TAMIL NADU

STATE LEVEL ACHIEVEMENT SURVEY (SLAS) 2025

Report on Learning Outcomes

(Government and Aided Schools)

STATE PLANNING COMMISSION
GOVERNMENT OF TAMIL NADU

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FOREWORD

Executive Vice Chairman

State Planning Commission

Dr. J. Jeyaranjan

The State Level Assessment Survey 2025 (SLAS 2025) is the first attempt by the Samagra Shiksha (SS), SCERT, Departments of education and examinations, Government of Tamil Nadu in designing and implementing a sample survey for measuring learning outcomes of students in Classes 3, 5 and 8. The State Planning Commission (SPC) collaborated with the departments in this important initiative and is happy in presenting this report.

The assessments of students' learning outcomes are based on instruments that are designed and prepared in accordance with the Blooms' taxonomy. This ensured that the important levels of learning outcomes are measured and such measurements form the basis for any future course of action in regard to teaching and learning in schools.

The processes of selection of samples, design of instruments, process of conducting examination and evaluation have been meticulously planned and executed, therefore the SLAS 2025 is a credible and dependable assessment system. The Government shall initiate any course correction up to the school level in teaching and learning based on the results of SLAS 2025.

This report gives the key statistics that are derived from the SLAS 2025. The differences in students' learning outcomes across subjects, districts, blocks, gender and types of schools are presented in this report.

I commend the officials of SS, SCERT, Departments of education and examination and SPC, Government of Tamil Nadu for their commitment in providing an important instrument of educational administration to the Government. This exercise should continue as an annual event, of course with improvements in the processes, so that we have a virtuous cycle of feed back and course correction in teaching and learning.

Acknowledgement

We sincerely thank the State Project Director, Samagra Shiksha, Director, Department of school education, Director, Department of Elementary Education, Director, Directorate of Government Examinations, Joint Director from Samagra Shiksha, State Coordinators, CEOs, DEOs, all the district officials from all the districts and participated schools and teachers for their cooperation in the conduct of the State Level Achievement Survey. Our special thanks to the Director, SCERT and the resource personnel for their support in designing the assessment tool and conducting the training for the officials.

We also acknowledge the support of Madhi Foundation, Chennai in the conduct of SLAS 2025. Finally, we would like to express our appreciation to all those who have provided the guidance and support for the successful conduct of this important exercise.

Executive Summary

The State Level Achievement Survey (SLAS) 2025, is a new initiative by the State Planning Commission, Tamil Nadu. It is designed to assess the students' aggregate learning outcomes across Classes 3, 5 and 8 in Government and Government-Aided schools. SLAS 2025 is a diagnostic tool to assess the academic achievement of entire school system. It will help in assessing the students' learning levels in subjects at state, district and block levels. The findings of SLAS 2025 will aid to improve teaching practices and optimize distribution of resources.

State Council for Educational Research and Training (SCERT) developed distinct question sets for each class and subject, ensures alignment with learning outcomes. Each subject had a uniform mark scheme (1 mark per question) with a blend of knowledge, comprehension, application and inferential questions. The assessments included:

- **Class 3:** Tamil, English, Mathematics and Environmental Science (EVS).
- **Class 5:** Tamil, English, Mathematics, EVS-Science and EVS-Social Science.
- **Class 8:** Tamil, English, Mathematics, Science and Social Science.

Though all schools are included in SLAS 2025, a sample of students was selected in each school through a stratified random sampling process:

- **Classes 3 & 5:** Up to 20 students per school.
- **Class 8:** Up to 30 students per school. Sampling accounted for section, gender and medium of instruction in schools.

The sample design ensuring representative participation across **45,924** schools, totalling **9,80,340** students in the sample.

Question papers were printed, packed and distributed securely. The tests were conducted over three days-one for each grade. Final-year college students, trained for this purpose, served as Field Investigators (FIs). Students answered in OMR sheets, with pre-assigned EMIS IDs to ensure accuracy.

OMR sheets were scanned at four regional centers using automated data capture technologies. Students' answers were processed centrally, enabling state-wide analysis across demographics.

Class 3:

The State average for class 3 for **Tamil is 67, English is 69, Mathematics is 54 and EVS is 76**. In 18 districts students have scored more than the State average in all subjects and in 12 districts students have scored below the State average in all subjects. In the other eight districts, students have scored more or less than the State averages in one to three subjects.

Class 5:

The State average for **class 5 for Tamil is 76, English is 51, Mathematics is 57 and EVS is 57**. Overall in 17 districts students have scored more than the State average and in 10 districts students have scored below the State average in all the subjects. In the other 11 districts students have scored more or less than the State averages in one to three subjects.

Class 8:

The State average for **class 8 for Tamil is 52, English is 39, Mathematics is 38, Science is 37 and Social Science is 54**. Overall in 17 districts students have scored more than the State average and in 8 districts students have scored below the State average in all the subjects. In the other 13 districts, students have scored more or less than the State average in one to four subjects.

SLAS 2025 highlights strengths in language learning in classes 3 and 5, but reveals a concerning decline in Mathematics and Science by Class 8. English remains a consistent area for improvement across levels. The report recommends targeted interventions, especially in under performing districts and continued support for programs like Ennum Ezhuththum that have shown early positive impacts in primary education.

INTRODUCTION AND METHODOLOGY

1.1 Context

The State Level Achievement Survey (SLAS) 2025 is the first of its kind in Tamil Nadu and was conducted by the State Planning Commission in collaboration with Samagra Shiksha, Directorate of Elementary Education, Directorate of School Education, Directorate of Government Examinations and the State Council for Educational Research and Training (SCERT). The **primary objective** of SLAS is to **evaluate students' learning outcomes** across Government and Government-Aided schools and provides data-driven insights to improve the quality of education. While Tamil Nadu follows 'No Detention' policy up to Class 8, there is a need to systematically assess students' competencies to identify gaps in learning, regional disparities and areas requiring intervention from the Government. The survey enables the Government to refine teaching strategies, allocate resources effectively and enhance overall learning outcomes among students.

Unlike routine school-level assessments that measure individual students' performance, SLAS 2025 is designed as a system-wide diagnostic tool. It provides a comparative and aggregated analysis of students' achievement across districts, blocks and schools, helping policymakers identify localized and systemic challenges. By analysing performance trends, the survey supports targeted interventions to strengthen learning outcomes wherever necessary.

1.2 Administration

1.2.1. State level

The overall exercise of formulation, planning and execution was overseen by the State Planning Commission. The successful execution and implementation of the State Learning Achievement Survey (SLAS) necessitated the concerted efforts of multiple stakeholders and departments, each playing a pivotal role in ensuring the seamless implementation and execution of the assessment process.

These **stakeholders included officials** of various levels from the Samagra Shiksha, the State Council of Educational Research and Training (SCERT), Directorate of School Education (DSE), the Directorate of Elementary Education (DEE), the Directorate of Government Examinations (DGE), the Directorate of Higher Education (Collegiate Education) and the Educational Management Information System (EMIS) of Tamil Nadu. Each entity contributed significantly to the process, ranging from assessment tool design, student sampling, logistics, field investigations and data analysis to the final evaluation of the survey outcomes.

The **key stakeholders of various departments** who were instrumental in the implementation process of SLAS include - Chief Educational Officers (CEOs) and District Institute of Educational Training Principals, who oversee district-level coordination, the educational officers at the district and block levels (DEOs and BEOs), DIET faculties; and Assistant Project Officers (APOs), Block Resource Teacher Educators (BRTEs), District Coordinators (DCs) and District Programmers are responsible for logistical and technical support. The Directorate of Higher Education played a crucial role by mobilizing Field Investigators (FIs), who were students from Arts and Engineering colleges in their final year. Each of these entities played a specific and indispensable role in ensuring the seamless planning, execution and evaluation of SLAS across districts.

SCERT was instrumental in the design and development of the assessment tools, ensuring that the tests accurately measure students' learning levels and align with pedagogical objectives. The Educational Management Information System (EMIS) of Tamil Nadu played a crucial role in the sampling methodology, leveraging digital randomization techniques to ensure an unbiased selection of students for participation and comprehensive data analysis along with engineering of a digital dashboard for publication of findings of the SLAS. EMIS was also deeply involved in the systematic collection and organization of data, facilitating a streamlined approach to the execution of SLAS.

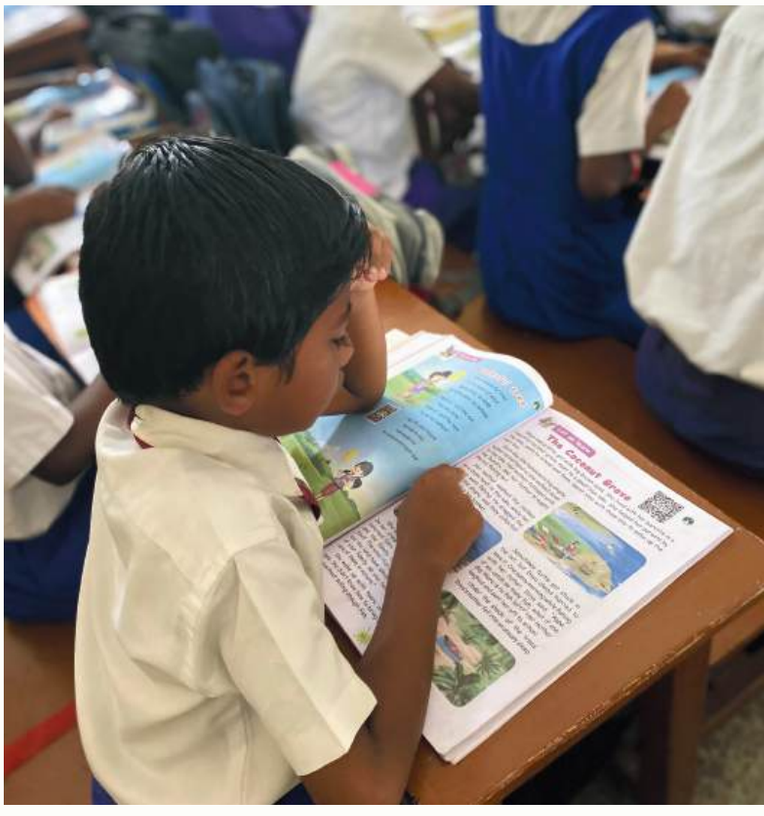
1.2.2. District Level

The CEOs and DIET Principals served as the primary coordinators at the district level, spearheading the District Level Coordination (DLC) teams. Their principal responsibility was to manage the Resource Custody Center (RCC), where all test materials, including test booklets and Optical Mark Recognition (OMR) sheets, were securely stored upon receipt from the Directorate of Government Examinations (DGE). The integrity of these materials was paramount and stringent measures were put in place to ensure their safekeeping before distribution to designated centres.

At the district level, a specialized committee, led by the CEO and DIET Principal, was formed to ensure the smooth functioning of SLAS. This committee included the District Educational Officers, Assistant Project Officers (APOs), DIET faculties, District Coordinators (DCs), District Programmers and technical staff from DIET. The district committee played a vital role in the identification of Field Investigators, the organization of training sessions and the execution of the assessment process.

Logistics and data management formed a critical part of SLAS. During the OMR scanning process, a dedicated team comprising DIET faculty, District Coordinators, district programmers, technical personnel from DIET and BRTEs, were elemental in ensuring the meticulous scanning and verification of OMR answer sheets working upon guidance from the DGE. This process, which spanned four to five days per district, was crucial in ensuring accurate data capture.

To support the effective execution of these processes, the CEOs of the concerned districts made necessary logistical arrangements [including provisions for food and accommodation] for the teams involved in the scanning and execution phases. Their coordination ensured that every stage of SLAS, from assessment administration to data analysis, was carried out with precision and efficiency.



1.2.3. Block Level

Similarly, at the block level, a dedicated committee was formed, comprising Block Education Officers (BEOs), supervisors, BRTEs and other essential personnel overseeing the smooth execution of assessments at the grassroot level.

This multi-tiered structure of stakeholders' involvement in SLAS highlights the complexity and scale of the initiative. The meticulous planning, stringent security measures, extensive training programs and rigorous data processing mechanisms collectively reinforce the credibility of the assessment.

Through the coordinated efforts of key stakeholders, the SLAS serves as an invaluable tool for evaluating and enhancing the quality of education across the state, ultimately contributing to evidence-based policymaking and improved learning outcomes for students.

1.3 Assessment Design

Assessing learning outcomes in Classes 3, 5 and 8 is crucial as these grades mark key academic transitions. Class 3 serves as the foundational transition point where students shift from the "learning to read" phase to the "reading to learn" phase, a crucial milestone in cognitive and linguistic development. Class 5 marks the transition from primary to upper primary education, where students engage with more complex subject matter and independent learning strategies. Similarly, Class 8 represents the critical shift from middle school to high school, which highlight cognitive consolidation at this stage as essential for future academic success.

