



Ministry of Education  
Government of India

75  
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अमृत महोत्सव

# NAS 2021

National Achievement Survey

STATE REPORT CARD

Madhya Pradesh





# NAS 2021

**National Achievement Survey**

**State Report Card**  
**Madhya Pradesh**

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## NAS 2021

Class III, V, VIII and X

State Report Card: Madhya Pradesh

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Sri Aurobindo Marg, New Delhi 110016.

# 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  
धर्मेश्वर गुप्ता  
Dharmendra Pradhan



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 in identifying 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)

सबको शिक्षा, अच्छी शिक्षा



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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 12<sup>th</sup> 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 21<sup>st</sup> 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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अनीता करवल, भा.प्र.से  
सचिव

Anita Karwal, IAS  
Secretary



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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 12<sup>th</sup> 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



**3,08,252 km<sup>2</sup>**  
Area of Madhya Pradesh



**7,26,26,809**  
Population



**236 per km<sup>2</sup>**  
Density of the population



**69.3%**  
Literacy Rate



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

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

### NUMBER OF SCHOOLS



**9,286**

### NUMBER OF TEACHERS

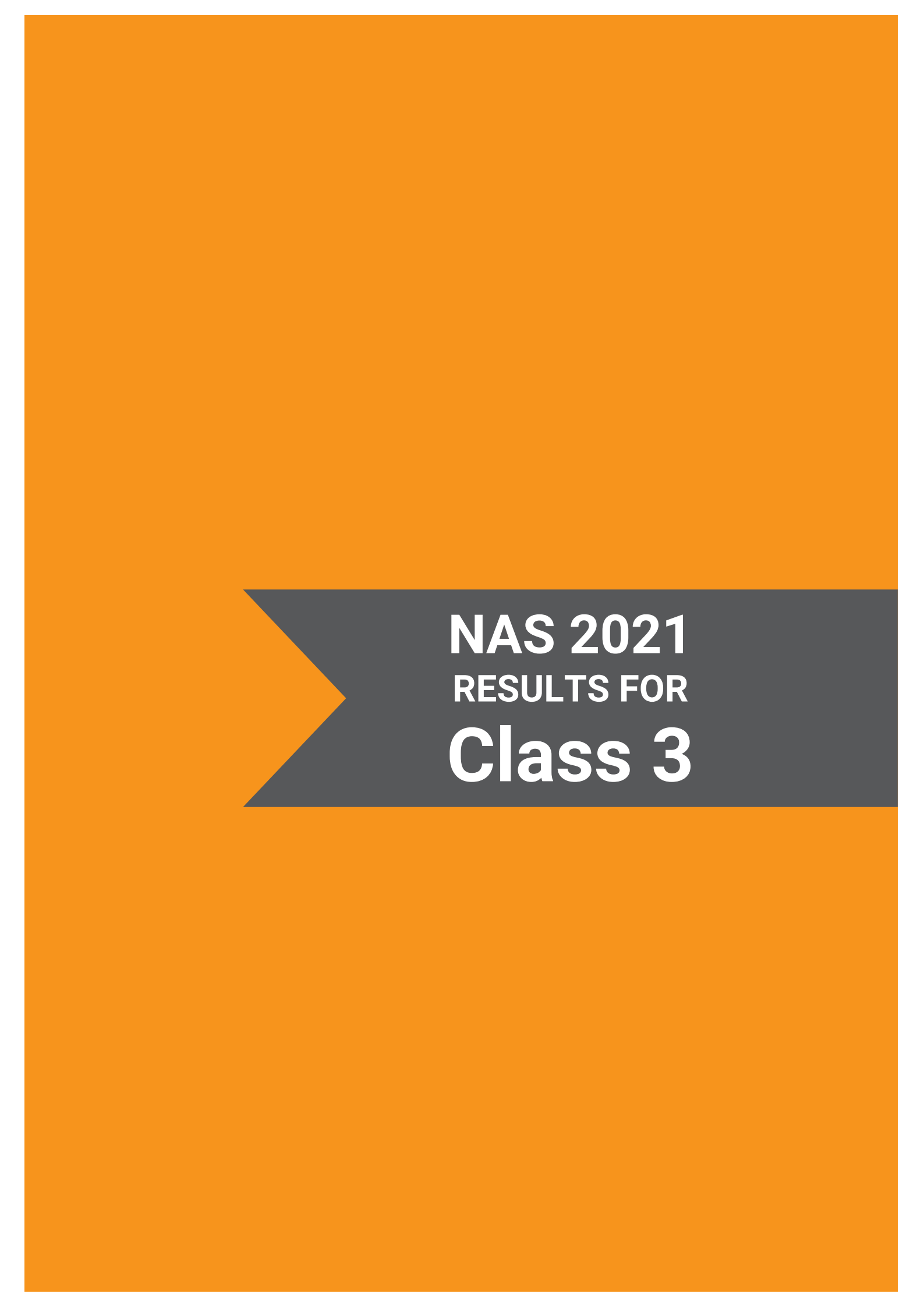


**37,507**

### NUMBER OF STUDENTS

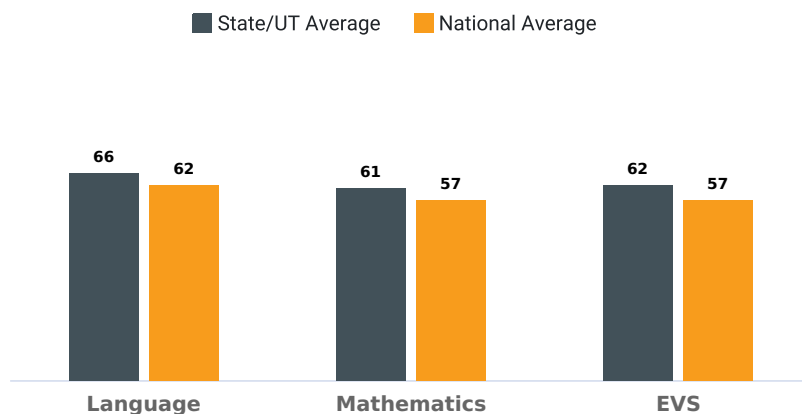


**2,40,063**



**NAS 2021**  
**RESULTS FOR**  
**Class 3**

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

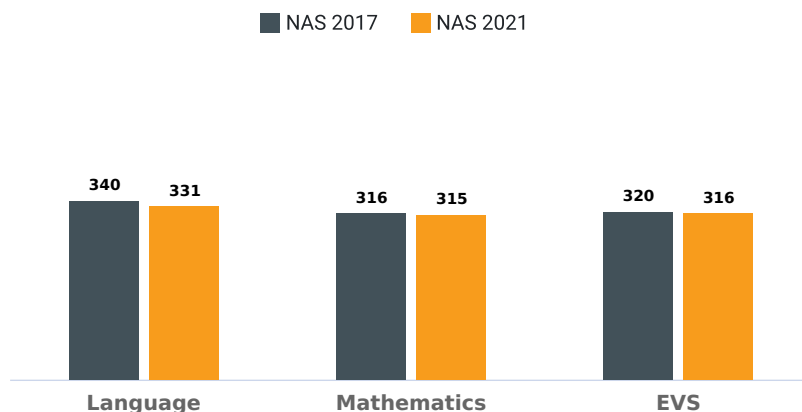


### Percentages of Students by Performance Level

	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Language	23	34	29	13
Mathematics	17	35	35	13
EVS	16	34	37	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)

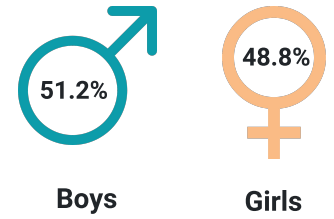


\* EVS - Environmental Studies

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	66	58	57	42	43
	National	61	63	63	60	37	40
Mathematics	State	61	61	52	52	48	48
	National	57	57	58	57	42	43
EVS	State	61	62	51	49	49	51
	National	57	58	57	55	43	45

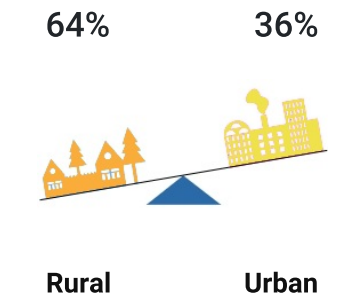
Participation by Gender



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	69	61	53	64	47	36
	National	62	61	61	62	39	38
Mathematics	State	64	57	47	59	53	41
	National	58	56	56	61	44	39
EVS	State	65	57	44	59	56	41
	National	58	56	55	58	45	42

