



National Council of Educational Research and Training

National Achievement Survey: Class VIII

Arunachal Pradesh



How to use this report

This report shows results from the National Achievement Surveys (NAS) for Class VIII students in Arunachal Pradesh for reading comprehension, mathematics, science and social science.

The contents are as follows:

Page 3 ... Schools and students: Arunachal Pradesh-National in %

Page 4 ... Arunachal Pradesh Results

Page 5 ... Results by gender and urban/rural students

Page 6 ... Results by social category

The NAS provides information about the knowledge and abilities of students in government and government-aided elementary schools. These are based on tests of students of Classes III, V and VIII. The NAS are conducted under the Government's flagship programme Sarva Shiksha Abhiyan (SSA), which has been successful in ensuring greater access, equity and quality in elementary education.

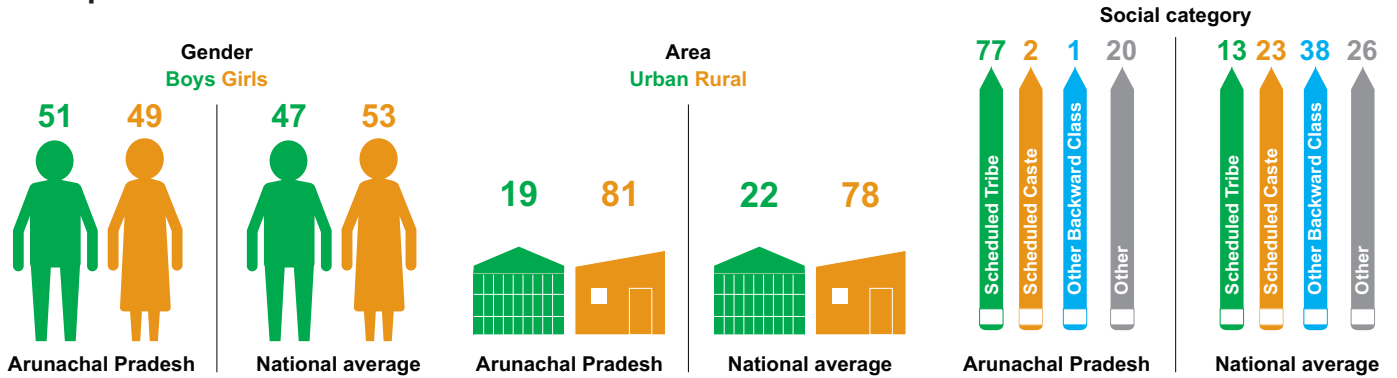
Test scores in the report are presented on a scale from 0 and 500. The national average was set to 250 and the standard deviation was set to 50. This means about 70% of students could potentially score between 200 and 300, and 95% of students could score between 150 and 350.

NAS is not a test for each individual student or school. NAS results are based on carefully selected samples of students, further weighted by population to be generalised to the individual state. The 'Standard Error' is an estimate of the likely variation that may occur. For example if the average language score for students in a State was 247 with an estimated standard error of about 2.1 scale point, then the 'true' value of the State's average language score lies on the range of 244.9 to 249.1.

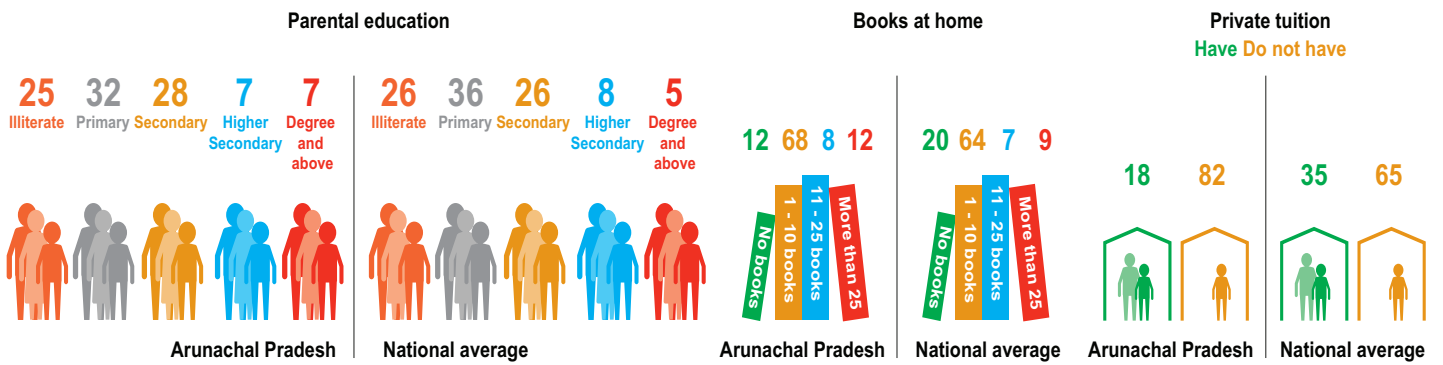
If you want to look into these results in more depth please refer to the individual state report produced separately or the national report.

