Ministry of Education
Government of India

सत्यमेव जयते

आज़ादी का अमृत महोत्सव

# NAS 2021

## National Achievement Survey

# STATE REPORT CARD

## Maharashtra

# About NAS

**NAS is system level assessment i.e. it summarizes students achievement at National, State/UT and District levels.**

The National Achievement Survey (NAS) is a national level large-scale assessment conducted to obtain information about the learning achievement of students of Classes 3, 5, 8 and 10 studying in State Govt. schools, Govt. Aided schools, Private Unaided and Central Govt. schools. NAS does not provide scores for individual student/school.

It is a national representative survey that provides a system level reflection on effectiveness of school education. NAS findings help compare the performance across the spectrum and across population which may serve as input to move in the desirable direction and areas for remedial interventions.

NAS is embedded in an extremely rich system of background variables. This survey correlates students performance with contextual variables. NAS is useful for educational planners and policy makers including researchers in understanding the interdependence of assessment, pedagogical process and learning outcomes.

NAS 2021 focused on competency-based assessment. It was conducted in Language, Mathematics & Environmental Studies for class 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Modern Indian Language, Mathematics, Science, Social Science and English for class 10.

For effective monitoring and nation-wide coordination, a National Steering Committee was constituted by the Ministry. While the NCERT was entrusted with the task of development of Assessment Framework, the administration of NAS 2021 was entrusted to the CBSE. Grade-wise subject specific Learning Outcomes were identified by the NCERT for development of the items for assessment. Sampling being a crucial aspect of assessment, the NAS 2021 sampling design was intended to support the predefined objectives of the assessment. The sampling note on which the sample has been selected for NAS 2021 is also available on the MoE website. The States, Districts and School level samples were based on UDISE+2019-20 data. Nearly, 3.4 million students from approximately 1.18 lakh schools were administered the survey. A dedicated Portal (https://nas.education.gov.in) was launched by the NIC with login access for functionaries and role-based functionality for managing resources, activity monitoring, reporting & documentation etc. Extensive training and capacity building was done for the field operatives using short and self-narrative videos in a blended mode. For a hassle-free and fair conduct of NAS, an integrated framework with operational salience was in place. The survey was conducted in a monitored environment.

Around 2 lakh Field Investigators (FIs), 1.24 lakh Observers, 36 State Nodal Officers, 733 District Level Coordinators and District Nodal Officers were engaged. Board Representatives were appointed for ensuring fair conduct of NAS. The pre-mapping of Test and background questionnaire tools using UDISE code, confidentiality at all stages, Just-in-Time delivery of papers in sealed trunks, school-specific packing for transit security, self-learning materials for functionaries in login, 3-tier supervision, machine-based random deployment, documentations in the form of control sheet, field note for FI and observer, district note and update on portal were some of the strategic arrangements that were in place for the smooth administration of NAS. Out of 733 targeted districts, the NAS-2021 was conducted in 720 districts on 12th November 2021 except some districts of Tamil Nadu and Andhra Pradesh due to natural calamity.

This report would help diagnose learning gaps and determine interventions necessary in education policies, teaching practices and learning. The synthesis of the results at the national level would prove to be a rich repository of evidence for developing and designing the future course of action for the Indian education system.

धर्मेन्द्र प्रधान
ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ
Dharmendra Pradhan

सत्यमेव जयते

मंत्री
शिक्षा; कौशल विकास
और उद्यमशीलता
भारत सरकार
Minister
Education; Skill Development
& Entrepreneurship
Government of India

# MESSAGE

It is indeed a great opportunity to share the National Report of National Achievement Survey (NAS) 2021 as it will help States and UTs inidentifying the gaps in learning outcomes and provide strong foundation to design and implement the outcome based interventions.

NAS 2021 reflects the overall health of the education system at the National, State and District level. As you are aware that despite various challenges faced during the pandemic of COVID-19, NAS was conducted on 12th November, 2021 across the country in collaboration with the States and UTs.

The findings of the survey are crucial for understanding the achievement of student's learning outcomes and attainment of grade level competencies. Further, the data collected through this achievement survey will help to understand the impact of multi-faceted learning approach adopted during the pandemic and its effectiveness on children particularly from socio-economic disadvantageous background.

I am sure this report will guide education planners and policy makers including researchers to understand the grade-wise level of learning outcomes and pedagogical processes to induce improvement in the quality of education in the country.

I also take this opportunity to convey my best wishes and heartfelt gratitude to the stakeholders who were involved in this endeavor, especially all the children, parents and community members who had supported this survey and contributed towards its success.

(Dharmendra Pradhan)



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आज़ादी का अमृत महोत्सव

अन्नपूर्णा देवी
ANNPURNA DEVI

सत्यमेव जयते

राज्य मंत्री
शिक्षा मंत्रालय
भारत सरकार
MINISTER OF STATE
FOR EDUCATION
GOVERNMENT OF INDIA

# MESSAGE

I am glad to learn that the National Report of National Achievement Survey (NAS) 2021 based on assessment conducted for Classes III, V, VIII and X is being brought out. The feat of conducting the NAS 2021 throughout the nation on a single day on 12th November, 2021 is commendable. The data for NAS 2021 was collected from around 34 lakh children, more than 5 lakh teachers from 1,18,274 schools in 720 districts across the country. The objective of NAS 2021 is to evaluate children's progress and learning competencies as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels.

I am sure that the data generated in this survey will be fruitfully used in analyzing and understanding the education system of the country in a more effective way. Assessment of the students based on learning outcomes will equip them for the knowledge & skill requirements of the 21st century. This will help in achieving the goals envisaged in the NEP-2020 in their letter & spirit.

I hope that the report will be useful for policy planners, researchers and all other stakeholders in understanding students' learning levels and thereby improving the quality of school education in the entire country.

I convey my best wishes to the team in this endeavour.

Annpurna Devi

**(ANNPURNA DEVI)**

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सचिव

**Anita Karwal,** IAS
Secretary

सत्यमेव जयते

स्कूल शिक्षा और साक्षरता विभाग
शिक्षा मंत्रालय
भारत सरकार
**Department of School Education & Literacy**
**Ministry of Education**
**Government of India**

## MESSAGE

We are happy to release the report of the National Achievement Survey (NAS) which was conducted throughout the nation on a single day for Classes 3, 5, 8 and 10 on 12th November, 2021. The data for NAS 2021 was collected from around 34 lakh children, more than 5 lakh teachers from 1,18,274 schools in 720 districts across the country. The conduct of NAS represents the systematic process of collecting data, starting from development of assessment framework tools, sampling, data analysis procedures and interpreting survey data.

Rather than assessing the children on rote memorization ability, NAS 2021 focused on assessing the competency-based skills, which focuses on children to develop the competencies to analyse, reason and communicate their ideas effectively and build their capacity for being a life-long learner. NAS 2021 reports will be effectively used in analyzing and understanding the education system of the country by focusing on the achievement of the students in various grades and through subject specific Learning Outcomes

To provide the insight into educational attainment at different levels, 37 detailed State Learning Reports and 720 District Report Cards are also being released along with the National Report. I expect that in-depth deliberations by the respective States, UTs and Districts on the survey findings will guide them to plan effectively for achieving the goals and improving quality of education in the country. I sincerely hope that these findings of the survey will provide guidance to the teachers, educational personnel at different levels and in particular, policy makers to take evidence driven steps for the overall improvement in the education system.

I extend my best wishes to the all the team members in this endeavor.

**(Anita Karwal)**

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# Highlights

## Demographic and educational profile of the State/UT

3,07,713 $km^2$
Area of Maharashtra

11,23,74,333
Population

365 per $km^2$
Density of the population

82.3%
Literacy Rate

894 girls per 1000 boys
Child sex ratio (0-6 Years)

## PARTICIPATION OF CLASS 3, 5, 8 AND 10

NUMBER OF SCHOOLS

7,226

NUMBER OF TEACHERS

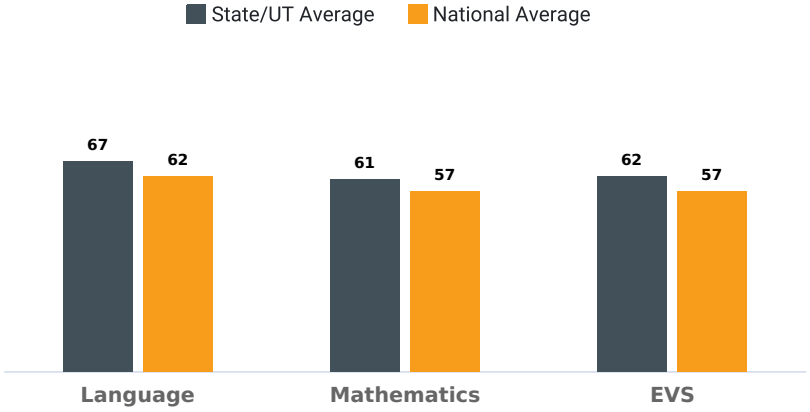
30,566

NUMBER OF STUDENTS

2,16,117

# NAS 2021
## RESULTS FOR
# Class 3

## Performance of Students in Different Subjects (in percentages)

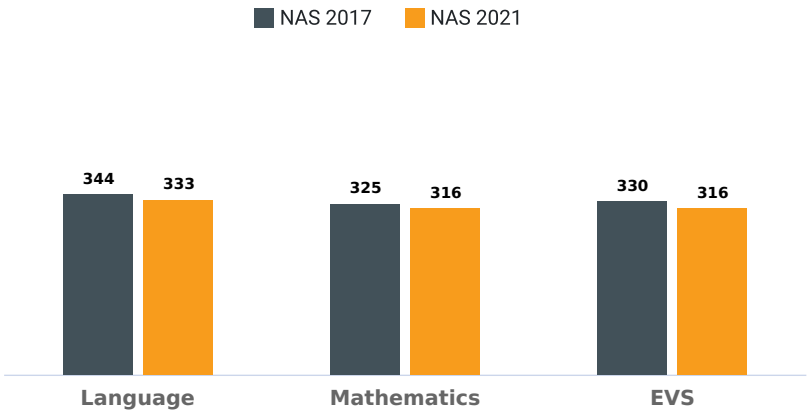



## Percentages of Students by Performance Level

| | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|---|---|---|
| Language | 22 | 33 | 30 | 14 |
| Mathematics | 17 | 34 | 34 | 15 |
| EVS | 15 | 33 | 38 | 13 |
| | Learners at this level are at the early stages of development regarding the curriculum standards. They have not achieved the required knowledge and skill to be considered minimally successful regarding curriculum demands. They need guidance at every stage of learning. They need a lot of encouragement and support. | Learners at this level demonstrate a minimum level of knowledge and skills related to the curricular demands. They can follow simple instructions and apply simple rules to achieve the expected performance. They have ideas but lack coherence. They can solve problems using simple logic, and also express themselves using simple language. They need enough guidance at various stages of learning. | Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision. They have a systematic methodology to solve problems. They can communicate their ideas clearly. They can also connect different ideas and create meaning with minimum guidance and supervision. They can analyze situations and interpret information for application in new situations. Efforts are required to bring all learners to attain the proficient level and above. | Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond. They are independent with high analytical, reflective and critical thinking. They can connect and integrate concepts and ideas to create new knowledge/meaning and solve complex problems. They communicate information with the highest level of creativity and coherence as well as make sound judgements. |

