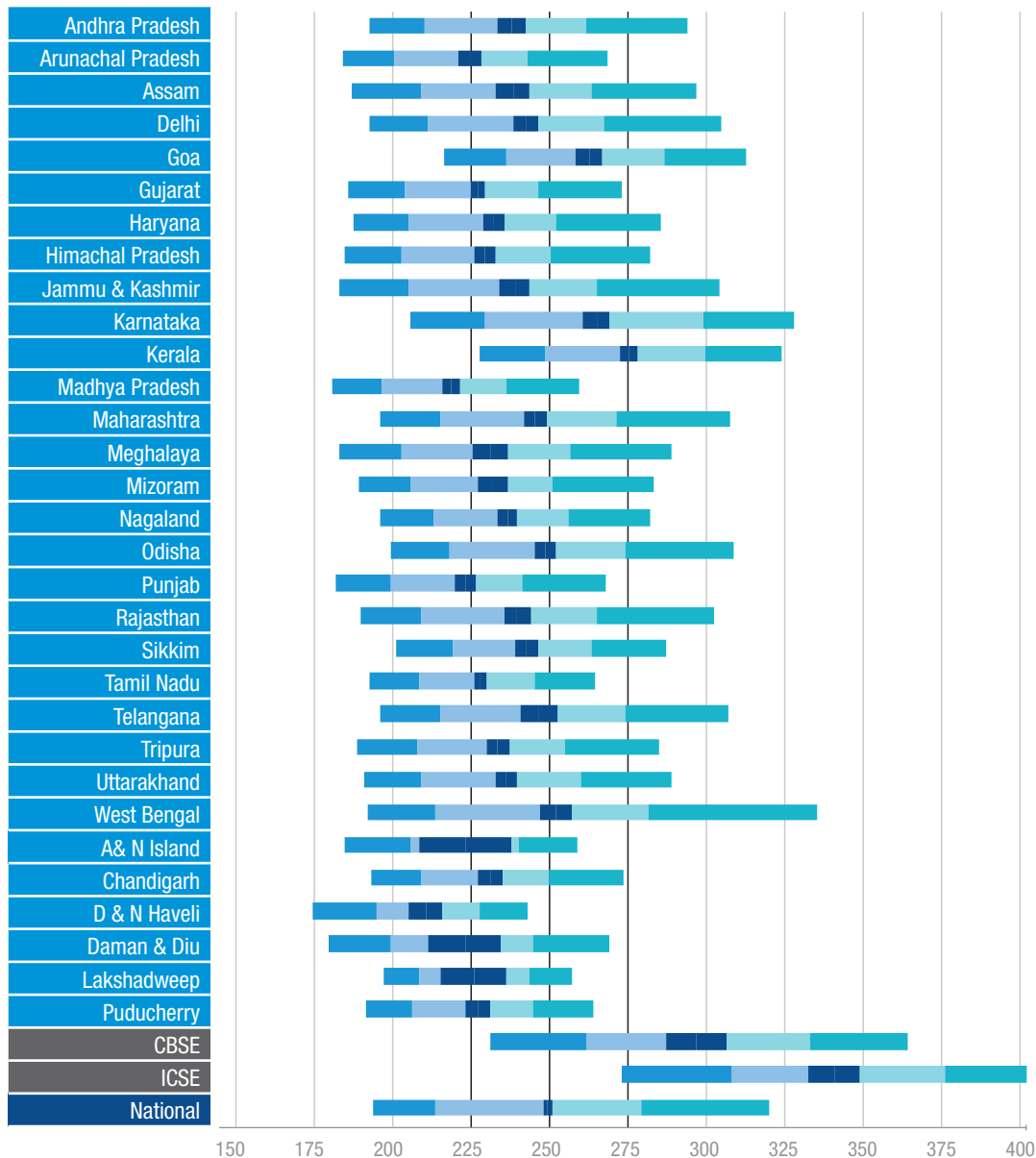| State/Union Territory		Range 90-10
Andhra Pradesh		108
Arunachal Pradesh		116
Assam		111
Delhi		121
Goa		108
Gujarat		114
Haryana		127
Himachal Pradesh		122
Jammu & Kashmir		123
Kerala		106
Madhya Pradesh		123
Maharashtra		106
Mizoram		101
Odisha		110
Punjab		122
Rajasthan		125
Sikkim		108
Tamil Nadu		112
Telangana		106
Tripura		111
Uttarakhand		126
West Bengal		125
A& N Island		124
Chandigarh		109
D & N Haveli		95
Daman & Diu		99
Lakshadweep		101
Puducherry		108
CBSE		123
ICSE		129
National		129

To know about students of low and high ability, the scores gained by students at different parts of ability distribution are reported, that is, at different "percentiles" or Percentile scores. These graphs show the spread of achievement in each state. A wider spread indicates that students are performing at more varied levels of ability in the State. This is an important measure of the inequities in the provision of education in that state. A smaller spread indicates homogeneity of the group. Different strategies to improve the learning of all students will be needed to address the two different scenarios.

- **The range between the 90th and 10th percentiles for almost all States/UTs was above 100. This indicates, that there is large variation between high and low achieving students in almost all the States/UTs.**

- **There are a large variations in scale scores at different percentiles across the States/UTs such as at 25th percentile scale scores varied from Arunachal Pradesh (180) and Punjab (182) to Kerala (251).**

Gender-wise Subject Scores
English

State/UTs & Boards	Mean		SE	
	Boys	Girls	Boys	Girls
Andhra Pradesh	237	239	2.6	3.1
Arunachal Pradesh	251	249	2.9	2.6
Assam	239	238	2.9	2.3
Delhi	241	242	1.9	2.0
Goa	294	304	2.5	2.9
Gujarat	224	227	1.4	1.6
Haryana	235	237	1.9	2.0
Himachal Pradesh	229	230	1.5	1.8
Jammu & Kashmir	251	251	2.5	2.0
Karnataka	259	259	2.3	2.4
Kerala	245	254	2.3	1.7
Madhya Pradesh	220	224	1.5	2.0
Maharashtra	248	249	2.1	2.0
Meghalaya	263	264	4.1	4.7
Mizoram	278	280	3.5	3.7
Nagaland	302	304	1.9	2.4
Odisha	243	246	1.8	1.7
Punjab	225	227	1.9	2.0
Rajasthan	228	229	1.7	2.1
Sikkim	273	272	3.8	3.7
Tamil Nadu	223	226	1.3	1.6
Telangana	243	247	3.3	3.5
Tripura	233	234	2.2	2.0
Uttarakhand	228	231	1.8	2.6
West Bengal	255	252	3.2	3.5
A& N Island	248	251	12.4	8.5
Chandigarh	239	247	3.3	3.2
D&N Haveli	217	216	2.9	3.7
Daman & Diu	233	238	4.0	7.0
Lakshadweep	226	229	10.2	5.7
Puducherry	221	223	2.3	2.9
CBSE	311	329	4.1	6.2
ICSE	366	377	4.0	4.0
National	248	252	0.8	1.1
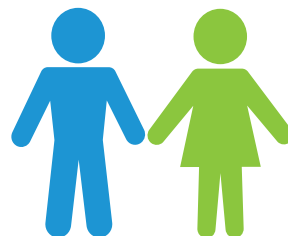
- Overall there was no significant difference between scores of boys and girls.
- In the states of Kerala and Goa significant difference was observed in the performance of boys and girls. Girls performed better than boys in both the states.
- In other States/UTs, there was no significant difference in the performance of boys and girls.
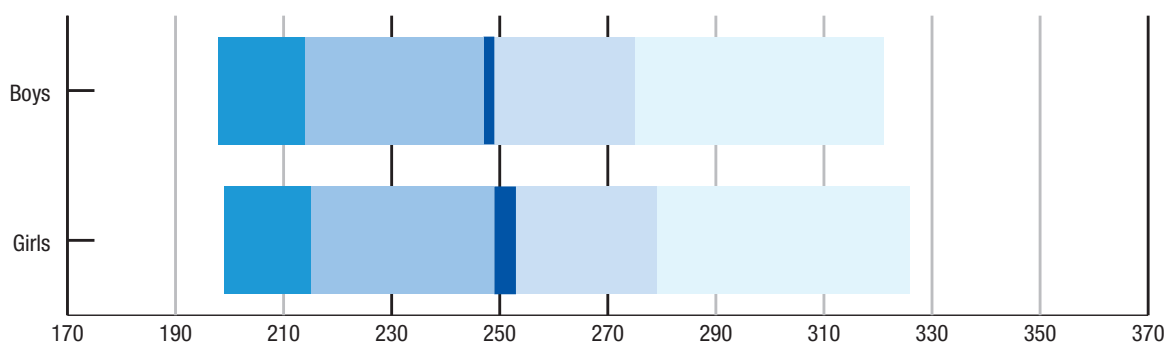
Mathematics

State/UTs & Boards	Mean		SE	
	Boys	Girls	Boys	Girls
Andhra Pradesh	250	251	3.1	3.7
Arunachal Pradesh	226	225	2.3	2.4
Assam	251	241	4.2	3.3
Delhi	245	237	3.0	2.3
Goa	243	246	2.1	2.5
Gujarat	230	233	1.5	1.7
Haryana	239	241	2.6	2.9
Himachal Pradesh	232	232	1.7	1.9
Jammu & Kashmir	233	232	2.5	2.3
Karnataka	260	260	2.6	2.5
Kerala	252	258	2.0	1.8
Madhya Pradesh	230	226	2.1	2.2
Maharashtra	256	254	2.4	2.3
Meghalaya	243	243	3.7	3.7
Mizoram	246	245	2.6	2.3
Nagaland	239	234	1.7	1.9
Odisha	265	265	2.7	2.3
Punjab	226	225	2.0	2.0
Rajasthan	241	239	2.3	2.9
Sikkim	235	229	2.8	2.6
Tamil Nadu	225	228	1.7	1.7
Telangana	257	262	4.8	4.3
Tripura	228	228	2.1	2.3
Uttarakhand	237	247	2.2	2.9
West Bengal	252	243	3.5	3.2
A& N Island	220	214	8.3	6.4
Chandigarh	235	234	3.1	3.7
D&N Haveli	213	216	3.2	2.7
Daman & Diu	226	232	4.7	9.1
Lakshadweep	221	224	9.4	4.7
Puducherry	218	225	2.4	2.6
CBSE	283	290	6.4	8.9
ICSE	314	318	4.3	5.2
National	250	250	0.9	1.1
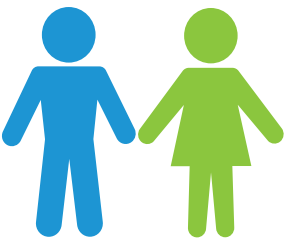
- Overall there was no significant difference between the performance of boys and girls.
- A similar trend was found in all States/UTs.