Schools and students: Arunachal Pradesh-National in %

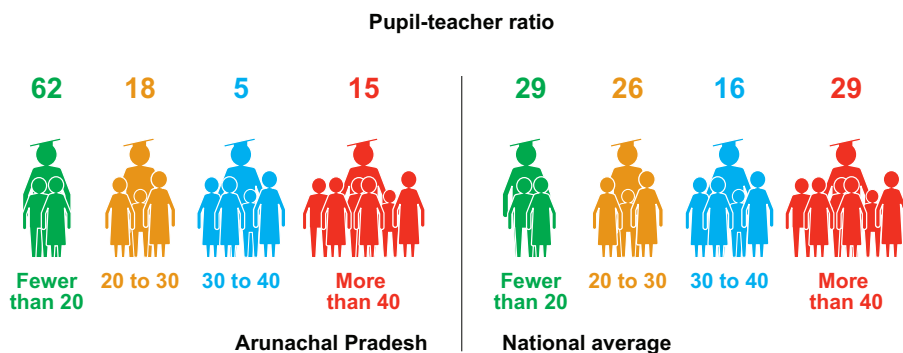
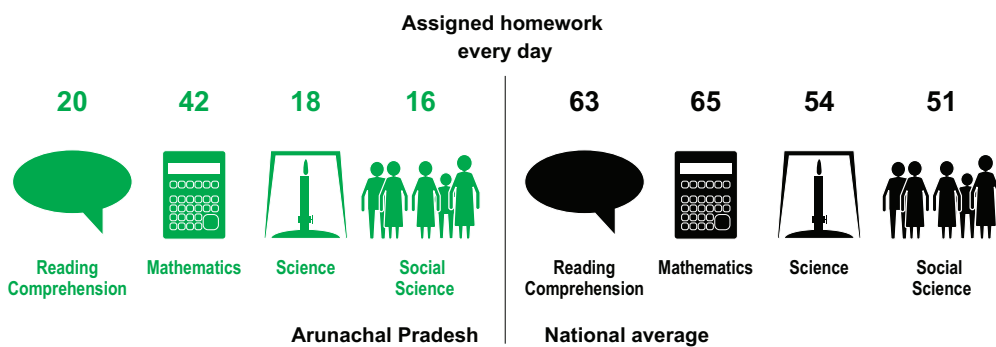
Participation



