Foreword

Education is one of the catalytic factors which leads to human resource development. This development is basic to all kinds of developments, social, political, economic, etc. It is precisely for this reason that the nation stands committed to provide free and compulsory education to all children in the age group from six to fourteen. Many initiatives have been taken from in this direction by Government of India.

There has been no dearth of innovative interventions to realize the goal of the universalization of primary education in the country yet the desired results have not been achieved. However, there has been a visible improvement in enrolment and retention at various stages of school education. The quantitative expansion has overshadowed the quality of education. Concern is being expressed both about the content and quality of education. There is need to know the learning gaps in different curricular areas between social groups and areas. This requires a large scale country-wide data for assessing the status of the system and planning interventions in the right direction.

NCERT has been conducting nation-wide achievement surveys at different stages of school education in the past but these could not be institutionalized. National Policy on Education – 1986 recommended periodical achievement survey at different stages of school education. The last major achievement survey was undertaken in 1990 and subsequently few surveys were conducted under District Primary Education Programme (DPEP) in some districts of selected states. It has also been reiterated for School Education (NCFSE)-2000.

The present achievement survey at the end of Class V is an attempt in this direction. This survey has covered 105 districts spread over 27 states and 3 Union Territories of the country. The voluminous data of students, teachers and schools have been collected and analysed. The results of this study are quite revealing and will provide a benchmark for planning interventions to improve the quality of education. This enormous data is of great value in the context of Sarva Shiksha Abhiyan (SSA), a mega project launched by Government of India.

I congratulate Professor Avtar Singh and his team for accomplishing the stupendous task and bringing out this report in its present form. I express my appreciation to all the institutions from States and UTs involved in this arduous task. I am sure that the present baseline study will be of great value to the policy makers, educational administrators, planners, researchers, teachers and grassroot functionaries engaged in enhancing the standards of elementary education in the country.

Krishan Kumar
Director
NCERT

September, 2006
New Delhi
Preface

Universalization of Primary Education has remained the concern of the nation for more than four decades. A lot many inputs have been provided to the school education system and results are visible in terms of access, equity and quality. The gaps between social groups, genders and areas have somewhat narrowed but are still prevailing. Concerted efforts are needed in this direction to bridge the gaps further.

NCERT, as an apex body in school education has contributed significantly by developing curricula, textbooks, providing supplementary reading material, training teachers and other state functionaries and conducting researches in different areas. Few achievement surveys have also been conducted by NCERT in the past to assess the qualitative change in pupils learning. The last nation-wide achievement survey was undertaken in 1990 in Language and Mathematics. During the last decade many important schemes have been implemented both by the State and Central Governments. To-day a large scale nation-wide data on achievement levels is needed by the policy planners, decision makers, educationists and teachers for improving teaching-learning processes. With this objective, the present study was initiated in the year 2000. The focus was on measuring the students’ achievement in three main curricular areas of Environment Studies, Languages and Mathematics in all States/UTs. Consequently, data collected from 4787 schools, 10796 teachers and 88271 students covering 105 districts from 27 states and 3 Union Territories have been analysed.

The study throws light on the profiles of schools, teachers and students across the nation. A section of this study is devoted in measuring learning achievements of students in the curricular areas of Environmental Studies, Mathematics and Languages. A comparison of students’ achievement across states/UT has also been presented. It is a known fact that home and school environment also contribute to students achievement. Therefore efforts have been made to capture the influence of home, school and teacher related variables on students’ achievement.

The present report comprises of three parts. The first part gives an account of the necessity of the survey, methodology adopted in developing tests and procedure for sampling of districts, areas, schools and students. The synthesis of results for the nation and contribution of intervening variables form the second part of this report. The state reports and different appendices are given in the last part of the report.

This voluminous work is the contribution of many persons. The first and the foremost is the unstinted support extended by the Director, NCERT without which this task could not have been accomplished. Prof. (Mrs.) Sarla Rajput, Head, DEME has contributed significantly through her administrative and academic support. I express my sincere thanks to her. The contributions of Prof. Mamta Agrawal in developing the language tests is appreciated. My thanks are due to Prof. Ved Prakash, Former Head, DEME for initiating and supporting the study.