Given the significance of these learning phases, the SLAS assessment was strategically designed to capture student progress at these key academic junctures, providing data-driven insights for policy formulation and instructional improvements.

For the SLAS, the questions were designed based on the critical learning outcomes and with equal question-mark weightage (1 mark for each question). By allotting equal mark weightage, the assessment reinforces the importance of all subjects, preventing an undue focus on a particular discipline.

This approach also ensures a balanced weightage across key subjects such as Language, Mathematics, Science and Social Science, to give equal importance to foundational skills across subjects and domains, ensuring students are assessed holistically.

- Tamil and English tool comprised 10 questions, each evaluating a Learning Outcome, with a primary focus on assessing students' Reading Comprehension skills.
- For Classes 3 and 5, the mathematics tool comprised 10 questions based on 10 Learning Outcomes, focusing on foundational arithmetic concepts and fundamental arithmetic operations relevant to the respective class
- The Reading Comprehension section for Tamil and English included **paragraph comprehension,** where students read a passage and answered questions based on key ideas, themes and contextual understanding and **picture-based comprehension** that required students to interpret visual cues, such as images, illustrations or diagrams and respond to related questions.
- For class 8, the Mathematics tool comprised of 10 questions based on 10 Learning Outcomes, focusing on topics critical and relevant to class 8.

The State Council of Educational Research and Training (SCERT) developed distinct sets of question papers in Tamil medium and in English medium for the designated classes and subjects.

- **Class 3 and 5:** 4 sets in Tamil Medium, 4 sets in English Medium
- **Class 8:** 5 sets in Tamil Medium, 5 sets in English Medium

Each assessment tool was structured with subject-wise sections, with variations across the different sets achieved through a randomized sequencing of these subject-wise sections.

- **Class 3** students were tested in Tamil, English and Mathematics, with 10 questions each, along with Environmental Science, which had 5 questions, making a **total of 35 questions** (for a total of 35 marks) to be completed in 90 minutes.
- **Class 5** students were tested in Tamil, English and Mathematics with 10 questions each, EVS-Science with 8 questions and EVS-Social Science with 7 questions, bringing the **total to 45 questions** (for a total of 45 marks) to be completed in 90 minutes.
- **For Class 8,** the test included questions in Tamil, English, Mathematics, Science and Social Science, with each subject having 10 questions, **summing up to 50 questions** (for a total of 50 marks) to be completed in 90 minutes.

1.4 Data Collection Methodology

The selection of student participants for the SLAS was meticulously structured to ensure a fair, unbiased and representative sample across all participating schools. The sampling methodology was designed to achieve a balanced distribution while maintaining statistical robustness in evaluating student learning outcomes.

Given the critical transitional stages in school education, students from Classes 3, 5 and 8 were selected for the assessment, with predetermined caps on sample size to maintain uniformity and comparability across institutions. All the Government and Government Aided schools were included for the SLAS.

1.4.1. Sampling Logic for Classes 3 & 5

Count of Students Sampled per Class:

- If the total number of students in each class of a school was less than or equal to 20, all students were assessed.
- If the total number of students in each class of a school was more than 20, 20 students were selected using a stratified random sampling method to ensure unbiased selection within each category (section, medium and gender).

Sampling Across Sections Within a Class:

- An equal number of students was selected from each section. (e.g., if a school had 20 students across 2 sections, such as A & B, in Class 3 or Class 5, 10 students were selected from each section).
- If sections had unequal numbers of students, proportional sampling was used to represent all sections fairly.

Consideration for Medium of Instruction (Tamil and English Medium):

- For schools with only one medium (Tamil or English), 20 students were selected from the available medium using the section logic mentioned above.
- For schools with both Tamil Medium and English Medium, an equal number of students was selected from both, where feasible, with a 50:50 ratio.
- For schools with both medium (Tamil & English) sections where equal representation was not possible due to an insufficient number of students, students were selected in a ratio as close to 50:50 as possible based on the available pool.

Consideration for Gender Representation (Male and Female) Within a Section of a Class:

- An equal number of students was selected from each gender, where feasible (50:50 ratio).
- If equal representation was not possible due to an insufficient number of students, students were selected in a ratio as close to 50:50 as possible based on the available pool.
- Students who did not identify strictly as male or female were included by proportionally adjusting the selection process to represent all groups.

Replacement for Absentees:

- For absentees, replacements were made by selecting other students present on the day of the examination, following the same sampling logic outlined above (section, medium and gender).

1.4.2. Sampling Logic for Class 8

Count of Students Sampled per Class:

- If the total number of students in each class of a school was less than or equal to 30, all students were assessed.
- If the total number of students in each class of a school was more than 30, 30 students were selected using a stratified random sampling method to ensure unbiased selection within each category (section, medium and gender).

All the remaining sampling sections followed the same logic as Class 5.

The student selection process was entirely randomized and executed digitally through the Education Management Information System (EMIS). The EMIS platform was leveraged to facilitate an algorithmically driven randomization process within each school's login and dashboard interface. The underlying logic for student selection was designed to uphold methodological rigor and ensure transparency in participant allocation.

To further streamline the assessment process and ensure seamless tracking of student responses, the finalized set of students were issued OMR sheets with pre-allotted serial numbers. Each EMIS ID of the student was digitally mapped to a corresponding OMR serial number, thereby eliminating any scope for manual errors, misidentification, or duplication. This automated mapping mechanism enabled efficient post-exam data processing, allowing for accurate retrieval, verification and analysis of student responses.

1.5 Implementation Protocol

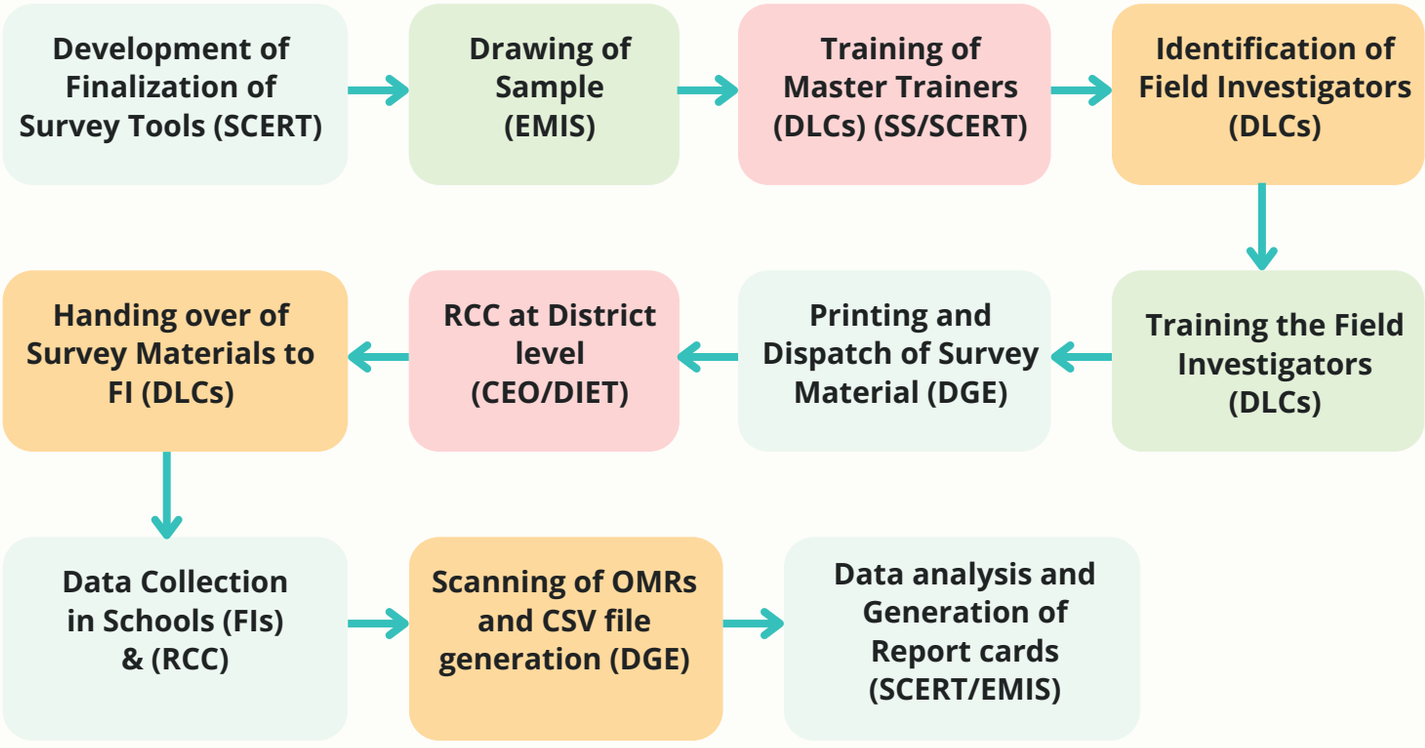
1.5.1. Printing and Distribution of Question Papers

The Directorate of Government Examinations (DGE) was responsible for printing the question papers. Four sets of Tamil medium and four sets of English medium question papers were printed for students in Classes 3 and 5 and five sets of each medium for Class 8, along with the corresponding number of OMR sheets. The quantities printed were as follows:

CLASS 3	CLASS 5	CLASS 8
7,35,040 copies	**7,36,580** copies	**4,91,010** copies

Each school's question papers and OMRs were securely packed in sealed covers according to class and language medium. For Classes 3 and 5, each school received 20 question papers based on the school's medium of instruction. If a school had both Tamil and English medium, it received 10 Tamil and 10 English question papers. For Class 8, 30 question papers were packed per school for both medium.

SLAS - Implementation Flow



1.5.2. Committee Formation and Coordination

A **District Level Committee** was established, led by the Chief Education Officer (CEO) and the DIET Principal, along with other key officials such as the District Educational Officers (DEO), Assistant Program Officer (APO), DIET faculty members, District Coordinators (DCs), District Programmers, Technical Staff from DIET and other necessary personnel.

The committee coordinated with the DGE to receive all test materials, including question booklets and OMR sheets, ensuring their secure storage in the **Resource Custody Center (RCC).**

A **District Resource Team,** comprising DIET faculty, DCs, BRTEs and Programmers, was responsible for organizing training sessions for District Resource Persons.

At the **Block Level,** a similar committee was formed, including Block Educational Officers (BEOs), Supervisors, BRTEs and other essential staff, depending on the number of schools in the block.

1.5.3. Identification of Field Investigators

A total of 38,670 final-year students from Arts & Science and Engineering colleges were selected as Field Investigators (FIs). The Block Level Committee successfully completed the identification and mapping of FIs to their respective schools.

1.5.4. Training Sessions: District Level Committee Meeting & Training

The State Council of Educational Research and Training (SCERT) and Samagra Shiksha conducted training sessions for the District Level Committee. Additionally, the District Resource Team and Block Level Committee received training from the District Level Committee.

Block Level Training for Field Investigators:

The Block Level Committee has conducted the training sessions for the Field Investigators at the block level.

1.5.5. Question Paper Distribution to Schools

A well-structured transportation and logistics plan was implemented to ensure the efficient distribution of question papers and OMR sheets at both the district and block levels, ensuring the smooth execution of the State Level Assessment Survey (SLAS).

On the day of assessment, test materials were distributed to the Field Investigators and the District Resource Team monitored the implementation of SLAS across schools.

1.5.6. Survey Execution

Field Investigators (FIs) arrived at the schools before the morning assembly on the scheduled survey days, with one day allocated for each Class 3, 5 and 8. They accessed the sampled student list from EMIS through the school login.

The tests were administered to students as per the guidelines outlined in the test booklet and training sessions. Field Investigators provided instructions on marking responses on OMR sheets for Classes 5 and 8. For Class 3, Field Investigators recorded students’ details on the Test Forms and OMR sheets, transferring students' responses from the test booklet to the OMR sheet.

1.5.7. Survey Tool Collection

The District Level Committee ensured that all test materials were returned to the block centres on the same day of the survey. To streamline the collection process, three separate covers were used in each school:

- **Unused OMR sheets and question papers**
- **Used question papers**
- **Used OMR sheets**

All used materials were packed according to the provided instructions and transported from block centres to the Resource Custody Center (RCC) the following day.

The collection of OMR sheets followed a structured process:

Initially gathered at the block level on the day of the survey. → Then, consolidated at the district level after the completion of survey for all classes → Finally, transferred to the zonal centre within 3 to 5 days from the completion date of examination

1.5.8. Scanning of OMR Sheets

The Directorate of Government Examinations (DGE) carried out the scanning of OMR sheets across four designated regions.

- Scanning of OMR Answer Sheets was done through Image Scanner Software.
- OMR Data was extracted by two methods namely grayscale data extraction and colour image data extraction.

THE FOLLOWING DATA EXTRACTED FROM OMR SHEET

EMIS NUMBER OF THE STUDENT	UDISE CODE OF THE SCHOOL	MEDIUM OF THE STUDENT
GRADE OF THE STUDENT	SET NUMBER	CWSN
	ANSWERS	

The OMR sheets were securely packed as per the prescribed guidelines and safely transported to the regional scanning centres located in Chennai, Erode, Madurai and Trichy.