Home Factors

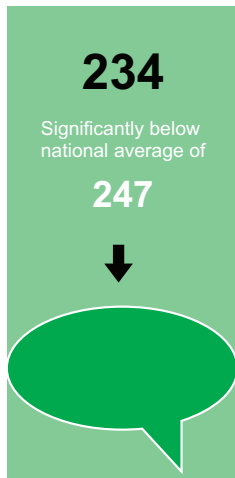


School Factors

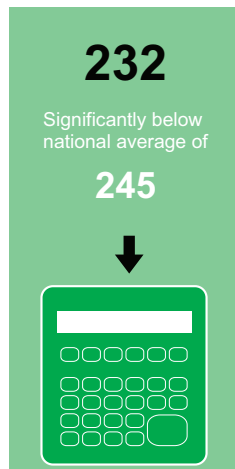


Arunachal Pradesh Results

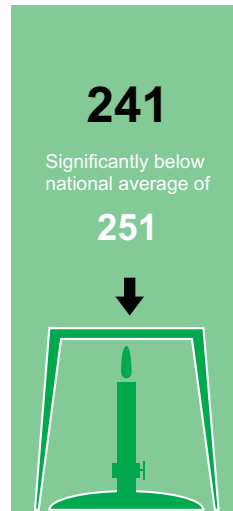
250



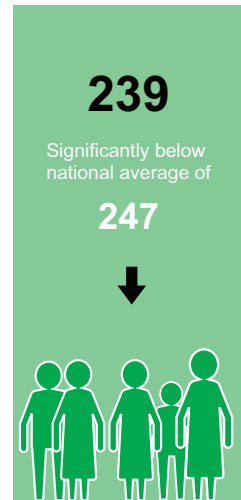
Reading comprehension



Mathematics



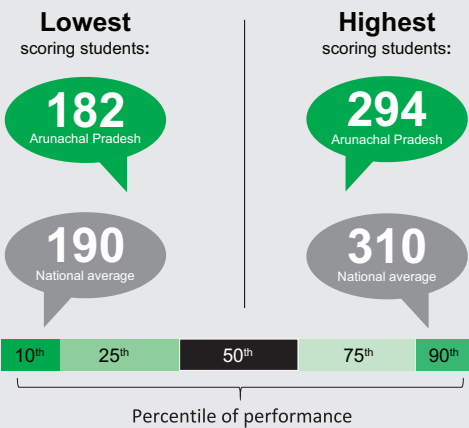
Science



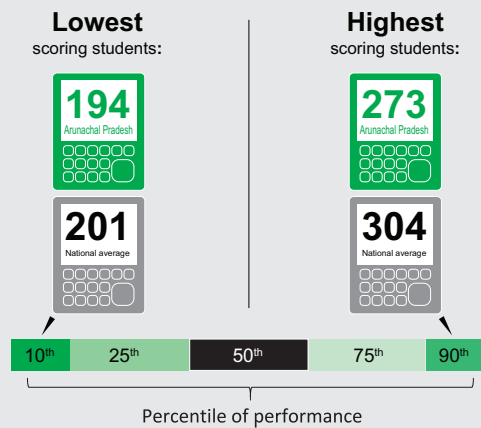
Social Science

Lowest and Highest Student Achievement (percentile score)