I have received an encouraging cooperation from Directors of SCERTs, Principals of SIEs, Directorates of Education and other state agencies for the conduct of this achievement survey. All State Coordinators have taken the arduous task seriously and completed all field activities in time inspite of all odds. I compliment each one of them with a great sense of satisfaction. I thank all my colleagues in the Department and in the Department of Educational Survey and Data Processing, office staff especially Shri Parash Ram Kaushik for their contribution and support in carrying out the survey work efficiently. My thanks are due to Dr. B. M. K. Raju, Mr. R. N. Sahoo and Mr. Pardeep Kumar for re-examining part of the results of this study.
Learning Achievement of Class V Students

I earnestly hope that the findings of the present study will be useful to policy makers, planners, educationists and researchers alike.

Suggestions are most welcome and will be earnestly solicited.

Avtar Singh
Professor
Department of Educational Measurement & Evaluation
National Council of Education Research & Training

September, 2006
New Delhi
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<td>AEC</td>
<td>Area Education Committee</td>
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<td>BAS</td>
<td>Baseline Achievement Survey</td>
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<td>BLC</td>
<td>Basic Learning Competency</td>
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<td>DIET</td>
<td>District Institute of Education and Training</td>
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<td>DPEP</td>
<td>District Primary Education Programme</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>IAEEA</td>
<td>International Association for Evaluation of Educational Achievement</td>
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<td>MAS</td>
<td>Mid-term Achievement Survey</td>
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<td>MLA</td>
<td>Monitoring Learning Achievement</td>
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<td>MHRD</td>
<td>Ministry of Human Resource Development</td>
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<td>MCD</td>
<td>Municipal Corporation of Delhi</td>
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<td>NCERT</td>
<td>National Council of Educational Research and Training</td>
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<td>NDMC</td>
<td>New Delhi Municipal Council</td>
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<td>NIEPA</td>
<td>National Institute of Educational Planning and Administration</td>
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<td>NPE</td>
<td>National Policy on Education</td>
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<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
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<td>PISA</td>
<td>Programme of International Students Assessment</td>
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<td>POA</td>
<td>Programme of Action</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>SCERT</td>
<td>State Council of Educational Research and Training</td>
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<td>SEB</td>
<td>State Education Board</td>
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<tr>
<td>SIE</td>
<td>State Institute of Education</td>
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<td>SIEMAT</td>
<td>State Institute of Educational Management and Training</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
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<td>TAS</td>
<td>Terminal Achievement Survey</td>
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<td>UEE</td>
<td>Universalisation of Elementary Education</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organisation</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>VEC</td>
<td>Village Education Committee</td>
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Objective

The Education is intended to develop basic learning skills, reading, writing, arithmetic and life skills, necessary for the children to survive and improve the quality of life. During childhood, developments in the domains of literacy and numeracy take place through acquisition of basic learning competencies (BLC). These competencies represent levels of learning in a particular subject comprising basic knowledge, understanding, abilities, interests, attitudes and values. The competencies are essentially to be acquired by the end of a particular stage or standard of education. As far as the primary stage is concerned it is in fact the foundation stage for the development of basic competencies.

Primary education in particular has remained a serious concern of the nation since independence. A large number of programmes and schemes have been initiated both by the union and state governments to realize the goal of the universalization of primary education. This has led to the opening of a large number of schools with emphasis on enrolment and retention coupled with focus on quality of education. The quantitative expansion seems to have diluted the quality of education. Research studies conducted both at national and state levels point out low level of learning in schools and the situation becomes worse as children move to higher classes. Poor level of achievement at primary stage is a big de-motivating factor resulting in repetition and drop out from the schools.