Science

State/UTs & Boards	Mean		SE	
	Boys	Girls	Boys	Girls
Andhra Pradesh	238	239	2.6	2.8
Arunachal Pradesh	227	224	2.4	2.4
Assam	244	234	3.2	3.0
Delhi	244	242	2.8	2.8
Goa	260	266	2.9	2.3
Gujarat	227	228	1.4	1.6
Haryana	233	232	2.2	2.3
Himachal Pradesh	230	230	2.0	2.0
Jammu & Kashmir	242	237	3.5	2.5
Karnataka	266	266	2.5	2.5
Kerala	272	279	2.0	1.6
Madhya Pradesh	218	220	1.7	1.8
Maharashtra	246	246	2.3	2.2
Meghalaya	232	232	3.3	3.9
Mizoram	236	230	2.8	2.8
Nagaland	239	236	1.9	1.7
Odisha	247	251	2.1	2.0
Punjab	224	224	2.1	2.0
Rajasthan	241	240	2.2	3.0
Sikkim	246	241	2.6	2.2
Tamil Nadu	227	230	1.2	1.4
Telangana	246	248	3.6	3.5
Tripura	234	234	2.1	2.2
Uttarakhand	236	240	1.9	2.7
West Bengal	256	250	4.0	3.1
A& N Island	221	226	9.1	7.7
Chandigarh	233	231	2.9	2.7
D&N Haveli	210	212	3.1	3.4
Daman & Diu	221	228	6.4	7.2
Lakshadweep	224	228	6.8	6.6
Puducherry	223	231	1.9	3.1
CBSE	299	296	4.9	6.7
ICSE	344	339	5.0	5.7
National	250	250	0.9	0.9

- Overall there was no significant difference between the performance of boys and girls.
- Only in the state of Kerala girls outperformed boys.
- In other States/UTs, there was no significant difference in the performance of boys and girls.
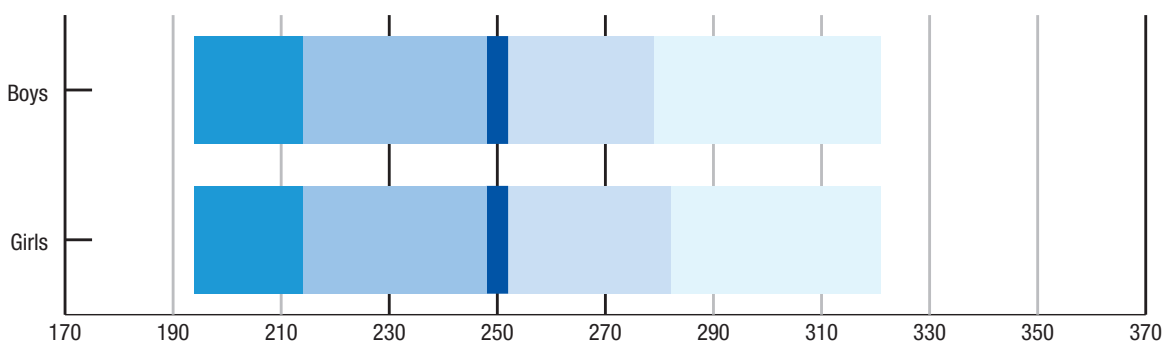
Social Science

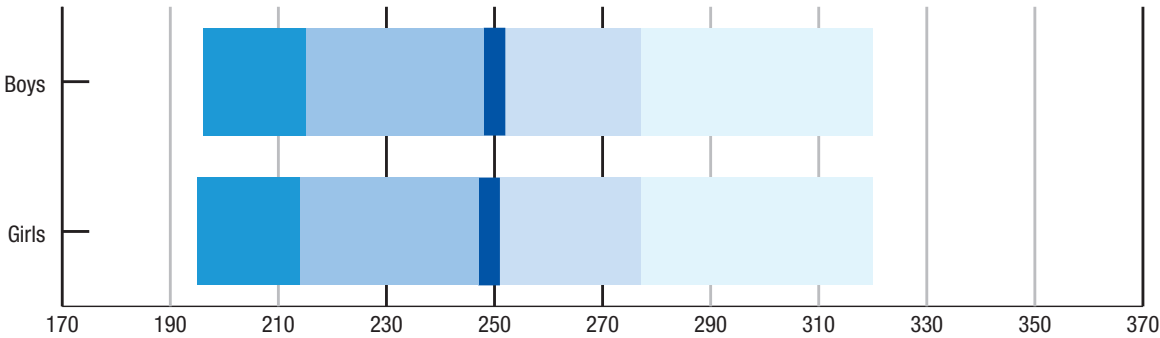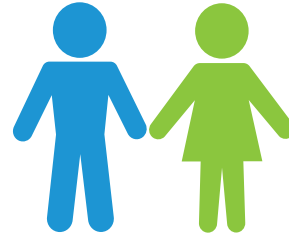| State/UTs & Boards	Mean		SE	
	Boys	Girls	Boys	Girls
Andhra Pradesh	251	254	3.1	2.9
Arunachal Pradesh	225	228	2.9	3.6
Assam	240	235	3.3	3.4
Delhi	249	252	2.9	2.9
Goa	251	258	2.4	2.6
Gujarat	232	235	1.8	1.8
Haryana	247	248	2.4	2.9
Himachal Pradesh	233	234	1.8	2.0
Jammu & Kashmir	224	222	3.1	2.3
Karnataka	265	267	2.4	2.3
Kerala	264	269	2.1	1.8
Madhya Pradesh	223	218	1.8	2.1
Maharashtra	250	251	2.2	2.1
Meghalaya	231	231	3.3	3.5
Mizoram	236	235	3.0	3.0
Nagaland	262	255	2.4	2.1
Odisha	241	247	1.8	1.7
Punjab	210	211	1.5	1.8
Rajasthan	250	247	2.5	3.1
Sikkim	253	247	3.7	3.1
Tamil Nadu	214	216	1.5	1.5
Telangana	262	265	4.2	3.7
Tripura	236	234	2.2	2.0
Uttarakhand	237	243	2.5	3.3
West Bengal	247	245	2.8	3.3
A& N Island	212	230	9.3	9.2
Chandigarh	232	234	3.5	3.6
D&N Haveli	207	209	6.0	6.7
Daman & Diu	226	249	7.4	6.4
Lakshadweep	230	232	11.2	7.2
Puducherry	211	216	3.2	3.1
CBSE	290	298	5.2	7.8
ICSE	292	289	4.5	4.0
National	250	250	0.9	1.0
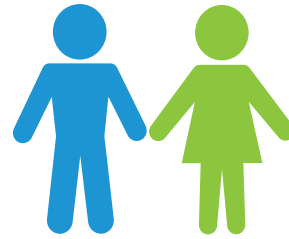
- Overall there was no significant difference between the performance of boys and girls.
- A similar trend was found in all States/UTs.
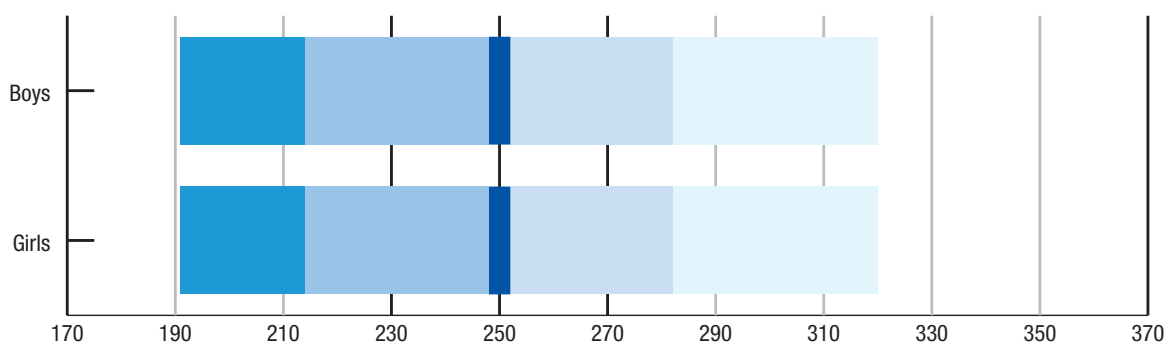
Modern Indian Language (MIL)

State/UTs & Boards	Mean		SE	
	Boys	Girls	Boys	Girls
Andhra Pradesh	227	235	2.2	2.3
Arunachal Pradesh	205	219	3.1	3.3
Assam	234	235	2.7	2.3
Delhi	258	269	2.4	2.0
Goa	239	258	2.6	2.0
Gujarat	230	244	1.8	1.8
Haryana	247	254	2.5	1.9
Himachal Pradesh	235	244	1.8	2.0
Jammu & Kashmir	219	228	2.9	2.5
Kerala	267	283	2.1	1.4
Madhya Pradesh	232	235	2.3	2.2
Maharashtra	259	267	1.9	1.8
Mizoram	260	271	2.9	2.8
Odisha	237	247	1.8	1.8
Punjab	216	225	2.0	2.3
Rajasthan	244	244	2.2	2.5
Sikkim	226	231	3.8	3.5
Tamil Nadu	218	231	1.6	1.6
Telangana	233	236	3.0	2.6
Tripura	235	240	2.0	1.7
Uttarakhand	236	258	2.2	3.0
West Bengal	255	257	2.5	2.6
A& N Island	218	236	8.8	11.5
Chandigarh	257	262	3.6	3.5
D&N Haveli	206	227	5.0	5.3
Daman & Diu	226	241	3.9	5.2
Lakshadweep	236	253	11.4	5.7
Puducherry	210	229	2.9	3.7
CBSE	286	293	5.2	5.5
ICSE	295	309	5.3	3.7
National	246	254	0.9	0.9
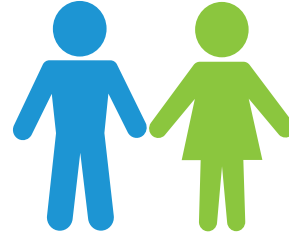
- Overall there was significant difference in the performance of boys and girls.
- Girls performed better then boys in States/UTs of Arunachal Pradesh, Goa, Himachal Pradesh, Kerala, Maharastra, Odisha.
- In other States/UTs, there was no significant difference in the performance of boys and girls.
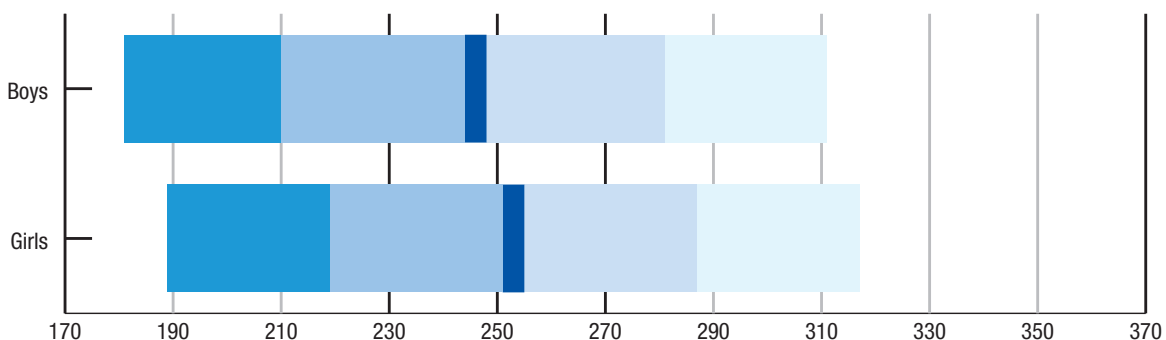
State and Area-wise Comparison
English