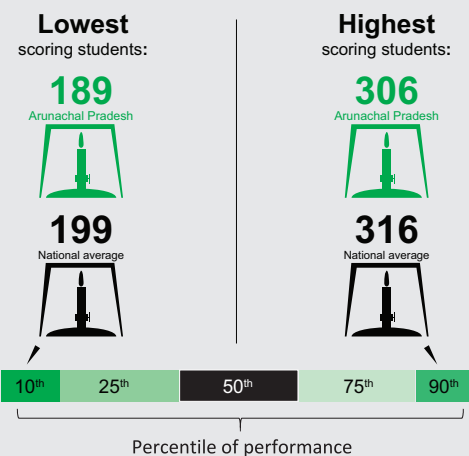
Reading comprehension



Mathematics



Science



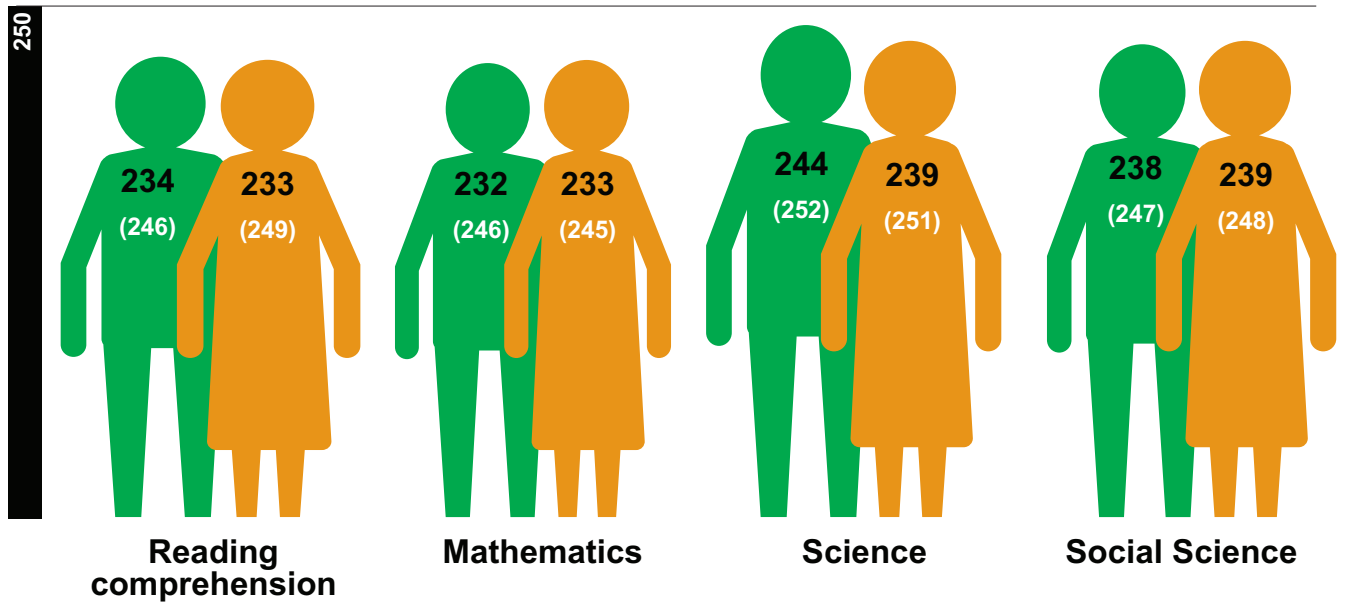
Social Science



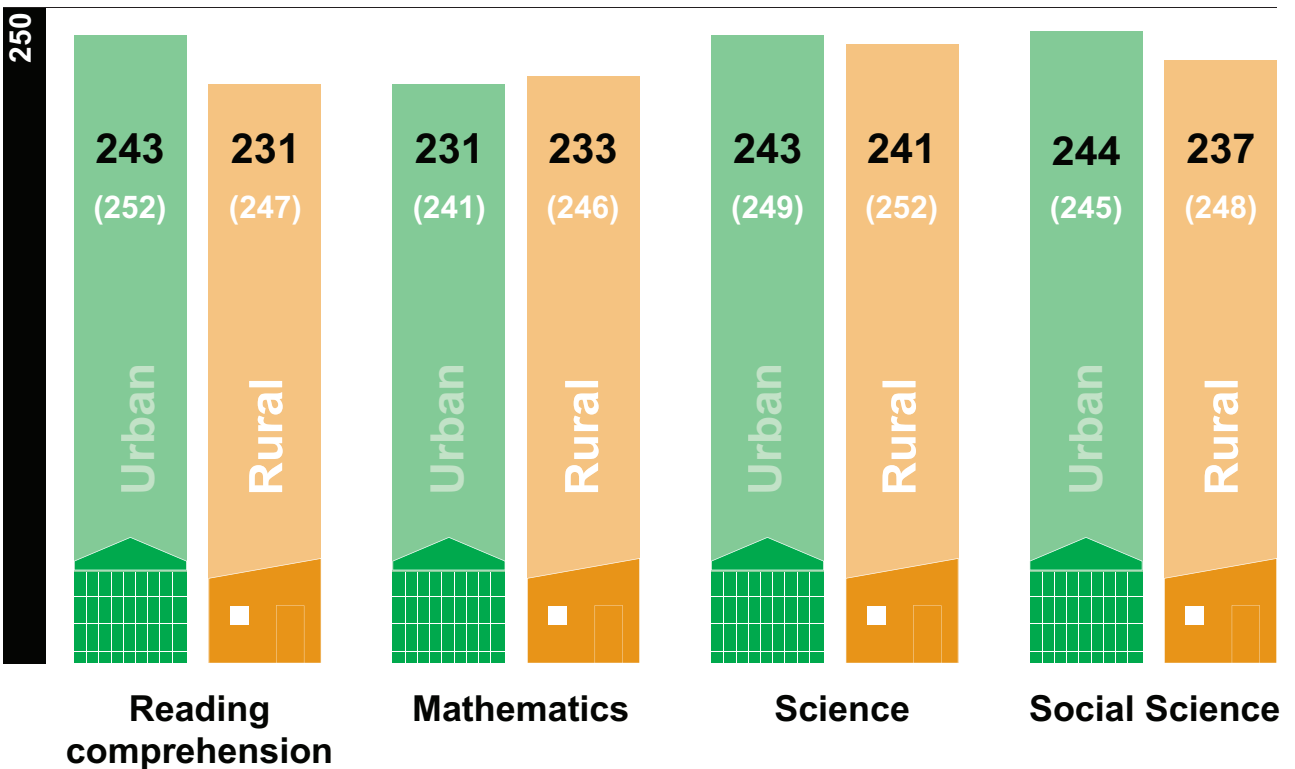
'Low-scoring students' are those that scored at and lesser than 10% percentile score.
'High-scoring students' are those that scored at and better than 90% percentile score.