Though there are a number of factors which determine the quality of education, the most vital one that attracts the attention of one and all is the level of achievement. These levels of achievement for any nation are so important that they need to be known periodically to keep a tab on the general health of the education system. Such a requirement warrants the conduct of periodical achievement surveys at different stages of school education in order to initiate remedial measures for improving the quality of education. National Policy on Education (NPE) - 1986 recommended the conduct of periodical achievement surveys at all stages of school education. This has also been reiterated in the National Curriculum Framework for School Education-2000.

Since 1990 no major achievement study on all India basis has been undertaken. More than a decade has elapsed and a concern has been expressed both at the state and national levels for conducting a large scale achievement survey to know the health of our education system. NCERT has also been thinking of institutionalizing periodic achievement surveys. Therefore this survey undertaken. The objectives of this study were:

- To study the level of achievement of children in Language, Mathematics and Environmental Studies at the end of Class V
- To study the differences in achievement, categorywise, areawise and genderwise.
- To study the influence of intervening variables like home, school and teacher on students achievement.
Tools

For capturing the learning attainment of students across the states, tests in the three main subjects were developed and standardized. These tests were produced in 17 Indian Languages and used in different states/UTs. Each test used in achievement survey had 40 multiple choice items. In EVS most of the test items were based on concepts related to daily life activities, environment, health, hygiene, food functions, powers of different organs of democracy etc. In Mathematics the test items broadly covered number system, four fundamental operations, problems involving HCF, LCM, decimals, fractions, percentage and its simple applications, sale-purchase, average, mensuration, and problems on geometrical figures etc. The Language test had two parts. The first part contained 20 items testing usage and grammar. A number of competencies testing grammatical structures, use of appropriate vocabulary, use of correct spelling and recognition of errors etc. were covering this part. The second part of the test focused on the reading ability of the students. It contained three different activities. The first activity was based on the comprehension of different signs and hoardings that children come across at different places. In the second reading activity, a school time table has been given and the children have to interpret it. There were two unseen passages which were not only interesting from students point of view but also value oriented. The questions on these texts were set to evaluate the students ability to locate informations, grasp ideas and indentify the theme of the passage, identify relationships between ideas, events, characters etc. and to interpret ideas and events. To study the influence of school and home environment on students achievement, three questionnaires e.g. School Questionnaire, Teacher Questionnaire and Pupil Questionnaire were also developed and used for collection of relevant information.

Sampling

Multistage stratified random sampling design was used for the selection of districts, rural blocks, urban areas, schools, teachers and pupils from each State and Union Territory of the country. It was planned to select 10% districts with a minimum of 4 districts from each state except Goa which had only two districts and one of them was selected. Each Union Territory was considered as one district. Finally, 116 districts were selected for the survey. From each selected district, four rural blocks and three urban areas were selected. Further, from each district a maximum of 50 schools were selected both from rural blocks and urban areas on proportionate basis. From the sampled school, a maximum of 30 students of class V were selected. Teachers teaching EVS, Mathematics and Language to these students were selected for filling teacher questionnaire.

Out of 35 states/UTs, Jharkhand state and three UTs i.e. Lakshadweep, Dadar and Nagar Haveli and Daman and Diu could not participate in this survey. Meghalaya state participated in the survey but could not be included in this report as the data received was incomplete and of very few schools. Therefore, the data from 88,271 students, 10,796 teachers, 4787 schools from 105 districts spread over 27 states and 3 UTs was collected.

Analysis

Keeping in focus the objectives of the achievement survey, a detailed ‘Framework for Analysis of Data’ was developed. This framework provided details regarding data entry, data cleaning, data verification, preparation of different files, format of various tables and use of various statistical techniques for getting the answers to the some
basic questions often raised about the school education. The data was analysed to know the profiles of schools, teachers and students. The achievement of students was analysed to study the differences in achievement among social groups areas, genders within and across the states. Besides, the influence of intervening variables such as school, teacher and home on students’ achievement was also analysed.