**(Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100)**

## Performance of Students in NAS 2017 and NAS 2021 (in scaled scores out of 500)

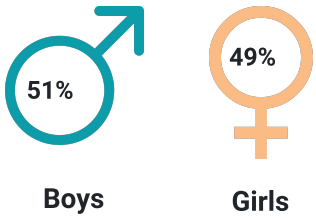



* EVS - Environmental Studies

## Performance by Gender

| SUBJECT | | Percentage correct answer | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Boys | Girls | Boys | Girls | Boys | Girls |
| Language | State | 65 | 68 | 58 | 53 | 42 | 47 |
| | National | 61 | 63 | 63 | 60 | 37 | 40 |
| Mathematics | State | 61 | 62 | 53 | 50 | 47 | 50 |
| | National | 57 | 57 | 58 | 57 | 42 | 43 |
| EVS | State | 61 | 63 | 51 | 47 | 49 | 53 |
| | National | 57 | 58 | 57 | 55 | 43 | 45 |

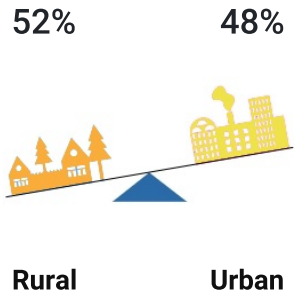
## Participation by Gender




## Performance by Location

| SUBJECT | | Performance of students (percentage correct answer) | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Rural | Urban | Rural | Urban | Rural | Urban |
| Language | State | 68 | 66 | 54 | 57 | 46 | 43 |
| | National | 62 | 61 | 61 | 62 | 39 | 38 |
| Mathematics | State | 63 | 60 | 48 | 54 | 52 | 46 |
| | National | 58 | 56 | 56 | 61 | 44 | 39 |
| EVS | State | 63 | 61 | 46 | 51 | 54 | 49 |
| | National | 58 | 56 | 55 | 58 | 45 | 42 |

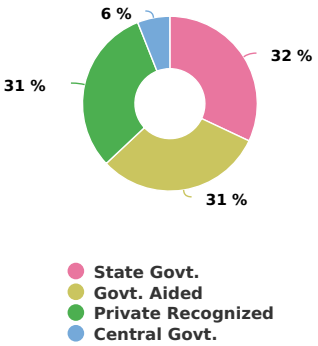
## Participation by Location




## Performance by Management

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | State | Aided | Private | Central | State | Aided | Private | Central | State | Aided | Private | Central |
| Language | State | 70 | 68 | 63 | 60 | 51 | 55 | 60 | 66 | 49 | 45 | 40 | 34 |
| | National | 63 | 62 | 62 | 56 | 60 | 60 | 61 | 70 | 40 | 40 | 39 | 30 |
| Mathematics | State | 64 | 62 | 57 | 53 | 45 | 49 | 60 | 68 | 55 | 51 | 40 | 32 |
| | National | 58 | 57 | 57 | 52 | 55 | 57 | 58 | 69 | 45 | 43 | 42 | 31 |
| EVS | State | 65 | 63 | 58 | 54 | 42 | 46 | 58 | 64 | 58 | 54 | 42 | 36 |
| | National | 58 | 58 | 57 | 52 | 53 | 54 | 58 | 66 | 47 | 46 | 42 | 34 |

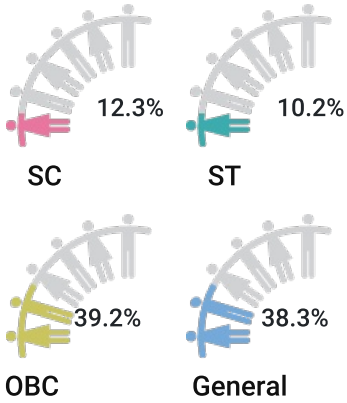
## Participation by Management




## Performance by Social Group

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | SC | ST | OBC | General | SC | ST | OBC | General | SC | ST | OBC | General |
| Language | State | 67 | 65 | 67 | 67 | 56 | 62 | 55 | 54 | 44 | 38 | 45 | 46 |
| | National | 62 | 61 | 62 | 64 | 61 | 65 | 62 | 57 | 39 | 35 | 38 | 43 |
| Mathematics | State | 61 | 60 | 62 | 61 | 52 | 54 | 51 | 51 | 48 | 46 | 49 | 49 |
| | National | 57 | 55 | 57 | 59 | 57 | 62 | 57 | 56 | 43 | 38 | 43 | 44 |
| EVS | State | 62 | 60 | 63 | 62 | 49 | 51 | 48 | 49 | 51 | 49 | 52 | 51 |
| | National | 58 | 57 | 57 | 59 | 55 | 58 | 56 | 54 | 45 | 42 | 44 | 46 |

## Participation by Social Group



## Overall Achievement Score

| National Average (Percentage) | 59.0 |
|---|---|

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 1 | SOLAPUR | 73.2 | 33.6 | 66.4 |
| 2 | SINDHUDURG | 70.1 | 42.2 | 57.8 |
| 3 | MUMBAI II | 70.1 | 38.8 | 61.2 |
| 4 | RATNAGIRI | 70.1 | 42.4 | 57.6 |
| 5 | KOLHAPUR | 69.5 | 41.7 | 58.3 |
| 6 | AHMADNAGAR | 68.7 | 43.1 | 56.9 |
| 7 | SANGLI | 68.6 | 43.2 | 56.8 |
| 8 | NASHIK | 67.3 | 45.3 | 54.7 |
| 9 | RAIGARH (MAHARASHTRA) | 66.7 | 46.1 | 53.9 |
| 10 | HINGOLI | 65.5 | 49.7 | 50.3 |
| 11 | GONDIYA | 64.7 | 51.3 | 48.7 |
| 12 | PUNE | 64.2 | 51.4 | 48.6 |
| 13 | THANE | 63.8 | 51.6 | 48.4 |
| 14 | BULDANA | 63.8 | 51.1 | 48.9 |
| 15 | BHANDARA | 63.8 | 50.8 | 49.2 |
| 16 | PARBHANI | 63.6 | 52.8 | 47.2 |

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 17 | SATARA | 63.3 | 54.5 | 45.5 |
| 18 | AURANGABAD (MAHARASHTRA) | 63.2 | 52.0 | 48.0 |
| 19 | JALGAON | 62.9 | 54.5 | 45.5 |
| 20 | WASHIM | 62.8 | 53.0 | 47.0 |
| 21 | OSMANABAD | 62.6 | 50.5 | 49.5 |
| 22 | NANDURBAR | 62.5 | 54.2 | 45.8 |
| 23 | AKOLA | 62.5 | 52.6 | 47.4 |
| 24 | BID | 62.5 | 54.5 | 45.5 |
| 25 | NANDED | 62.4 | 52.9 | 47.1 |
| 26 | WARDHA | 61.8 | 54.6 | 45.4 |
| 27 | DHULE | 61.8 | 53.0 | 47.0 |
| 28 | PALGHAR | 61.4 | 55.2 | 44.8 |
| 29 | JALNA | 61.0 | 56.7 | 43.3 |
| 30 | AMRAVATI | 59.4 | 56.2 | 43.8 |
| 31 | LATUR | 58.7 | 59.0 | 41.0 |
| 32 | CHANDRAPUR | 58.2 | 60.7 | 39.3 |
| 33 | NAGPUR | 57.4 | 62.0 | 38.0 |
| 34 | YAVATMAL | 57.2 | 62.6 | 37.4 |
| 35 | MUMBAI (SUBURBAN) | 56.0 | 63.7 | 36.3 |
| 36 | GADCHIROLI | 48.7 | 76.6 | 23.4 |
| | State/UT Average | 63.4 | 52.1 | 47.9 |

## What students have to say

**99%**
Students like to go to school

**85%**
Students use home language as medium of instruction in the class

**84%**
CWSN students get facilities from school

**98%**
Students could understand, what teachers teach in the class

**86%**
Students get parental support for their educational achievement

## What teachers have to say

**41%**
Teachers have adequate instructional material and supplies

**74%**
Teachers have adequate work space

**33%**
Teachers say that they are overloaded with the work

**12%**
Teachers have responded that the school building needs major repair

**6%**
Teachers have responded that there is lack of drinking water facilities in school

**6%**
Teachers have responded that there are inadequate toilet facilities in school

**60%**
Teachers participated in professional development program

**92%**
Teachers have responded that the parents take interest in school activities

## What head teachers have to say

**91%**
of head teachers responded that schools have adequate qualified teaching staff

**65%**
of head teachers responded that schools have adequate supporting staff

**59%**
of head teachers responded that schools have adequate audio visual resources

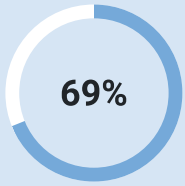
**48%**
of head teachers responded that schools have adequate library resources

**98%**
of head teachers responded that schools participate in sports activities

## Learning At Home During The Pandemic

I learnt many things :

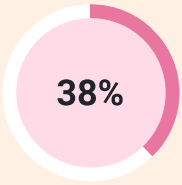
- Painting
- Singing
- Cooking
- Indoor Game
- Yoga
- Playing Musical Instrument
- Spent joyful time with my parents / grandparents / siblings