State/UTs & Boards	Mean		SE	
	Rural	Urban	Rural	Urban
Andhra Pradesh	239	233	2.9	4.7
Arunachal Pradesh	252	247	2.7	3.8
Assam	240	226	2.4	5.0
Delhi	239	242	3.3	1.5
Goa	294	307	2.1	4.8
Gujarat	223	228	1.5	1.9
Haryana	233	244	1.8	3.2
Himachal Pradesh	229	235	1.6	5.2
Jammu & Kashmir	243	273	2.0	3.5
Karnataka	259	259	2.6	3.3
Kerala	250	250	1.8	3.6
Madhya Pradesh	221	224	1.8	2.2
Maharashtra	249	247	2.2	2.8
Meghalaya	254	285	3.8	7.5
Mizoram	273	284	3.4	5.0
Nagaland	296	308	2.7	2.5
Odisha	244	247	1.6	4.5
Punjab	227	225	2.0	3.1
Rajasthan	228	231	2.0	2.4
Sikkim	267	289	3.0	9.8
Tamil Nadu	224	229	1.2	4.2
Telangana	244	248	2.9	8.6
Tripura	233	237	1.9	4.0
Uttarakhand	229	231	1.7	3.3
West Bengal	255	246	3.1	4.8
A& N Island	242	253	7.8	13.1
Chandigarh	244	243	6.3	3.1
D&N Haveli	217	215	3.0	4.1
Daman & Diu	238	229	6.5	5.4
Lakshadweep	228	220	7.5	4.9
Puducherry	221	224	3.8	2.9
CBSE	310	324	7.6	5.7
ICSE	358	375	10.4	3.5
National	244	263	0.9	1.9
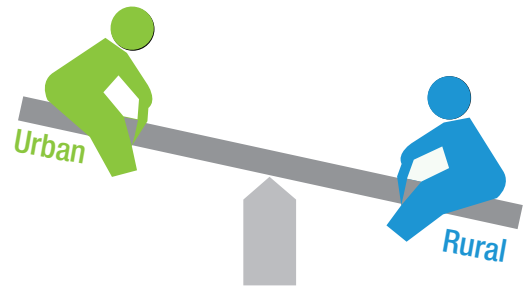
Urban

Rural

- **Overall there was significant difference observed in the performance of rural and urban students. Urban students performed better than rural students.**
- **In the states of Haryana, Meghalaya, Nagaland, Jammu and Kashmir urban students performed significantly better than rural students.**
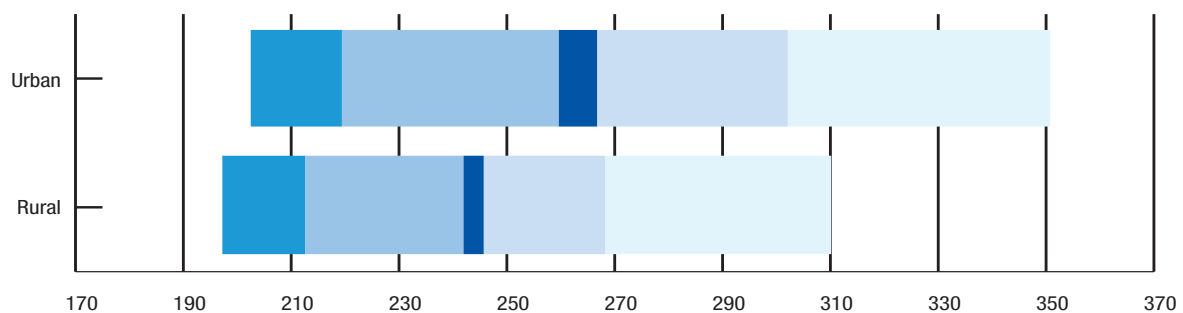
Mathematics

State/UTs & Boards	Mean		SE	
	Rural	Urban	Rural	Urban
Andhra Pradesh	253	243	3.1	7.2
Arunachal Pradesh	227	223	2.5	2.6
Assam	249	231	3.8	5.7
Delhi	242	240	4.6	2.1
Goa	240	252	1.4	5.0
Gujarat	227	239	1.5	2.5
Haryana	238	243	2.7	4.8
Himachal Pradesh	232	230	1.7	5.0
Jammu & Kashmir	231	235	2.4	3.8
Karnataka	262	255	2.6	4.0
Kerala	257	250	1.7	3.0
Madhya Pradesh	226	232	2.2	2.8
Maharashtra	257	250	2.5	3.4
Meghalaya	241	247	4.3	4.3
Mizoram	246	245	3.5	2.5
Nagaland	234	239	2.3	2.3
Odisha	265	269	2.2	5.2
Punjab	227	222	2.1	3.1
Rajasthan	238	246	2.5	3.8
Sikkim	231	234	2.2	5.9
Tamil Nadu	226	227	1.5	4.6
Telangana	260	256	4.2	9.8
Tripura	227	231	2.0	4.1
Uttarakhand	238	247	2.2	4.5
West Bengal	250	235	3.1	5.5
A& N Island	221	216	16.2	4.9
Chandigarh	231	236	4.7	3.6
D&N Haveli	215	212	3.3	4.1
Daman & Diu	228	230	7.8	7.3
Lakshadweep	223	212	6.4	8.1
Puducherry	218	226	2.7	3.5
CBSE	282	288	11.2	7.7
ICSE	307	317	6.8	4.5
National	247	256	1.0	1.8
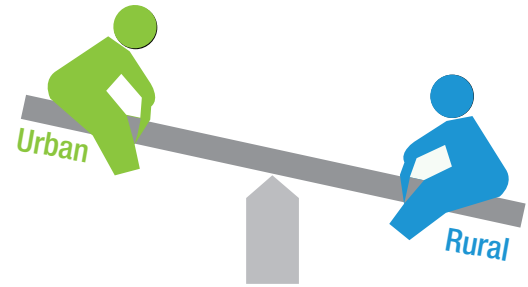
Urban

Rural

- Overall there was significant difference observed in the performance of rural and urban students.
- In the state of Gujarat, Urban students significantly performed better than Rural students.
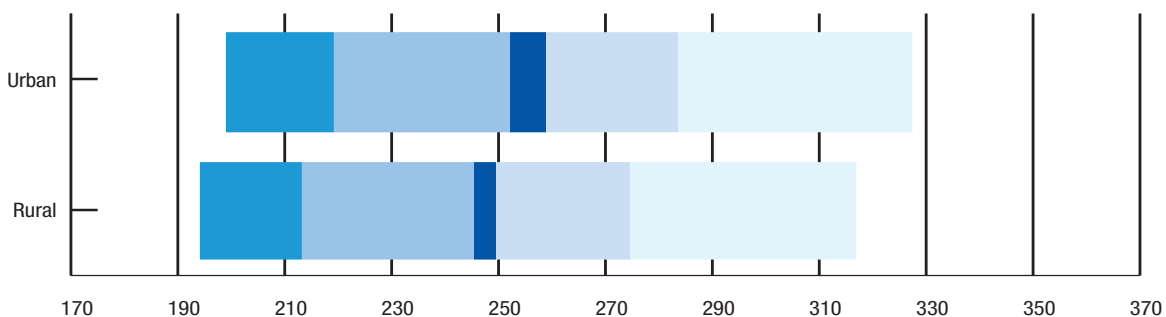
Science

State/UTs & Boards	Mean		SE	
	Rural	Urban	Rural	Urban
Andhra Pradesh	240	233	2.5	5.1
Arunachal Pradesh	226	224	2.4	3.2
Assam	242	224	3.1	5.0
Delhi	243	243	5.1	2.2
Goa	257	273	1.8	4.6
Gujarat	223	235	1.5	2.3
Haryana	232	235	2.1	3.8
Himachal Pradesh	230	223	1.9	3.8
Jammu & Kashmir	233	257	2.5	6.1
Karnataka	268	261	2.6	4.1
Kerala	278	267	1.5	3.6
Madhya Pradesh	219	220	1.9	2.1
Maharashtra	247	244	2.4	3.1
Meghalaya	227	243	3.6	4.7
Mizoram	232	233	3.6	3.5
Nagaland	234	240	2.2	2.4
Odisha	249	250	1.8	5.2
Punjab	226	218	2.2	2.8
Rajasthan	239	245	2.5	3.6
Sikkim	241	251	1.9	5.7
Tamil Nadu	228	229	1.1	3.2
Telangana	248	243	3.3	6.9
Tripura	232	243	2.0	3.9
Uttarakhand	236	240	1.8	4.0
West Bengal	256	239	3.1	4.7
A& N Island	214	228	15.4	7.7
Chandigarh	232	232	4.2	2.3
D&N Haveli	208	221	3.2	6.2
Daman & Diu	219	232	8.8	6.7
Lakshadweep	227	215	5.5	14.5
Puducherry	224	233	2.5	3.6
CBSE	295	299	9.3	6.2
ICSE	333	343	6.5	5.0
National	247	257	0.9	1.8
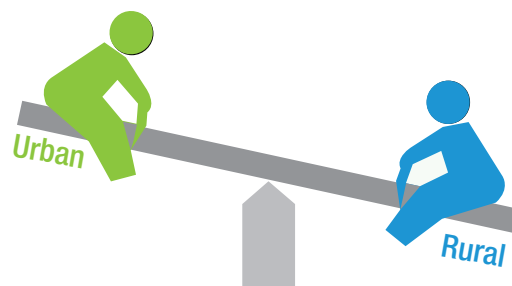
Urban

Rural

- Overall there was significant difference in performance of rural and urban area students. Urban students performed better.
- In the States of Goa, Gujarat, Meghalaya and Tripura, a significant difference was observed in scores between rural and urban students. Urban students performed better than rural students.
- In the States of Assam, Kerala and West Bengal a significant difference was observed in scores of rural and urban students. Rural students performed better.
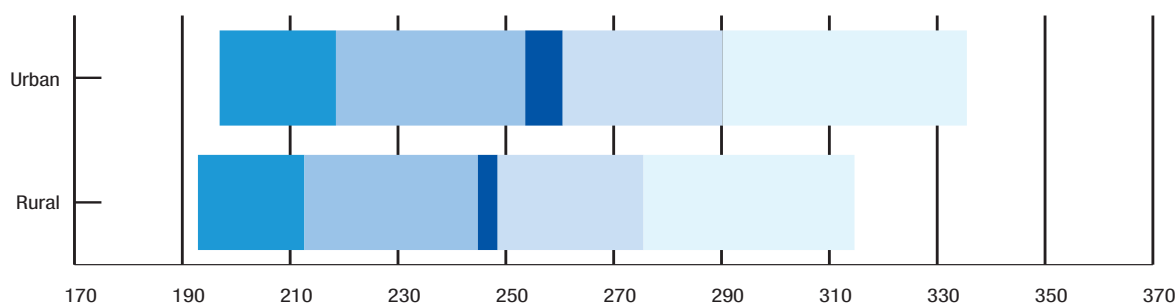
Social Science

State/UTs & Boards	Mean		SE	
	Rural	Urban	Rural	Urban
Andhra Pradesh	254	247	3.0	6.0
Arunachal Pradesh	229	222	3.3	3.8
Assam	240	226	2.7	4.9
Delhi	254	249	5.1	2.2
Goa	248	263	2.0	4.6
Gujarat	229	239	1.9	2.5
Haryana	246	251	2.6	4.0
Himachal Pradesh	233	241	1.8	4.7
Jammu & Kashmir	218	235	2.6	4.0
Karnataka	268	260	2.5	3.6
Kerala	269	258	1.7	3.5
Madhya Pradesh	218	224	2.0	2.3
Maharashtra	254	244	2.4	2.9
Meghalaya	228	237	3.6	4.3
Mizoram	232	238	3.5	3.7
Nagaland	256	260	3.0	2.5
Odisha	243	247	1.6	4.4
Punjab	212	206	1.4	2.7
Rajasthan	245	256	2.8	4.1
Sikkim	248	255	2.7	6.0
Tamil Nadu	215	215	1.4	3.3
Telangana	264	260	3.7	7.6
Tripura	234	238	1.9	3.6
Uttarakhand	238	245	2.5	4.1
West Bengal	248	240	2.8	4.2
A& N Island	229	218	21.6	10.7
Chandigarh	238	231	5.7	3.8
D&N Haveli	209	203	5.6	10.3
Daman & Diu	230	249	6.8	10.1
Lakshadweep	231	231	7.8	3.3
Puducherry	210	217	3.1	3.5
CBSE	290	295	10.3	7.4
ICSE	284	291	7.6	3.9
National	247	257	0.9	1.8