**Profiles**

**School Profile**

In rural areas pre primary classes were attached with about 27% schools whereas in urban areas, these were attached with about 28.5% schools. Facilities related to teaching-learning process such as maps were available in approximately 85% schools, children books, globes and charts were available in 77% to 80% schools. Magazines, journals and newspaper were available only in 35% schools. Infrastructural facilities i.e. chairs for teachers, school bell, blackboard, chalk and duster were in 91% to 95%, water pitcher, ladel and glasses were in 72% but musical instruments were available in only 36% schools. Ancillary Facilities namely Computer and TV were available between 8% to 16% separate toilet for girls was in 39%, first-aid-kit and electric connection were in 40%, safe drinking water was available in about 73%, toilet facilities and immunization facilities were available in 55% to 58%, annual medical check-up facilities for students was available in 61% schools. Competency Based Teaching Materials such as text books, teacher's handbook and teaching aids were more available in 2001 as compared with 1998. All incentives schemes were equally availed by both boys and girls. However, mid- day meal and free textbooks were better availed as compared to other incentive schemes. The average number of working days in schools was approximately 213 days. On an average, schools were having 7 periods in a day of approximately of 40 minutes duration. Overall 65% schools had PTAs, followed by 56% VECs, 50% SMCs and 20% AECs.

**Teacher Profile**

Overall number of female teachers was more than the male teachers. In urban schools female teachers were more than twice than male teachers. However, the trend was reverse in rural schools. The average number of teachers per school in rural and urban areas was approximately 6 and 9 respectively. Average pupil teacher ratio was approximately 39:1. Approximately 1% teachers had qualifications below Class X level. Overall, more than 50% teachers were degree or PG degree holders. The percentage of female teachers holding PG degree and secondary certificate was more than male teachers. The percentage of male teachers who studied Mathematics and Science subjects up to degree level was more than female teachers. But the trend was reverse in case of Language and Social Sciences. Besides, the percentage of male teachers who had studied Mathematics, Language and Science below Class X was less than female teachers. Approximately 67% teacher had diploma/certificate in Primary/Elementary Education and approximately 33% teachers had B.Ed. degree. Very few teachers were having M.Ed degree. Majority of teaching aids were available to more than 85% teachers in schools except flash cards, science kit and mathematics kit. Overall teaching aids were available more to female teachers than male teachers. In-service training was provided by Block Resource Centres, DIET, School Complexes. Cluster Resource Centre and by SCERT. But minimum number of teachers were trained by School Complex. Maximum in-service training programmes were conducted on ‘Competency Based Teaching-Learning and it was followed by Content Enrichment, Activity based joyful learning and ‘General Training Programmes’. But, minimum
programmes were conducted on 'Use of Instructional Material'. Further, approximately 46% training programmes had average effectiveness in terms of utility of knowledge gained during training programmes. However, 37% programmes were rated as 'Highly' useful. The impact of these training programmes was rated as average by 48% to 51% teachers in different subjects. Improvement in teaching-skills in all subjects due to these training programmes was rated 'High' by 31% to 35% teachers. Out of total sampled teachers approximately 50% teachers were without any in-service training during last three years (2000-2002). The percentage of male teachers who have not attended any in-service programme was more than female teachers. Teachers both in rural and urban areas were getting maximum assistance from Head of the school and sometimes they were also getting assistance from other sources like DIET etc.

Pupil Profile

The medium of instruction for approximately 80% students in the schools was same as the language spoken at home. About 18% fathers and 39% mothers of the students were illiterate. Only 5% fathers and 2% mothers were having degree or higher educational qualification. Overall educational status of mothers was poorer than fathers. In rural areas majority of mothers were housewives and fathers were farmers. In urban areas also majority of mothers were housewives but fathers were skilled workers. Only few mothers and approximately 5% fathers were Manager/Senior Officers. Overall, girls were getting better academic assistance than boys in both rural and urban areas from all family members. In urban areas girl’s mothers were more helpful than elder brother/sister and others. Approximately 90% students were attending school for more than 70% of working days. Only 3-4% boys and girls were attending schools less than 60% of total working days.

