



District Report Card: 2017


State: Assam	District: Goalpara
Class: 8	Subject: SST
Schools: 49	Students: 1093


Participation/Coverage


Students

<div>GENDER</div> <div></div>	Boys		Girls	
	Number	%	Number	%
	435	39.80	658	60.20

<div>AREA</div> <div></div>	Rural		Urban	
	Number	%	Number	%
	1020	93.32	73	6.68

<div>CATEGORY</div> <div></div>	SC		ST		OBC		GEN	
	Number	%	Number	%	Number	%	Number	%
	43	3.93	179	16.38	99	9.06	772	70.63

<div>CWSN</div> <div></div>	LD	VI	HI	S&LD	ID	Oth
	2	3	1	2	1	1

<div>Management</div> <div></div>	Government		Government-aided	
	Number	%	Number	%
	902	82.53	191	17.47

Average Performance of Students in SST (%)

Overall	Gender		Area		Management		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	GEN
43.66	44.08	43.38	44.02	38.63	41.39	54.38	40.93	38.10	38.25	45.79

Performance on Learning Outcomes (LOs)

Learning Outcomes	Description	Average Performance(%)
SST605	Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighboring countries on globe and the world map	43.00
SST610	Locates important historical sites, places on an outline map of India.	13.92
SST625	Describes the functioning of rural and urban local government bodies in sectors like health and education	29.85
SST703	Explains preventive actions to be undertaken in the event of disasters	62.95
SST704	Describes formation of landforms due to various factors	39.38
SST722	Explains the significance of equality in democracy	52.47
SST726	Describes the process of election to the legislative assembly	63.44
SST731	Explains the functioning of media with appropriate examples from newspapers	42.78
SST733	Differentiates between different kinds of markets	69.05
SST734	Traces how goods travel through various market places	59.60
SST802	Describes major crops, types of farming and agricultural practices in her/his own area/state	55.17
SST805	Locates distribution of important minerals e.g. coal and mineral oil on the world map	29.98
SST807	Justifies judicious use of natural resources	46.15
SST809	Draws interrelationship between types of farming and development in different regions of the world	35.83
SST810	Distinguishes the modern period from the medieval and the ancient periods through the use of sources	48.81
SST815	Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.	54.95
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	27.45
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	43.92
SST823	Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation	28.45
SST827	Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	29.85
SST831	Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability	39.60
SST833	Draws bar diagram to show population of different countries/India/states	53.02

Range of Performance of Students who Answered Correctly

Below 30%		30% - 50%		50% - 75%		Above 75%	
Number	%	Number	%	Number	%	Number	%
341	31.20	339	31.02	327	29.92	86	7.87

Lowest Performing Learning Outcomes (LOs)

- 1 - Locates important historical sites, places on an outline map of India. (13.92)
- 2 - 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 (27.45)
- 3 - Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (28.45)
- 4 - Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act) (29.85)
- 5 - Describes the functioning of rural and urban local government bodies in sectors like health and education (29.85)