- Overall, there was significant difference in performance of rural and urban students. Urban students performed better.
- The States of Goa, Gujarat and Jammu and Kashmir showed significant difference in scores. Urban students performed better in these states.
- A significant difference was observed for the state of Kerala in scores where rural students performed better.
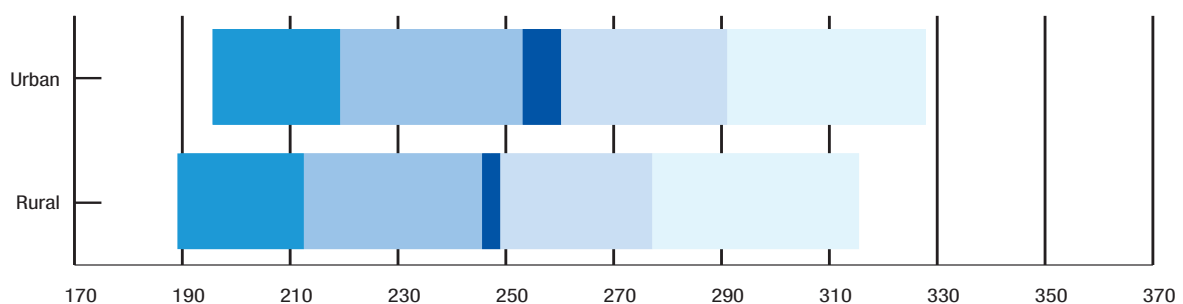
Modern Indian Languages (MIL)

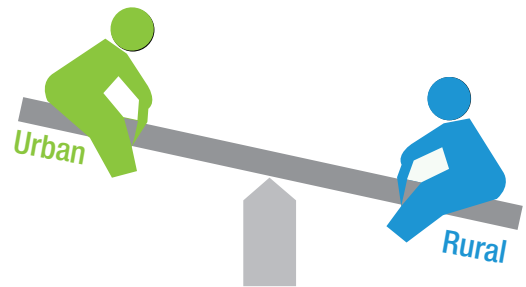| State/UTs & Boards	Mean		SE	
	Rural	Urban	Rural	Urban
Andhra Pradesh	230	234	2.0	3.4
Arunachal Pradesh	212	212	3.0	5.2
Assam	233	240	2.2	4.8
Delhi	259	265	4.3	1.7
Goa	246	250	1.8	4.7
Gujarat	231	243	1.8	2.5
Haryana	248	254	2.0	3.5
Himachal Pradesh	238	247	1.7	6.0
Jammu & Kashmir	217	242	2.4	4.6
Kerala	277	276	1.4	3.4
Madhya Pradesh	229	242	2.1	3.1
Maharashtra	260	268	2.0	2.3
Mizoram	265	269	2.8	3.5
Odisha	241	254	1.5	4.6
Punjab	220	220	2.1	2.8
Rajasthan	240	255	2.1	3.9
Sikkim	225	238	2.7	9.0
Tamil Nadu	223	231	1.4	3.8
Telangana	234	238	2.6	5.4
Tripura	233	251	1.7	3.0
Uttarakhand	239	258	2.3	3.7
West Bengal	255	263	2.0	4.3
A& N Island	221	231	6.5	7.8
Chandigarh	260	259	5.6	3.3
D&N Haveli	214	218	4.3	8.9
Daman & Diu	231	236	4.8	6.2
Lakshadweep	249	202	6.6	8.0
Puducherry	219	225	4.0	4.7
CBSE	290	289	5.9	5.8
ICSE	309	301	6.7	3.9
National	244	262	0.9	1.7
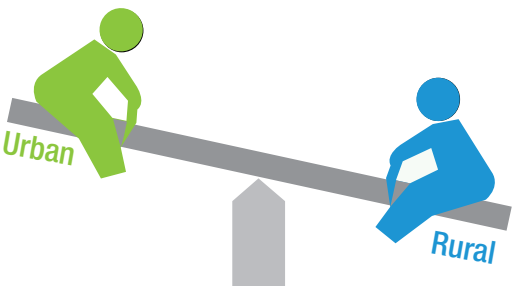
Urban

Rural

- Overall, there was significant difference in scores for rural and urban area students. Urban students performed better.
- In the States of Assam, Gujarat, Jammu and Kashmir, Madhya Pradesh, Odisha, Rajasthan, Tripura and Uttarakhand significant difference was observed in the scores between rural and urban students. Urban students performed better.
- In Lakshadweep rural students performed significantly better than urban students.

Urban

Rural

170   190   210   230   250   270   290   310   330   350   370
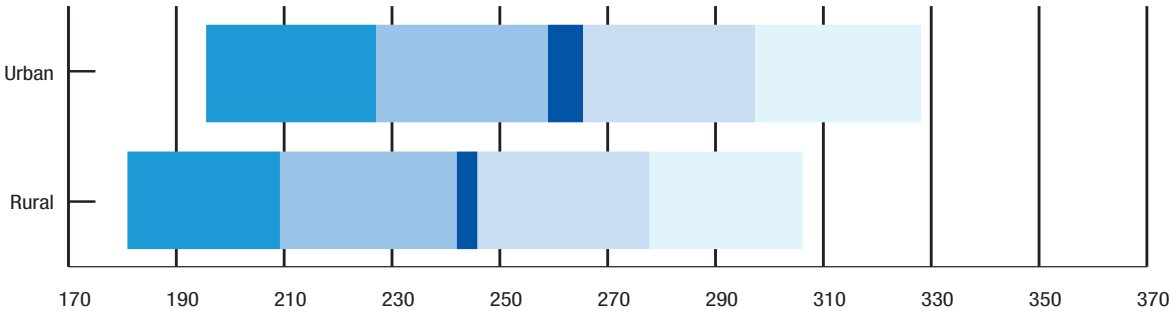
State & Social Category wise Comparison on
English

State/UTs & Boards	Mean				SE			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Andhra Pradesh	238	231	237	245	3.1	8.4	2.6	4.2
Arunachal Pradesh	239	254	253	236	7.8	2.5	5.9	3.9
Assam	226	247	238	238	3.9	5.2	3.0	3.0
Delhi	237	250	243	242	2.4	10.2	2.7	1.5
Goa	282	280	291	306	6.5	3.2	3.5	2.6
Gujarat	219	221	225	230	2.2	2.4	1.6	1.8
Haryana	227	243	236	244	2.1	26.2	2.2	2.3
Himachal Pradesh	224	229	228	233	2.0	5.2	2.6	2.0
Jammu & Kashmir	237	232	247	256	3.8	5.2	4.0	2.1
Karnataka	253	255	259	267	3.0	4.2	2.4	3.9
Kerala	239	219	251	255	3.2	5.8	1.6	2.8
Madhya Pradesh	217	220	223	225	2.3	3.3	1.7	2.3
Maharashtra	244	253	248	249	2.8	4.6	2.1	2.5
Meghalaya	253	262	258	285	16.7	3.4	19.7	8.9
Mizoram	286	279	305	297	15.3	3.2	13.8	26.9
Nagaland	293	303	305	300	9.8	2.1	5.0	4.3
Odisha	243	239	243	257	3.3	2.7	1.8	3.5
Punjab	224	220	227	231	1.9	20.0	2.2	2.7
Rajasthan	228	224	230	231	2.7	3.4	2.1	2.4
Sikkim	270	273	271	279	5.5	3.9	4.2	5.7
Tamil Nadu	222	227	226	225	1.6	8.6	1.4	3.0
Telangana	240	243	248	243	3.8	5.2	3.5	7.9
Tripura	230	232	234	239	2.6	2.6	2.4	3.0
Uttarakhand	225	229	229	231	2.2	5.0	2.6	2.0
West Bengal	249	248	255	255	3.7	7.3	4.0	3.2
A& N Island	215	261	265	245	12.0	30.0	12.0	10.4
Chandigarh	237	332	251	244	4.5	13.1	7.2	3.0
D&N Haveli	203	217	222	217	5.9	2.5	7.4	6.6
Daman & Diu	267	224	234	240	26.9	6.9	4.7	4.4
Lakshadweep	299	227	240	0	10.2	6.5	16.6	0.0
Puducherry	220	226	221	242	2.2	12.9	2.1	10.8
CBSE	292	316	314	324	10.4	16.3	5.1	4.9
ICSE	350	349	349	379	9.5	21.8	6.8	2.8
National	238	241	245	267	1.0	2.0	0.8	1.4
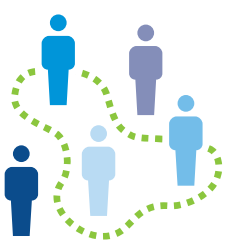
- Overall, no significant difference in average score of SC and ST students.
- OBC category students performed better than SC students.
- However, Others category students performed better than SC, ST and OBC students.
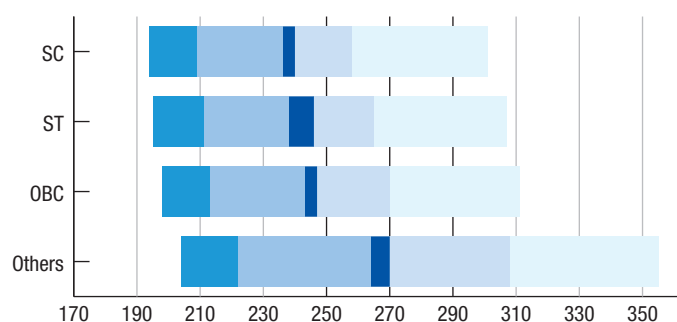
Mathematics

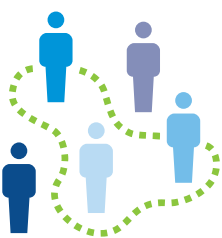| State/UTs & Boards	Mean				SE			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Andhra Pradesh	247	229	250	263	3.8	5.7	3.5	4.9
Arunachal Pradesh	217	226	241	223	7.5	2.2	5.2	3.9
Assam	237	235	247	252	5.8	5.0	4.6	5.2
Delhi	237	232	245	241	2.9	9.4	3.8	2.0
Goa	239	236	240	247	6.1	2.3	2.6	2.5
Gujarat	227	222	231	239	3.0	2.9	1.6	2.1
Haryana	228	225	240	248	2.5	10.1	2.9	3.6
Himachal Pradesh	229	228	231	235	2.4	5.4	3.1	1.9
Jammu & Kashmir	221	225	233	235	4.3	7.5	5.4	2.3
Karnataka	249	260	262	264	3.4	5.2	2.6	4.4
Kerala	243	230	256	262	3.9	5.3	1.5	3.0
Madhya Pradesh	226	219	230	233	2.4	3.4	2.4	3.1
Maharashtra	253	255	255	255	3.4	5.8	2.7	2.8
Meghalaya	247	240	235	266	16.8	3.2	17.4	10.9
Mizoram	206	245	232	262	19.4	2.1	12.5	14.7
Nagaland	236	236	252	244	6.4	1.6	6.0	4.6
Odisha	256	254	267	281	3.6	4.3	2.4	4.0
Punjab	223	200	230	228	1.8	10.5	3.0	2.7
Rajasthan	232	227	242	251	3.7	5.2	2.3	3.8
Sikkim	227	228	232	243	5.7	2.8	2.6	5.3
Tamil Nadu	223	224	228	227	1.7	7.9	1.7	5.6
Telangana	255	253	263	256	5.4	6.6	4.3	8.9
Tripura	226	224	231	232	3.1	2.7	2.7	3.4
Uttarakhand	231	238	243	243	2.7	7.1	3.5	2.5
West Bengal	244	241	247	250	3.8	5.9	4.2	3.3
A& N Island	0	218	223	216	0.0	16.5	12.8	6.0
Chandigarh	233	207	237	235	4.5	20.5	9.3	2.9
D&N Haveli	201	214	217	218	15.1	3.0	10.8	5.9
Daman & Diu	224	210	233	230	5.5	6.2	7.5	10.9
Lakshadweep	0	223	0	0	0.0	6.0	0.0	0.0
Puducherry	221	194	222	228	2.3	19.1	2.2	7.5
CBSE	279	247	290	288	14.6	18.4	9.3	6.2
ICSE	295	276	302	320	11.2	23.7	5.6	4.3
National	240	237	250	260	1.1	1.7	1.1	1.5

