



Ministry of Education
Government of India



विद्यया ऽ मृतमश्नुते
एन सी ई आर टी
NCERT



PARAKH

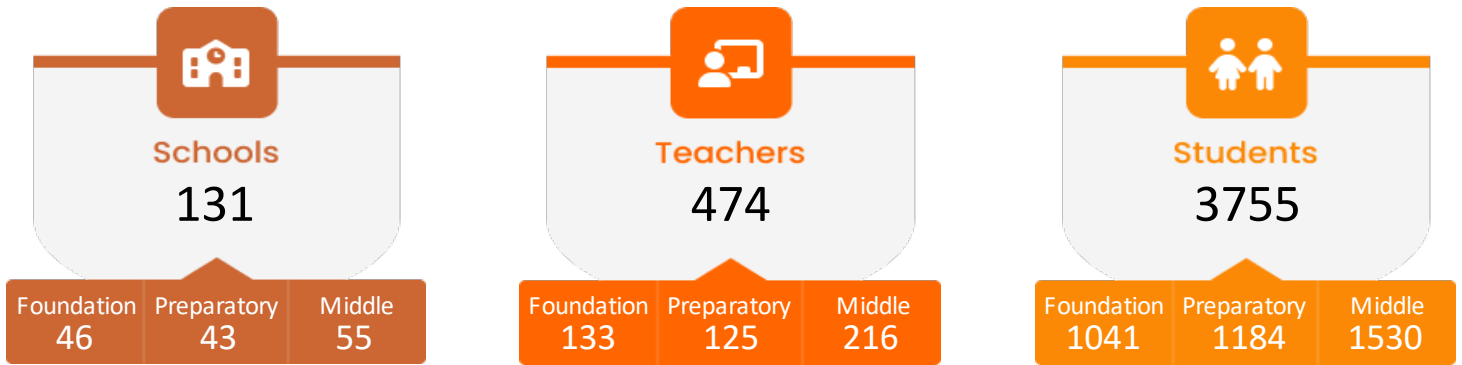
RASHTRIYA SARVEKSHAN 2024

DISTRICT REPORT

Gorakhpur, Uttar Pradesh

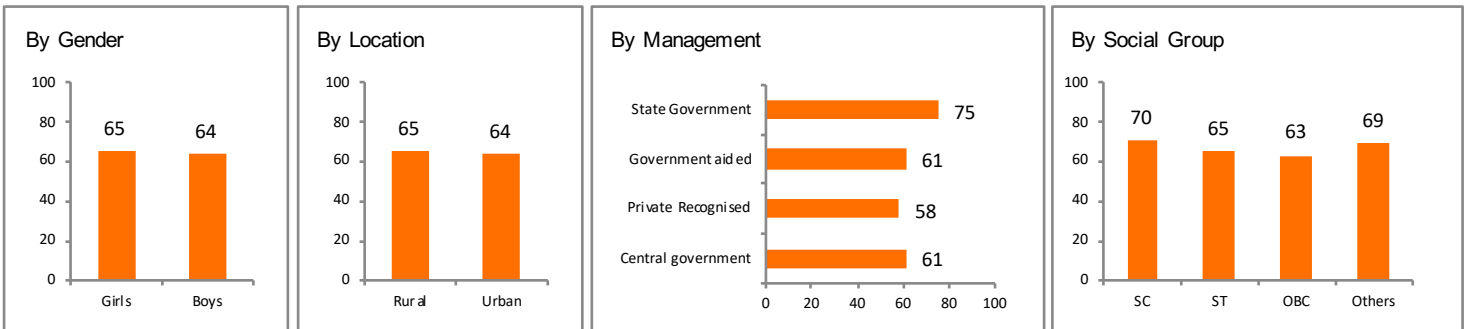
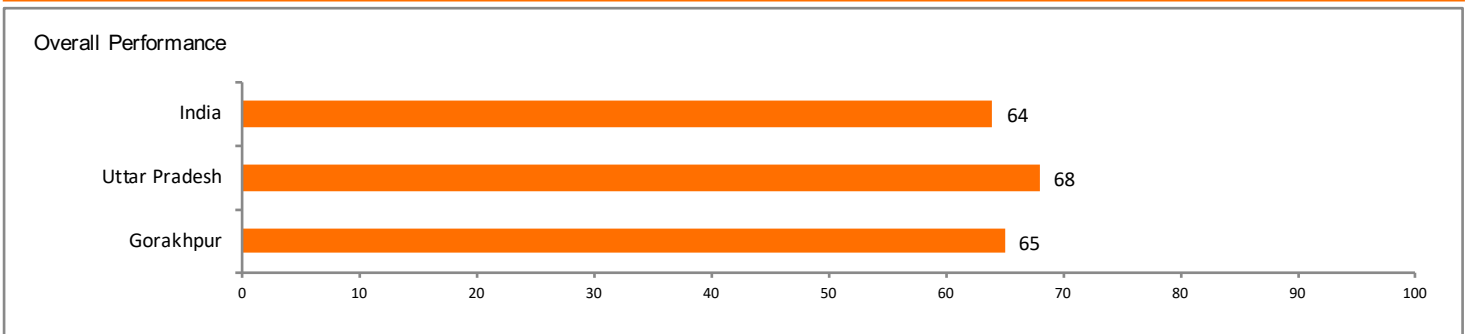