62%
Learning from pandemic

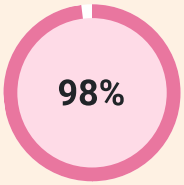
38%
Obstacles to learning in pandemic

## Experiences During Pandemic



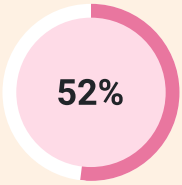

No Digital Device at Home

Follow the Covid-19 hygiene protocols

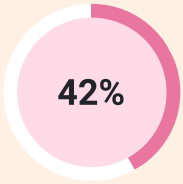



Understand the protocols for COVID symptom reporting

Aware of the measures to be taken for wellbeing of the children and school staff




Experienced worry, anxiety and fear during pandemic




Happy being by myself at home

Know about the school reopening guidelines

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 3 | State Average Performance | National Average Performance |
|---|---|---|---|
| Language | | | |
| L304 | Reads small texts with comprehension i.e., identifies main ideas, details,sequence and draws conclusions | 69 | 64 |
| L312 | Reads printed scripts on the classroom walls: poems, posters, charts etc. | 62 | 58 |
| Mathematics | | | |
| M301 | Reads and writes numbers up to 999 using place value | **48** ⚠ | **45** ⚠ |
| M302 | Compares numbers up to 999 based on their place values | 74 | 70 |
| M303 | Solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping | 56 | 53 |
| M304 | Constructs and uses the multiplication facts (up till 10) in daily life situations | 65 | 61 |
| M305 | Analyses and applies an appropriate number operation in the situation/ context | 55 | 53 |
| M306 | Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction | 52 | **47** ⚠ |
| M309 | Identifies and makes 2D-shapes by paper folding. paper cutting on the dot grid, using straight lines etc. | 50 | **43** ⚠ |
| M311 | Fills a given region leaving no gaps using a tile of a given shape | 60 | 56 |
| M312 | Estimates and measures length and distance using standard units like centimeters or meters & identifies relationships | 54 | 50 |
| M317 | Reads the time correctly to the hour using a clock/watch | 76 | 71 |
| M318 | Extends patterns in simple shapes and numbers | 61 | 56 |
| M319 | Records data using tally marks, represents pictorially and draws | 61 | 53 |

⚠ **Average performance less than 50 percent**

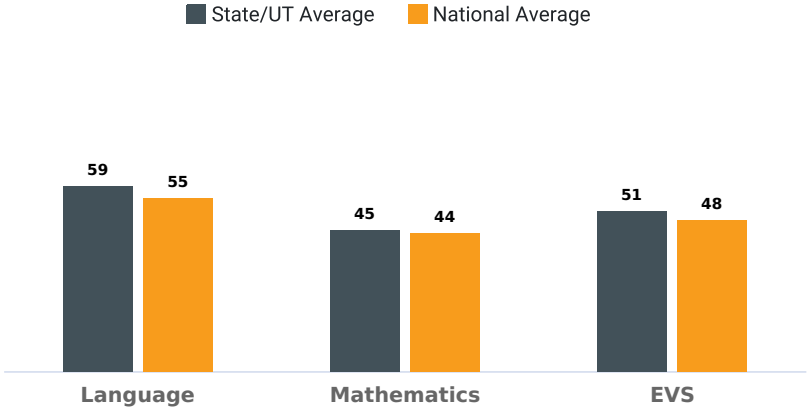
# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 3 | State Average Performance | National Average Performance |
|---|---|---|---|
| EVS | | | |
| EVS302 | Identifies simple features (e.g. movement, at places found/ kept, eating habits, sounds) of animals and birds in the immediate surroundings. | 67 | 62 |
| EVS303 | Identifies relationships with and among family members | 53 | 51 |
| EVS304 | Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighborhoods | 69 | 65 |
| EVS305 | Describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings. | **46** ⚠ | 52 |
| EVS307 | Groups objects, birds, animals, features, activities according to differences/ similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) | 69 | 63 |
| EVS309 | Identifies directions, location of objects/places in simple maps using signs/symbols/ verbally | 71 | 66 |
| EVS310 | Guesses properties, estimates quantities of materials/activities in daily life and verifies using symbols/non-standard units | 72 | 67 |
| EVS311 | Records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns etc | 60 | 54 |
| EVS313 | Observes rules in games (local, indoor, outdoor) | **48** ⚠ | **43** ⚠ |
| EVS314 | Voices opinion on good/bad touch , stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school. | 70 | 63 |

⚠ **Average performance less than 50 percent**

# NAS 2021
## RESULTS FOR
# Class 5

## Performance of Students in Different Subjects (in percentages)

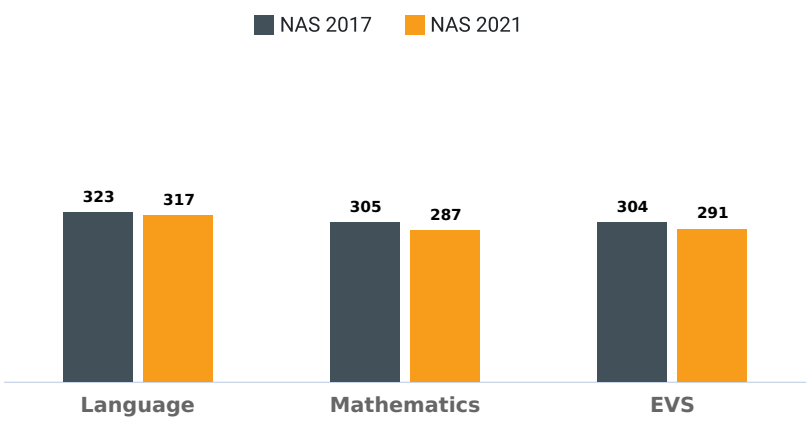



## Percentages of Students by Performance Level

| | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|---|---|---|
| Language | 17 | 35 | 36 | 12 |
| Mathematics | 30 | 43 | 22 | 5 |
| EVS | 29 | 34 | 30 | 7 |
| | Learners at this level are at the early stages of development regarding the curriculum standards. They have not achieved the required knowledge and skill to be considered minimally successful regarding curriculum demands. They need guidance at every stage of learning. They need a lot of encouragement and support. | Learners at this level demonstrate a minimum level of knowledge and skills related to the curricular demands. They can follow simple instructions and apply simple rules to achieve the expected performance. They have ideas but lack coherence. They can solve problems using simple logic, and also express themselves using simple language. They need enough guidance at various stages of learning. | Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision. They have a systematic methodology to solve problems. They can communicate their ideas clearly. They can also connect different ideas and create meaning with minimum guidance and supervision. They can analyze situations and interpret information for application in new situations. Efforts are required to bring all learners to attain the proficient level and above. | Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond. They are independent with high analytical, reflective and critical thinking. They can connect and integrate concepts and ideas to create new knowledge/meaning and solve complex problems. They communicate information with the highest level of creativity and coherence as well as make sound judgements. |

**(Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100)**

## Performance of Students in NAS 2017 and NAS 2021 (in scaled scores out of 500)

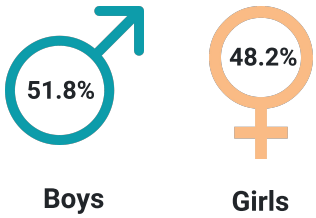



* EVS - Environmental Studies

## Performance by Gender

| SUBJECT | | Percentage correct answer | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Boys | Girls | Boys | Girls | Boys | Girls |
| Language | State | 57 | 61 | 56 | 49 | 44 | 51 |
| | National | 54 | 56 | 61 | 56 | 39 | 44 |
| Mathematics | State | 45 | 46 | 74 | 73 | 26 | 27 |
| | National | 44 | 44 | 75 | 75 | 25 | 25 |
| EVS | State | 50 | 53 | 65 | 61 | 35 | 39 |
| | National | 48 | 49 | 69 | 67 | 31 | 33 |

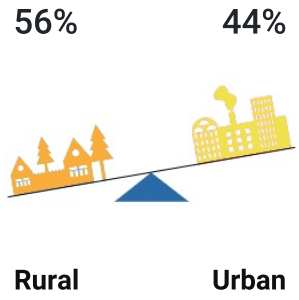
## Participation by Gender




## Performance by Location

| SUBJECT | | Performance of students (percentage correct answer) | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Rural | Urban | Rural | Urban | Rural | Urban |
| Language | State | 59 | 58 | 52 | 53 | 48 | 47 |
| | National | 55 | 56 | 59 | 57 | 41 | 43 |
| Mathematics | State | 47 | 44 | 70 | 76 | 30 | 24 |
| | National | 44 | 43 | 74 | 78 | 26 | 22 |
| EVS | State | 53 | 50 | 60 | 66 | 40 | 34 |
| | National | 49 | 48 | 67 | 70 | 33 | 30 |

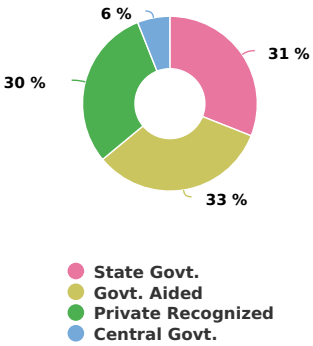
## Participation by Location




## Performance by Management

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | State | Aided | Private | Central | State | Aided | Private | Central | State | Aided | Private | Central |
| Language | State | 61 | 58 | 59 | 60 | 50 | 54 | 52 | 48 | 50 | 46 | 48 | 52 |
| | National | 55 | 53 | 57 | 56 | 59 | 61 | 56 | 57 | 41 | 39 | 44 | 43 |
| Mathematics | State | 49 | 44 | 44 | 46 | 66 | 74 | 78 | 73 | 34 | 26 | 22 | 27 |
| | National | 45 | 42 | 43 | 44 | 72 | 78 | 77 | 76 | 28 | 22 | 23 | 24 |
| EVS | State | 55 | 51 | 49 | 52 | 57 | 63 | 69 | 62 | 43 | 37 | 31 | 38 |
| | National | 49 | 47 | 48 | 48 | 64 | 71 | 70 | 69 | 36 | 29 | 30 | 31 |

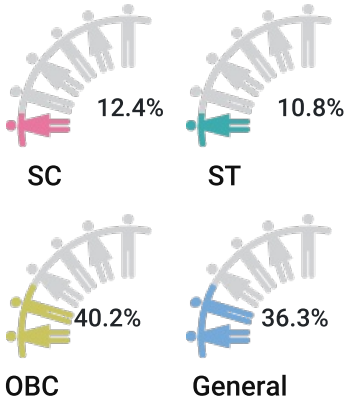
## Participation by Management




## Performance by Social Group

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | SC | ST | OBC | General | SC | ST | OBC | General | SC | ST | OBC | General |
| Language | State | 56 | 58 | 58 | 60 | 57 | 53 | 53 | 50 | 43 | 47 | 47 | 50 |
| | National | 54 | 53 | 54 | 60 | 61 | 63 | 61 | 51 | 39 | 37 | 39 | 49 |
| Mathematics | State | 43 | 46 | 45 | 46 | 77 | 68 | 73 | 73 | 23 | 32 | 27 | 27 |
| | National | 43 | 41 | 43 | 46 | 75 | 78 | 75 | 73 | 25 | 22 | 25 | 27 |
| EVS | State | 50 | 52 | 52 | 52 | 65 | 58 | 64 | 63 | 35 | 42 | 36 | 37 |
| | National | 48 | 47 | 48 | 51 | 68 | 69 | 69 | 64 | 32 | 31 | 31 | 36 |