- Overall, no significant difference in average score of SC and ST students.
- OBC students performed better than SC and ST students.
- Others category students performed better than SC, ST & OBC students.
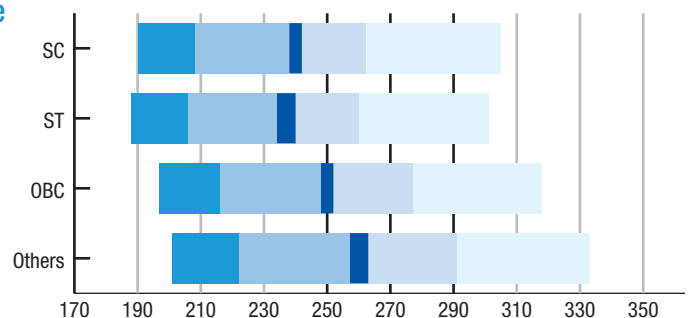
Science

State/UTs & Boards	Mean				SE			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Andhra Pradesh	237	232	238	245	3.2	6.2	2.7	3.4
Arunachal Pradesh	207	226	234	223	7.1	2.2	6.6	3.1
Assam	227	233	243	241	4.8	5.1	4.0	4.1
Delhi	237	236	243	245	3.2	13.3	3.5	2.2
Goa	253	251	256	269	6.4	2.8	2.9	2.5
Gujarat	223	219	227	236	2.7	3.2	1.7	2.1
Haryana	224	223	233	240	2.5	9.3	2.3	2.7
Himachal Pradesh	228	226	225	234	2.5	5.6	3.4	2.1
Jammu & Kashmir	220	224	240	244	5.9	7.3	6.5	2.5
Karnataka	258	264	268	269	3.5	4.8	2.7	4.2
Kerala	265	248	277	278	2.8	11.3	1.6	2.6
Madhya Pradesh	218	214	220	222	2.6	2.7	1.9	2.8
Maharashtra	244	250	246	245	3.2	4.8	2.5	2.5
Meghalaya	234	229	247	255	11.3	2.8	12.5	8.4
Mizoram	221	233	215	235	9.9	2.6	22.6	8.1
Nagaland	224	237	237	243	7.4	1.6	4.7	4.2
Odisha	242	244	251	259	2.8	3.4	2.0	3.3
Punjab	222	194	223	227	2.1	15.0	2.6	2.2
Rajasthan	234	229	245	246	3.1	3.7	2.7	3.3
Sikkim	243	241	243	253	6.7	2.5	2.4	5.3
Tamil Nadu	225	224	230	228	1.5	4.4	1.2	4.2
Telangana	244	249	248	249	4.6	5.3	3.2	8.7
Tripura	232	230	237	239	2.7	3.2	2.4	2.8
Uttarakhand	231	237	234	241	2.6	5.8	3.0	2.1
West Bengal	249	244	257	255	4.0	8.5	4.8	3.2
A& N Island	197	219	225	224	17.7	23.0	16.0	7.4
Chandigarh	224	247	235	234	3.8	19.7	8.1	2.1
D&N Haveli	194	209	233	221	16.3	3.0	19.7	6.3
Daman & Diu	224	221	222	234	16.0	10.1	7.7	10.5
Lakshadweep	224	226	226	233	3.3	5.5	15.6	4.9
Puducherry	274	229	229	299	11.5	24.0	2.2	5.1
CBSE	320	261	302	348	10.7	18.5	7.2	4.7
ICSE	239	287	329	262	0.9	18.3	6.2	1.4
National	239	235	249	263	1.0	1.3	1.0	1.4

- Overall, no significant difference in average score of SC and ST.
- OBC category students performed better than SC and ST students.
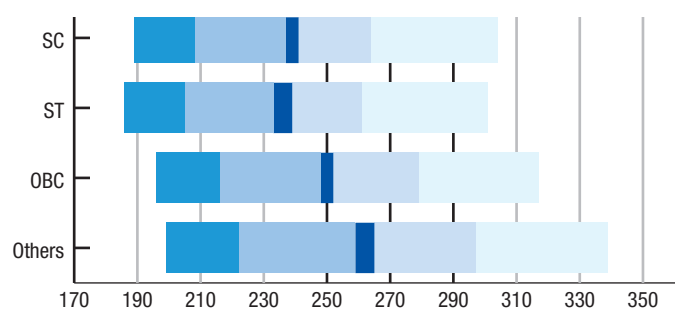- Others Category students performed better than SC, ST and OBC students.

Social Science

| State/UTs & Boards	Mean				SE			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Andhra Pradesh	250	246	252	258	3.7	6.0	3.1	4.1
Arunachal Pradesh	217	230	233	214	11.3	2.8	5.8	3.9
Assam	229	236	239	239	6.2	5.3	3.2	3.7
Delhi	243	239	248	253	3.1	15.8	4.1	2.1
Goa	241	239	251	259	7.8	2.9	3.2	2.3
Gujarat	226	223	232	244	2.7	3.8	1.8	2.3
Haryana	233	246	248	258	2.5	12.0	2.8	3.4
Himachal Pradesh	230	226	231	238	2.4	5.8	3.7	2.1
Jammu & Kashmir	209	209	222	227	4.8	7.3	5.3	2.5
Karnataka	260	267	268	265	3.2	4.4	2.6	3.9
Kerala	257	243	267	273	3.1	8.9	1.7	2.8
Madhya Pradesh	217	212	223	225	2.4	3.2	2.2	2.6
Maharashtra	244	261	250	251	3.0	5.1	2.6	2.7
Meghalaya	226	231	238	232	11.9	2.9	8.4	9.3
Mizoram	222	235	197	239	11.1	2.6	24.4	37.5
Nagaland	262	257	271	259	9.1	2.0	7.4	6.0
Odisha	237	239	245	256	2.8	3.1	1.7	3.1
Punjab	207	241	213	216	1.4	82.9	2.5	2.3
Rajasthan	245	230	251	258	4.2	5.7	2.7	4.1
Sikkim	245	247	250	259	6.8	2.8	3.5	6.1
Tamil Nadu	208	216	217	222	1.6	9.2	1.5	4.4
Telangana	257	257	267	264	4.9	6.3	3.8	7.4
Tripura	234	227	238	242	2.6	2.9	2.4	3.1
Uttarakhand	233	237	240	242	3.3	9.1	3.7	2.6
West Bengal	244	239	247	248	3.2	7.5	3.5	3.0
A& N Island	207	221	210	222	14.8	13.0	12.9	8.0
Chandigarh	234	203	246	232	5.5	23.0	11.3	3.1
D&N Haveli	222	207	236	207	8.6	5.8	21.5	7.7
Daman & Diu	245	237	230	262	12.3	10.4	7.4	8.8
Lakshadweep	209	231	237	220	3.1	6.6	43.5	5.0
Puducherry	267	224	215	296	14.3	20.6	3.0	5.1
CBSE	267	292	289	296	9.1	31.9	9.1	3.4
ICSE	239	263	273	261	1.0	11.5	5.8	1.4
National	240	239	249	260	1.1	2.0	0.9	1.5
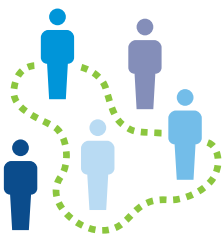
- Overall, no significant difference in average score of SC and ST.
- OBC category students performed better than SC and ST students.
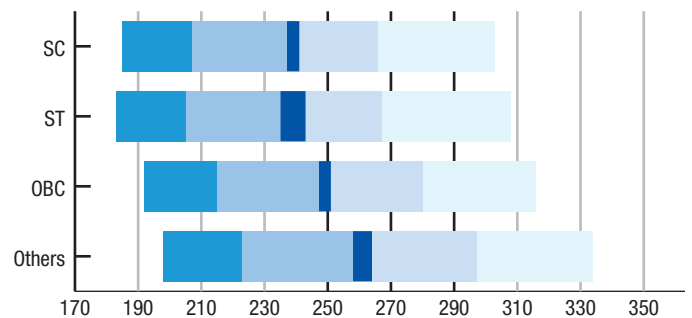- Others Category students performed better than SC, ST and OBC students.

Modern Indian Language (MIL)

| State/UTs & Boards	Mean				SE			
	SC	ST	OBC	Others	SC	ST	OBC	Others
Andhra Pradesh	225	221	232	237	3.5	7.5	2.0	3.5
Arunachal Pradesh	214	211	227	211	7.4	3.1	7.8	4.9
Assam	233	222	243	232	4.1	5.1	3.0	2.6
Delhi	258	253	263	265	2.5	10.5	3.5	1.8
Goa	253	241	252	248	7.8	3.2	2.7	3.0
Gujarat	231	229	233	246	3.9	3.9	1.7	2.4
Haryana	236	231	251	260	2.9	17.6	2.7	2.5
Himachal Pradesh	234	228	231	246	2.5	5.2	2.8	2.0
Jammu & Kashmir	207	207	230	227	4.8	5.9	5.3	2.2
Kerala	266	236	279	279	2.8	11.1	1.4	2.1
Madhya Pradesh	230	221	238	239	3.1	3.9	2.1	3.3
Maharashtra	257	260	264	265	2.8	5.2	2.0	2.0
Mizoram	291	267	288	286	27.0	2.4	14.6	12.5
Odisha	235	235	243	256	2.8	3.0	1.8	3.4
Punjab	216	196	224	227	2.1	16.2	3.1	2.5
Rajasthan	241	221	246	259	3.7	3.7	2.3	3.9
Sikkim	217	226	225	252	9.5	4.3	3.4	6.3
Tamil Nadu	219	219	227	231	2.1	9.0	1.5	4.8
Telangana	228	234	237	238	4.0	4.7	2.8	6.7
Tripura	240	221	249	244	2.6	2.7	2.4	2.6
Uttarakhand	237	245	239	248	2.8	7.9	3.4	2.5
West Bengal	251	246	257	260	2.8	5.6	3.7	2.4
A& N Island	252	226	244	224	4.7	9.1	14.3	5.3
Chandigarh	226	212	264	261	11.2	11.5	8.9	3.4
D&N Haveli	255	213	197	227	23.7	4.3	9.4	19.0
Daman & Diu	216	222	231	249	3.7	10.8	4.1	12.2
Lakshadweep	288	246	224	229	10.3	6.8	3.6	7.1
Puducherry	306	193	295	287	13.4	99.5	4.9	5.4
CBSE	239	286	307	303	1.0	13.5	6.4	3.6
ICSE	239	264	249	263	0.9	9.8	0.8	1.5
National	239	233	249	263	1.0	1.4	1.0	1.4
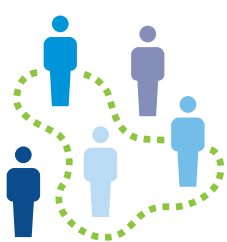
- Overall, no significant difference in average score of SC and ST.
- OBC category students performed better than SC and ST students.
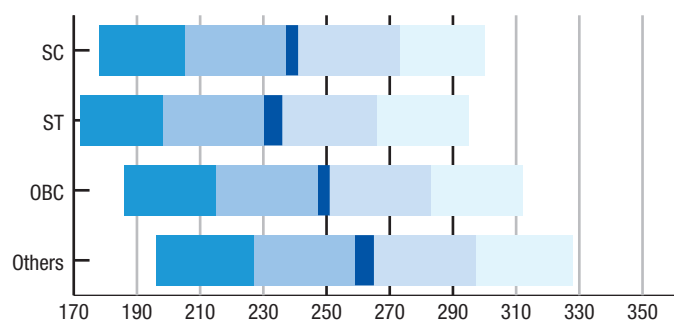- Others Category students performed better than SC, ST and OBC students.

