



Sri Aurobindo Society

Rupantar
TRANSFORMING EDUCATION



LEARNERS' ACHIEVEMENT TEST (LAT) JANUARY 2026 REPORT FOR BHOPAL

SUBMITTED TO

KENDRIYA VIDYALAYA SANGATHAN

SUBMITTED BY

SRI AUROBINDO SOCIETY

“

*Let all circumstances,
all happenings in life be occasions,
constantly renewed,
for learning more and ever more.*

~The Mother~

”



About LAT

LAT stands for Learners' Achievement Test. It is a diagnostic test designed to ascertain if students have achieved their learning goals and if they need further remediation. The test is structured around NCF competencies and grade-aligned learning outcomes.

Objectives of LAT

1. Evaluate Students' Academic Performance: To measure the academic performance of students in various subjects in order to determine whether they have achieved the learning goals
2. Identify Learning Gaps: To identify areas where students are struggling or have gaps in their understanding
3. Improve Learning Outcomes: To use assessment results to improve student learning outcomes and academic performance

LAT January 2026 in Collaboration with Sri Aurobindo Society (SAS)

Sri Aurobindo Society has played a crucial role in the development of the question paper as well as in the analysis and reporting of LAT January 2026 across 25 KVS regions. SAS is actively involved in the ground-level implementation of the National Education Policy (NEP) 2020 in collaboration with Kendriya Vidyalaya Sangathan (KVS). This collaboration aims to ensure the effective execution of NEP 2020 guidelines and improve the overall quality of education in Kendriya Vidyalayas.

LAT January 2026 was administered with a revised assessment structure, reflecting a deliberate move towards deeper and broader measurement of student learning. Collectively, these changes resulted in greater content coverage, higher question density and increased time pressure, thereby making the LAT January 2026 assessment notably more rigorous. The table below presents a summary of changes in the number of questions across Grades 3, 5 and 8 in LAT April 2025 and LAT January 2026.

Summary of Changes

Number of Questions in Grade 3		
Subject	LAT April 2025	LAT January 2026
English	8	9
Hindi	7	9
Maths	10	14
TWAO	—	13
Total	25	45

Number of Questions in Grade 5		
Subject	LAT April 2025	LAT January 2026
English	8	10
Hindi	7	10
Maths	10	15
TWAO	10	16
Total	35	51

Number of Questions in Grade 8		
Subject	LAT April 2025	LAT January 2026
English	7	8
Hindi	7	8
Sanskrit	6	8
Maths	9	12
Science	8	12
Social Science	8	12
Total	45	60

Date of Test

The test was conducted on 30th January 2026 across 25 KVS regions.

Summary

Regions Participated	Schools Participated	Grades Participated	Students Participated		
			Grade 3	Grade 5	Grade 8
25	1,353	3, 5 and 8	1,08,786 (Male: 52.23%; Female: 47.77%)	1,14,489 (Male: 52.80%; Female: 47.20%)	1,12,115 (Male: 53.19%; Female: 46.81%)
Subjects – Grade 3		Subjects – Grade 5		Subjects – Grade 8	
English, Hindi, Maths and TWAO		English, Hindi, Maths and TWAO		English, Hindi, Sanskrit, Maths, Science and Social Science	

Analysis

The analysis is divided into two distinct sections:

Part A: Regional Performance Analysis

This section analyses the performance of 25 KVS regions across subjects and disciplines.

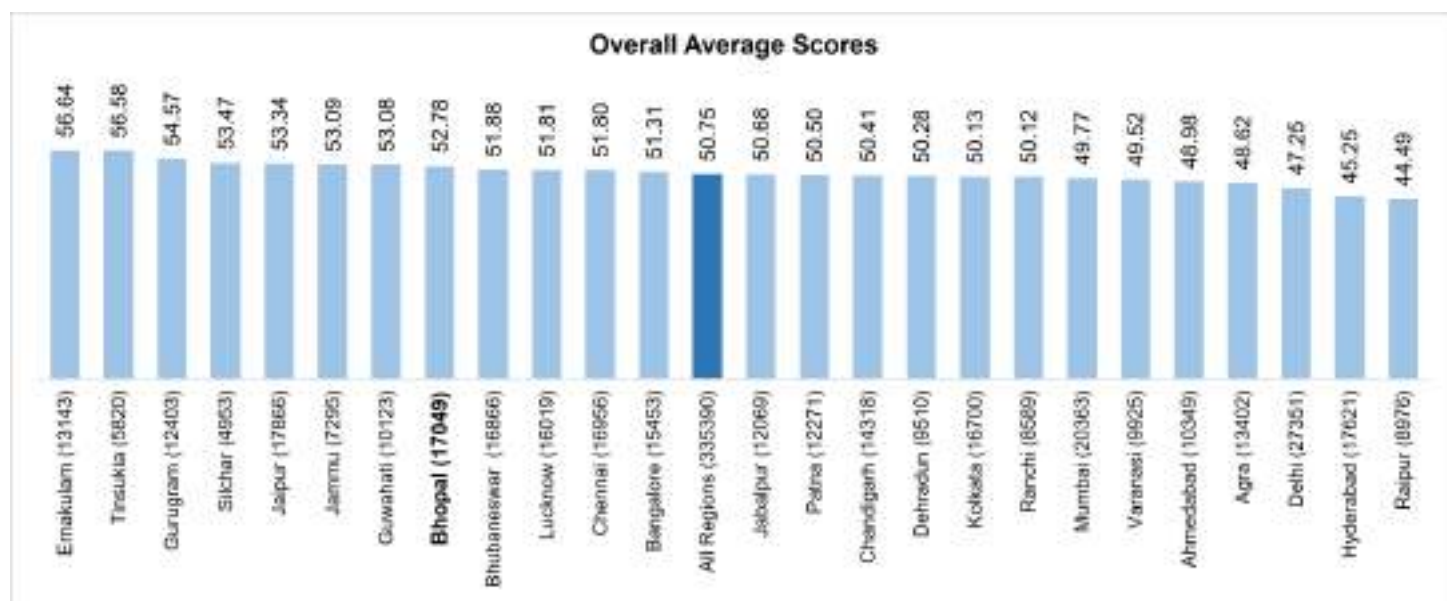
Part B: Intra-Regional School Performance Analysis (Bhopal Region)

This section analyses the performance of schools in the Bhopal region against the regional and national KVS averages across competencies.

Part A: Regional Performance Analysis

A.1: Overall Score

This section demonstrates the overall scores of the regions based on their performance across different subjects and grades.



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

Ernakulam has retained its position as the top-performing region in LAT January 2026, continuing its first rank from LAT April 2025 and thereby demonstrating consistent performance. Tinsukia has shown notable improvement, rising to the second position in January 2026 from the lowest rank in April 2025, while Gurugram continues to feature among the top three regions across both cycles. Raipur ranks last, followed by Hyderabad and Delhi, in LAT January 2026. Importantly, Raipur was among the bottom three regions in the previous edition of LAT.

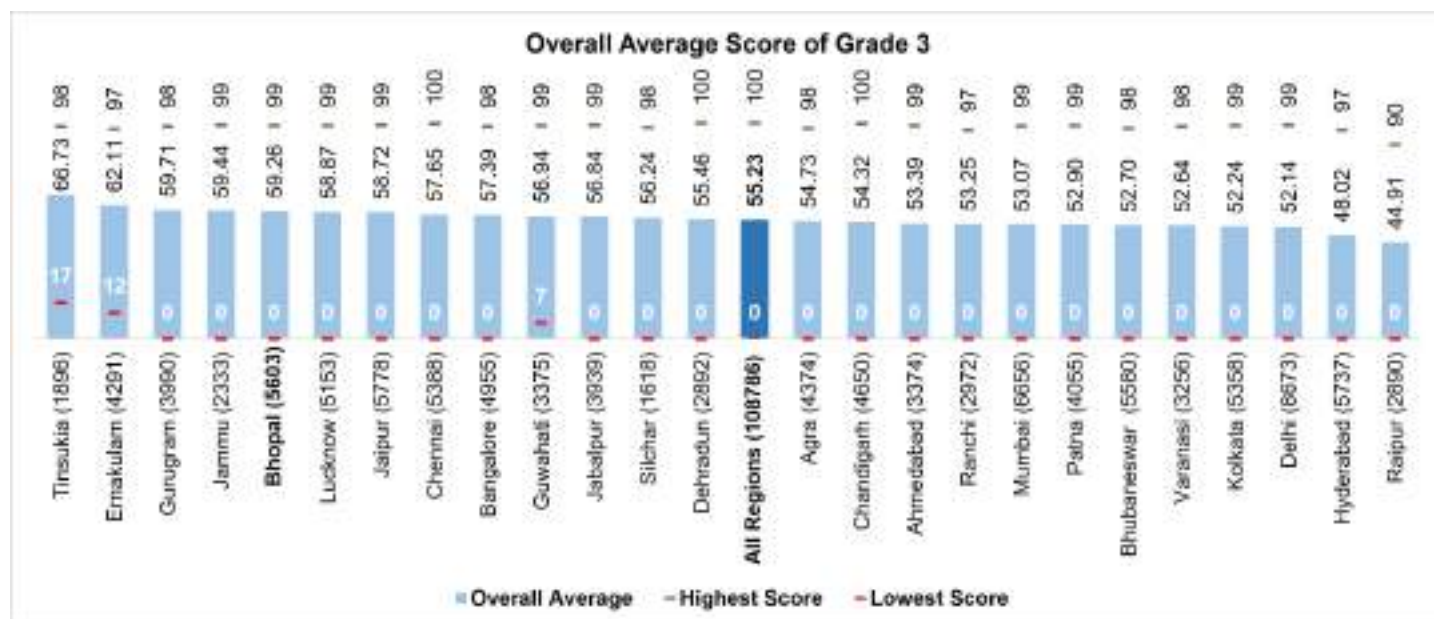
Furthermore, the distribution of top-performing regions in January 2026 reflects a broad geographical spread, indicating that high performance is not confined to any particular zone. The overall average score shows stability, moving from 50.68% in April 2025 to 50.75% in January 2026.

A.2: Grade-wise and subject-wise performance of all regions

This section presents the overall average and subject-wise scores for three grades (3, 5 and 8) across the 25 KVS regions that participated in LAT January 2026. It further explores the competencies achieved by students in each grade in each region.

1. Grade 3

A. Overall Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage. Numbers in brackets indicate the number of students who participated in the test.

Grade 3 shows a national average score of 55.23%, indicating moderate attainment of learning outcomes. While several regions, such as Tinsukia and Ernakulam, demonstrate strong performance, significant inter-regional variation is evident, with a gap of nearly 22 percentage points* between the highest- and lowest-performing regions.

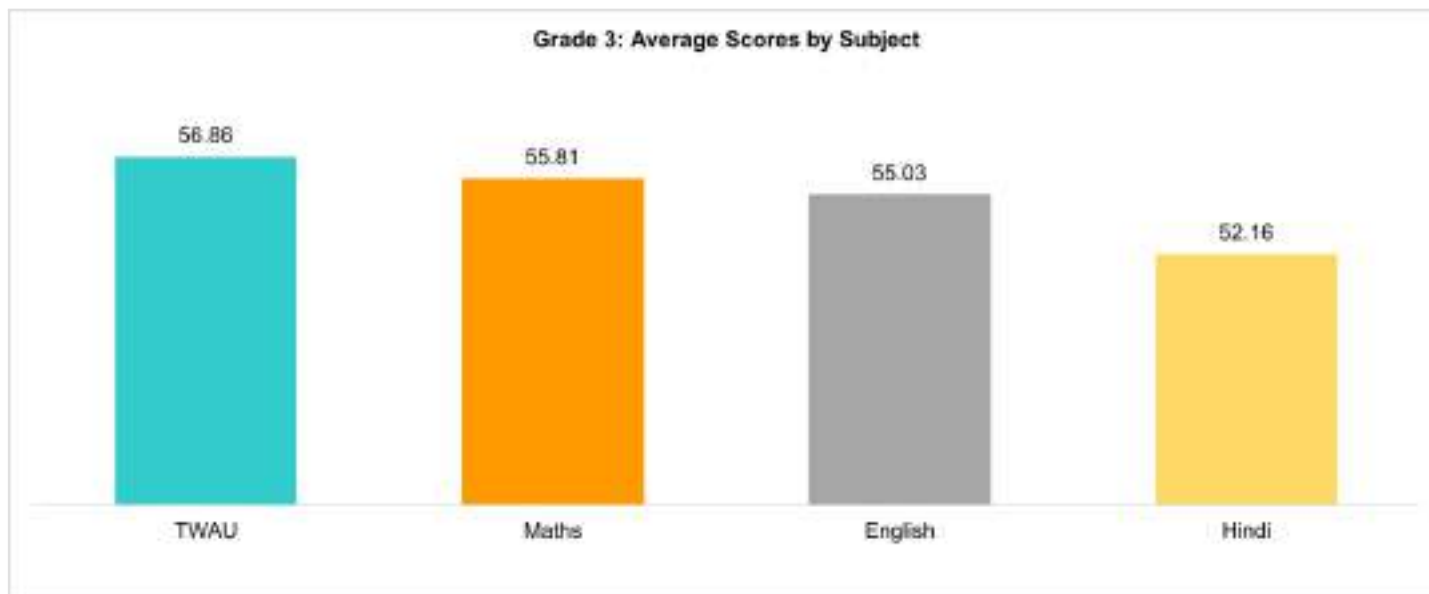
Between April 2025 and January 2026, Tinsukia shows the most notable improvement, recording a sharp rise of about 23.37% and emerging as the best-performing region in January. In contrast, the highest drops are observed in Raipur and Hyderabad, both registering a steep fall of 19.11%** and 18.21%, respectively, highlighting significant learning dips in these regions.

Grade 3 continues to be the highest-performing grade in LAT January 2026; however, its lead is marginal, as Grade 3 scores have declined while Grade 5 performance has improved.

*Differences in performance within the same year are expressed in percentage points, representing the absolute difference between percentage values.

**Differences in performance on a year-on-year basis (April 2025 to January 2026) are expressed as relative percent change, calculated as $(\text{January 2026 score} - \text{April 2025 score}) \div \text{April 2025 score} \times 100$.

B. Average Scores by Subject



Note: The average score of each subject shown in the graph is expressed in percentage.

Among the four subjects assessed, The World Around Us (TWAU) records the highest average score (56.86%) and Hindi records the lowest score (52.16%), though by a small margin. Maths (55.81%) and English (55.03%) show closely aligned performance, suggesting a broadly balanced development of early numeracy and foundational English literacy skills across regions.

Hindi's average score (52.16%) may reflect variations in exposure to Hindi, particularly in non-Hindi-speaking regions.

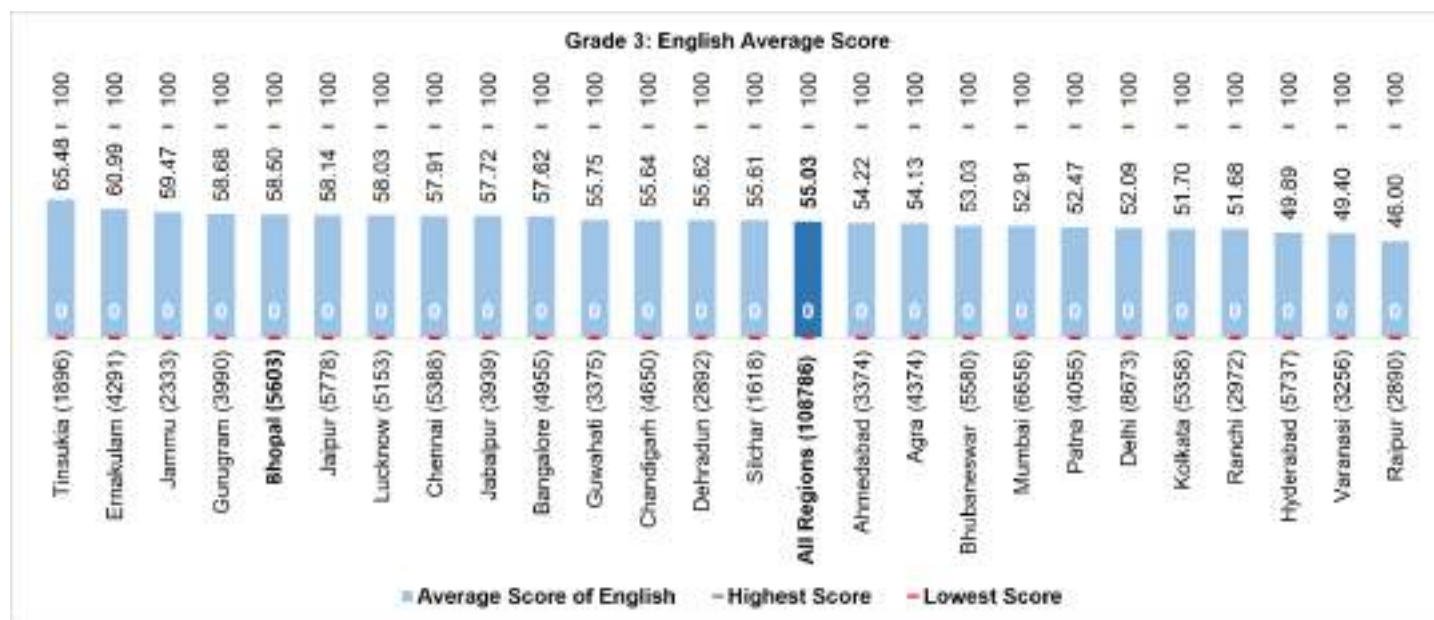
The narrow range between the highest and lowest subject averages (under 5 percentage points) indicates that learning outcomes are moderate and fairly evenly distributed across subjects. Overall, the subject-wise pattern suggests a reasonably stable foundation at the primary level while also underscoring the importance of strengthening early language development in Hindi through targeted pedagogical interventions and enriched classroom practices.

A decline in average scores is observed across all subjects from 2025 to 2026, indicating a general drop in Grade 3 learning outcomes. Maths declined from 61.79% to 55.81%, English from 61.87% to 55.03% and Hindi from 60.89% to 52.16%.

Hindi shows the sharpest decline (14.34%), followed by English (11.05%) and Maths (9.68%).

C. English

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

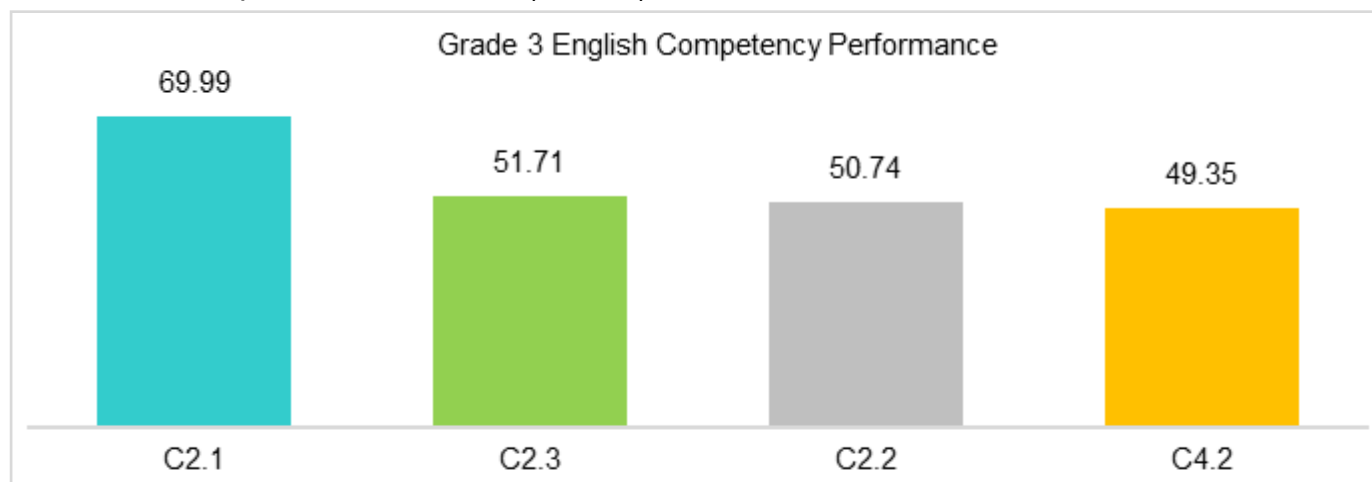
The national average for Grade 3 English in January 2026 is 55.03%, indicating moderate achievement of language learning outcomes, with scope for further strengthening early literacy skills. Tinsukia (65.48%) emerges as the highest-performing region, followed by Ernakulam (60.99%) and Jammu (59.47%), reflecting relatively stronger early literacy and language comprehension skills.

Most regions (17) fall in the range of 52.09%–58.68%, suggesting a broadly similar level of English proficiency across regions.

Raipur (46.00%) and Varanasi (49.40%) are the lowest-performing regions, pointing to gaps in foundational English skills.

Between April 2025 and January 2026, Tinsukia shows the most significant improvement in Grade 3 English, registering a gain of over 16% and emerging as the top-performing region. In contrast, Hyderabad records the steepest decline of over 22%.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.1: Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts

C2.3: Draws essential conclusions from the material read

C2.2: Infers the author's intention behind writing the text material

C4.2: Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas

C2.1 is the strongest competency (69.99%), indicating that most students are able to use basic strategies such as predicting, inferring and visualising to understand texts. There is a sharp drop of nearly 18–20 percentage points from C2.1 to the other competencies, pointing to difficulty in moving beyond surface-level comprehension.

C2.2 and C2.3 show moderate but similar performance (around 51%), suggesting partial understanding but limited higher-order interpretative skills.

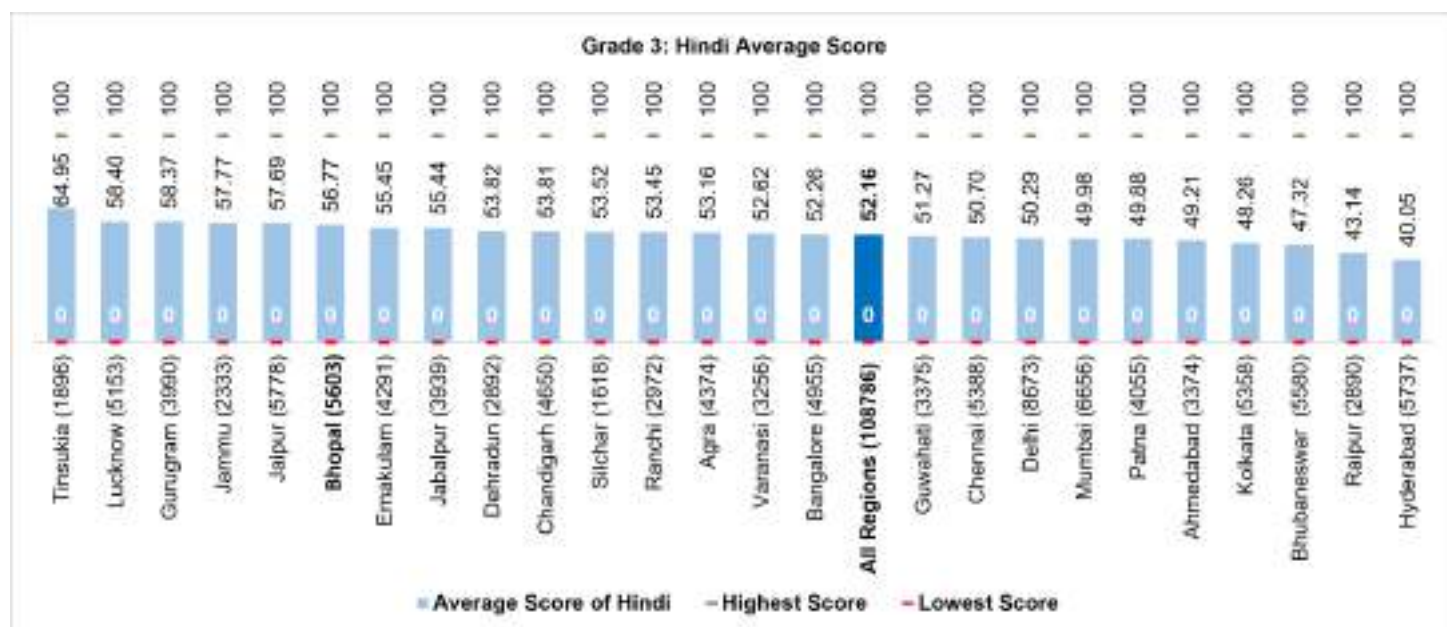
C4.2 is the weakest area (49.35%), highlighting gaps in interpreting the meanings of words based on the situation (not their general or common meanings).

Grade 3: Top and Bottom Performers in English						
C2.1	Top Performers	Tinsukia (81.05)	Bhopal (75.30)	Ernakulam (75.18)	Jammu (73.80)	Jaipur (73.56)
	Bottom Performers	Hyderabad (63.13)	Varanasi (63.84)	Raipur (64.73)	Kolkata (65.36)	Dehradun (67.16)
C2.2	Top Performers	Tinsukia (64.21)	Jammu (59.47)	Lucknow (56.72)	Gurugram (56.43)	Bhopal (56.12)
	Bottom Performers	Raipur (41.37)	Hyderabad (44.40)	Bhubaneswar (45.82)	Mumbai (46.73)	Varanasi (47.13)
C2.3	Top Performers	Tinsukia (60.58)	Ernakulam (59.45)	Gurugram (56.14)	Jammu (55.72)	Lucknow (55.09)
	Bottom Performers	Raipur (39.77)	Varanasi (44.56)	Hyderabad (46.77)	Ranchi (47.79)	Mumbai (48.27)
C4.2	Top Performers	Ernakulam (58.91)	Tinsukia (58.52)	Gurugram (55.60)	Chennai (54.97)	Bangalore (54.31)
	Bottom Performers	Raipur (41.26)	Ranchi (43.56)	Varanasi (44.47)	Delhi (46.14)	Kolkata (46.34)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

D. Hindi

1. Average Score (Region-wise)

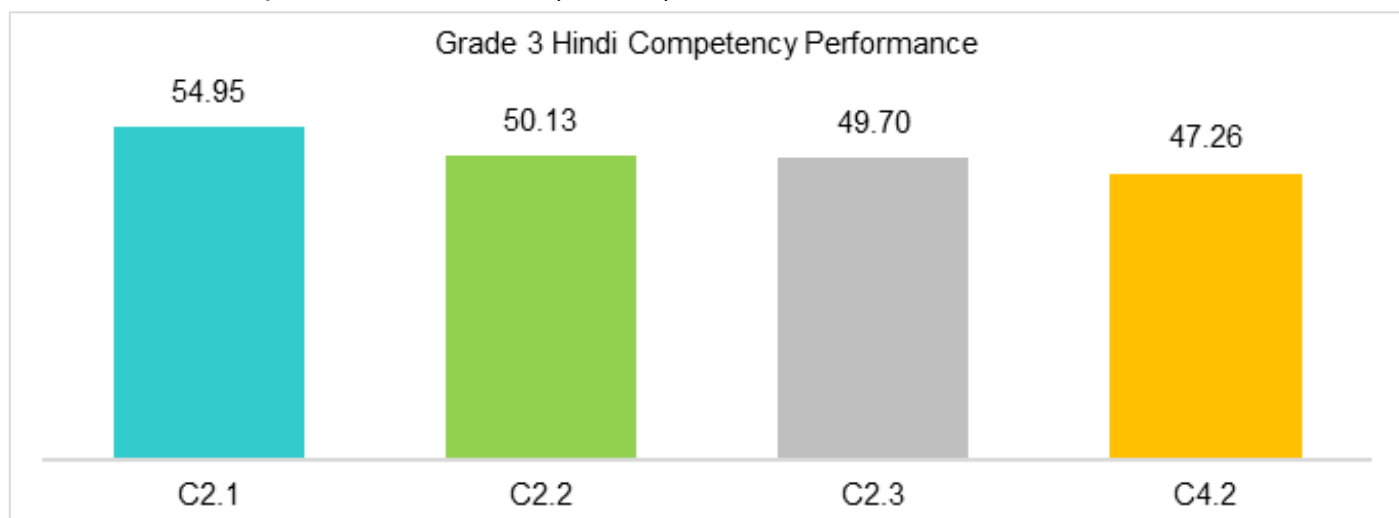


Note: The average score of each region shown in the graph is expressed in percentage. Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 3 Hindi in January 2026 stands at 52.16%, reflecting moderate attainment of language learning outcomes. Tinsukia (64.95%) records the highest performance, followed by Lucknow (58.40%) and Gurugram (58.37%), while most regions (13) fall in the range of 50.29%–56.77%, indicating broadly uniform proficiency levels. Compared to April 2025 (60.89%), overall Hindi performance shows a noticeable fall of 14.34% in January 2026. Tinsukia emerges as the top gainer (35.06%), while Kolkata and Raipur record the highest declines by 23.42% and 24.04%, respectively.

In January 2026, while both English and Hindi show moderate and largely uniform performance across regions, English records a marginally higher national average, indicating comparatively better attainment of learning outcomes.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.1: Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts

C2.2: Infers the author's intention behind writing the text material

C2.3: Draws essential conclusions from the material read

C4.2: Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas

C2.1 is the strongest competency across most regions, indicating that students are relatively comfortable with surface-level understanding such as predicting, visualising and basic inference.

A clear downward progression is visible from C2.1 to C2.2 and to C2.3, indicating growing difficulty as tasks move from understanding to inferring the author's intent and drawing essential conclusions.

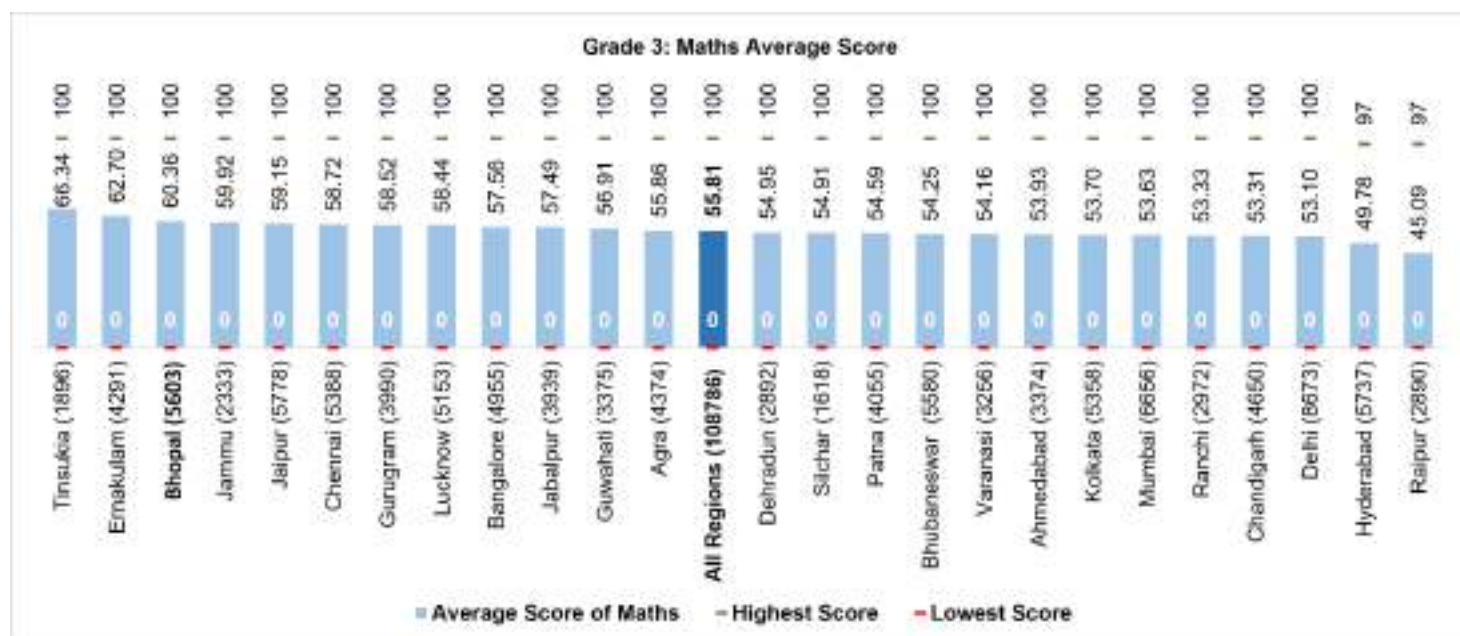
C4.2 records the lowest score, suggesting that students find it difficult to comprehend a descriptive passage and match it with the correct term and to identify the correct meaning of a multiple-meaning word based on context.

Grade 3: Top and Bottom Performers in Hindi						
C2.1	Top Performers	Tinsukia (66.59)	Lucknow (62.19)	Jaipur (61.39)	Gurugram (60.54)	Jammu (60.36)
	Bottom Performers	Hyderabad (39.14)	Raipur (47.91)	Bhubaneswar (49.31)	Chennai (50.31)	Guwahati (52.23)
C2.2	Top Performers	Tinsukia (62.18)	Ernakulam (59.12)	Jammu (55.77)	Silchar (54.54)	Gurugram (53.95)
	Bottom Performers	Raipur (38.82)	Hyderabad (44.32)	Patna (44.80)	Varanasi (45.52)	Delhi (47.01)
C2.3	Top Performers	Tinsukia (66.05)	Bhopal (58.44)	Gurugram (58.16)	Ernakulam (57.67)	Lucknow (57.46)
	Bottom Performers	Raipur (38.66)	Bhubaneswar (40.04)	Hyderabad (40.40)	Kolkata (40.84)	Mumbai (45.14)
C4.2	Top Performers	Tinsukia (62.19)	Gurugram (57.65)	Ernakulam (56.44)	Jammu (54.93)	Bhopal (54.59)
	Bottom Performers	Hyderabad (36.03)	Raipur (36.53)	Kolkata (40.31)	Patna (41.30)	Delhi (42.44)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

E. Maths

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

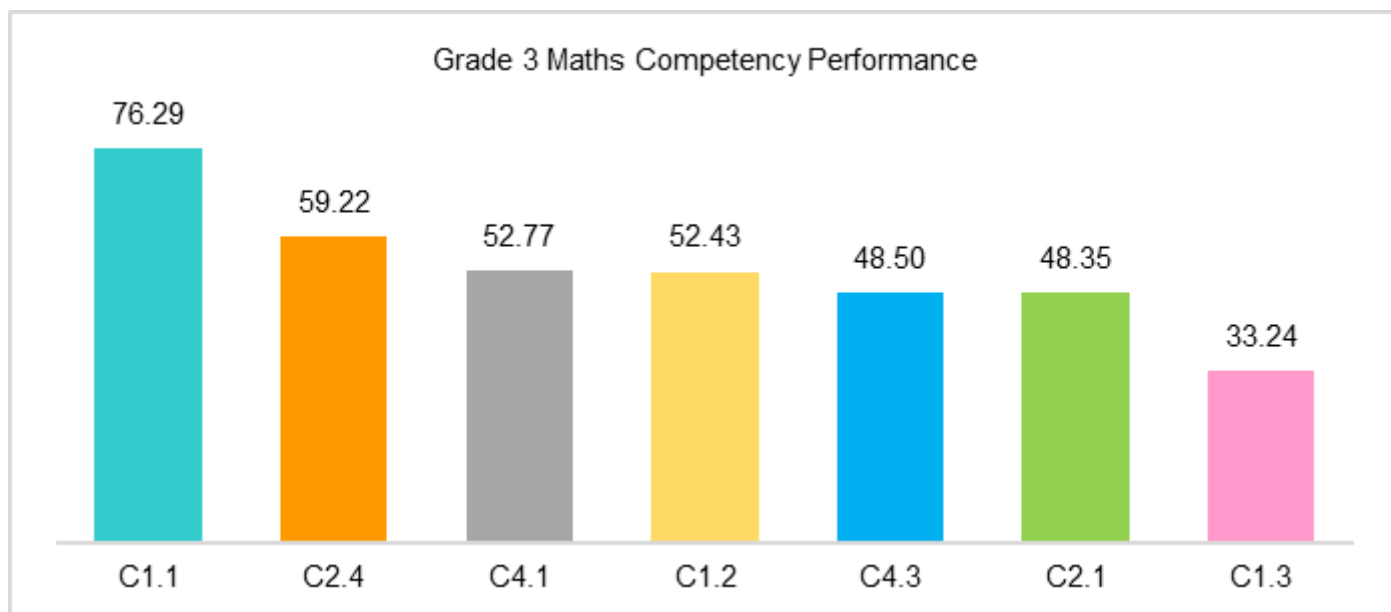
Tinsukia (66.34%) emerges as the highest-performing region in Grade 3 Maths, followed by Ernakulam (62.70%) and Bhopal (60.36%), reflecting stronger numeracy and problem-solving skills.

Most regions (20) lie between 53.10% and 59.92%, suggesting relatively uniform performance across regions. Raipur (45.09%) and Hyderabad (49.78%) lie at the lower end, indicating gaps in foundational numeracy competencies.

The national average moderates from 61.79% (April 2025) to 55.81% (January 2026), which is a decline of 9.68%.

Tinsukia, which was among the lower-performing regions in April 2025, shows a significant improvement, emerging as the top performer in January 2026. Raipur and Hyderabad show the largest declines of 21.27% and 17.34%, respectively. All regions except Tinsukia record a decline in January 2026 Grade 3 Maths. Ernakulam and Bhopal remain among the higher performers in both editions, though with slightly lower averages in January.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C1.1: Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers

C2.4: Discovers, recognises, describes, and extends patterns in 2D and 3D shapes

C4.1: Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)

C1.2: Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers

C4.3: Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context

C2.1: Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties

C1.3: Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems

C1.1 is the strongest competency, confirming that foundational understanding of numbers is well established in Grade 3.

C2.4 is the second-best-performing area, indicating relative ease with recognising and extending patterns.

C1.2 and C4.1 (Daily-life problem solving) show moderate performance, suggesting partial understanding with limited application depth.

C2.1 and C4.3 (Strategy selection) lag behind, pointing to challenges in geometric reasoning and strategic thinking.

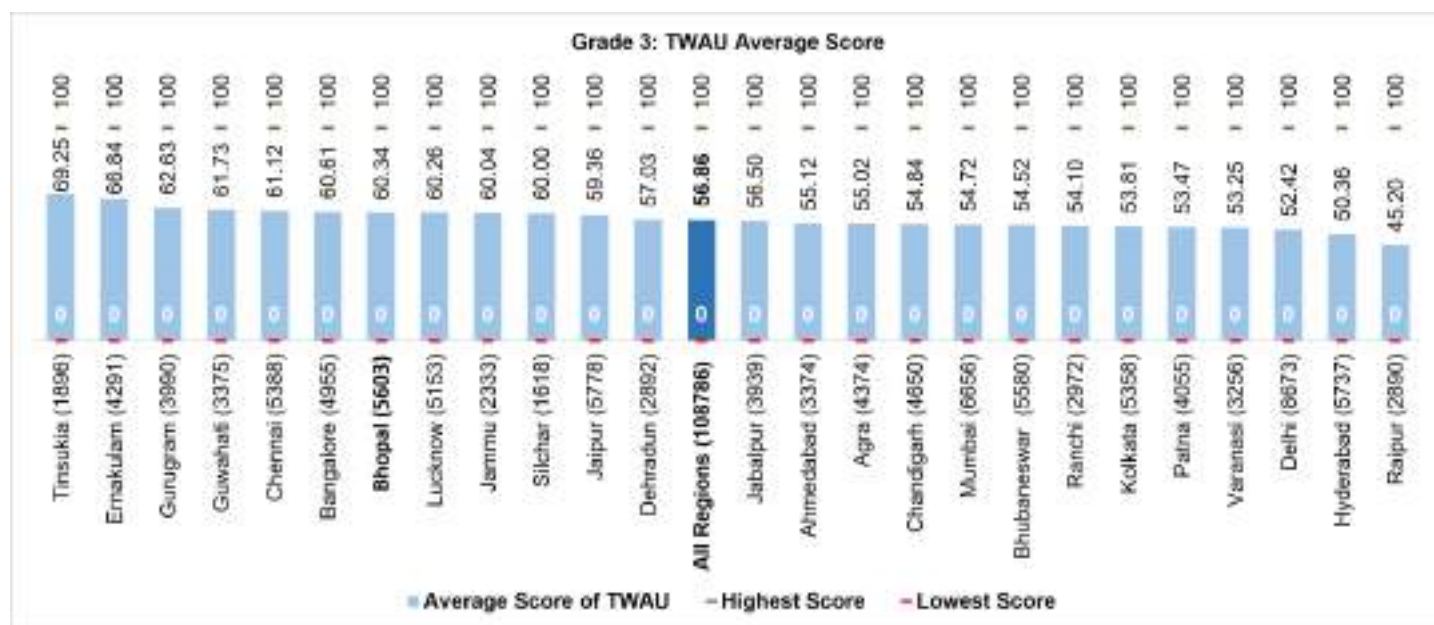
C1.3 is the weakest area, suggesting students faced difficulty in reading and interpreting visual and tabular information, identifying relevant numerical details and selecting and applying appropriate operations, limiting their ability to apply arithmetic meaningfully in real-life contexts.

Grade 3: Top and Bottom Performers in Maths						
C1.1	Top Performers	Tinsukia (82.25)	Chennai (78.77)	Ernakulam (78.54)	Lucknow (78.31)	Jaipur (78.26)
	Bottom Performers	Raipur (68.95)	Hyderabad (69.64)	Chandigarh (73.39)	Delhi (74.28)	Ranchi (74.43)
C1.2	Top Performers	Tinsukia (65.95)	Ernakulam (60.92)	Bhopal (59.02)	Jaipur (58.29)	Jammu (57.01)
	Bottom Performers	Raipur (40.61)	Hyderabad (46.08)	Bhubaneswar (47.13)	Mumbai (48.91)	Chandigarh (49.28)
C1.3	Top Performers	Tinsukia (43.38)	Bhopal (38.78)	Jaipur (38.52)	Ernakulam (38.41)	Gurugram (37.82)
	Bottom Performers	Raipur (21.39)	Hyderabad (28.23)	Chandigarh (28.87)	Patna (29.05)	Mumbai (30.18)
C2.1	Top Performers	Ernakulam (60.27)	Tinsukia (60.21)	Bhopal (55.93)	Jammu (55.29)	Bangalore (52.23)
	Bottom Performers	Raipur (33.46)	Hyderabad (42.13)	Patna (43.74)	Bhubaneswar (44.15)	Kolkata (44.39)
C2.4	Top Performers	Tinsukia (70.86)	Ernakulam (66.70)	Jammu (63.89)	Bhopal (63.83)	Chennai (63.78)
	Bottom Performers	Raipur (50.40)	Hyderabad (52.61)	Ranchi (53.73)	Delhi (54.72)	Kolkata (56.09)
C4.1	Top Performers	Tinsukia (65.30)	Ernakulam (62.16)	Gurugram (57.63)	Bhopal (56.92)	Jammu (56.45)
	Bottom Performers	Raipur (38.41)	Varanasi (47.73)	Ahmedabad (48.13)	Hyderabad (48.19)	Ranchi (48.96)
C4.3	Top Performers	Tinsukia (58.98)	Lucknow (54.61)	Jammu (54.49)	Ernakulam (53.69)	Jaipur (52.84)
	Bottom Performers	Raipur (41.22)	Hyderabad (42.39)	Delhi (44.87)	Mumbai (45.20)	Bhubaneswar (45.32)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

F. TWAU

1. Average Score (Region-wise)

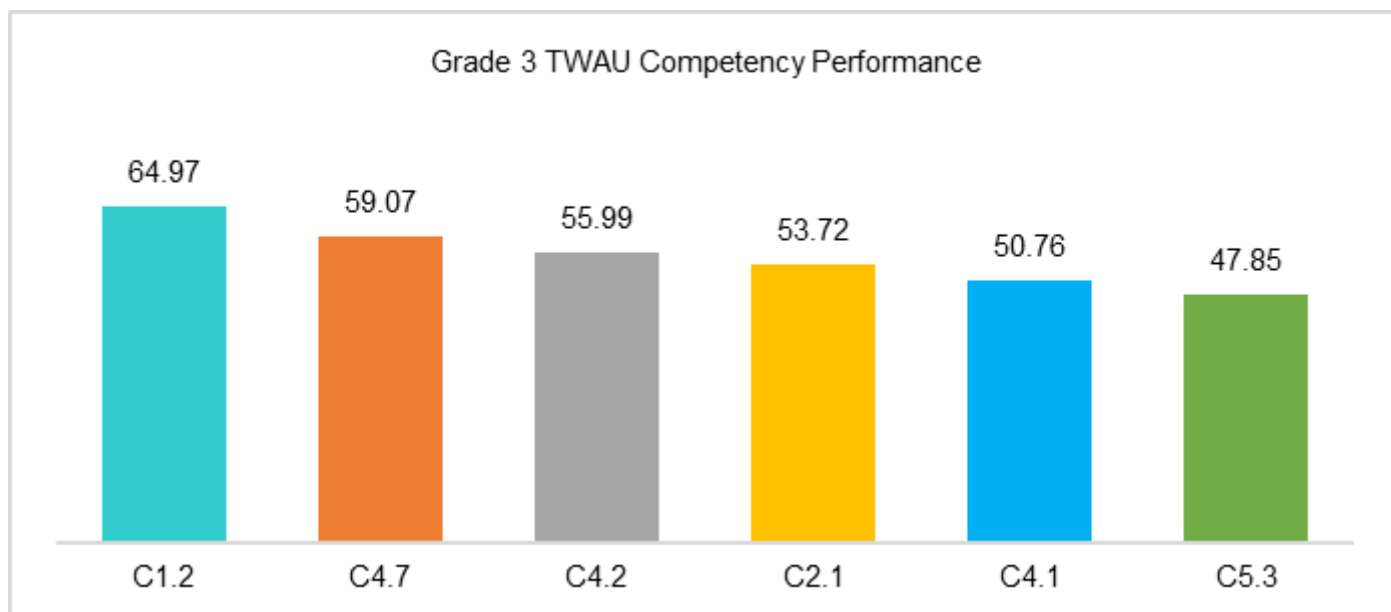


*Note: The average score of each region shown in the graph is expressed in percentage.
Numbers in brackets indicate the number of students who participated in the test.*

TWAU emerges as the best-performing subject in Grade 3, with its national average (56.86%) higher than the overall Grade 3 average, highlighting comparatively stronger student understanding in this subject area. Tinsukia (69.25%) records the highest performance, followed by Ernakulam (66.84%) and Gurugram (62.63%), suggesting stronger conceptual understanding and environmental awareness in these regions. Most regions (17) lie in the range of 53.25%–60.61%, reflecting somewhat consistent performance nationwide. Raipur (45.20%) and Hyderabad (50.36%) lie at the lower end of the distribution, indicating the need for additional support in developing foundational TWAU concepts.

The performance gap of around 24 percentage points between the highest- and lowest-performing regions highlights variation in the depth of conceptual understanding and classroom transaction of TWAU content.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C1.2: Describes structures, relationships, and traditions in the family and community

C4.7: Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)

C4.2: Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)

C2.1: Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow system, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)

C4.1: Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat)

C5.3: Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions

C1.2 is the strongest competency (64.97%), indicating good awareness of immediate social environments and lived experiences.

C4.7 also performs well (59.07%), suggesting that values, civic behaviour and everyday social practices are being internalised.

C4.2 shows moderate strength (55.99%), reflecting reasonable understanding of festivals, food, clothing and seasonal practices.

C2.1 records average performance (53.72%), pointing to basic familiarity with environmental systems, though conceptual depth may be limited.

C4.1 (50.76%) indicates that observation and description of plants and animals need further strengthening.

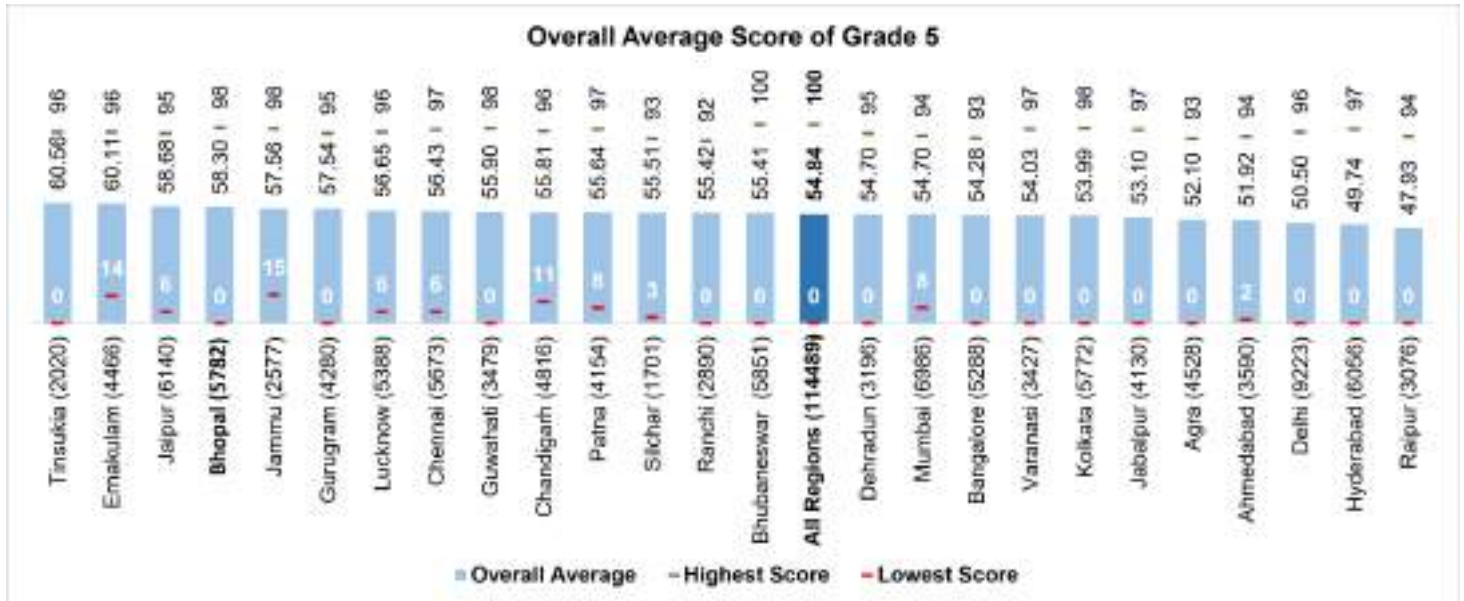
C5.3 is the weakest area (47.85%), highlighting difficulties with spatial understanding, symbols and directional skills.