In this survey:

CLASS 3	CLASS 5	CLASS 8
3,08,701 students from **36,829** schools participated	**3,43,270** students from **36,829** schools participated	**3,28,370** students from **16,354** schools participated

A total of 9,80,341 students took part in this survey, which accounts for 66% of the total student strength in classes 3, 5 and 8.

1.6 Conclusion

The Government of Tamil Nadu has made a novel attempt to assess the learning outcomes of students in classes 3, 5 and 8 in Government and Government-Aided schools to use such assessment scores to take corrective measures to improve teaching and learning in schools. The sample is designed to include all the schools, so that, school level intervention can be planned. At the same time, sample aggregates at the block and district levels give the scope for larger educational administrative intervention at the appropriate levels. The subject level aggregates are useful for designing pedagogical changes in the subjects.

Utmost care is taken to design the question paper as an instrument to **test the learning outcomes in each subject along with scales as per the Bloom's taxonomy.** This instrument appropriately measures not only the learning outcomes of students in each subject, but also the disaggregated scores by subjects and questions give pointers to educational administrators for effecting interventions based on the inferences derived from the assessment scores.

The process of conducting the assessments has been uncompromising in terms of standards of conduct of examination and evaluation processes. Various precautionary measures were taken to remove any possible manual intervention in the whole assessment process. Thus the objective of the assessment is ensured. The results of the assessments discussed in the subsequent chapters stand testimony to the objectivity and appropriateness of the assessment process.

CLASS 3

STATE REPORT CARD

2.1. Overview

This chapter presents the results of the SLAS conducted for Class 3 students in Government and Government-Aided schools on **4th February 2025**. The first section discusses the key features of the question papers and the aligned learning outcomes of four subjects- Tamil, English, Mathematics and EVS. The second section presents the students' performance aggregated subject-wise and district-wise. It presents a **State Report Card of the average scores of students** in each subject (across parameters like gender and medium of instruction). The final section compares the results across districts and identifies regions that require immediate intervention. Based on the analysis, each section provides some recommendations to administrators and policy makers by highlighting areas of concern and suggesting potential areas for improvement.

2.2. Structure of the Question Paper and Intended Learning Outcomes

Table 2.1 provides details on the mapping of learning outcomes to questions, types of questions (such as testing knowledge, understanding and application) and the percentage of students who correctly answered the questions. Since each question carries one mark, student performance can be assessed by calculating the percentage of students who correctly answered the questions.

In Tamil, only one learning outcome, 'Reading and Comprehension', was tested with ten questions that gauge students' ability to engage with stories, poems, advertisements and paintings. Out of these, six questions assessed 'knowledge' and four questions tested 'understanding'.

Most students answered every question correctly: knowledge-based questions were answered correctly by 65-71% of the students and questions testing understanding were answered correctly by 63-69% of the students. The range of percentages between correct responses is 9% (between 63-71%). From this, one may infer that the difficulty levels of the questions were consistent and that the teaching and learning of Tamil have been good across the state.

The structure of the English section was the same as Tamil section. Only one learning outcome, 'Reading and Comprehension', was tested with four questions assessing 'knowledge' and six questions assessing 'understanding'.

These questions assess the students' ability to read the text and locates details and sequence of events using their comprehension. Most students answered every question correctly. Knowledge-based questions were answered correctly by 63-71% of the students and understanding-based questions by 64-75% of the students. Compared to Tamil, the questions in English seem to have a wider range of difficulty as the spread of the percentage of students who have answered correctly is 12% (between 63-75%).

In Mathematics, ten learning outcomes were assessed through ten questions, with five questions testing 'understanding' and another five questions testing 'application'. Around half the students were able to answer the understanding-based questions correctly. Out of the five questions testing understanding, two questions (using place value to write and compare numbers and subtraction of 2-digit numbers) were answered correctly by 46% of students, one question (estimation and measurement of length using standard units) was answered correctly by 56% of the students and the remaining two questions (sequencing according to duration and extension of patterns to numbers and shapes) were answered correctly by 59% of the students.

The five questions testing application have a wider range of correct responses. 48% of the students answered questions on weighing objects using standard units and balance correctly and 61 % of students were able to solve daily life problems using addition and subtraction correctly.

Interestingly, larger percentages of students answered application-based questions compared to understanding-based questions in Mathematics. The overall range of the percentage of students who answered correctly (across 10 questions) is a wide 16% (between 46-61%). Compared to Tamil and English, the range between correct responses is wider for Mathematics. This indicates a considerable disparity in the teaching and learning of Mathematics in schools across Tamil Nadu, which needs to be further explored through an in-depth analysis.

In Environmental Studies, four learning outcomes were assessed through five questions, with three questions testing 'application' and two questions testing 'understanding'. The two 'understanding' testing questions (role of family members and identification of simple observable features like shape, colour, texture etc.) were answered correctly by 70% and 72% of students respectively. The three 'application' testing questions (identification of directions, identification of simple observable features like shape, colour, texture, etc. and identification of objects and signs) were correctly answered by 74%, 80% and 84% of the students. Compared to the other three subjects, Environmental Studies has a larger number of correct responses. However, the range is wider as it is between 70% and 84%. We find a correlation between performances of students in languages and environmental studies. Further analysis is required to identify the factors that could improve the teaching and learning processes in schools for EVS.

Table 2.1 Class 3 Learning Outcomes mapped on Questions, Knowledge Levels and Percentage of Students who have answered correctly

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
1	Tamil	*T207:* தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	69	Knowledge
2	Tamil	*T207:* தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	69	Knowledge
3	Tamil	*T207:* தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	71	Knowledge
4	Tamil	*T207:* தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	69	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
5	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	71	Knowledge
6	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	64	Understanding
7	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	68	Knowledge
8	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	64	Understanding
9	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	63	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
10	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடை தருவதிலும் மகிழ்ச்சி அடைதல்	65	Knowledge
11	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	65	Knowledge
12	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	69	Knowledge
13	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	64	Understanding
14	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	71	Understanding
15	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	64	Understanding
16	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	71	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
17	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	71	Knowledge
18	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	75	Understanding
19	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	72	Understanding
20	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.	68	Knowledge
21	Mathematics	M202: Uses place value in writing and comparing two-digit numbers	46	Understanding
22	Mathematics	M303: Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999	61	Application
23	Mathematics	M302: Compares numbers up to 999 for their value based on their place value	49	Application
24	Mathematics	M316: Identifies a particular day and date on a calendar	58	Application
25	Mathematics	M213: Sequences the events occurring according to their duration in terms of hours/days	59	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
26	Mathematics	M312: Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships	56	Understanding
27	Mathematics	M313: Weighs objects using standard units– grams and kilograms using simple balance	48	Application
28	Mathematics	M204: Solves simple daily life problems/ situations based on addition of two-digit numbers	56	Application
29	Mathematics	M205: Solves daily life situations based on subtraction of two-digit numbers	46	Understanding
30	Mathematics	M318: Extends patterns in simple shapes and numbers	59	Understanding
31	EVS	EVS301: Identifies simple observable features (e.g., shape, colour, texture, aroma)	80	Application
32	EVS	EVS301: Identifies simple observable features (e.g., shape, colour, texture, aroma)	72	Understanding
33	EVS	EVS304: Identifies objects, signs (vessels, stoves, transport, means of communication)	84	Application
34	EVS	EVS306: Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/ other ways.	70	Understanding
35	EVS	EVS309: Identifies directions, location of objects/places in simple maps (of home/ classroom/school) using signs/ symbols/ verbally	74	Application

2.3 State Report Card

Tamil Nadu has consistently focused on improving education with multiple initiatives to enhance literacy and learning outcomes through improved pedagogy, teacher training and regular assessments. It has implemented a novel initiative of designing a curriculum that places students at the center of learning with teachers playing an enabling role through various pedagogies. The new scheme called 'Ennum Ezhuththum' was introduced in 2022 and has been successful in improving learning outcomes of children in primary classes in Government and Government-Aided schools.

The SLAS 2025 for Class 3 was conducted in all the Government and Government-Aided schools amounting to 36,615 schools across 38 districts in Tamil Nadu. Figure 2.1 provides the details of the Class 3 students who participated in the SLAS 2025. Out of the total 4,15,972 students enrolled, 3,06,982 (74%) students participated in the SLAS 2025. This constitutes 73% of the boys and 74% of the girls enrolled in schools.

Figure 2.1: Participation Details

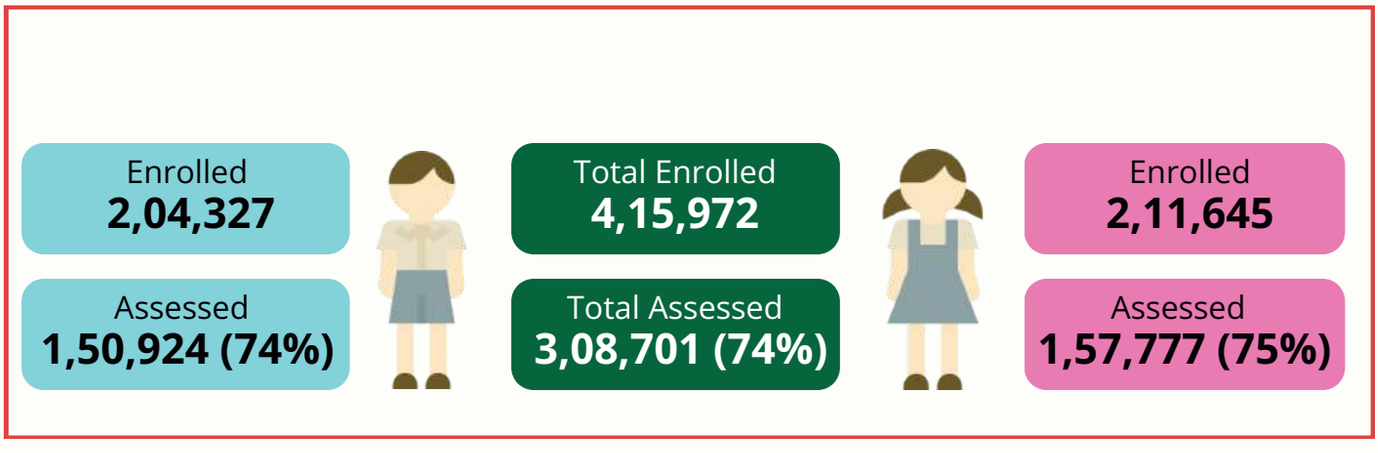


Figure 2.2: Distribution of Students by School Management and Medium of Instruction

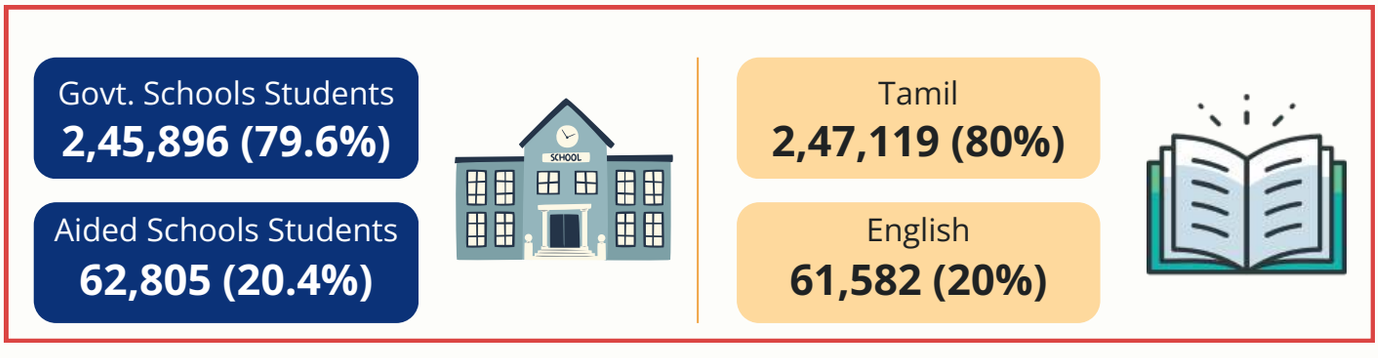


Figure 2.2 shows that among the students who participated in the SLAS 2025, 79.6% were from Government schools and 20.4% were from Government-Aided schools. The percentage of students from Tamil and English medium sections were 80.2% and 19.8% respectively.

2.3.1. Performance Details

Each student answered 35 questions - ten questions each for Tamil, English and Mathematics and five questions testing Environmental Studies. The average scores for each subject (as percentages) at the State level are given in Figure 2.3. The average scores for English and Environmental Studies are 69% and 76% respectively, indicating good performance of students in these two subjects. The average score for Tamil is 67%, followed by the lowest score of 54% in Mathematics. Thus, immediate efforts are required to improve teaching and learning in Mathematics while retaining focus on the other three subjects.

