

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING **NATIONAL ACHIEVEMENT SURVEY - NAS** (Survey of Learning Outcomes)



| District Report Card: 2017 | | | | | | |
|--------------------------------|---------------|--|--|--|--|--|
| State: Goa District: North Goa | | | | | | |
| Class: 8 | Subject: SST | | | | | |
| Schools: 43 | Students: 895 | | | | | |

Participation/Coverage

Students

| GENDER | Boys | | | | Girls | | | | | |
|--------------------|--------------|------|-----|---------|-------|--------|--------|----------|-------|-------|
| * | Number | | | % | | Number | | | % | |
| n n | 482 | | | 53.85 | | 413 | | | 46.15 | |
| AREA | Rural | | | | Urban | | | | | |
| <u>**</u> | Number | | | % | | Number | | | % | |
| | 816 | | | 91.17 | | | 79 | | 8.83 | |
| CATEGORY | SC | | | ST | | OBC | | GEN | | |
| | Number | % | Nun | nber | % | Number | | % | Numb | er % |
| TRADER ROBER AND I | 21 | 2.35 | | 72 8.04 | | 146 | 16.31 | | 656 | 73.30 |
| CWSN ୯୦୦ ହ | LD VI 0 0 | | VI | ні | | S&LD | S&LD I | |) | Oth |
| <u>Ω</u> ∞ 🏦 🛉 | | | 0 | 0 | | 1 | 1 0 | |) | 13 |
| Management | Government | | | | | Gov | /ernme | ent-aide | ed | |

| Management | Govern | iment | Government-aided | | |
|------------|--------|--------|------------------|------|--|
| | Number | % | Number % | | |
| | 895 | 100.00 | 0 | 0.00 | |

| | Average Performance of Students in SST (%) | | | | | | | | | | |
|---------|--|--------|-------|-------|-------|--------|--------------|-------|-------|-------|--|
| Overall | Gender | | Area | | Manag | jement | Social Group | | | | |
| overun | Male | Female | Rural | Urban | Govt. | Aided | sc | ST | OBC | GEN | |
| 31.07 | 30.75 | 31.44 | 31.04 | 31.39 | 31.07 | 0.00 | 33.65 | 28.70 | 32.37 | 30.96 | |

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 | 45.47 |
| SST610 | Locates important historical sites, places on an outline map of India. | 25.95 |
| SST625 | Describes the functioning of rural and urban local government bodies in sectors like health and education | 21.03 |
| SST703 | Explains preventive actions to be undertaken in the event of disasters | 50.95 |
| SST704 | Describes formation of landforms due to various factors | 14.32 |
| SST722 | Explains the significance of equality in democracy | 28.13 |
| SST726 | Describes the process of election to the legislative assembly | 31.92 |
| SST731 | Explains the functioning of media with appropriate examples from newspapers | 34.60 |
| SST733 | Differentiates between different kinds of markets | 41.83 |
| SST734 | Traces how goods travel through various market places | 33.93 |
| SST802 | Describes major crops, types of farming and agricultural practices in her/his own area/state | 37.65 |
| SST805 | Locates distribution of important minerals e.g. coal and mineral oil on the world map | 22.10 |
| SST807 | Justifies judicious use of natural resources | 44.97 |
| SST809 | Draws interrelationship between types of farming and development in different regions of the world | 31.92 |
| SST810 | Distinguishes the modern period from the medieval and the ancient periods through the use of sources | 35.04 |
| SST815 | Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. | 17.23 |
| 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 | 18.99 |
| 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 | |
| SST823 | Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation | 19.66 |
| SST827 | Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act) | 37.58 |
| SST831 | Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability | 22.35 |
| SST833 | Draws bar diagram to show population of different countries/India/states | 49.33 |

| Range of Performance of Students who Answered Correctly | | | | | | | | | |
|---|-------|--------|-------|-----------|------|--------|------|--|--|
| Below 30% 30% - 50% | | 50% - | 75% | Above 75% | | | | | |
| Number | % | Number | % | Number | % | Number | % | | |
| 459 | 51.28 | 355 | 39.66 | 80 | 8.94 | 1 | 0.11 | | |

Lowest Performing Learning Outcomes (LOs)

- 1 Describes formation of landforms due to various factors (14.32)
- 2 Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. (17.23)

3 - 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 (18.99)

4 - Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (19.66)

5 - Describes the functioning of rural and urban local government bodies in sectors like health and education (21.03)