Grade 3: Top and Bottom Performers in TWAU						
C1.1	Top Performers	Tinsukia (76.95)	Ernakulam (73.54)	Bangalore (72.44)	Gurugram (69.82)	Chennai (69.18)
	Bottom Performers	Raipur (50.92)	Hyderabad (58.94)	Ranchi (59.64)	Varanasi (60.10)	Patna (61.23)
C2.1	Top Performers	Ernakulam (65.00)	Chennai (60.76)	Tinsukia (60.47)	Bhopal (58.52)	Guwahati (57.27)
	Bottom Performers	Raipur (44.57)	Delhi (46.36)	Hyderabad (47.75)	Varanasi (49.51)	Agra (49.52)
C4.1	Top Performers	Ernakulam (64.97)	Tinsukia (64.24)	Bangalore (58.10)	Chennai (57.82)	Gurugram (57.69)
	Bottom Performers	Raipur (34.97)	Patna (43.48)	Delhi (45.30)	Hyderabad (45.32)	Kolkata (45.61)
C4.2	Top Performers	Guwahati (86.69)	Tinsukia (78.21)	Silchar (67.51)	Ernakulam (66.65)	Gurugram (65.37)
	Bottom Performers	Raipur (44.10)	Hyderabad (46.02)	Mumbai (49.56)	Agra (49.92)	Chandigarh (51.53)
C4.7	Top Performers	Tinsukia (73.31)	Ernakulam (68.61)	Gurugram (67.03)	Lucknow (65.43)	Jammu (64.46)
	Bottom Performers	Raipur (48.69)	Hyderabad (51.48)	Kolkata (53.41)	Delhi (54.29)	Ahmedabad (54.72)
C5.3	Top Performers	Tinsukia (55.03)	Ernakulam (52.44)	Guwahati (52.41)	Jaipur (52.07)	Silchar (51.86)
	Bottom Performers	Raipur (40.31)	Hyderabad (44.06)	Delhi (44.62)	Patna (44.97)	Mumbai (45.03)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

2. Grade 5

A. Overall Score (Region-wise)

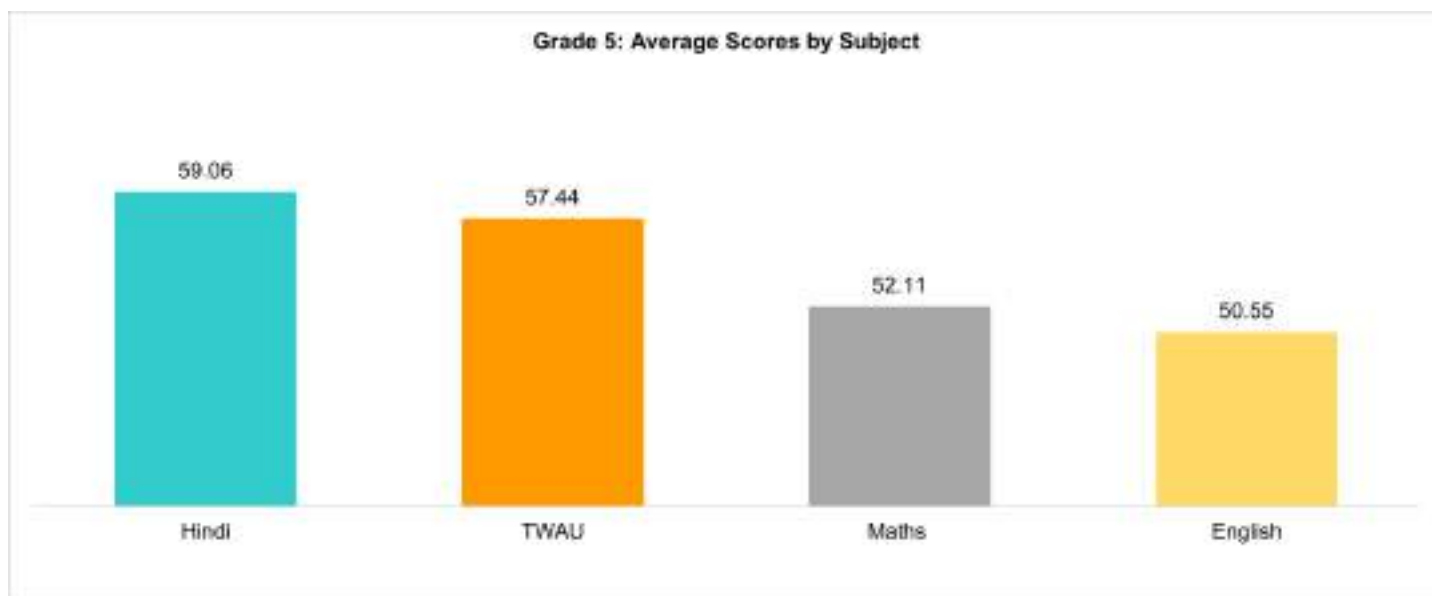


*Note: The average score of each region shown in the graph is expressed in percentage.
Numbers in brackets indicate the number of students who participated in the test.*

The national average for Grade 5 in January 2026 stands at 54.84%, reflecting moderate attainment of learning outcomes. Tinsukia (60.56%) records the highest average score, followed closely by Ernakulam (60.11%) and Jaipur (58.68%), indicating relatively stronger overall academic performance in these regions. Most regions (16) fall in the range of 53.10%–57.56%, suggesting broadly consistent performance across the system. Raipur (47.93%) and Hyderabad (49.74%) are positioned at the lower end of the distribution. The overall spread of about 13 percentage points indicates moderate inter-regional variation. In January 2026, Grade 5 performance is comparable to Grade 3 with a gap of only 0.83 percentage points, as Grade 3 scores have declined, while Grade 5 has improved this year.

Grade 5 overall performance remains broadly stable between April 2025 and January 2026, with the national average showing a slight improvement in the January assessment. Silchar and Tinsukia show the greatest improvement. Only four regions register a decline, with Lucknow recording the highest drop of 3.34%, which is marginal and indicates overall stability in regional performance.

B. Average Scores by Subject



Note: The average score of each subject shown in the graph is expressed in percentage.

Among the four subjects assessed at Grade 5, Hindi records the highest average score (59.06%), followed closely by TWAU (57.44%). Maths (52.11%) and English (50.55%) record lower averages, with English emerging as the lowest-scoring subject at this grade. English's lower average score may reflect challenges in sustaining and advancing English language proficiency as academic demands increase at the upper primary level.

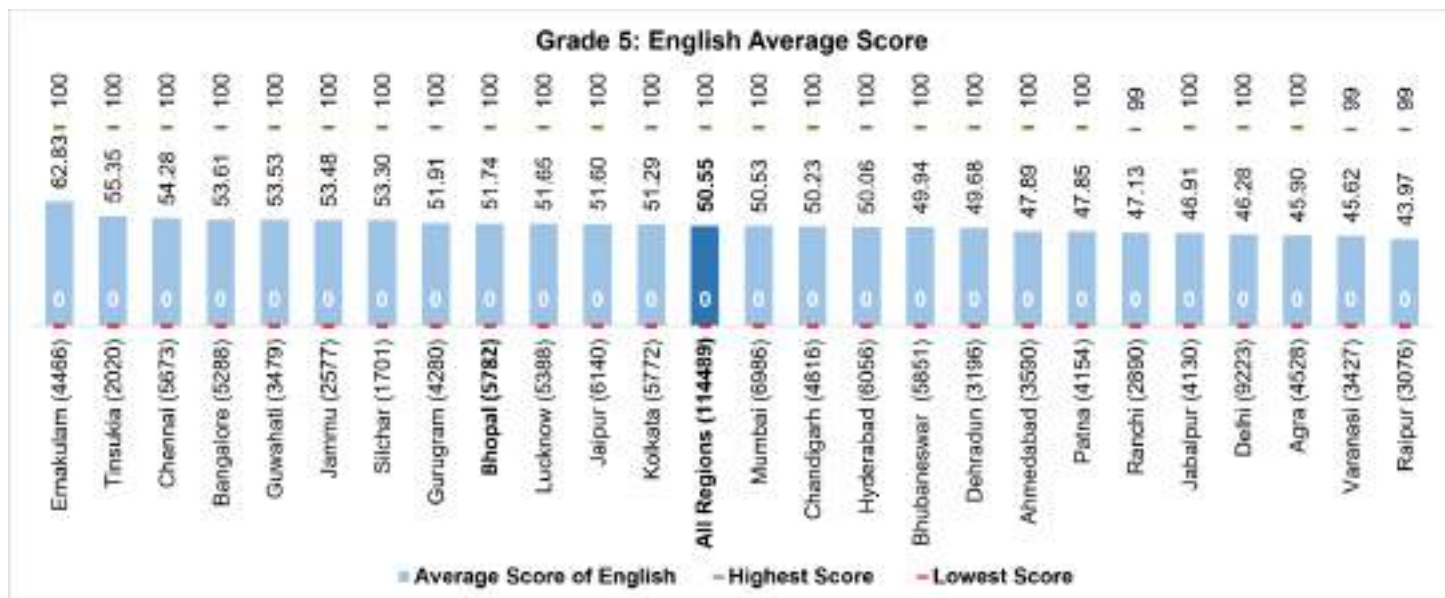
The spread between the highest and lowest subject averages is approximately 8.5 percentage points, indicating greater variation in subject-wise learning outcomes at Grade 5 compared to Grade 3. This points to emerging subject-specific gaps as students progress to higher grades, especially in English and Maths.

A comparison between 2025 and 2026 shows divergent subject-wise trends. Hindi improved from 54.91% to 59.06% (+7.49%) and TWAU recorded a significant increase from 50.70% to 57.44% (+13.29%), reflecting stronger gains in language and contextual learning. In contrast, English declined from 51.93% to 50.55% (-2.66%), while Maths remained largely stable with a marginal dip from 52.22% to 52.11% (-0.22%).

Overall, the Grade 5 subject-wise pattern suggests positive momentum in Hindi and TWAU, alongside a need for focused pedagogical support in English and Maths to address emerging learning gaps and ensure balanced academic development at the upper primary stage.

C. English

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

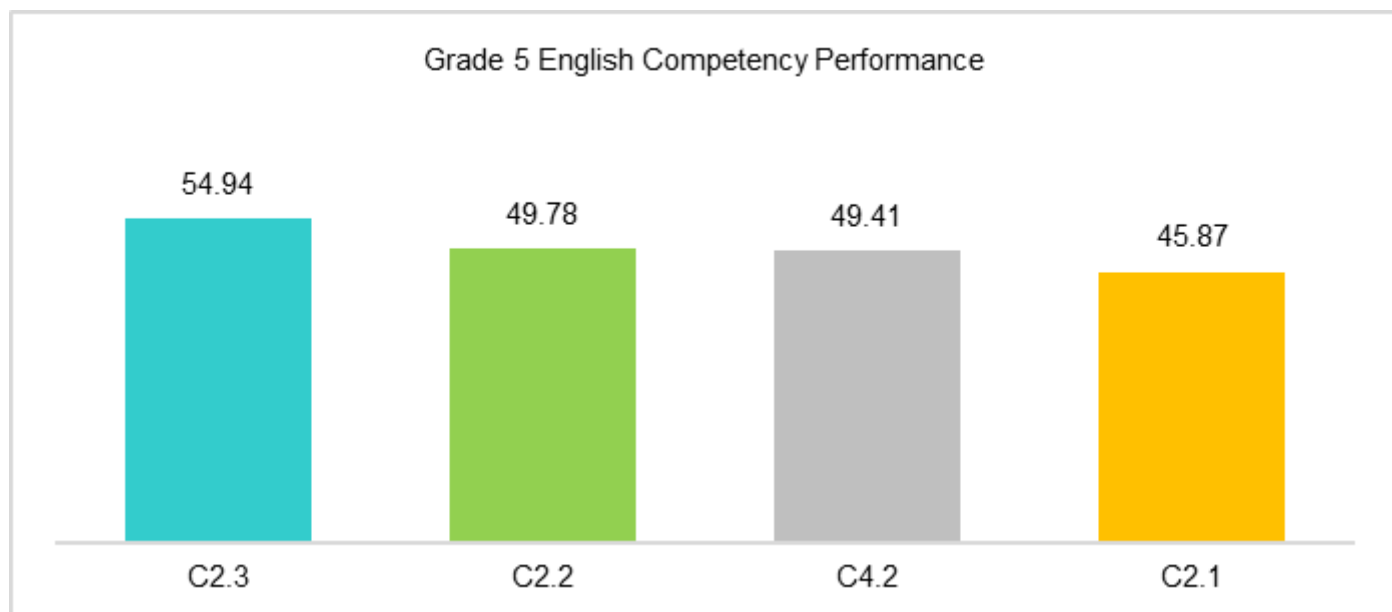
Numbers in brackets indicate the number of students who participated in the test.

Overall Grade 5 English performance in January 2026 stands at a moderate level (50.55%), marked by noticeable regional disparities. English is the lowest-performing subject in Grade 5, trailing behind the highest-performing subject (Hindi) in Grade 5 by over 8 percentage points.

Ernakulam continues to be the benchmark region, despite a modest decline (3.68%) from last year. Encouragingly, performance in English is improving in the North-East. Several lower-baseline regions show meaningful improvement, narrowing the gap. Compared with April 2025 performance, Tinsukia (8.91%) and Jammu (15.27%) registered the strongest improvements, whereas Agra (8.72%) and Varanasi (9.07%) experienced the steepest declines.

Grade 3 English (55.03%) outperforms Grade 5 (50.5%), indicating a decline in performance as students progress and suggesting gaps in sustaining foundational language skills. While Grade 3 shows relatively consistent performance across regions, Grade 5 reflects wider disparities, pointing to increasing variation at higher grades. This trend suggests that although foundational literacy is being established effectively, there are challenges in progressing to more advanced competencies such as comprehension and writing.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.3: Draws essential conclusions from the material read

C2.2: Infers the author's intention behind writing the text material

C4.2: Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas

C2.1: Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts

C2.3 records the highest performance (54.94%), indicating relatively better ability to infer and synthesise information from texts.

C2.2 and C4.2 (Vocabulary development) show moderate and similar performance (49.78% and 49.41%), suggesting partial development of interpretative skills and word knowledge.

C2.1 emerges as the weakest competency (45.87%), indicating that students face difficulty in reading and processing a passage and in deriving implicit traits, identifying the correct sequence of events and interpreting underlying motives. This indicates gaps in deeper comprehension beyond surface-level reading.

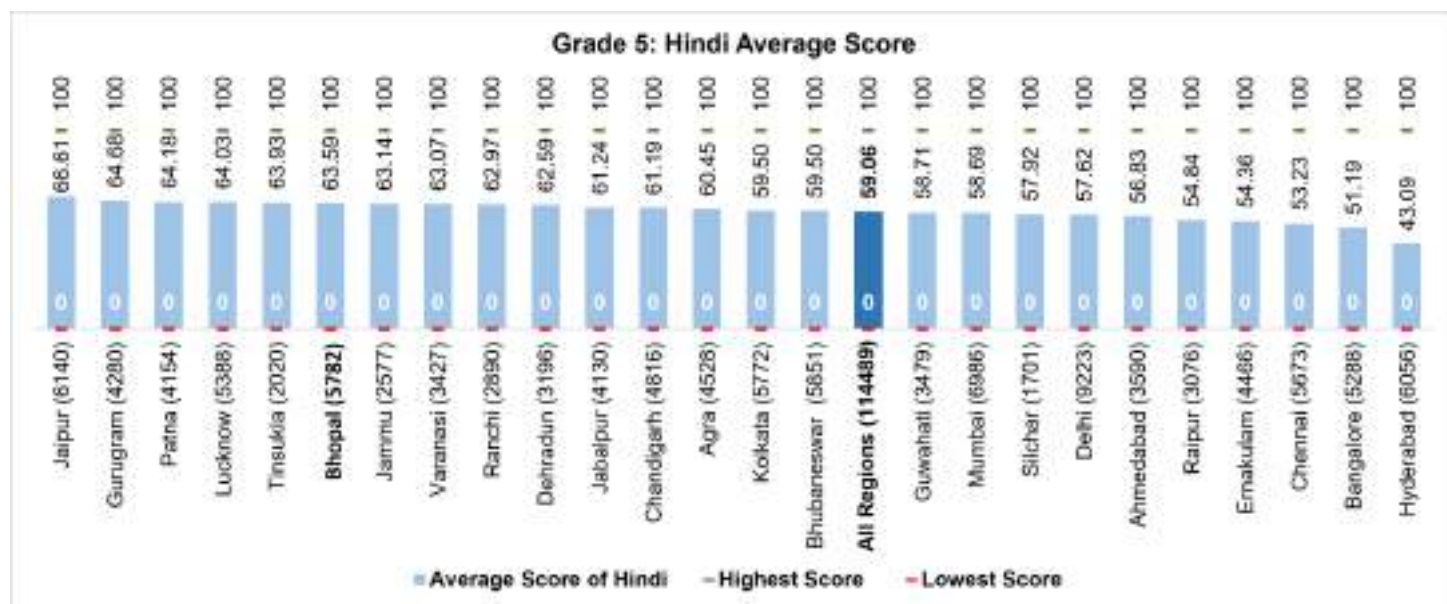
Overall, the pattern suggests uneven development across comprehension skills, with students performing better in conclusion-drawing than in strategic reading processes.

Grade 5: Top and Bottom Performers in English						
C2.1	Top Performers	Ernakulam (54.32)	Jammu (48.78)	Bhopal (47.90)	Kolkata (47.61)	Bhubaneswar (47.47)
	Bottom Performers	Raipur (41.08)	Jabalpur (42.32)	Ranchi (42.43)	Agra (42.56)	Varanasi (43.62)
C2.2	Top Performers	Ernakulam (64.31)	Chennai (59.19)	Jammu (57.80)	Bangalore (56.15)	Tinsukia (55.55)
	Bottom Performers	Raipur (39.17)	Varanasi (41.31)	Agra (42.48)	Patna (42.68)	Ranchi (43.86)
C2.3	Top Performers	Ernakulam (67.58)	Tinsukia (61.94)	Chennai (58.29)	Bangalore (57.60)	Silchar (57.30)
	Bottom Performers	Raipur (48.48)	Delhi (49.53)	Agra (50.50)	Varanasi (50.52)	Jabalpur (51.59)
C4.2	Top Performers	Ernakulam (65.51)	Tinsukia (56.26)	Silchar (55.88)	Guwahati (55.68)	Chennai (54.20)
	Bottom Performers	Varanasi (41.45)	Raipur (42.15)	Patna (43.77)	Agra (43.82)	Delhi (43.98)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

D. Hindi

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 5 Hindi significantly improves from 54.91% in April 2025 to 59.06% in January 2026, indicating a clear strengthening of Hindi learning outcomes at the Grade 5 level. In January 2026, Jaipur (66.61%), Gurugram (64.68%) and Patna (64.18%) emerge as the highest-performing regions, with most regions (18) lying in the range of 57.62%–64.68%, reflecting broadly consistent and improved performance across the system.

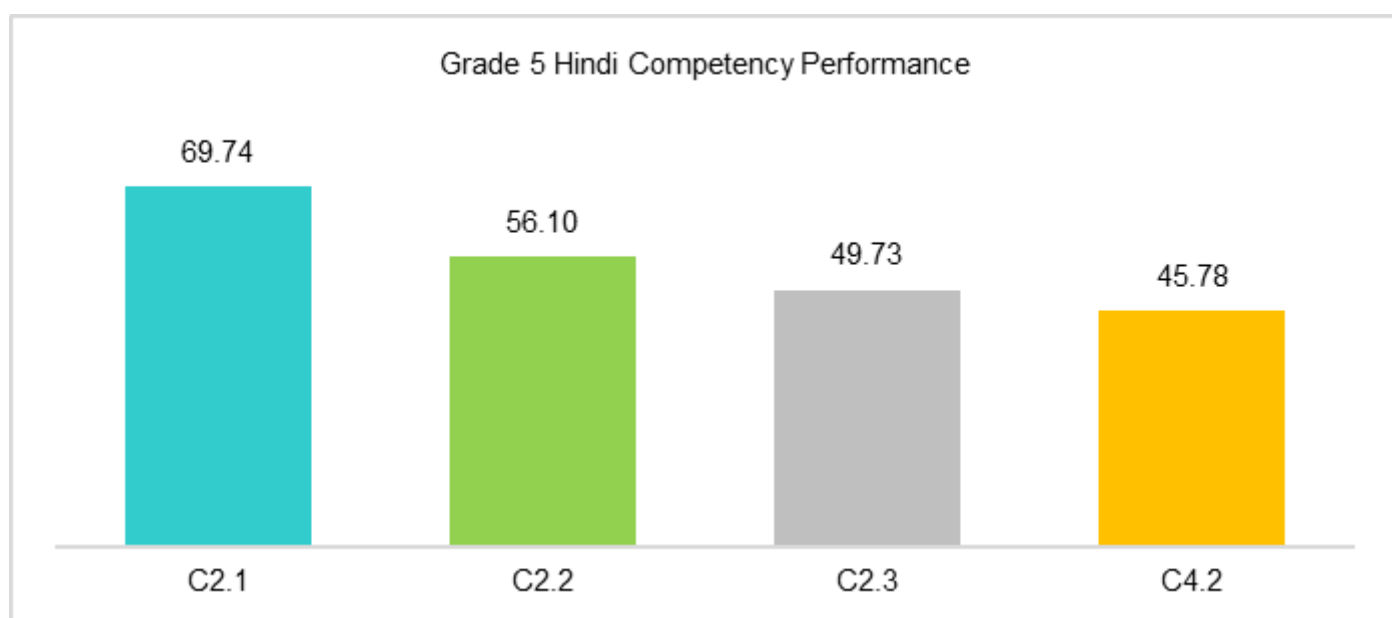
Compared to Grade 3, performance in Hindi improves by 6.9 percentage points in Grade 5.

Several regions record notable gains, led by Tinsukia and Jammu, which move from the lower half of the distribution in April 2025 to well above the national average in January 2026. Only a limited number of regions show marginal declines, with Lucknow registering the highest drop of just over 3%, indicating that overall performance trends are stable and positive, with improved proficiency and reduced learning gaps in Hindi at Grade 5.

At the same time, the existence of a small group of regions below the mid-50s, such as Ernakulam, Chennai, Bangalore and Hyderabad, suggests that some regions may be facing more persistent challenges in Hindi learning. These may relate to differences in language exposure or local linguistic context.

A notable pattern is that Hyderabad is among the lowest-performing regions in both Grade 3 and Grade 5, suggesting a persistent challenge rather than a one-time fluctuation.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.1: Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts

C2.2: Infers the author's intention behind writing the text material

C2.3: Draws essential conclusions from the material read

C4.2: Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas

C2.1 is the strongest competency (69.74%), indicating that students can effectively apply strategies such as inferring, predicting and visualising while reading Hindi texts.

Performance declines from C2.2 (56.10%) to C2.3 (49.73%), showing increasing difficulty in interpreting the author's intent and drawing deeper conclusions from texts.

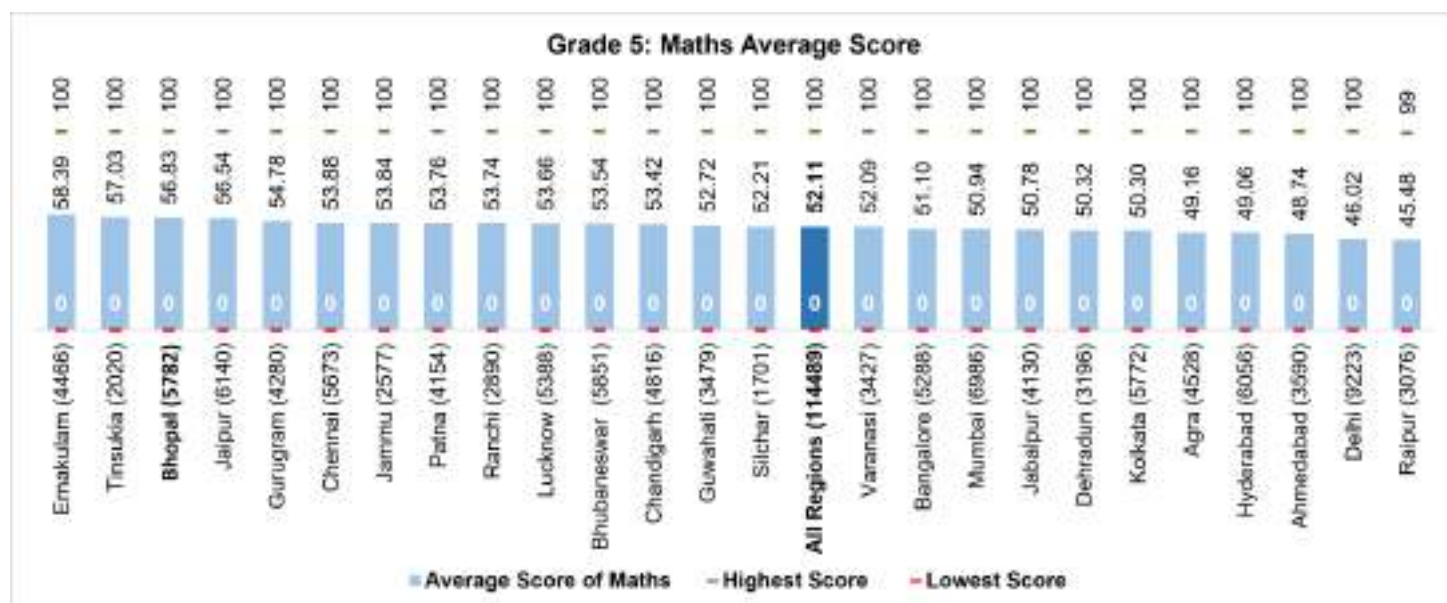
C4.2 is the weakest area (45.78%), pointing to difficulty in using contextual clues to interpret the correct meaning, (e.g., 'पत्र' as leaf vs. letter; 'मान' as respect vs. other meanings). Overall, the pattern suggests that while basic comprehension is well developed, higher-order interpretation and vocabulary enrichment remain key areas for strengthening in Grade 5 Hindi.

Grade 5: Top and Bottom Performers in Hindi						
C2.1	Top Performers	Jaipur (77.75)	Patna (75.86)	Gurugram (75.49)	Jammu (75.19)	Dehradun (75.15)
	Bottom Performers	Hyderabad (49.54)	Chennai (58.45)	Bangalore (60.94)	Ernakulam (61.79)	Raipur (66.25)
C2.2	Top Performers	Jaipur (66.18)	Tinsukia (62.82)	Varanasi (62.53)	Gurugram (62.43)	Patna (62.29)
	Bottom Performers	Hyderabad (36.25)	Bangalore (46.65)	Ernakulam (48.45)	Chennai (50.22)	Silchar (51.88)
C2.3	Top Performers	Tinsukia (54.87)	Gurugram (54.44)	Patna (54.32)	Jaipur (54.23)	Lucknow (54.10)
	Bottom Performers	Hyderabad (40.08)	Bangalore (44.25)	Raipur (44.68)	Ernakulam (47.22)	Delhi (47.64)
C2.4	Top Performers	Tinsukia (55.45)	Bhopal (53.72)	Jaipur (53.38)	Ernakulam (51.70)	Gurugram (51.48)
	Bottom Performers	Hyderabad (37.97)	Raipur (38.18)	Ahmedabad (38.60)	Bangalore (39.11)	Delhi (40.08)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

E. Maths

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.
Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 5 Maths shows a minuscule decline, moving from 52.22% in April 2025 to 52.11% in January 2026. In January 2026, Ernakulam (58.39%), Tinsukia (57.03%) and Bhopal (56.83%) emerge as the highest-performing regions, while most regions (16) lie in the range of 50.30%–54.78%, reflecting fairly uniform attainment of mathematical competencies. Raipur (45.48%) and Delhi (46.02%) are at the lower end of the performance range, indicating the need for continued focus on strengthening mathematical skills.

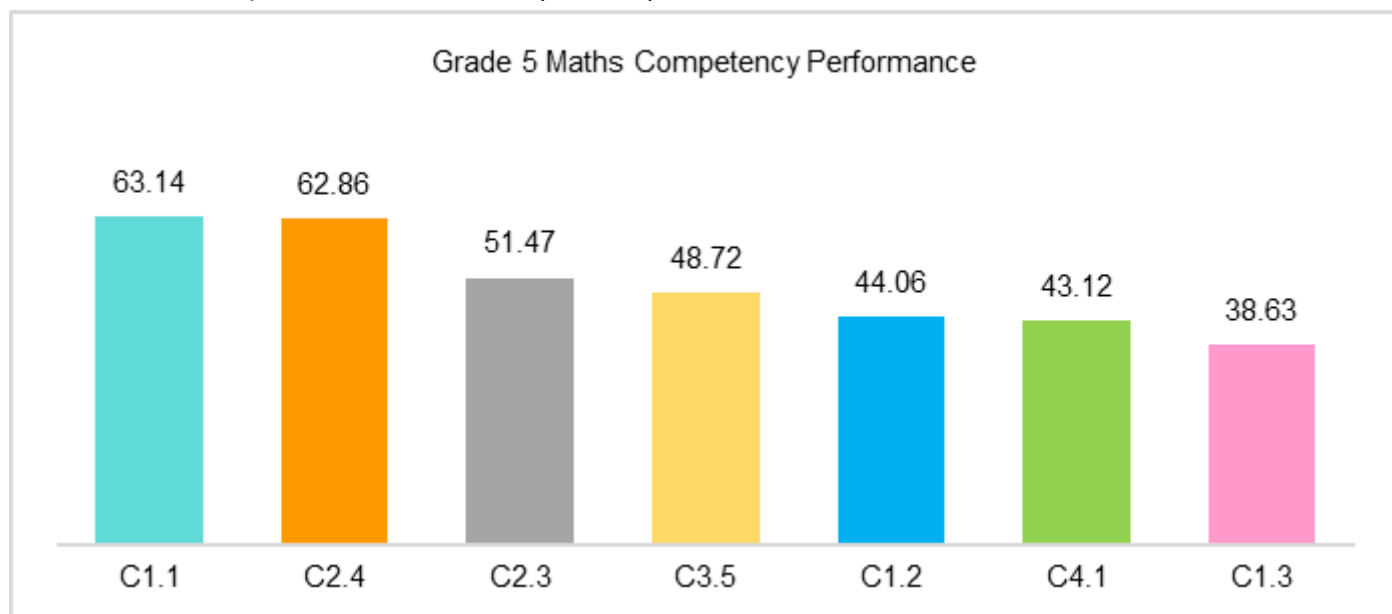
In comparison with April 2025 LAT, Tinsukia and Chennai record the most improvements (23.82% and 20.29%, respectively). Several higher-performing regions in April 2025 show only minor moderation in January 2026. Lucknow and Kolkata show the greatest drops (7.40% and 6.95%, respectively). Overall, the limited variation between the two cycles suggests steady learning levels in Grade 5 Maths.

The all-region average in Maths declines from 55.81% in Grade 3 to 52.11% in Grade 5, indicating a drop of 3.70 percentage points. This suggests that while students perform relatively better in Maths at Grade 3, maintaining that level becomes more difficult by Grade 5 as the subject demands greater conceptual understanding and application.

Raipur is the lowest-performing region in both Grade 3 and Grade 5, which points to a persistent regional challenge in Maths.

Tinsukia performs exceptionally strongly in both grades, leading Grade 3 and remaining among the top performers in Grade 5.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C1.1: Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers

C2.4: Discovers, recognises, describes, and extends patterns in 2D and 3D shapes

C2.3: Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes

C3.5: Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units

C1.2: Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers

C4.1: Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)

C1.3: Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems

C1.1 and C2.4 are the strongest competencies (63.14% and 62.86%), indicating solid understanding of number representation and pattern recognition.

C2.3 shows moderate performance (51.47%), suggesting basic geometric reasoning is in place but not yet fully consolidated.

C3.5 scores in the upper 40s (48.72%), pointing to partial understanding of measurement concepts with scope for improved accuracy and application.

C1.2 and C4.1 record lower-mid performance (44.06% and 43.12%), indicating difficulty in applying concepts to real-life contexts.

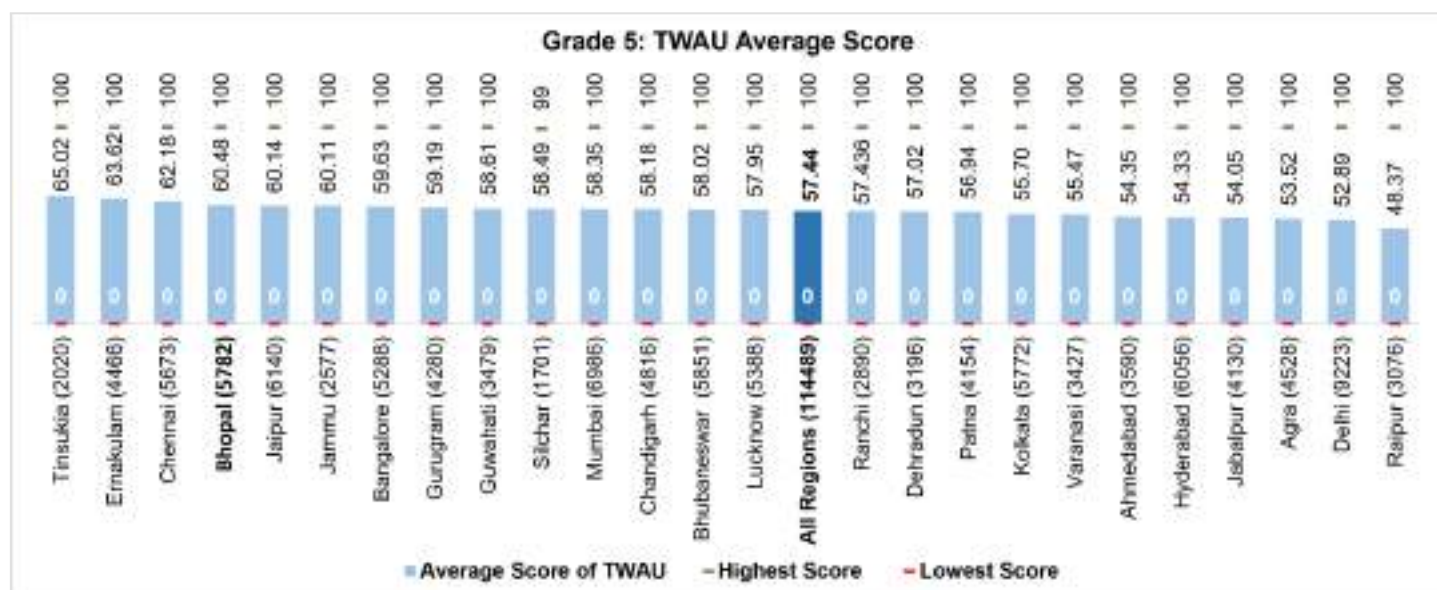
C1.3 is the weakest competency (38.63%), highlighting gaps in reading and interpreting visual and tabular information, identifying relevant numerical details and selecting and applying appropriate operations, limiting their ability to apply arithmetic meaningfully in real-life contexts.

Grade 5: Top and Bottom Performers in Maths						
C1.1	Top Performers	Ernakulam (68.76)	Gurugram (65.88)	Jaipur (65.51)	Tinsukia (65.48)	Bhubaneswar (65.44)
	Bottom Performers	Hyderabad (58.08)	Raipur (58.70)	Delhi (59.24)	Ahmedabad (60.15)	Bangalore (60.61)
C1.2	Top Performers	Jaipur (49.73)	Bhopal (49.58)	Gurugram (49.54)	Tinsukia (48.01)	Chandigarh (47.34)
	Bottom Performers	Raipur (33.40)	Kolkata (38.37)	Mumbai (39.30)	Jammu (40.43)	Ahmedabad (40.64)
C1.3	Top Performers	Bhopal (45.14)	Ernakulam (44.18)	Jammu (43.05)	Tinsukia (42.81)	Jaipur (41.48)
	Bottom Performers	Raipur (31.64)	Ahmedabad (33.72)	Varanasi (34.26)	Mumbai (34.98)	Delhi (35.65)
C2.3	Top Performers	Ernakulam (58.92)	Tinsukia (58.59)	Bhopal (58.21)	Jaipur (56.41)	Lucknow (55.64)
	Bottom Performers	Raipur (42.86)	Delhi (45.51)	Ahmedabad (46.96)	Kolkata (48.11)	Hyderabad (48.20)
C2.4	Top Performers	Ernakulam (72.44)	Jaipur (69.22)	Bhopal (68.63)	Mumbai (67.04)	Chennai (65.91)
	Bottom Performers	Delhi (49.53)	Agra (49.94)	Raipur (59.52)	Dehradun (59.64)	Hyderabad (61.41)
C3.5	Top Performers	Tinsukia (57.85)	Bhopal (54.97)	Jaipur (53.43)	Ernakulam (53.24)	Jammu (53.08)
	Bottom Performers	Raipur (40.67)	Ahmedabad (42.72)	Delhi (44.28)	Mumbai (44.49)	Hyderabad (44.52)
C4.1	Top Performers	Tinsukia (53.17)	Ernakulam (49.59)	Bhubaneswar (48.01)	Jaipur (47.92)	Jammu (46.45)
	Bottom Performers	Raipur (34.57)	Delhi (35.72)	Agra (37.32)	Ahmedabad (38.72)	Mumbai (41.13)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

F. TWAU

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

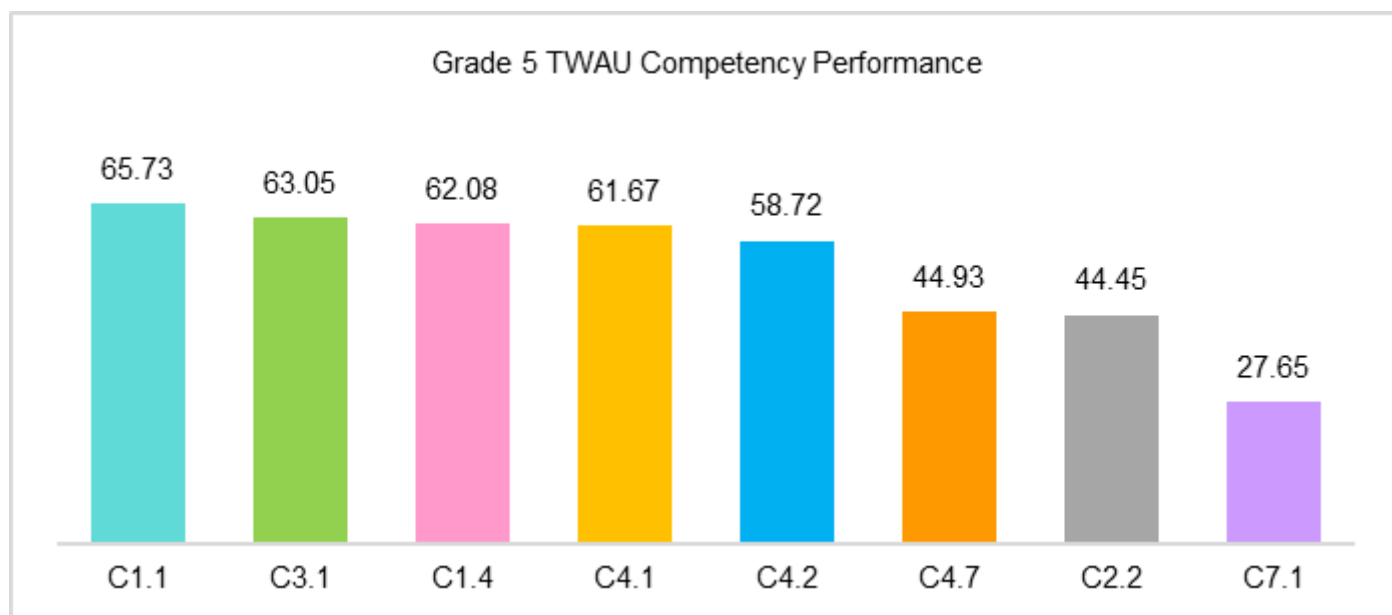
Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 5 TWAU improves from 50.70% in April 2025 to 57.44% in January 2026, indicating a substantial strengthening of TWAU learning outcomes across the system. In January 2026, Tinsukia (65.02%), Ernakulam (63.62%) and Chennai (62.18%) emerge as the highest-performing regions, with most regions (16) falling in the range of 55.47%–60.48%, reflecting broad-based improvement in conceptual understanding and application skills. Raipur and Delhi stand at the lower end, despite registering meaningful improvements.

The upward trend is evident across all regions except Kolkata and Lucknow. The biggest improvements are shown by Tinsukia and Silchar (48.6% and 23.92%, respectively). Overall, TWAU registers the strongest gain among Grade 5 subjects, pointing to positive learning momentum.

The all-region average rises slightly from 50.86% in Grade 3 to 57.44% in Grade 5, showing a modest gain of 0.58 percentage points. This suggests that TWAU achievement is broadly sustained across the primary grades, with a small positive progression by Grade 5. Tinsukia leads in both Grade 3 and Grade 5, while Raipur is the lowest-performing region in both grades.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C1.1: Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, soil) and social (houses, relationships) components in their immediate environment

C3.1: Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations) of humans, birds, and animals

C1.4: Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, noting discussion), and analyses their role

C4.1: Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat)

C4.2: Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)

C4.7: Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)

C2.2: Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, traditions)

C7.1: Gains familiarity with using the scientific method in investigations, as well as familiarity with other cross-cutting chapters such as energy, matter, and systems that apply across the domains of science and engineering

C1.1 is the strongest competency (65.73%), indicating reasonably good observation skills and familiarity with immediate surroundings.

C3.1 and C1.4 also perform well (63.05% and 62.08%), suggesting relatively strong awareness of safety practices and community functioning.

C4.1 shows solid performance (61.67%), reflecting students' ability to identify and describe plants and animals in their environment.

C4.2 records moderate strength (58.72%), indicating reasonable understanding of festivals, food habits, seasons and traditions.

A clear drop is observed in C4.7 and C2.2 (around 45%), pointing to weaker internalisation of civic values and analytical connections between nature and livelihood.

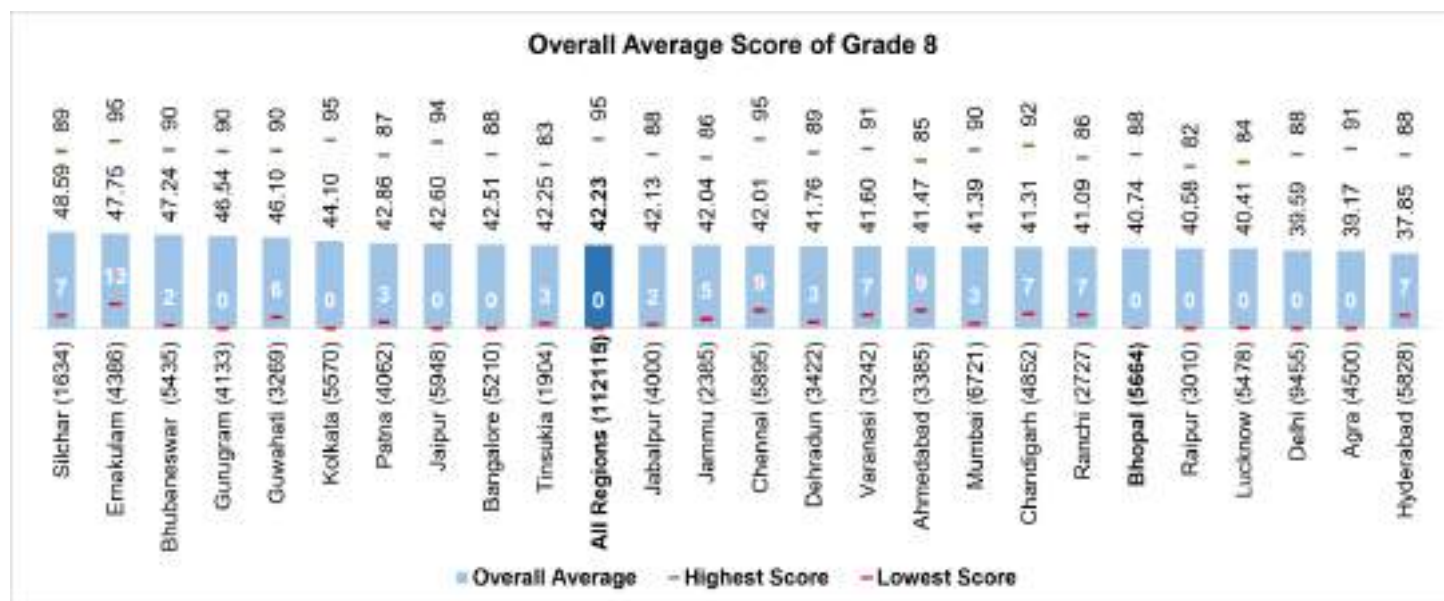
C7.1 is the weakest competency (27.65%), highlighting significant gaps in inquiry-based learning, experimentation and scientific reasoning.

Grade 5: Top and Bottom Performers in TWAU						
C1.1	Top Performers	Ernakulam (74.85)	Bhubaneswar (73.42)	Tinsukia (70.59)	Guwahati (69.69)	Chennai (68.96)
	Bottom Performers	Raipur (57.67)	Delhi (59.08)	Jabalpur (59.16)	Agra (61.19)	Jammu (61.66)
C1.4	Top Performers	Ernakulam (73.76)	Chennai (70.74)	Tinsukia (70.20)	Bangalore (68.68)	Jammu (67.13)
	Bottom Performers	Raipur (49.15)	Agra (55.38)	Delhi (56.17)	Jabalpur (57.18)	Varanasi (57.92)
C2.2	Top Performers	Tinsukia (53.17)	Ranchi (50.83)	Patna (50.73)	Jammu (49.48)	Bhopal (49.00)
	Bottom Performers	Hyderabad (36.48)	Raipur (36.52)	Ahmedabad (38.61)	Delhi (39.72)	Bangalore (40.67)
C3.1	Top Performers	Tinsukia (74.64)	Ernakulam (72.57)	Chennai (70.77)	Jammu (67.77)	Bangalore (67.26)
	Bottom Performers	Raipur (51.57)	Kolkata (57.44)	Ahmedabad (58.42)	Agra (58.67)	Delhi (58.92)
C4.1	Top Performers	Ernakulam (67.73)	Jammu (64.52)	Tinsukia (64.43)	Mumbai (64.40)	Silchar (64.29)
	Bottom Performers	Raipur (54.84)	Hyderabad (55.95)	Jabalpur (58.94)	Delhi / Varanasi (59.06)	Agra (59.37)
C4.2	Top Performers	Chennai (66.88)	Jaipur (66.23)	Ernakulam (64.70)	Mumbai (64.31)	Tinsukia (63.22)
	Bottom Performers	Raipur (52.31)	Patna (52.99)	Agra (53.36)	Jabalpur (53.49)	Ranchi (54.33)
C4.7	Top Performers	Tinsukia (57.52)	Bhopal (51.82)	Jammu (51.01)	Chennai (50.22)	Bangalore (49.67)
	Bottom Performers	Raipur (34.87)	Ahmedabad (38.31)	Agra (40.14)	Delhi (40.30)	Varanasi (40.97)
C7.1	Top Performers	Tinsukia (38.04)	Bhopal (34.95)	Ernakulam (34.36)	Chennai (30.01)	Bhubaneswar (29.90)
	Bottom Performers	Raipur (21.67)	Varanasi (24.45)	Delhi (24.55)	Kolkata (24.64)	Agra (24.88)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

3. Grade 8

A. Overall Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 in January 2026 stands at 42.23%, indicating lower overall attainment compared to Grades 3 and 5 and reflecting the increased academic complexity at this level. Silchar (48.59%) records the highest regional average, followed by Ernakulam (47.75%) and Bhubaneswar (47.24%).