Figure 2.3: Performance of Students in Four Subjects in Class 3

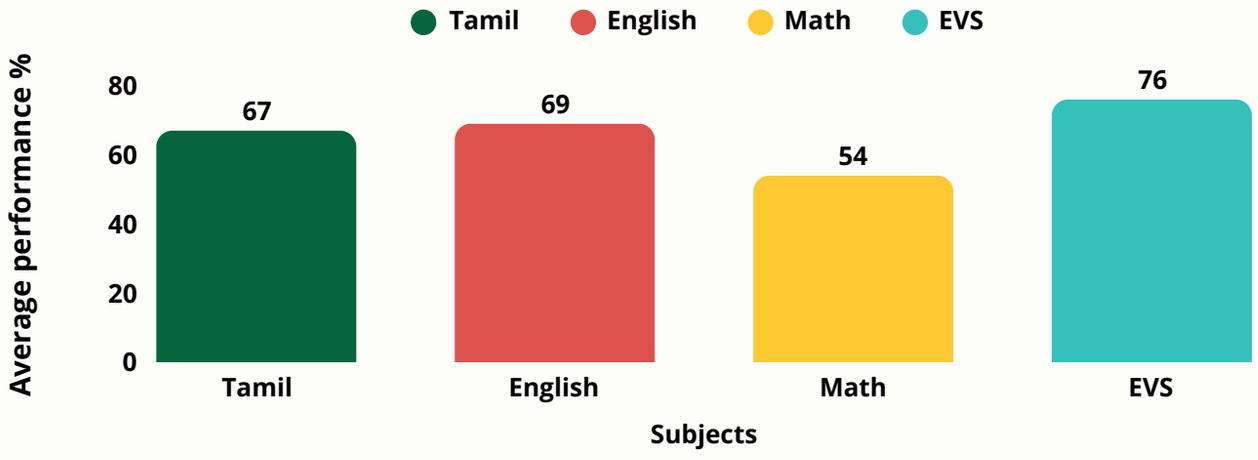
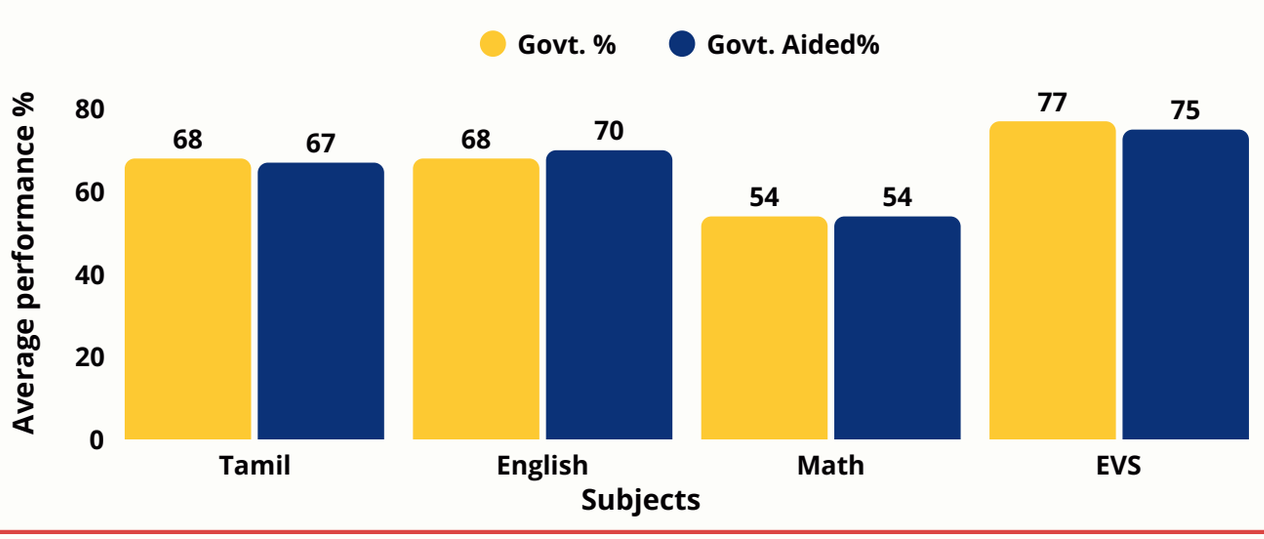


Figure 2.4: State-Level Scores Segregated by Type of School



In Figure 2.4., the comparison of average scores in Government and Government-Aided schools shows the performance of Government-Aided schools is marginally higher than that of Government schools.

Figure 2.5: Average Scores Distribution based on Gender

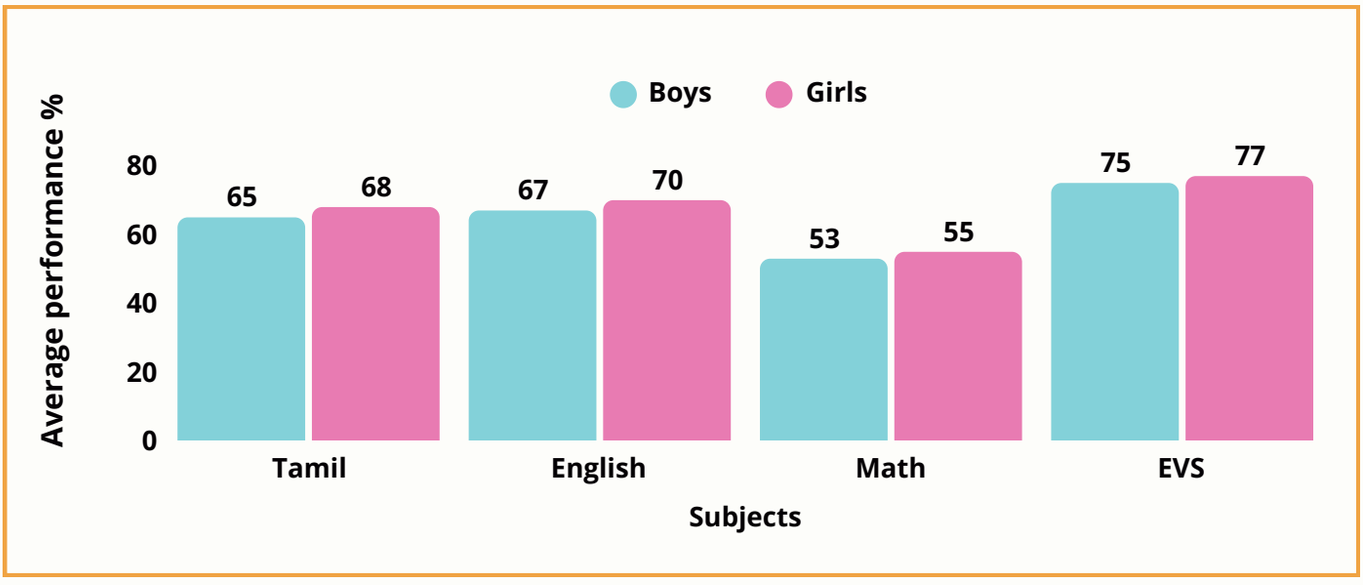


Figure 2.5 compares the performance of students on the basis of gender. The average scores of girls are 3% higher than the average scores of boys in Tamil and English, 2% higher than the average scores of boys in Mathematics and EVS.

The State averages of marks in each subject in class 3, given in Figure 2.3 show that most of the students scored more than 50% in all four subjects. These students have been learning through the "Ennum Ezhuththum" system which was implemented since 2022. Students scoring around 70 percent in languages and more than distinction in Environmental Studies and 54 percent in Mathematics, is a testimony of the success of "Ennum Ezhuththum" as a curriculum design and pedagogical technique.

In addition to the implementation of "Ennum Ezhuththum", special efforts are needed to improve the learning outcomes of students in Mathematics. The proficiencies of students in languages have helped improving the learning outcomes in Environmental Studies, an analysis of relative under-performance of students in Mathematics should be done and corrective measures must be taken.

2.4. District-Wise Analysis

Tables 2.2 to 2.5 present the average marks (in %) obtained by students in each subject across districts. The district averages are also compared with the State averages to identify regions that require support.

Table 2.2: Average Scores by Subjects and Districts

S. No.	District	Class 3			
		TAMIL	ENGLISH	MATHS	EVS
	State Average	**67**	**69**	**54**	**76**
1	ARIYALUR	70	69	58	79
2	CHENGALPATTU	56	61	44	67
3	CHENNAI (EXT. GCC)	54	63	43	68
4	COIMBATORE	55	61	41	66
5	CUDDALORE	78	78	64	84
6	DHARMAPURI	68	69	54	78
7	DINDIGUL	74	74	59	82
8	ERODE	54	59	41	65
9	KALLAKURICHI	72	70	60	80
10	KANCHEEPURAM	66	69	51	75
11	KANNIYAKUMARI	79	82	61	83
12	KARUR	60	61	47	71
13	KRISHNAGIRI	68	71	54	76
14	MADURAI	77	77	63	84
15	MAYILADUTHURAI	77	76	63	84
16	NAGAPATTINAM	69	70	55	78
17	NAMAKKAL	61	65	47	72
18	PERAMBALUR	67	67	53	76
19	PUDUKKOTTAI	70	69	57	79
20	RAMANATHAPURAM	73	76	59	83

S. No.	District	Class 3			
		TAMIL	ENGLISH	MATHS	EVS
21	RANIPET	69	69	56	77
22	SALEM	58	60	46	68
23	SIVAGANGAI	71	72	58	79
24	TENKASI	76	77	63	84
25	THANJAVUR	70	70	56	78
26	THE NILGIRIS	62	70	47	73
27	THENI	75	78	61	85
28	THOOTHUKKUDI	65	68	50	74
29	TIRUCHIRAPPALLI	74	74	60	81
30	TIRUNELVELI	64	69	49	75
31	TIRUPATHUR	61	63	50	71
32	TIRUPPUR	63	67	50	74
33	TIRUVALLUR	64	67	51	73
34	TIRUVANNAMALAI	70	70	58	78
35	TIRUVARUR	59	60	47	71
36	VELLORE	71	73	56	79
37	VILLUPURAM	70	70	57	79
38	VIRUDHUNAGAR	70	71	56	79

22 districts have scored more than the State averages in all four subjects. 1 district has scored more than the State average in three subjects. Overall, 23 districts (61%) have scored more than the State average in three or four subjects. There is no observable regional concentration of these districts. A block-level analysis would be useful to identify specific areas that are driving high performance to highlight best practices that could be scaled while also identifying areas that require targeted intervention.

The district level scores also show that 12 districts have scored less than State averages in all four subjects and three districts have scores less than State averages in three subjects. These 15 districts are mostly located in North and West Tamil Nadu (except Tiruvarur in the East Tamil Nadu and Thoothukudi and Tirunelveli in South Tamil Nadu). This highlights the need for focused and contextual support in these regions to improve learning outcomes and teaching practices. Block level data can be used to identify the exact sites of intervention.

Table 2.3: Districts above State Average in all Subjects

S. No	DISTRICT	S. NO	DISTRICT
1	ARIYALUR	19	Tiruvannamalai
2	CUDDALORE	20	VELLORE
3	DHARMAPURI	21	VILLUPURAM
4	DINDIGUL	22	VIRUDHUNAGAR
5	KALLAKURICHI		
6	KANNIYAKUMARI		
7	KRISHNAGIRI		
8	MADURAI		
9	MAYILADUTHURAI		
10	NAGAPATTINAM		
11	PUDUKKOTTAI		
12	RAMANATHAPURAM		
13	RANIPET		
14	SIVAGANGAI		
15	TENKASI		
16	THANJAVUR		
17	THENI		
18	TIRUCHIRAPPALLI		

CLASS 5

STATE REPORT CARD

3.1 Overview

This chapter presents the results of the SLAS conducted for Class 5 students in Government and Government-Aided schools on 5th February 2025. The first section discusses the key features of the question papers and the aligned learning outcomes of four subjects: Tamil, English, Mathematics and EVS. The second section presents the students' performance aggregated by subject and district. It presents a State Report Card of the average scores of students in each subject (across parameters like gender and medium of instruction). The final section compares the results across districts and identifies regions that require immediate intervention. Based on the analysis, each section provides some recommendations to administrators and policy makers by highlighting areas of concern and suggesting potential areas for improvement.

3.2 Structure of the Question Paper and Intended Learning Outcomes

Table 3.1 provides details on the mapping of learning outcomes to questions, types of questions (to test knowledge, understanding, inference and application) and the percentage of students who correctly answered the questions. Since each question carries one mark, student performance can be assessed by calculating the percentage of students who correctly answered the questions.

In Tamil, only one learning outcome, 'Reading and Comprehension', was tested with ten questions that gauge students' ability to engage with texts, illustrations and characters and express their own opinions on the same. Out of these, four questions assessed 'knowledge' and three questions each tested the 'understanding' and 'inferential' abilities of students. Knowledge-based questions were answered correctly by 76-82% of the students, questions testing understanding were answered correctly by 59-83% of the students and inferential questions were answered correctly by 69-76% of the students. The range of percentages between correct responses is 24% (between 59-83%); however, the lowest performance of 59% is an outlier. Therefore, the range can be considered between 69-83%, i.e., 14%. From this, one may infer that the difficulty levels of the questions were not very varied and that the teaching and learning of Tamil have been satisfactory across the state.