State and Management-wise Comparison
English

State/UTs & Boards	Mean			SE		
	Govt.	Govt. Aided	Private	Govt.	Govt. Aided	Private
Andhra Pradesh	237	243	250	2.6	15.5	6.0
Arunachal Pradesh	246	318	311	2.3	9.1	24.5
Assam	235	242	258	2.5	4.2	17.8
Delhi	240	258	–	1.4	6.9	–
Goa	265	303	292	3.4	2.6	11.8
Gujarat	218	222	240	3.4	1.1	3.9
Haryana	224	239	253	1.9	6.8	2.8
Himachal Pradesh	224	–	264	1.6	–	3.8
Jammu & Kashmir	234	–	273	2.2	–	2.5
Karnataka	257	259	271	3.0	3.1	8.9
Kerala	248	252	–	2.1	2.2	–
Madhya Pradesh	220	219	227	1.9	6.2	2.2
Maharashtra	247	246	254	6.8	1.9	4.4
Meghalaya	238	265	274	5.4	4.6	8.4
Mizoram	266	285	304	3.2	8.6	5.7
Nagaland	276	286	313	3.0	10.4	1.7
Odisha	240	247	268	1.7	3.2	6.4
Punjab	224	251	255	1.5	12.2	52.2
Rajasthan	222	–	234	2.4	–	2.2
Sikkim	265	351	325	2.4	44.1	11.8
Tamil Nadu	225	226	223	1.5	2.9	3.9
Telangana	240	284	267	3.0	55.4	7.6
Tripura	234	237	–	1.7	9.8	–
Uttarakhand	225	228	239	2.0	3.6	3.0
West Bengal	254	253	290	5.4	3.1	4.0
A& N Island	250	–	–	9.7	–	–
Chandigarh	243	258	–	2.9	8.4	–
D&N Haveli	217	217	–	2.5	6.2	–
Daman & Diu	234	230	253	4.7	2.6	2.6
Lakshadweep	228	–	–	7.0	–	–
Puducherry	218	247	226	1.8	9.5	5.4
CBSE	295	369	319	33.3	5.9	4.4
ICSE	–	395	372	0.8	8.4	3.1
National	236	246	277	1.0	1.1	1.8

- There was a significant difference in scores of student from Government, Government aided schools and Private schools.

- Private managed schools performed better than the Government and Government aided schools.

- There was significant difference in scores of Government and Government aided schools. Government aided schools performed better than the Government schools.
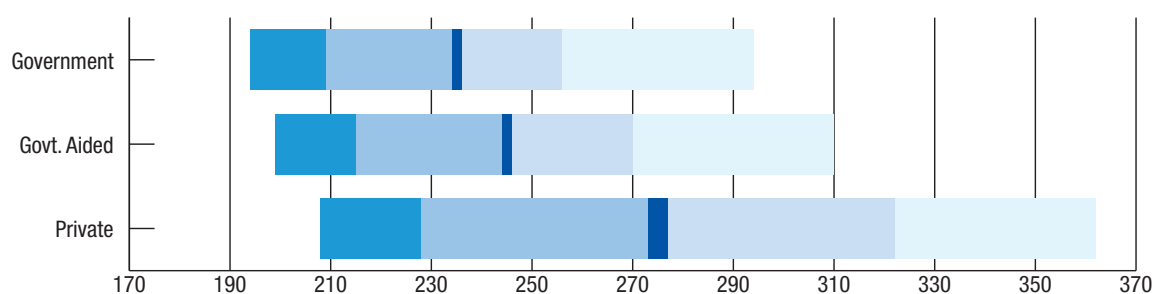
Mathematics

State/UTs & Boards	Mean			SE		
	Govt.	Govt. Aided	Private	Govt.	Govt. Aided	Private
Andhra Pradesh	248	252	270	3.2	16.3	9.0
Arunachal Pradesh	224	259	240	2.0	4.5	68.8
Assam	239	264	264	3.4	9.0	15.1
Delhi	240	245	–	2.1	7.3	–
Goa	233	246	227	3.3	2.4	6.3
Gujarat	218	227	253	4.0	1.3	3.9
Haryana	226	230	260	2.4	7.9	4.6
Himachal Pradesh	229	–	251	1.8	–	4.5
Jammu & Kashmir	223	–	244	2.7	–	2.8
Karnataka	258	261	266	3.0	3.4	10.0
Kerala	252	257	–	2.0	2.1	–
Madhya Pradesh	224	223	237	2.1	5.5	3.6
Maharashtra	243	253	261	8.3	2.3	4.9
Meghalaya	223	247	243	7.1	4.0	7.8
Mizoram	240	246	255	2.7	4.3	4.0
Nagaland	229	241	240	3.0	8.7	1.9
Odisha	260	266	295	2.5	4.1	8.9
Punjab	224	247	264	1.7	10.0	51.2
Rajasthan	223	–	253	2.4	–	3.3
Sikkim	228	240	263	2.1	7.3	8.9
Tamil Nadu	226	227	220	1.8	3.1	5.0
Telangana	254	257	292	4.4	30.6	10.6
Tripura	228	236	–	1.9	8.1	–
Uttarakhand	232	241	256	2.1	4.7	4.4
West Bengal	250	246	282	6.2	2.8	2.9
A& N Island	217	–	–	6.2	–	–
Chandigarh	234	256	–	3.1	12.2	–
D&N Haveli	214	222	–	2.4	6.9	–
Daman & Diu	228	222	251	6.3	6.1	9.1
Lakshadweep	223	–	–	6.0	–	–
Puducherry	218	248	244	1.6	10.4	13.6
CBSE	264	320	286	8.5	6.5	6.6
ICSE	–	349	315	–	6.9	3.9
National	239	248	269	0.8	1.1	2.5

- There was a significant difference in scores of student from Government, Government aided schools and Private schools.
- Privately managed schools performed better than the Government and Government aided schools .
- There was significant difference in scores of Government and Government aided schools. Government aided schools performed better than the Government schools.
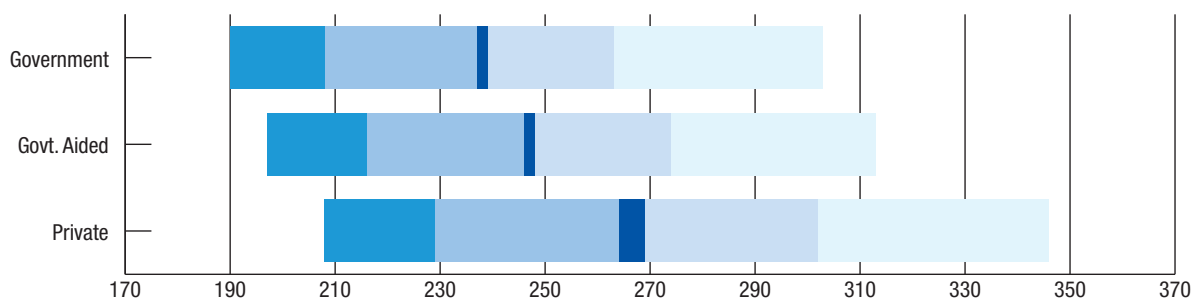
Science

State/UTs & Boards	Mean			SE		
	Govt.	Govt. Aided	Private	Govt.	Govt. Aided	Private
Andhra Pradesh	237	242	250	2.5	11.9	5.8
Arunachal Pradesh	222	275	264	2.0	6.0	61.0
Assam	235	246	266	2.5	6.3	13.9
Delhi	242	256	–	2.2	7.7	-
Goa	243	266	251	2.7	2.4	12.2
Gujarat	224	223	248	5.5	1.2	4.1
Haryana	225	221	245	2.3	6.0	3.1
Himachal Pradesh	227	-	247	1.9	-	4.7
Jammu & Kashmir	222	-	261	2.9	-	4.1
Karnataka	263	268	267	3.4	2.8	8.8
Kerala	275	277	–	2.4	1.8	-
Madhya Pradesh	219	214	222	1.9	6.1	2.5
Maharashtra	244	244	253	7.6	2.3	4.1
Meghalaya	222	232	237	6.5	3.3	7.8
Mizoram	228	233	243	3.1	6.7	4.9
Nagaland	229	271	240	3.4	9.5	1.6
Odisha	245	252	272	2.0	3.2	8.4
Punjab	223	234	246	1.8	8.4	45.9
Rajasthan	230	-	249	3.2	-	2.8
Sikkim	239	271	274	1.7	7.6	7.2
Tamil Nadu	228	231	231	1.1	2.9	4.9
Telangana	245	231	262	3.3	37.2	6.9
Tripura	234	244	–	1.8	7.7	-
Uttarakhand	232	236	249	2.0	3.8	3.9
West Bengal	254	252	274	6.0	3.0	9.0
A& N Island	224	-	–	7.6	-	-
Chandigarh	232	236	-	2.1	15.9	-
D&N Haveli	210	227	–	2.8	6.7	-
Daman & Diu	219	240	260	7.0	7.9	7.0
Lakshadweep	226	-	–	5.4	-	-
Puducherry	224	249	241	2.0	8.0	8.3
CBSE	288	321	298	22.1	3.0	5.0
ICSE	369	369	341	3.7	3.7	4.3
National	239	248	270	0.8	1.0	2.0

- There was a significant difference in scores of student from Government, Government aided schools and Private schools.

- Privately managed schools performed better than the Government and Government aided schools.