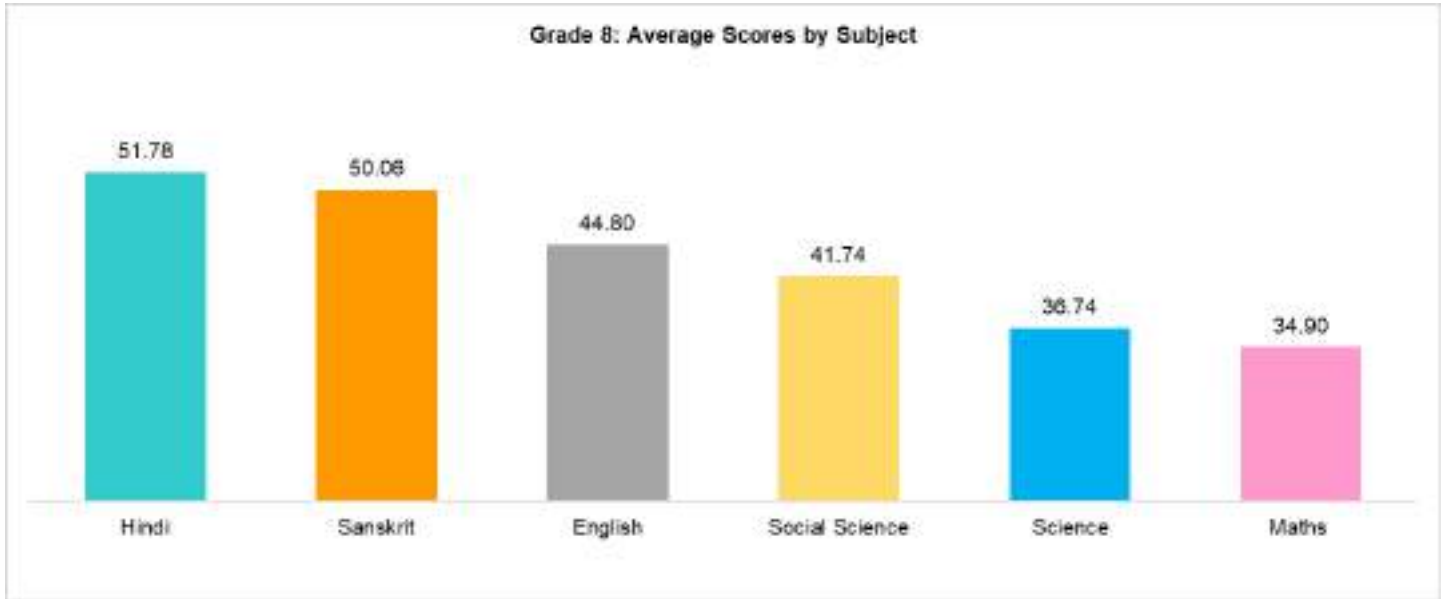
Most regions (17) lie in the range of 40.41%–44.10%, indicating broadly similar performance levels across the system, albeit at a modest level of achievement. Agra (39.17%) and Hyderabad (37.85%) are positioned at the lower end, highlighting the need for targeted academic support. The relatively narrow spread (about 11 marks) suggests that performance challenges are systemic rather than region-specific at Grade 8.

Compared to April 2025, the January 2026 all-region average performance shows an improvement of 8.49%. All regions have improved, indicating better consolidation of learning over the academic year. Silchar and Guwahati show the highest gains, improving by 24.05% and 17.50%, respectively.

The all-regions average drops from 54.84% in Grade 5 to 42.23% in Grade 8, a decline of 12.61 percentage points, showing that student performance weakens notably at the upper grade level.

In Grade 5, most regions cluster in the mid-50s, with Tinsukia (60.56%) and Ernakulam (60.11%) among the strongest performers, while Raipur (47.93%) is at the lower end. In Grade 8, the distribution shifts downwards, with most regions in the low-40s; Silchar (48.59%) leads, followed by Ernakulam (47.75%) and Bhubaneswar (47.24%), while Hyderabad (37.85%) is the lowest-performing region.

B. Average Scores by Subject



Among the six subjects assessed at Grade 8, Hindi records the highest average score (51.78%), followed closely by Sanskrit (50.06%). English (44.80%) and Social Science (41.74%) occupy the mid-range, while Science (36.74%) and Maths (34.90%) record the lowest average scores, highlighting increasing academic difficulty in concept-heavy subjects at the secondary stage.

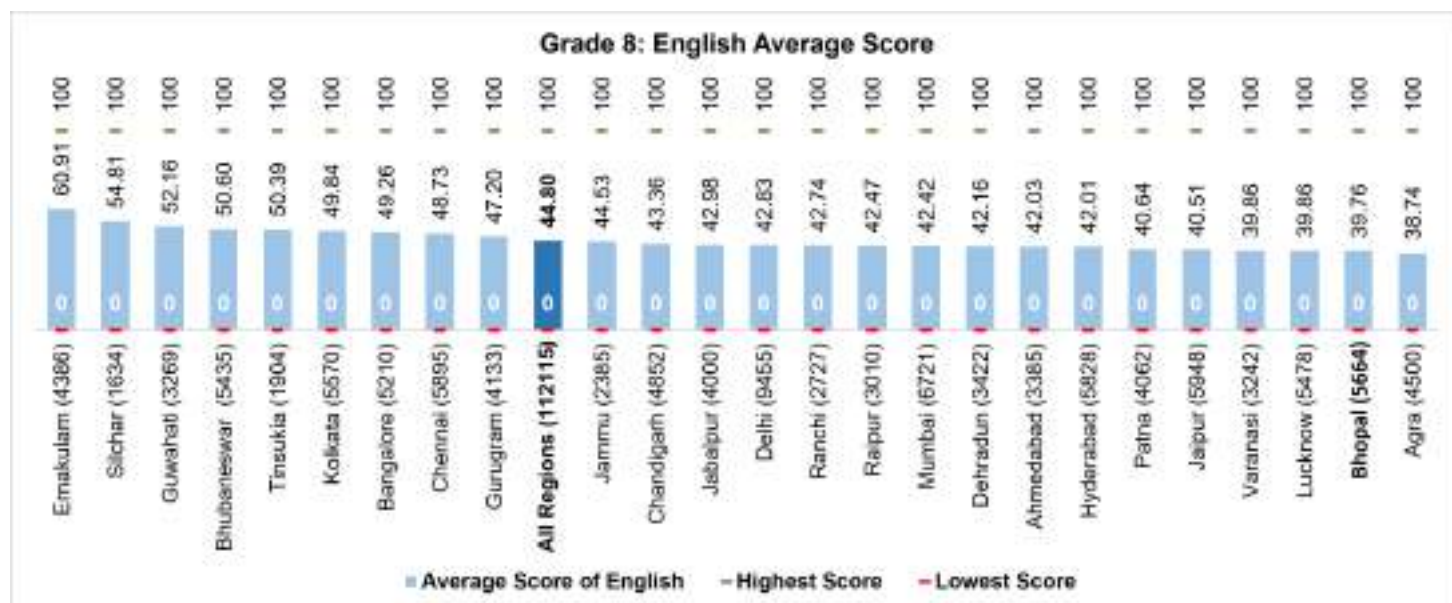
The wide range between the highest and lowest subject averages (nearly 17 percentage points) points to significant subject-wise variation in learning outcomes, indicating that academic gaps become more pronounced by the middle school stage, especially in Maths and Science.

A comparison between 2025 and 2026 shows divergent trends across subjects. Hindi improves from 46.89% to 51.78% (+10.42%), Sanskrit shows a substantial rise from 29.67% to 50.06% (+68.73%), Social Science increases from 33.72% to 41.74% (+23.79%), and Science improves from 31.57% to 36.74% (+16.37%), indicating positive gains in several subjects. In contrast, English declines sharply from 59.44% to 44.80% (-24.64%), while Maths shows only marginal improvement from 34.10% to 34.90% (+2.35%).

Overall, the Grade 8 subject-wise pattern suggests improving outcomes in Hindi, Sanskrit, Social Science and Science.

C. English

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

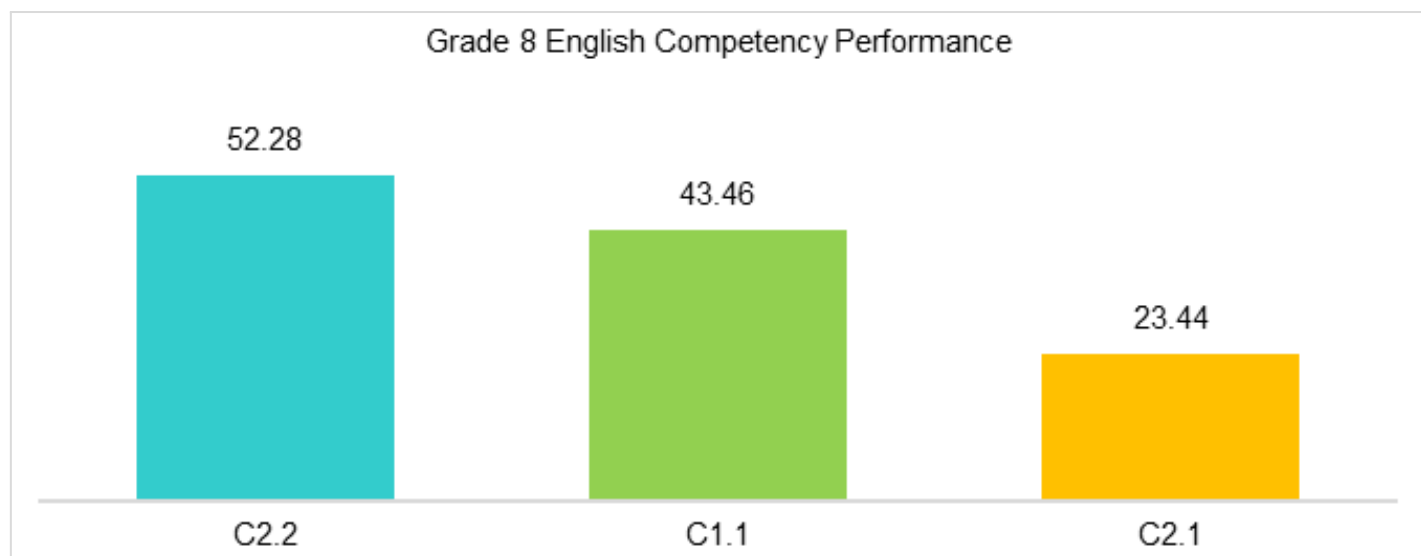
The national average for Grade 8 English declines from 59.44% in April 2025 to 44.80% in January 2026, reflecting a decline in performance. In January 2026, Ernakulam (60.91%) remains the highest-performing region, followed by Silchar (54.81%) and Guwahati (52.16%), indicating relatively stronger English language proficiency in these regions. The gap between the highest-performing region, Ernakulam (60.91%) and the lowest-performing region, Agra (38.74%), is 22.17 percentage points, indicating substantial inter-regional disparity.

Compared to April 2025, a decline is observed across all regions, pointing to challenges in sustaining reading comprehension, vocabulary and higher-order language skills at the Grade 8 level. Regions such as Agra (38.74%) and Bhopal (39.76%) lie at the lower end in January 2026, indicating the need for focused academic reinforcement. Compared to April 2025, Hyderabad and Agra show the most decline (around 30%), and Silchar and Ernakulam show the least decline (13.92% and 11.85%, respectively). The uniform downward shift across regions suggests that the trend is systemic rather than region-specific, underscoring the importance of continued emphasis on language development in upper grades.

The all-region English average falls from 50.55% in Grade 5 to 44.80% in Grade 8, indicating a decline of 5.75 percentage points. This suggests that English learning becomes more challenging at the upper grade level and that many students are not sustaining the expected progression in language proficiency by Grade 8.

Ernakulam is among the highest-performing regions in Grades 3, 5 and Grade 8, which indicates a strong and consistent English learning trajectory across grades. At the lower end, Agra features among the weaker-performing regions in Grades 5 and 8, indicating that it may be facing persistent difficulty in English learning.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing

C1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)

C2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods

C2.2 shows the strongest performance (52.28%), indicating relatively better familiarity with literary terms, figures of speech and textual features.

C1.1 records moderate performance (43.46%), suggesting that students are able to grasp basic meaning but face challenges in synthesising and condensing information from extended texts.

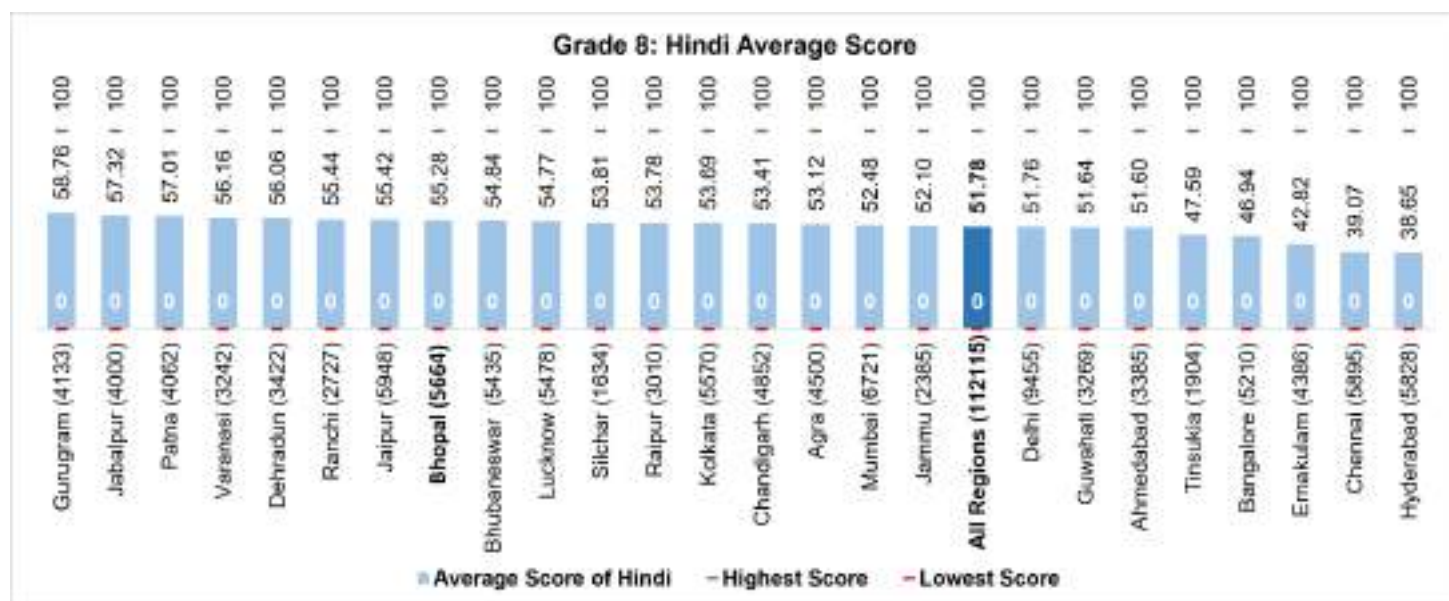
C2.1 is the weakest competency (23.44%), highlighting significant difficulty in engaging with diverse genres, styles and texts from different contexts and time periods.

Grade 8: Top and Bottom Performers in English						
C1.1	Top Performers	Ernakulam (61.58)	Silchar (56.05)	Guwahati (53.91)	Bhubaneshwar (51.64)	Tinsukia (50.46)
	Bottom Performers	Agra (35.78)	Varanasi (37.34)	Lucknow (37.45)	Bhopal (37.52)	Jaipur (38.20)
C2.1	Top Performers	Ernakulam (30.58)	Gurugram (28.65)	Jabalpur (26.77)	Ranchi (26.29)	Silchar (26.18)
	Bottom Performers	Hyderabad (19.74)	Jammu (21.18)	Raipur (21.24)	Delhi (21.54)	Bangalore (21.70)
C2.2	Top Performers	Ernakulam (67.41)	Silchar (59.96)	Chennai (56.76)	Tinsukia (56.64)	Guwahati (56.52)
	Bottom Performers	Patna (46.44)	Bhopal (47.14)	Lucknow (47.57)	Agra (47.69)	Ranchi (47.81)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

D. Hindi

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

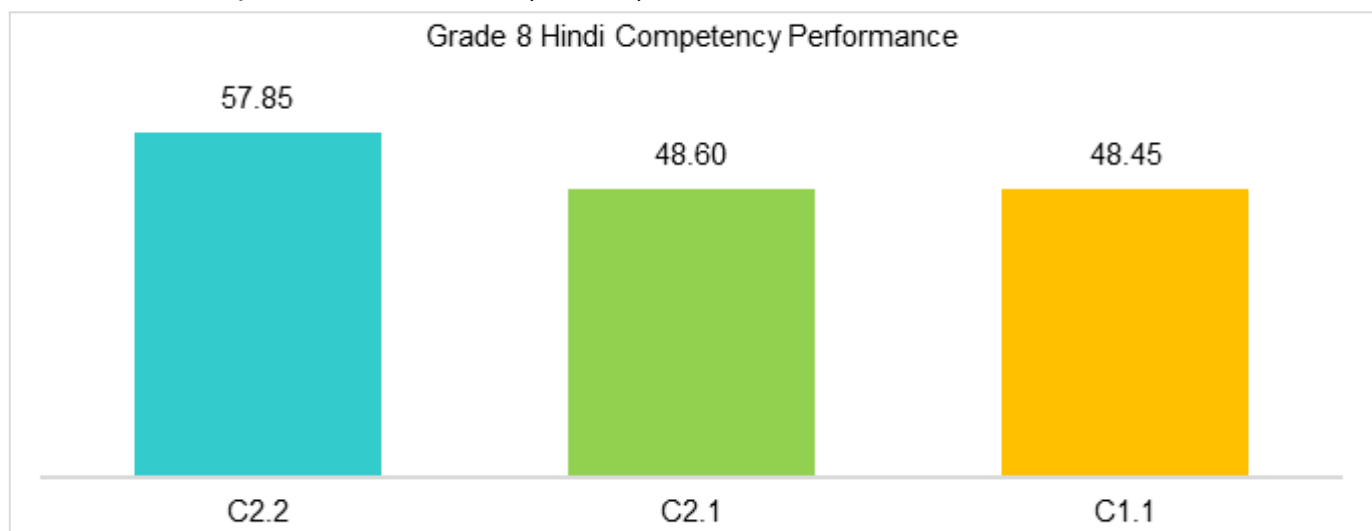
Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 Hindi in January 2026 is 51.78%, indicating moderate attainment of language learning outcomes at the upper-secondary transition stage. Gurugram (58.76%), Jabalpur (57.32%) and Patna (57.01%) emerge as the highest-performing regions, suggesting relatively stronger reading comprehension and language proficiency. Most regions (17) fall in the range of 51.60%–56.16%, reflecting broadly consistent performance across the system, while Hyderabad (38.65%) and Chennai (39.07%) lie at the lower end, indicating the need for focused academic reinforcement.

Compared to April 2025, when the national average stood at 46.89%, Grade 8 Hindi performance in January 2026 shows a clear improvement of 10.41%, pointing to better consolidation of language skills as the academic year progresses. A majority of regions register gains, and the narrowing of performance variation suggests increasing stability in learning outcomes. Silchar and Guwahati record the most improvement (28.43% and 22.86%, respectively). Ernakulam and Hyderabad show the most declines (9.26% and 3.07%, respectively.)

The all-region average declines from 59.06% in Grade 5 to 51.78% in Grade 8, indicating a drop of 7.28 percentage points. This suggests that Hindi performance weakens as students move to the upper grade and that learning gains seen at the primary level are not being fully sustained by Grade 8. Hyderabad is the lowest-performing region in Grades 3, 5 and 8, indicating a persistent challenge in Hindi learning across grades. A few regions such as Gurugram, Patna and Jaipur appear among the top performers in both grades.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing

C2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods

C1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)

C2.2 records the highest performance (57.85%), indicating relatively stronger familiarity with figures of speech, idioms and textual features.

C2.1 also lies in the mid-range (48.60%), pointing to developing but not yet strong engagement with diverse genres and writing styles.

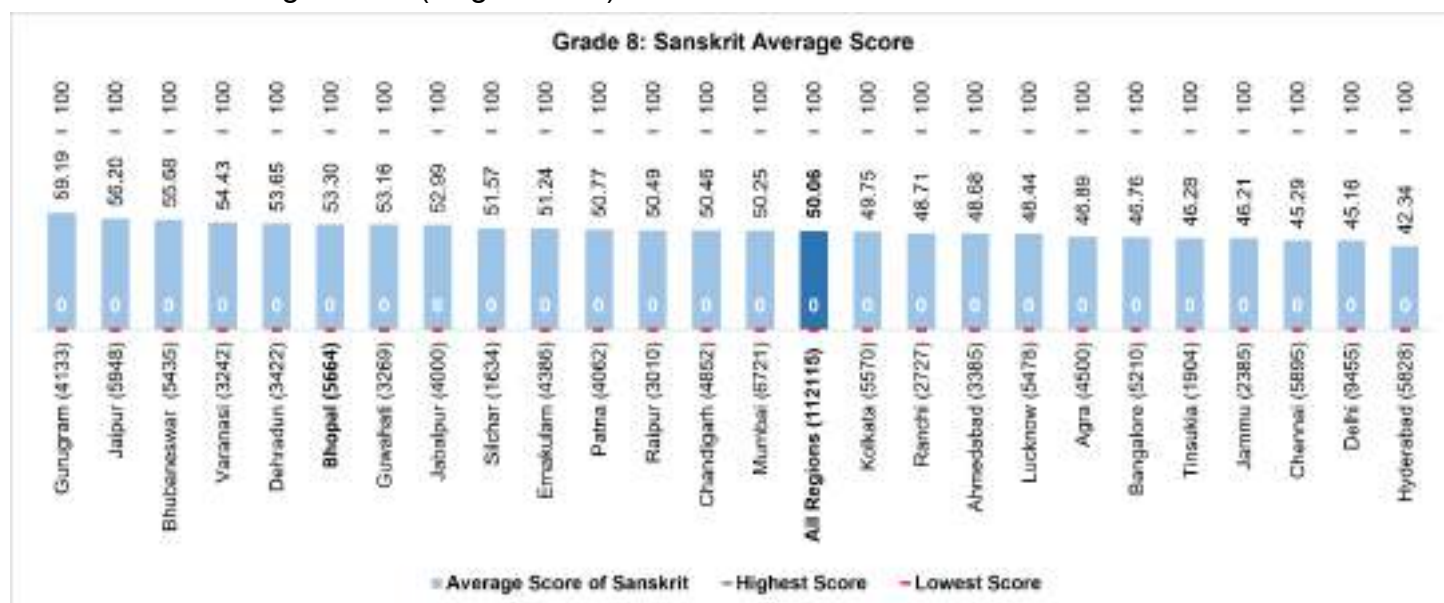
C1.1 shows moderate performance (48.45%), suggesting that students can grasp core ideas but face challenges in synthesising and summarising extended texts effectively.

Grade 8: Top and Bottom Performers in Hindi						
C1.1	Top Performers	Gurugram (54.16)	Bhubaneswar (52.95)	Jabalpur (52.70)	Silchar / Varanasi (52.50)	Kolkata (52.37)
	Bottom Performers	Hyderabad (39.50)	Chennai (41.99)	Bangalore (45.31)	Delhi (45.70)	Ahmedabad (46.14)
C2.1	Top Performers	Gurugram (53.42)	Bhubaneswar (52.88)	Ranchi (52.22)	Jabalpur (51.30)	Raipur (51.18)
	Bottom Performers	Chennai (38.60)	Hyderabad (40.17)	Ernakulam (42.03)	Tinsukia (46.77)	Bangalore (47.60)
C2.2	Top Performers	Gurugram (67.83)	Patna (67.77)	Dehradun (67.17)	Jabalpur (66.91)	Bhopal (65.14)
	Bottom Performers	Chennai (36.06)	Hyderabad (36.58)	Ernakulam (38.45)	Bangalore (48.33)	Tinsukia (49.72)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

E. Sanskrit

1. Average Score (Region-wise)



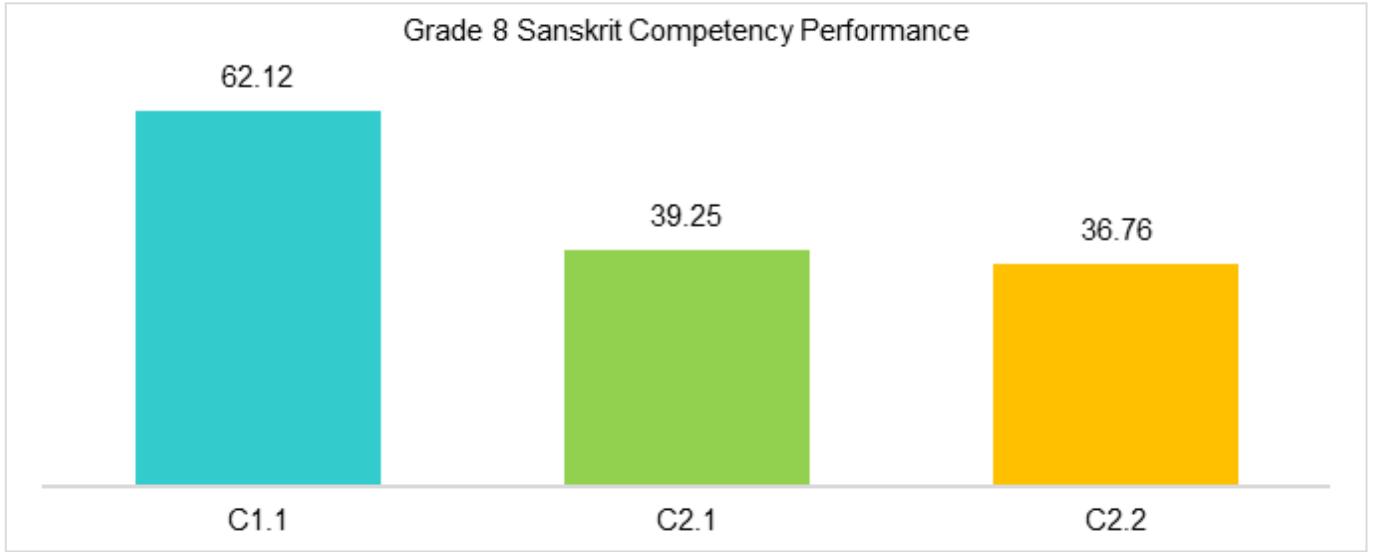
Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 Sanskrit in January 2026 stands at 50.06%, indicating moderate attainment of learning outcomes in this subject. Gurugram (59.19%) emerges as the highest-performing region, followed by Jaipur (56.20%) and Bhubaneswar (55.68%). Most regions (14) lie in the range of 48.44%–53.65%, suggesting relatively uniform performance across regions. Hyderabad (42.34%) and Delhi (45.16%) remain at the lower end, indicating the need for focused academic support for students.

Compared to April 2025, when the national average was 29.67%, Grade 8 Sanskrit performance in January 2026 shows a substantial improvement of 68.70%, recording the strongest gain among Grade 8 subjects. All regions record improvement, indicating enhanced familiarity with the subject and better assessment readiness as the academic year progressed. Dehradun and Ranchi show the highest gains in January 2026, improving by 96.50 and 89.18%, respectively.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)

C2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods

C2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing

C1.1 is the strongest competency (62.12%), indicating that students are relatively confident in grasping central ideas from Sanskrit texts.

C2.1 shows moderate-to-low performance (39.25%), suggesting limited engagement with diverse genres and classical literary forms.

C2.2 is the weakest area (36.76%), highlighting difficulties in recognising and applying *Alankaras*, idioms and stylistic features central to Sanskrit literature.

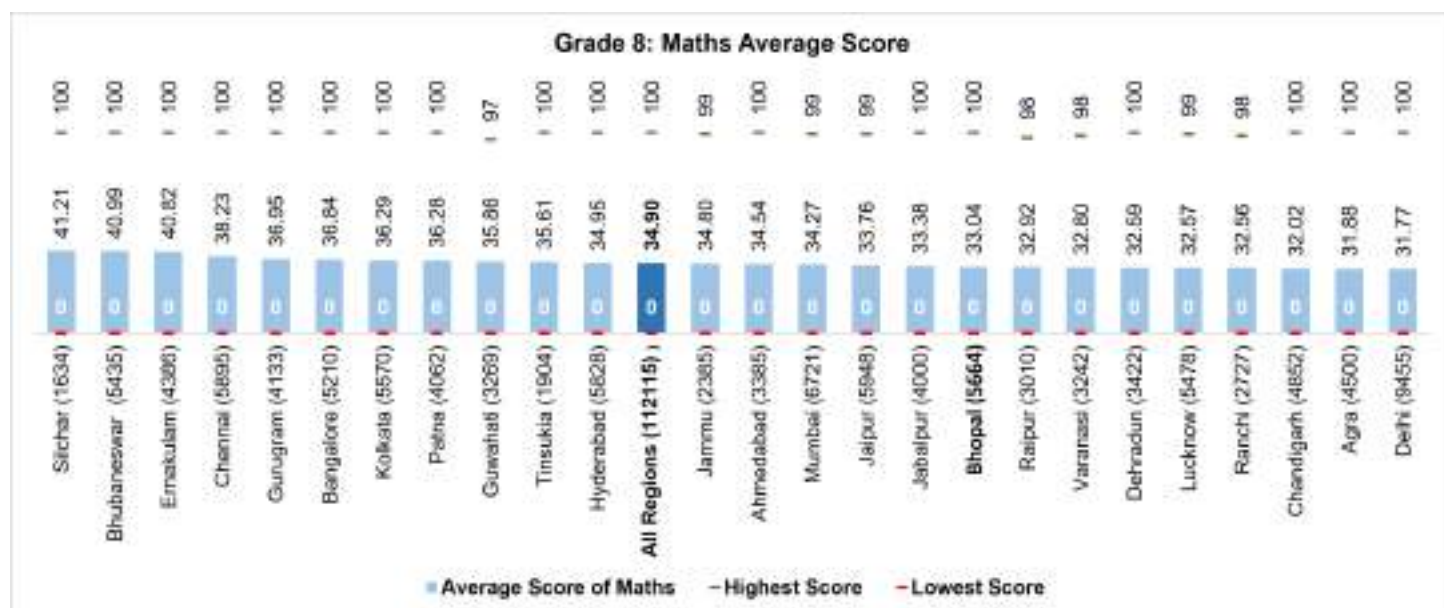
The pattern indicates that basic comprehension is stronger than literary appreciation and stylistic understanding, pointing to the need for support in literary analysis and expressive use of language.

Grade 8: Top and Bottom Performers in Sanskrit						
C1.1	Top Performers	Gurugram (72.20)	Jaipur (69.42)	Bhubaneswar (68.68)	Varanasi (67.72)	Dehradun (66.59)
	Bottom Performers	Hyderabad (52.41)	Tinsukia (54.39)	Chennai (55.82)	Delhi (56.75)	Agra (59.06)
C2.1	Top Performers	Gurugram (49.95)	Bhubaneswar (46.36)	Jaipur (45.85)	Varanasi (44.85)	Silchar (44.00)
	Bottom Performers	Hyderabad (31.40)	Delhi (33.14)	Jammu (33.25)	Bangalore (34.92)	Chennai (35.40)
C2.2	Top Performers	Gurugram (42.39)	Silchar (41.62)	Jabalpur (41.44)	Chandigarh (41.02)	Tinsukia (40.20)
	Bottom Performers	Jammu (33.06)	Hyderabad (33.14)	Agra (33.57)	Bangalore (33.59)	Delhi (34.00)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

F. Maths

1. Average Score (Region-wise)



Note: The average score of each region shown in the graph is expressed in percentage.

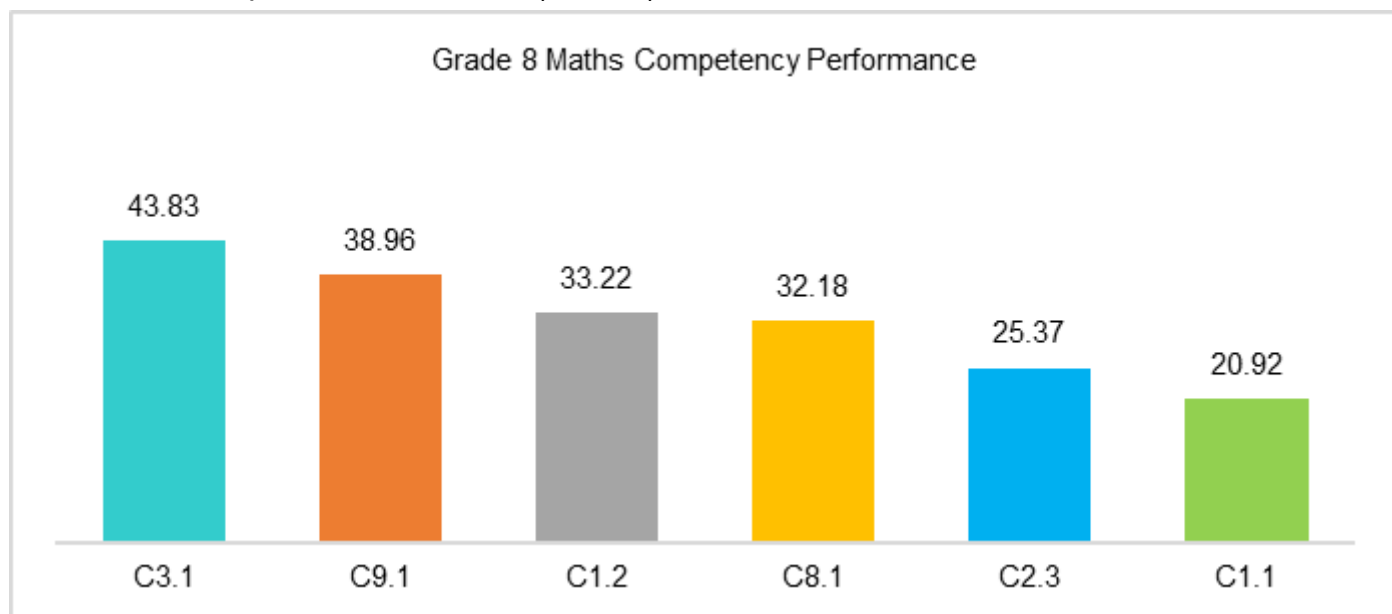
Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 Maths shows a marginal improvement, increasing from 34.10% in April 2025 to 34.90% in January 2026, indicating overall stability with limited progress in mathematical learning outcomes. Despite improvement, Maths remains the lowest-scoring subject in Grade 8. In January 2026, Silchar (41.21%), Bhubaneswar (40.99%) and Ernakulam (40.82%) emerge as the highest-performing regions, while most regions (19) fall in the range of 32.02%–36.95%, reflecting relatively uniform performance at a modest level.

In terms of change over time, Silchar and Tinsukia record the highest improvements (19.57% and 14.49%, respectively), suggesting better consolidation of mathematical concepts in these regions. Only two regions register notable declines, Varanasi (6.33%) and Agra (4.76%), both of which are limited in magnitude, indicating that overall Grade 8 Maths performance remains largely stable across regions.

The all-region average drops sharply from 52.11% in Grade 5 to 34.90% in Grade 8, showing a decline of 17.21 percentage points. This is a substantial fall and indicates that Maths becomes significantly more challenging at the upper grade level.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C3.1: Describes, classifies, and understands relationships among different types of two- and three-dimensional shapes using their defining properties/attributes

C9.1: Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.

C1.2: Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns.

C8.1: Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)

C2.3: Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations

C1.1: Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers.

C3.1 is the strongest competency (43.83%), indicating comparatively better understanding of shapes and their attributes.

C9.1 shows moderate performance (38.96%), suggesting some awareness of historical development of mathematical ideas, though depth of understanding may be limited.

C1.2 and C8.1 lie in the low 30s (33.22% and 32.18%), indicating emerging skills in pattern recognition and structured problem-solving but limited fluency.

C2.3 records low performance (25.37%), highlighting difficulties in forming and manipulating algebraic expressions, which is a key transition skill at this grade.

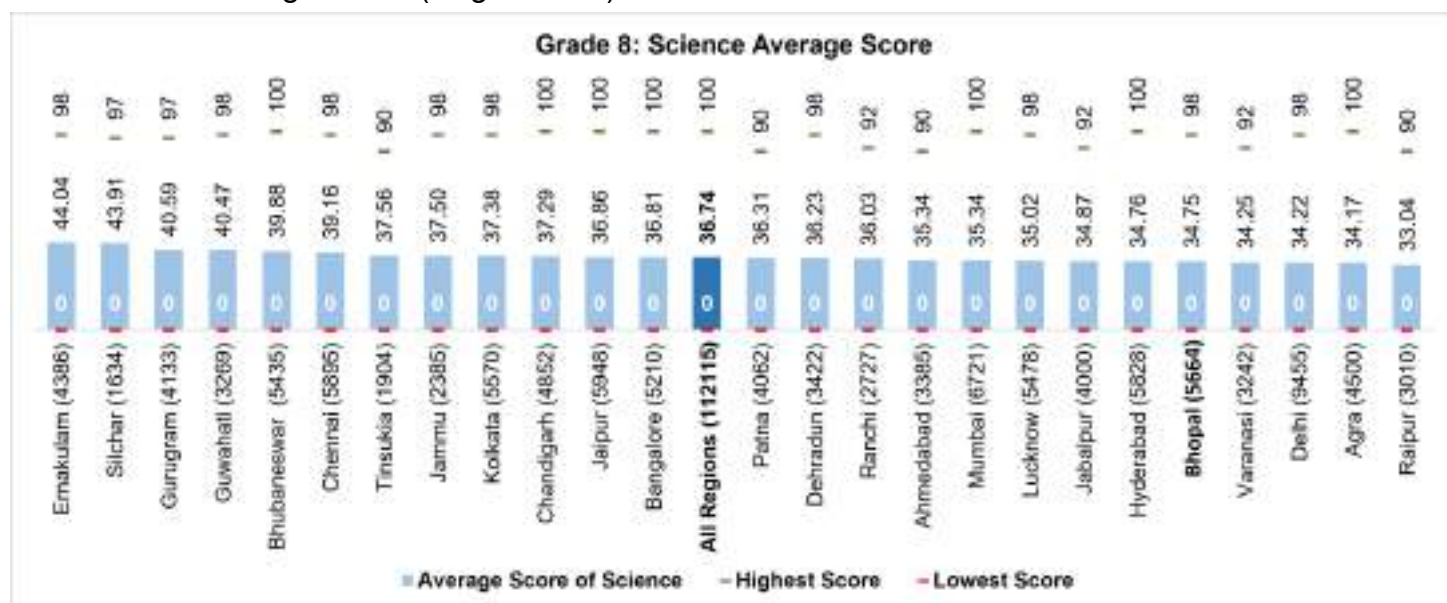
C1.1 is the weakest area (20.92%), showing significant gaps in applying advanced number concepts, place value extension and exponents in real-life contexts. In addition, they show difficulty in applying logical reasoning to interpret structured visual information.

Grade 8: Top and Bottom Performers in Maths						
C1.1	Top Performers	Silchar (32.34)	Gurugram (27.66)	Ernakulam (26.50)	Bhubaneswar (26.12)	Guwahati (25.34)
	Bottom Performers	Lucknow (15.21)	Raipur (16.06)	Hyderabad (16.99)	Dehradun (17.27)	Delhi (17.57)
C1.2	Top Performers	Silchar (43.43)	Patna (42.97)	Bhubaneswar (40.70)	Gurugram (38.25)	Guwahati (38.03)
	Bottom Performers	Raipur (27.67)	Hyderabad (27.78)	Mumbai (28.52)	Delhi (29.22)	Bhopal (29.42)
C2.3	Top Performers	Silchar (32.86)	Chennai (30.68)	Bhubaneswar (28.75)	Tinsukia / Ernakulam (27.70)	Patna (27.25)
	Bottom Performers	Agra (22.03)	Delhi (22.81)	Raipur (23.21)	Ranchi (23.49)	Jaipur (23.79)
C3.1	Top Performers	Ernakulam (50.43)	Silchar (48.24)	Jammu (48.06)	Bhubaneswar (47.80)	Gurugram (46.31)
	Bottom Performers	Chandigarh (39.94)	Delhi (40.27)	Dehradun (40.35)	Agra (40.41)	Jaipur (42.33)
C8.1	Top Performers	Silchar (40.30)	Ernakulam (39.74)	Bhubaneswar (38.66)	Gurugram (38.40)	Chennai (37.44)
	Bottom Performers	Ranchi (27.36)	Varanasi (28.33)	Chandigarh (28.37)	Jammu (28.41)	Tinsukia (28.83)
C9.1	Top Performers	Bhubaneswar (49.41)	Hyderabad (45.37)	Ernakulam (45.24)	Bangalore (44.29)	Tinsukia (43.68)
	Bottom Performers	Jabalpur (30.45)	Gurugram (31.61)	Lucknow (34.33)	Varanasi (34.99)	Bhopal (35.18)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

G. Science

1. Average Score (Region-wise)



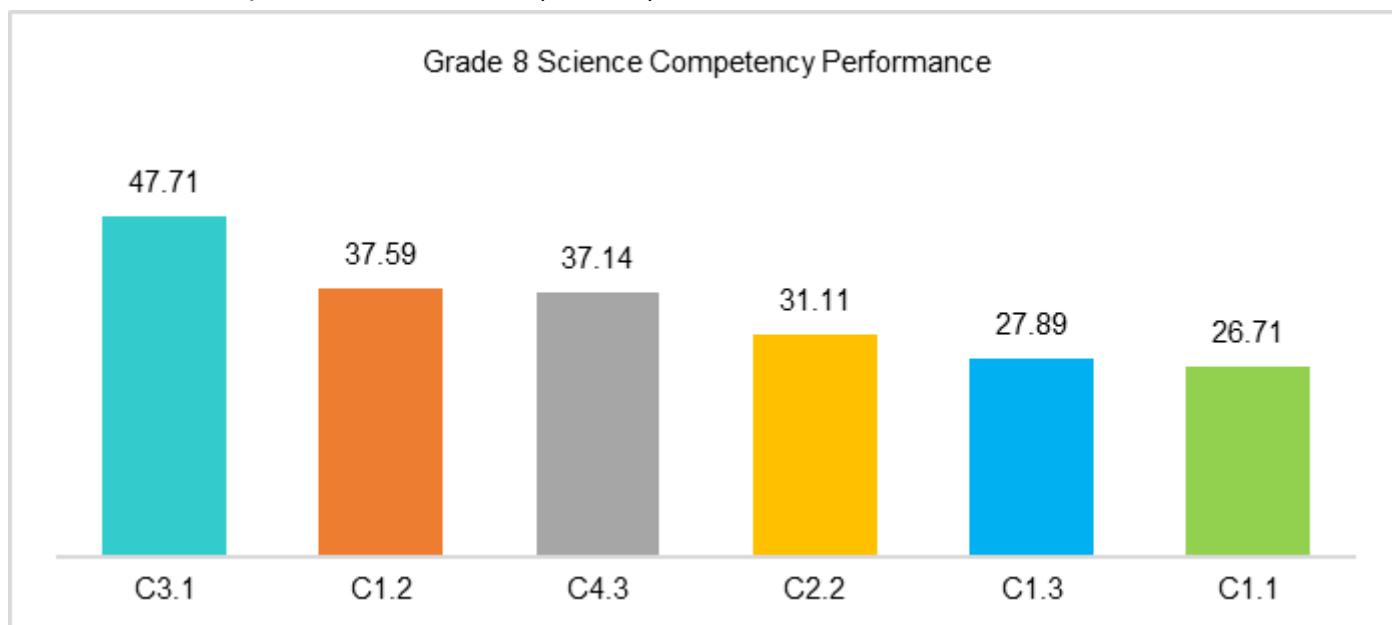
Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 Science in January 2026 stands at 36.74%. Ernakulam (44.04%) emerges as the highest-performing region, followed by Silchar (43.91%) and Gurugram (40.59%), reflecting relatively stronger conceptual clarity and application skills. Most regions (18) fall in the range of 34.17%–37.56%, suggesting broadly comparable performance across the system, while Raipur (33.04%) and Agra (34.17%) remain at the lower end, indicating scope for further academic support.

Compared to April 2025, when the national average was 31.57%, Grade 8 Science performance in January 2026 shows a clear improvement of 16.38%. All regions register gains, indicating system-wide progress with no declines observed. Silchar (+38.52%) and Jammu (+27.02%) record the highest improvements, highlighting effective consolidation of scientific concepts as the academic year progressed.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C3.1: Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)

C1.2: Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes

C4.3: Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being

C2.2: Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity

C1.3: Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments

C1.1: Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics

C3.1 is the strongest competency (47.71%), indicating a relatively better understanding of biological diversity and observation of living systems.

C1.2 and C4.3 show moderate performance (around 37%), suggesting partial conceptual understanding and limited ability to connect ideas at a deeper level.

C2.2 records lower performance (31.11%), pointing to challenges in understanding abstract physical concepts and cause-effect relationships.

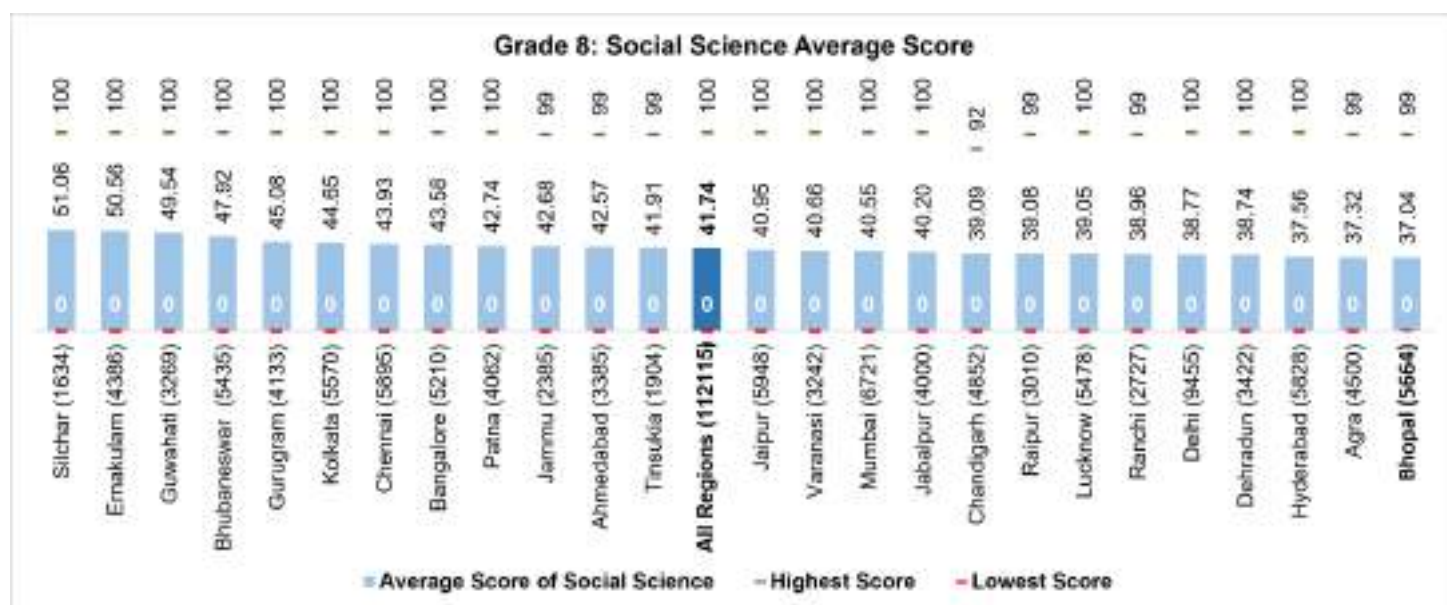
C1.3 and C1.1 are the weakest areas (below 28%), indicating significant gaps in observing and interpreting experimental setups and applying conceptual understanding of physical properties of matter (e.g., buoyancy) to interpret/predict outcomes.

Grade 8: Top and Bottom Performers in Science						
C1.1	Top Performers	Gurugram (33.37)	Ernakulam (33.36)	Tinsukia (32.85)	Silchar (32.68)	Jabalpur (31.40)
	Bottom Performers	Ahmedabad (21.70)	Varanasi (22.45)	Bangalore (23.41)	Hyderabad (23.49)	Mumbai (23.70)
C1.2	Top Performers	Ernakulam (46.01)	Guwahati (43.11)	Chennai (43.08)	Bhubaneswar (42.57)	Silchar (42.43)
	Bottom Performers	Jabalpur (32.99)	Raipur (33.73)	Agra (33.79)	Delhi (34.26)	Lucknow (34.48)
C1.3	Top Performers	Ernakulam (37.09)	Silchar (33.06)	Patna (32.60)	Guwahati (31.79)	Jaipur (30.72)
	Bottom Performers	Chandigarh (23.17)	Hyderabad (23.26)	Delhi (24.80)	Lucknow (25.10)	Varanasi (25.51)
C2.2	Top Performers	Silchar (39.17)	Ernakulam (36.00)	Gurugram (35.17)	Guwahati (34.80)	Jaipur (33.48)
	Bottom Performers	Raipur (27.89)	Jabalpur (28.13)	Lucknow (28.38)	Jammu (29.06)	Agra (29.12)
C3.1	Top Performers	Silchar (55.49)	Gurugram (55.43)	Ernakulam (53.24)	Guwahati (51.18)	Chandigarh (50.55)
	Bottom Performers	Raipur (41.73)	Patna (43.72)	Mumbai (43.93)	Bhopal (44.00)	Jabalpur (44.37)
C4.3	Top Performers	Silchar (47.74)	Ernakulam (46.98)	Bhubaneswar (42.92)	Chennai (40.87)	Gurugram (40.35)
	Bottom Performers	Agra (31.52)	Varanasi (32.73)	Raipur (33.24)	Bhopal (33.94)	Jaipur (34.49)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

H. Social Science

1. Average Score (Region-wise)



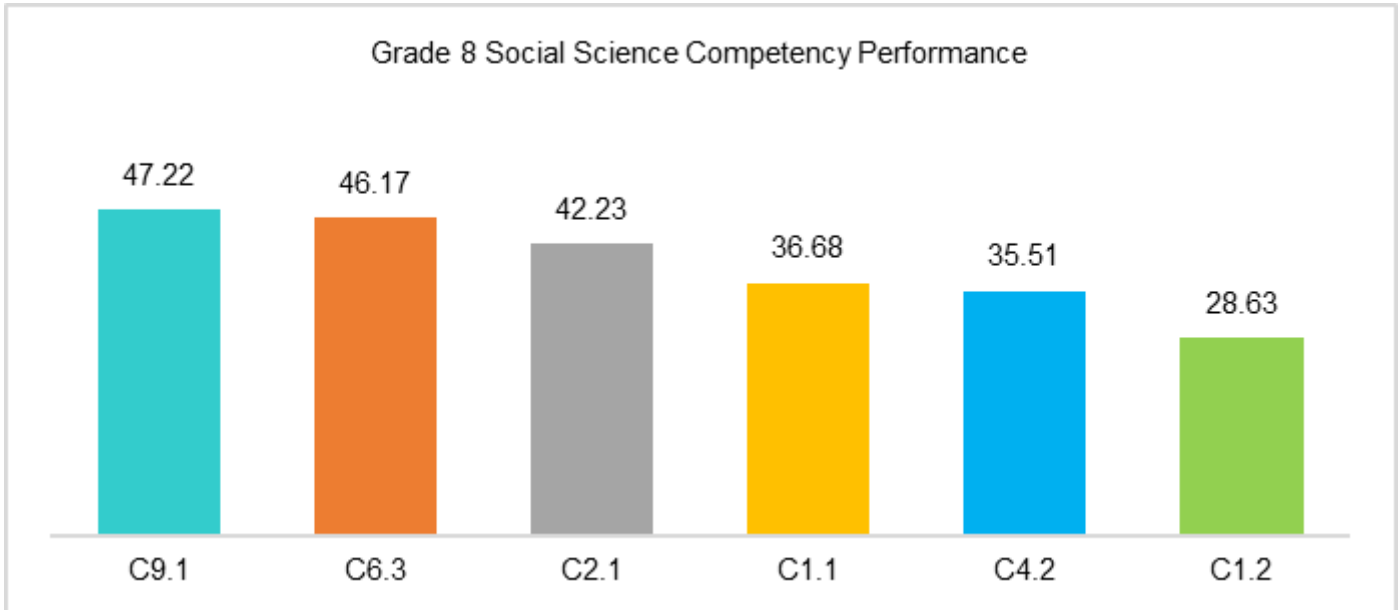
Note: The average score of each region shown in the graph is expressed in percentage.