For English too, only one learning outcome, 'Reading and Comprehension', was tested.

Three questions assessed 'knowledge', six questions assessed 'understanding' and one question tested 'inference'. These questions evaluated the students' ability to identify main ideas and details from the text, sequence events and draw conclusions. Knowledge-based questions were answered correctly by 46-57% of the students, understanding-based questions were correctly answered by 38-61% of the students and the inferential question was answered correctly by 58% of the students. Compared to Tamil, the performance in English has dropped as less than 50% of the students have been able to answer half of the questions given. The questions also seem to have a wider range of difficulty as the spread of the percentage of students who have answered correctly is 23% (between 38-61%).

In Mathematics, ten learning outcomes were assessed through ten questions, with five questions each testing 'understanding' and 'application'. Around half the students were able to answer both types of questions. Out of the five questions testing understanding, 53% of the students answered questions on fractions correctly, 52% of the students were able to convert metre into centimetre and vice versa and 54% of the students were able to classify angles. Students performed better in pattern identification as 58% of the students were able to observe and extend geometrical patterns based on symmetry and 59% of the students were able to identify the pattern in a triangular/ square number.

Overall, the range of correct responses for understanding-based questions is quite narrow at 6% (between I53-59%), indicating similar difficulty levels and modes of teaching.

The five questions testing application have a smaller range of correct responses. 56% of the students could apply arithmetic operations on money, time, etc. and 57 % of students were able to interpret tables and graphs. 58% of the students were able to perform arithmetic operations on numbers greater than 1000 and verify these operations using standard algorithms. Compared to Tamil and English, the range between correct responses is very small for Mathematics. This indicates a strong similarity in the teaching and learning of Mathematics in schools across Tamil Nadu.

In Environmental Studies, eleven learning outcomes were assessed through fifteen questions, with three questions testing 'knowledge', nine questions testing 'understanding' and three questions testing 'application'. The specifics of the learning outcomes are listed in Table 3.1. The response range of correct answers is only 4% (between 52-56%) for application-based questions and 5% (between 63-68%) for knowledge-based questions, but higher at 10% (between 49-59%) for understanding-based questions. Most students answered all questions correctly, with the best performance in knowledge-based questions.

Table 3.1 Class 5 Learning Outcomes mapped on Questions, Knowledge Levels and Percentage of Students who have answered correctly

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
1	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	76	Knowledge
2	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	78	Knowledge
3	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	72	Inferential
4	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	59	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
5	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	69	Inferential
6	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	77	Knowledge
7	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	82	Knowledge
8	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	83	Understanding
9	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	76	Inferential

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
10	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்	81	Understanding
11	English	E508: Reads text with comprehension, locates details and sequence of events.	46	Knowledge
12	English	E508: Reads text with comprehension, locates details and sequence of events.	47	Knowledge
13	English	E508: Reads text with comprehension, locates details and sequence of events.	43	Understanding
14	English	E508: Reads text with comprehension, locates details and sequence of events.	38	Understanding
15	English	E508: Reads text with comprehension, locates details and sequence of events.	44	Understanding
16	English	E508: Reads text with comprehension, locates details and sequence of events.	57	Knowledge
17	English	E508: Reads text with comprehension, locates details and sequence of events.	58	Understanding
18	English	E508: Reads text with comprehension, locates details and sequence of events.	61	Understanding
19	English	E508: Reads text with comprehension, locates details and sequence of events.	59	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
20	English	E508: Reads text with comprehension, locates details and sequence of events.	58	Inferential
21	Mathematics	M404: Works with fractions - identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects M405: Represents the fractions as half, one fourth and three-fourths by using numbers/ numerals	53	Understanding
22	Mathematics	M412: Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table	59	Application
23	Mathematics	M413: Converts meter into centimetre and vice versa	52	Understanding
24	Mathematics	M420: Observes, identifies and extends geometrical patterns based on symmetry	58	Understanding
25	Mathematics	M502: Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.	58	Application
26	Mathematics	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	58	Application
27	Mathematics	M509: Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing	54	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
28	Mathematics	M514: Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals	56	Application
29	Mathematics	M515: Identifies the pattern in triangular number and square number	59	Understanding
30	Mathematics	M516: Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it	57	Application
31	EVS	EVS402: Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to Roti, preservation techniques, storage and tracking of water source)	54	Understanding
32	EVS	EVS409: Records observations and experiences; information in an organised 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.	51	Understanding
33	EVS	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. (e.g., floating/ sinking/ mixing/ evaporation /germination /spoilage /breathing /taste)	56	Application

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
34	EVS	EVS509: Records observations and experiences; information in an organised 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.	51	Understanding
35	EVS	EVS408: Groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic /wild, fruit/ vegetable/ pulses/spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)	63	Knowledge
36	EVS	EVS401: Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.	49	Understanding
37	EVS	EVS404: Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)	58	Understanding
38	EVS	EVS513: Suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.	68	Knowledge
39	EVS	EVS505: Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life.	52	Application

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
39		(e.g., life in distant/difficult areas like hot/cold deserts)		
40	EVS	EVS507: Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)	55	Understanding
41	EVS	EVS 505: Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)	64	Knowledge
42	EVS	EVS 505: Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)	56	Application
43	EVS	EVS 505: Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)	59	Understanding
44	EVS	EVS 504: Explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)	55	Understanding
45	EVS	EVS 505: Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)	58	Understanding

3.3 State Report Card

The SLAS 2025 for Class 5 was conducted in all the Government and Government-Aided schools, amounting to 36,615 schools across 38 districts in Tamil Nadu. Figure 3.1 provides the details of the Class 5 students who participated in the SLAS 2025. Out of the total 4,76,663 students enrolled, 3,43,720 (72%) students participated in the SLAS 2025. This constitutes 72% of both boys and girls enrolled in schools.

Figure 3.1: Participation Details

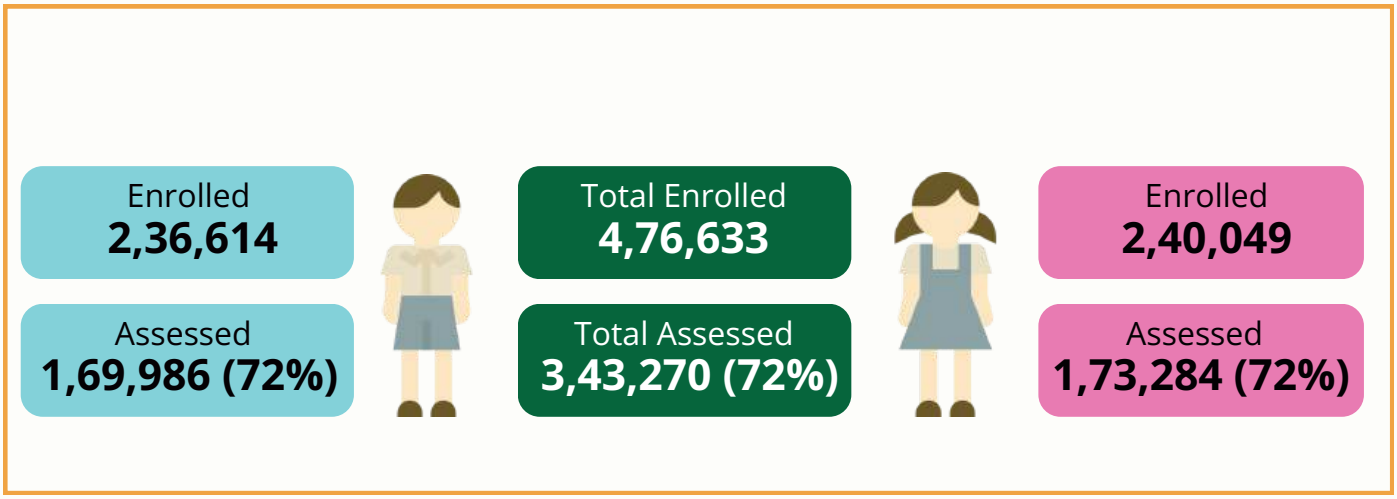


Figure 3.2 Distribution of Students by School Management and Medium of Instruction

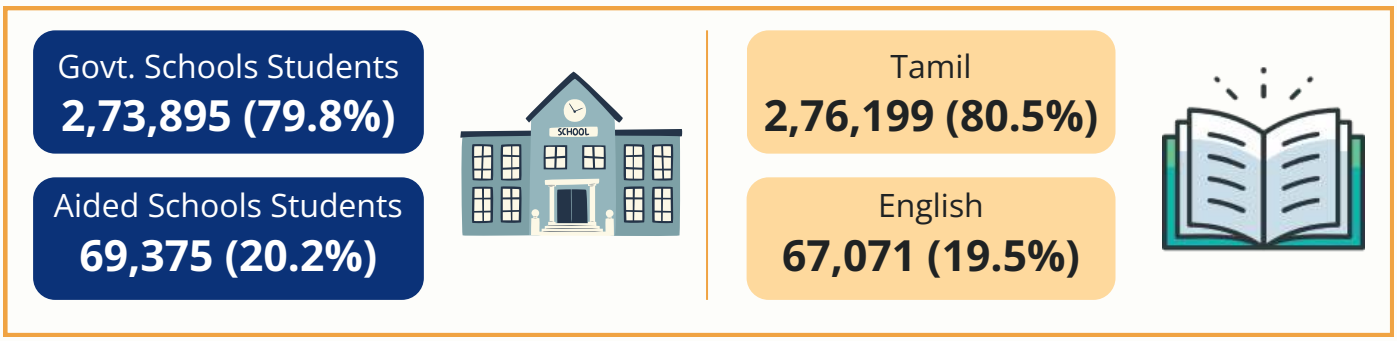


Figure 3.2 shows that among the students who participated in the SLAS 2025, 79.8% were from Government schools and 20.2% were from Government-Aided schools. The percentage of students from Tamil and English medium sections were 80.5% and 19.5% respectively.

3.3.1. Performance Details

Each student answered 45 questions - ten questions each for Tamil, English and Mathematics and fifteen questions testing Environmental Studies. The average scores for each subject (as percentages) at the state level are given in Figure 3.3. Tamil has the highest average score of 76%. Both EVS and Mathematics have an average score of 57%. English has the least percentage of 51%. This indicates the need for interventions in the teaching-learning practices of Mathematics, EVS and English.

Figure 3.3: Performance of Students in Four Subjects in Class 5

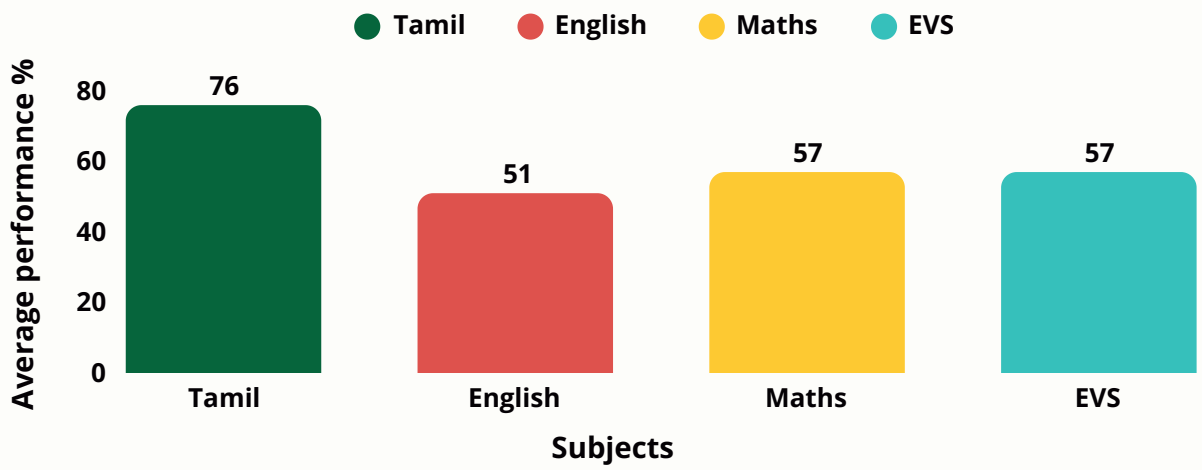
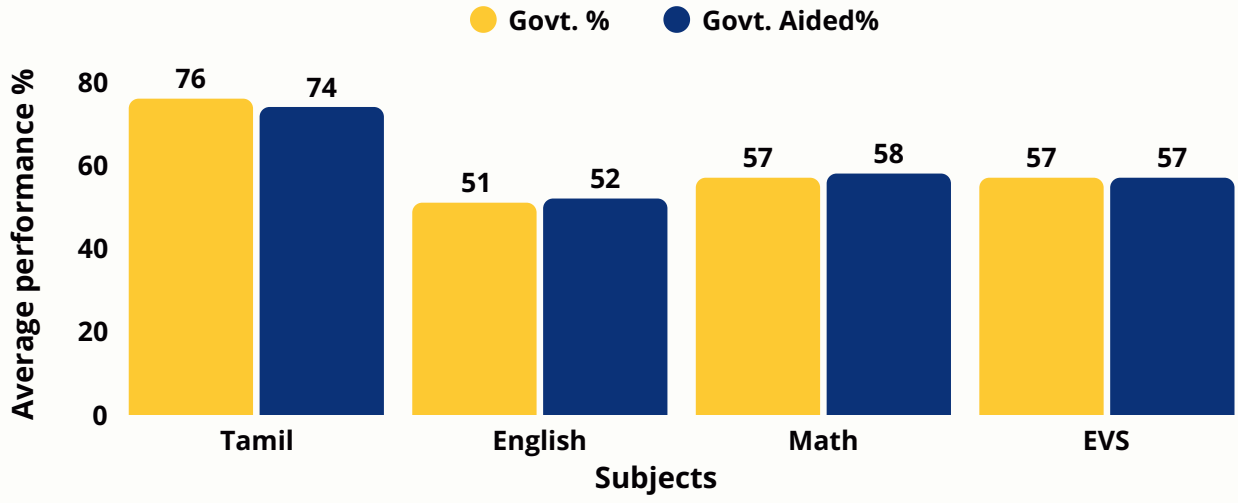


Figure 3.4: State-Level Scores Segregated by Type of School



In Figure 3.4., the comparison of average scores in Government and Government-Aided schools shows the performance of Government-Aided schools is marginally higher than that of Government schools in Mathematics and English, but vice versa in Tamil. Both types of schools show similar performance in EVS.

