

**DISTRICT REPORT CARD**  
**NATIONAL ACHIEVEMENT SURVEY**  
**CLASS X**  
CYCLE-2 : 2017-18

**TELANGANA**  
**Jagtial**



The District Report Card (DRC) presents the academic achievement of secondary school students at the District Level along with the participation rate of students and schools in the National Achievement Survey (NAS). The DRC communicates the findings of the NAS Class X - Cycle 2, conducted on a representative sample of all types of schools in a district (max. of 80 schools) in five subjects i.e. Mathematics, Science, Social Science, English and Modern Indian Languages (MIL).

**PERFORMANCE OF STUDENTS: SUBJECT WISE**

Subjects	District Average (% correct)	State Average (% correct)	Significant Difference
Mathematics	30.93	34.22	↓
Science	34.39	37.05	↓
Social Science	36.04	38.95	↓
English	34.16	38.15	↓
MIL (Read. Comp.)	48.17	51.68	↓

- ↔ No significant difference between District and State average score.
- ↑ District average score is significantly ABOVE the State average score.
- ↓ District average score is significantly BELOW the State average score.

**DISTRIBUTION OF STUDENTS BY RANGE (PERCENT CORRECT)**

Subjects	Level	0-35 (%)	36-50 (%)	51-75 (%)	76-100 (%)
Mathematics	<b>District</b>	77.53	14.37	7.09	1.01
	State	66.91	20.51	10.31	2.27
Science	<b>District</b>	61.41	30.51	7.88	0.20
	State	52.69	33.88	12.67	0.77
Social Science	<b>District</b>	54.49	34.24	11.06	0.21
	State	45.66	36.73	16.95	0.66
English	<b>District</b>	63.97	22.93	12.14	0.96
	State	55.65	22.30	19.70	2.35
MIL (Read. Comp.)	<b>District</b>	24.31	34.97	33.05	7.68
	State	19.93	29.20	40.54	10.34

Students at risk  
Students need improvement

## PERFORMANCE OF STUDENTS: CONTENT WISE

Subjects	District Average (% correct)	State Average (% correct)	Significant Difference
<b>Mathematics</b>	<b>30.93</b>	<b>34.22</b>	↓
Algebra	31.94	35.63	↓
Coordinate Geometry	27.13	29.18	↔
Mensuration	30.31	32.60	↓
Geometry	31.58	33.95	↓
Statistics	29.60	33.12	↓
Trigonometry	30.52	36.59	↓
Number System	29.72	33.83	↓
Probability	33.27	36.55	↓
<b>SCIENCE</b>	<b>34.39</b>	<b>37.05</b>	↓
Food	37.78	40.98	↔
Materials	32.30	34.92	↓
The world of living	39.28	43.42	↓
Moving things, people and ideas	34.75	35.68	↔
How things work	31.35	30.62	↔
Natural phenomena	26.06	29.19	↓
Natural resources	41.52	42.67	↔
<b>SOCIAL SCIENCE</b>	<b>36.04</b>	<b>38.95</b>	↓
Political Science	35.41	38.28	↓
History	32.12	33.83	↓
Economics	41.11	45.66	↓
Geography	35.53	38.01	↓
<b>ENGLISH</b>	<b>34.16</b>	<b>38.15</b>	↓
Reading Comprehension	36.42	40.84	↓
Language Element	31.96	35.54	↓
<b>MODERN INDIAN LANGUAGE (MIL)</b>	<b>48.17</b>	<b>51.68</b>	↓
Reading Comprehension	48.17	51.68	↓

### SUBJECT WISE PERFORMANCE: GENDER

Subjects	Boys (% correct)	Girls (% correct)	Significant Difference
Mathematics	30.47	31.27	↔
Science	33.36	35.25	↔
Social Science	35.42	36.59	↔
English	34.74	33.74	↔
MIL (Read. Comp.)	46.56	49.67	↔

Participation	N	%
Boys	1095	44.58
Girls	1361	55.42
Others	0	—

### SUBJECT WISE PERFORMANCE: LOCATION

Subjects	Rural (% correct)	Urban (% correct)	Significant Difference
Mathematics	29.97	32.83	↓
Science	34.44	34.28	↔
Social Science	35.53	37.00	↔
English	31.30	39.62	↓
MIL (Read. Comp.)	47.02	50.42	↓

Participation	N	%
Rural	1619	65.92
Urban	837	34.08

### SUBJECT WISE PERFORMANCE: SCHOOL MANAGEMENT

Subjects	Govt. (% correct)	Govt.-Aided (% correct)	Sig. Diff.	Govt. (% correct)	Private (% correct)	Sig. Diff.
Mathematics	29.18	—	—	29.18	33.89	↓
Science	33.31	—	—	33.31	36.22	↓
Social Science	34.84	—	—	34.84	38.06	↓
English	28.73	—	—	28.73	43.47	↓
MIL (Read. Comp.)	45.99	—	—	45.99	51.88	↓