The following pages compare scores of different groups of students in Arunachal Pradesh, for each subject. The scores are compared with the national average (given in brackets).

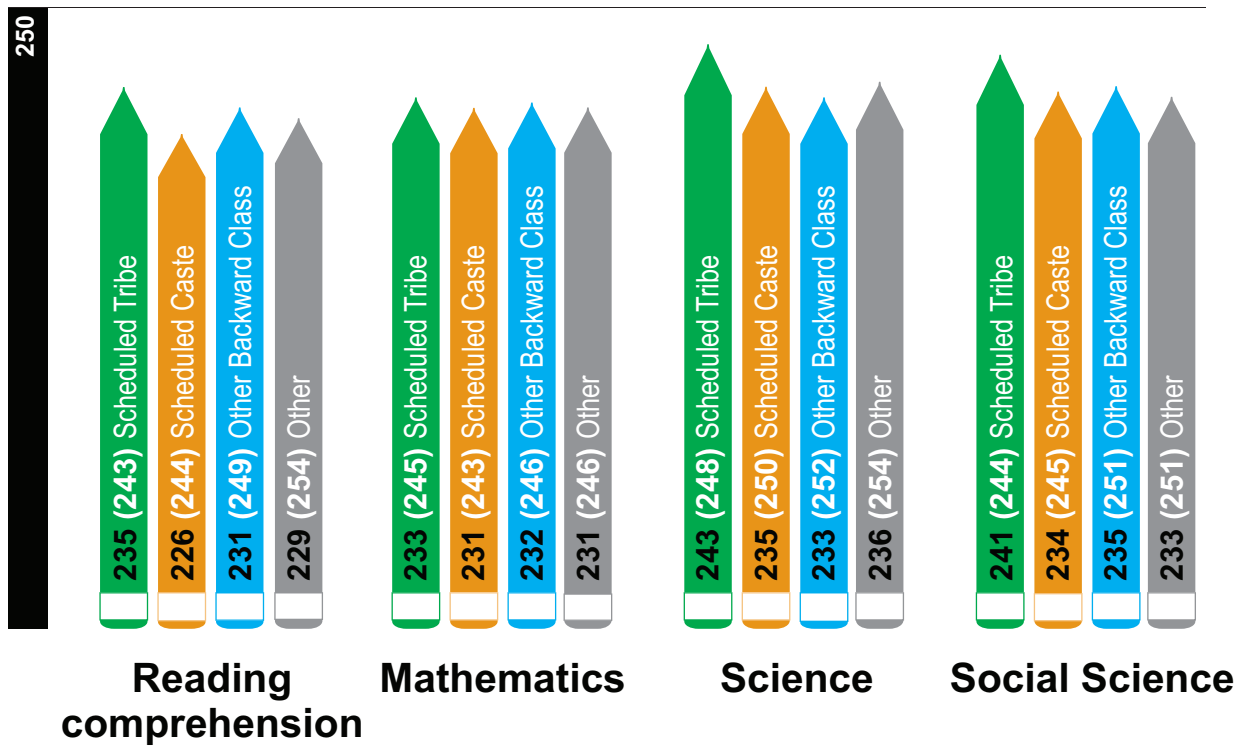
Scores for **boys** and **girls** in each subject