Figure 3.5: Average Scores Distribution based on Gender

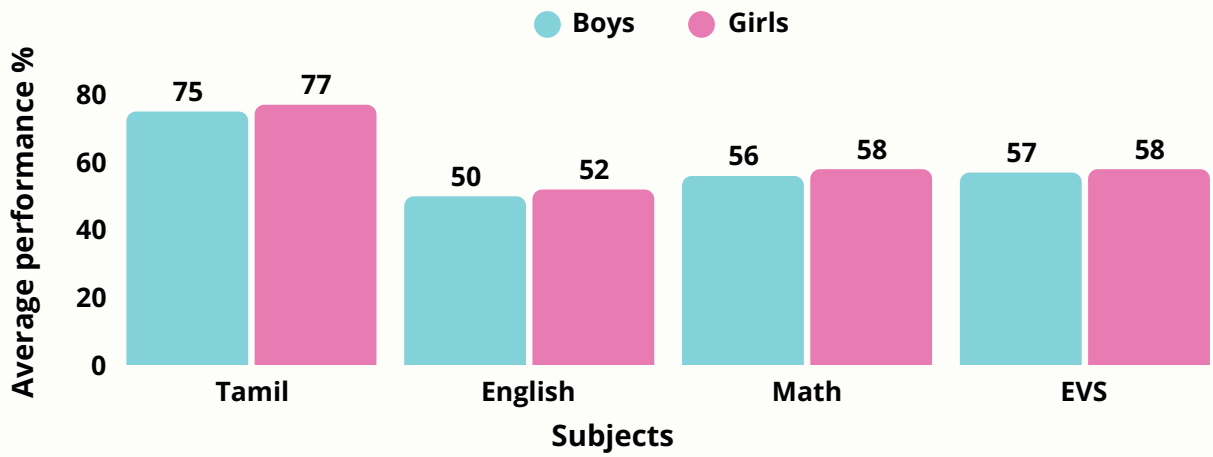


Figure 3.5 compares the performance of students on the basis of gender. The average scores of girls are 2% higher than the average scores of boys in Tamil, English and Mathematics. The performance is almost the same in Environmental Studies.

3.4. District-Wise Analysis

Tables 3.2 to 3.5 present the average marks (in %) obtained by students in each subject across districts. The district averages are also compared with the State averages to identify regions that require support.

Table 3.2: Average Scores by Subjects and Districts

S. No	District	Class 5			
		TAMIL	ENGLISH	MATHEMATICS	EVS
	State Average	**76**	**51**	**57**	**57**
1	ARIYALUR	78	52	60	60
2	CHENGALPATTU	69	45	49	49
3	CHENNAI (EXT. GCC)	66	46	47	47
4	COIMBATORE	67	43	45	47
5	CUDDALORE	82	57	63	63
6	DHARMAPURI	73	48	54	54
7	DINDIGUL	79	54	61	61
8	ERODE	71	44	48	50
9	KALLAKURICHI	77	54	61	60
10	KANCHEEPURAM	74	50	55	55
11	KANNIYAKUMARI	86	65	69	67
12	KARUR	74	45	52	53
13	KRISHNAGIRI	76	54	58	58
14	MADURAI	82	57	64	63
15	MAYILADUTHURAI	81	55	61	60
16	NAGAPATTINAM	75	49	54	55
17	NAMAKKAL	73	45	51	51
18	PERAMBALUR	77	51	59	59
19	PUDUKKOTTAI	78	52	60	60
20	RAMANATHAPURAM	81	56	63	62

S. No	District	Class 5			
		TAMIL	ENGLISH	MATHEMATICS	EVS
21	RANIPET	77	55	60	60
22	SALEM	71	47	51	52
23	SIVAGANGAI	80	55	61	61
24	TENKASI	81	57	64	63
25	THANJAVUR	78	53	60	59
26	THE NILGIRIS	72	51	49	50
27	THENI	80	55	60	60
28	THOOTHUKKUDI	74	46	52	53
29	TIRUCHIRAPPALLI	79	54	60	60
30	TIRUNELVELI	74	47	52	53
31	TIRUPATHUR	72	49	53	54
32	TIRUPPUR	72	46	51	52
33	TIRUVALLUR	72	49	54	53
34	TIRUVANNAMALAI	80	57	63	63
35	TIRUVARUR	73	46	52	53
36	VELLORE	75	52	56	56
37	VILLUPURAM	77	54	60	59
38	VIRUDHUNAGAR	79	53	61	60

19 districts (50%) have scored more than the State averages in all four subjects. There is no observable regional concentration of these districts. A block-level analysis would be useful to identify specific areas that are driving high performance to highlight best practices that could be scaled while also identifying areas that require targeted intervention.

The district level scores also show that 17 districts have scored less than State averages in all four subjects and 2 districts have scored less than State averages in three subjects. Many of these districts are mostly located in North and West Tamil Nadu (except Tiruvarur in the East Tamil Nadu and Thoothukudi and Tirunelveli in South Tamil Nadu). This highlights the need for focused and contextual support in these regions to improve learning outcomes and teaching practices. Block-level data can be used to identify the exact sites of intervention.

Table 3.3: Districts above State Average in all Subjects

S. No	DISTRICT
1	ARIYALUR
2	CUDDALORE
3	DINDIGUL
4	KALLAKURICHI
5	KANNIYAKUMARI
6	KRISHNAGIRI
7	MADURAI
8	MAYILADUTHURAI
9	PERAMBALUR
10	PUDUKKOTTAI
11	RAMANATHAPURAM
12	RANIPET
13	SIVAGANGAI
14	TENKASI
15	THANJAVUR
16	THENI
17	TIRUVANNAMALAI
18	VILLUPURAM
19	VIRUDHUNAGAR

CLASS 8

STATE REPORT CARD

4.1. Overview

This chapter presents the results of the SLAS conducted for Class 8 students in Government and Government-Aided schools on 6th February 2025. The first section discusses the key features of the question papers and the aligned learning outcomes of five subjects: Tamil, English, Mathematics, Science, and Social Science. The second section presents the students' performance aggregated by subject and district. It presents a State Report Card of the average scores of students in each subject (across parameters like gender and medium of instruction). The final section compares the results across districts and identifies regions that require immediate intervention. Based on the analysis, each section provides some recommendations to administrators and policy makers by highlighting areas of concern and suggesting potential areas for improvement.

4.2. Structure of the Question Paper and Intended Learning Outcomes

Table 4.1 provides details on the mapping of learning outcomes to questions, types of questions (to test knowledge, understanding, inference, and application), and the percentage of students who correctly answered the questions. Since each question carries one mark, student performance can be assessed by calculating the percentage of students who correctly answered the questions.

In Tamil, only one learning outcome, 'Reading and Comprehension', was tested with ten questions that gauge students' ability to understand the essence of a text and its application. Out of these, three questions assessed 'knowledge, three questions tested the 'inference,' and four questions tested 'understanding'.

Knowledge-based questions were answered correctly by 43-54% of the students, questions testing understanding were answered correctly by 45-57% of the students, and inferential questions were answered correctly by 49-61% of the students. The range of percentages between correct responses is 18% (between 43-61%). Each domain of questions has one or two questions where the percentage of correct responses is less than 50%. This could be due to varied difficulty levels.

For English too, only one learning outcome, 'Reading and Comprehension', was tested. Two questions assessed 'knowledge', five questions assessed 'understanding', and three questions tested 'inference'.

These questions evaluated the students' ability to identify main ideas and details from the text, sequence events, and draw conclusions. Knowledge-based questions were answered correctly by 37-38% of the students, understanding-based questions were correctly answered by 33-43% of the students, and the inferential question was answered correctly by 35-42% of the students. Compared to Tamil, the performance in English has dropped as the highest score is 43%, i.e., no student has scored above 50% in any of the questions. The questions have a similar range of difficulty as the spread of the percentage of students who have answered correctly is just 10% (between 33-43%).

In Mathematics, ten learning outcomes were assessed through ten questions, with seven questions testing 'understanding' and three questions testing 'application'. Around half the students were able to answer both types of questions. Out of the seven questions testing understanding, only 33% of the students answered questions on addition and subtraction of rational numbers correctly. This was closely followed by 34% of the students being able to calculate measures of central tendency and solve algebraic equations correctly. 42% of the students were able to verify Euler's theorem correctly and 43% of students could solve problems on rational numbers and understand congruence. Overall, the range of correct responses for understanding-based questions is quite narrow at 10% (between 33-43%), indicating similar difficulty levels and modes of teaching.

The five questions testing application had almost the same range of correct responses, i.e., 9%(between 34-43%). Only 34% of the students were able to solve problems based on direct and inverse proportions. 43% of the students were able to understand the properties of rational numbers and calculate financial values like profit, loss, discount, etc. Compared to Tamil, English and Mathematics have a narrow range between correct responses. This may be due to similarities in the teaching and learning of Mathematics and English in schools across Tamil Nadu.

In Science, eight learning outcomes were assessed through ten questions, with two questions testing 'knowledge' and eight questions testing 'understanding'. The specifics of the learning outcomes are listed in Table 4.1. The response range of correct answers is only 1% (between 37-38%) for both knowledge-based questions and application-based questions. Less than 40% of the students were able to answer the questions correctly. In Social Science, seven learning outcomes were assessed through ten questions, with one question testing 'knowledge', seven questions testing 'understanding', and two questions testing 'application'. The specifics of the learning outcomes are listed in Table 4.1. 53% of the students answered the knowledge-based question correctly. The response range of correct answers was 4% (between 52-56%) for understanding-based questions and 3% (between 53-56%) for application-based questions. Almost half of the students were able to answer the questions correctly.