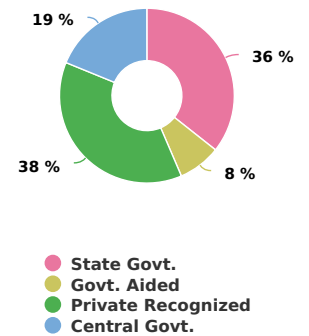
Participation by Location



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	73	57	63	60	46	70	61	68	54	30	39	32
	National	63	62	62	56	60	60	61	70	40	40	39	30
Mathematics	State	68	52	59	56	39	67	56	63	61	33	44	37
	National	58	57	57	52	55	57	58	69	45	43	42	31
EVS	State	69	54	59	57	36	63	56	59	64	37	44	41
	National	58	58	57	52	53	54	58	66	47	46	42	34

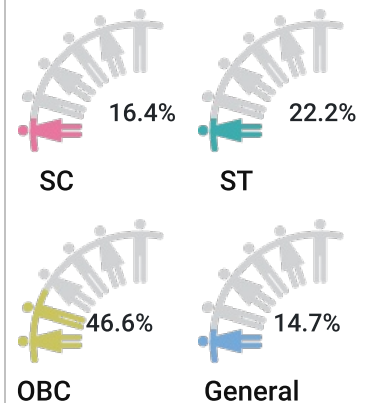
Participation by Management



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	66	66	64	56	59	56	59	44	41	44	41
	National	62	61	62	64	61	65	62	57	39	35	38	43
Mathematics	State	63	59	62	60	47	54	50	54	53	46	50	46
	National	57	55	57	59	57	62	57	56	43	38	43	44
EVS	State	63	62	62	60	47	49	49	54	53	51	51	46
	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	DAMOH	80.6	20.0	80.0
2	PANNA	77.4	25.0	75.0
3	BHIND	74.0	32.0	68.0
4	CHHATARPUR	73.7	31.4	68.6
5	SIDHI	71.5	36.3	63.7
6	SAGAR	71.3	37.0	63.0
7	GUNA	70.8	39.2	60.8
8	NIWARI	70.6	41.5	58.5
9	SHEOPUR	70.1	37.9	62.1
10	SHAHDOL	69.8	37.0	63.0
11	RAISEN	68.6	43.1	56.9
12	NARSIMHAPUR	68.0	40.2	59.8
13	MORENA	67.8	44.0	56.0
14	TIKAMGARH	67.7	44.5	55.5
15	SEHORE	67.6	46.0	54.0
16	DATIA	65.5	50.0	50.0
17	VIDISHA	63.8	49.8	50.2
18	BALAGHAT	63.6	49.8	50.2
19	DHAR	63.6	53.0	47.0
20	CHHINDWARA	63.5	53.8	46.2
21	RAJGARH	63.1	52.9	47.1
22	KHANDWA	62.8	52.3	47.7
23	SHIVPURI	63.3	55.5	44.5
24	KATNI	63.1	54.1	45.9
25	BHOPAL	62.6	52.6	47.4

S.No.	District Name	Mean (Percentages)	Percentage of children at basic and below basic level	Percentage of children at proficient and advance level
26	JABALPUR	61.9	54.4	45.6
27	GWALIOR	61.8	55.1	44.9
28	SATNA	61.7	55.5	44.5
29	UJJAIN	61.7	55.6	44.4
30	BARWANI	61.6	56.5	43.5
31	BETUL	61.1	56.4	43.6
32	ANUPPUR	59.3	58.2	41.8
33	AGAR MALWA	59.2	56.0	44.0
34	INDORE	59.1	61.5	38.5
35	MANDLA	59.1	60.1	39.9
36	ASHOKNAGAR	59.1	60.7	39.3
37	BURHANPUR	59.0	60.0	40.0
38	KHARGONE	58.2	64.0	36.0
39	SINGRAULI	58.2	59.0	41.0
40	DINDORI	58.0	59.0	41.0
41	SHAJAPUR	57.7	62.8	37.2
42	HOSHANGABAD	57.5	60.4	39.6
43	DEWAS	56.6	65.2	34.8
44	RATLAM	54.4	70.3	29.7
45	MANDSAUR	54.4	68.3	31.7
46	NEEMUCH	54.1	70.4	29.6
47	REWA	54.0	66.8	33.2
48	ALIRAJPUR	52.9	69.7	30.3
49	SEONI	52.2	69.9	30.1
50	HARDA	50.7	71.4	28.6
51	UMARIA	49.9	70.7	29.3
52	JHABUA	48.0	75.0	25.0
	State/UT Average	62.7	53.3	46.7

### What students have to say

**98%**

Students like to go to school

**89%**

Students use home language as medium of instruction in the class

**83%**

CWSN students get facilities from school

**97%**

Students could understand, what teachers teach in the class

**84%**

Students get parental support for their educational achievement

### What teachers have to say

**47%**

Teachers have adequate instructional material and supplies

**61%**

Teachers have adequate work space

**43%**

Teachers say that they are overloaded with the work

**21%**

Teachers have responded that the school building needs major repair

**14%**

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

**14%**

Teachers have responded that there are inadequate toilet facilities in school

**57%**

Teachers participated in professional development program

**90%**

Teachers have responded that the parents take interest in school activities

### What head teachers have to say

**73%**

of head teachers responded that schools have adequate qualified teaching staff

**59%**

of head teachers responded that schools have adequate supporting staff

**39%**

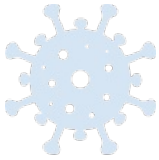
of head teachers responded that schools have adequate audio visual resources

**57%**

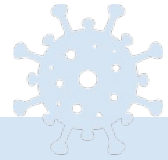
of head teachers responded that schools have adequate library resources

**97%**

of head teachers responded that schools participate in sports activities



## Learning At Home During The Pandemic



I learnt many things :