Numbers in brackets indicate the number of students who participated in the test.

The national average for Grade 8 Social Science in January 2026 stands at 41.74%, indicating moderate attainment of Social Science learning outcomes. Silchar (51.06%) emerges as the highest-performing region, followed by Ernakulam (50.56%) and Guwahati (49.54%). Most regions (18) lie in the range of 38.74%–45.08%, suggesting broadly comparable performance levels across regions, while Bhopal (37.04%) and Agra (37.32%) remain at the lower end, indicating scope for further academic reinforcement.

Compared to April 2025, when the national average was 33.72%, Grade 8 Social Science performance in January 2026 shows a strong improvement of 23.78%, representing a strong upward shift in learning outcomes. All regions register gains, with Silchar and Guwahati recording the highest improvements of 40.66% and 41.06%, respectively. The absence of any regional decline points to system-wide progress in Social Science learning during the academic year, though continued support is needed to further elevate performance in lower-scoring regions.

2. Competencies Achieved (Overall)



Note: The overall average score for each competency shown in the graph is expressed in percentage.

C9.1: Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society

C6.3: Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change

C2.1: Explains and analyses major changes in the past and their impact on society

C1.1: Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life

C4.2: Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general

C1.2: Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps

C9.1 is the strongest competency (47.22%), indicating a relatively better understanding of basic economic concepts and their impact on society.

C6.3 also shows moderate strength (46.17%), suggesting reasonable awareness of environmental issues and societal responsibility.

C2.1 records average performance (42.23%), pointing to partial understanding of cause-effect relationships in history, with scope for deeper analysis.

C1.1 and C4.2 lie in the mid 30s, indicating challenges in analytical thinking and connecting institutions to societal functioning.

C1.2 is the weakest competency (28.63%), highlighting significant difficulty in interpreting visual data, maps and structured information.

Grade 8: Top and Bottom Performers in Social Science						
C1.1	Top Performers	Silchar (46.11)	Guwahati (44.72)	Bhubaneswar (44.20)	Ernakulam (41.99)	Gurugram (41.83)
	Bottom Performers	Chandigarh (26.00)	Agra (31.47)	Hyderabad (33.18)	Dehradun (33.28)	Raipur (33.42)
C1.2	Top Performers	Ernakulam (43.52)	Bhubaneswar (32.87)	Tinsukia (32.77)	Silchar (31.61)	Guwahati (31.28)
	Bottom Performers	Bhopal (23.83)	Mumbai (23.99)	Agra (25.08)	Delhi (25.13)	Dehradun (25.72)
C2.1	Top Performers	Guwahati (50.58)	Ernakulam (49.64)	Bhubaneswar (48.61)	Ahmedabad (47.74)	Silchar (47.21)
	Bottom Performers	Bhopal (36.39)	Agra (37.13)	Hyderabad (37.18)	Tinsukia (38.76)	Ranchi (38.77)
C4.2	Top Performers	Silchar (49.42)	Guwahati (42.95)	Ernakulam (41.45)	Gurugram (39.77)	Tinsukia (39.02)
	Bottom Performers	Agra (31.47)	Delhi (31.56)	Jabalpur (32.55)	Bhopal (32.77)	Ahmedabad (33.15)
C6.3	Top Performers	Ernakulam (58.36)	Silchar (57.75)	Guwahati (53.73)	Bhubaneswar (53.11)	Gurugram (51.67)
	Bottom Performers	Bhopal (40.16)	Dehradun (41.24)	Hyderabad (41.57)	Jaipur (41.58)	Agra (41.74)
C9.1	Top Performers	Ernakulam (58.99)	Silchar (55.45)	Bhubaneswar (55.39)	Guwahati (55.16)	Chennai (52.33)
	Bottom Performers	Bhopal (40.79)	Hyderabad (41.99)	Lucknow (42.09)	Ranchi (43.15)	Delhi (43.30)

Note: Figures in brackets indicate the average percentage score attained by students in different competencies.

Part B: Intra-Regional School Performance Analysis

B.1: Ranking of Bhopal Region Schools

This section ranks the 71 schools in the Bhopal region based on their overall performance and provides their all-India rank as well.

Analysis

Region	Schools Participated	Grades Participated	Students Participated		
			Grade 3	Grade 5	Grade 8
Bhopal	71	3, 5 and 8	5,603	5,782	5,664
All regions (25)	1,353	3, 5 and 8	1,08,786	1,14,489	1,12,115

School Name	Regional Rank	All India Rank	School Name	Regional Rank	All India Rank
KV NARSINGHGARH	1	5	KV UJJAIN	37	537
KV SEHORE	2	24	KV NO. 1 O.F. ITARSI	38	538
KV NO.1, INDORE (SHIFT-1)	3	34	KV NO.3 MORAR CANTT. GWALIOR	39	585
KV NO.5, GWALIOR	4	51	KV BINA	40	684
KV NO 1 GWALIOR (SHIFT 1)	5	54	KV BHIND	41	708
KV RAISEN	6	57	KV KHARGONE	42	760
KV GUNA	7	62	KV NO.O2 (BSF) INDORE	43	813
KV NO 3 BHOPAL (SHIFT-2)	8	63	KV MULTAI	44	817
KV AFS AMLA	9	80	KV SHAJAPUR	45	849
KV GAIL VIJAIPUR	10	98	KV NO.1 BHOPAL	46	882
KV MORENA	11	109	KV ITBP SHIVPURI	47	898
KV NO 2 CPE ITARSI	12	123	KV BHOPAL NO.3 (S-1)	48	945
KV BETUL	13	135	KV RAJGARH	49	949
KV INDORE NO.1 (SHIFT 2)	14	152	KV MUNGAOLI	50	965
KV RATLAM	15	190	KV NO 1 GWALIOR (SHIFT 2)	51	1011
KV NO.1 CRPF NEEMUCH	16	192	KV NO.2, AFS, GWALIOR	52	1062
KV GANJ BASODA	17	213	KV DEWAS	53	1073
KV MANDSAUR	18	228	KV GAIL JHABUA	54	1110
KV ASHOKNAGAR	19	233	KV ITBP KARERA	55	1114
KV 3 EME CENTRE BAIRAGARH	20	244	KV PACHMARHI	56	1165

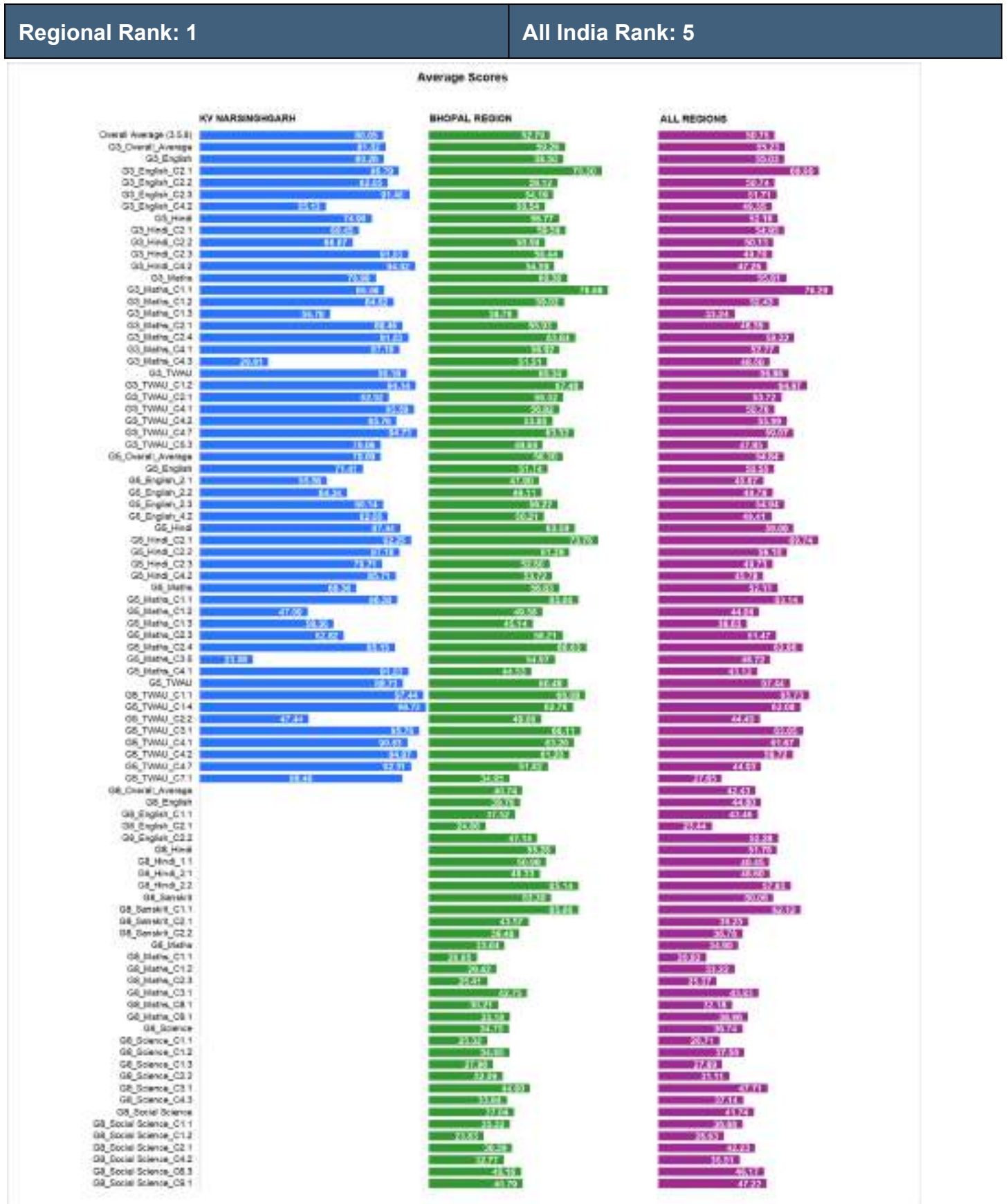
B1: Rankings of Bhopal Region Schools

School Name	Regional Rank	All India Rank	School Name	Regional Rank	All India Rank
KV VIDISHA	21	246	KV SHAMGARH	57	1185
KV DABRA	22	281	KV NO.4, AFS GWALIOR	58	1210
KV BURHANPUR	23	290	KV DATIA	59	1241
KV NHDC NARMADA NAGAR	24	298	KV SABALGARH	60	1252
KV MHOW	25	299	KV CISF BARWAHA	61	1266
KV AGAR MALWA	26	324	KV CHANDERI, ASHOKNAGAR	62	1269
KV HARDA	27	332	KV KHANDWA	63	1279
KV SHEOPUR	28	361	KV AMBAH	64	1298
KV IIT INDORE	29	395	KV BSF ACADEMY TEKANPUR	65	1308
KV NO 2 NEEMUCH	30	417	KV KASRAWAD	66	1312
KV SPM HOSHANGABAD	31	434	KV CRPF GROUP CENTRE NAYAGAON	67	1314
KV NO.2 BHOPAL	32	439	KV ALIRAJPUR	68	1321
KV DHAR	33	456	KV SARNI, WCL	69	1327
KV CRPF BANGRASIA	34	461	KV BARWANI	70	1336
KV TIKAMGARH	35	474	KV NEPANAGAR	71	1346
KV SEONI MALWA	36	476	—	—	—

B.2: School Performance Relative to Bhopal and All Region Averages

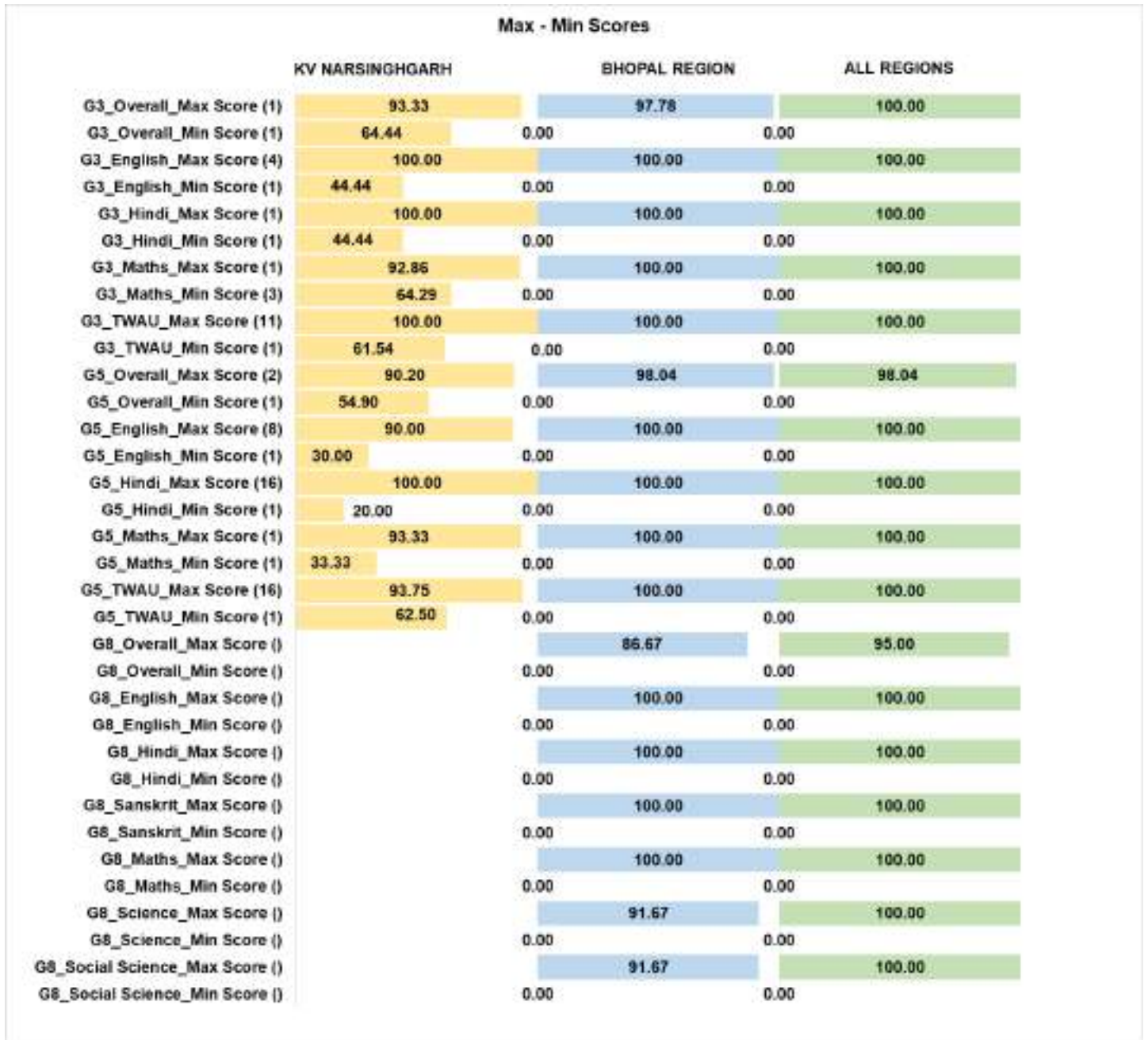
This section compares the performance of each school in the Bhopal region to the average performance of the Bhopal region and all KVS regions across various competencies.

1. KV NARSINGHGARH



*No data received from KV Narsinghgarh for Grade 8

B.2: School Performance Relative to Bhopal and All Region Averages



*No data received from KV Narsinghgarh for Grade 8

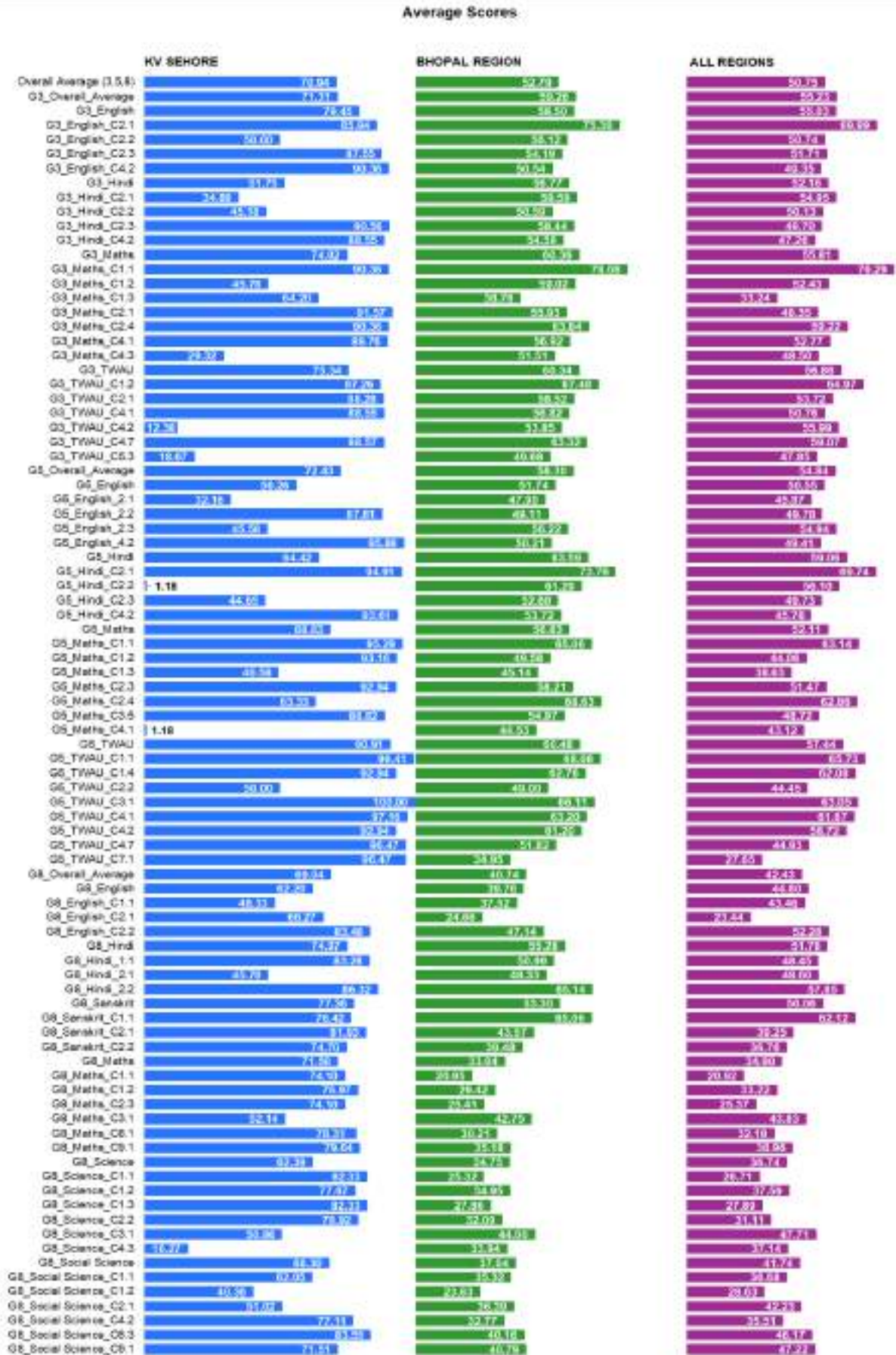
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

2. KV SEHORE

Regional Rank: 2

All India Rank: 24



B.2: School Performance Relative to Bhopal and All Region Averages



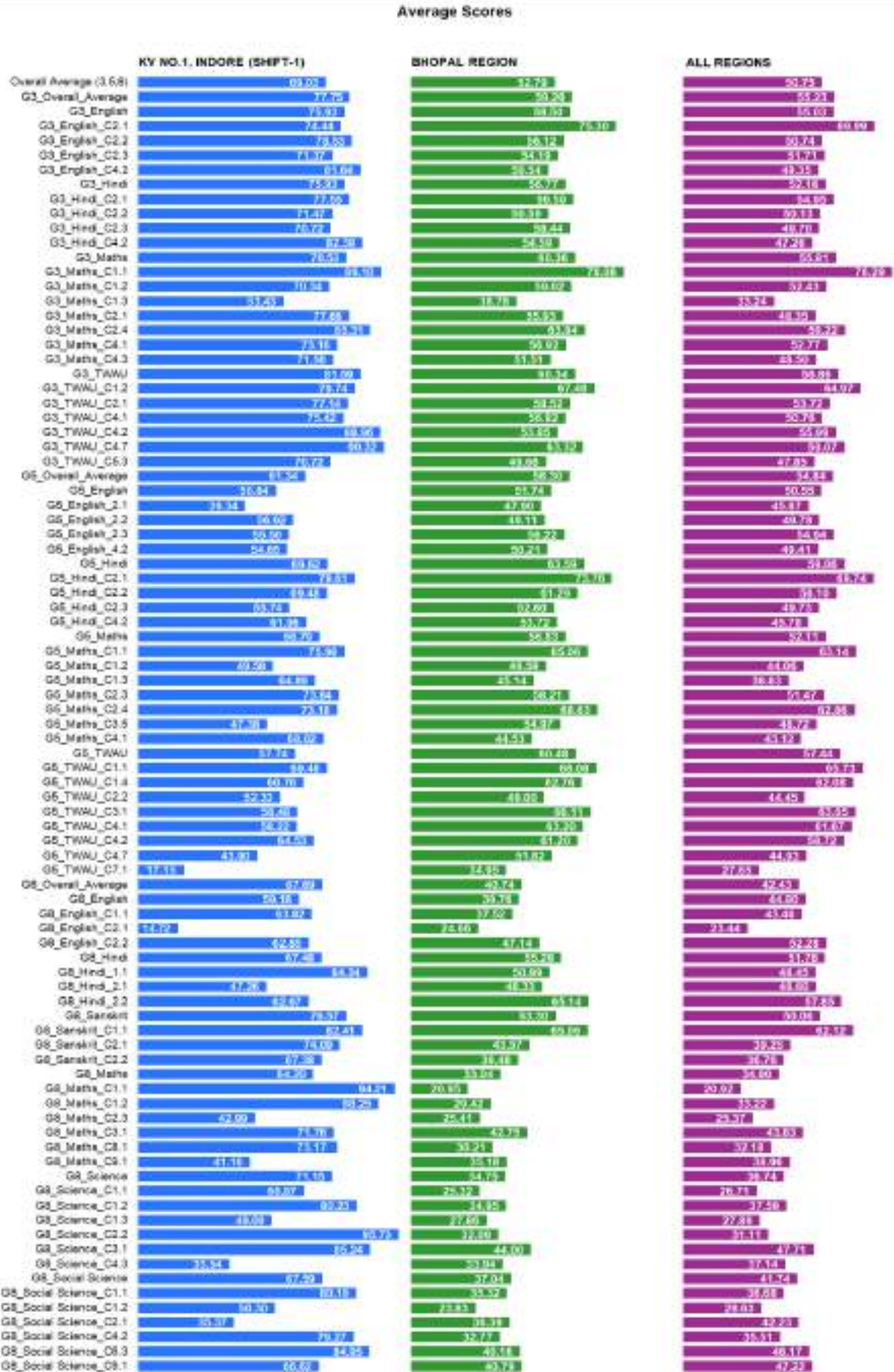
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

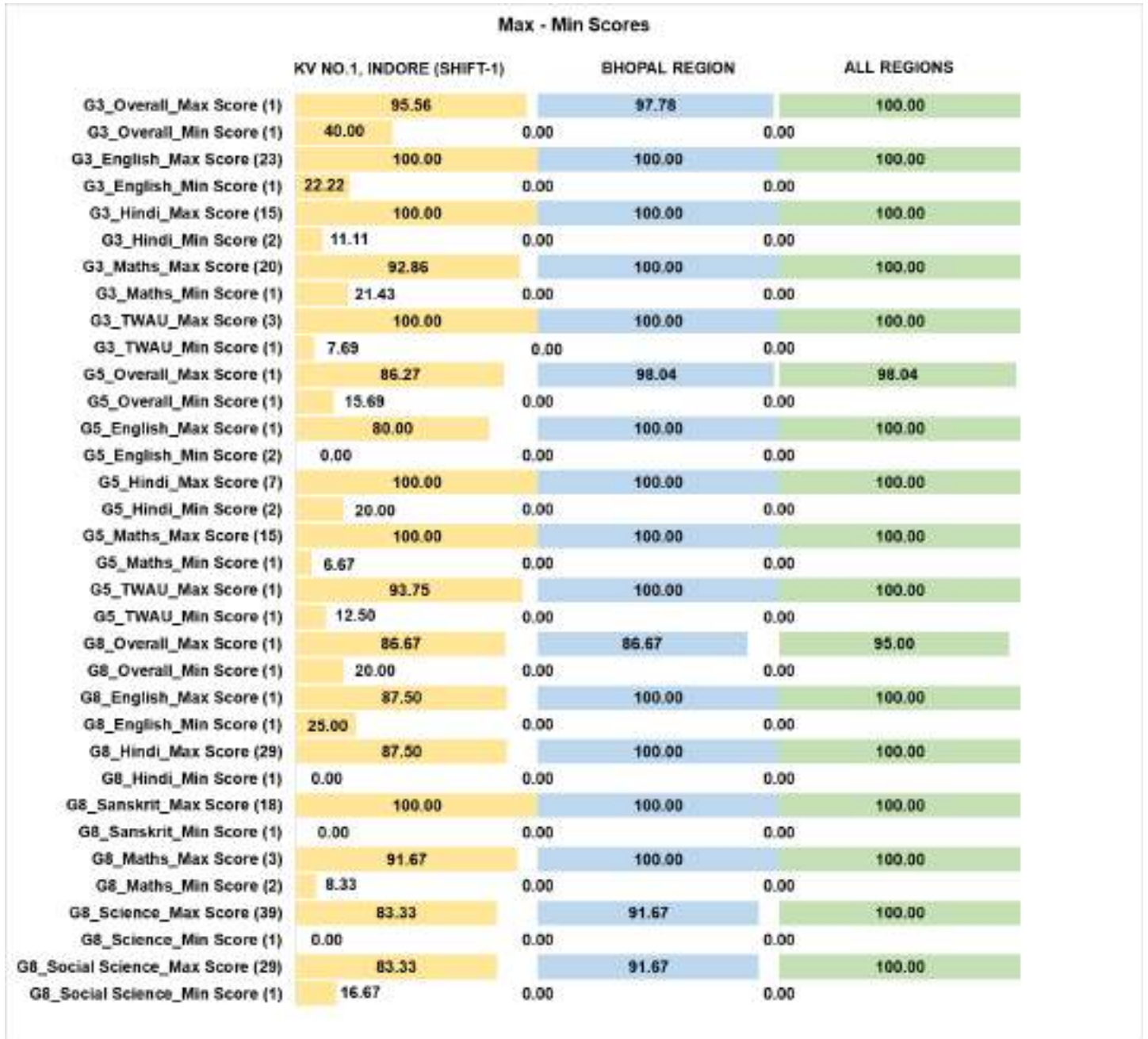
3. KV NO.1, INDORE (SHIFT-1)

Regional Rank: 3

All India Rank: 34



B.2: School Performance Relative to Bhopal and All Region Averages



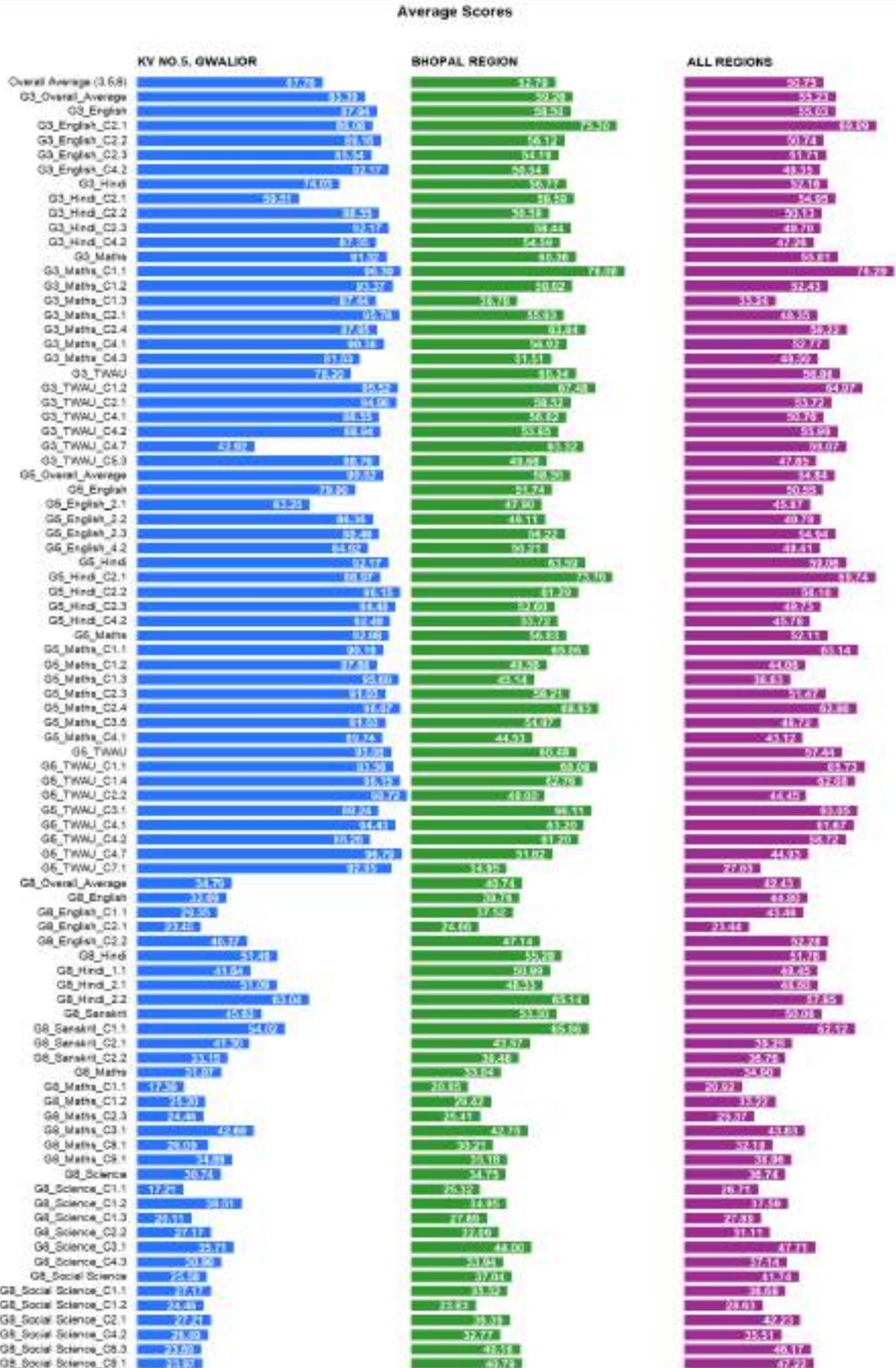
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

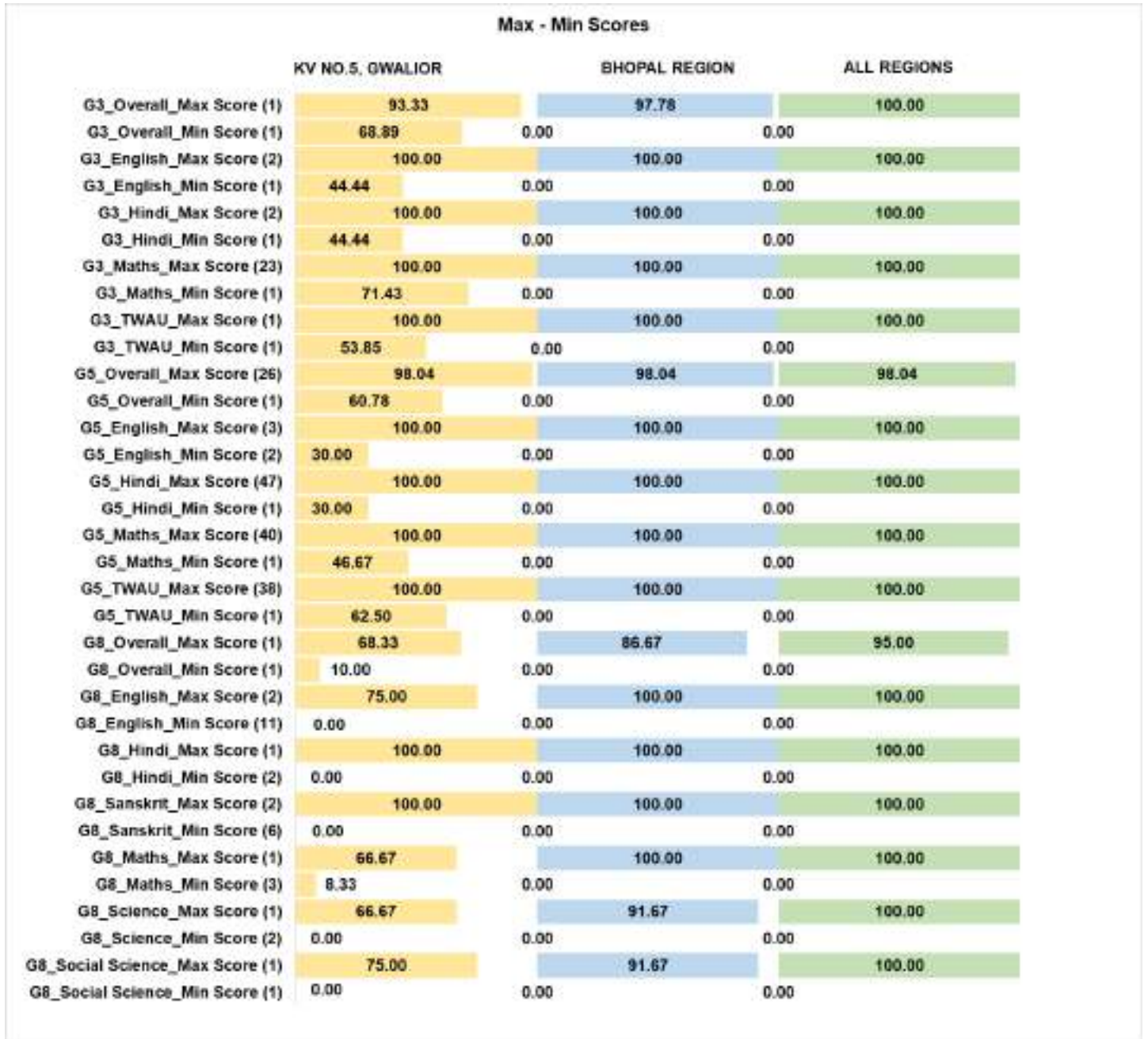
4. KV NO.5, GWALIOR

Regional Rank: 4

All India Rank: 51



B.2: School Performance Relative to Bhopal and All Region Averages



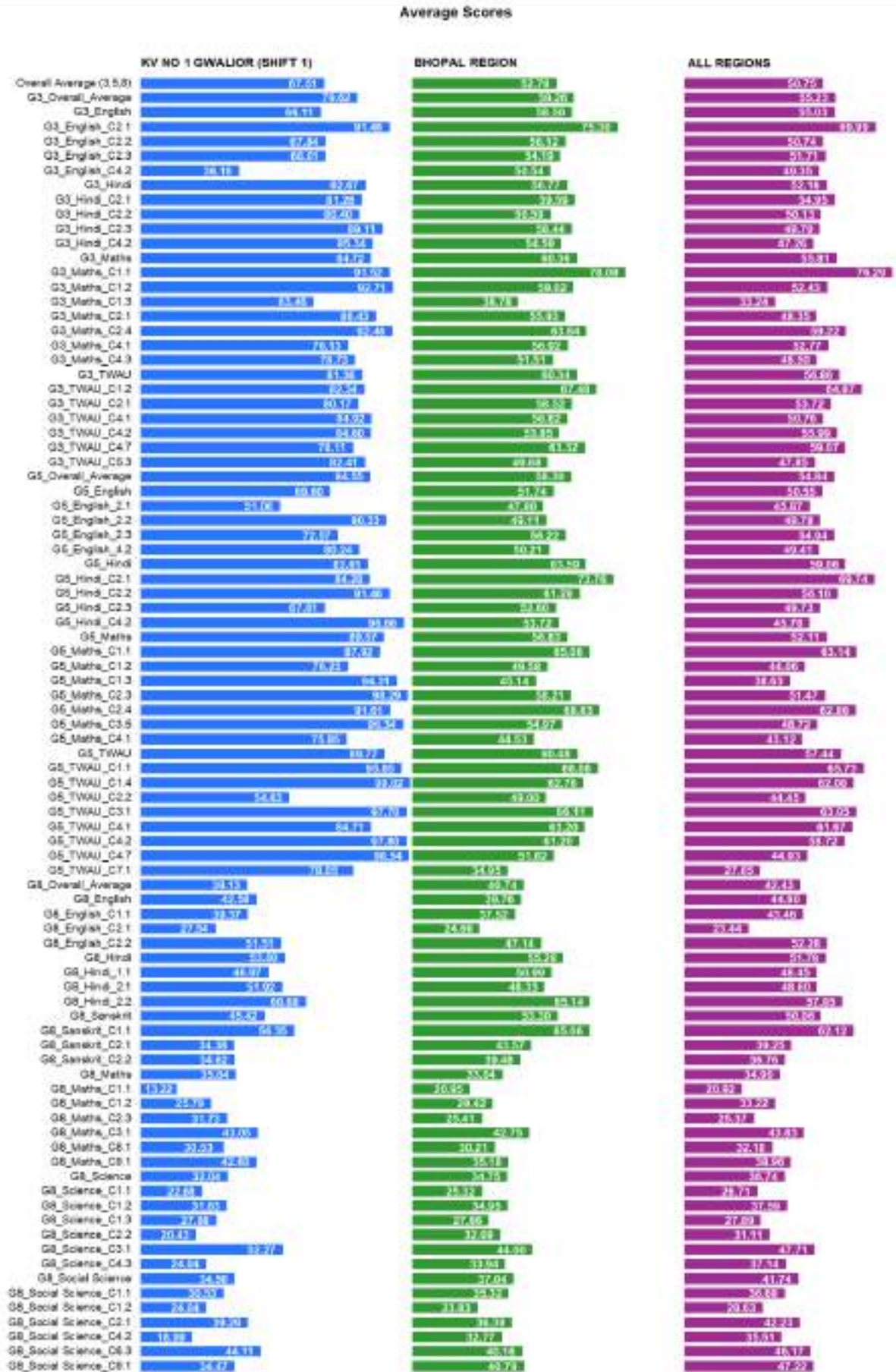
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

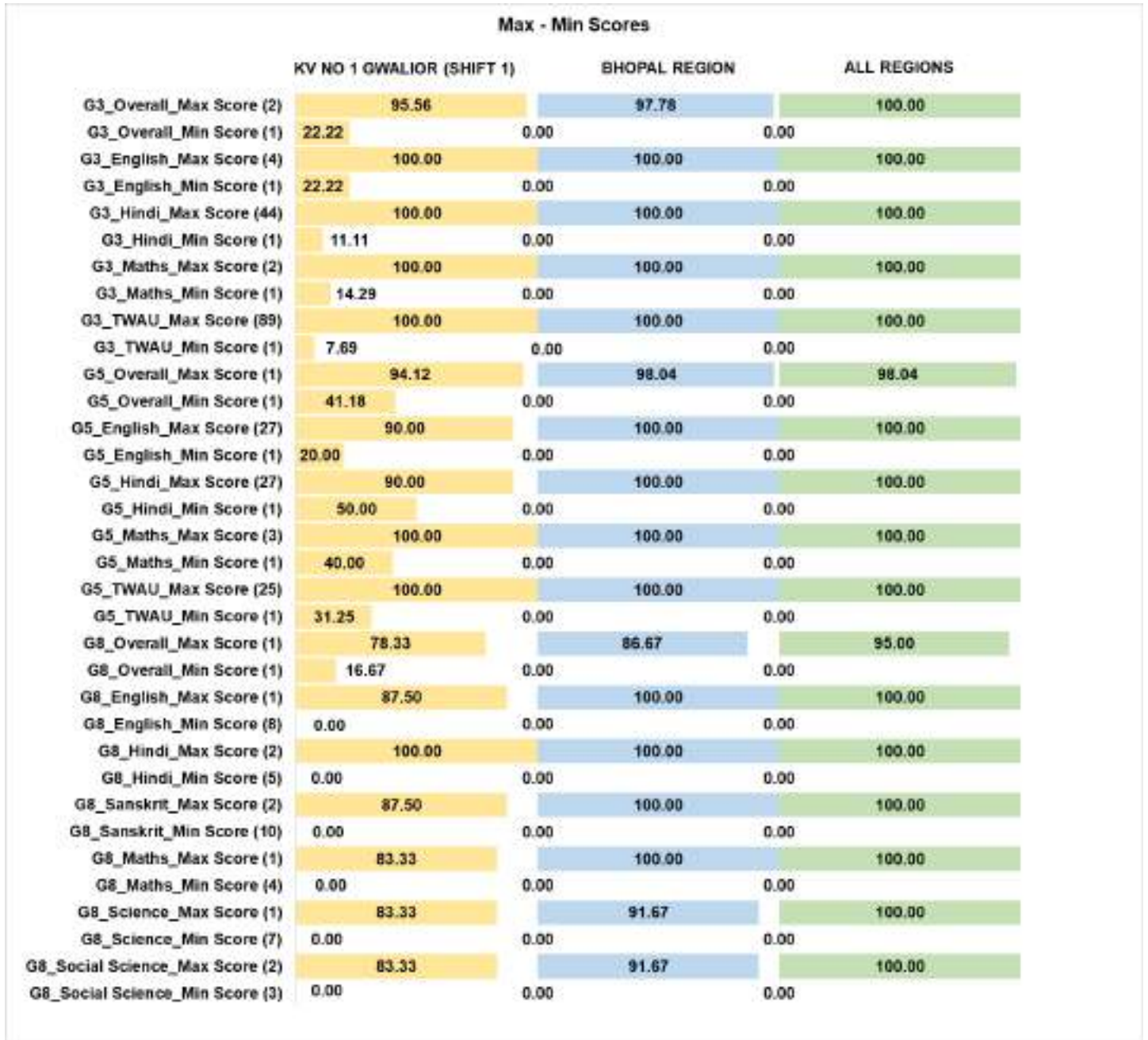
5. KV NO 1 GWALIOR (SHIFT 1)

Regional Rank: 5

All India Rank: 54



B.2: School Performance Relative to Bhopal and All Region Averages



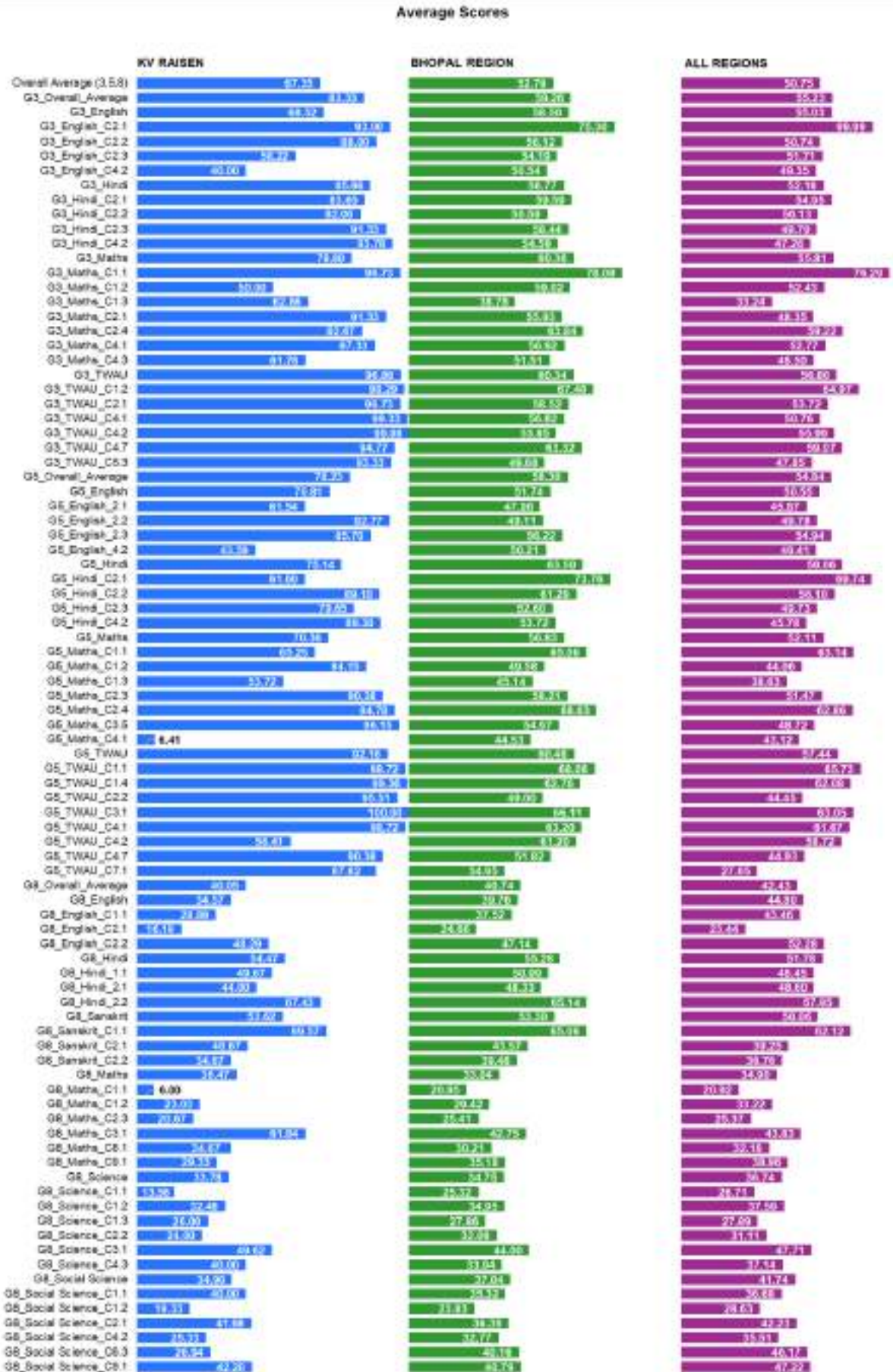
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