PARTICIPATION

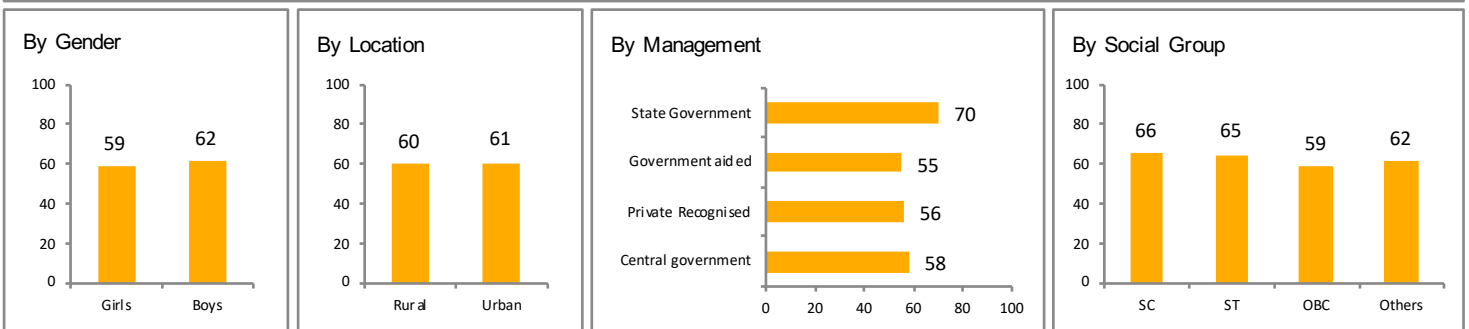
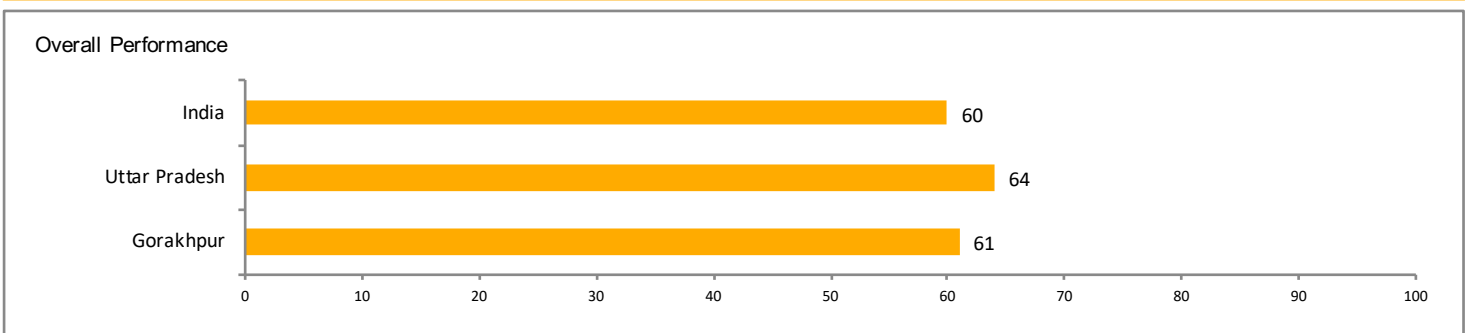


FOUNDATION STAGE

AVERAGE PERFORMANCE IN LANGUAGE (%)