## Participation by Social Group



## Overall Achievement Score

| National Average (Percentage) | 49.0 |
|---|---|

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 1 | SOLAPUR | 60.7 | 48.7 | 51.3 |
| 2 | RATNAGIRI | 58.2 | 53.5 | 46.5 |
| 3 | WASHIM | 58.1 | 52.9 | 47.1 |
| 4 | HINGOLI | 57.7 | 50.8 | 49.2 |
| 5 | SATARA | 57.3 | 56.4 | 43.6 |
| 6 | NASHIK | 57.3 | 52.0 | 48.0 |
| 7 | PUNE | 57.2 | 54.0 | 46.0 |
| 8 | DHULE | 55.7 | 55.0 | 45.0 |
| 9 | SINDHUDURG | 55.6 | 55.9 | 44.1 |
| 10 | BID | 55.5 | 55.6 | 44.4 |
| 11 | RAIGARH (MAHARASHTRA) | 55.3 | 58.3 | 41.7 |
| 12 | NANDURBAR | 54.9 | 55.6 | 44.4 |
| 13 | KOLHAPUR | 54.7 | 60.4 | 39.6 |
| 14 | AHMADNAGAR | 53.8 | 60.0 | 40.0 |
| 15 | AURANGABAD (MAHARASHTRA) | 53.1 | 59.7 | 40.3 |
| 16 | PARBHANI | 52.7 | 57.5 | 42.5 |
| 17 | MUMBAI II | 52.7 | 62.5 | 37.5 |
| 18 | SANGLI | 52.4 | 64.0 | 36.0 |
| 19 | JALNA | 52.1 | 61.9 | 38.1 |

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 20 | OSMANABAD | 50.8 | 65.8 | 34.2 |
| 21 | GONDIYA | 50.3 | 64.2 | 35.8 |
| 22 | JALGAON | 49.8 | 65.8 | 34.2 |
| 23 | YAVATMAL | 49.5 | 66.0 | 34.0 |
| 24 | NAGPUR | 48.9 | 69.8 | 30.2 |
| 25 | PALGHAR | 48.9 | 68.4 | 31.6 |
| 26 | THANE | 48.7 | 67.5 | 32.5 |
| 27 | AMRAVATI | 48.6 | 66.7 | 33.3 |
| 28 | LATUR | 48.4 | 67.8 | 32.2 |
| 29 | BULDANA | 47.4 | 70.2 | 29.8 |
| 30 | NANDED | 47.2 | 71.9 | 28.1 |
| 31 | WARDHA | 45.4 | 73.4 | 26.6 |
| 32 | CHANDRAPUR | 44.7 | 77.5 | 22.5 |
| 33 | BHANDARA | 44.5 | 76.3 | 23.7 |
| 34 | AKOLA | 44.4 | 74.3 | 25.7 |
| 35 | MUMBAI (SUBURBAN) | 43.9 | 75.6 | 24.4 |
| 36 | GADCHIROLI | 43.3 | 77.5 | 22.5 |
| | State/UT Average | 51.9 | 63.2 | 36.9 |

## What students have to say

**98%**
Students like to go to school

**82%**
Students use home language as medium of instruction in the class

**86%**
CWSN students get facilities from school

**98%**
Students could understand, what teachers teach in the class

**85%**
Students get parental support for their educational achievement

## What teachers have to say

**37%**
Teachers have adequate instructional material and supplies

**72%**
Teachers have adequate work space

**28%**
Teachers say that they are overloaded with the work

**11%**
Teachers have responded that the school building needs major repair

**5%**
Teachers have responded that there is lack of drinking water facilities in school

**7%**
Teachers have responded that there are inadequate toilet facilities in school

**59%**
Teachers participated in professional development program

**91%**
Teachers have responded that the parents take interest in school activities

## What head teachers have to say

**91%**
of head teachers responded that schools have adequate qualified teaching staff

**65%**
of head teachers responded that schools have adequate supporting staff

**59%**
of head teachers responded that schools have adequate audio visual resources

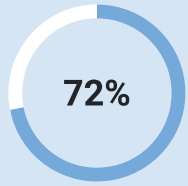
**48%**
of head teachers responded that schools have adequate library resources

**98%**
of head teachers responded that schools participate in sports activities

## Learning At Home During The Pandemic

I learnt many things :

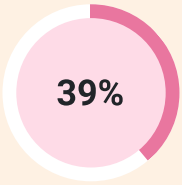
- Painting
- Singing
- Cooking
- Indoor Game
- Yoga
- Playing Musical Instrument
- Spent joyful time with my parents / grandparents / siblings




67%
Learning from pandemic

39%
Obstacles to learning in pandemic

## Experiences During Pandemic

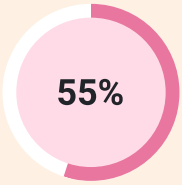



No Digital Device at Home

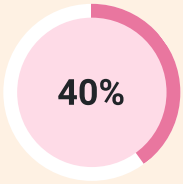
Follow the Covid-19 hygiene protocols

Understand the protocols for COVID symptom reporting

Aware of the measures to be taken for wellbeing of the children and school staff




Experienced worry, anxiety and fear during pandemic




Happy being by myself at home

Know about the school reopening guidelines

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 5 | State Average Performance | National Average Performance |
|---|---|---|---|
| | Language | | |
| L508 | Reads text with comprehension, locates details and sequence of events | 59 | 55 |
| | Mathematics | | |
| M401 | Applies operations of numbers in daily life situations | **42** ⚠ | **45** ⚠ |
| M412 | Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit | **38** ⚠ | **36** ⚠ |
| M418 | Calculates time intervals/duration of familiar daily life events by using forward or backward counting/addition and subtraction | 52 | **47** ⚠ |
| M421 | Represent the collected information in tables and bar graphs and draws inferences from these | **44** ⚠ | **42** ⚠ |
| M501 | Reads and writes numbers bigger than 1000 being used in her/his surroundings | 59 | 55 |
| M504 | Estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation | **46** ⚠ | **46** ⚠ |
| M505 | Finds the number corresponding to part of a collection | 58 | 55 |
| M506 | Identifies and forms equivalent fractions of a given fraction | **39** ⚠ | **38** ⚠ |
| M508 | Converts fractions into decimals and vice versa | **43** ⚠ | **43** ⚠ |
| M509 | Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing | 57 | **48** ⚠ |
| M512 | Relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa | **37** ⚠ | **38** ⚠ |
| M513 | Estimates the volume of a solid body in known units. | **42** ⚠ | **41** ⚠ |
| M514 | Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals | **46** ⚠ | **43** ⚠ |
| M515 | Identifies the pattern in triangular numbers and square number | **45** ⚠ | **46** ⚠ |
| M516 | Collects data related to various daily life situations. represents it in tabular form and as bar graphs and interprets it | **50** ⚠ | **46** ⚠ |

⚠ **Average performance less than 50 percent**

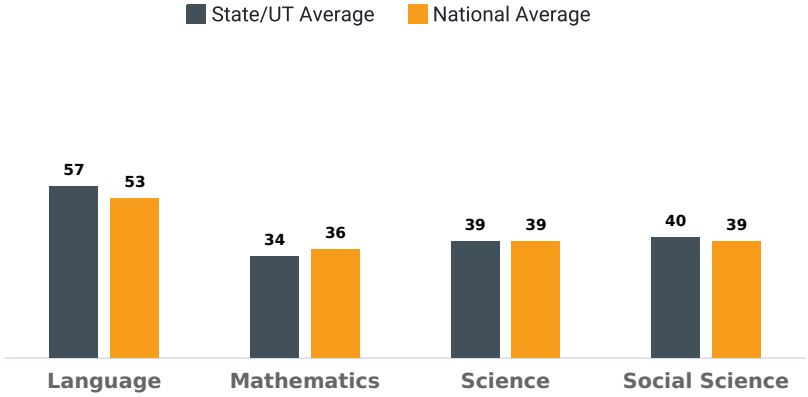
# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 5 | State Average Performance | National Average Performance |
|---|---|---|---|
| EVS | | | |
| EVS403 | Identifies relationship with and among family members in extended family | 56 | 50 |
| EVS410 | Records observations/experiences/information for objects, activities, phenomena, places visited in different ways and predicts patterns and activities/ phenomena | 52 | **50** ⚠ |
| EVS501 | Explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc. | **46** ⚠ | **45** ⚠ |
| EVS503 | Describes the interdependence among animals, plants and humans | 53 | 50 |
| EVS504 | Explains the role and functions of different institutions in daily life (Bank, Panchayat, cooperatives. police station, etc.) | 50 | **48** ⚠ |
| EVS505 | Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g. life in distant/difficult areas like hot/cold deserts) | 50 | **48** ⚠ |
| EVS506 | Groups objects, materials, activities for features/properties such as shape, taste, color , texture, sound, traits etc. | **45** ⚠ | **48** ⚠ |
| EVS507 | Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders | 52 | **47** ⚠ |
| EVS508 | Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc. ) and time in simple standard units and verifies using simple tools/set ups | 53 | **48** ⚠ |
| EVS509 | Records observations/experiences/information in an organized manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g. floating, sinking, mixing, evaporation , germination, spoilage) to establish relation between cause and effect. | 60 | 55 |
| EVS510 | Identifies signs, directions, location of different objects/landmarks of a locality / place visited in maps and predicts directions w.r.t. positions at different places for a location | **47** ⚠ | **45** ⚠ |
| EVS512 | Voices opinions on issues observed/experienced and relates practices/happenings to larger issues of society | 56 | 54 |
| EVS513 | Suggests ways for hygiene, health, managing waste. disaster/emergency situations and protecting/saving resources | **35** ⚠ | **35** ⚠ |