Painting

Singing

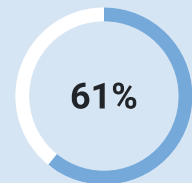
Cooking

Indoor Game

Yoga

Playing Musical Instrument

Spent joyful time with my parents / grandparents / siblings



62%  
Learning from  
pandemic

50%  
Obstacles to  
learning in  
pandemic

## Experiences During Pandemic

50%

No Digital Device at Home

89%

Follow the Covid-19 hygiene protocols

99%

Understand the protocols for COVID symptom reporting

99%

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

47%

Experienced worry, anxiety and fear during pandemic






50%

Happy being by myself at home

99%

Know about the school reopening guidelines

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

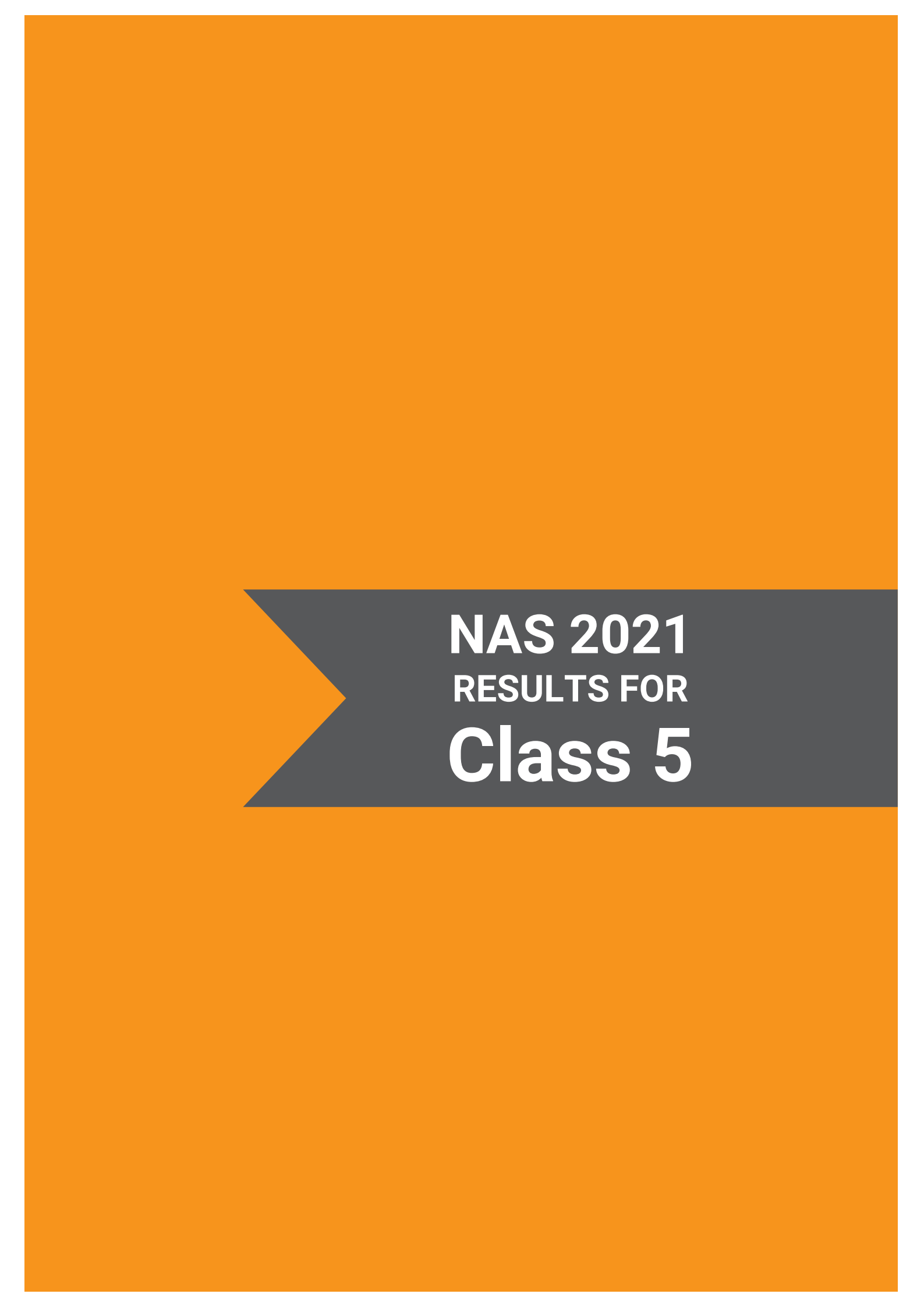
LO Code	Learning Outcomes for Class 3	State Average Performance	National Average Performance
Language			
L304	Reads small texts with comprehension i.e., identifies main ideas, details, sequence and draws conclusions	68	64
L312	Reads printed scripts on the classroom walls: poems, posters, charts etc.	62	58
Mathematics			
M301	Reads and writes numbers up to 999 using place value	46 	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	57	53
M304	Constructs and uses the multiplication facts (up till 10) in daily life situations	66	61
M305	Analyses and applies an appropriate number operation in the situation/ context	56	53
M306	Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction	50	47 
M309	Identifies and makes 2D-shapes by paper folding. paper cutting on the dot grid, using straight lines etc.	41 	43 
M311	Fills a given region leaving no gaps using a tile of a given shape	61	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	78	71
M318	Extends patterns in simple shapes and numbers	61	56
M319	Records data using tally marks, represents pictorially and draws	57	53

 Average performance less than 50 percent

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

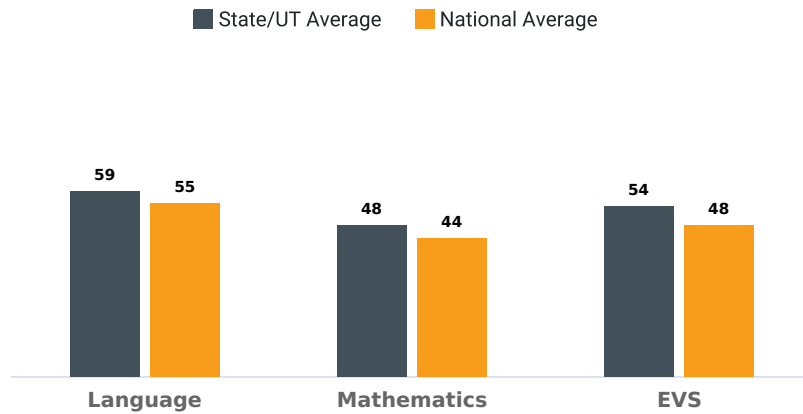
LO Code	Learning Outcomes for Class 3	State Average Performance	National Average Performance
EVS			
EVS302	Identifies simple features (e.g. movement, at places found/ kept, eating habits, sounds) of animals and birds in the immediate surroundings.	64	62
EVS303	Identifies relationships with and among 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.	55	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	70	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	59	54
EVS313	Observes rules in games (local, indoor, outdoor)	<b>46</b> ⚠	<b>43</b> ⚠
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.	68	63

⚠ Average performance less than 50 percent



**NAS 2021**  
**RESULTS FOR**  
**Class 5**

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

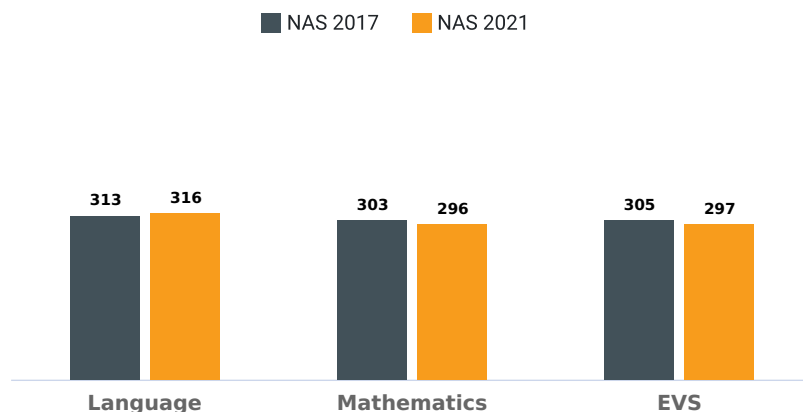


### Percentages of Students by Performance Level

	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Language	17	36	35	11
Mathematics	27	42	23	8
EVS	27	32	31	10
	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)

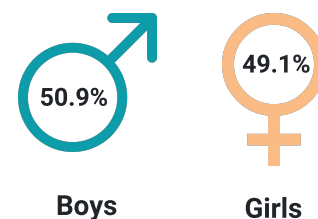


\* EVS - Environmental Studies

### 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	60	56	51	44	49
	National	54	56	61	56	39	44
Mathematics	State	48	49	69	68	31	32
	National	44	44	75	75	25	25
EVS	State	53	55	61	57	39	43
	National	48	49	69	67	31	33

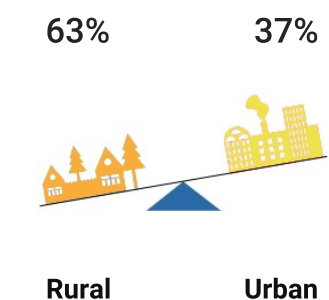
### Participation by Gender



### 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	61	56	49	58	51	42
	National	55	56	59	57	41	43
Mathematics	State	51	46	64	74	36	26
	National	44	43	74	78	26	22
EVS	State	57	51	53	67	47	33
	National	49	48	67	70	33	30

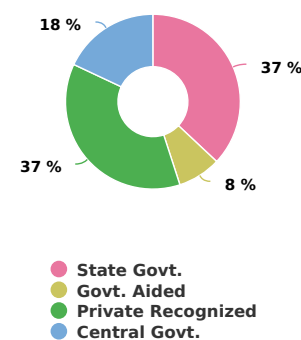
### Participation by Location



### 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	66	48	55	56	41	71	59	57	59	29	41	43
	National	55	53	57	56	59	61	56	57	41	39	44	43
Mathematics	State	57	39	45	45	53	83	76	75	47	17	24	25
	National	45	42	43	44	72	78	77	76	28	22	23	24
EVS	State	63	44	50	51	41	76	68	64	59	24	32	36
	National	49	47	48	48	64	71	70	69	36	29	30	31