- There was significant difference in scores of Government and Government aided schools. Government aided schools performed better than the Government schools.
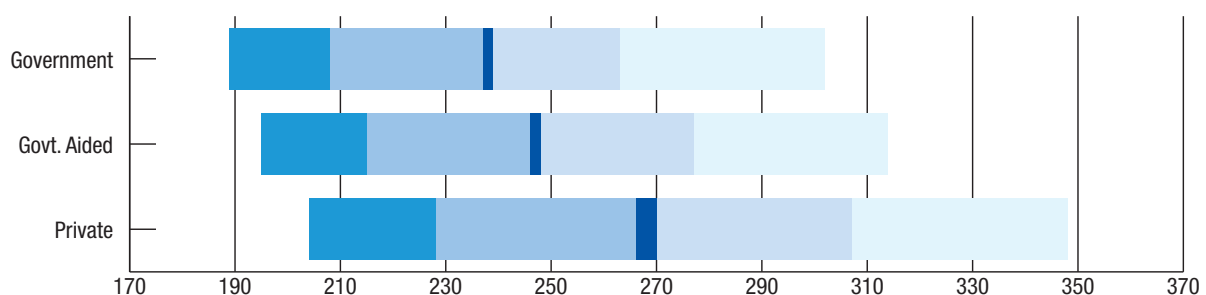
Social Science

State/UTs & Boards	Mean			SE		
	Govt.	Govt. Aided	Private	Govt.	Govt. Aided	Private
Andhra Pradesh	250	262	264	3.0	10.9	8.5
Arunachal Pradesh	222	293	271	2.6	7.3	59.8
Assam	234	245	253	2.7	6.5	12.4
Delhi	250	257	–	2.2	7.2	–
Goa	231	257	243	4.3	2.3	13.7
Gujarat	227	228	254	5.7	1.6	3.7
Haryana	234	243	267	2.4	7.3	3.9
Himachal Pradesh	228	–	267	1.8	–	4.0
Jammu & Kashmir	210	–	239	2.9	–	2.9
Karnataka	267	264	268	3.2	2.9	8.0
Kerala	263	269	–	2.2	2.1	–
Madhya Pradesh	218	217	225	1.9	7.1	2.8
Maharashtra	241	249	257	4.9	2.3	4.2
Meghalaya	215	233	235	5.6	3.4	8.1
Mizoram	227	240	248	3.1	6.9	5.3
Nagaland	242	256	264	4.2	7.2	2.0
Odisha	239	248	267	1.6	3.0	6.2
Punjab	210	222	244	1.2	8.9	43.0
Rajasthan	229	–	263	3.2	–	3.3
Sikkim	246	285	273	2.6	10.0	13.5
Tamil Nadu	213	221	221	1.4	2.4	4.8
Telangana	260	241	287	3.8	21.6	8.9
Tripura	234	249	–	1.7	10.3	–
Uttarakhand	233	233	257	3.0	4.2	4.4
West Bengal	249	245	258	5.5	2.6	10.3
A& N Island	221	–	–	7.5	–	–
Chandigarh	232	255	–	3.2	13.5	–
D&N Haveli	206	241	–	5.1	12.0	–
Daman & Diu	232	260	271	6.7	3.5	5.4
Lakshadweep	231	–	–	7.5	–	–
Puducherry	213	219	168	2.3	8.2	12.1
CBSE	250	368	293	34.2	5.8	5.3
ICSE	–	310	290	–	4.2	3.5
National	**238**	**248**	**271**	**0.8**	**1.1**	**2.1**

- There was a significant difference in scores of student from Government, Government aided schools and Private schools.
- Privately managed schools performed better than the Government and Government aided schools.
- There was significant difference in scores of Government and Government aided schools. Government aided schools performed better than the Government schools.
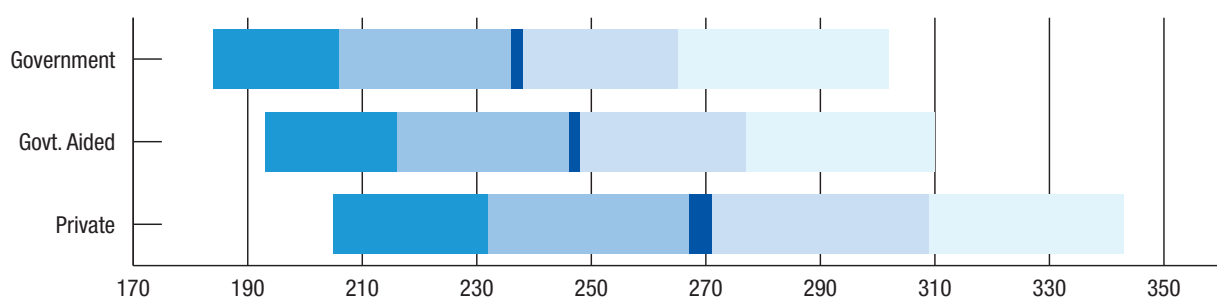
Modern Indian Language (MIL)

State/UTs & Boards	Mean			SE		
	Govt.	Govt. Aided	Private	Govt.	Govt. Aided	Private
Andhra Pradesh	227	250	257	1.8	11.3	5.4
Arunachal Pradesh	210	248	237	2.9	6.3	12.8
Assam	231	239	264	2.4	3.5	12.7
Delhi	263	277	–	1.6	7.0	–
Goa	250	248	251	3.9	2.3	7.9
Gujarat	230	233	249	6.2	1.6	3.8
Haryana	237	260	267	2.1	10.3	3.0
Himachal Pradesh	234	–	271	1.6	–	4.5
Jammu & Kashmir	207	–	244	2.8	–	3.2
Kerala	277	277	–	2.1	1.6	–
Madhya Pradesh	231	245	239	2.1	8.2	3.3
Maharashtra	263	263	261	5.5	1.8	3.6
Mizoram	265	269	269	2.9	5.5	5.0
Odisha	241	240	260	2.0	2.6	6.2
Punjab	219	230	240	1.7	9.0	40.9
Rajasthan	230	–	255	2.4	–	2.7
Sikkim	225	289	251	2.8	11.9	12.6
Tamil Nadu	222	235	231	1.5	3.5	7.6
Telangana	231	217	256	2.6	10.2	5.5
Tripura	236	256	–	1.5	7.5	–
Uttarakhand	236	246	255	2.6	3.5	4.0
West Bengal	258	255	291	3.9	2.3	4.2
A & N Island	228	–	–	6.6	–	–
Chandigarh	259	260	–	3.0	28.9	–
D&N Haveli	213	243	–	4.1	4.3	–
Daman & Diu	231	236	242	4.1	7.5	8.4
Lakshadweep	246	–	–	6.8	–	–
Puducherry	219	238	202	2.8	9.3	17.9
CBSE	271	278	290	29.9	6.9	4.4
ICSE	–	326	302	–	5.8	3.4
National	235	252	269	0.6	0.9	1.8

- There was a significant difference in scores of student from Government, Government aided schools and Private schools.
- Privately managed schools performed better than the Government and Government aided schools.
- There was significant difference in scores of Government and Government aided schools. Government aided schools performed better than the Government schools.
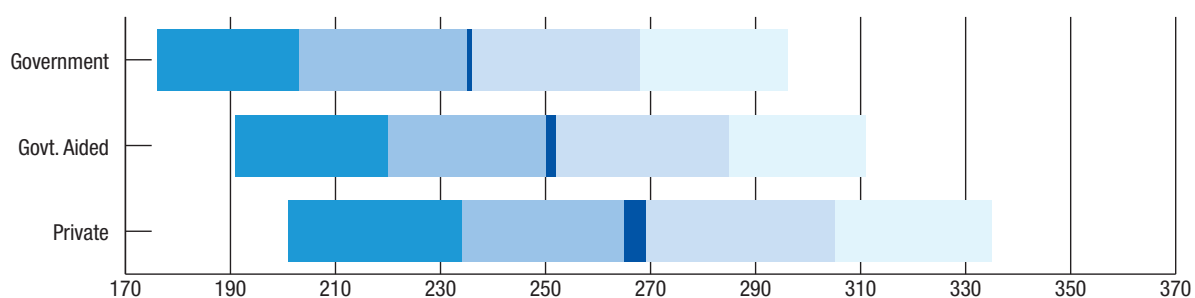
Overall Findings (in Percent Correct)

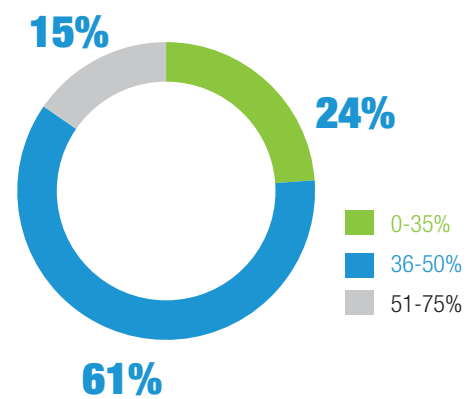| State/Union Territory	English	Maths	Science	Social Science	MIL
Andhra Pradesh	36	36	34	43	27
Arunachal Pradesh	42	31	35	40	40
Assam	38	38	38	37	49
Delhi	37	36	40	43	58
Goa	61	37	46	46	57
Gujarat	30	31	33	32	48
Haryana	36	35	36	41	53
Himachal Pradesh	33	32	35	38	45
Jammu & Kashmir	43	34	41	39	48
Karnataka	45	32	43	53	0
Kerala	41	34	46	42	61
Madhya Pradesh	30	31	31	35	44
Maharashtra	41	38	40	44	62
Meghalaya	47	37	38	39	0
Mizoram	52	36	39	40	59
Nagaland	63	34	41	48	0
Odisha	38	43	37	38	53
Punjab	32	30	32	34	48
Rajashthan	33	34	37	42	48
Sikkim	50	32	41	45	37
Tamilnadu	30	30	33	36	40
Telengana	39	40	36	48	28
Tripura	37	35	36	43	62
Uttarakhand	33	34	36	41	45
West Bengal	44	40	41	45	73
A & N	41	27	35	41	37
Chandigarh	39	34	38	40	50
DNH	28	26	28	28	38
Daman & Diu	33	30	31	32	48
Lakshadweep	32	29	36	41	62
Puducherry	29	29	32	36	41
CBSE	68	50	57	59	70
ICSE	84	61	68	61	69
National	**41**	**40**	**43**	**47**	**53**
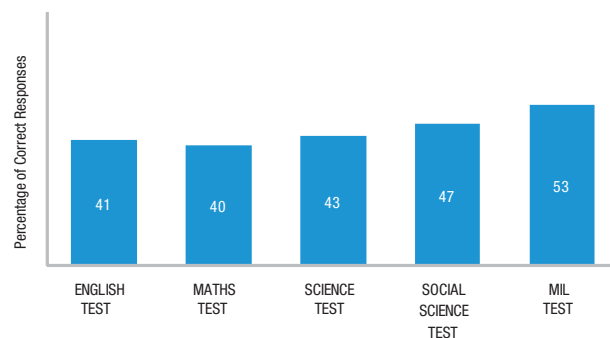
On an average:

- **41% items were correctly answered in English**
- **40% items were correctly answered in Mathematics**
- **43% items were correctly answered in Science**
- **47% items were correctly answered in Social Science**
- **53% items were correctly answered in MIL (Reading comprehension)**

Distribution of Students by Performance: Percent Correct
English

State/Union Territory	Range of correct answers			
	0-35%	36-50%	51-75%	Above 75%
Andhra Pradesh	51	45	4	0
Arunachal Pradesh	28	51	21	0
Assam	37	52	11	0
Delhi	47	42	12	0
Goa	5	18	56	21
Gujarat	76	24	0	0
Haryana	47	48	5	0
Himachal Pradesh	63	34	3	0
Jammu & Kashmir	25	48	28	0
Karnataka	21	42	37	0
Kerala	36	39	25	0
Madhya Pradesh	80	19	1	0
Maharashtra	32	49	19	0
Meghalaya	13	43	44	0
Mizoram	9	35	56	0
Nagaland	5	15	53	27
Odisha	36	52	12	0
Punjab	65	33	2	0
Rajashthan	60	38	2	0
Sikkim	15	38	44	3
Tamilnadu	75	23	2	0
Telengana	34	52	14	0
Tripura	46	48	5	0
Uttarakhand	65	35	1	0
West Bengal	18	60	22	0
A & N	38	34	27	1
Chandigarh	43	38	18	0
DNH	79	19	2	0
Daman & Diu	59	32	8	0
Lakshadweep	63	28	8	1
Puducherry	78	21	1	0
CBSE	2	9	52	38
ICSE	1	2	18	80
National	**24**	**61**	**15**	**0**

Range of correct answers
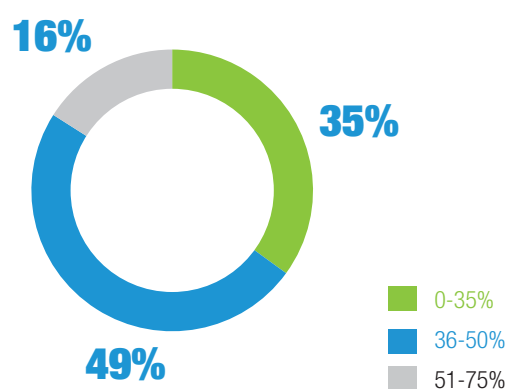

15% 24% 61%

- 0-35%
- 36-50%
- 51-75%

- Overall 24% students were in the range of 0-35% score and 61% students were in the range of 36-50% score.