Students Achievement

A cursory glance of the achievement of class V students in EVS, Mathematics and Language showed that the distribution of scores covered the entire range from 0 to 100 percent. However the overall average performance of students in EVS, Mathematics and Language was 50.30%, 46.51% and 58.57% respectively. The number of children who scored in the range (0-10) percent were in EVS (523), in Mathematics (1176) and in Language (250). The maximum number of cases in EVS (16113), in Mathematics (18,123) and in Language (16,489) were in the range 30-40 percent, 30-40 percent and 50-60 percent respectively. The 48.52% students in EVS, 41.26% in Mathematics and 69.75% in Language scored more than 50% marks whereas 34.25% in EVS, 27.69% in Mathematics and 51.07% in Language scored more than 60% marks. Students achievement was better in Language than EVS which in turn was better than in Mathematics.

The average achievement in EVS was 50.30% with standard deviation 20.67. The performance of students across the states varied from 34.93% in Himachal Pradesh to 73.60% in Manipur. There were as many as 17 states/UTs who performed below the national average achievement of 50.30%. Himachal Pradesh, J & K and Goa are the three states who performed below 40% level. The average achievement of 4 states i.e. Arunachal Pradesh, Bihar, Manipur and Tamil Nadu was found to be more than 60%. Eleven states displayed achievement between 50 and 60 percent. The standard deviation varied from 12.01 in Himachal Pradesh to 23.43 in Madhya Pradesh.

The average achievement in Mathematics was 46.51% with standard deviation 21.30. The score of students across the states varied from 30.48% in Goa to 74.46% in Manipur. There were as many as 17 states/UTs whose average was below the national average of 46.51%. The average achievement in 8 states/UTs was even less than 40%. Only 3 states, Manipur, Bihar and West Bengal demonstrated more than 60% achievement. Four states demonstrated achievement between 50 and 60 percent. The standard deviation varied from 13.49 in Goa to 23.92 in Nagaland.
The average achievement of students in Language was 58.57% with standard deviation 18.30. The performance of students across the states/UTs varied from 44.68% in Goa to 73.39% in Manipur. There were as many as 15 states/UTs who performed below the national average of 58.57%. The average achievement in 12 states was found to be more than 60% and of them 3 demonstrated more than 70% achievement level. The standard deviation varied from 10.38 in Mizoram to 21.91 in Madhya Pradesh.

The level of achievement of students in EVS, Mathematics and Language across the states showed that only Manipur in EVS and Mathematics, and Manipur, Tamil nadu and West Bengal in Language displayed performance above 70% level. Majority of states had average achievement between 40-60% in EVS, 40-50% in Mathematics and 40-60% in Language. Three states in EVS and eight states in Mathematics performed below 40 percent level.

In all the states except in Bihar, Chandigarh, Manipur and West Bengal the achievement in Language was better than EVS followed by Mathematics. In Bihar, achievement in EVS was better than Language followed by Mathematics. In Manipur, achievement in Mathematics was better than EVS and in all three subjects achievement crossed 70% mark. In West Bengal, achievement in Language was better than Mathematics followed by EVS. In Bihar, the achievement of students crossed 60% mark in all the three subjects. The nation vide average achievement in decreasing order was Language (58.57%), EVS (50.30%) and Mathematics (46.51%).

**Genderwise and Areawise Achievement**

In Environmental Studies, the performance of urban students, both boys and girls was significantly better than their counterparts in rural areas. The achievement of boys was significantly better than girls. In rural areas boys performed significantly better than girls.

In Mathematics, the performance of urban students, both boys and girls was significantly better than their counterparts in rural areas. The achievement of boys was better than girls both in urban and rural areas.

In Language, the achievement of urban students, both boys and girls, was significantly better than the rural students. In rural areas boys performed significantly better than girls whereas in urban areas girls performed better than boys.

In Grammar & Usage component of Language test, the achievement of urban students, was significantly better than the students from rural areas. In rural areas boys performed significantly better than girls. However, in urban areas there was no significant difference in achievement between boys and girls.