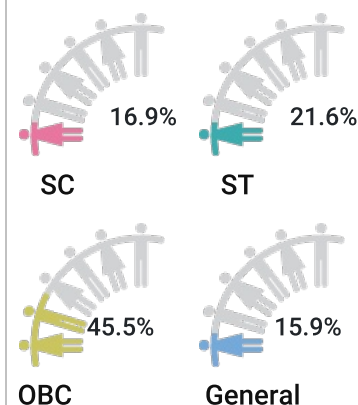
### Participation by Management



### 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	59	57	58	61	52	56	55	49	48	44	45	51
	National	54	53	54	60	61	63	61	51	39	37	39	49
Mathematics	State	50	46	48	50	65	72	68	68	35	28	32	32
	National	43	41	43	46	75	78	75	73	25	22	25	27
EVS	State	56	53	54	55	56	59	59	60	44	41	41	40
	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	DAMOH	73.6	24.9	75.1
2	PANNA	72.0	26.2	73.8
3	BHIND	71.3	31.1	68.9
4	CHHATARPUR	67.5	34.2	65.8
5	RAISEN	67.4	34.3	65.7
6	SAGAR	64.6	42.5	57.5
7	SIDHI	63.9	41.5	58.5
8	MORENA	61.5	47	53
9	NIWARI	61.0	44.2	55.8
10	TIKAMGARH	60.6	47	53
11	NARSIMHAPUR	59.8	50.5	49.5
12	SHAHNOL	58.1	50.8	49.2
13	CHHINDWARA	56.8	53.5	46.5
14	UJJAIN	56.7	55.5	44.5
15	KATNI	56.6	54.4	45.6
16	HOSHANGABAD	56.1	56.4	43.6
17	GWALIOR	55.9	57.1	42.9
18	GUNA	55.0	54.9	45.1
19	SEHORE	54.9	58.8	41.2
20	DINDORI	53.9	59.3	40.7
21	KHANDWA	53.5	60.7	39.3
22	SHEOPUR	52.6	61.3	38.7

S.No.	District Name	Mean (Percentages)	Percentage of children at basic and below basic level	Percentage of children at proficient and advance level
23	VIDISHA	53.1	61.1	38.9
24	BHOPAL	52.8	63.4	36.6
25	SINGRAULI	52.7	61.7	38.3
26	BETUL	52.6	63.6	36.4
27	MANDLA	52.0	63.8	36.2
28	SHIVPURI	52.0	64.5	35.5
29	INDORE	51.7	65	35
30	BURHANPUR	50.8	65	35
31	UMARIA	50.1	64.8	35.2
32	JABALPUR	49.3	68.1	31.9
33	DATIA	49.1	68.1	31.9
34	BARWANI	48.9	67.2	32.8
35	KHARGONE	48.9	68.9	31.1
36	RAJGARH	48.9	68.8	31.2
37	SATNA	48.6	70.5	29.5
38	REWA	48.6	71.2	28.8
39	DHAR	48.4	70.9	29.1
40	BALAGHAT	47.5	71.3	28.7
41	AGAR MALWA	47.4	72.8	27.2
42	MANDSAUR	47.1	72.2	27.8
43	DEWAS	46.6	72.9	27.1
44	ANUPPUR	45.8	72.9	27.1
45	HARDA	45.2	78	22
46	ALIRAJPUR	45.1	74.6	25.4
47	SHAJAPUR	44.8	74.7	25.3
48	ASHOKNAGAR	43.7	76.7	23.3
49	RATLAM	42.2	80.3	19.7
50	SEONI	41.9	81	19
51	JHABUA	40.4	82.5	17.5
52	NEEMUCH	39.6	84.8	15.2
	State/UT Average	53.7	60.9	39.1

### What students have to say

**98%**

Students like to go to school

**85%**

Students use home language as medium of instruction in the class

**83%**

CWSN students get facilities from school

**96%**

Students could understand, what teachers teach in the class

**87%**

Students get parental support for their educational achievement

### What teachers have to say

**47%**

Teachers have adequate instructional material and supplies

**62%**

Teachers have adequate work space

**44%**

Teachers say that they are overloaded with the work

**22%**

Teachers have responded that the school building needs major repair

**16%**

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

**14%**

Teachers have responded that there are inadequate toilet facilities in school

**59%**

Teachers participated in professional development program

**90%**

Teachers have responded that the parents take interest in school activities

### What head teachers have to say

**73%**

of head teachers responded that schools have adequate qualified teaching staff

**59%**

of head teachers responded that schools have adequate supporting staff

**39%**

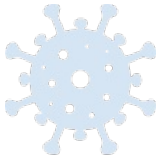
of head teachers responded that schools have adequate audio visual resources

**57%**

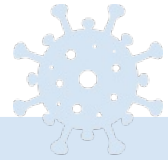
of head teachers responded that schools have adequate library resources

**97%**

of head teachers responded that schools participate in sports activities



## Learning At Home During The Pandemic



I learnt many things :

Painting

Singing

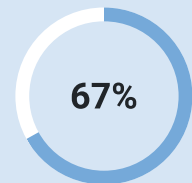
Cooking

Indoor Game

Yoga

Playing Musical Instrument

Spent joyful time with my parents / grandparents / siblings



68%  
Learning from  
pandemic

51%  
Obstacles to  
learning in  
pandemic

## Experiences During Pandemic

51%

No Digital Device at Home

90%

Follow the Covid-19 hygiene protocols

98%

Understand the protocols for COVID symptom reporting

99%

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

52%

Experienced worry, anxiety and fear during pandemic























50%

Happy being by myself at home

99%

Know about the school reopening guidelines

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

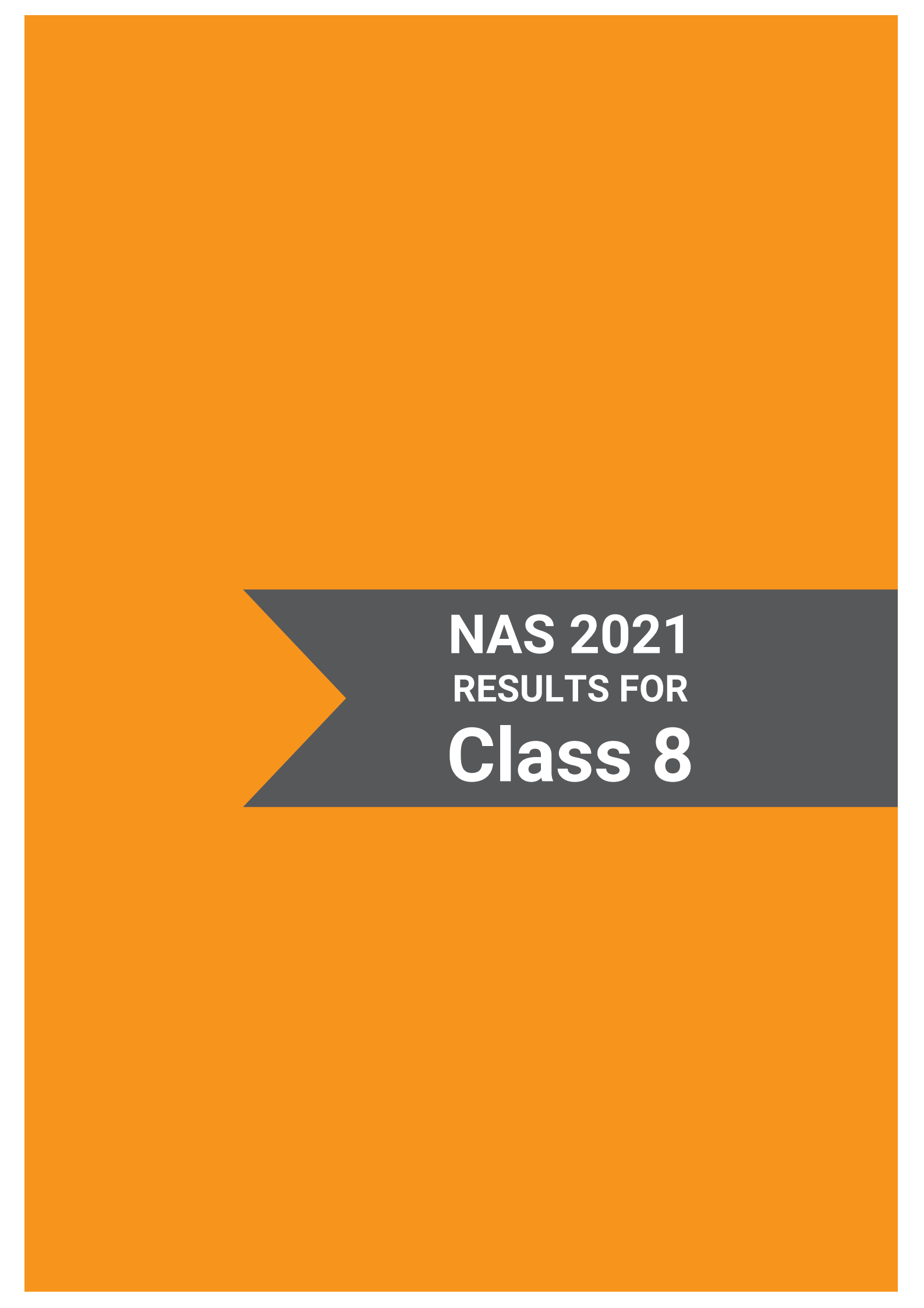
LO Code	Learning Outcomes for Class 5	State Average Performance	National Average Performance
Language			
L508	Reads text with comprehension, locates details and sequence of events	59	55
Mathematics			
M401	Applies operations of numbers in daily life situations	48 	45 
M412	Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit	39 	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	48 	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	49 	46 
M505	Finds the number corresponding to part of a collection	60	55
M506	Identifies and forms equivalent fractions of a given fraction	42 	38 
M508	Converts fractions into decimals and vice versa	49 	43 
M509	Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing	58	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	41 	38 
M513	Estimates the volume of a solid body in known units.	45 	41 
M514	Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals	51	43 
M515	Identifies the pattern in triangular numbers and square number	50	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)