- 15% students were in the range of 51-75% score in English.

Mathematics

State/Union Territory	Range of correct answers			
	0-35%	36-50%	51-75%	Above 75%
Andhra Pradesh	41	39	20	0
Arunachal Pradesh	66	31	3	0
Assam	39	42	18	1
Delhi	51	38	11	0
Goa	48	33	17	2
Gujarat	65	31	4	0
Haryana	49	40	11	0
Himachal Pradesh	62	28	10	0
Jammu & Kashmir	50	37	13	0
Karnataka	48	29	22	1
Kerala	46	29	23	2
Madhya Pradesh	63	27	10	0
Maharashtra	38	40	20	2
Meghalaya	46	39	15	0
Mizoram	48	38	14	0
Nagaland	54	34	12	0
Odisha	28	46	25	1
Punjab	64	30	6	0
Rajashthan	48	39	13	0
Sikkim	60	31	9	0
Tamilnadu	69	27	4	0
Telengana	33	42	25	0
Tripura	51	40	9	0
Uttarakhand	50	38	12	0
West Bengal	33	47	20	0
A & N	72	23	5	0
Chandigarh	54	35	11	0
DNH	77	19	4	0
Daman & Diu	68	24	8	0
Lakshadweep	72	20	7	1
Puducherry	76	19	5	0
CBSE	7	39	47	7
ICSE	6	14	59	21
National	**35**	**49**	**16**	**0**

Range of correct answers

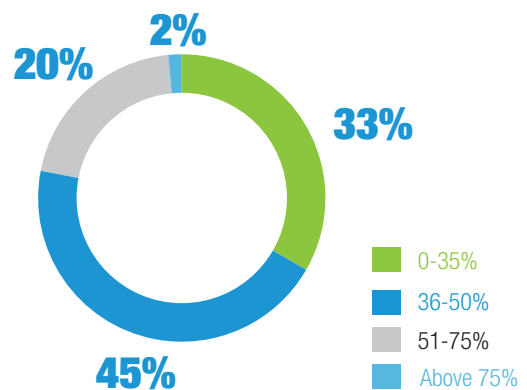16%   35%   49%

- 0-35%
- 36-50%
- 51-75%

35% students were in 0-35% scores, 49% students were in the range of 36-50% scores and 16% students were in the range of 51-75% scores in Mathematics.

Science

State/Union Territory	Range of correct answers			
	0-35%	36-50%	51-75%	Above 75%
Andhra Pradesh	52	30	16	2
Arunachal Pradesh	63	25	12	0
Assam	39	40	19	2
Delhi	40	42	17	1
Goa	36	30	30	5
Gujarat	62	28	9	1
Haryana	52	35	11	2
Himachal Pradesh	55	32	12	1
Jammu & Kashmir	37	48	14	1
Karnataka	36	28	30	6
Kerala	37	20	33	10
Madhya Pradesh	70	23	8	0
Maharashtra	42	36	20	2
Meghalaya	44	41	14	1
Mizoram	52	33	15	0
Nagaland	49	31	18	2
Odisha	42	39	19	1
Punjab	56	32	12	0
Rajashthan	47	38	15	0
Sikkim	49	30	20	2
Tamilnadu	67	18	12	2
Telengana	46	30	20	4
Tripura	42	36	19	3
Uttarakhand	48	35	14	2
West Bengal	25	45	27	3
A & N	60	23	17	0
Chandigarh	52	34	13	1
DNH	74	17	9	0
Daman & Diu	70	16	12	2
Lakshadweep	60	23	14	3
Puducherry	67	21	9	2
CBSE	7	32	45	17
ICSE	5	8	52	35
National	33	45	20	2

Range of correct answers

- 0-35%
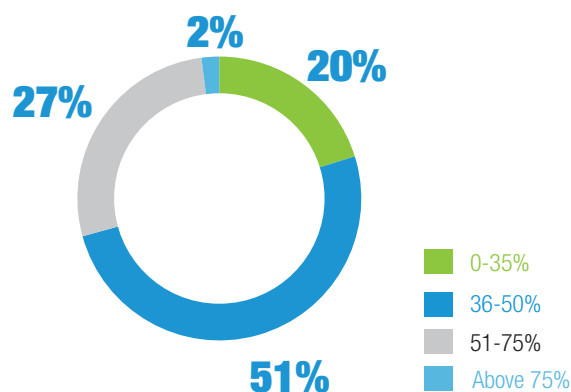- 36-50%
- 51-75%
- Above 75%

33% students were in the range of 0-35% scores, 45% students were in range of 36-50% scores and 20% students were in the range of 51-75% scores.

Only 2% students were in the above 75% scores in Science.

Social Science

State/Union Territory	Range of correct answers			
	0-35%	36-50%	51-75%	Above 75%
Andhra Pradesh	33	36	26	4
Arunachal Pradesh	42	41	16	0
Assam	41	28	27	3
Delhi	27	40	28	4
Goa	29	29	31	10
Gujarat	55	22	22	1
Haryana	30	36	30	3
Himachal Pradesh	39	35	23	2
Jammu & Kashmir	40	44	15	0
Karnataka	19	28	40	12
Kerala	31	26	31	11
Madhya Pradesh	51	30	17	2
Maharashtra	34	39	23	3
Meghalaya	40	34	24	1
Mizoram	34	43	21	1
Nagaland	22	34	34	9
Odisha	32	36	29	2
Punjab	61	22	15	2
Rajashthan	25	38	32	4
Sikkim	28	37	28	6
Tamilnadu	60	26	10	4
Telengana	29	33	32	5
Tripura	36	35	23	5
Uttarakhand	32	36	28	3
West Bengal	26	32	37	4
A & N	39	39	17	4
Chandigarh	38	41	18	2
DNH	67	20	13	0
Daman & Diu	54	25	18	3
Lakshadweep	44	28	20	7
Puducherry	64	20	12	4
CBSE	5	22	57	16
ICSE	11	27	43	18
National	**20**	**51**	**27**	**2**

Range of correct answers

- 0-35%
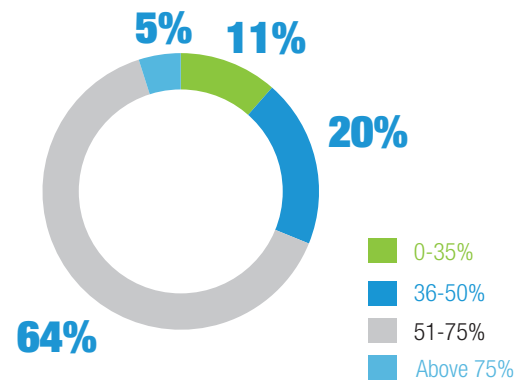- 36-50%
- 51-75%
- Above 75%

20% students were in the range of 0-35% scores, 51% students were in range of 36-50% scores and 27% students were in the range of 51-75% scores.

Only 2% students were in the above 75% scores in Social Science.

Modern Indian Language (MIL)

State/Union Territory	Range of correct answers			
	0-35%	36-50%	51-75%	Above 75%
Andhra Pradesh	20	31	43	7
Arunachal Pradesh	28	51	21	0
Assam	28	16	54	2
Delhi	10	18	54	18
Goa	20	25	46	10
Gujarat	20	26	51	3
Haryana	8	23	62	7
Himachal Pradesh	23	20	54	3
Jammu & Kashmir	30	34	34	2
Kerala	8	16	36	39
Madhya Pradesh	21	28	49	2
Maharashtra	15	13	43	30
Mizoram	10	11	41	38
Odisha	28	16	54	2
Punjab	26	33	41	0
Rajashthan	18	16	61	5
Sikkim	23	26	46	5
Tamilnadu	26	33	41	0
Telengana	20	25	43	13
Tripura	21	26	48	5
Uttarakhand	15	25	57	3
West Bengal	16	21	48	15
A & N	15	34	46	5
Chandigarh	8	23	54	15
DNH	34	36	28	2
Daman & Diu	23	28	48	2
Lakshadweep	20	20	46	15
Puducherry	31	34	34	0
CBSE	0	10	49	41
ICSE	2	5	36	57
National	11	20	64	5

Range of correct answers

- 0-35%
- 36-50%
- 51-75%
- Above 75%

11% students were in the range of 0-35% scores, 20% students were in range of 36-50% scores and 64% students were in the range of 51-75% scores.

Only 5% students were in the above 75% scores in MIL.

Conclusion

The findings of the National Achievement Survey Class X being the First of its kind is very crucial and will provide very meaningful information for policy makers and other stakeholders.

The Survey revealed that the majority of the States/UTs are performing below the overall average score in all subject areas, which indicates that there is need for significant improvement in learning levels. Low achievement largely is an out come of lack of conceptual clarity and understanding in the subjects/themes tested. A further probing is required to identify the content area and skills requiring attention and to develop appropriate strategies to enable students to understand the concepts. Accordingly, teachers training (pre-service and in-service) programmes might be designed on the basis of NAS findings to improve pedagogical aspects in relation to different subjects. Low achievement may also prompt education systems to revisit curriculum expectations and initiate curriculum reforms on the basis of NAS results.

Further, it is found from the survey that schools/students in rural area are at a disadvantaged position as compared to urban students in terms of average achievement scores in different subjects. Similarly, the performance of Scheduled Caste students in different subjects is significantly (statistically) below that of the Others category and OBC students, across States/UTs.

The survey revealed that many States/UTs are showing larger spread of achievement score on different percentiles, which indicates that students within the States/UTs are at varied levels of performance or there is heterogeneity in terms of achievement scores. The objective of imparting quality education includes enhancing standards along with equity in education. The performance of the Government schools is found below than both the Govt. Aided and Private schools.

It is pertinent to mention that achievement of a child is dependent on various background factors, which have been collected in detail under the survey. Indepth analysis of achievement scores and background variables will give more insights for policy makers and curriculum developers and other stakeholders, including on parameters such as rural-urban and management, etc.

It is critical to disseminate the NAS findings in an easy and understandable manner to deliberate them with all stakeholders, especially with State functionaries in detail, build their capacity to understand, reflect on the findings and take appropriate action.

Examinations

An examination is a formal test of an individual students knowledge or prociency in a subject on the curriculum. The results of examinations apply to individual students, enabling them to progress through school or apply for further education or employment. Taken together, examination results provide an overall snapshot of students performance at the end of a school year or course of learning. Examination results do not indicate the reasons behind high or low achievement of students.

Assessment Surveys

Assessment Surveys provide a measure of learning across a representative sample of students. They allow classication of students at a specic grade level by their ability (what students know and can do) in different subjects on the curriculum. National Assessment Surveys provide a Health Check to the education system by analysing achievement based on a range of background factors (school, home, teachers). They potentially enable policy makers and practitioners to address the challenges to enhance student learning.