In Reading Comprehension component of Language test, the achievement of urban students, both boys and girls, was significantly better than their counterparts in rural areas. In rural areas boys performed significantly better than girls whereas in urban areas girls performed better than boys.

**Genderwise and Categorywise Achievement**

In Environmental Studies, the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories. Within categories, boys performed significantly better than girls.

In Mathematics the achievement of students, both boys and girls of Others category was better than their counterparts in SC category followed by ST category and the differences in achievement were significant across the categories except between girls of ST and SC. Within each category, boys performed significantly better than girls.
In Language the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories. In SC category, boys performed significantly better than girls.

In Grammar & Usage component of Language test the achievement of students, both boys and girls of Others category was better than their counterparts in ST category followed by SC category and the differences in achievement were significant across the categories except between boys of ST and SC categories. In SC and ST categories, boys performed significantly better than girls.

In Reading Comprehension component of Language test the achievement of students, both boys and girls, of Others category was better than their counterparts in ST followed by SC category and the differences in achievement were significant across the categories. In SC category, boys performed significantly better than girls.

**Areawise and Categorywise Achievement**

In Environmental Studies, the achievement of both rural and urban students of Others category was better than their counterparts in ST followed by SC category and differences in achievement were significant across the categories. Within each category, urban students performed significantly better than rural students.

In Mathematics, the achievement of both rural and urban students of Others category was better than students of SC and ST categories and differences in achievement were significant across the categories except between rural ST and rural SC. Within SC and Others categories, urban students performed significantly better than rural students.

In Language, in rural areas, Others performed significantly better than both SC and ST students. In urban areas, ST performed better than Others followed by SC students and the differences in achievement were significant across the categories. Within each category, urban students performed significantly better than rural students.

In Grammar & Usage component of Language test in rural areas, Others performed significantly better than both SC and ST students. In urban areas, differences in achievement were significant between Others vs SC and ST vs SC favouring Others and ST respectively. Within each category, urban students performed significantly better than rural students.

In Reading Comprehension component of Language test in rural areas, the achievement of Others was better than ST followed by SC students and differences in achievement were significant across the categories. In urban areas, ST performed better than Others followed by SC students and differences in achievement across the categories were significant. Within each category, urban students performed significantly better than rural students.

**CONTRIBUTION OF INTERVENING VARIABLES**

**School related variables**

Availability of competency based handbook, workbook, textbook, availability of teaching aids, number of working days in a year, community participation, teaching time and physical facilities influence the learning achievement of children in the three subjects. The positive association of availability of competency based workbook, teaching aids, community participation and physical facilities with the three criterions indicates that use of competency based workbook, availability of teaching aids, active participation of community and physical facilities help the children in improving their learning achievement in the three subjects. The contribution of few is significant but at varied
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from state to state. Higher pupil teacher ratio has not been adversely affecting achievement in all States/UTs.

*Teacher related variable*

Teaching aids & teaching style of teachers, help and academic from school organization and teachers' qualification influence the learning achievement of children in the three subjects. The positive association of these variables with the three criterions indicates that use of teaching aids and teaching style of teachers, academic help from senior colleagues of school organization and teachers' qualification helped the children in improving their learning achievement in the three subjects.

*Pupil related variable*

Availability of Teaching-learning material, good schooling practices and academic assistance provided by family members, percentage attendance of students in school, age of children and educational status and occupation of parents influence the learning achievement of children in the three subjects, EVS, Mathematics and Language. The positive association with availability of teaching learning material, schooling practices and academic assistance provided by family members and percentage attendance of students in school with the three criterions indicates that these help the children in improving their learning achievement in the three subjects through the contribution varies from state to state.

The negative association of age of students, and detention with the criterions indicates that children of higher age score poorly. It is possible that the some children are repeaters, inspite of 'no detention' policy in vogue.

To sum up, some of these variables have contributed significantly in some states otherwise the contribution is there but not appreciable.