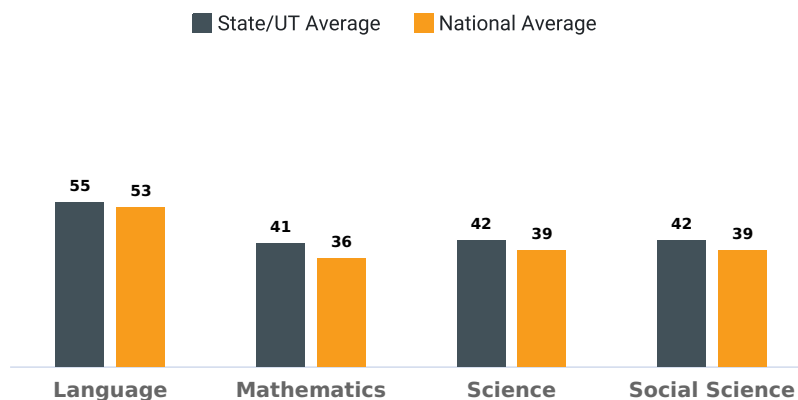
LO Code	Learning Outcomes for Class 5	State Average Performance	National Average Performance
EVS			
EVS403	Identifies relationship with and among family members in extended family	53	50
EVS410	Records observations/experiences/information for objects, activities, phenomena, places visited in different ways and predicts patterns and activities/ phenomena	56	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.	51	45 
EVS503	Describes the interdependence among animals, plants and humans	54	50
EVS504	Explains the role and functions of different institutions in daily life (Bank, Panchayat, cooperatives, police station, etc.)	53	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)	53	48 
EVS506	Groups objects, materials, activities for features/properties such as shape, taste, color, texture, sound, traits etc.	54	48 
EVS507	Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders	53	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	57	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	46 	45 
EVS512	Voices opinions on issues observed/experienced and relates practices/happenings to larger issues of society	59	54
EVS513	Suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources	40 	35 

 Average performance less than 50 percent



**NAS 2021**  
**RESULTS FOR**  
**Class 8**

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

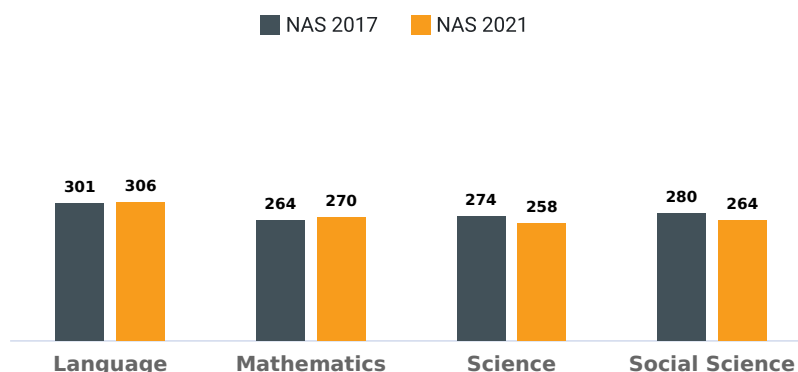


### Percentages of Students by Performance Level

	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Language	18	46	24	13
Mathematics	21	42	23	14
Science	32	34	23	11
Social Science	34	41	13	12
	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)

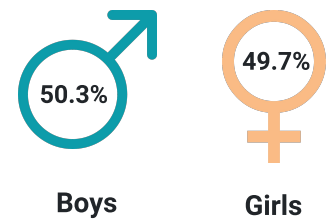
### Performance of Students in NAS 2017 and NAS 2021 (in scaled scores out of 500)



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	54	56	65	62	35	38
	National	52	54	68	64	32	36
Mathematics	State	41	41	63	63	37	37
	National	36	36	73	74	27	26
Science	State	42	41	66	66	34	34
	National	40	39	71	73	29	27
Social Science	State	42	42	75	75	25	25
	National	39	39	80	80	20	20

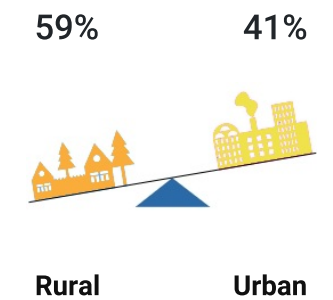
Participation by Gender



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	53	58	67	59	33	41
	National	50	58	71	57	29	43
Mathematics	State	42	39	59	68	41	32
	National	36	37	73	73	27	27
Science	State	41	42	66	66	34	34
	National	38	42	75	68	25	32
Social Science	State	43	41	72	79	28	21
	National	39	40	80	80	20	20

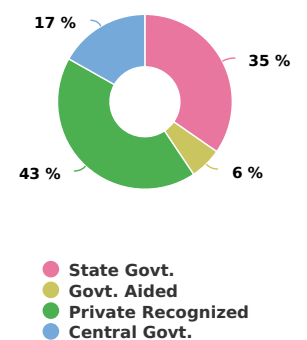
Participation by Location



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	54	47	58	53	65	79	59	68	35	21	41	32
	National	48	48	60	59	75	75	54	56	25	25	46	44
Mathematics	State	46	30	37	37	51	88	72	69	49	12	28	31
	National	36	31	38	39	72	84	70	68	28	16	30	32
Science	State	43	33	41	40	60	88	69	70	40	12	31	30
	National	38	35	43	44	75	83	65	63	25	17	35	37
Social Science	State	45	34	40	39	67	91	81	80	33	9	19	20
	National	39	36	41	40	79	87	78	79	21	13	22	21

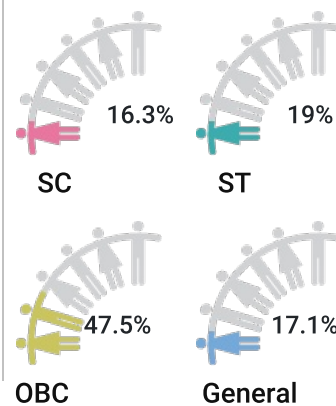
Participation by Management



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	54	49	55	63	66	74	65	48	34	26	35	52
	National	49	47	51	60	72	77	70	54	28	23	30	46
Mathematics	State	43	38	41	42	59	67	63	60	41	33	37	40
	National	35	33	35	39	75	78	74	68	25	22	26	32
Science	State	42	38	41	46	65	73	67	58	35	27	33	42
	National	37	36	38	43	76	79	75	63	24	21	25	37
Social Science	State	42	40	42	44	74	78	76	71	26	22	24	29
	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	BHIND	60.5	36.0	64.0
2	DAMOH	58.0	40.6	59.4
3	SIDHI	56.3	42.2	57.8
4	RAISEN	55.6	43.9	56.1
5	CHHATARPUR	55.4	44.2	55.8
6	TIKAMGARH	54.7	46.2	53.8
7	NIWARI	53.2	47.7	52.3
8	PANNA	53.0	46.6	53.4
9	SHEOPUR	50.5	53.5	46.5
10	NARSIMHAPUR	50.4	56.1	43.9
11	SAGAR	47.7	61.7	38.3
12	BHOPAL	47.4	61.6	38.4
13	GWALIOR	47.1	62.4	37.6
14	SHAHDOL	46.5	62.0	38.0
15	VIDISHA	46.3	63.0	37.0
16	KHANDWA	46.0	63.7	36.3
17	GUNA	45.7	66.4	33.6
18	INDORE	45.6	65.4	34.6
19	MORENA	45.3	64.2	35.8
20	DATIA	44.9	65.9	34.1
21	SHIVPURI	44.4	65.6	34.4