⚠ **Average performance less than 50 percent**

# NAS 2021
## RESULTS FOR
# Class 8

## Performance of Students in Different Subjects (in percentages)

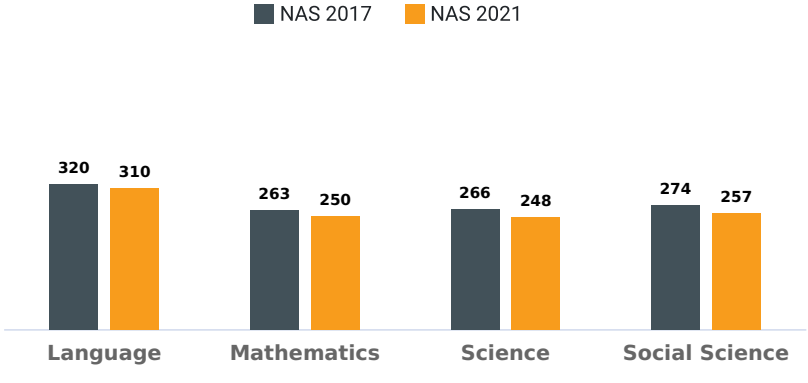



## Percentages of Students by Performance Level

| | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|---|---|---|
| Language | 16 | 43 | 27 | 14 |
| Mathematics | 27 | 51 | 17 | 5 |
| Science | 38 | 36 | 19 | 7 |
| Social Science | 35 | 45 | 13 | 7 |
| | Learners at this level are at the early stages of development regarding the curriculum standards. They have not achieved the required knowledge and skill to be considered minimally successful regarding curriculum demands. They need guidance at every stage of learning. They need a lot of encouragement and support. | Learners at this level demonstrate a minimum level of knowledge and skills related to the curricular demands. They can follow simple instructions and apply simple rules to achieve the expected performance. They have ideas but lack coherence. They can solve problems using simple logic, and also express themselves using simple language. They need enough guidance at various stages of learning. | Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision. They have a systematic methodology to solve problems. They can communicate their ideas clearly. They can also connect different ideas and create meaning with minimum guidance and supervision. They can analyze situations and interpret information for application in new situations. Efforts are required to bring all learners to attain the proficient level and above. | Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond. They are independent with high analytical, reflective and critical thinking. They can connect and integrate concepts and ideas to create new knowledge/meaning and solve complex problems. They communicate information with the highest level of creativity and coherence as well as make sound judgements. |

**(Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100)**

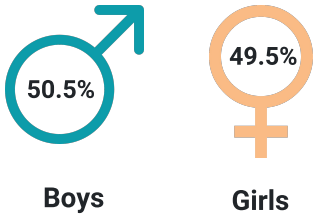
## Performance of Students in NAS 2017 and NAS 2021 (in scaled scores out of 500)



## Performance by Gender

| SUBJECT | | Percentage correct answer | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Boys | Girls | Boys | Girls | Boys | Girls |
| Language | State | 55 | 59 | 64 | 55 | 36 | 45 |
| | National | 52 | 54 | 68 | 64 | 32 | 36 |
| Mathematics | State | 34 | 34 | 78 | 77 | 22 | 23 |
| | National | 36 | 36 | 73 | 74 | 27 | 26 |
| Science | State | 39 | 39 | 73 | 74 | 27 | 26 |
| | National | 40 | 39 | 71 | 73 | 29 | 27 |
| Social Science | State | 40 | 40 | 80 | 80 | 20 | 20 |
| | National | 39 | 39 | 80 | 80 | 20 | 20 |

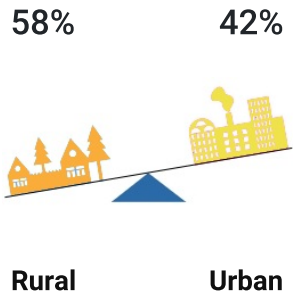
## Participation by Gender




## Performance by Location

| SUBJECT | | Performance of students (percentage correct answer) | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Rural | Urban | Rural | Urban | Rural | Urban |
| Language | State | 55 | 59 | 63 | 56 | 37 | 44 |
| | National | 50 | 58 | 71 | 57 | 29 | 43 |
| Mathematics | State | 34 | 34 | 77 | 79 | 23 | 21 |
| | National | 36 | 37 | 73 | 73 | 27 | 27 |
| Science | State | 38 | 40 | 76 | 71 | 24 | 29 |
| | National | 38 | 42 | 75 | 68 | 25 | 32 |
| Social Science | State | 40 | 40 | 79 | 81 | 21 | 19 |
| | National | 39 | 40 | 80 | 80 | 20 | 20 |

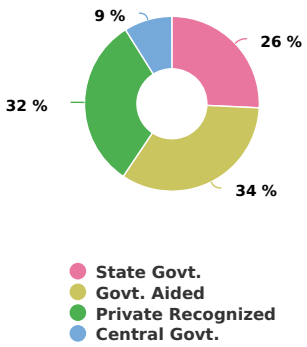
## Participation by Location




## Performance by Management

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | State | Aided | Private | Central | State | Aided | Private | Central | State | Aided | Private | Central |
| Language | State | 50 | 54 | 65 | 61 | 72 | 65 | 43 | 51 | 28 | 35 | 57 | 49 |
| | National | 48 | 48 | 60 | 59 | 75 | 75 | 54 | 56 | 25 | 25 | 46 | 44 |
| Mathematics | State | 32 | 33 | 37 | 38 | 81 | 80 | 74 | 70 | 19 | 20 | 26 | 30 |
| | National | 36 | 31 | 38 | 39 | 72 | 84 | 70 | 68 | 28 | 16 | 30 | 32 |
| Science | State | 36 | 37 | 45 | 45 | 81 | 79 | 60 | 59 | 19 | 21 | 40 | 41 |
| | National | 38 | 35 | 43 | 44 | 75 | 83 | 65 | 63 | 25 | 17 | 35 | 37 |
| Social Science | State | 38 | 39 | 42 | 41 | 83 | 81 | 76 | 77 | 17 | 19 | 24 | 23 |
| | National | 39 | 36 | 41 | 40 | 79 | 87 | 78 | 79 | 21 | 13 | 22 | 21 |

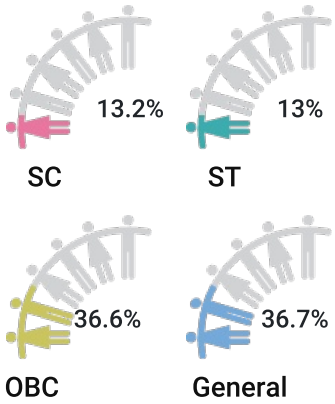
## Participation by Management



## Performance by Social Group

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | SC | ST | OBC | General | SC | ST | OBC | General | SC | ST | OBC | General |
| Language | State | 55 | 48 | 57 | 59 | 61 | 76 | 60 | 54 | 39 | 24 | 40 | 46 |
| | National | 49 | 47 | 51 | 60 | 72 | 77 | 70 | 54 | 28 | 23 | 30 | 46 |
| Mathematics | State | 32 | 33 | 34 | 35 | 82 | 78 | 78 | 76 | 18 | 22 | 22 | 24 |
| | National | 35 | 33 | 35 | 39 | 75 | 78 | 74 | 68 | 25 | 22 | 26 | 32 |
| Science | State | 37 | 36 | 39 | 41 | 78 | 80 | 75 | 70 | 22 | 20 | 25 | 30 |
| | National | 37 | 36 | 38 | 43 | 76 | 79 | 75 | 63 | 24 | 21 | 25 | 37 |
| Social Science | State | 38 | 37 | 40 | 41 | 83 | 81 | 80 | 78 | 17 | 19 | 20 | 22 |
| | National | 38 | 37 | 39 | 42 | 82 | 84 | 81 | 75 | 18 | 16 | 19 | 25 |

## Participation by Social Group



## Overall Achievement Score

| National Average (Percentage) | 41.9 |
|---|---|

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 1 | KOLHAPUR | 50.8 | 54.6 | 45.4 |
| 2 | SINDHUDURG | 49.3 | 60.5 | 39.5 |
| 3 | AHMADNAGAR | 46.9 | 64.8 | 35.2 |
| 4 | SOLAPUR | 46.7 | 64.0 | 36.0 |
| 5 | SATARA | 46.1 | 66.4 | 33.6 |
| 6 | OSMANABAD | 45.7 | 65.3 | 34.7 |
| 7 | RAIGARH (MAHARASHTRA) | 45.1 | 67.6 | 32.4 |
| 8 | NASHIK | 45.0 | 67.3 | 32.7 |
| 9 | SANGLI | 44.9 | 69.8 | 30.2 |
| 10 | PUNE | 44.7 | 69.2 | 30.8 |
| 11 | MUMBAI II | 44.6 | 69.6 | 30.4 |
| 12 | AURANGABAD (MAHARASHTRA) | 44.2 | 68.5 | 31.5 |
| 13 | DHULE | 44.0 | 69.7 | 30.3 |
| 14 | NANDURBAR | 43.7 | 66.7 | 33.3 |
| 15 | LATUR | 43.3 | 70.3 | 29.7 |
| 16 | WASHIM | 42.6 | 69.8 | 30.2 |
| 17 | JALGAON | 42.6 | 70.8 | 29.2 |
| 18 | NANDED | 42.5 | 72.6 | 27.4 |
| 19 | THANE | 42.3 | 74.2 | 25.8 |

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 20 | RATNAGIRI | 42.5 | 75.0 | 25.0 |
| 21 | NAGPUR | 42.0 | 75.4 | 24.6 |
| 22 | BID | 41.9 | 73.4 | 26.6 |
| 23 | BULDANA | 41.9 | 71.8 | 28.2 |
| 24 | AKOLA | 41.4 | 74.2 | 25.8 |
| 25 | PALGHAR | 40.2 | 78.7 | 21.3 |
| 26 | GONDIYA | 40.1 | 79.0 | 21.0 |
| 27 | HINGOLI | 39.7 | 78.0 | 22.0 |
| 28 | PARBHANI | 39.3 | 79.0 | 21.0 |
| 29 | CHANDRAPUR | 39.0 | 80.9 | 19.1 |
| 30 | AMRAVATI | 39.0 | 78.9 | 21.1 |
| 31 | YAVATMAL | 38.3 | 81.4 | 18.6 |
| 32 | WARDHA | 38.0 | 82.7 | 17.3 |
| 33 | JALNA | 37.6 | 82.6 | 17.4 |
| 34 | GADCHIROLI | 37.4 | 81.4 | 18.6 |
| 35 | BHANDARA | 36.8 | 84.3 | 15.7 |
| 36 | MUMBAI (SUBURBAN) | 34.4 | 89.9 | 10.1 |
| | State/UT Average | 42.6 | 73.0 | 27.0 |