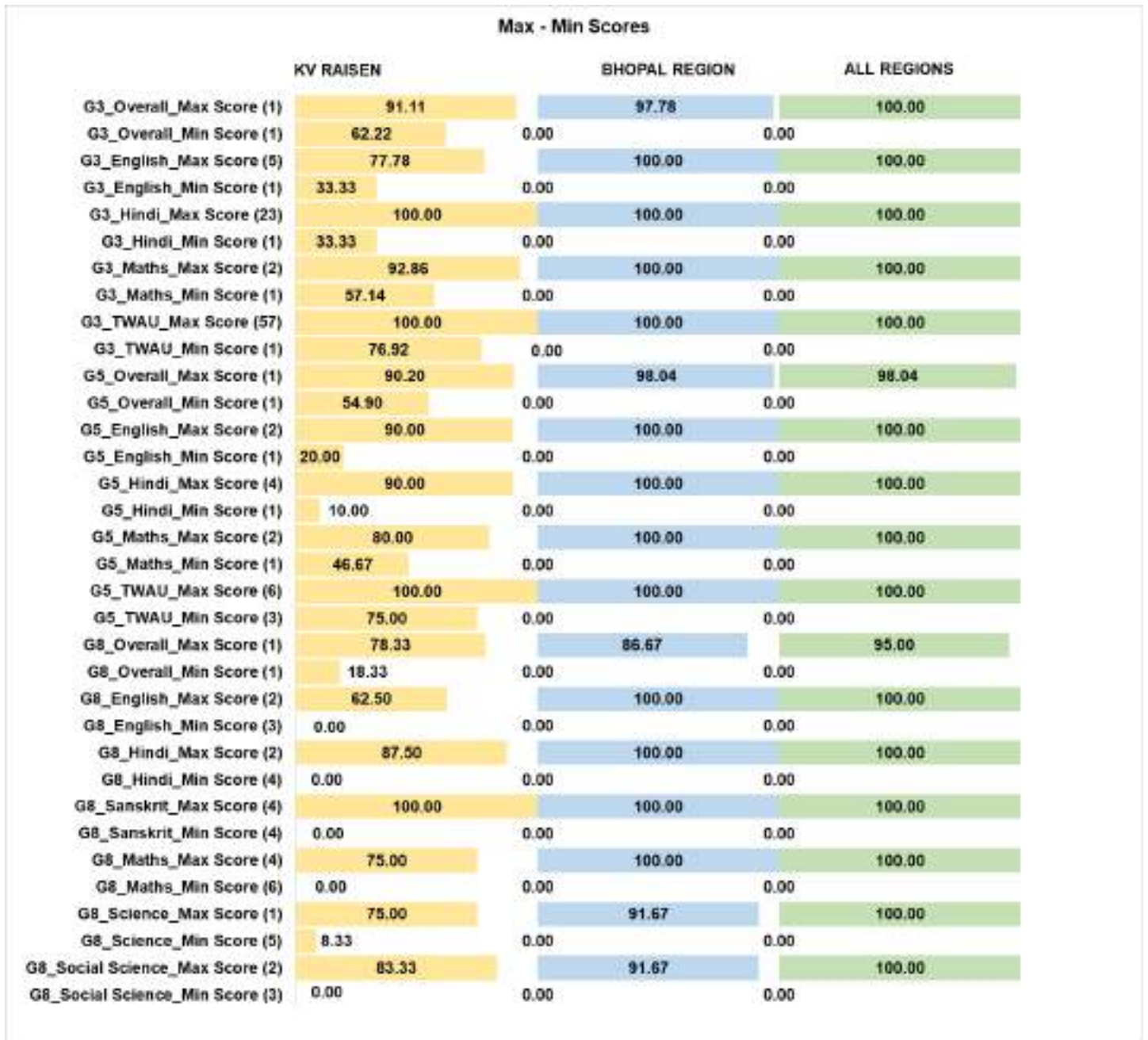
6. KV RAISEN

Regional Rank: 6

All India Rank: 57



B.2: School Performance Relative to Bhopal and All Region Averages



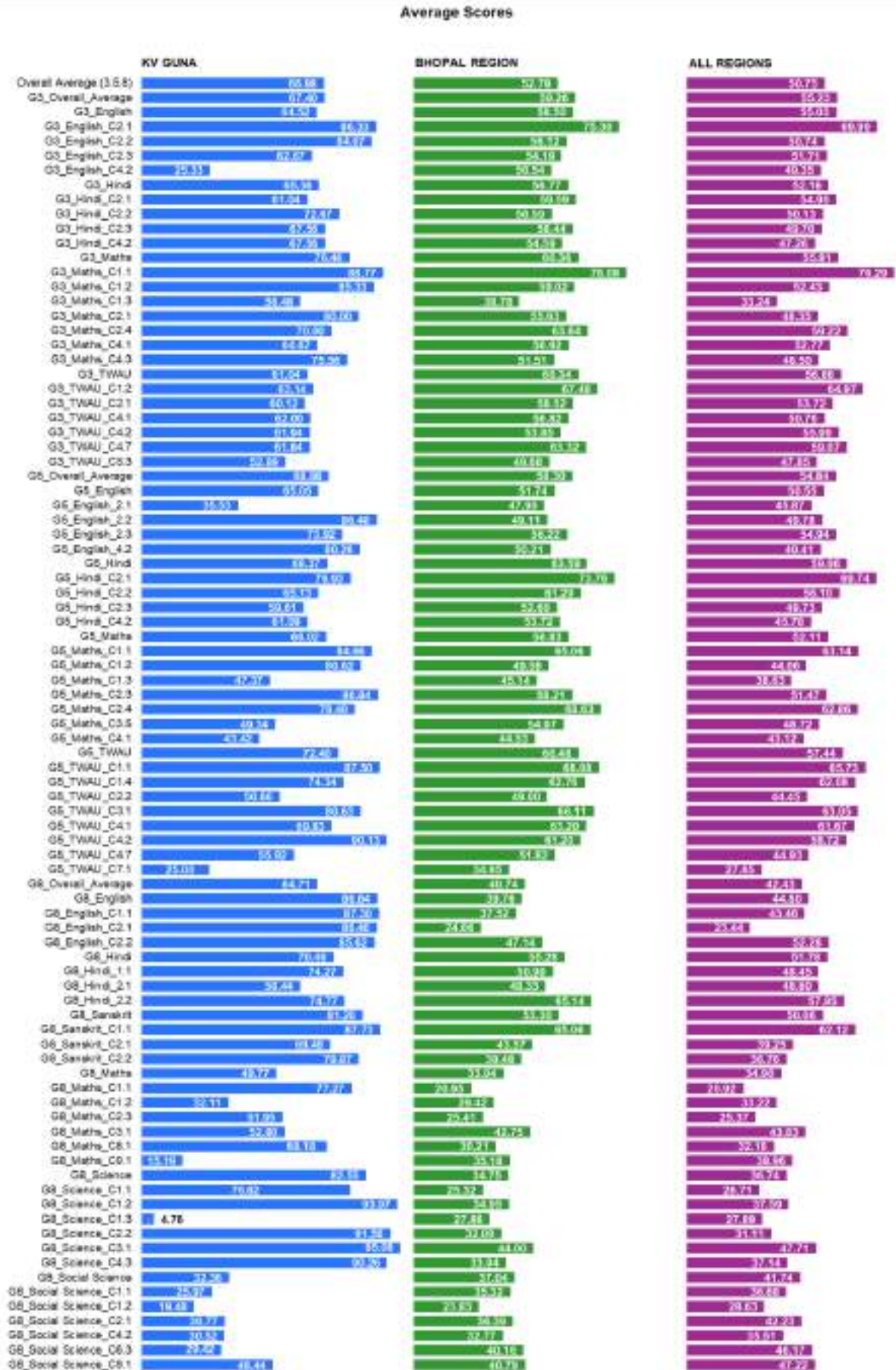
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

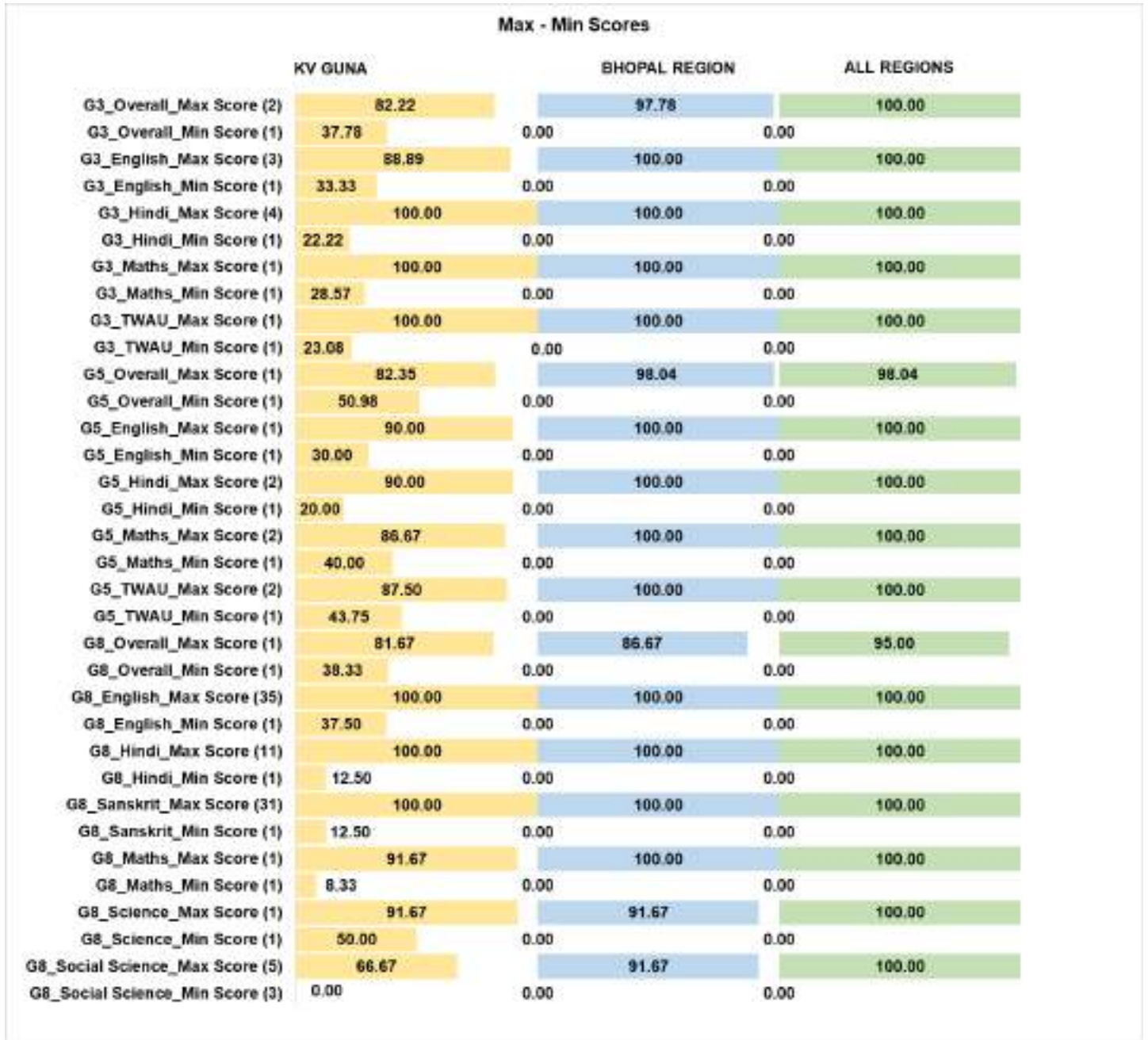
7. KV GUNA

Regional Rank: 7

All India Rank: 62



B.2: School Performance Relative to Bhopal and All Region Averages



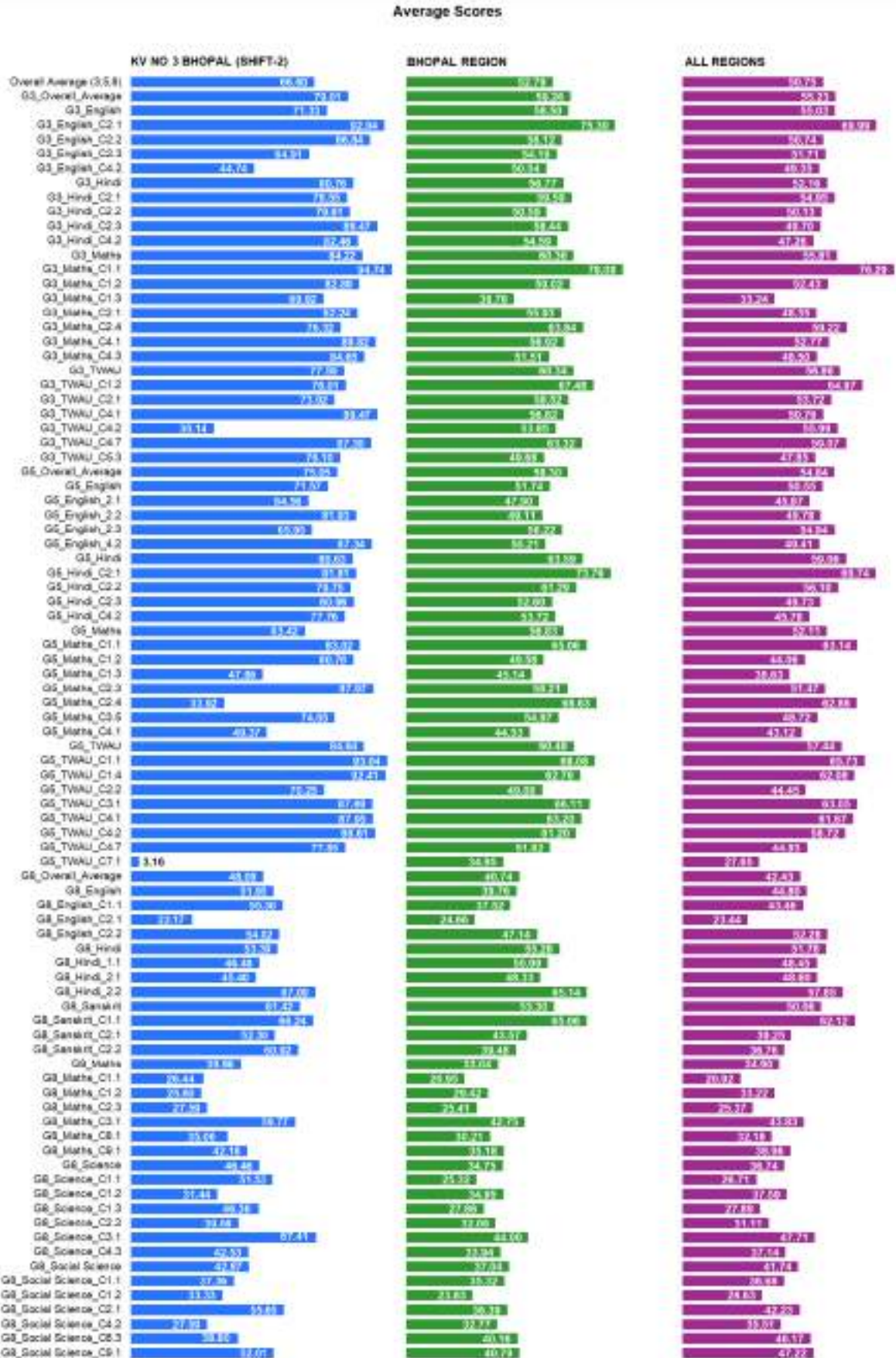
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

8. KV NO 3 BHOPAL (SHIFT-2)

Regional Rank: 8

All India Rank: 63



B.2: School Performance Relative to Bhopal and All Region Averages



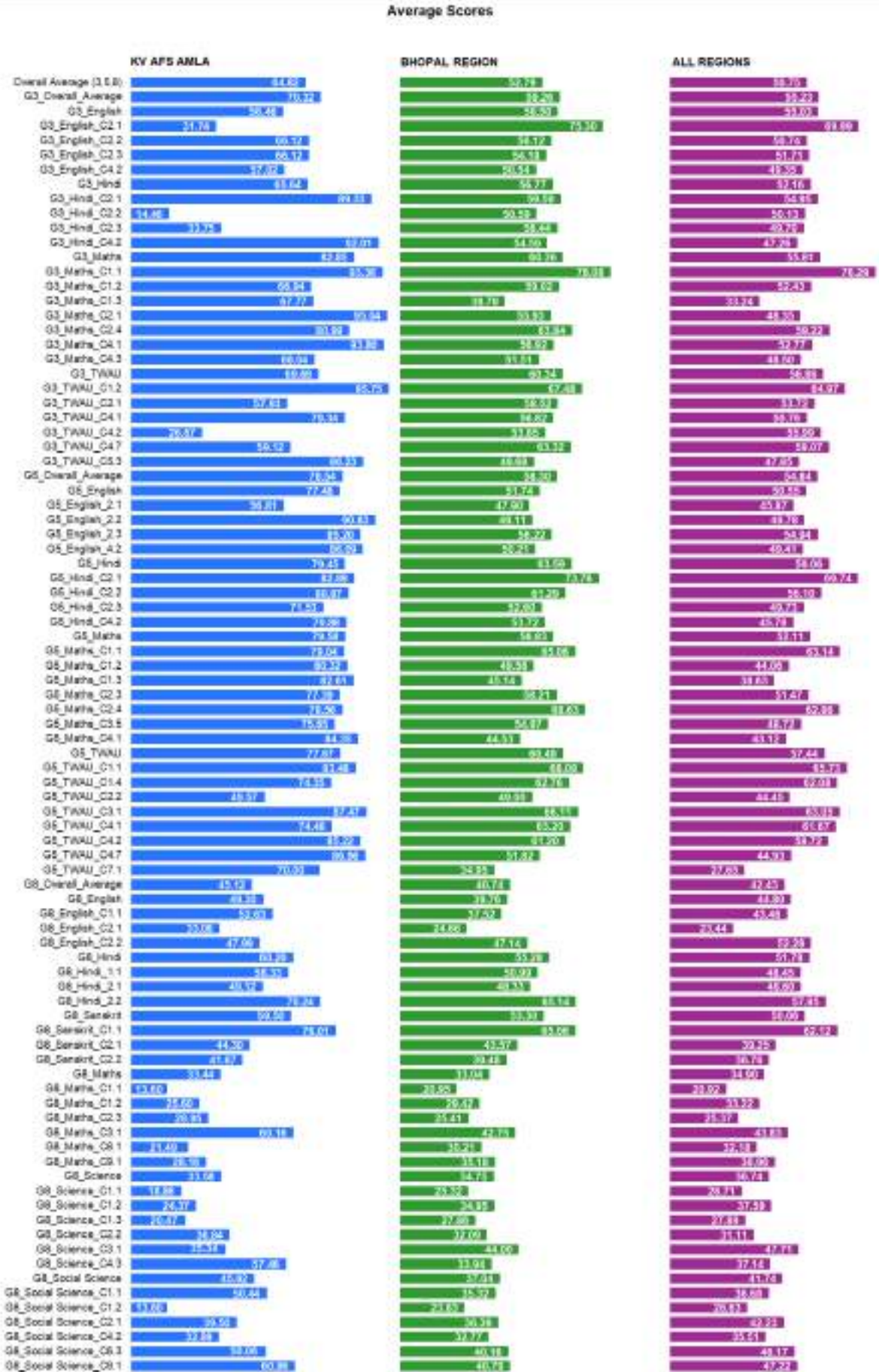
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

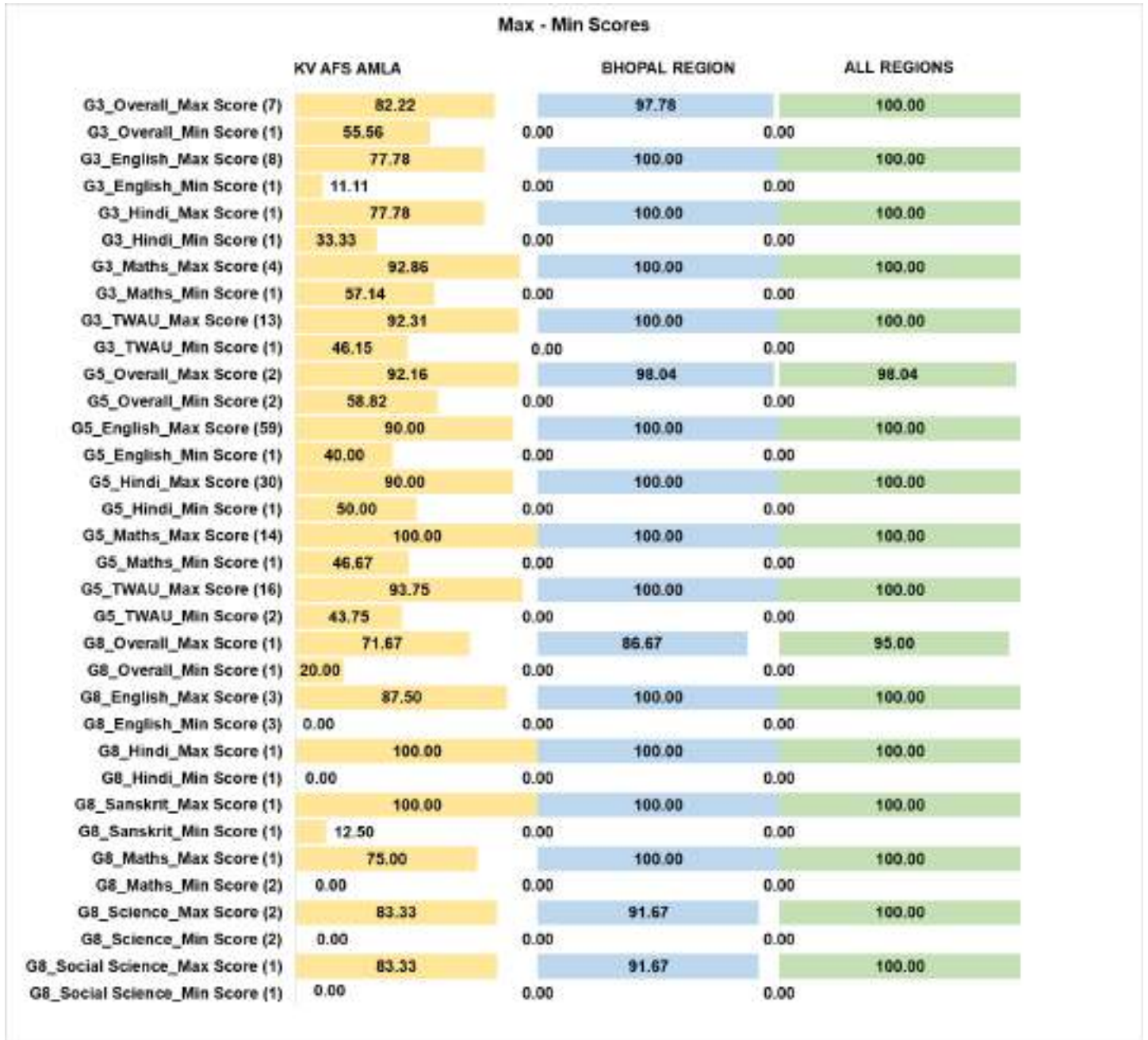
9. KV AFS AMLA

Regional Rank: 9

All India Rank: 80



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

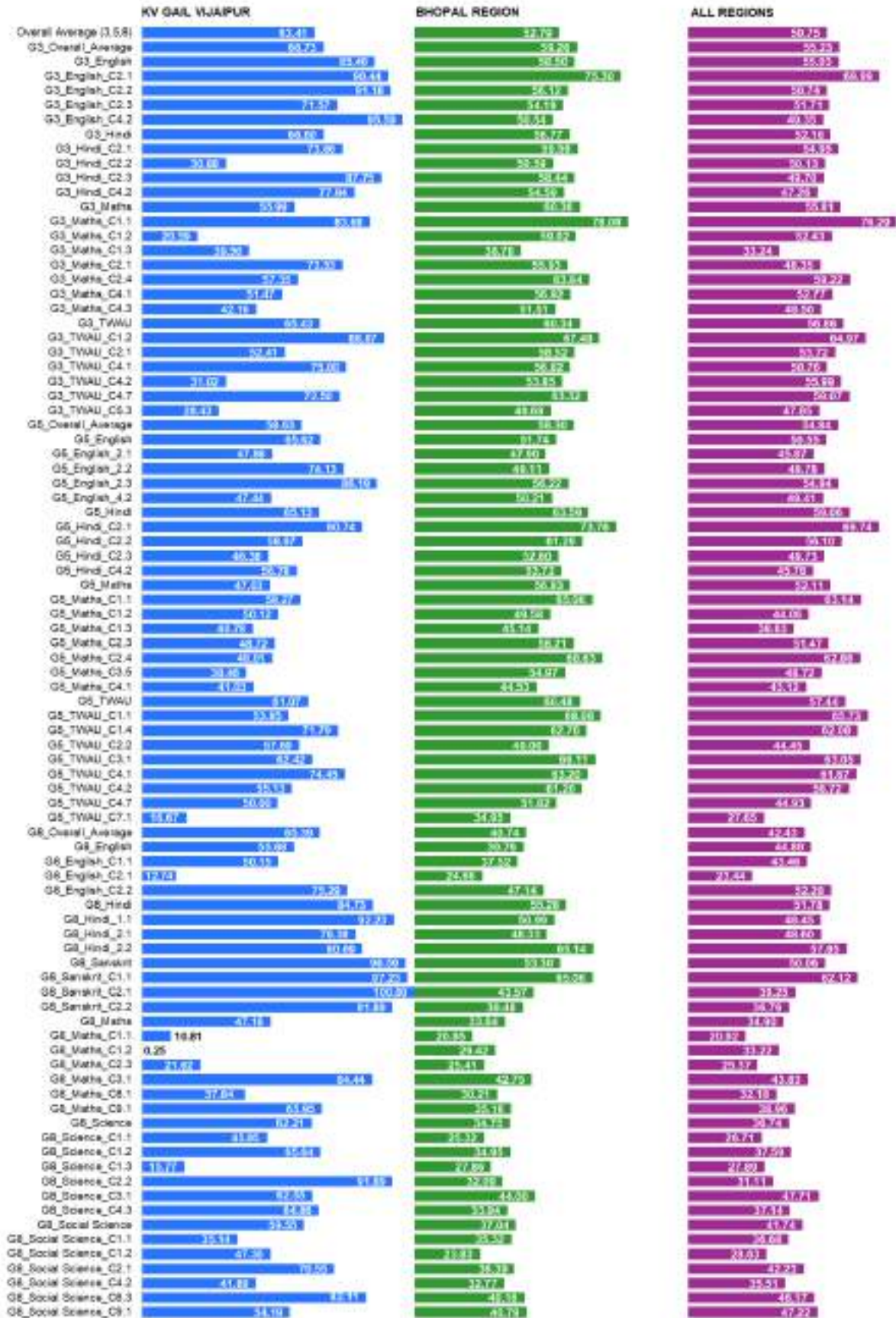
The maximum and minimum scores shown in the graph are expressed as percentages.

10. KV GAIL VIJAIPUR

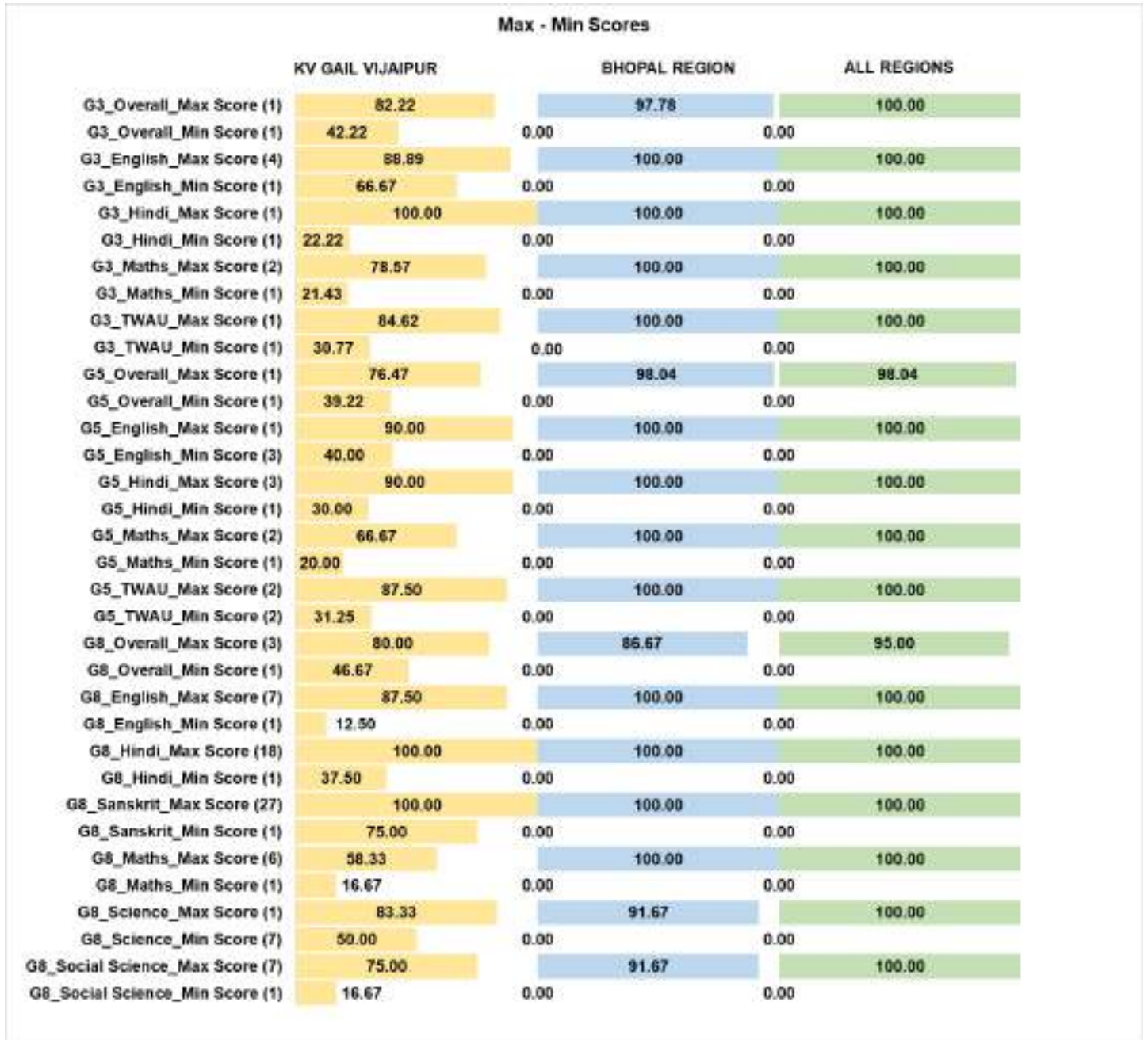
Regional Rank: 10

All India Rank: 98

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

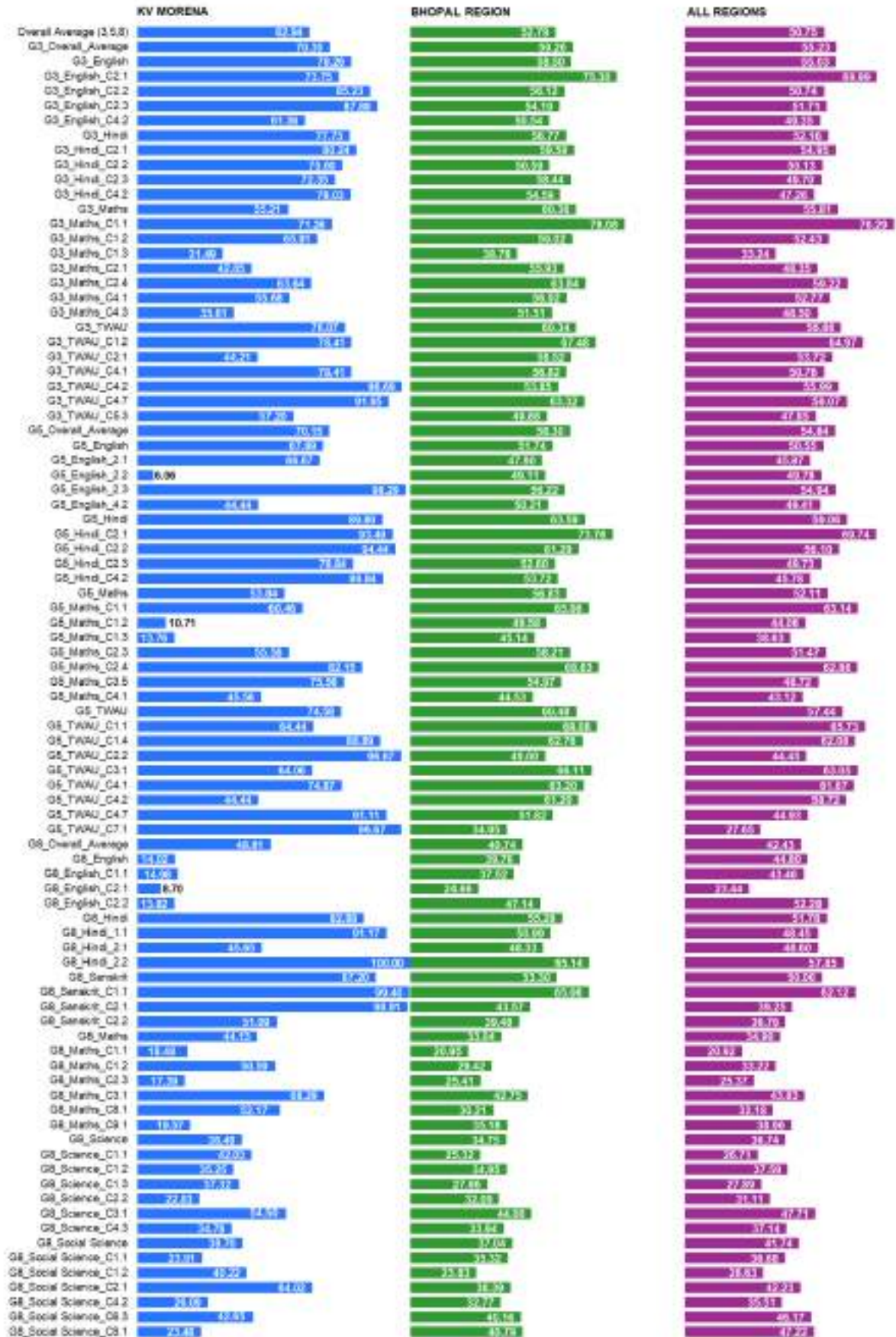
The maximum and minimum scores shown in the graph are expressed as percentages.

11. KV MORENA

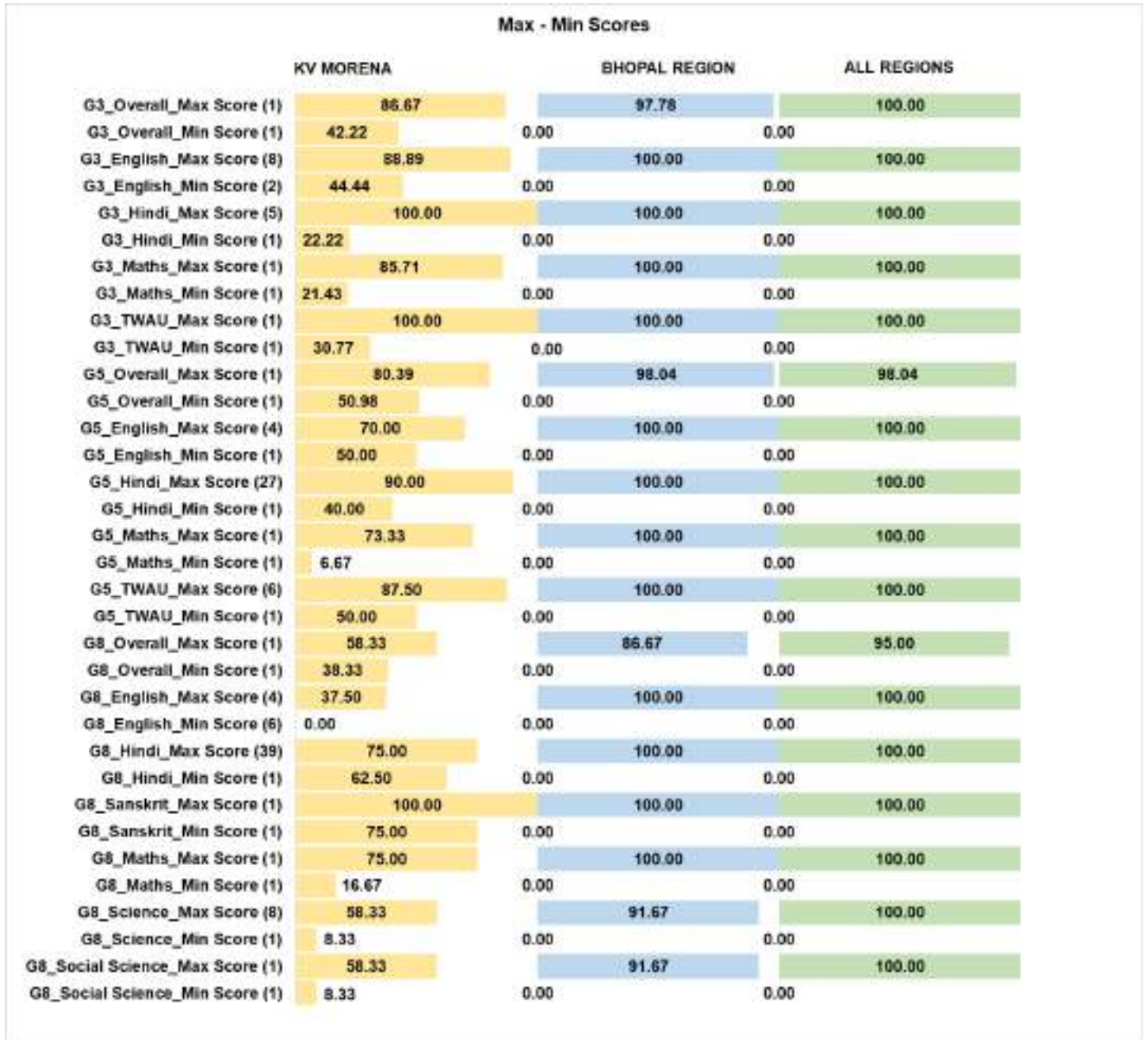
Regional Rank: 11

All India Rank: 109

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



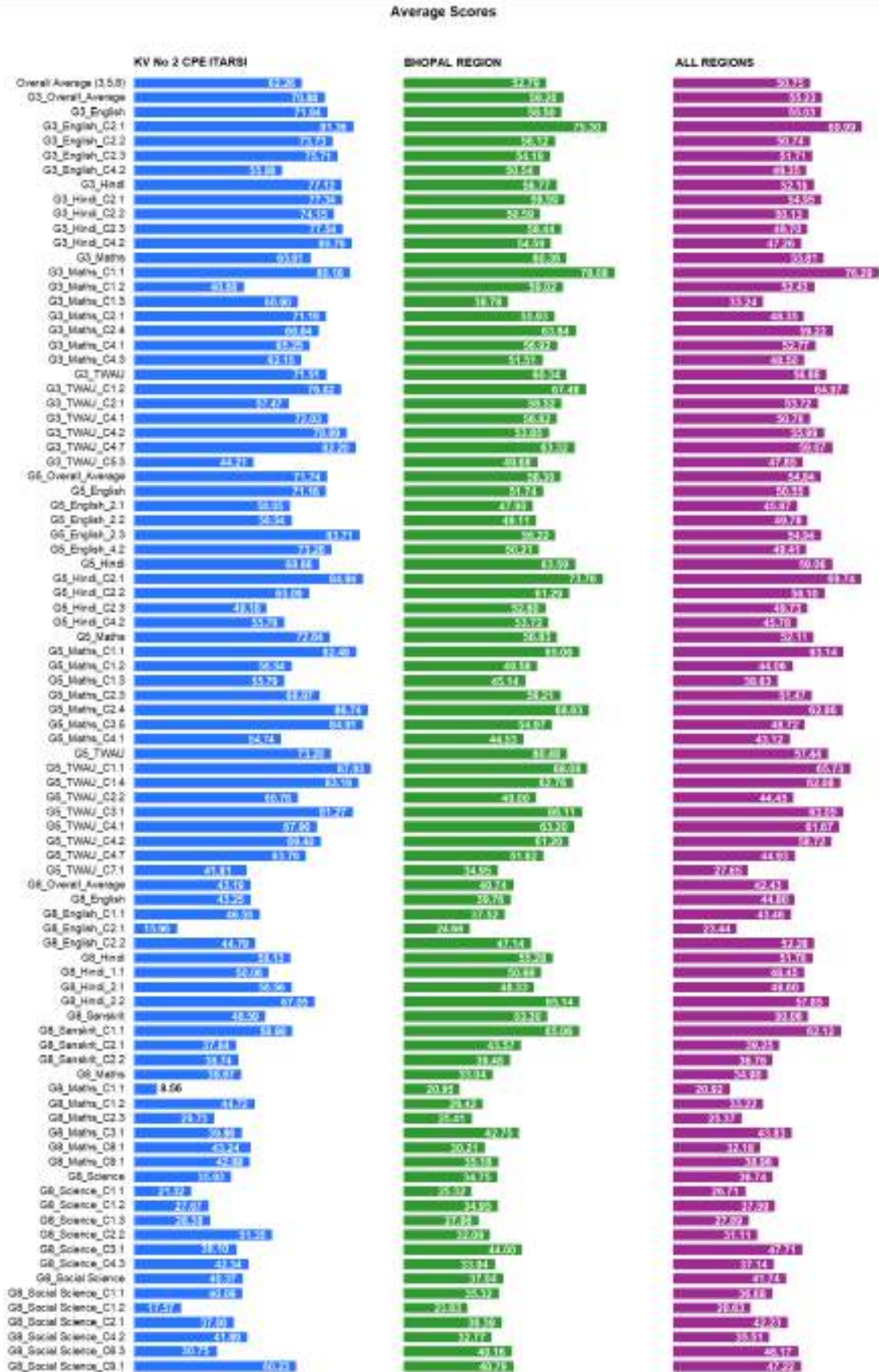
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

12. KV No 2 CPE ITARSI

Regional Rank: 12

All India Rank: 123



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

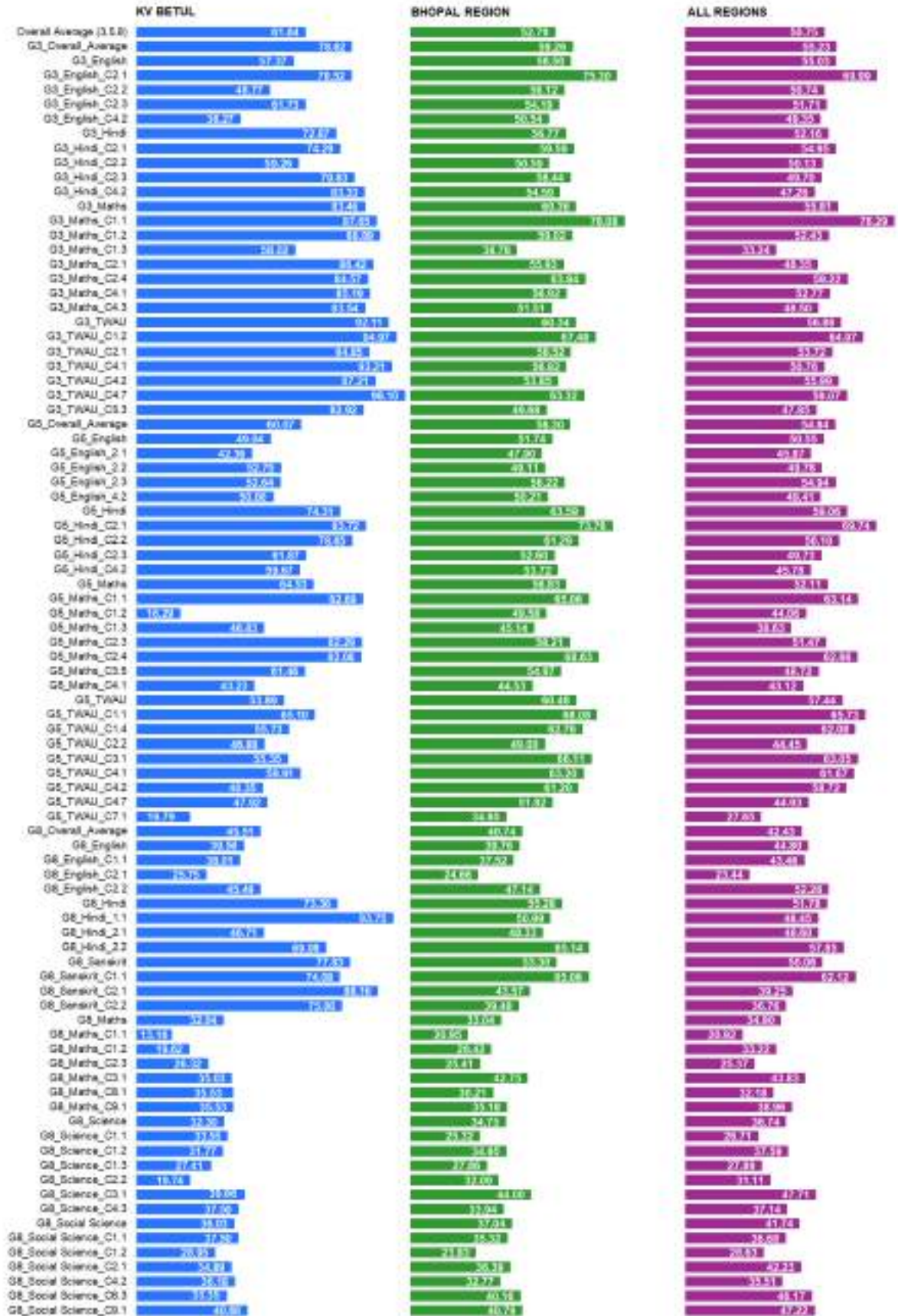
The maximum and minimum scores shown in the graph are expressed as percentages.