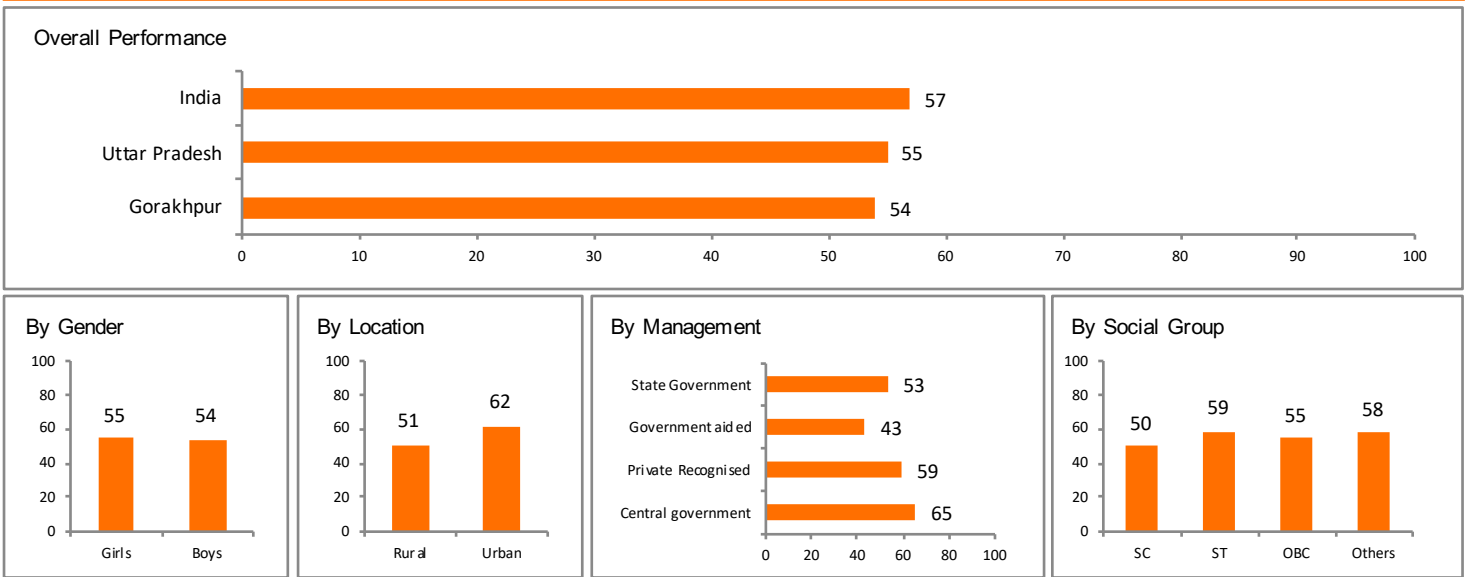


AVERAGE PERFORMANCE IN MATHEMATICS (%)