## What students have to say

**98%**
Students like to go to school

**79%**
Students use home language as medium of instruction in the class

**82%**
CWSN students get facilities from school

**98%**
Students could understand, what teachers teach in the class

**83%**
Students get parental support for their educational achievement

## What teachers have to say

**35%**
Teachers have adequate instructional material and supplies

**72%**
Teachers have adequate work space

**26%**
Teachers say that they are overloaded with the work

**12%**
Teachers have responded that the school building needs major repair

**6%**
Teachers have responded that there is lack of drinking water facilities in school

**8%**
Teachers have responded that there are inadequate toilet facilities in school

**58%**
Teachers participated in professional development program

**89%**
Teachers have responded that the parents take interest in school activities

## What head teachers have to say

**91%**
of head teachers responded that schools have adequate qualified teaching staff

**65%**
of head teachers responded that schools have adequate supporting staff

**59%**
of head teachers responded that schools have adequate audio visual resources

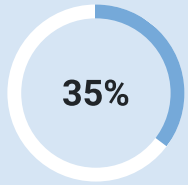
**48%**
of head teachers responded that schools have adequate library resources

**98%**
of head teachers responded that schools participate in sports activities

# Learning At Home During The Pandemic

I learnt many things :

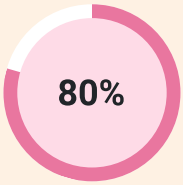
- Painting
- Singing
- Cooking
- Indoor Game
- Yoga
- Playing Musical Instrument
- Spent joyful time with my parents / grandparents / siblings



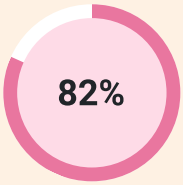

63%
Learning from pandemic

98%
Obstacles to learning in pandemic

## Experiences During Pandemic




No Digital Device at Home

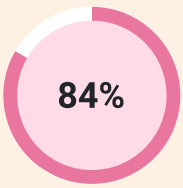



Follow the Covid-19 hygiene protocols

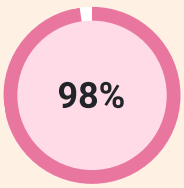
Understand the protocols for COVID symptom reporting

Aware of the measures to be taken for wellbeing of the children and school staff

Experienced worry, anxiety and fear during pandemic




Happy being by myself at home




Know about the school reopening guidelines

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 8 | State Average Performance | National Average Performance |
|---|---|---|---|
| | **Language** | | |
| L813 | Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading | 57 | 53 |
| | **Mathematics** | | |
| M601 | Solves problems involving large numbers by applying appropriate operations | 44 ⚠ | 49 ⚠ |
| M606 | Solves problems on daily life situations involving addition and subtraction of fractions / decimals | 44 ⚠ | 48 ⚠ |
| M620 | Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc. | 26 ⚠ | 29 ⚠ |
| M621 | Arranges given/collected information in the form of table, pictograph and bar graph and interprets them | 42 ⚠ | 41 ⚠ |
| M702 | Interprets the division and multiplication of fractions | 27 ⚠ | 34 ⚠ |
| M705 | Solves problems related to daily life situations involving rational numbers | 20 ⚠ | 23 ⚠ |
| M706 | Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers | 26 ⚠ | 28 ⚠ |
| M707 | Adds/subtracts algebraic expressions | 36 ⚠ | 38 ⚠ |
| M710 | Solves problems related to conversion of percentage to fraction and decimal and vice versa | 30 ⚠ | 30 ⚠ |
| M717 | Finds out approximate area of closed shapes by using unit square grid/graph sheet | 35 ⚠ | 34 ⚠ |
| M719 | Finds various representative values for simple data from her/his daily life contexts like mean, median and mode | 43 ⚠ | 43 ⚠ |
| M721 | Interprets data using bar graph such as consumption of electricity is more in winters than summer | 39 ⚠ | 37 ⚠ |
| M801 | Generalizes properties of addition, subtraction, multiplication and division of rational numbers through patterns | 29 ⚠ | 34 ⚠ |
| M802 | Finds rational numbers between two given rational numbers | 38 ⚠ | 40 ⚠ |
| M803 | Proves divisibility rules of 2, 3,4, 5, 6, 9 and 11 | 39 ⚠ | 43 ⚠ |
| M804 | Finds squares,cubes,square roots and cube roots of numbers using different methods | 33 ⚠ | 34 ⚠ |
| M808 | uses various algebric identities in solving problem of daily life. | 39 ⚠ | 42 ⚠ |
| M812 | Verifies properties of parallelogram and establishes the relationship between them through reasoning | 42 ⚠ | 39 ⚠ |
| M818 | Find surface area and volume of cuboidal and cylindrical object | 30 ⚠ | 30 ⚠ |
| M819 | Draws and interprets bar charts and pie charts | 29 ⚠ | 30 ⚠ |
| | **Science** | | |
| SCI703 | Classifies materials and organisms based on properties/characteristics | 40 ⚠ | 39 ⚠ |
| SCI704 | Conducts simple investigation to seek answers to queries | 36 ⚠ | 37 ⚠ |

⚠ Average performance less than 50 percent

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 8 | State Average Performance | National Average Performance |
|---|---|---|---|
| SCI705 | Relates processes and phenomenon with causes | 45 ⚠ | 45 ⚠ |
| SCI708 | Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc. | 41 ⚠ | 43 ⚠ |
| SCI710 | Plots and interprets graphs | 37 ⚠ | 35 ⚠ |
| SCI711 | Constructs models using materials from surroundings and explains their working | 28 ⚠ | 26 ⚠ |
| SCI801 | Differentiates materials, organism and processes | 44 ⚠ | 46 ⚠ |
| SCI804 | Relates processes and phenomenon with causes | 32 ⚠ | 34 ⚠ |
| SCI805 | Explains processes and phenomenon | 37 ⚠ | 36 ⚠ |
| SCI807 | Measures angles of incidence and reflection, etc. | 34 ⚠ | 34 ⚠ |
| SCI811 | Applies learning of scientific concepts in day-to-day life | 44 ⚠ | 45 ⚠ |
| SCI813 | Makes efforts to protect environment | 45 ⚠ | 44 ⚠ |
| | Social Science | | |
| SST605 | Identifies latitudes and longitudes, e.g., poles, equator, tropics, States /Ws of India and other neighboring countries on globe and the world map | 38 ⚠ | 40 ⚠ |
| SST610 | Locates important historical sites, places on an outline map of India. | 24 ⚠ | 26 ⚠ |
| SST625 | Describes the functioning of rural and urban local government bodies in sectors like health and education | 31 ⚠ | 35 ⚠ |
| SST703 | Explains preventive actions to be undertaken in the event of disasters | 50 | 46 ⚠ |
| SST704 | Describes formation of landforms due to various factors | 46 ⚠ | 44 ⚠ |
| SST722 | Explains the significance of equality in democracy | 43 ⚠ | 39 ⚠ |
| SST726 | Describes the process of election to the legislative assembly | 47 ⚠ | 42 ⚠ |
| SST731 | Explains the functioning of media with appropriate examples from newspapers | 56 | 56 |
| SST733 | Differentiates between different kinds of markets | 39 ⚠ | 38 ⚠ |
| SST734 | Traces how goods travel through various market places | 35 ⚠ | 41 ⚠ |
| SST802 | Describes major crops, types of farming and agricultural practices in her/his own area/state | 37 ⚠ | 39 ⚠ |
| SST805 | Locates distribution of important minerals e.g. coal and mineral oil on the world map | 27 ⚠ | 28 ⚠ |
| SST807 | Justifies judicious use of natural resources | 38 ⚠ | 37 ⚠ |
| SST809 | Draws interrelationship between types of farming and development in different regions of the world | 38 ⚠ | 36 ⚠ |
| SST810 | Distinguishes the modern period from the medieval and the ancient periods through the use of sources | 32 ⚠ | 28 ⚠ |

⚠ Average performance less than 50 percent

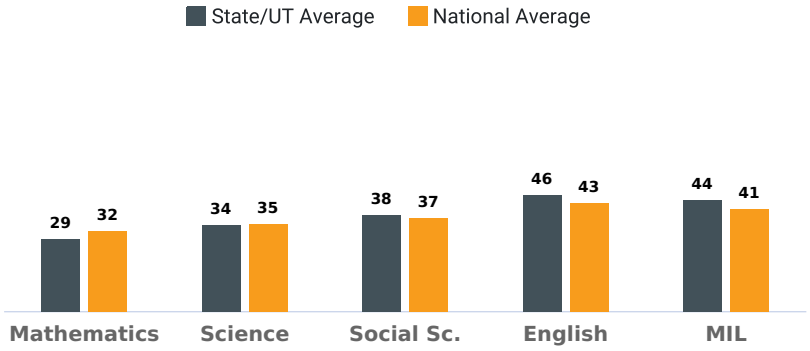
# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 8 | State Average Performance | National Average Performance |
|---|---|---|---|
| SST815 | Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. | **34** ⚠ | **33** ⚠ |
| SST816 | Analyses the decline of pre-existing urban centers and handicraft industries and the development of new urban centers and industries in India during the colonial period | **28** ⚠ | **27** ⚠ |
| SST818 | Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues | **49** ⚠ | **44** ⚠ |
| SST823 | Applies the knowledge of the Fundamental Rights to find out about their violation. protection and promotion in a given situation | **29** ⚠ | **29** ⚠ |
| SST827 | Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act) | **36** ⚠ | **36** ⚠ |
| SST831 | Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc, and recognizes their availability | **35** ⚠ | **37** ⚠ |
| SST833 | Draws bar diagram to show population of different countries/India/states | 63 | 61 |