S.No.	District Name	Mean (Percentages)	Percentage of children at basic and below basic level	Percentage of children at proficient and advance level
22	SEHORE	43.4	70.9	29.1
23	CHHINDWARA	43.2	70.8	29.2
24	DHAR	43.1	71.2	28.8
25	JABALPUR	42.9	71.2	28.8
26	DEWAS	42.6	72.1	27.9
27	HOSHANGABAD	42.4	74.1	25.9
28	ASHOKNAGAR	42.3	74.0	26.0
29	BETUL	42.3	72.4	27.6
30	BALAGHAT	42.2	74.5	25.5
31	SATNA	42.0	72.7	27.3
32	UJJAIN	42.0	75.6	24.4
33	RAJGARH	42.0	74.4	25.6
34	KATNI	41.8	75.7	24.3
35	MANDSAUR	41.4	76.6	23.4
36	DINDORI	41.2	71.7	28.3
37	AGAR MALWA	41.2	74.8	25.2
38	SINGRAULI	41.1	72.5	27.5
39	BARWANI	40.6	76.4	23.6
40	SHAJAPUR	40.3	77.3	22.7
41	HARDA	40.2	78.6	21.4
42	NEEMUCH	40.1	78.1	21.9
43	BURHANPUR	39.7	77.5	22.5
44	MANDLA	39.7	77.1	22.9
45	REWA	39.4	75.9	24.1
46	UMARIA	39.2	78.9	21.1
47	RATLAM	38.4	79.9	20.1
48	KHARGONE	38.1	82.1	17.9
49	SEONI	37.7	83.0	17.0
50	ALIRAJPUR	36.7	83.0	17.0
51	ANUPPUR	35.7	85.7	14.3
52	JHABUA	34.0	89.1	10.9
	<b>State/UT Average</b>	<b>45.0</b>	<b>67.8</b>	<b>32.2</b>

### What students have to say

**98%**

Students like to go to school

**84%**

Students use home language as medium of instruction in the class

**79%**

CWSN students get facilities from school

**97%**

Students could understand, what teachers teach in the class

**83%**

Students get parental support for their educational achievement

### What teachers have to say

**50%**

Teachers have adequate instructional material and supplies

**65%**

Teachers have adequate work space

**43%**

Teachers say that they are overloaded with the work

**18%**

Teachers have responded that the school building needs major repair

**13%**

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

**12%**

Teachers have responded that there are inadequate toilet facilities in school

**53%**

Teachers participated in professional development program

**90%**

Teachers have responded that the parents take interest in school activities

### What head teachers have to say

**73%**

of head teachers responded that schools have adequate qualified teaching staff

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of head teachers responded that schools have adequate supporting staff

**39%**

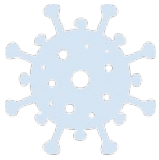
of head teachers responded that schools have adequate audio visual resources

**57%**

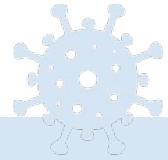
of head teachers responded that schools have adequate library resources

**97%**

of head teachers responded that schools participate in sports activities



## Learning At Home During The Pandemic



I learnt many things :

Painting

Singing

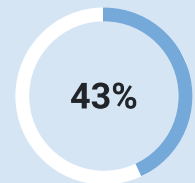
Cooking

Indoor Game

Yoga

Playing Musical Instrument

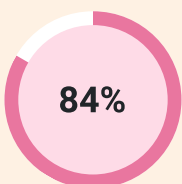
Spent joyful time with my parents / grandparents / siblings



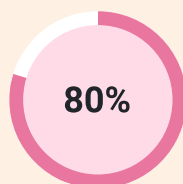
63%  
Learning from  
pandemic

98%  
Obstacles to  
learning in  
pandemic

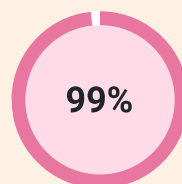
## Experiences During Pandemic



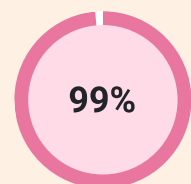
No Digital Device at Home



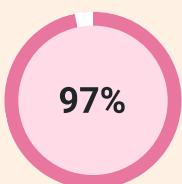
Follow the Covid-19 hygiene protocols



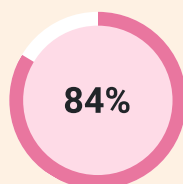
Understand the protocols for COVID symptom reporting



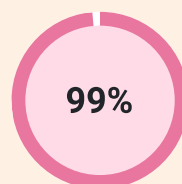
Aware of the measures to be taken for wellbeing of the children and school staff



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	55	53
Mathematics			
M601	Solves problems involving large numbers by applying appropriate operations	54	49 
M606	Solves problems on daily life situations involving addition and subtraction of fractions / decimals	52	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.	33 	29 
M621	Arranges given/collected information in the form of table, pictograph and bar graph and interprets them	44 	41 
M702	Interprets the division and multiplication of fractions	37 	34 
M705	Solves problems related to daily life situations involving rational numbers	26 	23 
M706	Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers	34 	28 
M707	Adds/subtracts algebraic expressions	43 	38 
M710	Solves problems related to conversion of percentage to fraction and decimal and vice versa	39 	30 
M717	Finds out approximate area of closed shapes by using unit square grid/graph sheet	36 	34 
M719	Finds various representative values for simple data from her/his daily life contexts like mean, median and mode	48 	43 
M721	Interprets data using bar graph such as consumption of electricity is more in winters than summer	41 	37 
M801	Generalizes properties of addition, subtraction, multiplication and division of rational numbers through patterns	36 	34 
M802	Finds rational numbers between two given rational numbers	49 	40 
M803	Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	47 	43 
M804	Finds squares, cubes, square roots and cube roots of numbers using different methods	42 	34 
M808	uses various algebraic identities in solving problem of daily life.	47 	42 
M812	Verifies properties of parallelogram and establishes the relationship between them through reasoning	41 	39 
M818	Find surface area and volume of cuboidal and cylindrical object	38 	30 
M819	Draws and interprets bar charts and pie charts	33 	30 
Science			
SCI703	Classifies materials and organisms based on properties/characteristics	41 	39 
SCI704	Conducts simple investigation to seek answers to queries	39 	37 