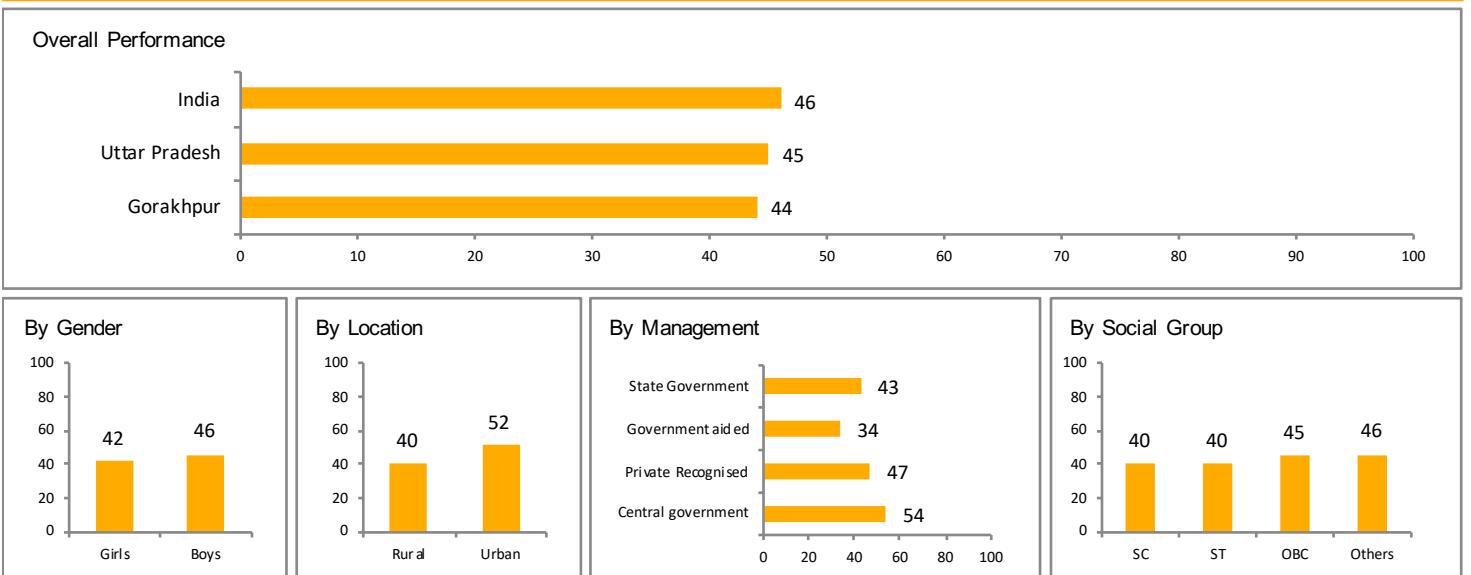


PREPARATORY STAGE

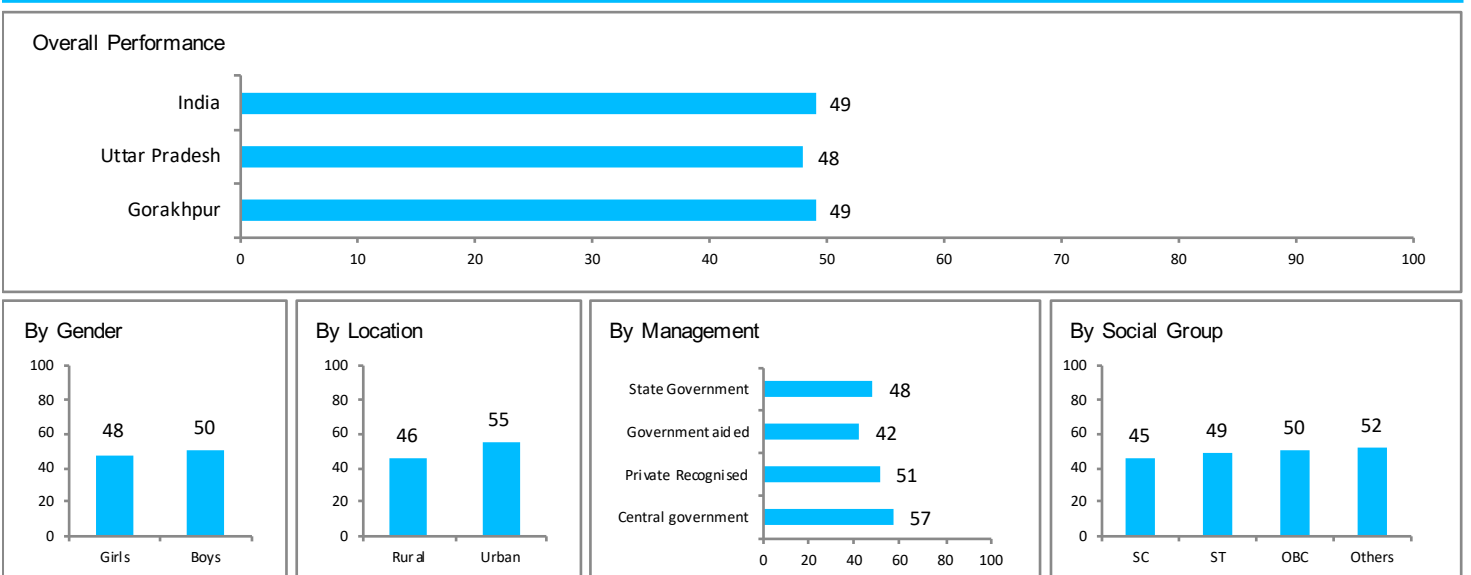
AVERAGE PERFORMANCE IN LANGUAGE (%)



AVERAGE PERFORMANCE IN MATHEMATICS (%)