Table 4.1 Class 8 Learning Outcomes mapped on Questions, Knowledge Levels and Percentage of Students who have answered correctly

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
1	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	56	Understanding
2	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	46	Knowledge
3	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	57	Understanding
4	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	50	Inferential
5	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	61	Inferential
6	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	54	Knowledge
7	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	43	Knowledge
8	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	52	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
9	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	49	Inferential
10	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்	45	Understanding
11	English	E813: Read textual/non-textual materials in English/braille with comprehension.	38	Knowledge
12	English	E813: Read textual/non-textual materials in English/braille with comprehension.	39	Understanding
13	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	33	Understanding
14	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	43	Understanding
15	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	35	Inferential
16	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	37	Knowledge
17	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	41	Understanding
18	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	38	Inferential
19	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	42	Inferential
20	English	E813: Reads textual/non-textual materials in English/braille with comprehension.	40	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
21	Mathematics	M704: Solves problems related to daily life situations involving rational numbers	43	Understanding
22	Mathematics	M707: Adds/subtracts algebraic expressions	33	Understanding
23	Mathematics	M714: Explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)	43	Understanding
24	Mathematics	M718: Finds various representative values for simple data from her/his daily life contexts like mean, median and mode	34	Understanding
25	Mathematics	M801: Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns	43	Application
26	Mathematics	M808: Uses various algebraic identities in solving problems of daily life	34	Understanding
27	Mathematics	M809: Applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.	43	Application
28	Mathematics	M810: Solves problems based on direct and inverse proportions	34	Application
29	Mathematics	M814: Verifies Euler's relation through pattern	42	Understanding
30	Mathematics	M817: Finds the area of a polygon	35	Understanding
31	Science	SCI 706 / 805: Relates process and phenomena with causes	38	Understanding
32	Science	SCI 704: Conducts simple investigations to seek answers to queries	37	Understanding
33	Science	SCI703: Classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes	37	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
34	Science	SCI805: Explains processes and phenomenon, e.g., structure of flame, etc.	37	Understanding
35	Science	SCI802: Classifies materials and organisms based on properties/ characteristics, e.g., metals and non-metals	38	Knowledge
36	Science	SCI812: Make efforts to protect environment following good practices, consequences of excessive consumption of natural resources	37	Knowledge
37	Science	SCI702: Differentiates material based on structure properties and function	38	Understanding
38	Science	SCI701: Identifies materials and organisms, such as animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.	37	Understanding
39	Science	SCI801: Differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions	38	Understanding
40	Science	SCI709: Draws labelled diagrams/ flow charts e.g., organ systems in humans and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.	36	Understanding
41	Social Science	SST713: Provides examples of sources used to study various periods in history.	54	Understanding

Q. No	Subject	Learning Outcome	% of students answered correctly	Domain
42	Social Science	SST716: Analyses socio-political and economic changes during the medieval period.	52	Understanding
43	Social Science	SST719: Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.	56	Application
44	Social Science	SST811: Explains how the English East India Company became the most dominant power.	53	Understanding
45	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.	56	Understanding
46	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.	53	Understanding
47	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.	56	Understanding
48	Social Science	SST726: Describes the process of election to the legislative assembly.	53	Application
49	Social Science	SST825: Describes the process of election to the Lok Sabha.	56	Understanding
50	Social Science	SST832: Describes the role of Government in regulating economic activities.	53	Knowledge

4.3. State Report Card

The SLAS 2025 for Class 8 was conducted in all the Government and Government-Aided schools, amounting to 16,289 schools across 38 districts in Tamil Nadu. Figure 4.1 provides the details of the Class 8 students who participated in the SLAS 2025. Out of the total 5,83,856 students enrolled, 3,28,370 (56%) students participated in the SLAS 2025. This constitutes 57% of the boys and 56% of the girls enrolled in schools.

Figure 4.1: Participation Details

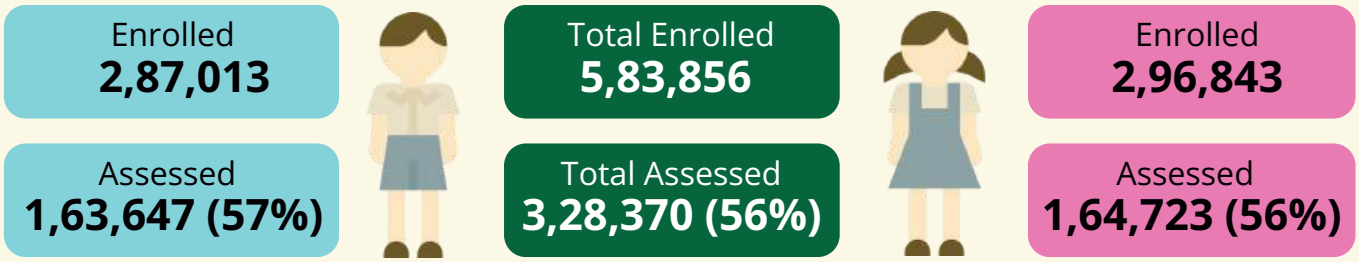


Figure 4.2 Distribution of Students by School Management and Medium of Instruction 2,62,502 (79.9%)

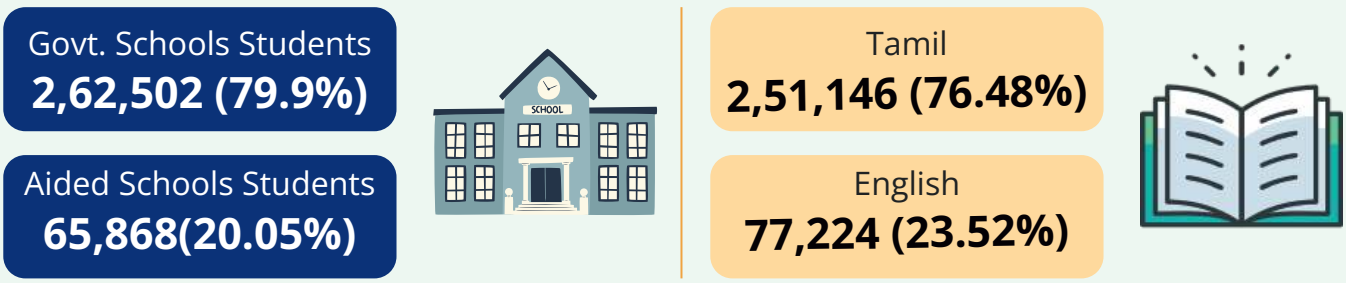


Figure 4.2 shows that among the students who participated in the SLAS 2025, 79.9% were from Government schools and 20.1% were from Government-Aided schools. The percentage of students from Tamil and English medium sections were 76.5% and 23.5% respectively.

4.3.1. Performance Details

Each student answered 50 questions - ten questions each for Tamil, English, Mathematics, Science, and Social Science. The average scores for each subject (as percentages) at the state level are given in Figure 4.3. Social Science has the highest average score of 54%, closely followed by Tamil at 52%. Both English and Mathematics have an average score of 39% and 38%. Science has the least percentage of 37%. Overall, the average performance of students across subjects is poor as it is almost 50% or below of the total score.

Figure 4.3: Performance of Students in Five Subjects in Class 8

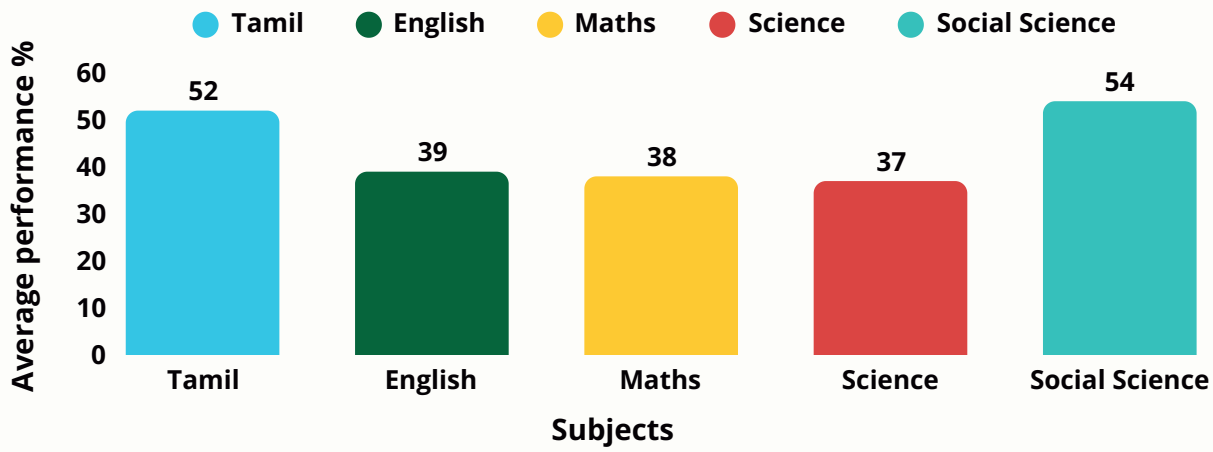
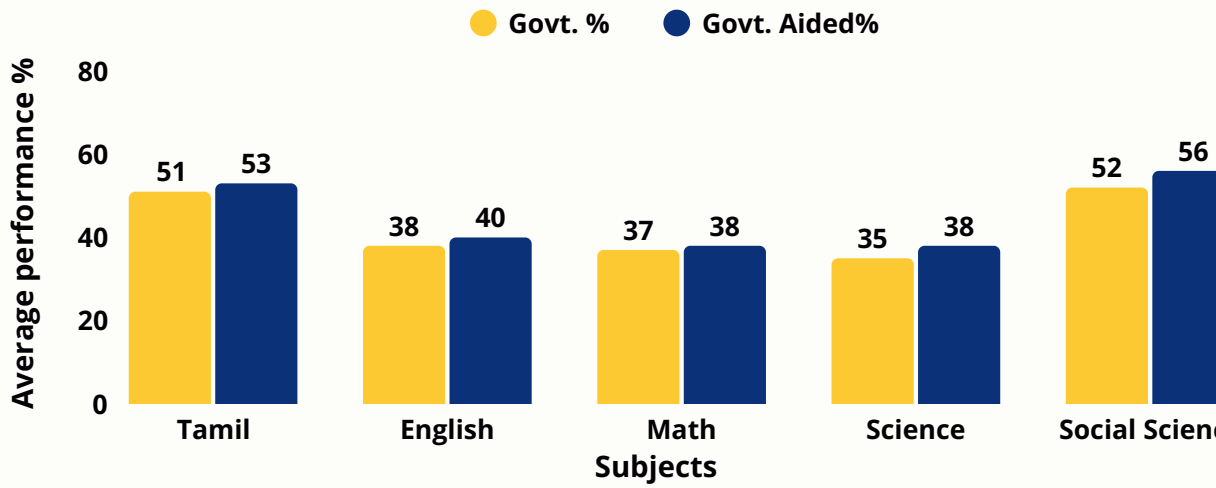


Figure 4.4: State-Level Scores Segregated by Type of School



In Figure 4.4., the comparison of average scores in Government and Government-Aided schools shows the performance of Government-Aided schools is slightly higher (between 2-4%) than that of Government schools in all subjects.

Figure 4.5: Average Scores Distribution based on Gender

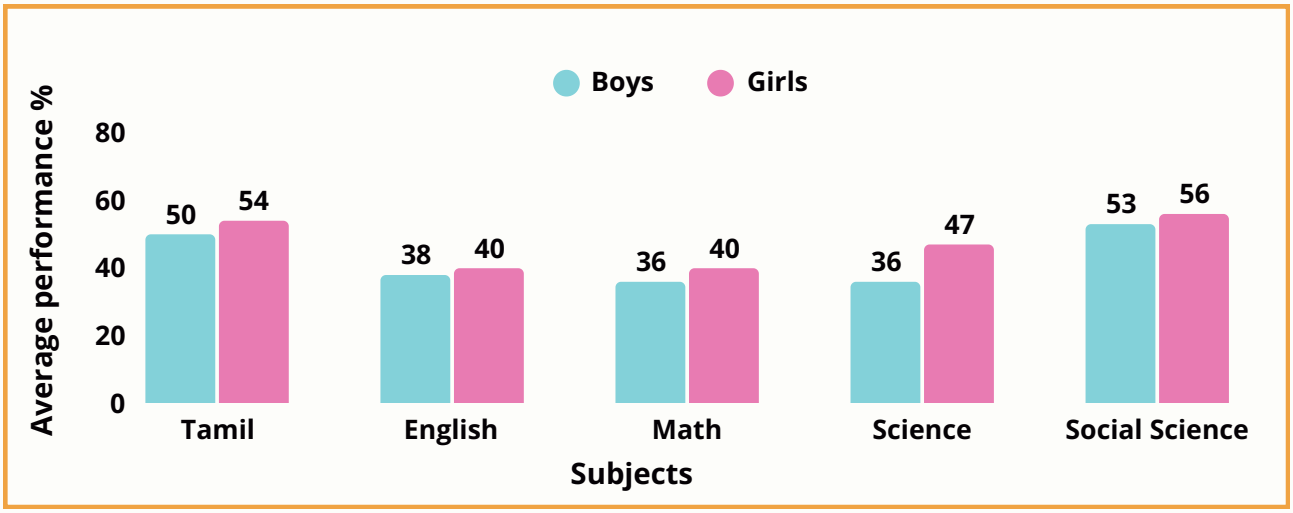


Figure 4.5 compares the performance of students on the basis of gender. The average scores of girls are 4% higher than the average scores of boys in Tamil and 3% higher in Social Science. The difference is marginal for Mathematics and English and the same for Science.

4.4. District-Wise Analysis

Tables 4.2 to 4.5 present the average marks (in %) obtained by students in each subject across districts. The district averages are also compared with the state averages to identify regions that require support.