Participation	N	%
Govt.	1545	62.91
Govt.-aided	0	—
Private	911	37.09

### PARTICIPATION OF STUDENTS BY

Social Groups	N	%
Scheduled Caste (SC)	433	17.63
Scheduled Tribe (ST)	68	2.77
Other Backward Classes (OBC)	1768	71.99
Others	187	7.61

CWSN	
N	17
%	0.69

## HOW TO READ AND UNDERSTAND DRC

Performance of Students: Subject wise	Distribution of Students by Range
The table shows subject-wise average scores of students in the District and the State. The table also depicts whether the differences between the District and State average scores are significant or not.	The table shows subject-wise distribution of students, in different score ranges for the District and the State. The range values represent the percentage of students who have correctly responded to the questions.
Performance of Students: Content wise	Subject wise Performance: Gender, Location and School Management
The table shows content (sub-domain) wise average scores of students in the District and the State. The table also depicts whether the differences between the District and the State average scores are significant or not.	Tables show the sub group wise (Gender, Location and School Management) average scores of students in the District and the State. These tables also depict whether the differences between the sub groups are significant or not.

## SUBJECT CONTENT COVERED IN NAS CLASS-X CYCLE 2

Mathematics	Science	Social Science	English
<p>1. <b>Algebra:</b> patterns using variables, algebraic representation and functions</p> <p>2. <b>Geometry:</b> shapes in two and three dimensions; relationships between shapes such as symmetry and transformations</p> <p>3. <b>Mensuration:</b> measurement for attributes such as capacity, length, area, volume, time, angles, and rates</p> <p>4. <b>Trigonometry:</b> trigonometric ratios; values of ratios and relationship between ratios; trigonometric identities; trigonometric ratios of complementary angles</p> <p>5. <b>Coordinate geometry:</b> Cartesian plane; coordinates of a point; names and terms associated with the coordinate</p> <p>6. <b>Number system:</b> ways to represent, calculate, and estimate numbers</p> <p>7. <b>Statistics:</b> data representation; characteristics of data sets</p> <p>8. <b>Probability:</b> experiments; samples and probability</p>	<p>1. <b>Food:</b> plant and animal breeding; selection for quality improvement; use of fertilizers and manures; protection from pests and diseases; organic farming</p> <p>2. <b>Materials:</b> cooling by evaporation; absorption of heat, all things which occupy space and possess mass; definition of matter; elements, compounds and mixtures; heterogeneous and homogeneous mixtures; colloids and suspensions</p> <p>3. <b>The living world:</b> diversity of plants and animals - basic structure and functions of animal and plant tissues; health and its failure; disease and its causes</p> <p>4. <b>Moving things, people and ideas:</b> motion, force &amp; Newton's Law; work and energy</p> <p>5. <b>How things work:</b> electric circuits, electric motors, magnetic fields and field lines; relationship between P,V,I &amp; R; current</p> <p>6. <b>Natural Phenomena:</b> convergence and divergence of light; images formed by a concave mirror; centre of curvature and principal axis; optical centre, focus and focal length; Laws of Refraction</p> <p>7. <b>Natural Resources:</b> conservation of natural resources and sources of energy</p>	<p>1. <b>History:</b> French Revolution; Nationalist Movement in Indo-China; Nationalism in India; Civil Disobedience Movement</p> <p>2. <b>Geography:</b> India; climate; natural vegetation; population; natural resources; forest and wildlife resources; agriculture; water resources; mineral resources; power resources; manufacturing industries</p> <p>3. <b>Economics:</b> economic story of Palampore; people as resource; poverty as a challenge facing India; food security; story of development; money &amp; financial system; role of service sector in Indian economy; globalization; consumer awareness</p> <p>4. <b>Political Science:</b> democracy in contemporary world; democracy: what &amp; why; designing of democracy in India; electoral politics in democracy; institutions of parliamentary democracy; Citizens' Rights in democracy; working of Democracy; power sharing mechanisms in democracy; competition and contestations in democracy; outcomes of democracy; challenges to democracy</p>	<p>1. <b>Reading comprehension:</b> unseen passages covers different aspects of language; cognitive processes such as location of information, grasping of ideas, interpretation, inference and evaluation were assessed; (comprehension questions remained the same across states)</p> <p>2. <b>Language element:</b> grammar was assessed</p>
			<p><b>MODERN INDIAN LANGUAGE (MIL)</b></p> <p>1. <b>Reading comprehension:</b> unseen passages covers different aspects of language; cognitive processes such as location of information, grasping of ideas, interpretation, inference and evaluation were assessed; (comprehension questions remained the same across states)</p> <p>2. <b>Language Element:</b> grammar was assessed</p>
<p><b>Note:</b> Average scores were computed by calculating the mean percentage of correct responses</p>			

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