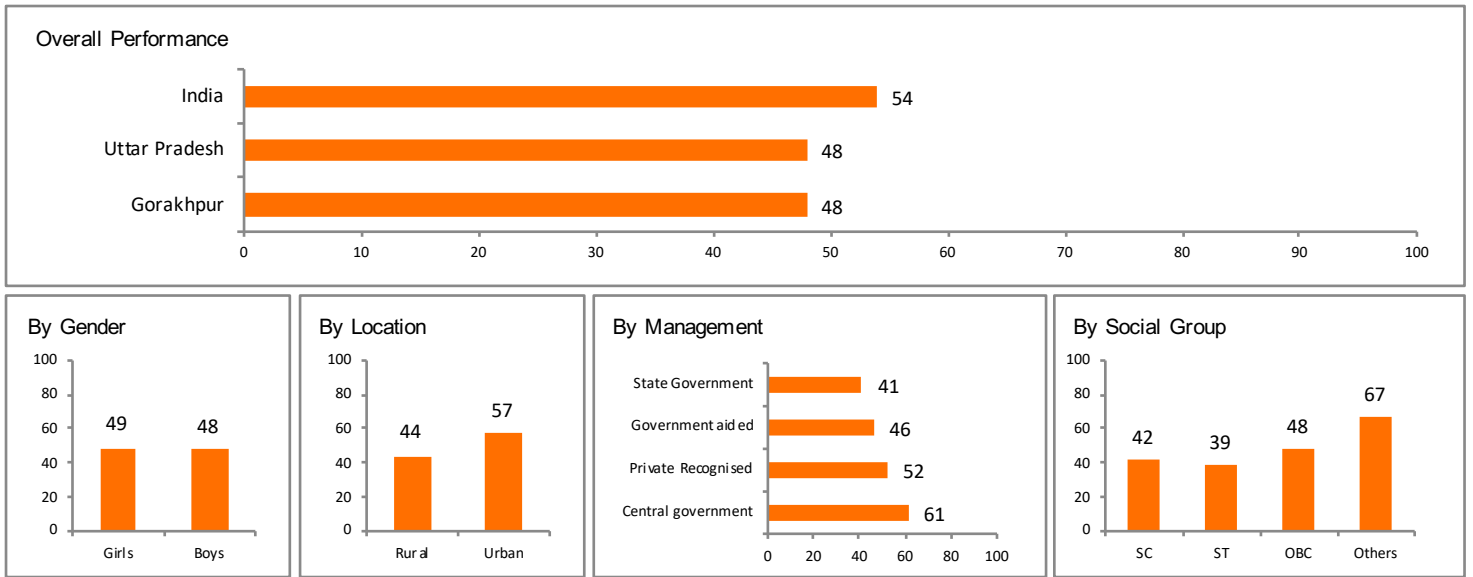


AVERAGE PERFORMANCE IN THE WORLD AROUND US (%)