⚠ **Average performance less than 50 percent**

# NAS 2021
## RESULTS FOR
# Class 10

## Performance of Students in Different Subjects (in percentages)

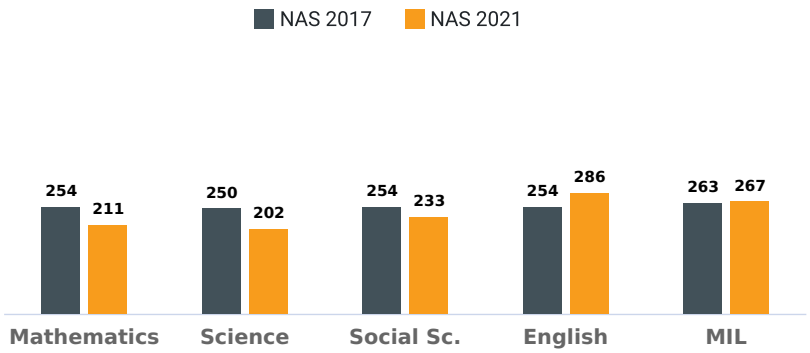



## Percentages of Students by Performance Level

| | BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|---|---|---|
| Mathematics | 33 | 51 | 14 | 2 |
| Science | 77 | 17 | 5 | 1 |
| Social Science | 58 | 26 | 14 | 2 |
| English | 19 | 15 | 44 | 23 |
| MIL | 46 | 41 | 13 | 1 |
| | Learners at this level are at the early stages of development regarding the curriculum standards. They have not achieved the required knowledge and skill to be considered minimally successful regarding curriculum demands. They need guidance at every stage of learning. They need a lot of encouragement and support. | Learners at this level demonstrate a minimum level of knowledge and skills related to the curricular demands. They can follow simple instructions and apply simple rules to achieve the expected performance. They have ideas but lack coherence. They can solve problems using simple logic, and also express themselves using simple language. They need enough guidance at various stages of learning. | Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision. They have a systematic methodology to solve problems. They can communicate their ideas clearly. They can also connect different ideas and create meaning with minimum guidance and supervision. They can analyze situations and interpret information for application in new situations. Efforts are required to bring all learners to attain the proficient level and above. | Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond. They are independent with high analytical, reflective and critical thinking. They can connect and integrate concepts and ideas to create new knowledge/meaning and solve complex problems. They communicate information with the highest level of creativity and coherence as well as make sound judgements. |

**(Note: Decimal figures in the data set has been rounded up to whole numbers and hence may not add up to 100)**

## Performance of Students in NAS 2017 and NAS 2021 (in scaled scores out of 500)

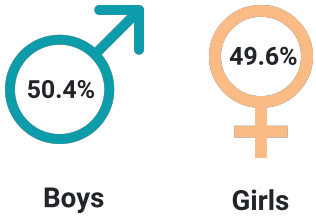



* MIL - Modern Indian Language

## Performance by Gender

| SUBJECT | | Percentage correct answer | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Boys | Girls | Boys | Girls | Boys | Girls |
| Mathematics | State | 30 | 29 | 84 | 84 | 16 | 16 |
| | National | 33 | 32 | 76 | 79 | 24 | 21 |
| Science | State | 34 | 35 | 94 | 94 | 6 | 6 |
| | National | 35 | 35 | 91 | 92 | 9 | 8 |
| Social Science | State | 37 | 38 | 85 | 85 | 15 | 15 |
| | National | 38 | 37 | 85 | 86 | 15 | 14 |
| English | State | 45 | 47 | 37 | 31 | 63 | 69 |
| | National | 43 | 43 | 41 | 40 | 59 | 60 |
| MIL | State | 42 | 46 | 89 | 85 | 11 | 15 |
| | National | 41 | 42 | 90 | 89 | 10 | 11 |

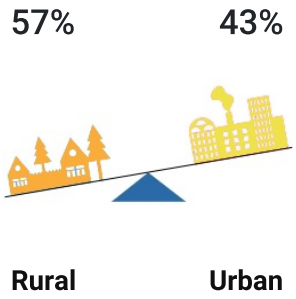
## Participation by Gender




## Performance by Location

| SUBJECT | | Performance of students (percentage correct answer) | | Percentage of children | | | |
|---|---|---|---|---|---|---|---|
| | | | | At basic and below basic level | | At proficient and advance level | |
| | | Rural | Urban | Rural | Urban | Rural | Urban |
| Mathematics | State | 29 | 30 | 86 | 82 | 14 | 18 |
| | National | 32 | 33 | 78 | 76 | 22 | 24 |
| Science | State | 33 | 36 | 96 | 92 | 4 | 8 |
| | National | 34 | 37 | 93 | 88 | 7 | 12 |
| Social Science | State | 36 | 39 | 89 | 81 | 11 | 19 |
| | National | 36 | 40 | 88 | 80 | 12 | 20 |
| English | State | 42 | 51 | 40 | 27 | 60 | 73 |
| | National | 39 | 50 | 47 | 29 | 53 | 71 |
| MIL | State | 44 | 44 | 88 | 86 | 12 | 14 |
| | National | 40 | 44 | 91 | 86 | 9 | 14 |

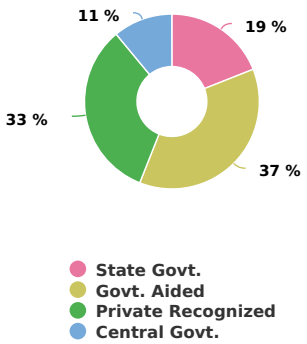
## Participation by Location




## Performance by Management

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | State | Aided | Private | Central | State | Aided | Private | Central | State | Aided | Private | Central |
| Mathematics | State | 26 | 28 | 33 | 36 | 94 | 88 | 76 | 65 | 6 | 12 | 24 | 35 |
| | National | 32 | 29 | 34 | 36 | 78 | 87 | 74 | 66 | 22 | 13 | 26 | 34 |
| Science | State | 30 | 32 | 40 | 41 | 99 | 98 | 86 | 79 | 1 | 2 | 14 | 21 |
| | National | 34 | 32 | 37 | 41 | 93 | 98 | 87 | 81 | 7 | 2 | 13 | 19 |
| Social Science | State | 31 | 35 | 44 | 45 | 96 | 90 | 71 | 67 | 4 | 10 | 29 | 33 |
| | National | 35 | 34 | 40 | 44 | 89 | 93 | 79 | 71 | 11 | 7 | 21 | 29 |
| English | State | 36 | 41 | 61 | 58 | 53 | 40 | 14 | 22 | 47 | 60 | 86 | 78 |
| | National | 39 | 37 | 50 | 54 | 47 | 49 | 31 | 24 | 53 | 51 | 69 | 76 |
| MIL | State | 40 | 44 | 45 | 42 | 93 | 87 | 85 | 82 | 7 | 13 | 15 | 18 |
| | National | 39 | 40 | 43 | 45 | 92 | 92 | 87 | 81 | 8 | 8 | 13 | 19 |

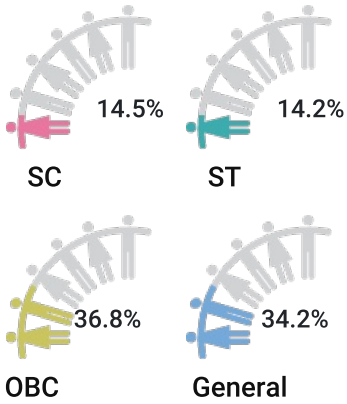
## Participation by Management



## Performance by Social Group

| SUBJECT | | Percentage correct answer | | | | Percentage of children | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | At basic and below basic level | | | | At proficient and advance level | | | |
| | | SC | ST | OBC | General | SC | ST | OBC | General | SC | ST | OBC | General |
| Mathematics | State | 28 | 27 | 29 | 31 | 89 | 88 | 85 | 81 | 11 | 12 | 15 | 19 |
| | National | 31 | 29 | 32 | 35 | 81 | 85 | 79 | 72 | 19 | 15 | 21 | 28 |
| Science | State | 33 | 30 | 34 | 36 | 95 | 97 | 95 | 92 | 5 | 3 | 5 | 8 |
| | National | 33 | 32 | 34 | 38 | 93 | 96 | 93 | 86 | 7 | 4 | 7 | 14 |
| Social Science | State | 35 | 34 | 37 | 40 | 90 | 91 | 86 | 80 | 10 | 9 | 14 | 20 |
| | National | 35 | 34 | 36 | 41 | 89 | 92 | 88 | 76 | 11 | 8 | 12 | 24 |
| English | State | 43 | 38 | 45 | 51 | 39 | 48 | 34 | 28 | 61 | 52 | 66 | 72 |
| | National | 39 | 38 | 41 | 51 | 47 | 51 | 44 | 28 | 53 | 49 | 56 | 72 |
| MIL | State | 42 | 40 | 45 | 45 | 90 | 93 | 86 | 85 | 10 | 7 | 14 | 15 |
| | National | 39 | 37 | 41 | 45 | 92 | 95 | 91 | 84 | 8 | 5 | 9 | 16 |

## Participation by Social Group



## Overall Achievement Score

| National Average (Percentage) | 37.8 |
|---|---|

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 1 | SINDHUDURG | 43.7 | 67.8 | 32.2 |
| 2 | KOLHAPUR | 43.5 | 68.9 | 31.1 |
| 3 | PUNE | 42.7 | 68.4 | 31.6 |
| 4 | SATARA | 42.3 | 70.2 | 29.8 |
| 5 | MUMBAI II | 42.2 | 69.6 | 30.4 |
| 6 | RAIGARH (MAHARASHTRA) | 41.7 | 72.1 | 27.9 |
| 7 | AHMADNAGAR | 40.7 | 73.3 | 26.7 |
| 8 | SOLAPUR | 40.3 | 74.0 | 26.0 |
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| 14 | JALGAON | 39.3 | 75.5 | 24.5 |
| 15 | NAGPUR | 39.0 | 75.0 | 25.0 |
| 16 | LATUR | 38.8 | 75.3 | 24.7 |
| 17 | SANGLI | 38.8 | 77.0 | 23.0 |
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| 19 | PALGHAR | 38.1 | 77.0 | 23.0 |

| S.No. | District Name | Mean (Percentages) | Percentage of children at basic and below basic level | Percentage of children at proficient and advance level |
|---|---|---|---|---|
| 20 | AURANGABAD (MAHARASHTRA) | 37.8 | 77.4 | 22.6 |
| 21 | BID | 37.2 | 80.3 | 19.7 |
| 22 | CHANDRAPUR | 37.0 | 79.4 | 20.6 |
| 23 | WASHIM | 36.6 | 78.6 | 21.4 |
| 24 | NANDED | 36.3 | 80.8 | 19.2 |
| 25 | BULDANA | 36.2 | 80.9 | 19.1 |
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| 30 | BHANDARA | 34.3 | 83.0 | 17.0 |
| 31 | JALNA | 33.8 | 84.1 | 15.9 |
| 32 | PARBHANI | 33.8 | 84.4 | 15.6 |
| 33 | GADCHIROLI | 33.4 | 84.5 | 15.5 |
| 34 | YAVATMAL | 33.2 | 84.6 | 15.4 |
| 35 | HINGOLI | 33.1 | 85.4 | 14.6 |
| 36 | MUMBAI (SUBURBAN) | 28.8 | 91.8 | 8.2 |
| | State/UT Average | 38.3 | 77.6 | 22.4 |

## What students have to say

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Students like to go to school

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Students use home language as medium of instruction in the class

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## What teachers have to say

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Teachers say that they are overloaded with the work