Table 4.2: Average Scores by Subjects and Districts

S. No	District	Class 8				
		TAMIL	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE
	State Average	**52**	**39**	**38**	**37**	**54**
1	ARIYALUR	54	43	45	41	59
2	CHENGALPATTU	48	35	33	34	48
3	CHENNAI (EXT. GCC)	44	35	31	32	45
4	COIMBATORE	49	33	31	31	47
5	CUDDALORE	56	45	46	43	59
6	DHARMAPURI	52	38	37	37	54
7	DINDIGUL	53	41	42	39	59
8	ERODE	52	35	33	32	52
9	KALLAKURICHI	52	42	42	39	55
10	KANCHEEPURAM	51	39	36	37	52
11	KANNIYAKUMARI	59	46	47	44	61
12	KARUR	51	35	36	35	54
13	KRISHNAGIRI	51	44	43	41	56
14	MADURAI	56	43	45	43	61
15	MAYILADUTHURAI	51	36	35	36	53
16	NAGAPATTINAM	51	34	31	31	52
17	NAMAKKAL	50	34	32	33	49
18	PERAMBALUR	53	38	40	39	57
19	PUDUKKOTTAI	55	41	42	39	59
20	RAMANATHAPURAM	55	39	38	38	58

S. No	District	Class 8				
		TAMIL	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL SCIENCE
21	RANIPET	52	41	41	40	56
22	SALEM	49	36	35	34	49
23	SIVAGANGAI	56	42	42	40	59
24	TENKASI	54	42	43	39	61
25	THANJAVUR	52	38	37	38	55
26	THE NILGIRIS	45	37	31	31	46
27	THENI	52	38	38	37	57
28	THOOTHUKKUDI	50	32	32	32	51
29	TIRUCHIRAPPALLI	55	42	43	41	59
30	TIRUNELVELI	51	33	32	31	51
31	TIRUPATHUR	50	40	40	38	54
32	TIRUPPUR	51	34	34	32	51
33	TIRUVALLUR	49	38	39	37	50
34	TIRUVANNAMALAI	54	42	43	42	57
35	TIRUVARUR	50	35	35	35	51
36	VELLORE	46	38	38	39	50
37	VILLUPURAM	54	45	46	44	60
38	VIRUDHUNAGAR	52	35	38	36	56

15 districts have scored more than the state averages in all five subjects. 3 districts have scored more than the state average in four subjects. Overall, 20 districts (53%) have scored more than the state average in four or all subjects. There is no observable regional concentration of these districts. A block-level analysis would be useful to identify specific areas that are driving high performance to highlight best practices that could be scaled while also identifying areas that require targeted intervention.

The district level scores also show that 12 districts have scored less than state averages in all subjects and 2 districts have scores less than state averages in four subjects. Many of these districts are mostly located in north and west Tamil Nadu. This highlights the need for focused and contextual support in these regions to improve learning outcomes and teaching practices. Block-level data can be used to identify the exact sites of intervention.

Table 4.3: Districts above State Average in all Subjects

S. No	District
1	ARIYALUR
2	CUDDALORE
3	DINDIGUL
4	KANCHEEPURAM
5	KALLAKURICHI
6	KANNIYAKUMARI
7	MADURAI
8	PUDUKKOTTAI
9	RAMANATHAPURAM
10	RANIPET
11	SIVAGANGAI
12	TENKASI
13	TIRUCHIRAPPALLI
14	TIRUVANNAMALAI
15	VILLUPURAM

5. CONCLUSION

The SLAS 2025 was conducted for Classes 3, 5 and 8 in the month of February 2025 in Government and Government aided. The SLAS 2025 was designed to assess the learning outcomes of students in each subject in the three classes. The standard of instruments to assess the learning outcomes have been diligently prepared so that the standards of learning outcomes of students in each subject can be appropriately measured. The sampling design includes all the schools and the number of students from each class is restricted to an upper limit of 20 for class 3 & 5 and 30 for class 8. The **overall sample size is nearly 65-75 per cent of the total students enrolled in each class and type of schools.**

The process of conducting the SLAS on the three days was well planned with external supervisors and well documented procedures for distribution of materials to schools and collection of answer materials from schools. The evaluation system was automated to remove any human intervention. Digital capture of answers and tabulation of marks are done with the appropriate software.

The results of the three classes are discussed in three chapters. By and large the performance of students has been **above the 50 percent mark in most subjects** and classes in all the districts. Grouping of districts by average marks as above and below the State average marks show the need for interference for specific subjects. Further the disaggregated data on performance of students in the blocks gives us more granular information on differences in performance by subjects and the need to specifically target intervention at the block level.

If every school analyses the data at the individual school level as well as the performance of students by each question should give the teachers greater opportunity to improve teaching and learning in the class.

If the SLAS is conducted as an annual event, this exercise is sure to form an important input for improving education at the foundational level as well as the middle school level, which in turn would greatly affect better academic achievements at the secondary and higher secondary level.

ANNEXURE – 1

Learning Outcomes

CLASS 3		
S. No	**Subject**	**Learning Outcome**
1	Tamil	T207: தாங்கள் வயதுக்கும் விருப்பத்திற்கும் ஏற்ப கதைகள், பாடல்கள், விளம்பர அட்டைகள், ஓவியங்களைப் படித்து வினா எழுப்புவதிலும், விடைத் தருவதிலும் மகிழ்ச்சி அடைதல்
2	English	E304: Reads small text In English with comprehension i.e., identifies main ideas, details and sequence and draws conclusions in English.
3	Mathematics	M202: Uses place value in writing and comparing two-digit numbers
4	Mathematics	M303: Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
5	Mathematics	M302: Compares numbers up to 999 for their value based on their place value
6	Mathematics	M316: Identifies a particular day and date on a calendar
7	Mathematics	M213: Sequences the events occurring according to their duration in terms of hours/days

CLASS 3

S. No	Subject	Learning Outcome
8	Mathematics	M312: Estimates and measures length and distance using standard units like centimetres or metres and identifies relationships
9	Mathematics	M313: Weighs objects using standard units–grams and kilograms using simple balance
10	Mathematics	M204: Solves simple daily life problems/ situations based on addition of two-digit numbers
11	Mathematics	M205: Solves daily life situations based on subtraction of two-digit numbers
12	Mathematics	M318: Extends patterns in simple shapes and numbers
13	EVS	EVS301: Identifies simple observable features (e.g., shape, colour, texture, aroma)
14	EVS	EVS301: Identifies simple observable features (e.g., shape, colour, texture, aroma)
15	EVS	EVS304: Identifies objects, signs (vessels, stoves, transport, means of communication,
16	EVS	EVS306: Describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.
17	EVS	EVS309: Identifies directions, location of objects/places in simple maps (of home/ classroom/school) using signs/symbols/verbally

CLASS 5

S. No	Subject	Learning Outcome
1	Tamil	T402: பல்வேறு படைப்புகளின் தலைப்புகள், சூழ்நிலைகள், விளக்கப்படங்கள், கதை மாந்தர்கள் குறித்துப் பேசவும் தனிப்பட்ட கருத்துகளைப் புலப்படுத்தவும் இயலுதல்
2	English	E508: Reads text with comprehension, locates details and sequence of events.
3	Mathematics	M404: Works with fractions - identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects M405: Represents the fractions as half, one fourth and three-fourths by using numbers/ numerals
4	Mathematics	M412: Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table
5	Mathematics	M413: Converts meter into centimeter and vice versa
6	Mathematics	M420: Observes, identifies and extends geometrical patterns based on symmetry
7	Mathematics	M502: Performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers.
8	Mathematics	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
9	Mathematics	M509: Classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing
10	Mathematics	M514: Applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals
11	Mathematics	M515: Identifies the pattern in triangular number and square number

CLASS 5

S. No	Subject	Learning Outcome
12	Mathematics	M516: Collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it
13	EVS	EVS402: Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to *Roti*, preservation techniques, storage and tracking of water source)
14	EVS	EVS409: Records observations and experiences; information in an organised 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.
15	EVS	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. (e.g., floating/ sinking/ mixing/ evaporation /germination /spoilage /breathing /taste)
16	EVS	EVS509: Records observations and experiences; information in an organised 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.
17	EVS	EVS408: Groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic /wild, fruit/ vegetable/ pulses/spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)
18	EVS	EVS401: Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.

CLASS 5

S. No	Subject	Learning Outcome
19	EVS	EVS404: Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)
20	EVS	EVS513: Suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.
21	EVS	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)
22	EVS	EVS507: Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)
23	EVS	EVS504: Explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)

CLASS 8

S. No	Subject	Learning Outcome
1	Tamil	T709: ஒன்றைப்படித்து முழுமையான பொருண்மையை உணர்ந்து அதன் பயன்பாட்டினைக் கூறுதல்
2	English	E813: Read textual/non-textual materials in English/braille with comprehension.
3	Mathematics	M704: Solves problems related to daily life situations involving rational numbers
4	Mathematics	M707: Adds/subtracts algebraic expressions
5	Mathematics	M714: Explains congruence of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)
6	Mathematics	M718: Finds various representative values for simple data from her/his daily life contexts like mean, median and mode
7	Mathematics	M801: Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
8	Mathematics	M808: Uses various algebraic identities in solving problems of daily life
9	Mathematics	M809: Applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.
10	Mathematics	M810: Solves problems based on direct and inverse proportions
11	Mathematics	M814: Verifies Euler’s relation through pattern
12	Mathematics	M817: Finds the area of a polygon
13	Science	SCI 706 / 805: Relates process and phenomena with causes
14	Science	SCI 704: Conducts simple investigations to seek answers to queries

CLASS 8

S. No	Subject	Learning Outcome
15	Science	SCI703: Classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes
16	Science	SCI805: Explains processes and phenomenon, e.g., structure of flame, etc.
17	Science	SCI802: Classifies materials and organisms based on properties/ characteristics, e.g., metals and non-metals
18	Science	SCI812: Make efforts to protect environment following good practices, consequences of excessive consumption of natural resources
19	Science	SCI702: Differentiates material based on structure properties and function
20	Science	SCI701: Identifies materials and organisms, such as animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.
21	Science	SCI801: Differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions
22	Science	SCI709: Draws labelled diagrams/ flow charts e.g., organ systems in humans and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.
23	Social Science	SST713: Provides examples of sources used to study various periods in history.
24	Social Science	SST716: Analyses socio-political and economic changes during the medieval period.
25	Social Science	SST719: Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.

CLASS 8

S. No	Subject	Learning Outcome
26	Social Science	SST811: Explains how the English East India Company became the most dominant power.
27	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.
28	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.
29	Social Science	SST702: Locates distribution and extent of different climatic regions on the world map or globe.
30	Social Science	SST726: Describes the process of election to the legislative assembly.
31	Social Science	SST825: Describes the process of election to the Lok Sabha.
32	Social Science	SST832: Describes the role of Government in regulating economic activities.

ANNEXURE – 2

Question Set – Order

Four sets of test booklets for class 3 & 5 and Five sets of test booklets for class 8.

FOR CLASS 3,
the serial numbers of the test booklets

TAMIL MEDIUM
31, 32, 33, 34

ENGLISH MEDIUM
35, 36, 37, 38

FOR CLASS 5,
the serial numbers of the test booklets

TAMIL MEDIUM
51, 52, 53, 54

ENGLISH MEDIUM
55, 56, 57, 58

FOR CLASS 8,
the serial numbers of the test booklets

TAMIL MEDIUM
81, 82, 83, 84, 85

ENGLISH MEDIUM
86, 87, 88, 89, 90

ANNEXURE – 3

Student Sampling Selection Module

- **School login -> Student - > Student List -> SLAS 2025**
- **The below mentioned table will appear**

SLAS 2025 - Sampled list - Date (for 3rd standard)						
Student ID	**Student Name**	**Class**	**Section**	**Medium**	**Question Paper Code**	**Tick If Present**
		3		Tamil	31	☐
		3		Tamil	32	☐
		3		Tamil	33	☐
		3		Tamil	34	☐
		3		Tamil	34	☐
		3		Tamil	33	☐
		3		Tamil	32	☐
		3		Tamil	31	☐
		3		Tamil	31	☐
		3		Tamil	32	☐
		3		English	35	☐
		3		English	36	☐
		3		English	37	☐
		3		English	38	☐
		3		English	38	☐
		3		English	37	☐
		3		English	36	☐
		3		English	35	☐
		3		English	35	☐
		3		English	36	☐
			Save			

- **The Field Investigators (FIs) must record the attendance of the selected students on the day of the assessment in the designated column.**
- **If any of the selected students are absent, utilize the table provided on the same page as indicated below.**

SLAS 2025 - Sampled list						
Student ID	**Student Name**	**Class**	**Section**	**Medium**	**Question Paper Code**	**Tick If Present**
						☐
						☐
						☐
						☐
						☐
						☐
						☐
						☐
						☐
		Replace Absentees				The Replace Absentees should
			Save			

- **Select the students from the common pool, click on "Replace Absentees," and then click the "Save" button.**

ANNEXURE – 4

Seating Arrangements

Class 3 & 5 – TM & EM

31	32	33	34
34	33	32	31
31	32	35	36
36	35	38	37
37	38	35	36

Class 3 & 5 – TM only

31	32	33	34
34	33	32	31
31	32	33	34
34	33	32	31
31	32	33	34

Class 8 – TM & EM

81	83	85	82	84
82	84	81	83	85
81	83	85	87	89
82	84	86	88	90
86	88	90	87	89
87	89	86	88	90

Class 8 – TM

81	83	85	82	84
82	84	81	83	85
81	83	85	82	84
82	84	81	83	85
81	83	85	82	84
82	84	81	83	85

Thank You


Floria