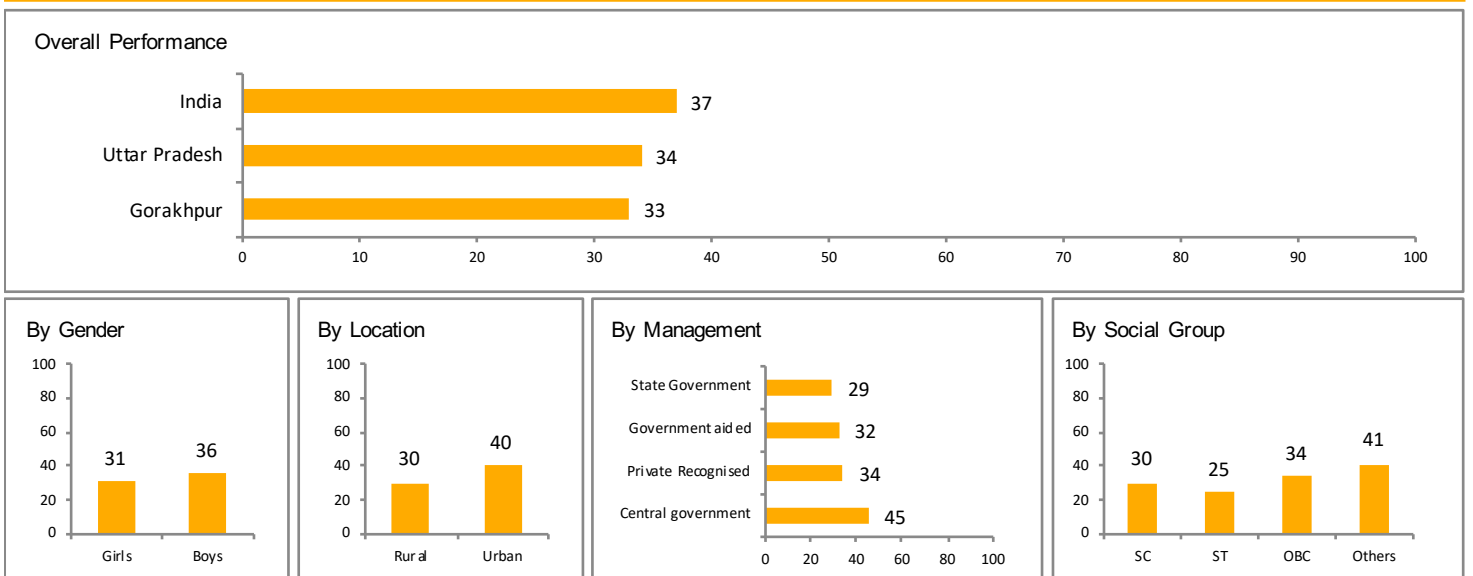


MIDDLE STAGE

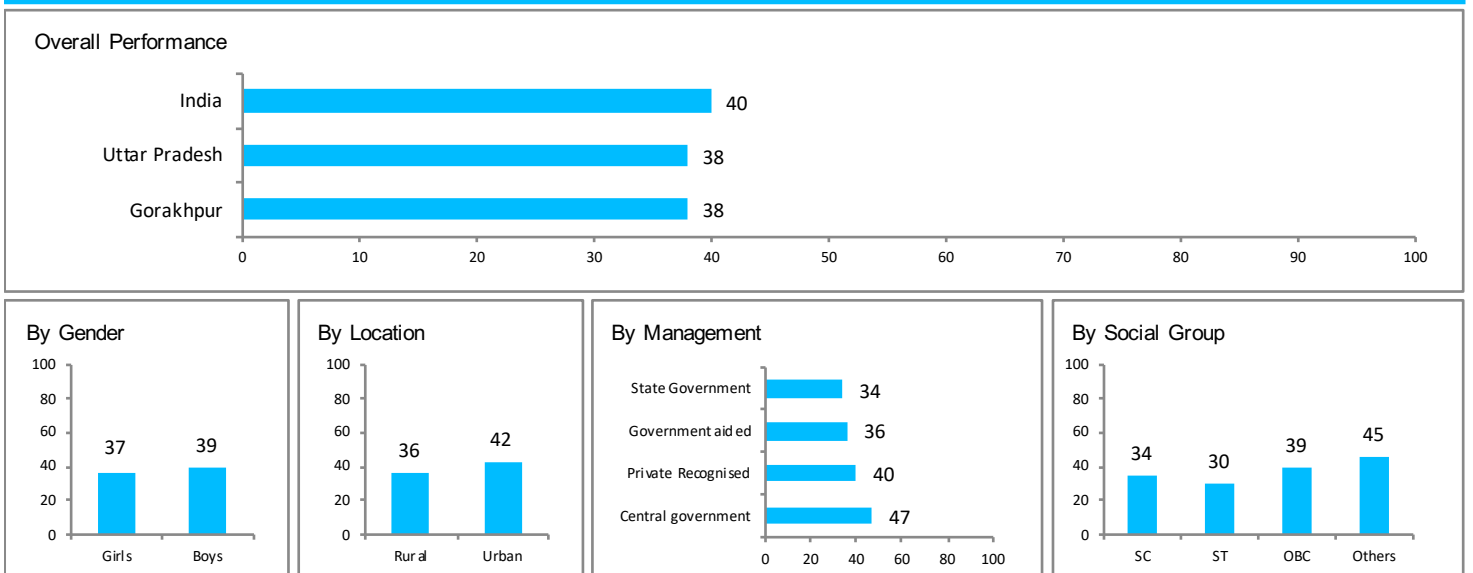
AVERAGE PERFORMANCE IN LANGUAGE (%)