13. KV BETUL

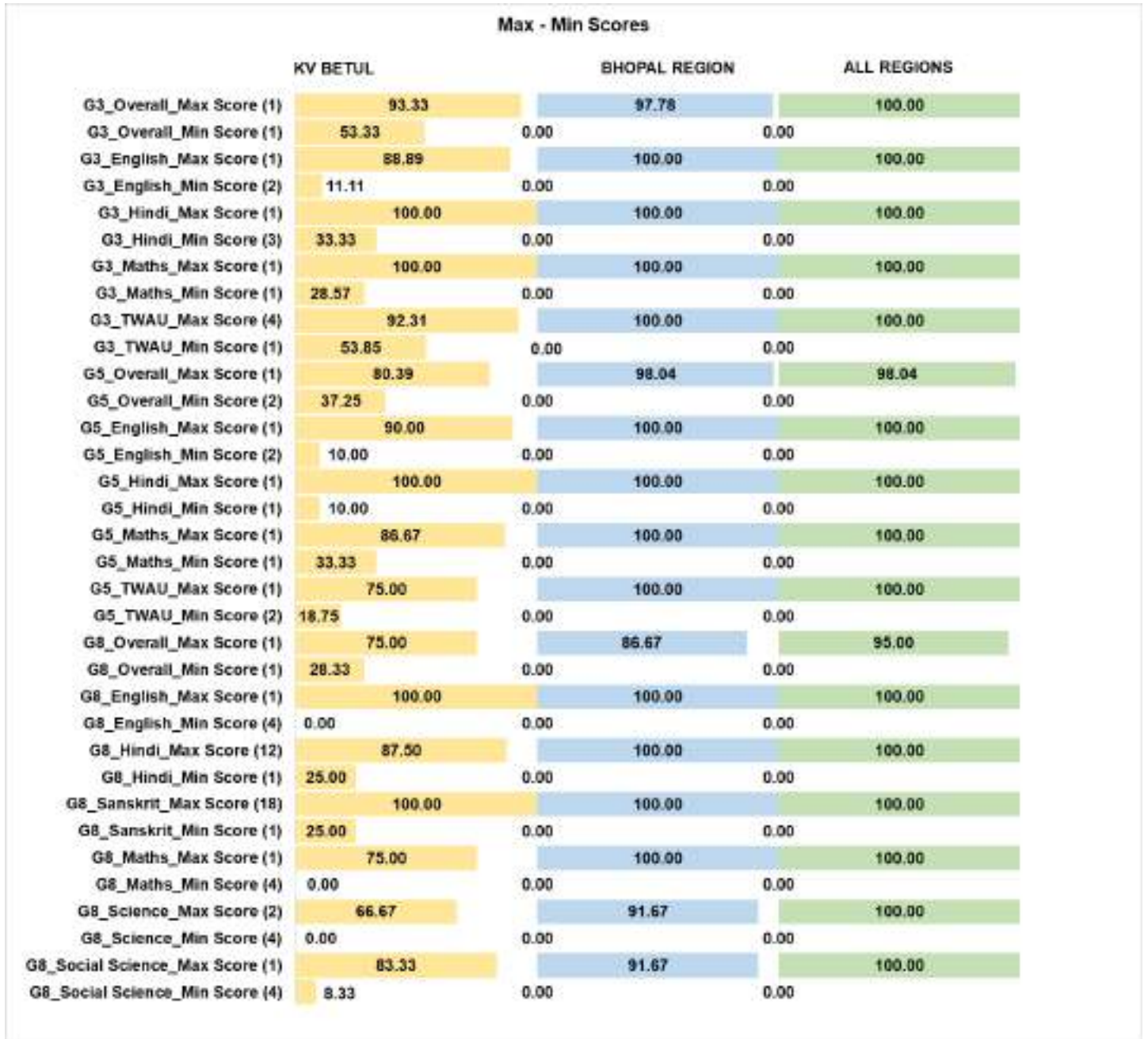
Regional Rank: 13

All India Rank: 135

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



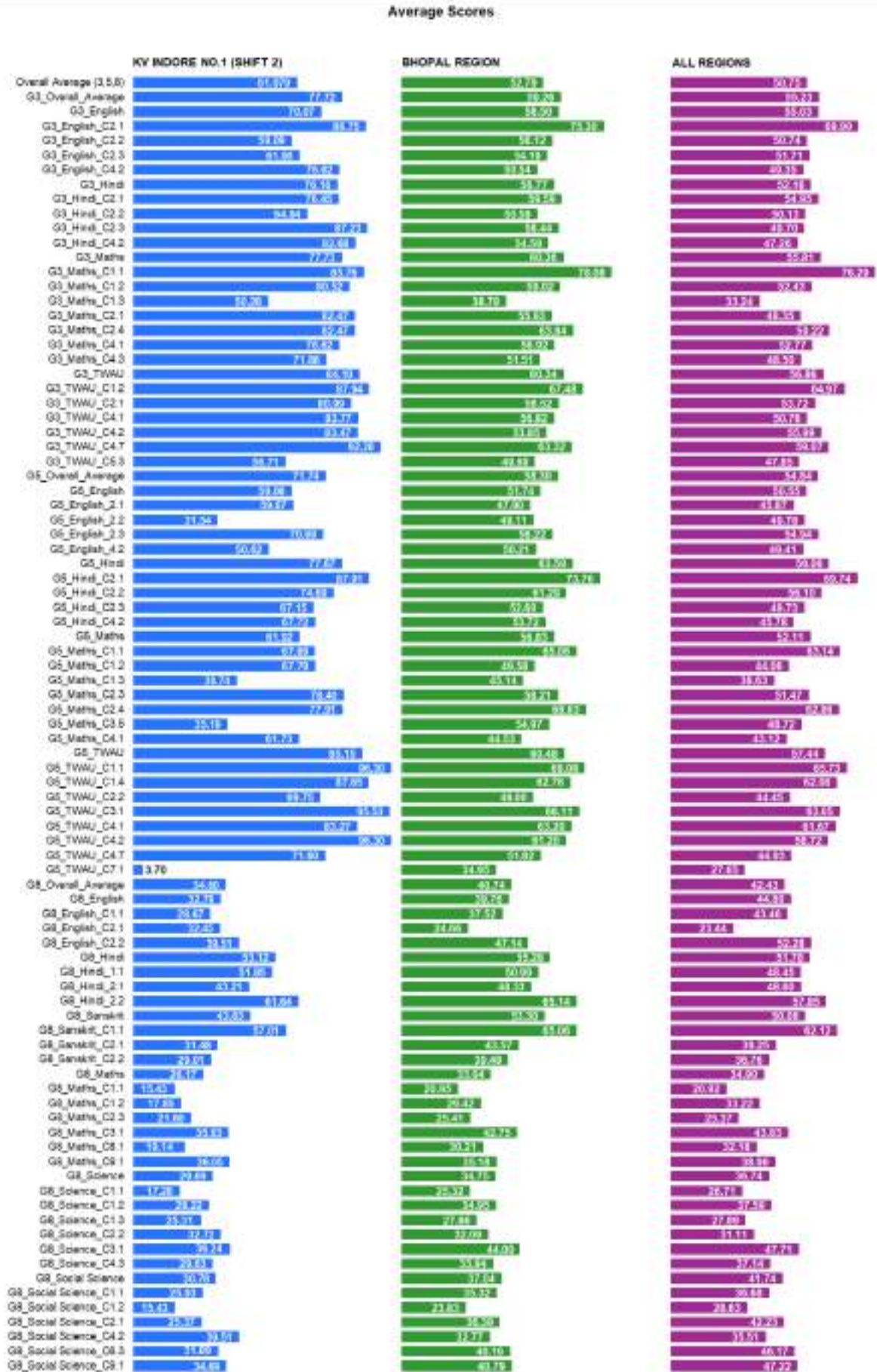
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

14. KV INDORE NO.1 (SHIFT 2)

Regional Rank: 14

All India Rank: 152



B.2: School Performance Relative to Bhopal and All Region Averages



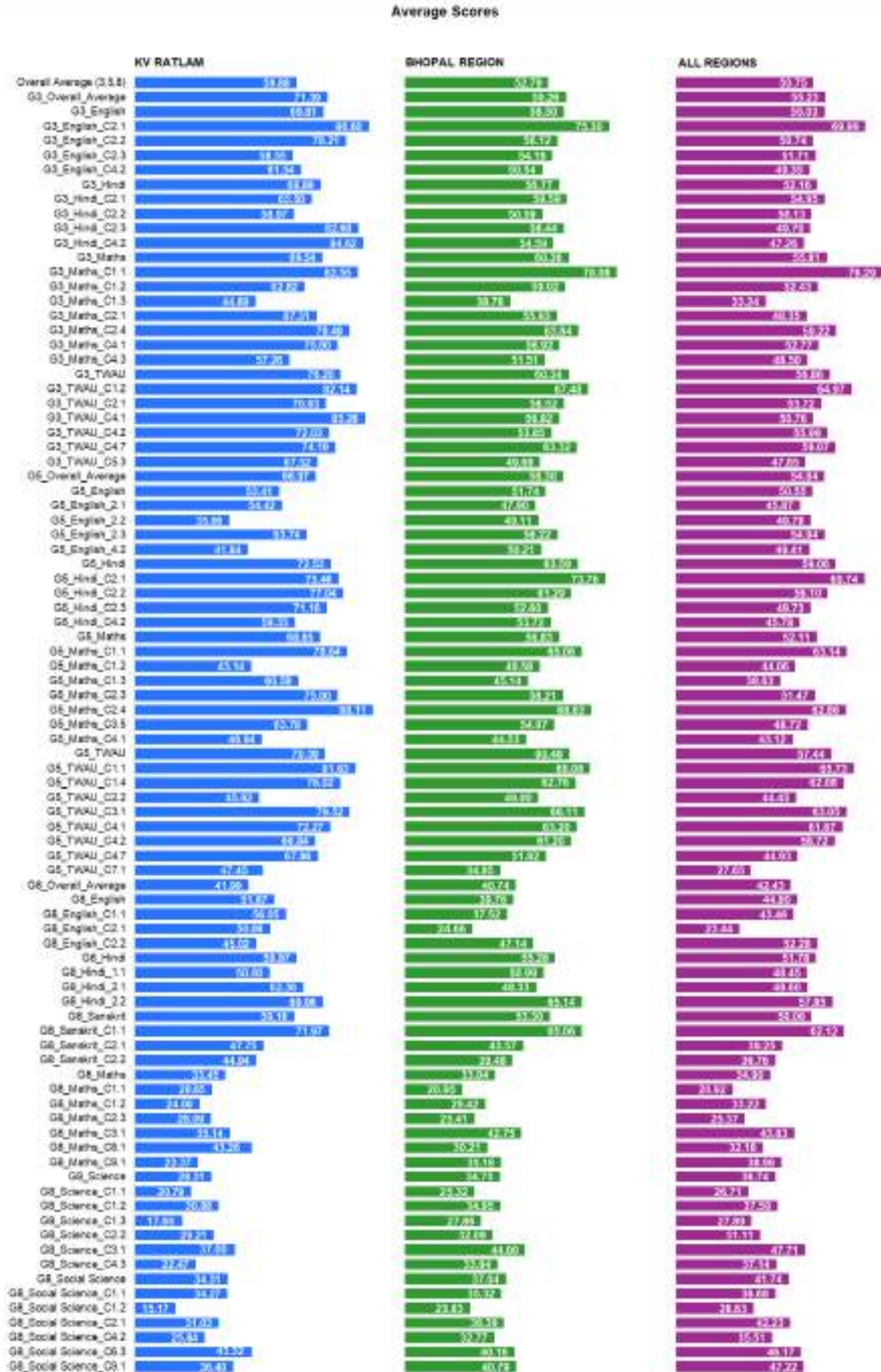
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

15. KV RATLAM

Regional Rank: 15

All India Rank: 190



B.2: School Performance Relative to Bhopal and All Region Averages



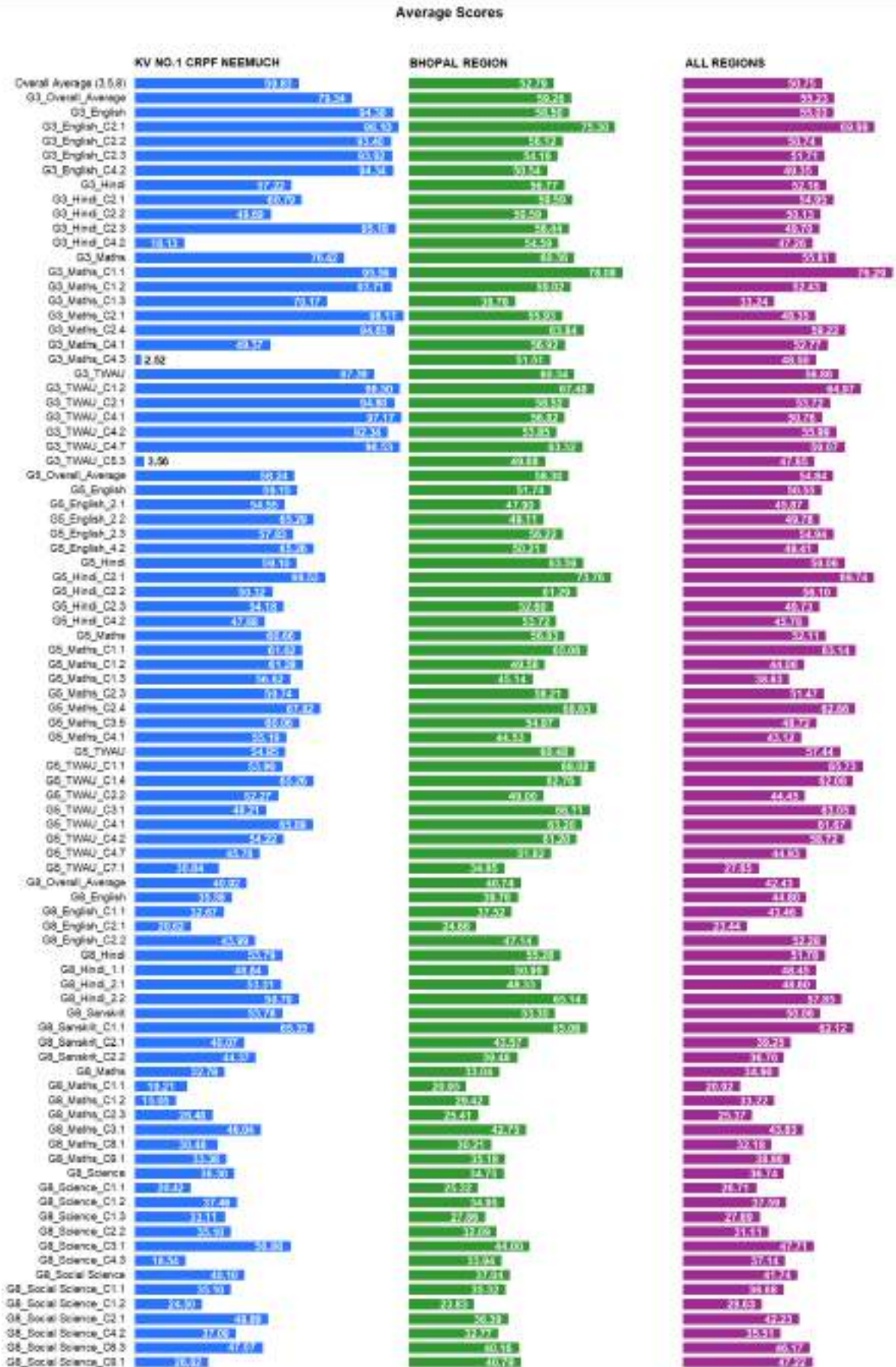
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

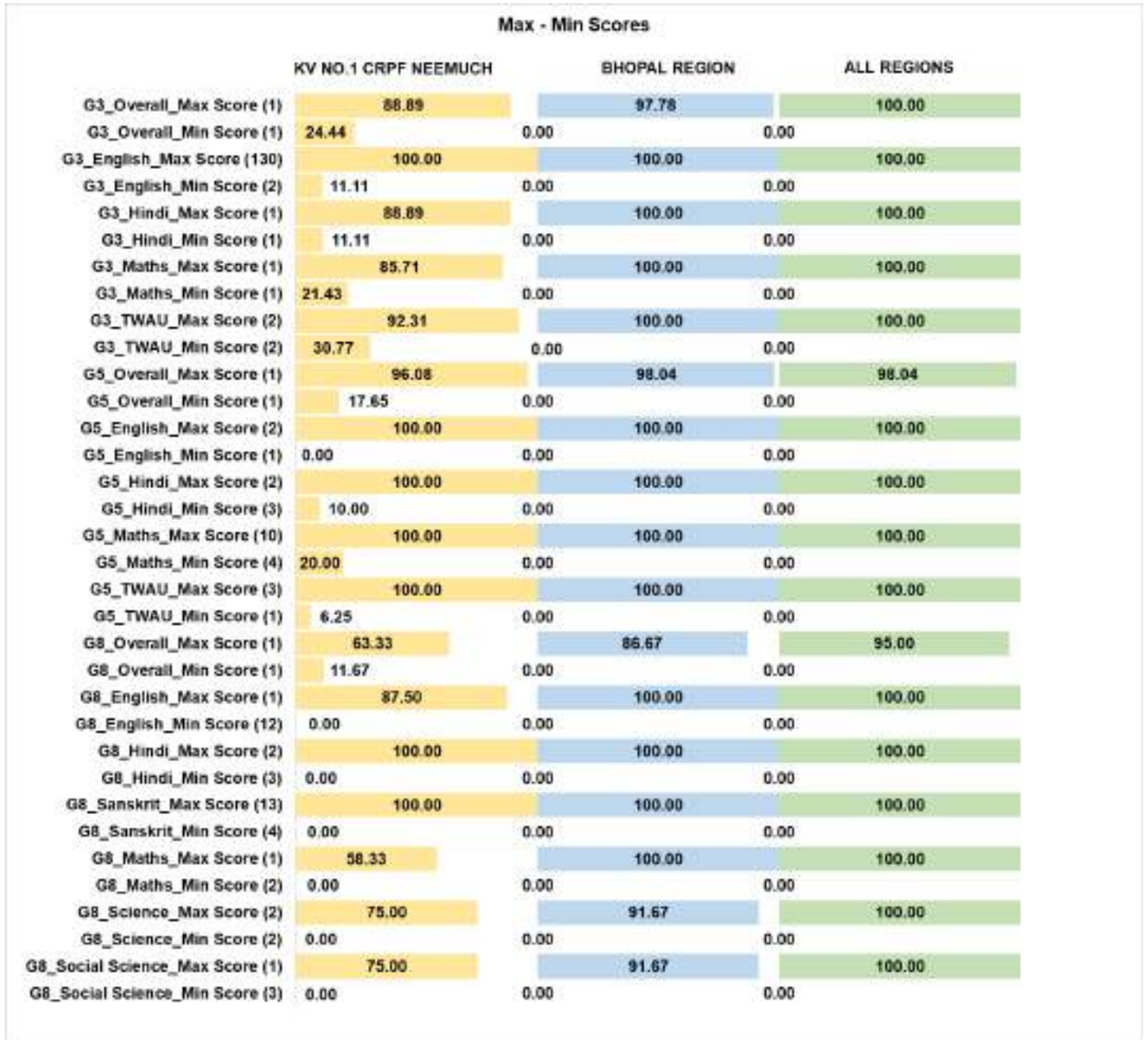
16. KV NO.1 CRPF NEEMUCH

Regional Rank: 16

All India Rank: 192



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

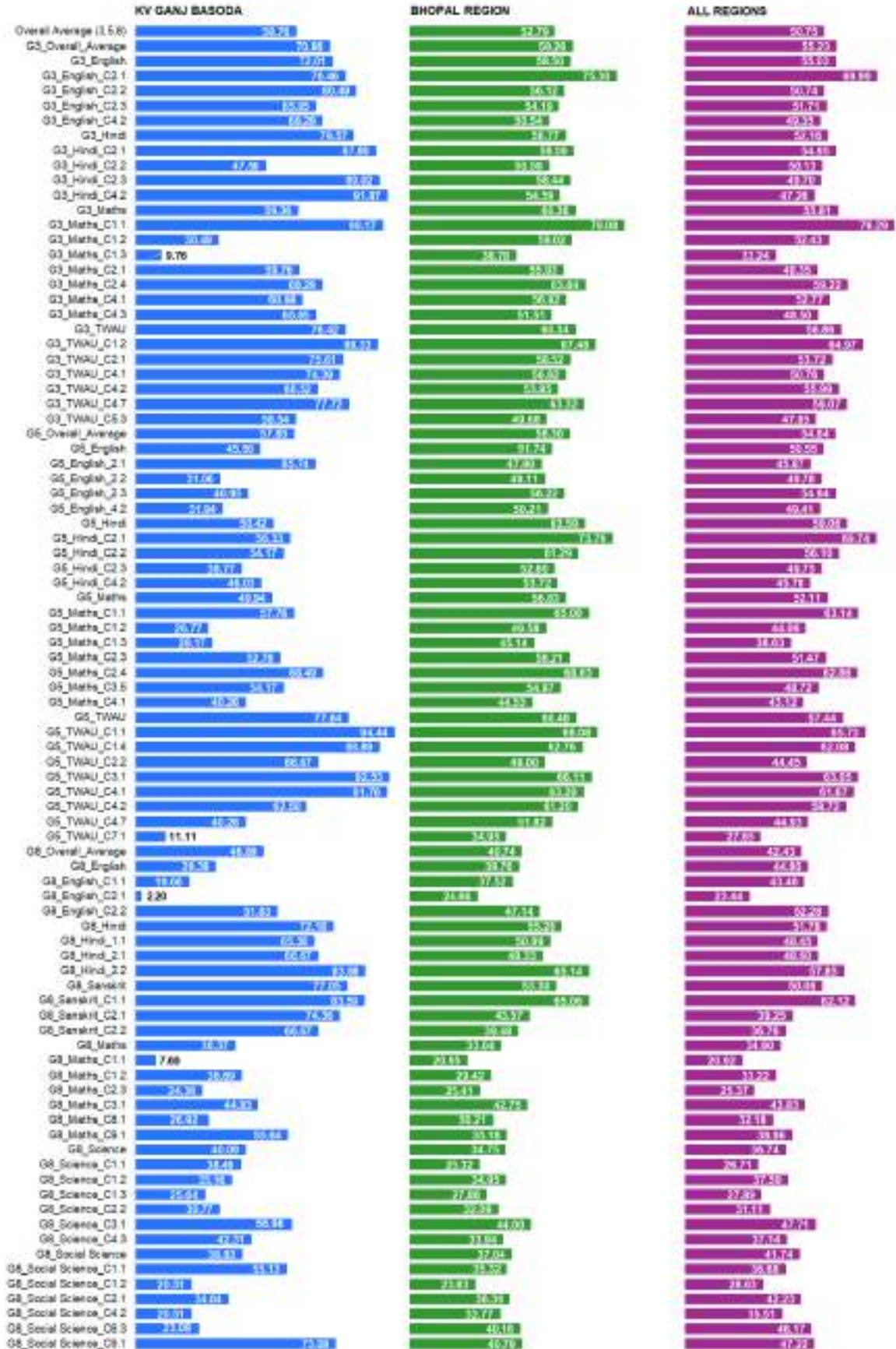
The maximum and minimum scores shown in the graph are expressed as percentages.

17. KV GANJ BASODA

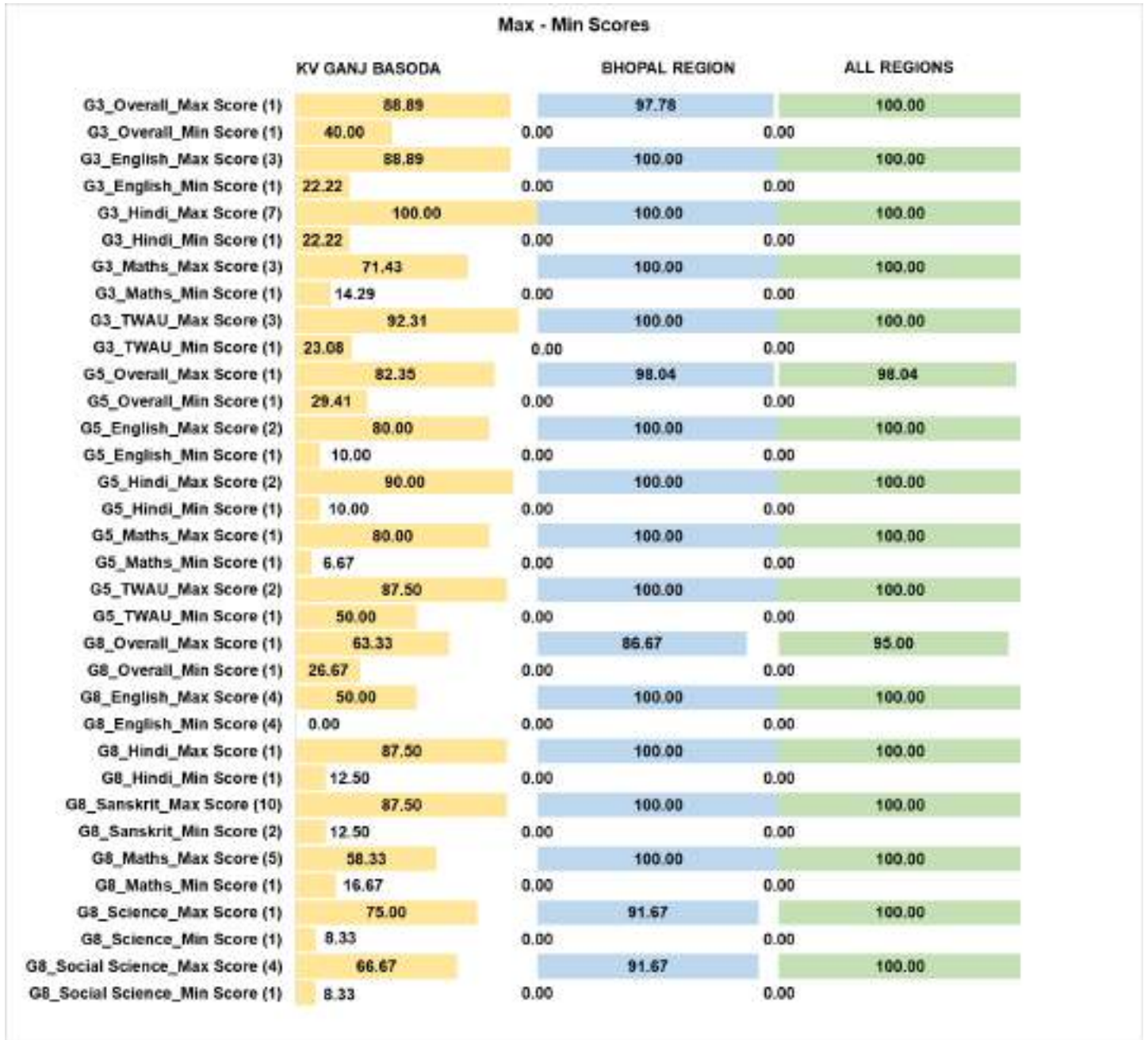
Regional Rank: 17

All India Rank: 213

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

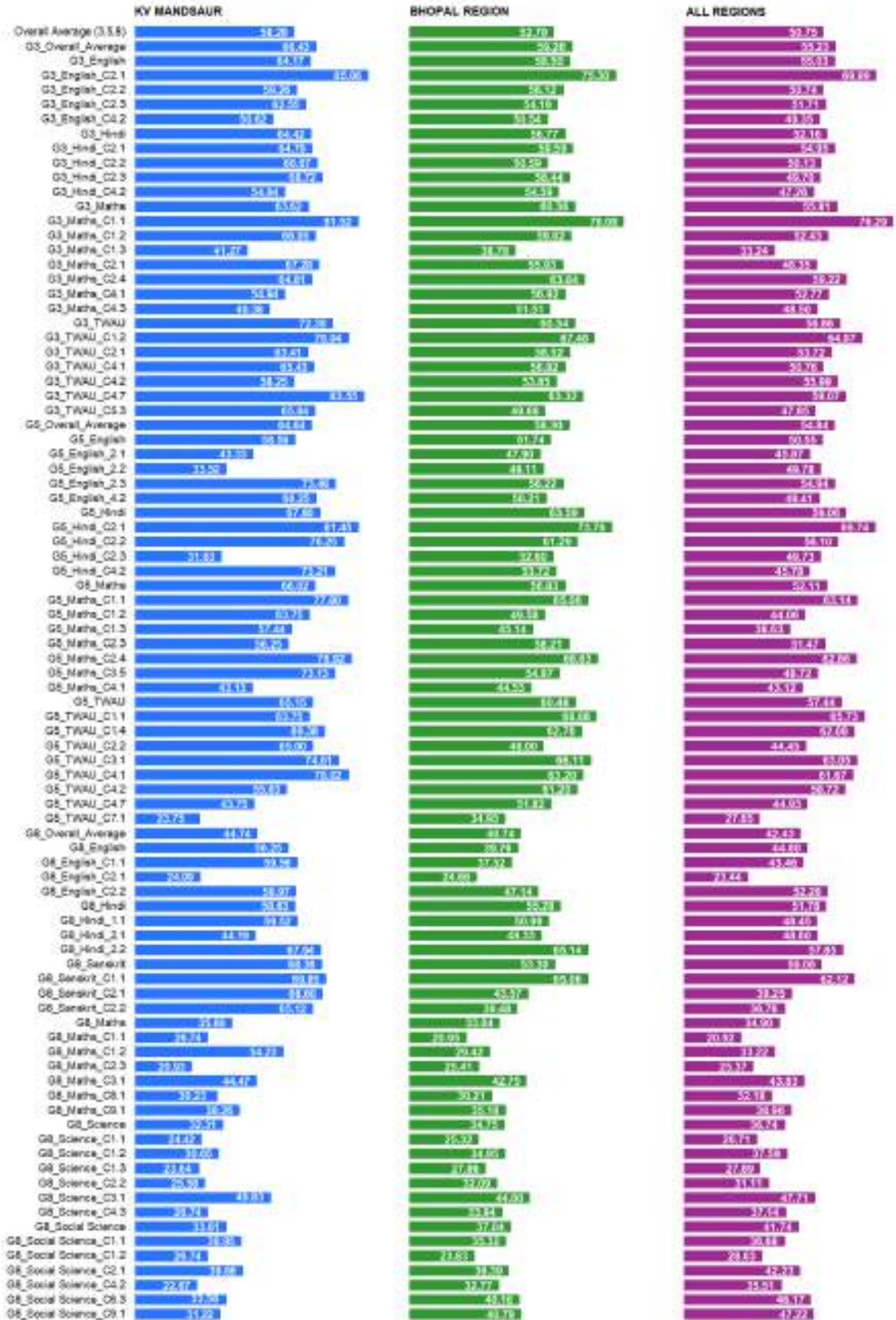
The maximum and minimum scores shown in the graph are expressed as percentages.

18. KV MANDSAUR

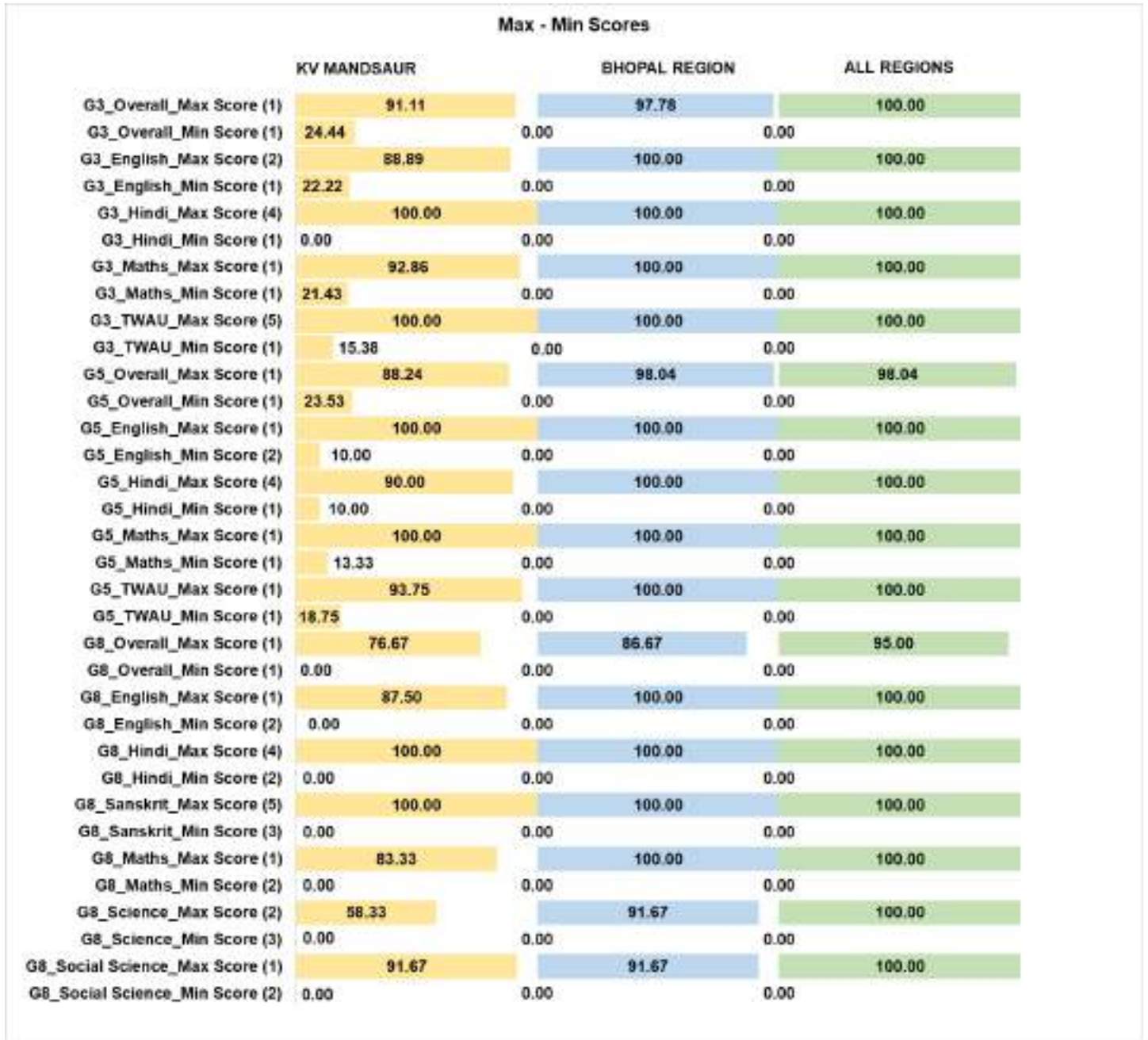
Regional Rank: 18

All India Rank: 228

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

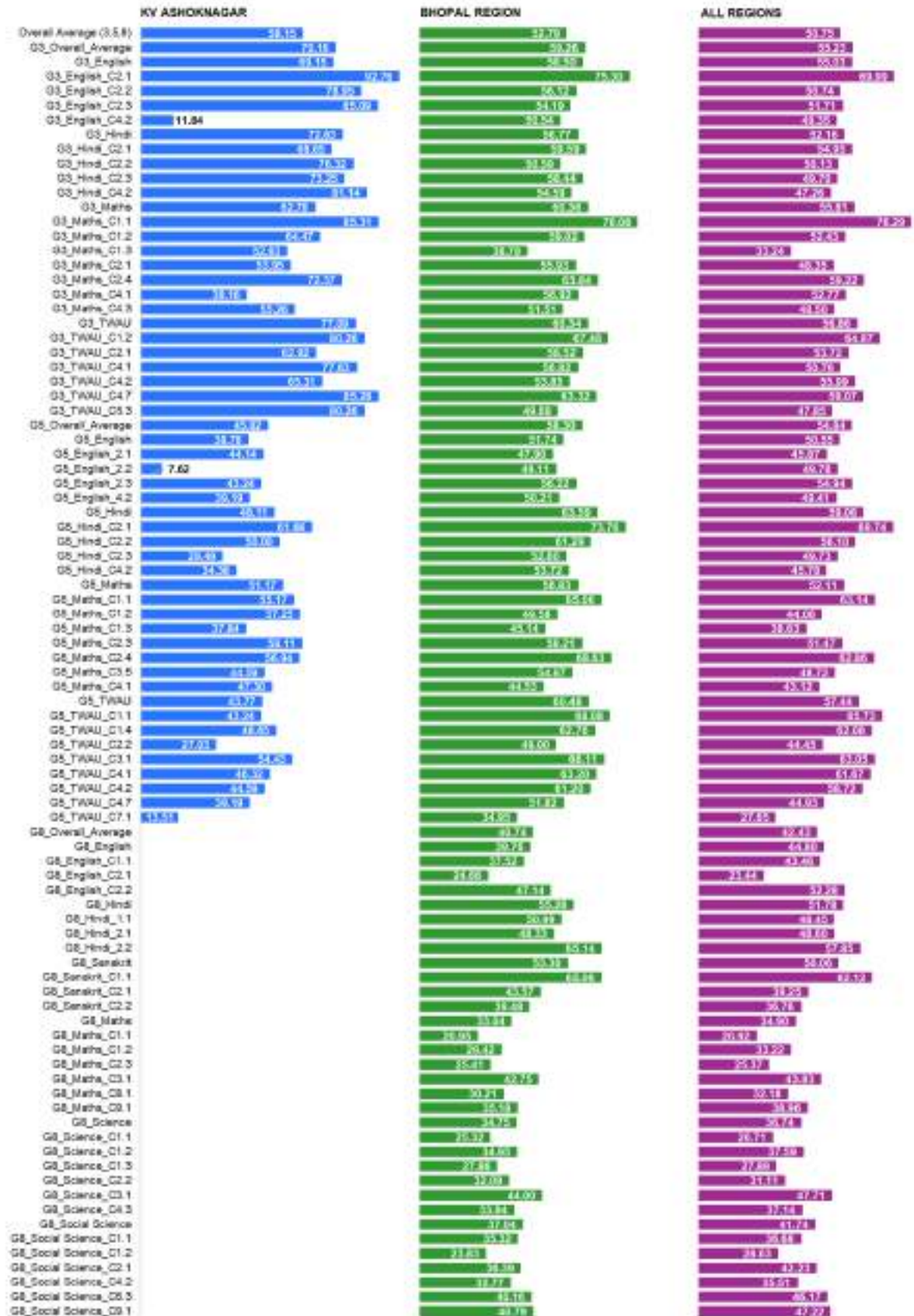
The maximum and minimum scores shown in the graph are expressed as percentages.

19. KV ASHOKNAGAR

Regional Rank: 19

All India Rank: 233

Average Scores



*No data received from KV Ashoknagar for Grade 8

B.2: School Performance Relative to Bhopal and All Region Averages



*No data received from KV Ashoknagar for Grade 8

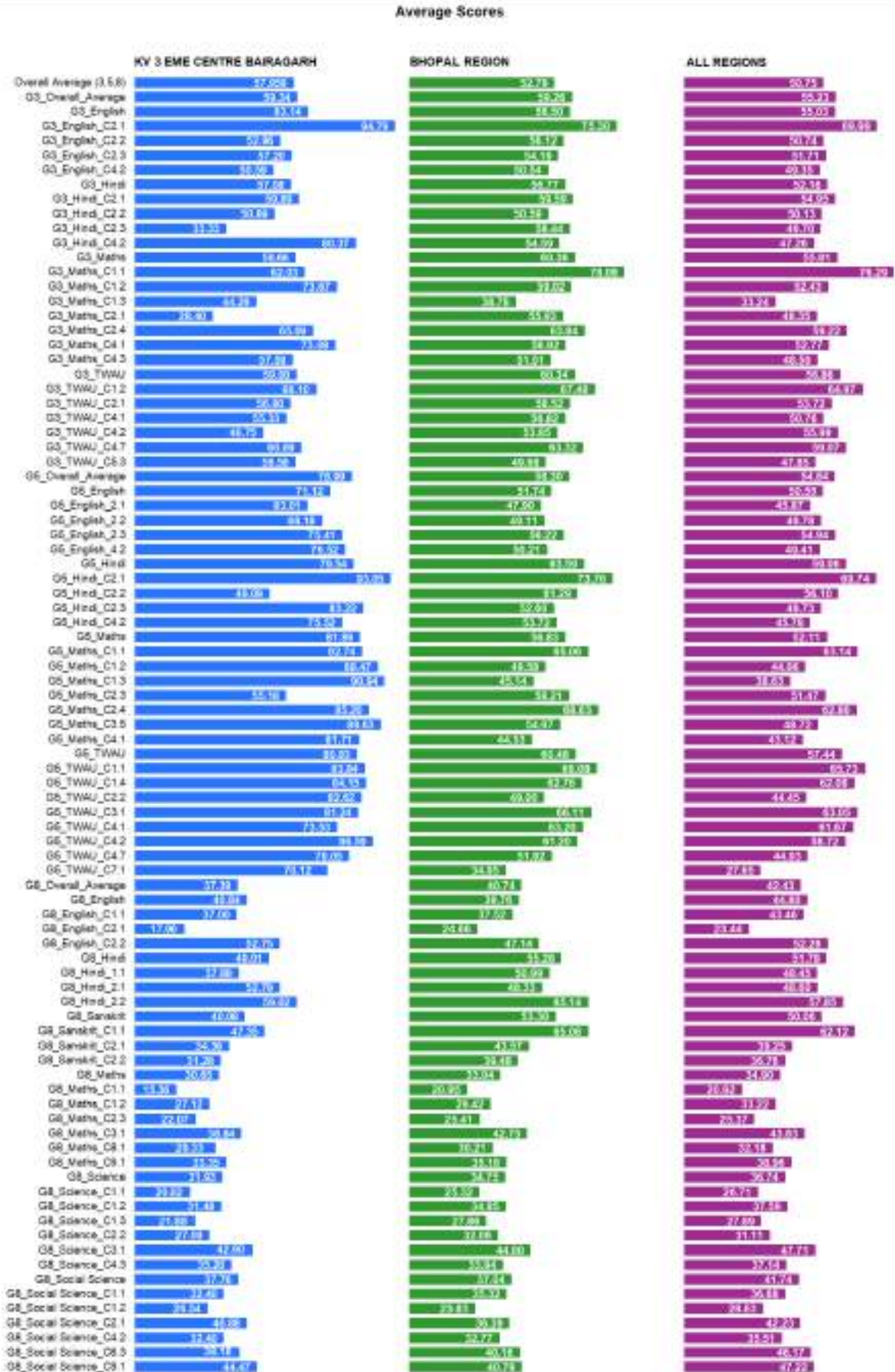
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

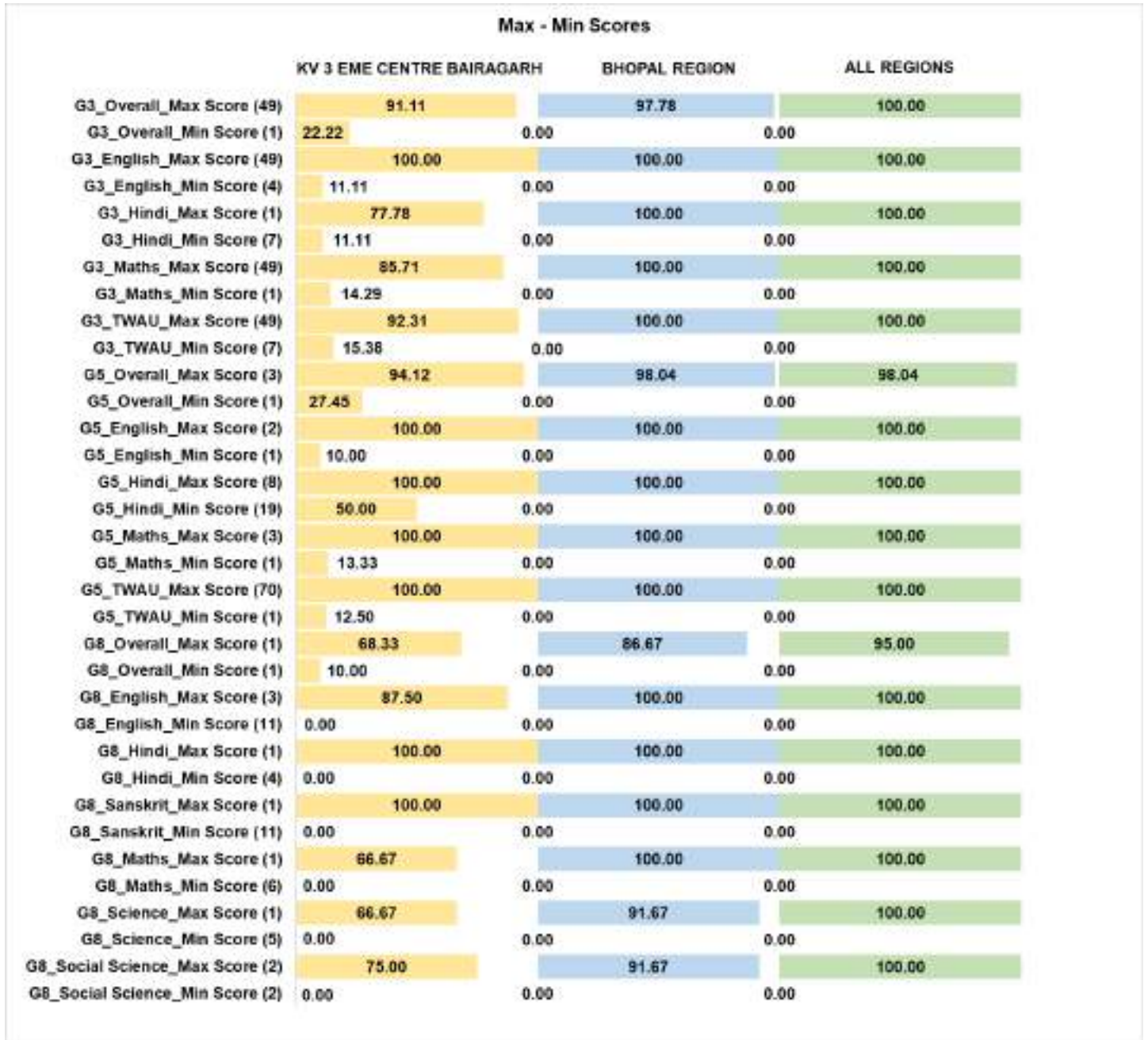
20. KV 3 EME CENTRE BAIRAGARH

Regional Rank: 20

All India Rank: 244



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

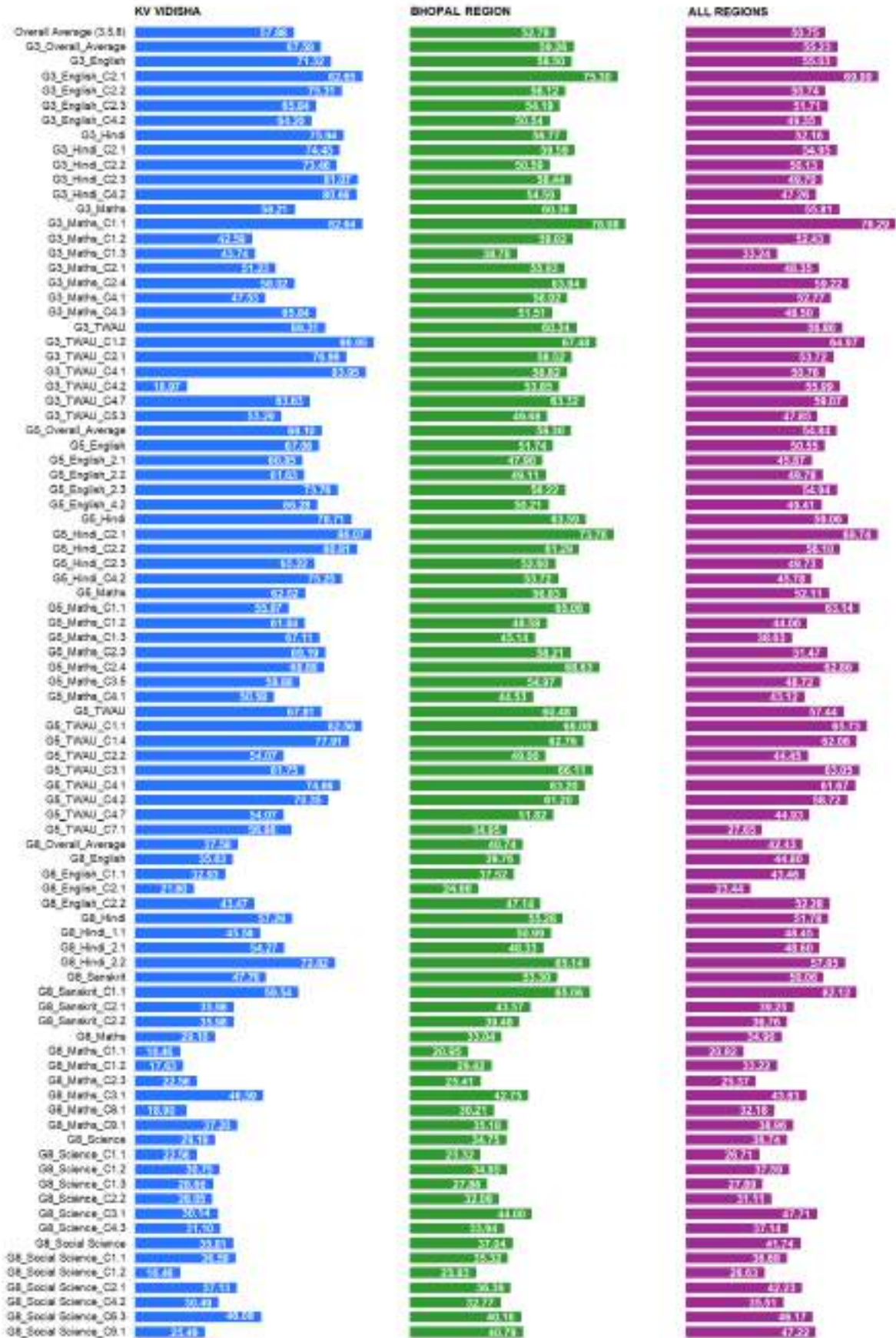
The maximum and minimum scores shown in the graph are expressed as percentages.

21. KV VIDISHA

Regional Rank: 21

All India Rank: 246

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



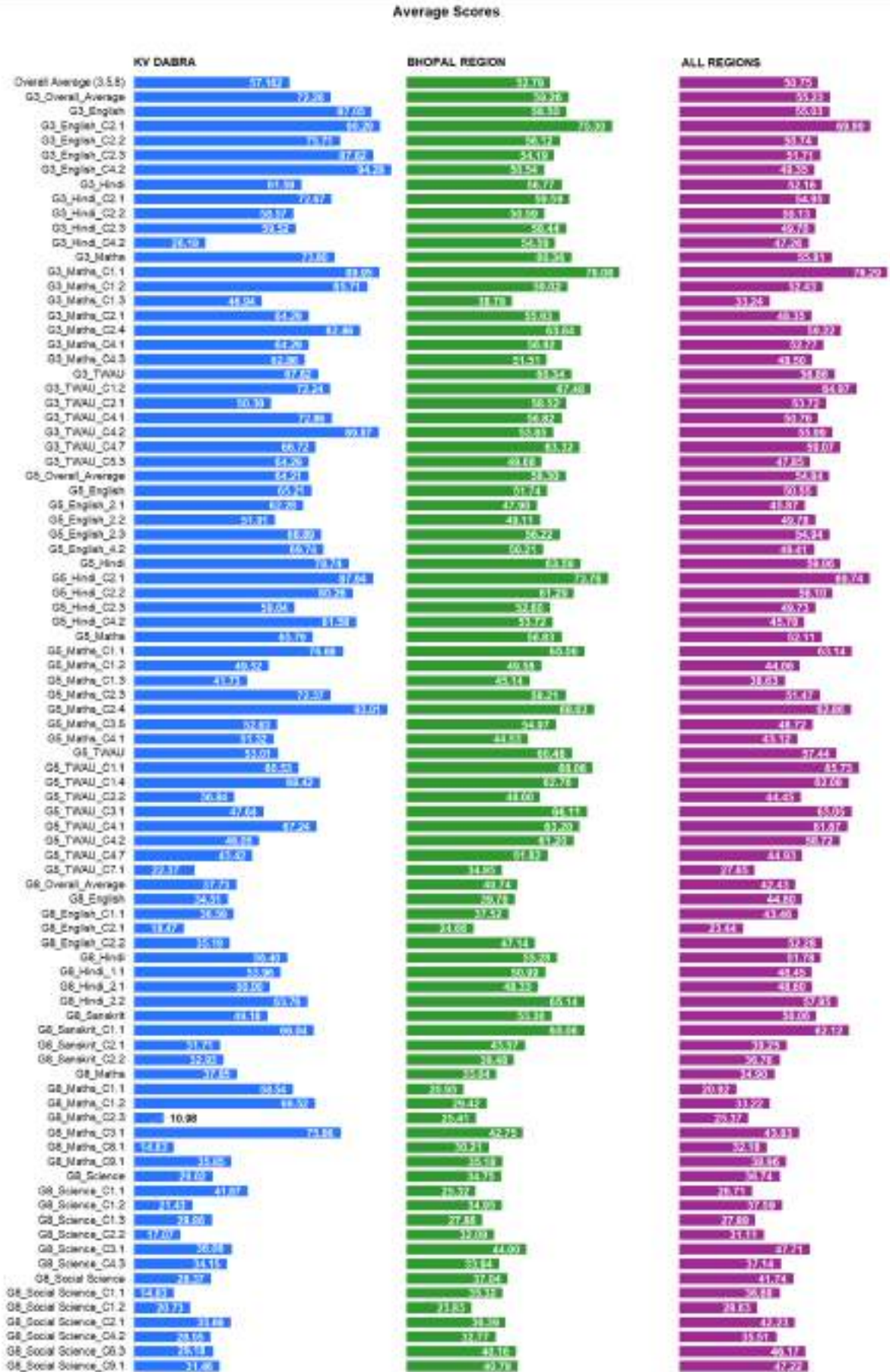
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

22. KV DABRA

Regional Rank: 22

All India Rank: 281



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

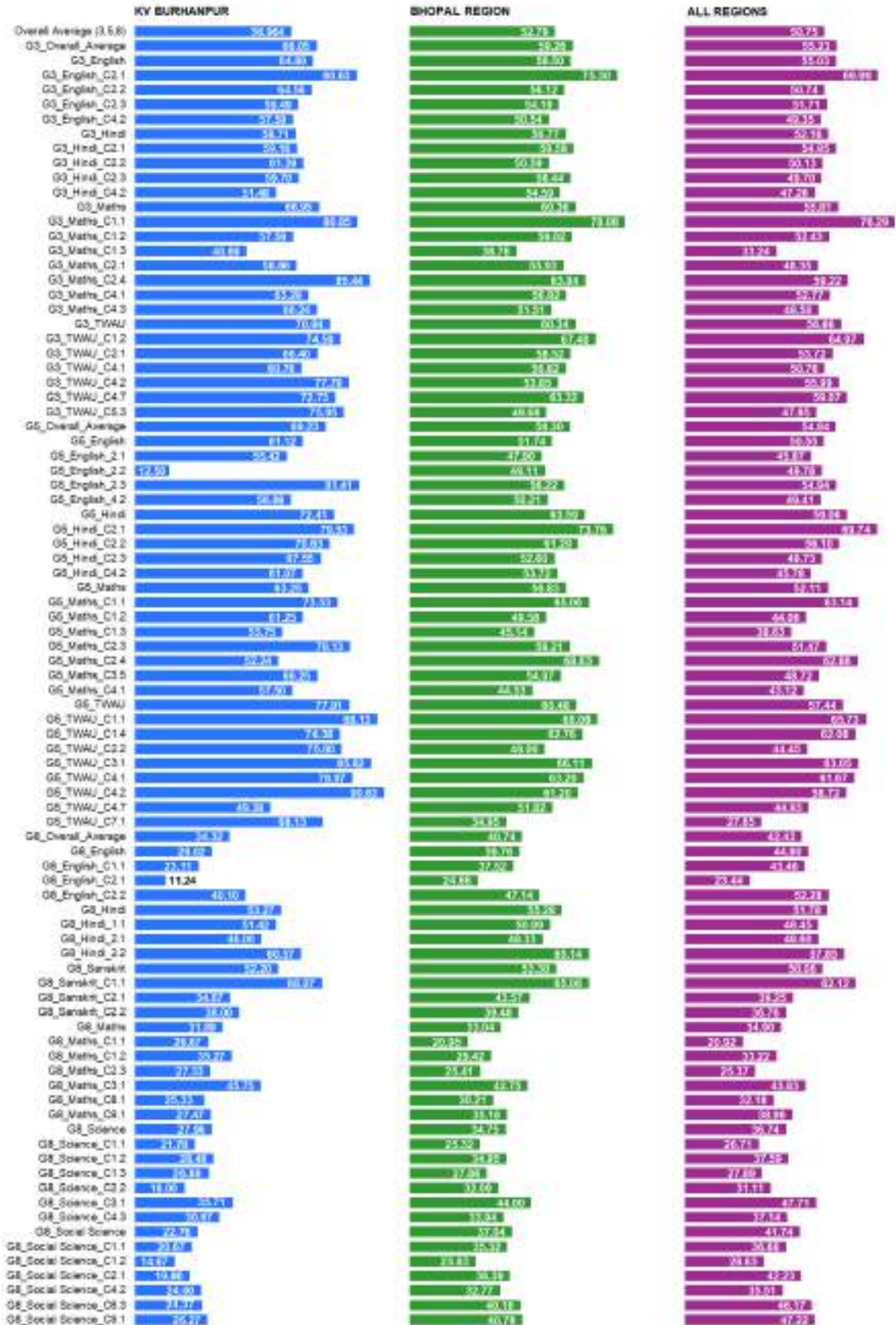
The maximum and minimum scores shown in the graph are expressed as percentages.