 Average performance less than 50 percent


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

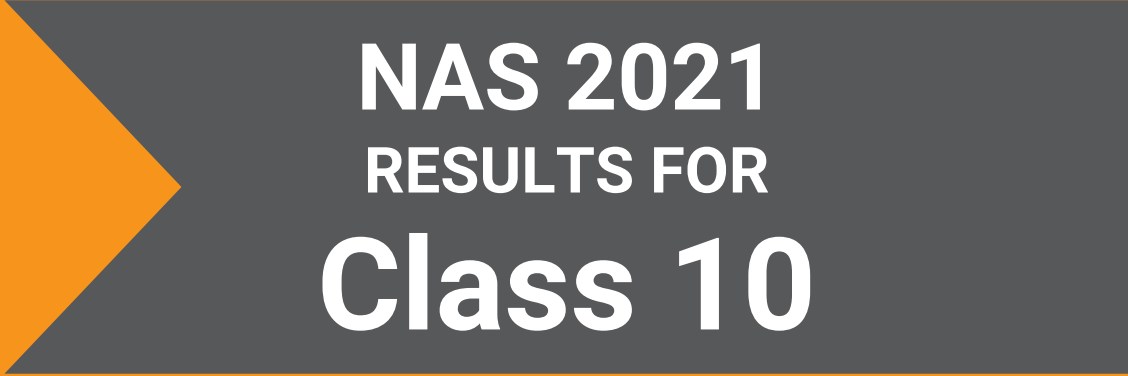
LO Code	Learning Outcomes for Class 8	State Average Performance	National Average Performance
SCI705	Relates processes and phenomenon with causes	46	45
SCI708	Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.	47	43
SCI710	Plots and interprets graphs	36	35
SCI711	Constructs models using materials from surroundings and explains their working	26	26
SCI801	Differentiates materials, organism and processes	48	46
SCI804	Relates processes and phenomenon with causes	36	34
SCI805	Explains processes and phenomenon	36	36
SCI807	Measures angles of incidence and reflection, etc.	36	34
SCI811	Applies learning of scientific concepts in day-to-day life	49	45
SCI813	Makes efforts to protect environment	44	44
<b>Social Science</b>			
SST605	Identifies latitudes and longitudes, e.g., poles, equator, tropics, States /Ws of India and other neighboring countries on globe and the world map	43	40
SST610	Locates important historical sites, places on an outline map of India.	29	26
SST625	Describes the functioning of rural and urban local government bodies in sectors like health and education	37	35
SST703	Explains preventive actions to be undertaken in the event of disasters	56	46
SST704	Describes formation of landforms due to various factors	44	44
SST722	Explains the significance of equality in democracy	42	39
SST726	Describes the process of election to the legislative assembly	49	42
SST731	Explains the functioning of media with appropriate examples from newspapers	60	56
SST733	Differentiates between different kinds of markets	42	38
SST734	Traces how goods travel through various market places	46	41
SST802	Describes major crops, types of farming and agricultural practices in her/his own area/state	41	39
SST805	Locates distribution of important minerals e.g. coal and mineral oil on the world map	29	28
SST807	Justifies judicious use of natural resources	41	37
SST809	Draws interrelationship between types of farming and development in different regions of the world	36	36
SST810	Distinguishes the modern period from the medieval and the ancient periods through the use of sources	31	28

Average performance less than 50 percent

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

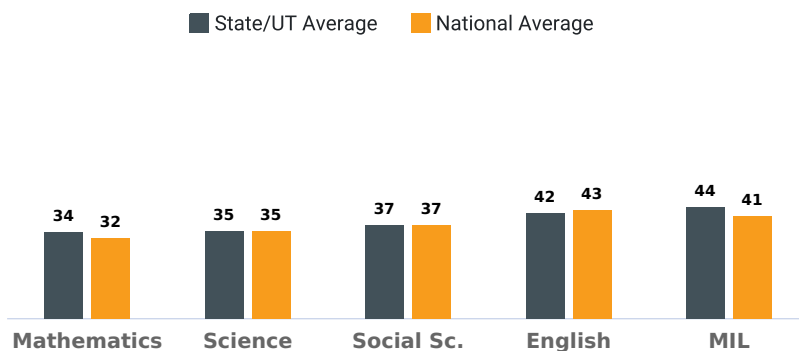
LO Code	Learning Outcomes for Class 8	State Average Performance	National Average Performance
SST815	Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.	30 	33 
SST816	Analyses the decline of pre-existing urban centers and handicraft industries and the development of new urban centers and industries in India during the colonial period	27 	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	46 	44 
SST823	Applies the knowledge of the Fundamental Rights to find out about their violation. protection and promotion in a given situation	27 	29 
SST827	Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	39 	36 
SST831	Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc, and recognizes their availability	43 	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)

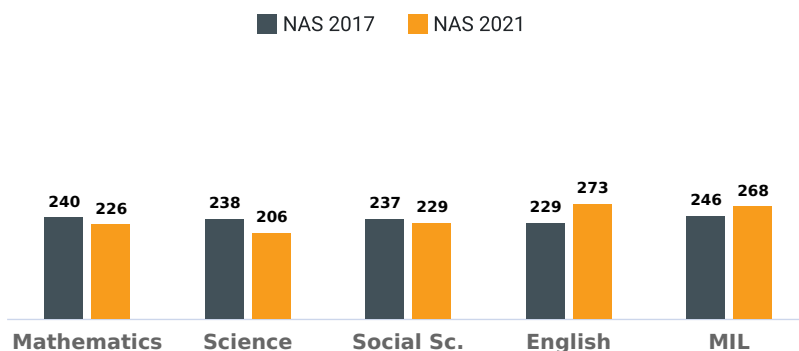


### Percentages of Students by Performance Level

	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Mathematics	27	47	20	6
Science	73	18	8	1
Social Science	63	22	13	2
English	22	18	45	15
MIL	46	40	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)

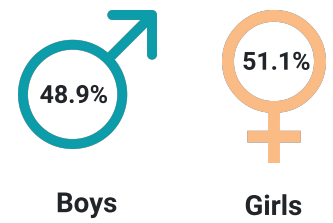


\* MIL - Modern Indian Language

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	34	34	74	74	26	26
	National	33	32	76	79	24	21
Science	State	35	36	91	91	9	9
	National	35	35	91	92	9	8
Social Science	State	37	37	86	85	14	15
	National	38	37	85	86	15	14
English	State	42	43	42	39	58	61
	National	43	43	41	40	59	60
MIL	State	44	44	87	86	13	14
	National	41	42	90	89	10	11

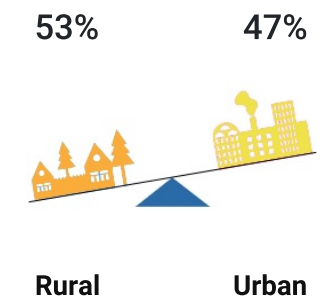
Participation by Gender



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	34	33	72	76	28	24
	National	32	33	78	76	22	24
Science	State	35	36	92	91	8	9
	National	34	37	93	88	7	12
Social Science	State	36	38	87	83	13	17
	National	36	40	88	80	12	20
English	State	40	45	45	35	55	65
	National	39	50	47	29	53	71
MIL	State	42	46	89	84	11	16
	National	40	44	91	86	9	14

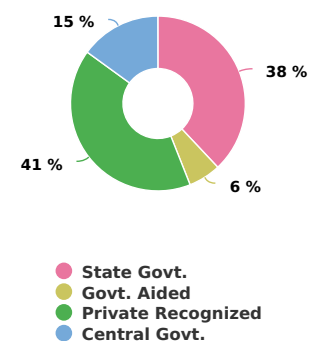
Participation by Location



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	35	30	33	30	69	82	76	81	31	18	24	19
	National	32	29	34	36	78	87	74	66	22	13	26	34
Science	State	37	30	35	33	90	99	92	93	10	1	8	7
	National	34	32	37	41	93	98	87	81	7	2	13	19
Social Science	State	37	31	38	35	85	97	84	89	15	3	16	11
	National	35	34	40	44	89	93	79	71	11	7	21	29
English	State	41	34	46	38	40	55	35	52	60	45	65	48
	National	39	37	50	54	47	49	31	24	53	51	69	76
MIL	State	44	39	45	41	87	95	85	87	13	5	15	13
	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	34	28	34	38	74	86	74	64	26	14	26	36
	National	31	29	32	35	81	85	79	72	19	15	21	28
Science	State	35	30	35	39	93	97	92	84	7	3	8	16
	National	33	32	34	38	93	96	93	86	7	4	7	14
Social Science	State	36	32	37	43	89	95	86	73	11	5	14	27
	National	35	34	36	41	89	92	88	76	11	8	12	24
English	State	40	33	42	52	45	60	39	25	55	40	61	75
	National	39	38	41	51	47	51	44	28	53	49	56	72
MIL	State	43	36	44	50	87	95	87	77	13	5	13	23
	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	PANNA	51.0	52.4	47.6
2	BHIND	49.1	53.5	46.5
3	SIDHI	48.5	57.0	43.0
4	RAISEN	46.2	61.9	38.1
5	TIKAMGARH	44.7	61.8	38.2
6	DAMOH	44.6	63.0	37.0
7	BHOPAL	44.4	64.8	35.2
8	SAGAR	44.2	65.1	34.9
9	NIWARI	43.7	65.0	35.0
10	CHHATARPUR	42.6	68.3	31.7
11	GWALIOR	41.3	71.3	28.7
12	NARSIMHAPUR	40.8	70.1	29.9
13	INDORE	40.3	72.0	28.0
14	SHEOPUR	39.5	72.7	27.3
15	JABALPUR	39.3	74.5	25.5
16	GUNA	38.8	76.4	23.6
17	MORENA	38.4	73.7	26.3
18	UJJAIN	38.3	77.1	22.9
19	DEWAS	38.2	75.7	24.3
20	NEEMUCH	38.2	77.7	22.3
21	VIDISHA	37.5	77.2	22.8