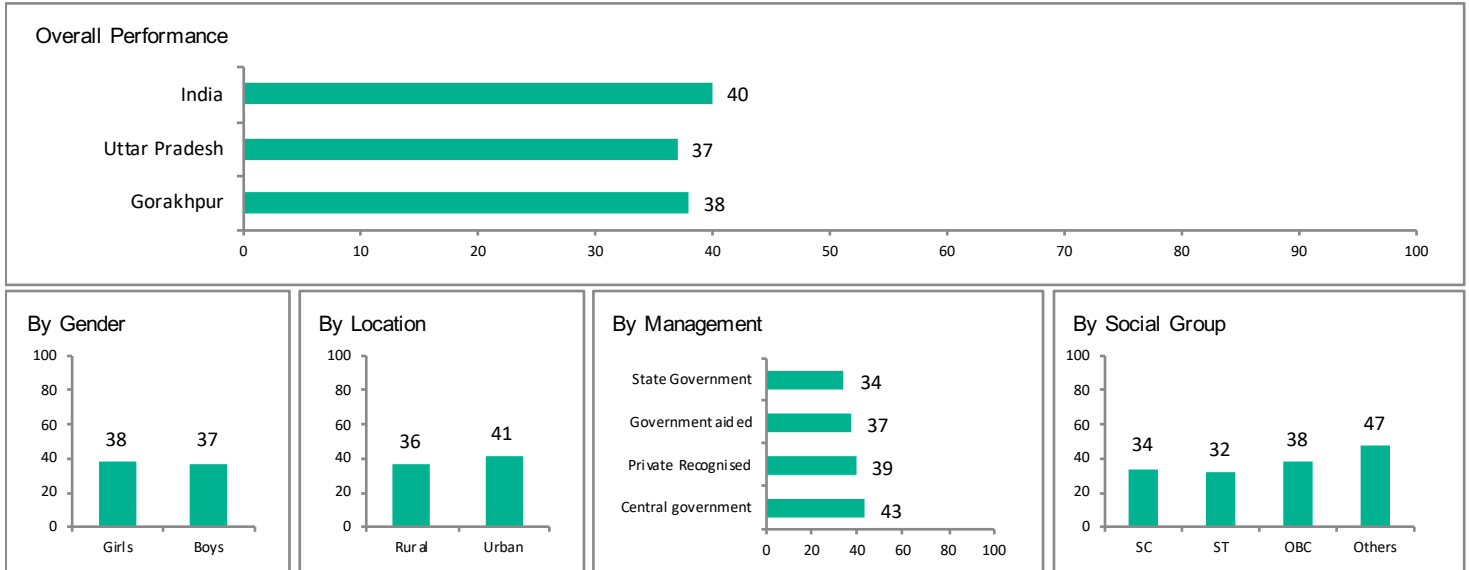
AVERAGE PERFORMANCE IN MATHEMATICS (%)



AVERAGE PERFORMANCE IN SCIENCE (%)



AVERAGE PERFORMANCE IN SOCIAL SCIENCE (%)



FOUNDATION STAGE

Competencies in Language (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-9.7 | Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing Vocabulary | 68 | 72 | 67 |
| C-10.5 | Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own | 61 | 65 | 60 |
| C-10.7 | Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material | 62 | 66 | 61 |

Competencies in Mathematics (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-8.1 | Sorts objects into groups and sub-groups based on more than one property | 71 | 71 | 68 |
| C-8.2 | Identifies and extends simple patterns in their surroundings, shapes, and numbers | 67 | 68 | 69 |
| C-8.4 | Arranges numbers up to 99 in ascending and descending order | 55 | 58 | 55 |
| C-8.5 | Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system | 62 | 64 | 61 |
| C-8.6 | Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems | 61 | 64 | 58 |
| C-8.7 | Recognises multiplication as repeated addition and division as equal sharing | 57 | 62 | 54 |
| C-8.8 | Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space | 46 | 51 | 50 |
| C-8.9 | Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment | 61 | 66 | 62 |
| C-8.10 | Performs simple measurements of time in minutes, hours, day, weeks, and months | 61 | 65 | 61 |
| C-8.11 | Performs simple transactions using money up to INR 100 | 55 | 57 | 50 |
| C-8.12 | Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements | 54 | 61 | 55 |
| C-8.13 | Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements | 58 | 59 | 55 |

PREPARATORY STAGE

Competencies in Language (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-2.1 | Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts | 55 | 55 | 56 |
| C-2.2 | Understands main ideas and draws essential conclusions from the material read | 55 | 56 | 58 |

Competencies in Mathematics (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|---|----------|-------|----------|
| C-1.1 | Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers | 51 | 53 | 54 |
| C-1.2 | Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers | 25 | 31 | 29 |
| C-1.3 | Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems | 54 | 54 | 53 |
| C-1.4 | Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers. | 46 | 47 | 49 |
| C-2.2 | Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha) | 39 | 39 | 41 |
| C-2.4 | Discovers, recognises, describes, and extends patterns in 2D and 3D shapes | 43 | 43 | 48 |
| C-3.3 | Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement | 36 | 40 | 38 |
| C-3.5 | Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units | 41 | 44 | 42 |
| C-4.1 | Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares) | 33 | 38 | 38 |
| C-4.3 | Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context | 46 | 49 | 49 |