23. KV BURHANPUR

Regional Rank: 23

All India Rank: 290

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



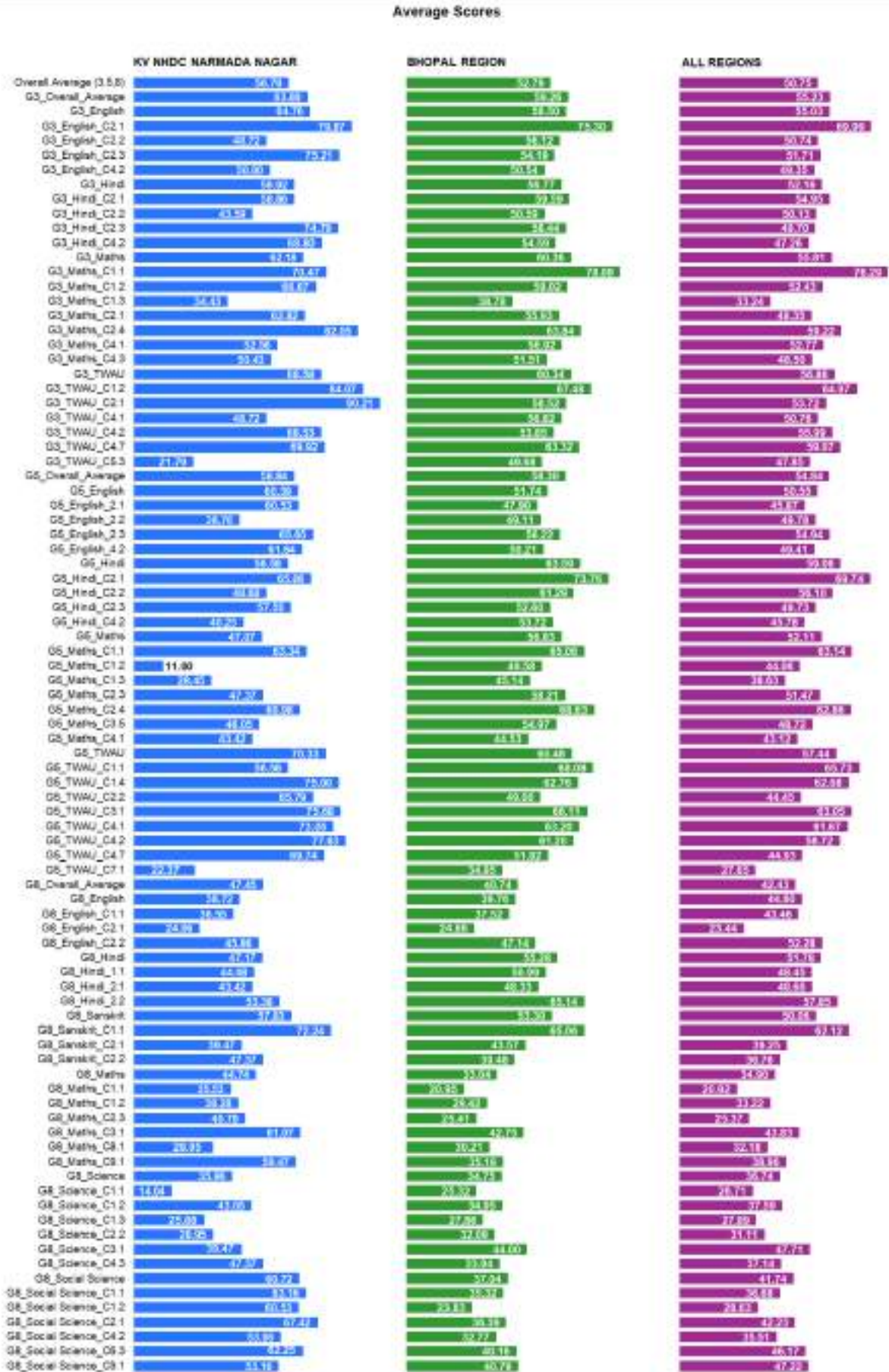
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

24. KV NHDC NARMADA NAGAR

Regional Rank: 24

All India Rank: 298



B.2: School Performance Relative to Bhopal and All Region Averages



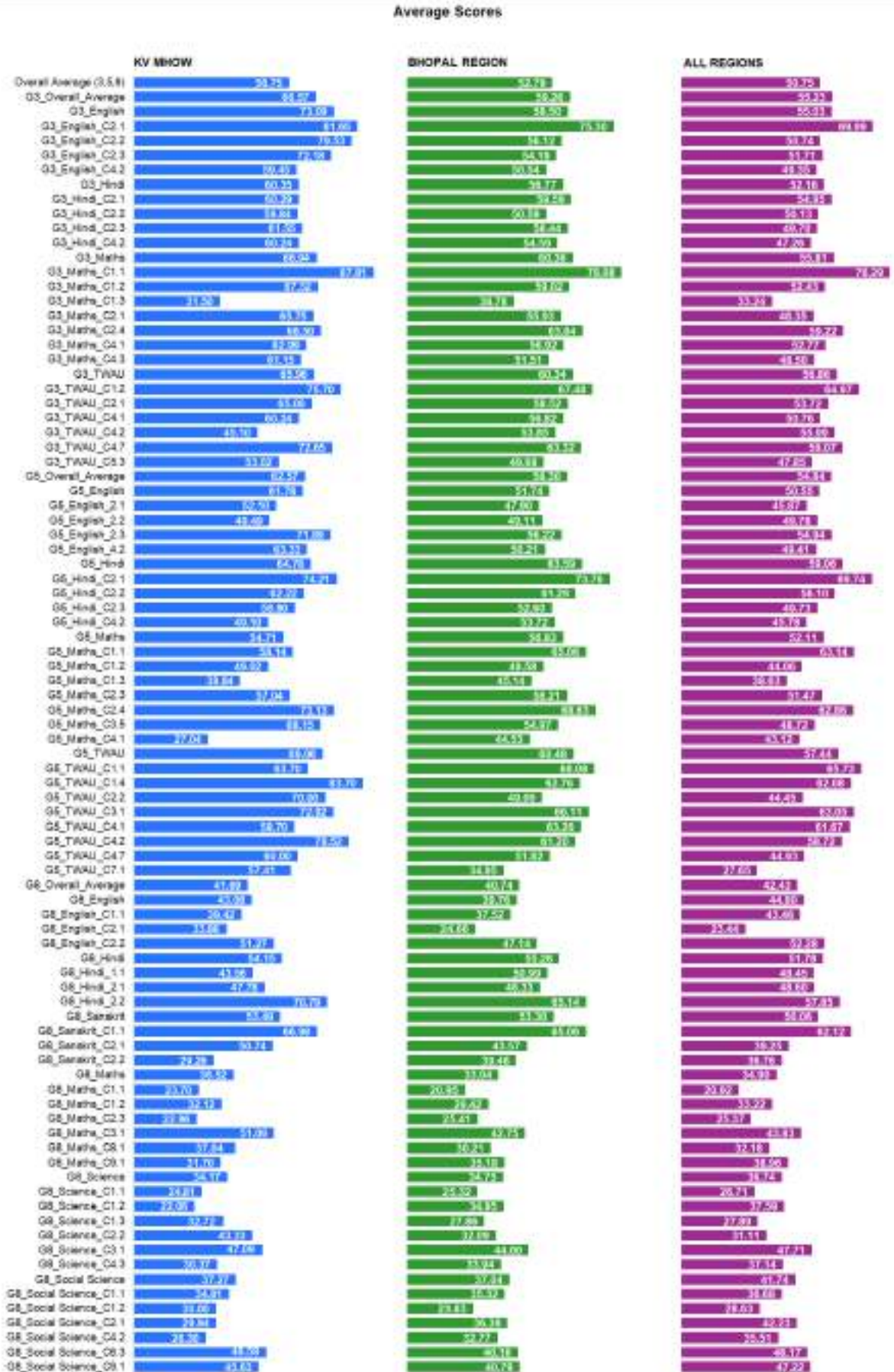
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

25. KV MHOW

Regional Rank: 25

All India Rank: 299



B.2: School Performance Relative to Bhopal and All Region Averages



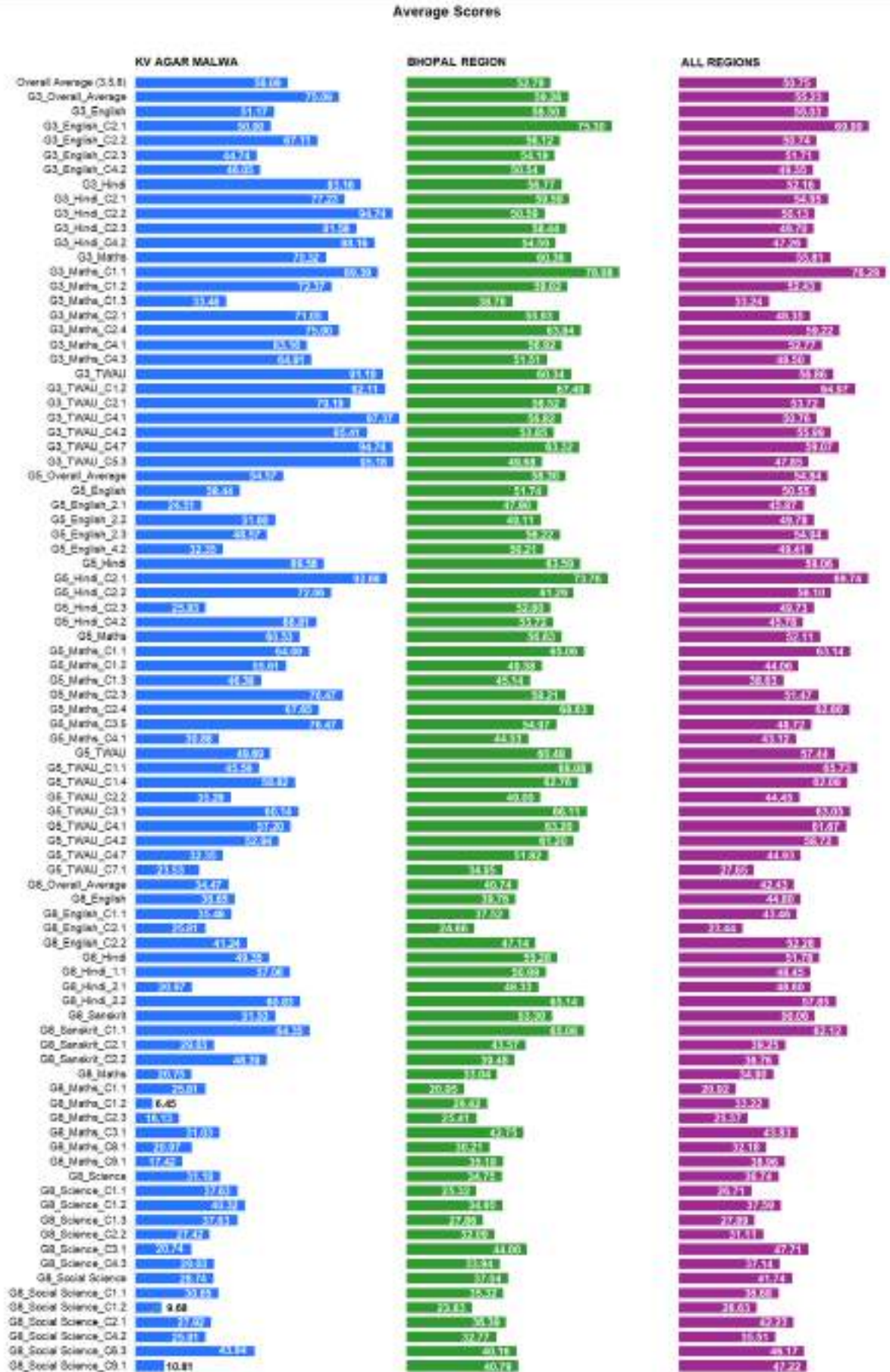
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

26. KV AGAR MALWA

Regional Rank: 26

All India Rank: 324



B.2: School Performance Relative to Bhopal and All Region Averages



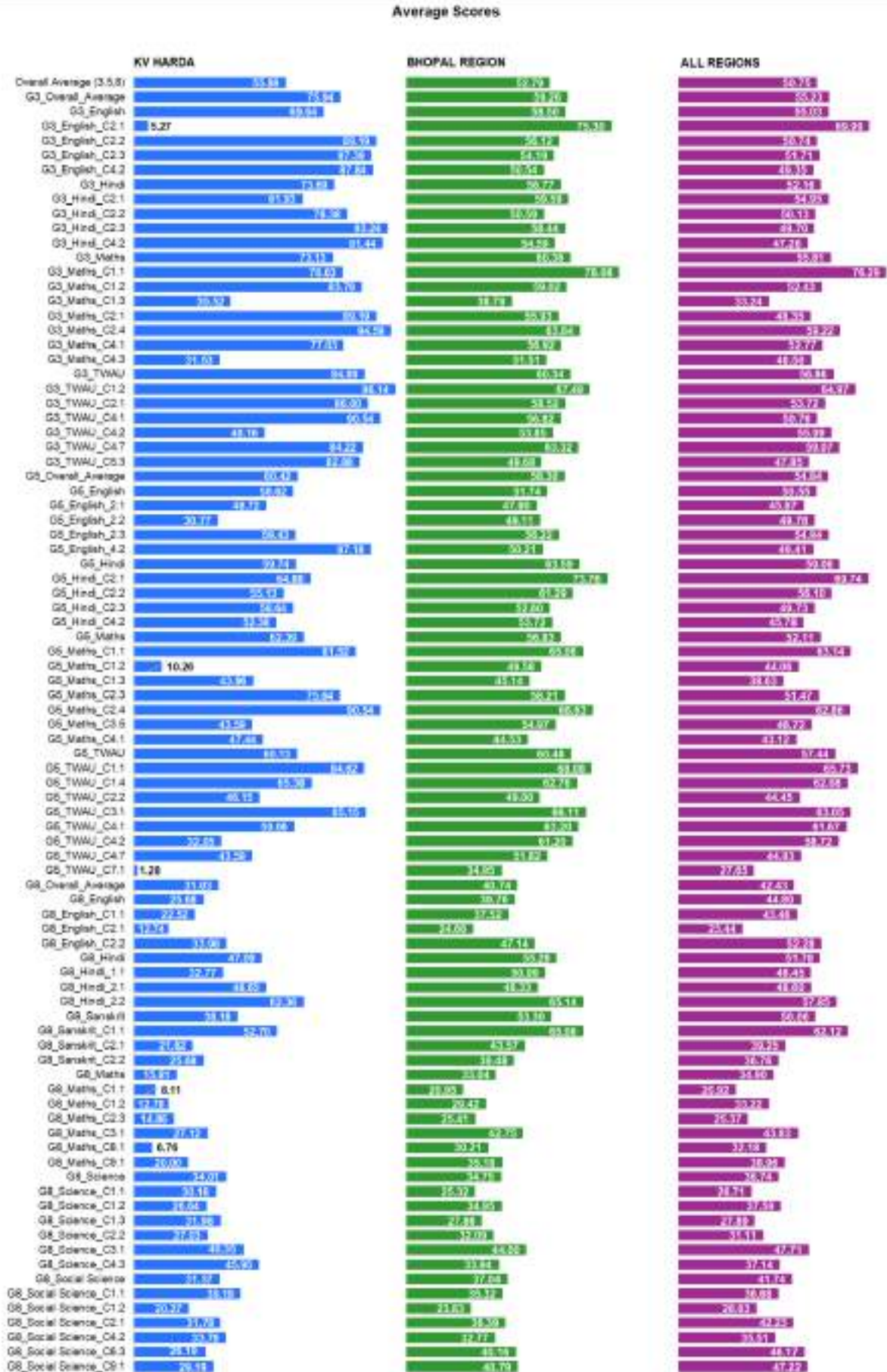
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

27. KV HARDA

Regional Rank: 27

All India Rank: 332



B.2: School Performance Relative to Bhopal and All Region Averages



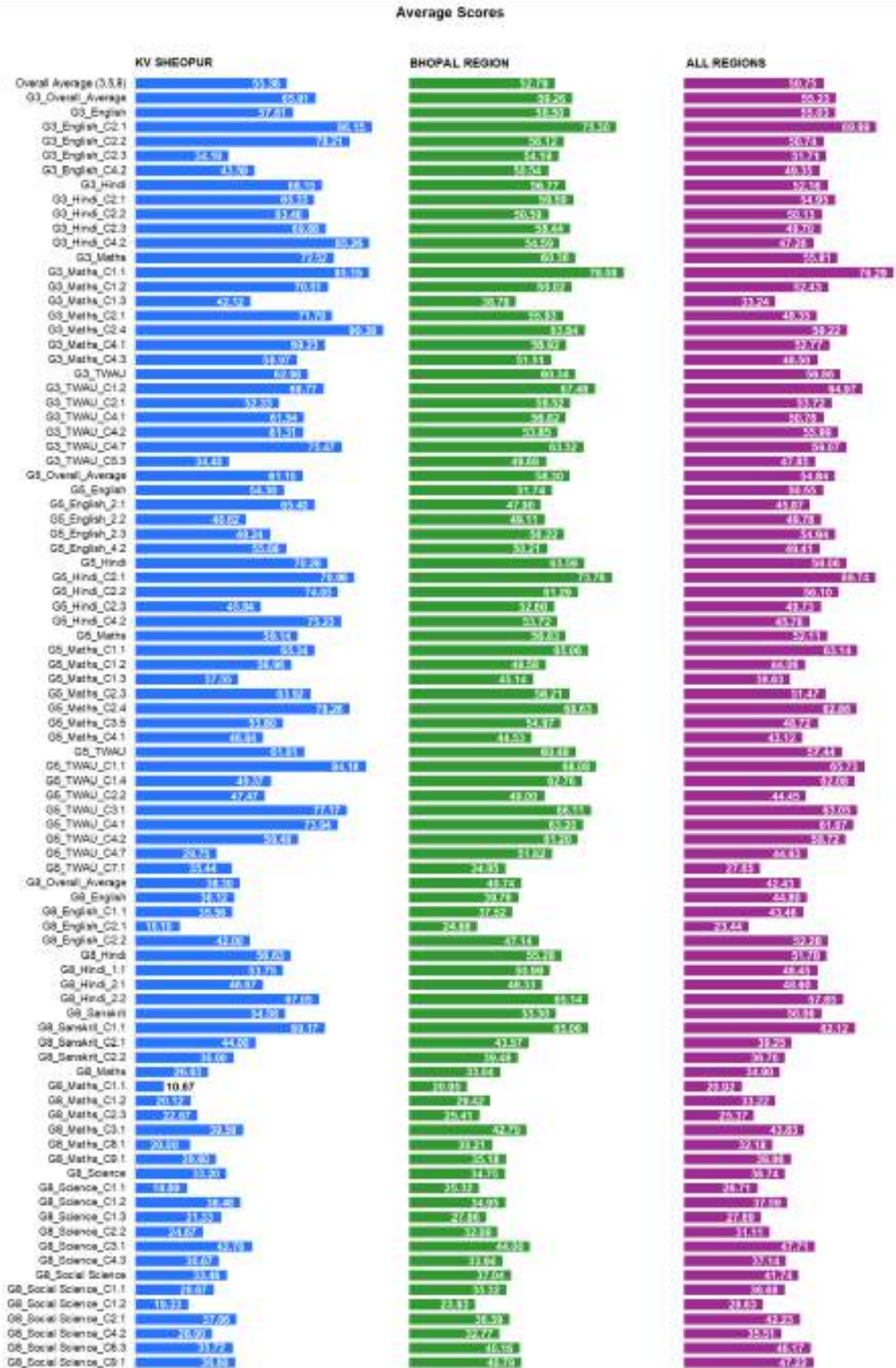
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

28. KV SHEOPUR

Regional Rank: 28

All India Rank: 361



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

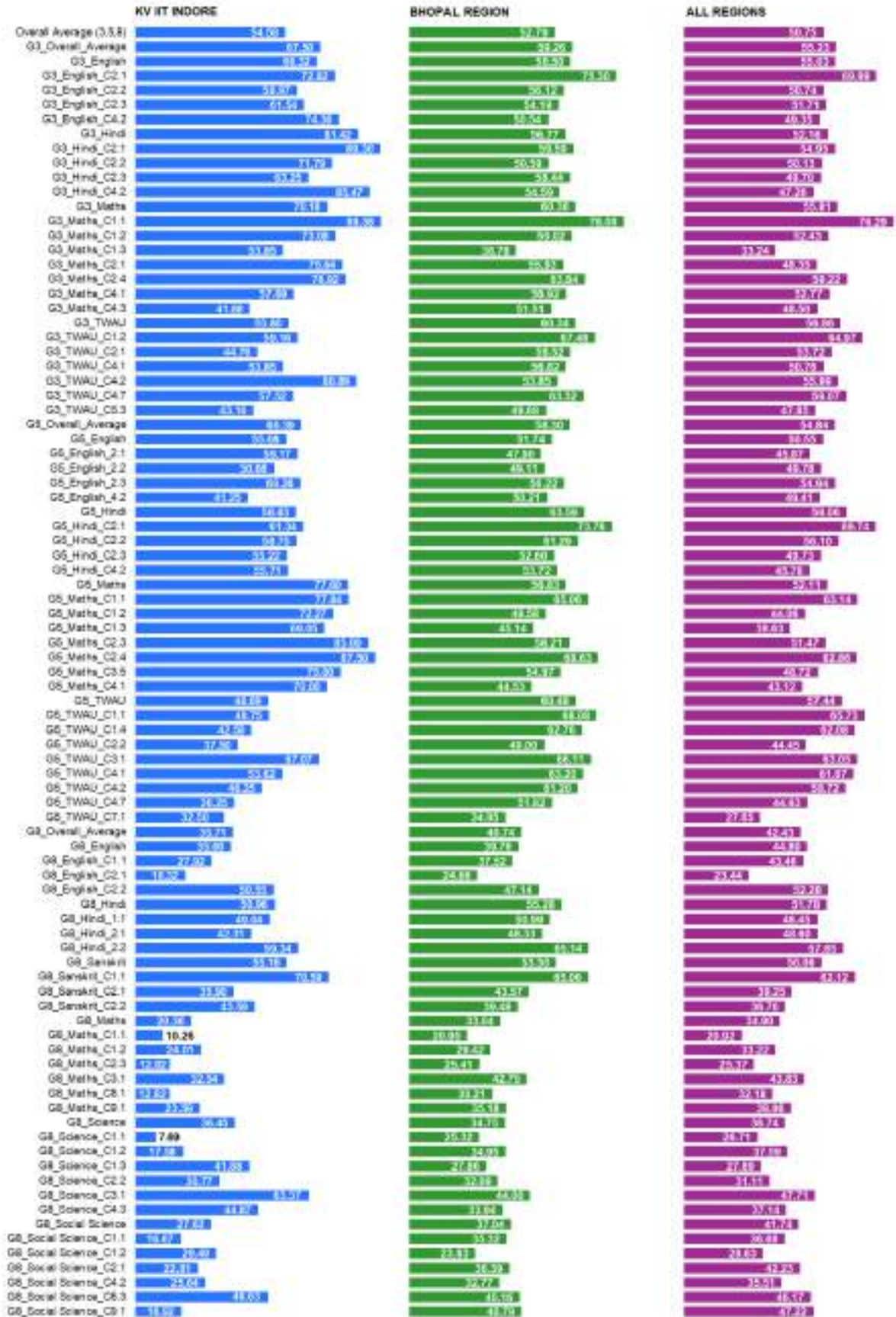
The maximum and minimum scores shown in the graph are expressed as percentages.

29. KV IIT INDORE

Regional Rank: 29

All India Rank: 395

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



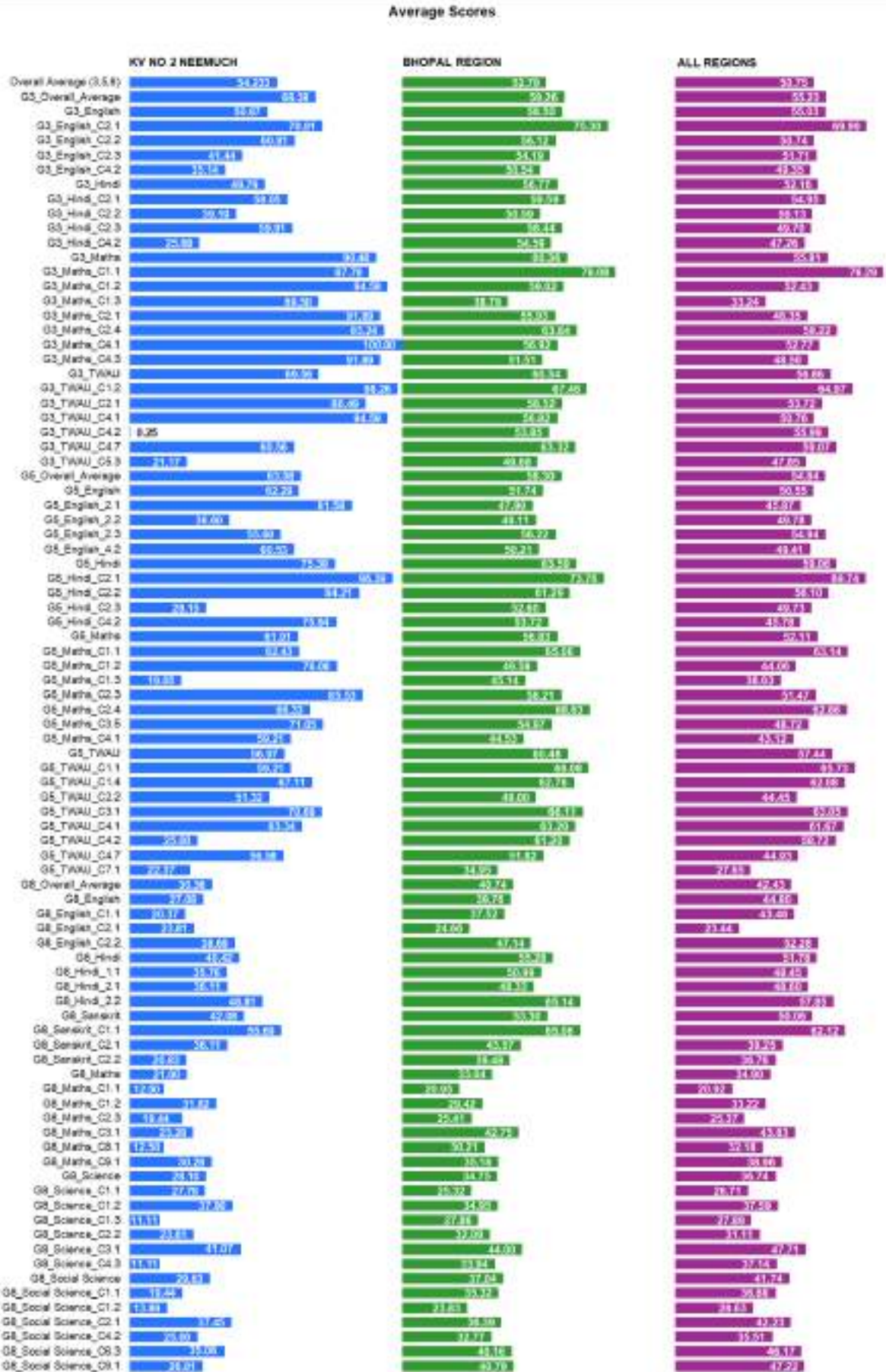
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

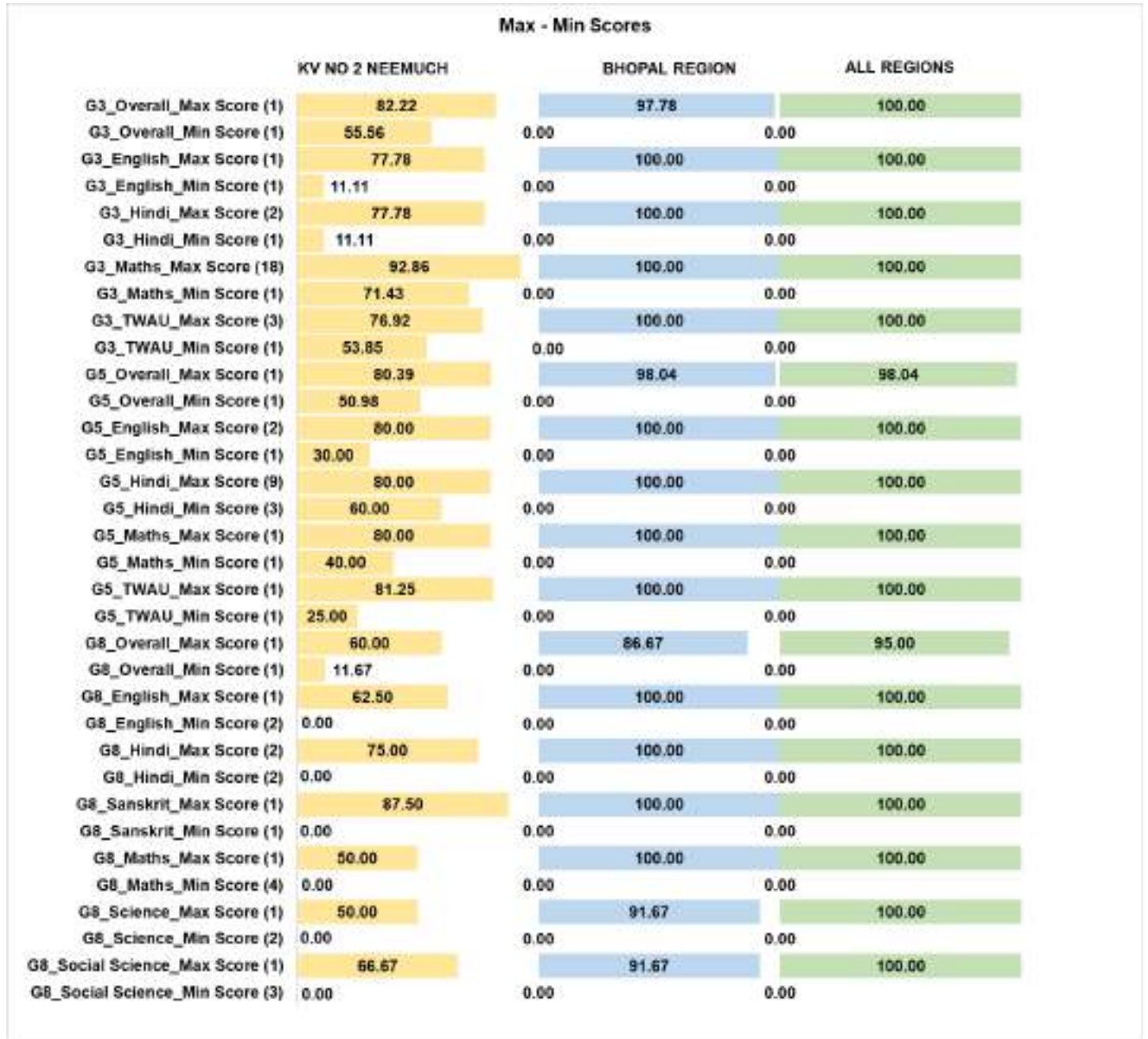
30. KV NO 2 NEEMUCH

Regional Rank: 30

All India Rank: 417



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

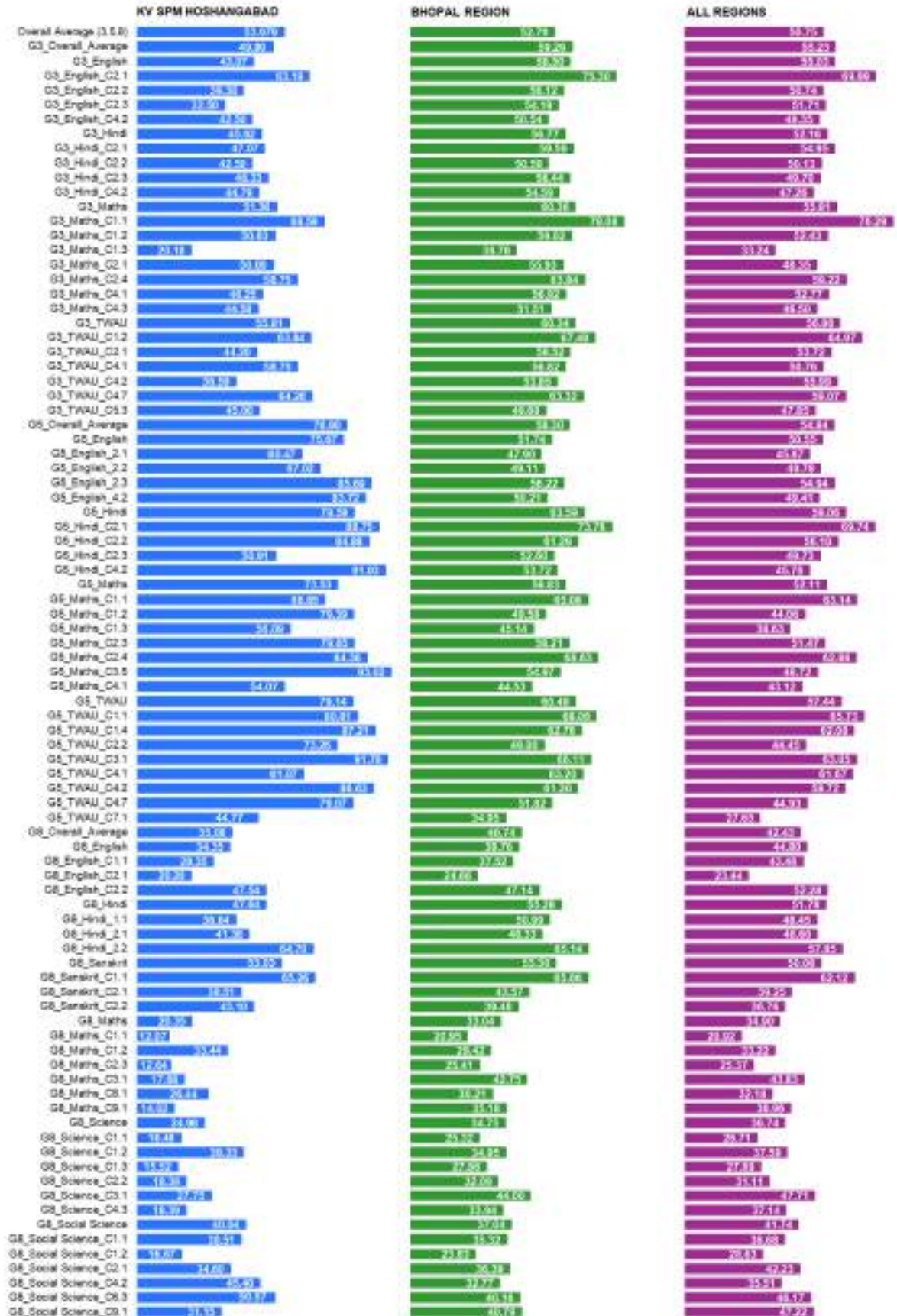
The maximum and minimum scores shown in the graph are expressed as percentages.

31. KV SPM HOSHANGABAD

Regional Rank: 31

All India Rank: 434

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



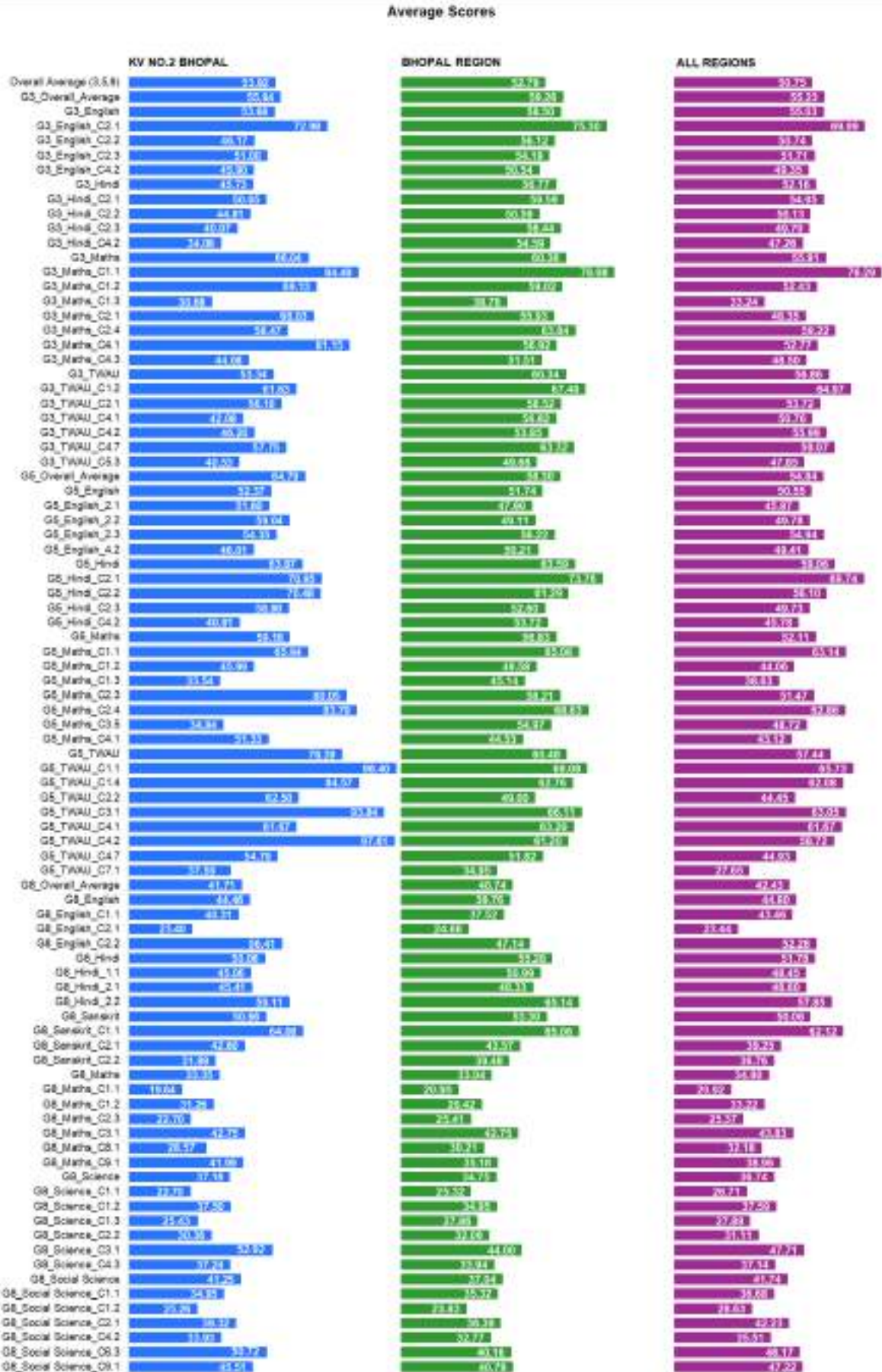
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

32. KV NO.2 BHOPAL

Regional Rank: 32

All India Rank: 439



B.2: School Performance Relative to Bhopal and All Region Averages



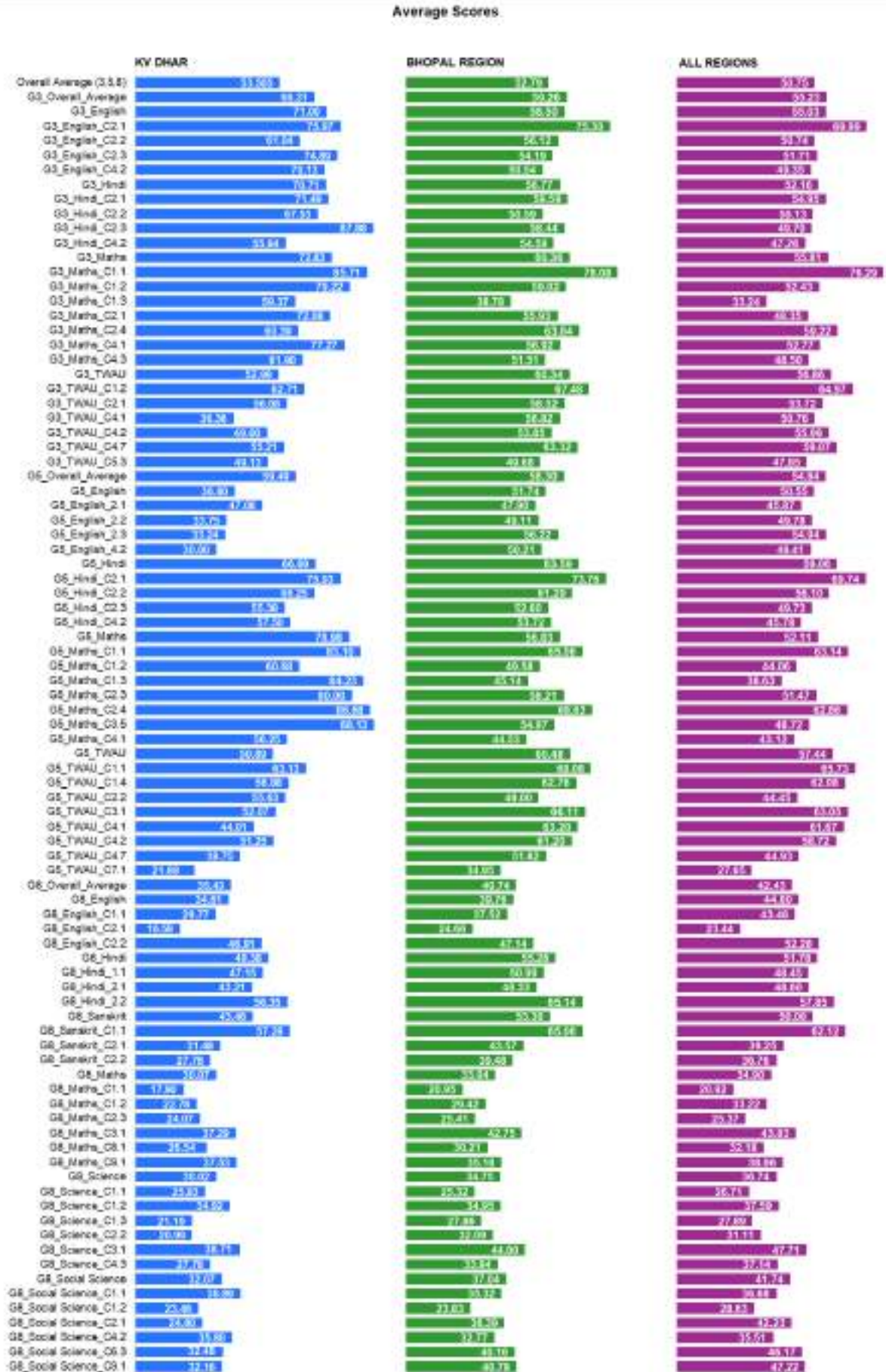
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

33. KV DHAR

Regional Rank: 33

All India Rank: 456



B.2: School Performance Relative to Bhopal and All Region Averages



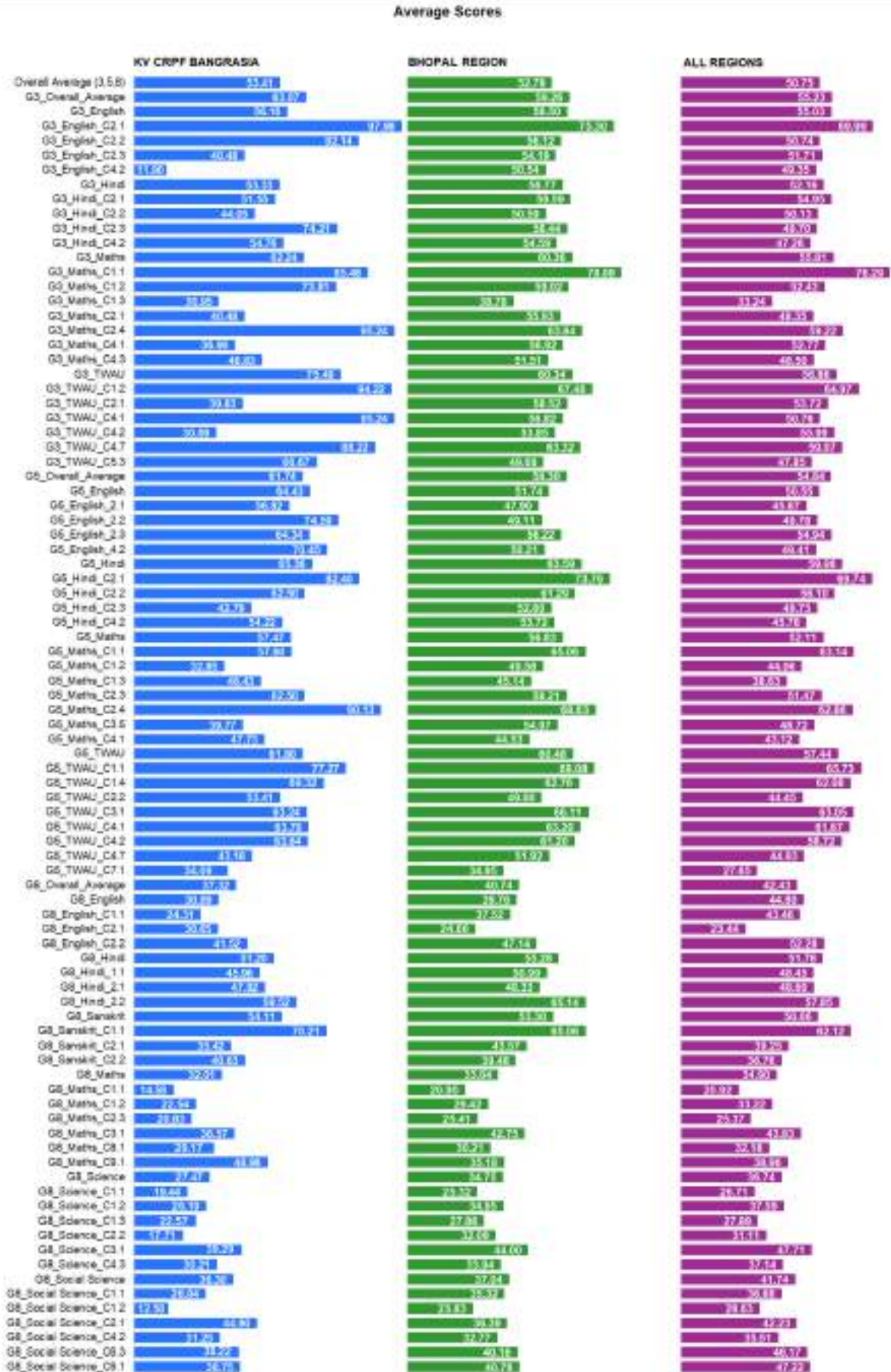
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

34. KV CRPF BANGRASIA

Regional Rank: 34

All India Rank: 461



B.2: School Performance Relative to Bhopal and All Region Averages



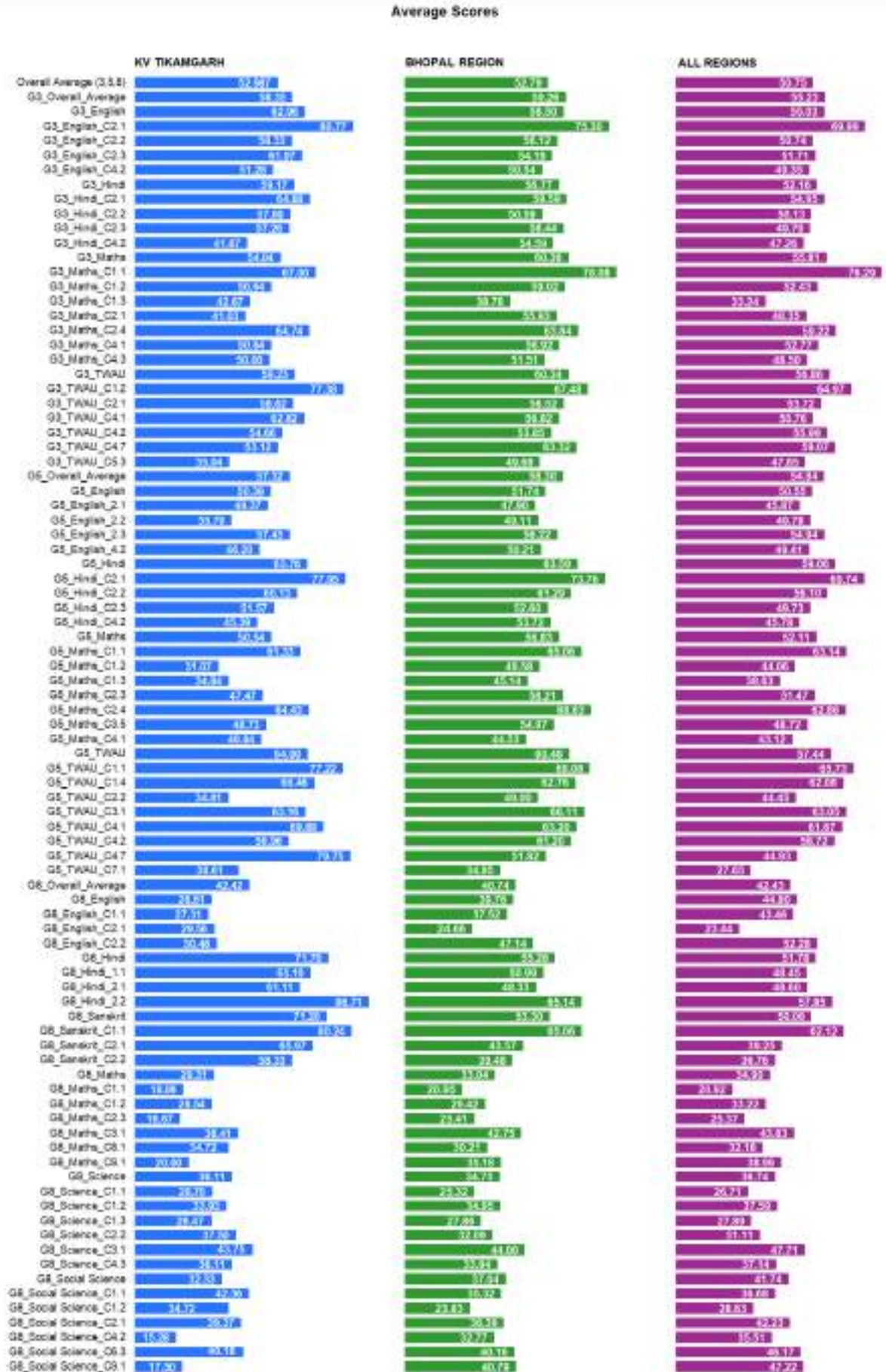
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

35. KV TIKAMGARH

Regional Rank: 35

All India Rank: 474



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

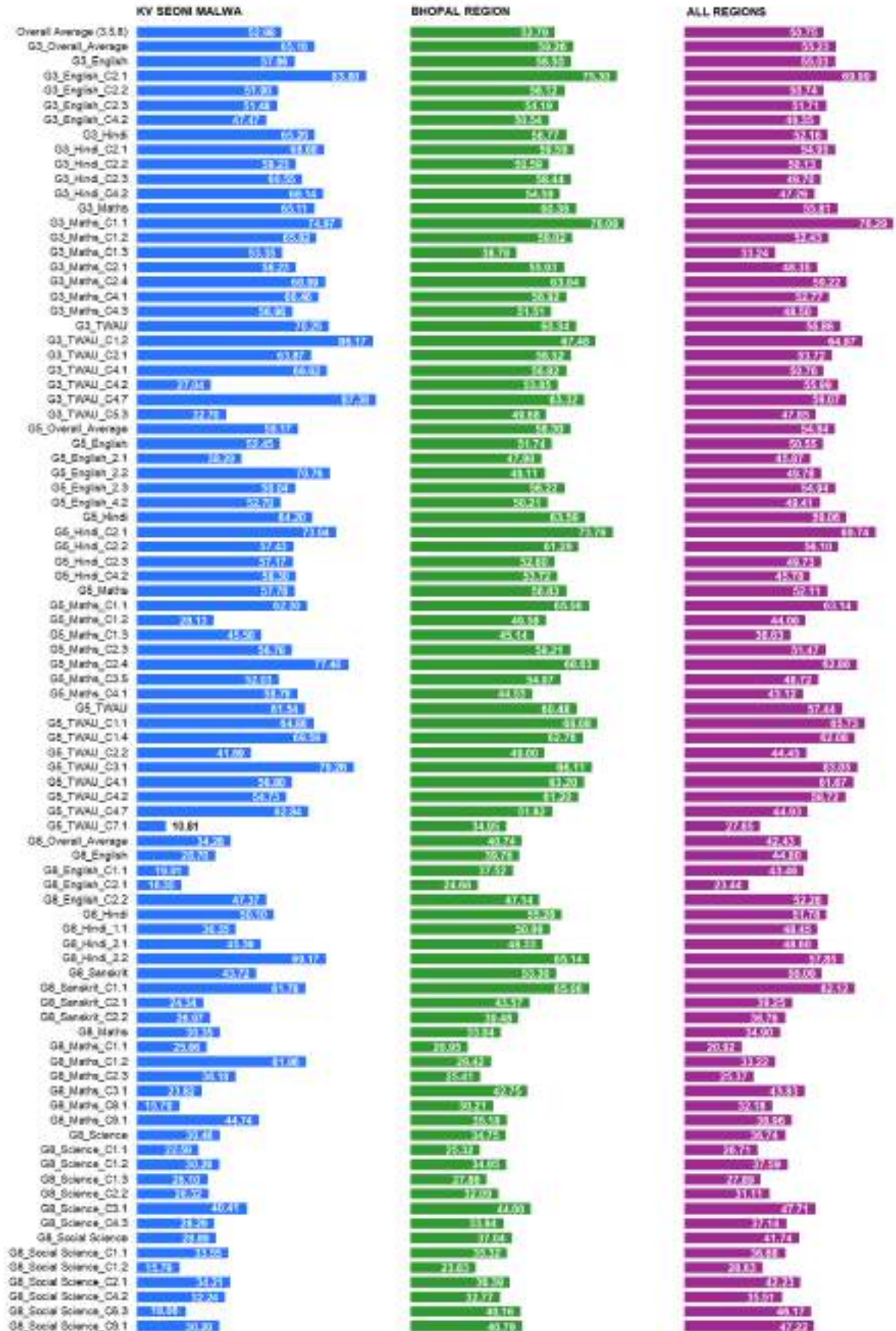
The maximum and minimum scores shown in the graph are expressed as percentages.