S.No.	District Name	Mean (Percentages)	Percentage of children at basic and below basic level	Percentage of children at proficient and advance level
22	SINGRAULI	37.1	77.9	22.1
23	RAJGARH	36.9	79.6	20.4
24	RATLAM	36.7	79.6	20.4
25	KATNI	36.6	80.2	19.8
26	SATNA	36.6	78.6	21.4
27	SEHORE	36.6	79.0	21.0
28	HOSHANGABAD	36.3	79.7	20.3
29	KHANDWA	36.3	80.3	19.7
30	BALAGHAT	36.2	80.7	19.3
31	HARDA	36.1	80.5	19.5
32	CHHINDWARA	35.9	81.0	19.0
33	DATIA	35.9	80.5	19.5
34	AGAR MALWA	35.6	82.2	17.8
35	SHAJAPUR	35.6	82.7	17.3
36	REWA	35.5	80.5	19.5
37	BURHANPUR	35.4	80.6	19.4
38	SHAHDOL	35.0	80.3	19.7
39	KHARGONE	34.8	82.6	17.4
40	ASHOKNAGAR	34.7	82.1	17.9
41	MANDSAUR	34.7	84.0	16.0
42	BARWANI	34.5	82.3	17.7
43	BETUL	33.7	84.3	15.7
44	UMARIA	33.6	85.4	14.6
45	SHIVPURI	33.5	83.0	17.0
46	MANDLA	33.1	86.7	13.3
47	DINDORI	32.8	85.3	14.7
48	SEONI	32.5	87.9	12.1
49	DHAR	32.3	85.0	15.0
50	ANUPPUR	32.0	87.0	13.0
51	JHABUA	30.4	89.0	11.0
52	ALIRAJPUR	28.6	91.9	8.1
	State/UT Average	38.5	76.8	23.2

### What students have to say

**98%**

Students like to go to school

**85%**

Students use home language as medium of instruction in the class

**78%**

CWSN students get facilities from school

**97%**

Students could understand, what teachers teach in the class

**83%**

Students get parental support for their educational achievement

### What teachers have to say

**48%**

Teachers have adequate instructional material and supplies

**64%**

Teachers have adequate work space

**43%**

Teachers say that they are overloaded with the work

**18%**

Teachers have responded that the school building needs major repair

**12%**

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

**12%**

Teachers have responded that there are inadequate toilet facilities in school

**48%**

Teachers participated in professional development program

**89%**

Teachers have responded that the parents take interest in school activities

### What head teachers have to say

**73%**

of head teachers responded that schools have adequate qualified teaching staff

**59%**

of head teachers responded that schools have adequate supporting staff

**39%**

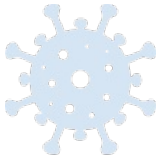
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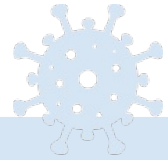
of head teachers responded that schools have adequate library resources

**97%**

of head teachers responded that schools participate in sports activities



## Learning At Home During The Pandemic



I learnt many things :

Painting

Singing

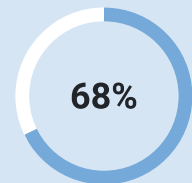
Cooking

Indoor Game

Yoga

Playing Musical Instrument

Spent joyful time with my parents / grandparents / siblings



70%  
Learning from  
pandemic

41%  
Obstacles to  
learning in  
pandemic

## Experiences During Pandemic

41%

No Digital Device at Home

91%

Follow the Covid-19 hygiene protocols

99%

Understand the protocols for COVID symptom reporting

99%

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

48%

Experienced worry, anxiety and fear during pandemic

49%

Happy being by myself at home

99%

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
<b>Mathematics</b>			
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.	40	40
M1002	Develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.	34	32
M1003	Finds solutions of pairs of linear equations in two variables using graphical and different algebraic methods.	34	30
M1004	Demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.	40	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.	37	37
M1006	Establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.	32	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.	28	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.	32	33
M1009	Derives proofs of theorems related to the tangents of circles.	38	36
M1010	Examines the steps of geometrical constructions and reason out each step	22	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.	38	35
M1012	Calculates mean, median and mode for different sets of data related with real life contexts.	30	27
<b>Science</b>			
SCI1001	Differentiates materials, objects, organisms, phenomena, and processes, based on, properties and characteristics.	38	37
SCI1002	Classifies materials, objects, organisms, phenomena, and processes, based on properties and characteristics.	39	36
SCI1003	Relates processes and phenomena with causes and effects	40	40
SCI1004	Explains processes and phenomena.	38	36
SCI1005	Analyses and interprets data, graphs, and figures	29	30
SCI1006	Calculates using the data given	27	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	36	36
SCI1010	Derives formulae, equations, and laws	27	28

## 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.	33	34
SST1002	Classifies and compares events, facts, data, and figures.	35	37
SST1003	Explains cause and effect relationship between phenomena, events, and their occurrence.	40	36
SST1004	Analyses and evaluates information.	34	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	43	42
SST1006	Draws interlinkages within Social Science.	26	27
SST1007	Identifies assumptions, biases, prejudices, or stereotypes about various aspects.	49	51
SST1008	Demonstrates inquisitiveness, enquiry.	43	45
SST1009	Constructs views, arguments, and ideas on the basis of collected or given information.	29	28
SST1010	Extrapolates and predicts events and phenomena.	31	35
SST1011	Illustrates decision making/problem solving skills.	43	45
SST1012	Shows sensitivity and appreciation skills.	37	37
English			
E1007	Reads, comprehends and responds to complex texts independently.	42	43

Average performance less than 50 percent

## Achievement in Association with Contextual Variable

<b>A</b>	Gender		Positive Difference
<b>B</b>	School Location		Negative Difference
<b>C</b>	Management - Govt.		Difference is not Significant
<b>D</b>	Management - Govt. Aided		Missing Value
<b>E</b>	Management - Private		
<b>F</b>	Management - Central Govt.		
<b>G</b>	Social Group - SC		
<b>H</b>	Social Group - ST		
<b>I</b>	Social Group - OBC		
<b>J</b>	Social Group - General		

		A	B	C	D	E	F	G	H	I	J
Class 3	Learning during COVID										
	School environment										
	Teaching tools and techniques										
	Student counselling and coaching										
	Infrastructure										
	Pedagogical support										
Class 5	Learning during COVID										
	School environment										
	Teaching tools and techniques										
	Student counselling and coaching										
	Infrastructure										
	Pedagogical support										
Class 8	Learning during COVID										
	School environment										
	Teaching tools and techniques										
	Student counselling and coaching										
	Infrastructure										
	Pedagogical support										
Class 10	Learning during COVID										
	School environment										
	Teaching tools and techniques										
	Student counselling and coaching										
	Infrastructure										
	Pedagogical support										

# NAS 2021 Team

National Steering Committee (NAS-2021)	
Chairman	Dr. Vineet Joshi, IAS, Chairman, CBSE w.e.f. 15.02.2022
	Shri Manoj Ahuja, IAS, Chairperson, CBSE upto 14.02.2022
Member	Shri Maneesh Garg, IAS, Joint Secretary, DoSEL, Ministry of Education
Member	Prof. (Dr.) Dinesh Prasad Saklani, Director, NCERT w.e.f. 14.02.2022
	Prof. (Dr.) Sridhar Srivastava, Director, NCERT upto 13.02.2022
Member	Shri P K Banerjee, DDG (Stats) Ministry of Education upto 07.09.2021
	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
	Prof. (Dr.) Sridhar Srivastava, Director, NCERT upto 13.02.2022
Member	Prof. (Dr.) Sridhar Srivastava, Joint Director
Member Secretary	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
	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

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NCERT	CBSE	

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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)		
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Sh. Shambhu Lal Prasad (DS)

Sh. Shekhar Chandra (DS)

Sh. Ramvir Singh (DS)

Ms. Mamta Khanna (PPS)

Sh. Ajay Gupta (AS)

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Sh. Pradip Sagar (AO)

Sh. Sunder Shairwal (SO)

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Central Square Foundation (CSF)		
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