Competencies in The World Around Us (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-1.1 | Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment | 40 | 41 | 44 |
| C-1.3 | Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment | 38 | 38 | 38 |
| C-1.4 | Explains the functioning of local institutions (family, school, panchayat) bank/post office, market, and in different forms (story, drawing, tabulating data, reports), and analyses their roles | 57 | 55 | 56 |
| C-2.1 | Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home) | 48 | 49 | 51 |
| C-2.2 | Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions) | 34 | 35 | 38 |
| C-3.1 | Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals | 59 | 57 | 57 |
| C-3.2 | Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences | 48 | 46 | 45 |
| C-4.1 | Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat) | 53 | 52 | 54 |
| C-4.3 | Describes usage of natural resources in their immediate environment | 51 | 50 | 50 |
| C-4.7 | Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly | 50 | 51 | 51 |
| C-5.3 | Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions | 45 | 44 | 46 |

MIDDLE STAGE

Competencies in Language (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-1.1 | Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials) | 48 | 48 | 54 |

Competencies in Mathematics (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-1.2 | Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns | 38 | 38 | 39 |
| C-1.4 | Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line | 28 | 30 | 31 |
| C-1.5 | Explores the idea of percentage and applies it to solve problems | 25 | 27 | 28 |
| C-1.6 | Explores and applies fractions (both as ratios and in decimal form) in daily-life situations | 30 | 30 | 31 |
| C-2.2 | Extends the representation of a number in the form of a variable or an algebraic expression using a variable | 40 | 40 | 44 |
| C-2.3 | Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations | 36 | 36 | 38 |
| C-2.5 | Develops own methods to solve puzzles and problems using algebraic thinking | 33 | 36 | 37 |
| C-3.2 | Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems | 36 | 36 | 37 |
| C-3.5 | Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles | 35 | 36 | 40 |
| C-4.1 | Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes | 37 | 36 | 39 |
| C-5.1 | Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median | 36 | 38 | 41 |
| C-6.1 | Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements | 25 | 27 | 29 |

Competencies in Science (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-1.1 | Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical characteristics | 37 | 36 | 36 |
| C-1.2 | Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes | 33 | 37 | 38 |
| C-1.4 | Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds) | 36 | 35 | 37 |
| C-2.1 | Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations | 36 | 38 | 41 |
| C-2.2 | Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity | 27 | 28 | 33 |
| C-2.3 | Describes the properties of a magnet (natural and artificial; Earth as a magnet) | 37 | 38 | 41 |
| C-2.4 | Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts. | 35 | 36 | 45 |
| C-3.1 | Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) | 41 | 41 | 47 |
| C-3.2 | Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things | 32 | 30 | 34 |
| C-4.1 | Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health | 58 | 54 | 53 |
| C-4.3 | Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being | 35 | 36 | 37 |
| C-7.3 | Represents real world events and relationships through diagrams and simple mathematical representations | 36 | 36 | 38 |

Competencies in Social Science (%)

| Competency Code | Competency Description | District | State | National |
|-----------------|--|----------|-------|----------|
| C-1.1 | Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life | 31 | 31 | 32 |
| C-1.2 | Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps | 51 | 47 | 53 |
| C-2.1 | Explains and analyses major changes in the past and their impact on society | 38 | 39 | 39 |
| C-2.2 | Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society | 38 | 35 | 38 |
| C-3.1 | Analyse the effect of various changes in early human society from nomadism to settled life, early civilisation and changes in human habitation, people's sociocultural beliefs and concepts over time that significantly impacted human societies. | 33 | 33 | 36 |
| C-4.2 | Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general | 45 | 44 | 46 |
| C-6.1 | Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed | 27 | 26 | 33 |
| C-6.2 | Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies | 35 | 32 | 38 |
| C-6.3 | Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change | 42 | 42 | 46 |
| C-6.4 | Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts) | 42 | 39 | 39 |
| C-7.1 | Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements. languages, art, philosophy, values, clothing, cuisines, traditions, festivals, trade and health practices including ayurveda and yoga | 33 | 33 | 36 |
| C-7.2 | Discovers the topographical diversity of the Indian landmass – from semi-arid zone in the west, areas of heavy rains in the north-east, to long coastal areas in the south, the snow-clad mountains in the north and the rich biodiversity. | 32 | 30 | 34 |
| C-8.2 | Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage | 41 | 41 | 45 |
| C-8.3 | Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level | 38 | 38 | 39 |
| C-9.1 | Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society | 51 | 50 | 50 |