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Teachers have responded that the school building needs major repair

**6%**
Teachers have responded that there is lack of drinking water facilities in school

**8%**
Teachers have responded that there are inadequate toilet facilities in school

**57%**
Teachers participated in professional development program

**88%**
Teachers have responded that the parents take interest in school activities

## What head teachers have to say

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of head teachers responded that schools have adequate qualified teaching staff

**65%**
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- Cooking
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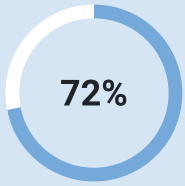
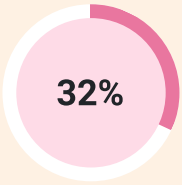
- Yoga
- Playing Musical Instrument
- Spent joyful time with my parents / grandparents / siblings




70%
Learning from pandemic

32%
Obstacles to learning in pandemic

## Experiences During Pandemic

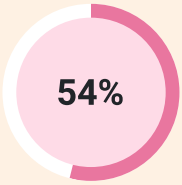



No Digital Device at Home

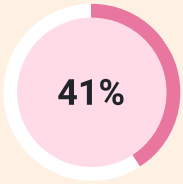
Follow the Covid-19 hygiene protocols

Understand the protocols for COVID symptom reporting

Aware of the measures to be taken for wellbeing of the children and school staff




Experienced worry, anxiety and fear during pandemic




Happy being by myself at home

Know about the school reopening guidelines

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 10 | State Average Performance | National Average Performance |
|---|---|---|---|
| | **Mathematics** | | |
| M1001 | Generalises properties of numbers and relations among them studied earlier to evolve results, such as, Euclid's division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts. | 35 ⚠ | 40 ⚠ |
| M1002 | Develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial. | 28 ⚠ | 32 ⚠ |
| M1003 | Finds solutions of pairs of linear equations in two variables using graphical and different algebraic methods. | 24 ⚠ | 30 ⚠ |
| M1004 | Demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation. | 34 ⚠ | 36 ⚠ |
| M1005 | Develops strategies to apply the concept of A.P. to daily life situations. Works out ways to differentiate between congruent and similar figures. | 36 ⚠ | 37 ⚠ |
| M1006 | Establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc. | 31 ⚠ | 32 ⚠ |
| M1007 | Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points, to find the area of a triangle etc. | 26 ⚠ | 28 ⚠ |
| M1008 | Determines all trigonometric ratios with respect to a given acute angle (of a right triangle) and uses them in solving problems in daily life contexts like finding heights of different structures or distance from them. | 29 ⚠ | 33 ⚠ |
| M1009 | Derives proofs of theorems related to the tangents of circles. | 37 ⚠ | 36 ⚠ |
| M1010 | Examines the steps of geometrical constructions and reason out each step | 24 ⚠ | 21 ⚠ |
| M1011 | Finds surface areas and volumes of objects in the surroundings by visualising them as a combination of different solids like cylinder and a cone, cylinder and a hemisphere, combination of different cubes, etc. | 32 ⚠ | 35 ⚠ |
| M1012 | Calculates mean, median and mode for different sets of data related with real life contexts. | 25 ⚠ | 27 ⚠ |
| | **Science** | | |
| SCI1001 | Differentiates materials, objects, organisms, phenomena, and processes, based on, properties and characteristics. | 33 ⚠ | 37 ⚠ |
| SCI1002 | Classifies materials, objects, organisms, phenomena, and processes, based on properties and characteristics. | 34 ⚠ | 36 ⚠ |
| SCI1003 | Relates processes and phenomena with causes and effects | 41 ⚠ | 40 ⚠ |
| SCI1004 | Explains processes and phenomena. | 35 ⚠ | 36 ⚠ |
| SCI1005 | Analyses and interprets data, graphs, and figures | 29 ⚠ | 30 ⚠ |
| SCI1006 | Calculates using the data given | 28 ⚠ | 28 ⚠ |
| SCI1007 | Uses scientific conventions to represent units of various quantities, symbols, formulae, and equations. | 34 ⚠ | 38 ⚠ |
| SCI1008 | Applies learning to hypothetical situations | 33 ⚠ | 33 ⚠ |
| SCI1009 | Applies scientific concepts in daily life and solving problems | 37 ⚠ | 36 ⚠ |
| SCI1010 | Derives formulae, equations, and laws | 28 ⚠ | 28 ⚠ |

⚠ Average performance less than 50 percent

# Performance of the State/UT in Achieving Learning Outcomes (LOs)

| LO Code | Learning Outcomes for Class 10 | State Average Performance | National Average Performance |
|---|---|---|---|
| MIL | | | |
| MIL1011 | पाठ्यवस्तु में शामिल रचनाओं के अतिरिक्त अन्य कविता, कहानी,एकांकी को पढ़ते-लिखते और मंचन करते हैं। | 44⚠ | 41⚠ |
| Social Science | | | |
| SST1001 | Recognises and retrieves facts, figures, and narrate processes. | 32⚠ | 34⚠ |
| SST1002 | Classifies and compares events, facts, data, and figures. | 38⚠ | 37⚠ |
| SST1003 | Explains cause and effect relationship between phenomena, events, and their occurrence. | 33⚠ | 36⚠ |
| SST1004 | Analyses and evaluates information. | 32⚠ | 33⚠ |
| SST1005 | Interprets: Maps, texts, symbols, cartoons, photographs, posters, newspaper clippings, climatic regions, changes in maps brought out by various treaties in Europe, sea and land links of the trade from India to West Asia, South East Asia and other parts of the world, pie and bar diagrams related to gross domestic product, production in different sectors and industries, employment and population in India | 42⚠ | 42⚠ |
| SST1006 | Draws interlinkages within Social Science. | 26⚠ | 27⚠ |
| SST1007 | Identifies assumptions, biases, prejudices, or stereotypes about various aspects. | 53 | 51 |
| SST1008 | Demonstrates inquisitiveness, enquiry. | 48⚠ | 45⚠ |
| SST1009 | Constructs views, arguments, and ideas on the basis of collected or given information. | 29⚠ | 28⚠ |
| SST1010 | Extrapolates and predicts events and phenomena. | 39⚠ | 35⚠ |
| SST1011 | Illustrates decision making/problem solving skills. | 47⚠ | 45⚠ |
| SST1012 | Shows sensitivity and appreciation skills. | 41⚠ | 37⚠ |
| English | | | |
| E1007 | Reads, comprehends and responds to complex texts independently. | 46⚠ | 43⚠ |

⚠ Average performance less than 50 percent

# Achievement in Association with Contextual Variable

# NAS 2021 Team

| National Steering Committee (NAS-2021) | |
|---|---|
| **Chairman** | Dr. Vineet Joshi, IAS, Chairman, CBSE w.e.f. 15.02.2022<br>Shri Manoj Ahuja, IAS, Chairperson, CBSE upto 14.02.2022 |
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| **Member** | Prof. (Dr.) Dinesh Prasad Saklani, Director, NCERT w.e.f. 14.02.2022<br>Prof. (Dr.) Sridhar Srivastava, Director, NCERT upto 13.02.2022 |
| **Member** | Shri P K Banerjee, DDG (Stats) Ministry of Education upto 07.09.2021<br>Shri V. Hedge, DDG (Stats) Ministry of Education w.e.f. 10.12.2021 |
| **Member** | Shri Prem Singh, IAS, Adviser (HRD/Admn/GA/Accts.) (North Eastern States), NITI Aayog |
| **Member** | Prof. (Dr.) Indrani Bhaduri, Head, ESD & Head NAS Cell, NCERT |
| **Member** | Shri J. P. Pandey, Director, DoSEL, Ministry of Education |
| **Member** | Shri Manoj Kumar Srivastava, Director (PE) & Head NAS Cell, CBSE |
| **Member** | Shri Saba Akhtar, Scientist-F, NIC |
| **Member** | Shri Ramachandra Rao Begur, Education Specialist, UNICEF |

| Sub-Committee - Data Analysis, Reporting and Dissemination | |
|---|---|
| **Chairman** | Prof. (Dr.) Dinesh Prasad Saklani, Director, NCERT w.e.f. 14.02.2022<br>Prof. (Dr.) Sridhar Srivastava, Director, NCERT upto 13.02.2022 |
| **Member** | Prof. (Dr.) Sridhar Srivastava, Joint Director |
| **Member Secertary** | Prof. (Dr.) Indrani Bhaduri, Head, ESD & Head NAS Cell, NCERT |
| **Member** | Shri J.P. Pandey, Director, DoSEL, Min. of Education |
| **Member** | Shri P K Banerjee, DDG (Stats) Ministry of Education upto 09.12.2021<br>Shri V. Hedge, DDG (Stats) Ministry of Education w.e.f. 10.12.2021 |
| **Member** | Shri Manoj Kumar Srivastava, Director (PE) & Head NAS Cell, CBSE |
| **Member** | Shri Saba Akhtar, Scientist-F, NIC |
| **Member** | Shri Ganesh Nigam, Education Specialist, UNICEF |

# NAS 2021 Team

| National Project Coordinators | |
|---|---|
| **NCERT** | **CBSE** |
| Prof. (Dr.) Indrani Bhaduri, Head, ESD & Head NAS Cell, NCERT | Shri Manoj Kumar Srivastava, Director (PE) & Head NAS Cell, CBSE |

| Project Team | | |
|---|---|---|
| **Ministry of Education** | | |
| Sh. Dalbir Singh, Under Secretary | Sh. Pratham Sagar (ASO) | Sh. Atiqur Rahman, YP |
| **Central Board of Secondary Education (CBSE)** | | |
| Mrs. Raj Rani Sharma (JS) | Sh. Shambhu Lal Prasad (DS) | Sh. Shekhar Chandra (DS) |
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| Sh. Vijay Singh (SO) | Sh. Ghanshyam (SO) | CBSE PE Unit HQ Staff |
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| Dr. Madhu B. | Shri Aji Thomas | Prof. Kirti Kapoor |
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| Prof. Parashar | Dr. R.K. Sharma | Dr. Anil Nainawat |
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| **National Informatics Centre (NIC)** | | |
| Sh. Abhishek Kundu, Scientist-D | Sh. Ashwani Kumar, Scientist-C | Sh. Prabhat Mishra Scientist-C |
| Sh. Sarvendra Kumar Tarun, Scientist-B | | |
| **Central Square Foundation (CSF)** | | |
| Sh. Sourav Chopra | Ms. Pooja Nagpal | Sh. Aditya Sharma |

Ministry of Education
Government of India

# Key Organizations

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