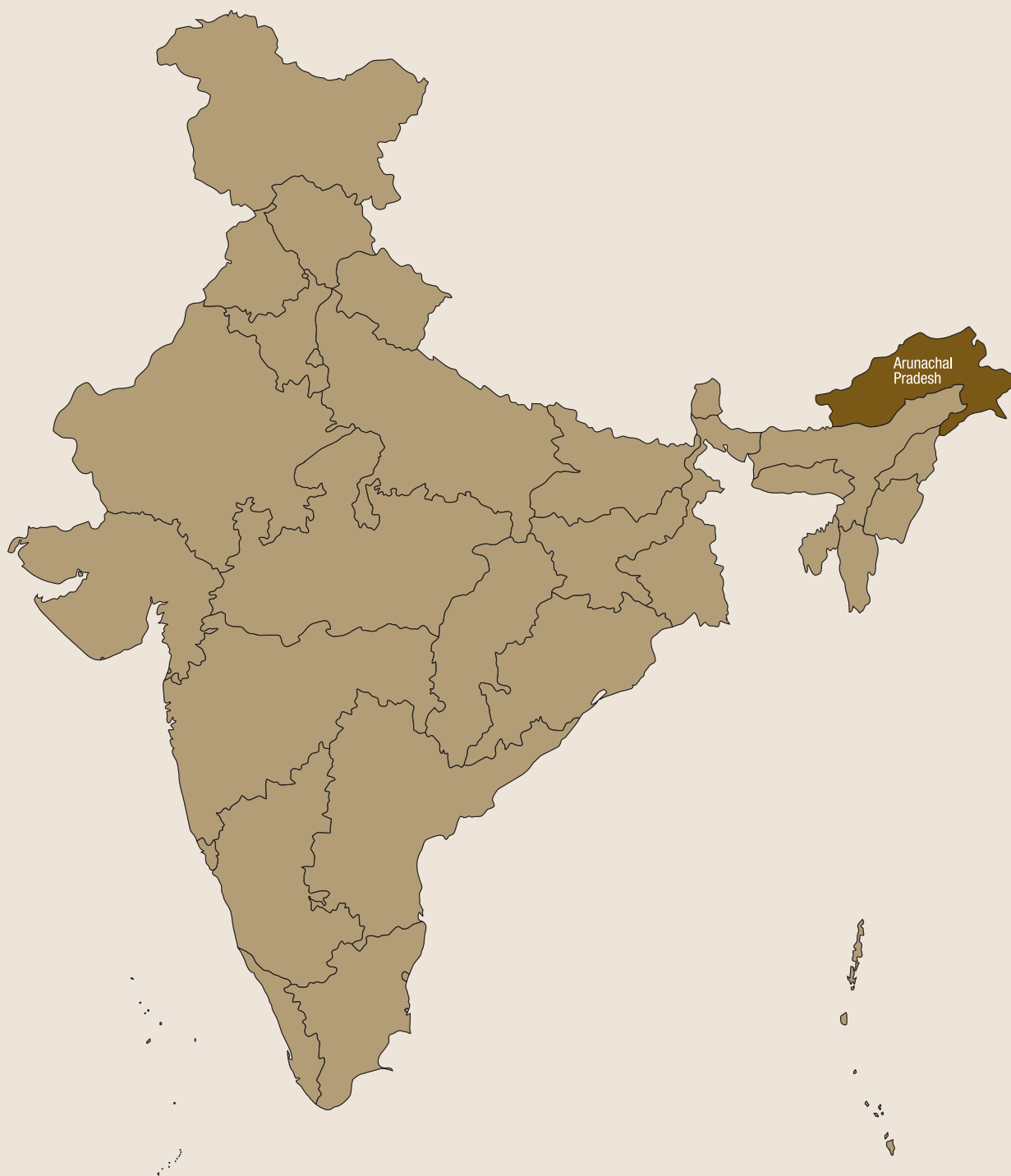
Scores for **urban** and **rural** students



Scores by social category



Arunachal Pradesh



Population+	1382611
Literacy Rate+	66.95

Source : + Source: Census of India 2011, Provisional Population Totals



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Examinations

An examination is a formal test of an individual student's knowledge or proficiency 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 classification of students at a specific 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.

Supported by

RMSA – TECHNICAL COOPERATION AGENCY

NCERT • New Delhi 110016

E: esd.ncert@nic.in, contact@rmsatca.org

W: www.ncert.nic.in, www.rmsatca.org

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