36. KV SEONI MALWA

Regional Rank: 36

All India Rank: 476

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

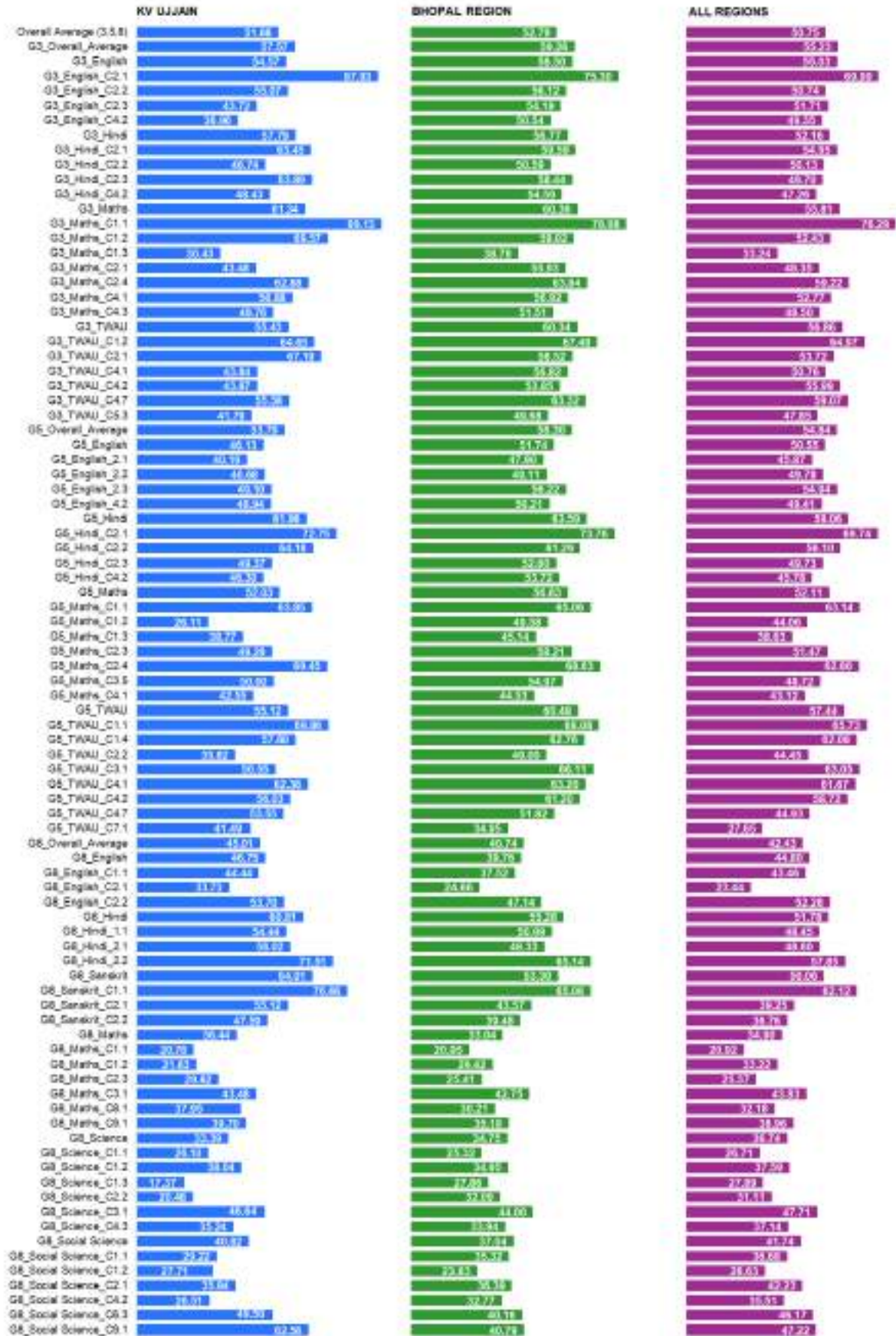
The maximum and minimum scores shown in the graph are expressed as percentages.

37. KV UJJAIN

Regional Rank: 37

All India Rank: 537

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



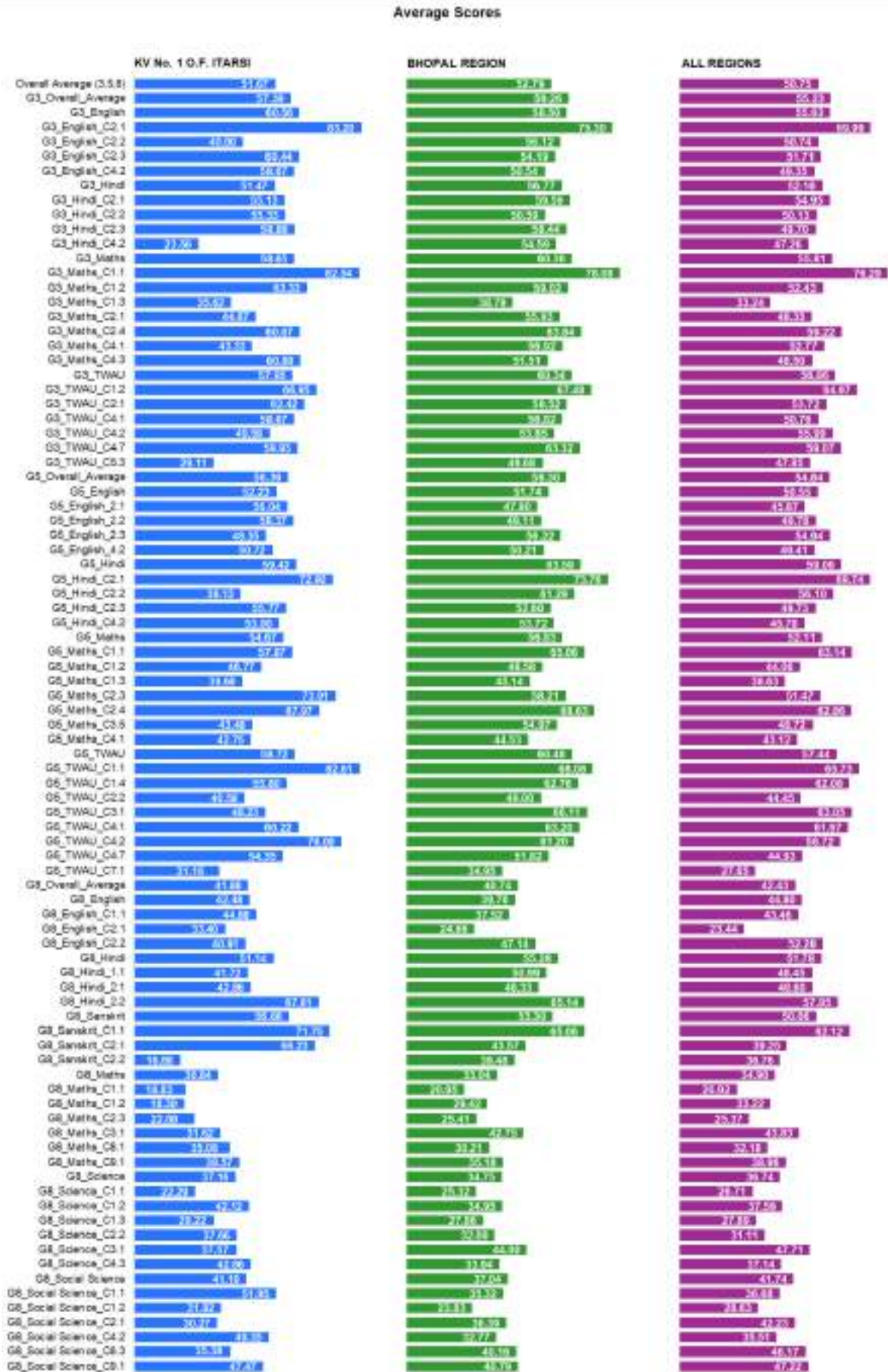
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

38. KV No. 1 O.F. ITARSI

Regional Rank: 38

All India Rank: 538



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

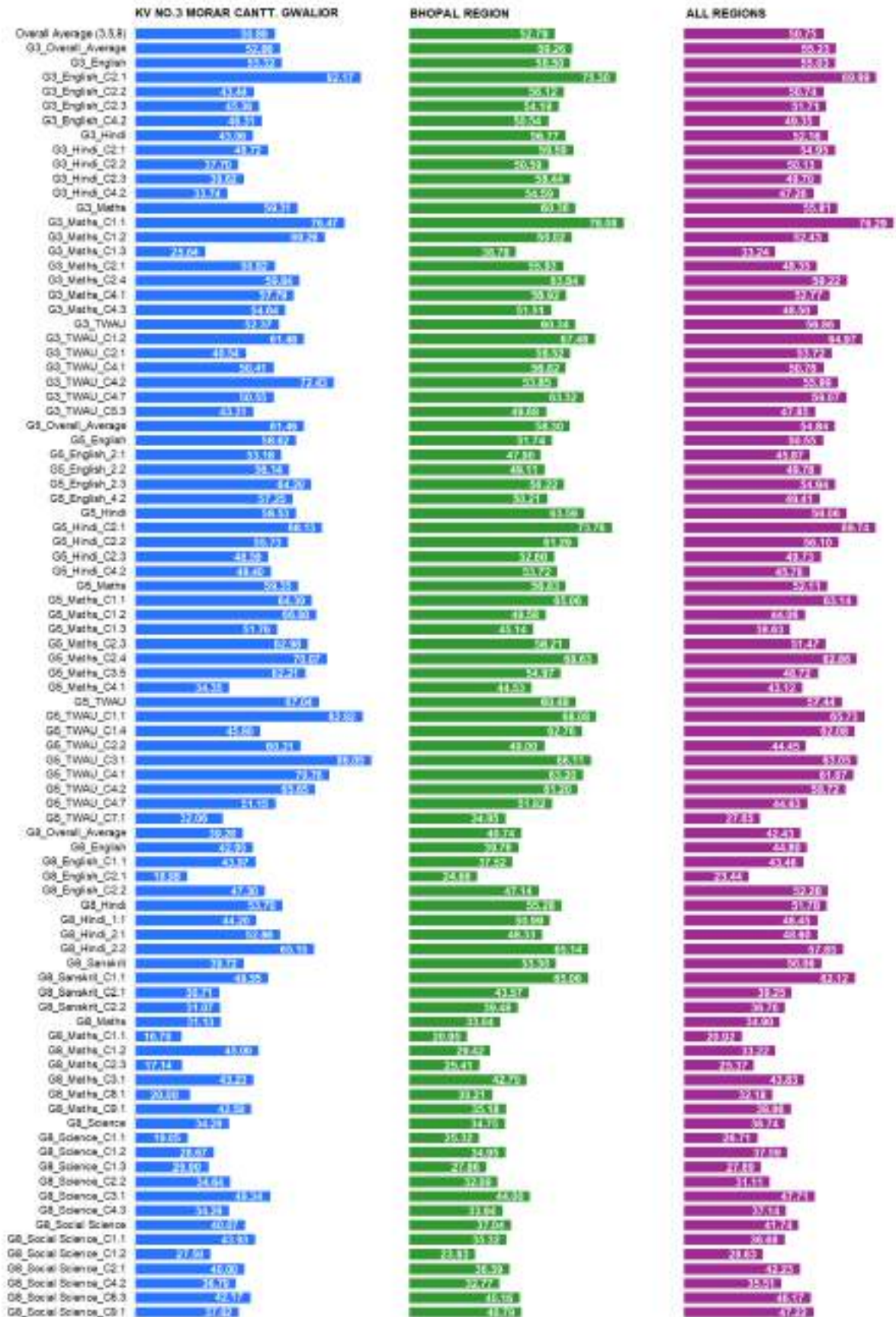
The maximum and minimum scores shown in the graph are expressed as percentages.

39. KV NO.3 MORAR CANTT. GWALIOR

Regional Rank: 39

All India Rank: 585

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



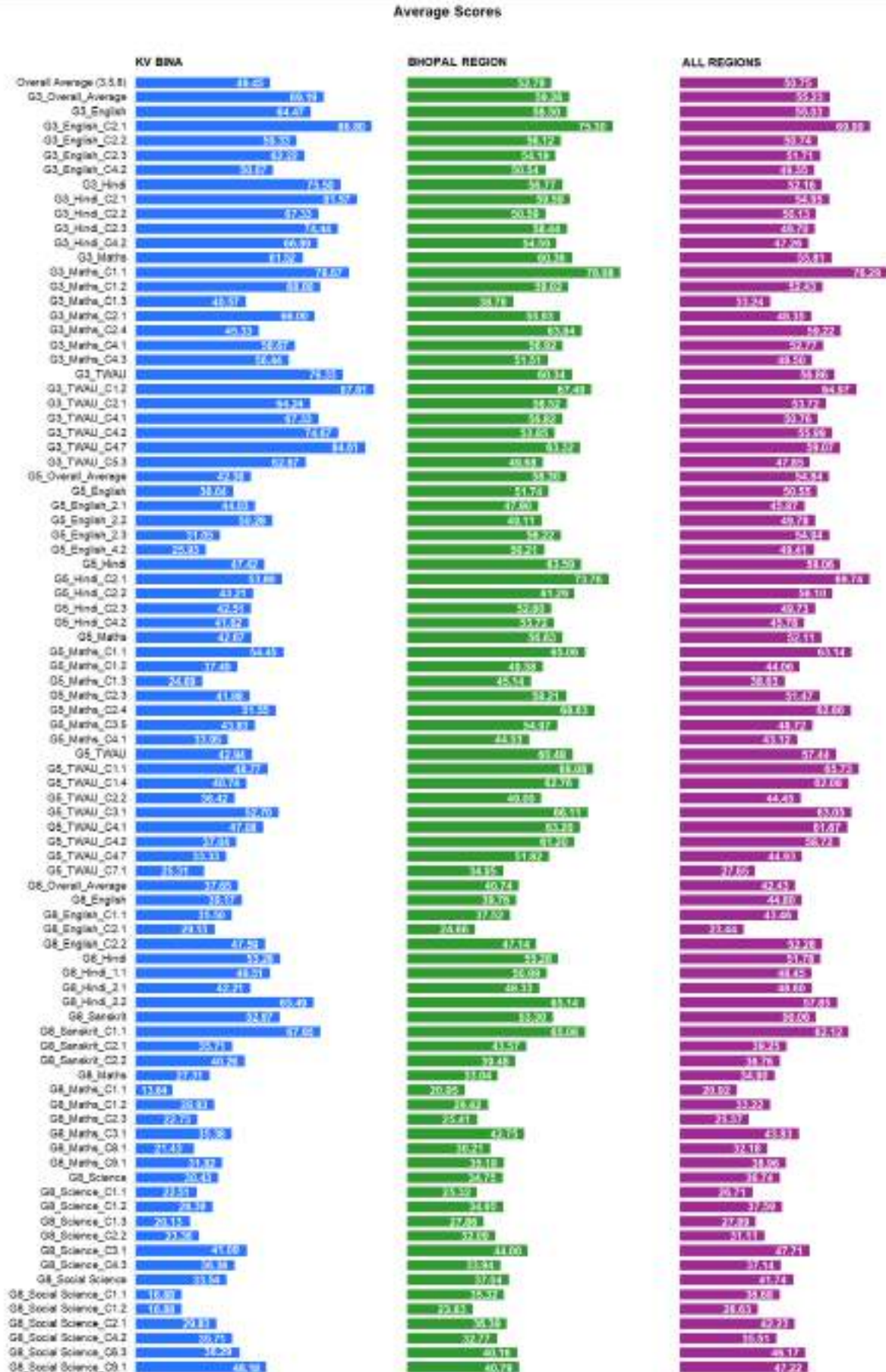
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

40. KV BINA

Regional Rank: 40

All India Rank: 684



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

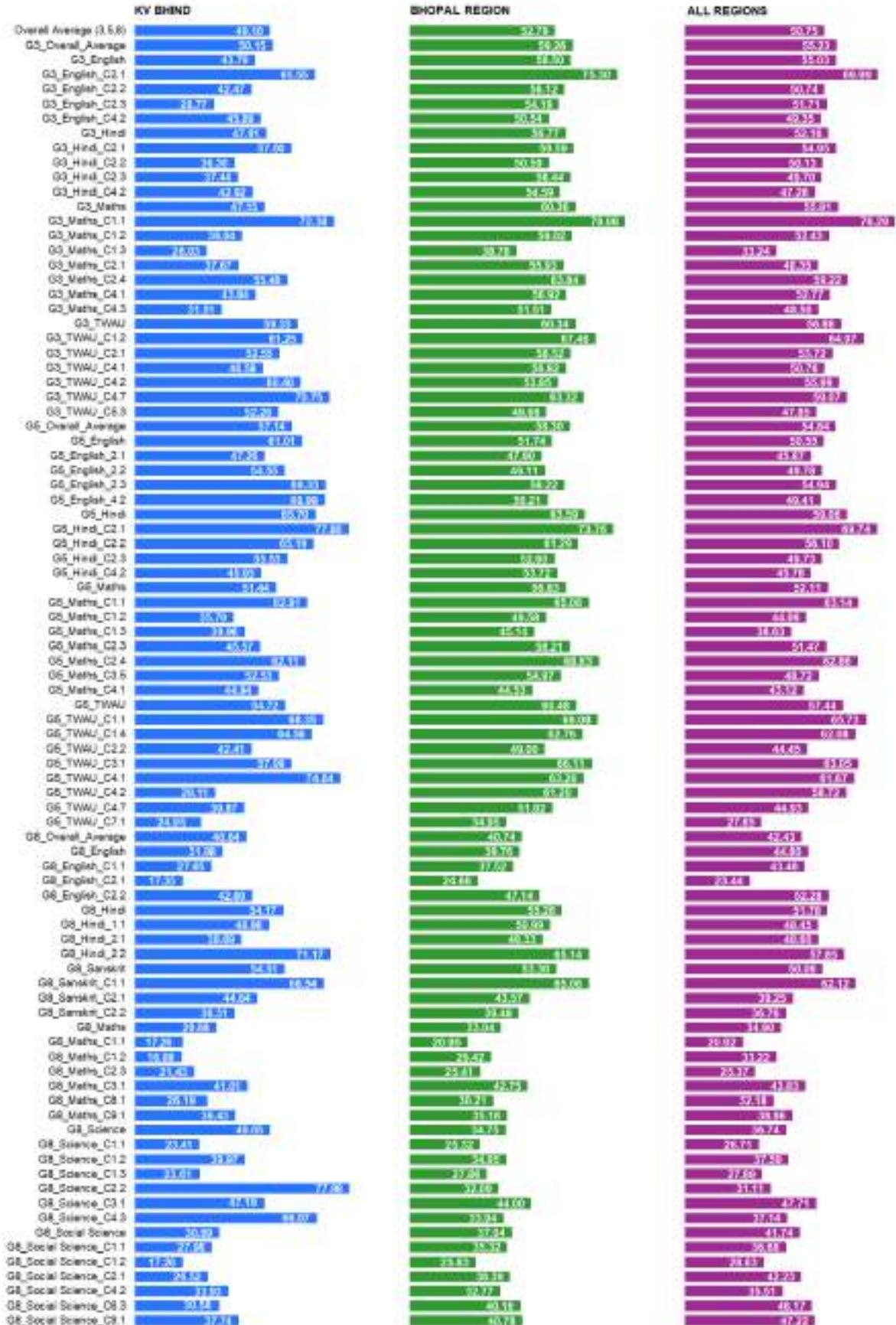
The maximum and minimum scores shown in the graph are expressed as percentages.

41. KV BHIND

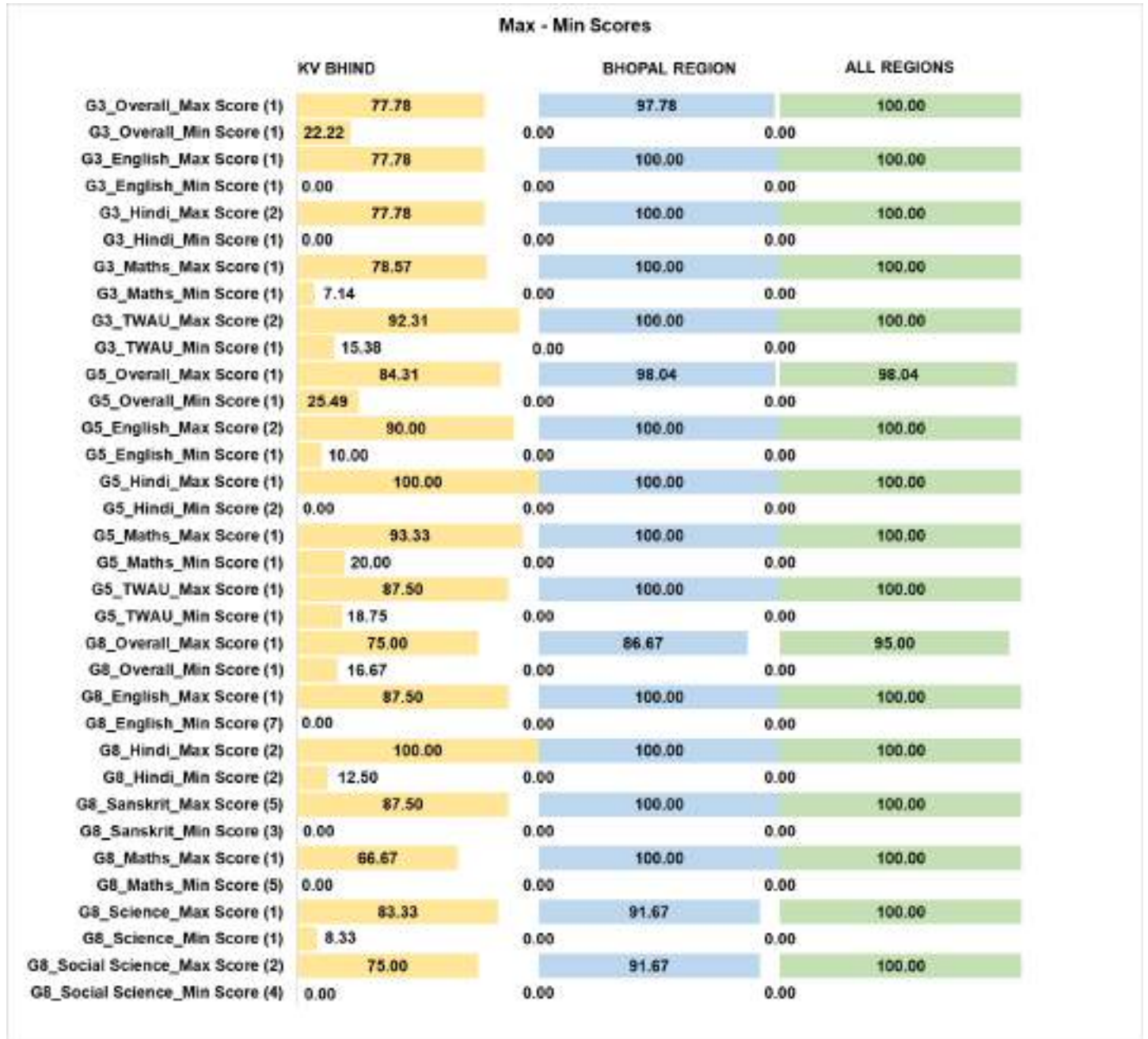
Regional Rank: 41

All India Rank: 708

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

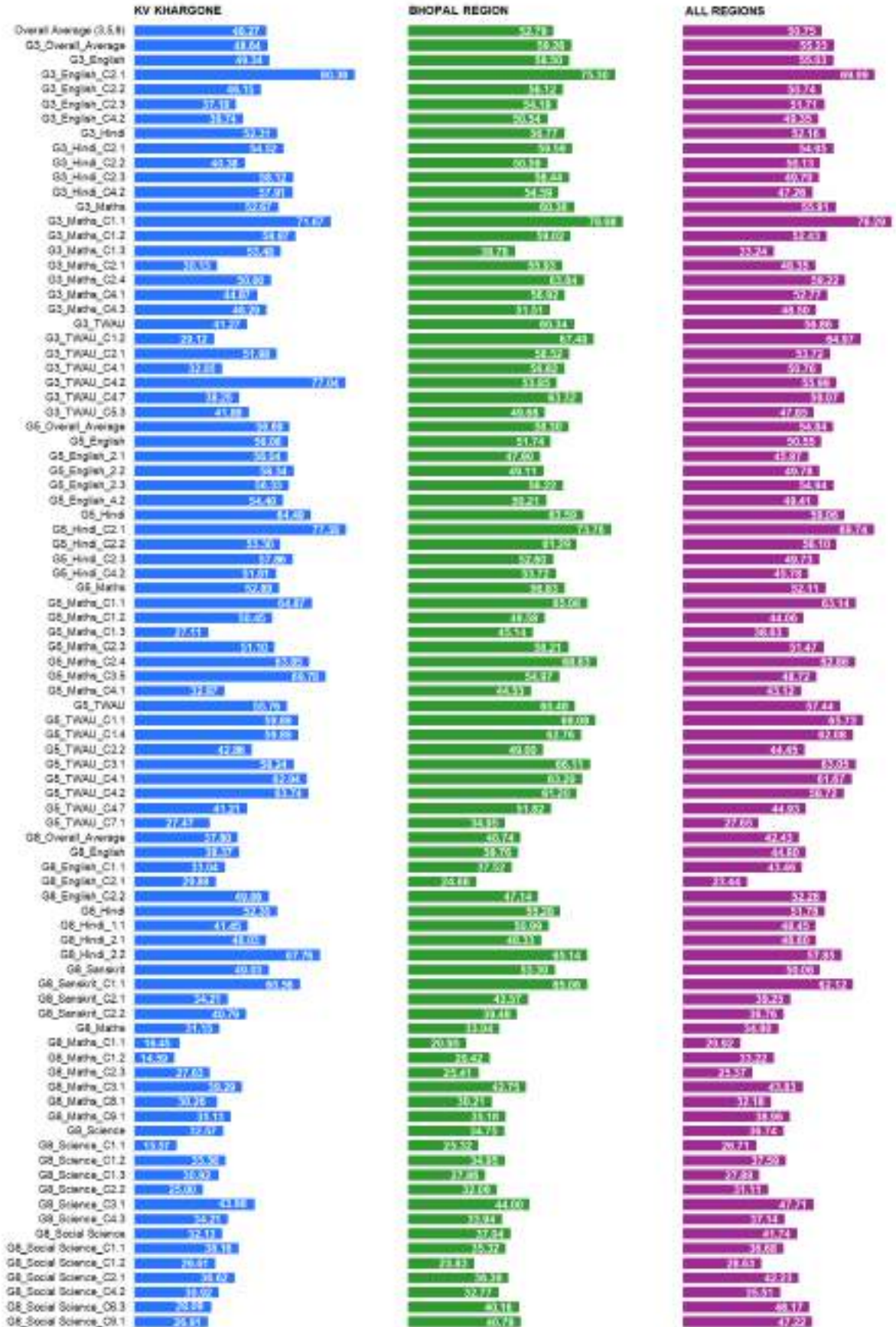
The maximum and minimum scores shown in the graph are expressed as percentages.

42. KV KHARGONE

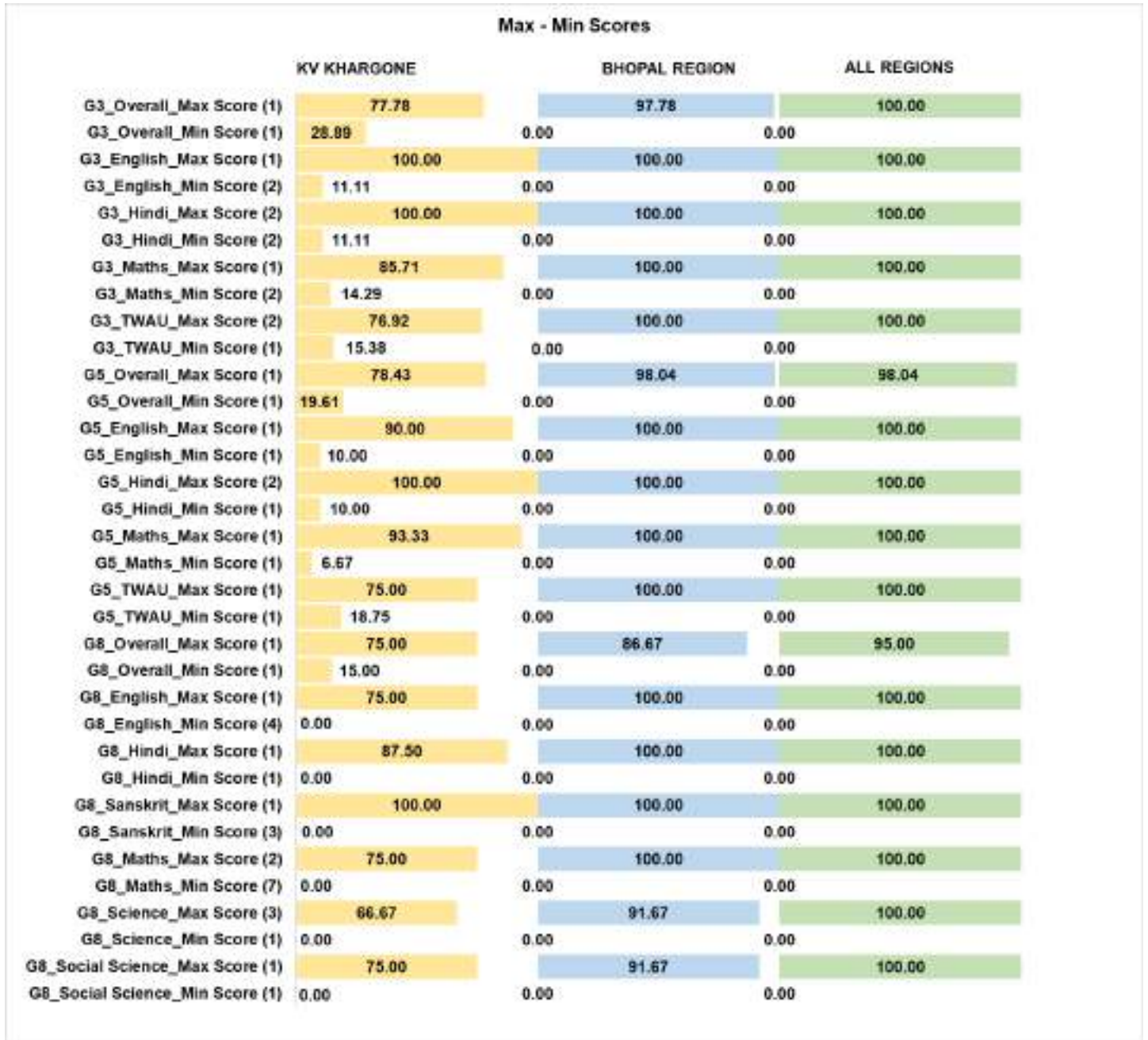
Regional Rank: 42

All India Rank: 760

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



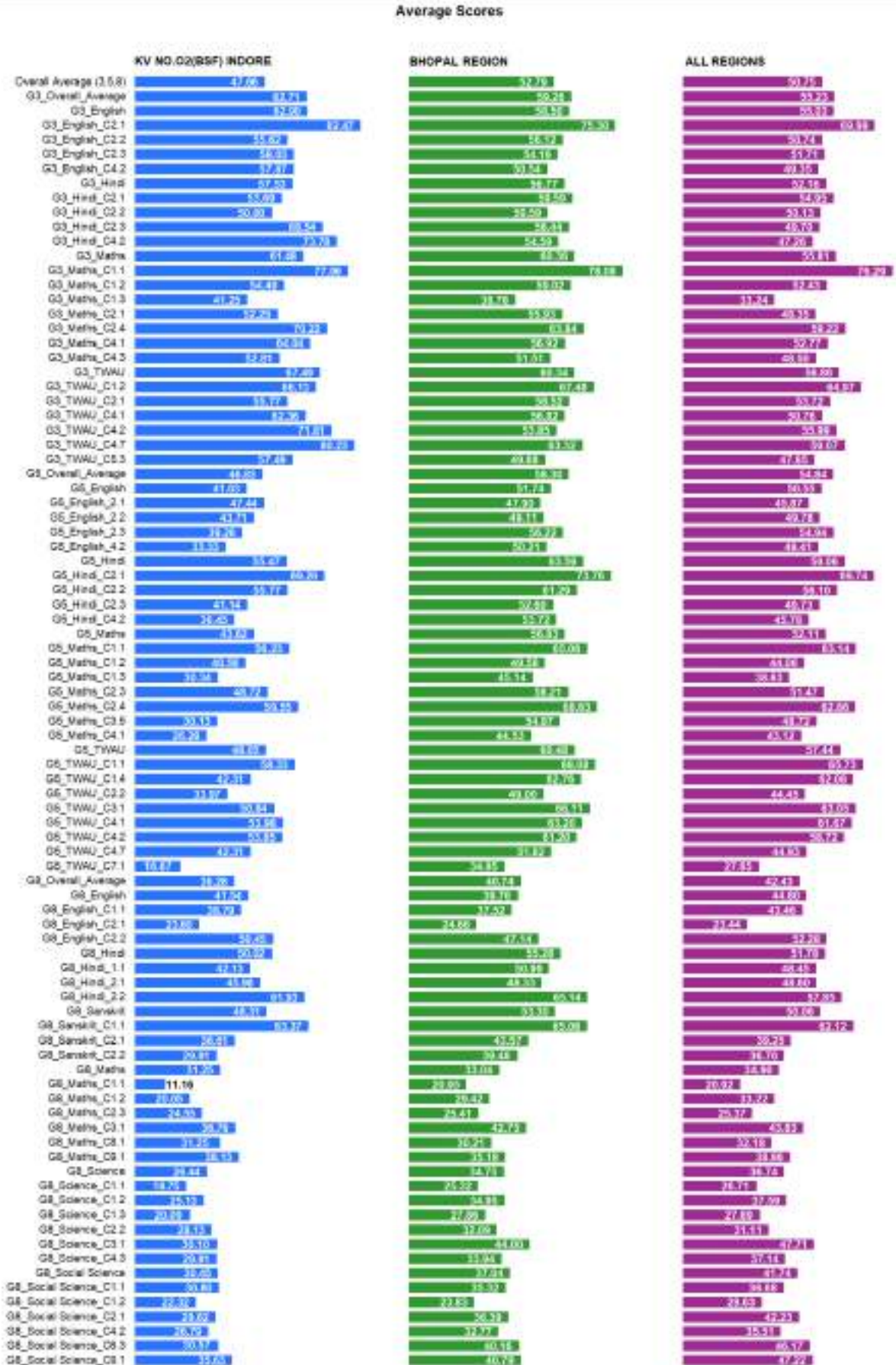
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

43. KV NO.02(BSF) INDORE

Regional Rank: 43

All India Rank: 813



B.2: School Performance Relative to Bhopal and All Region Averages



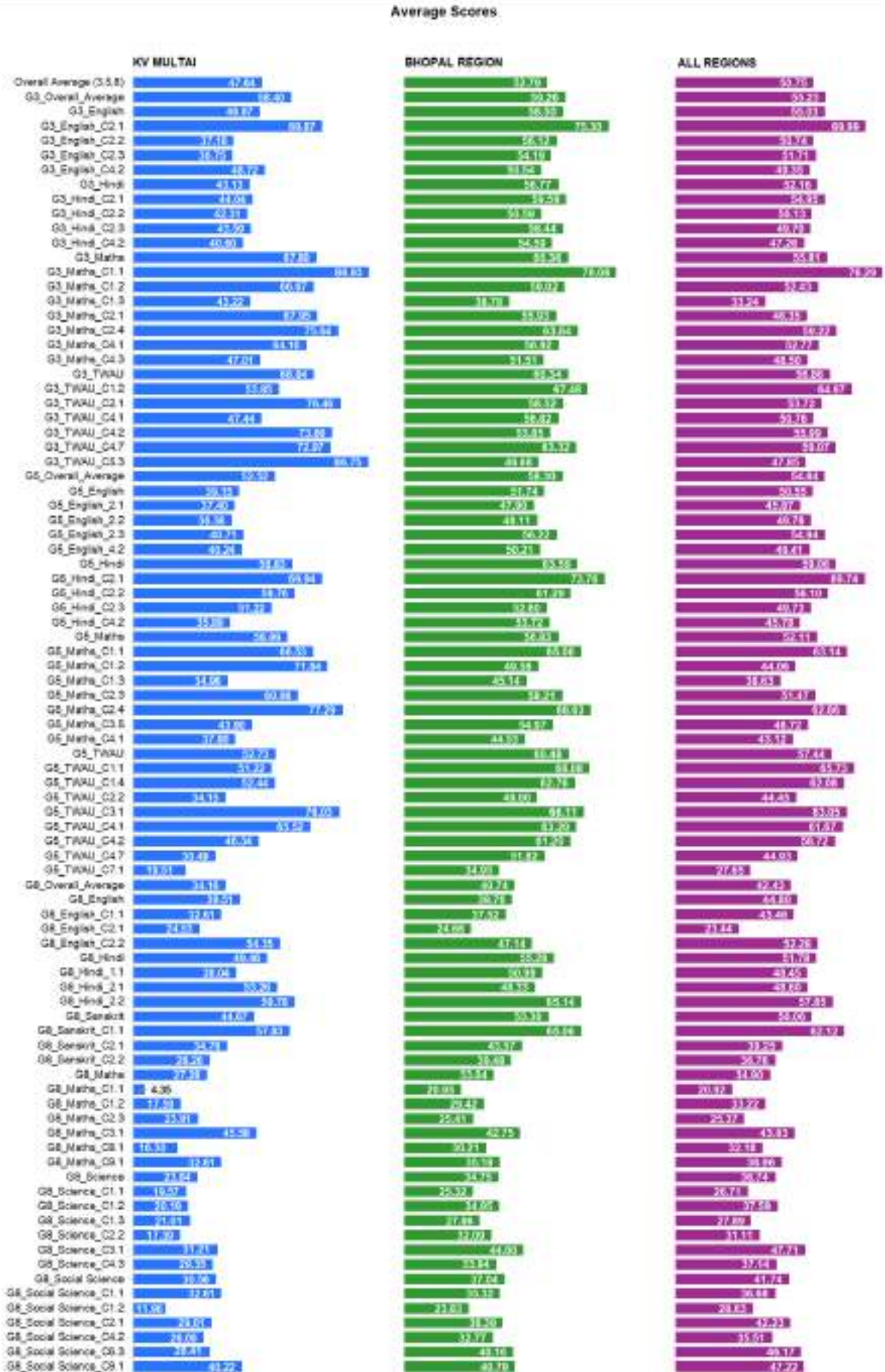
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

44. KV MULTAI

Regional Rank: 44

All India Rank: 817



B.2: School Performance Relative to Bhopal and All Region Averages



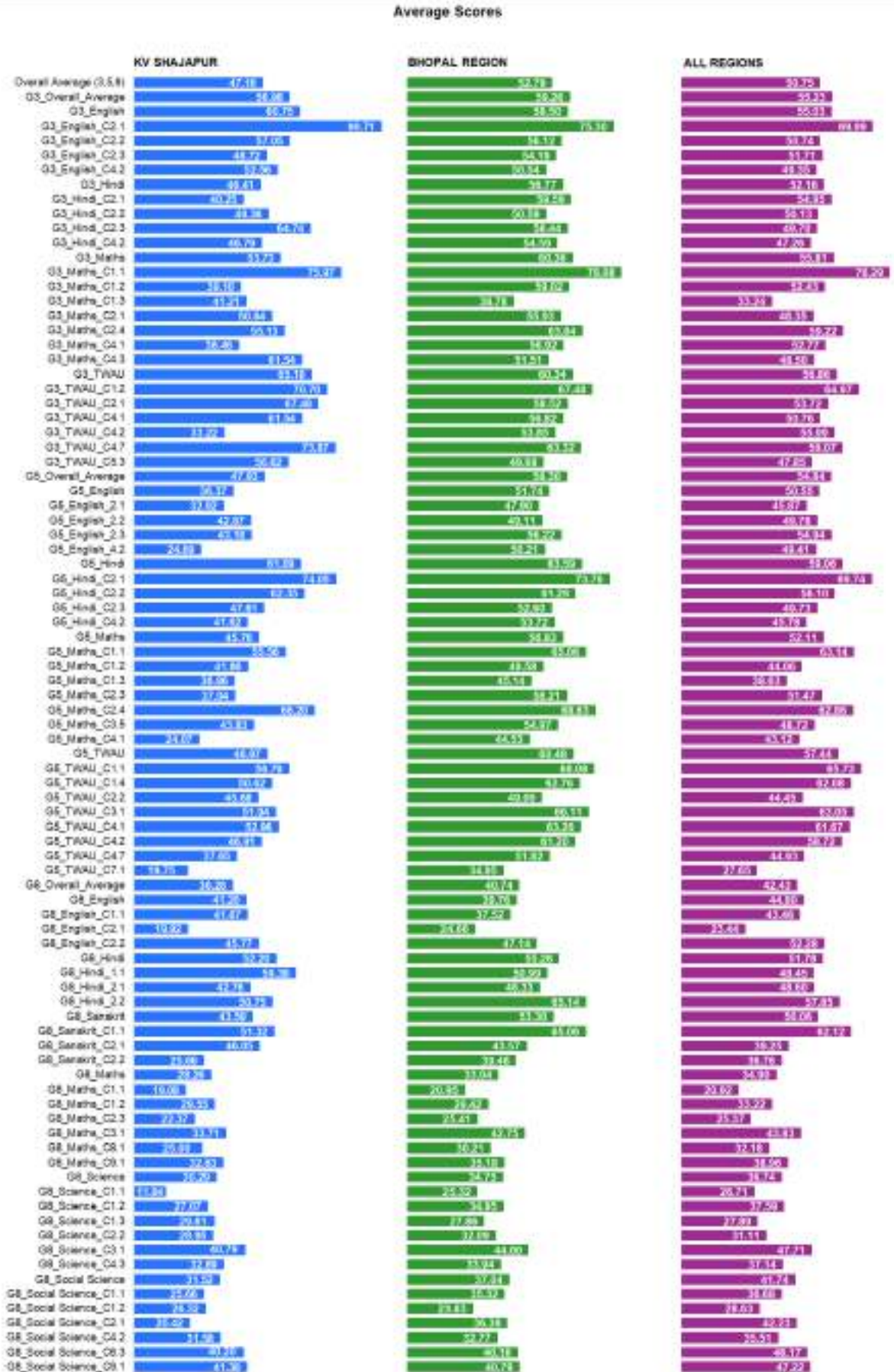
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

45. KV SHAJAPUR

Regional Rank: 45

All India Rank: 849



B.2: School Performance Relative to Bhopal and All Region Averages



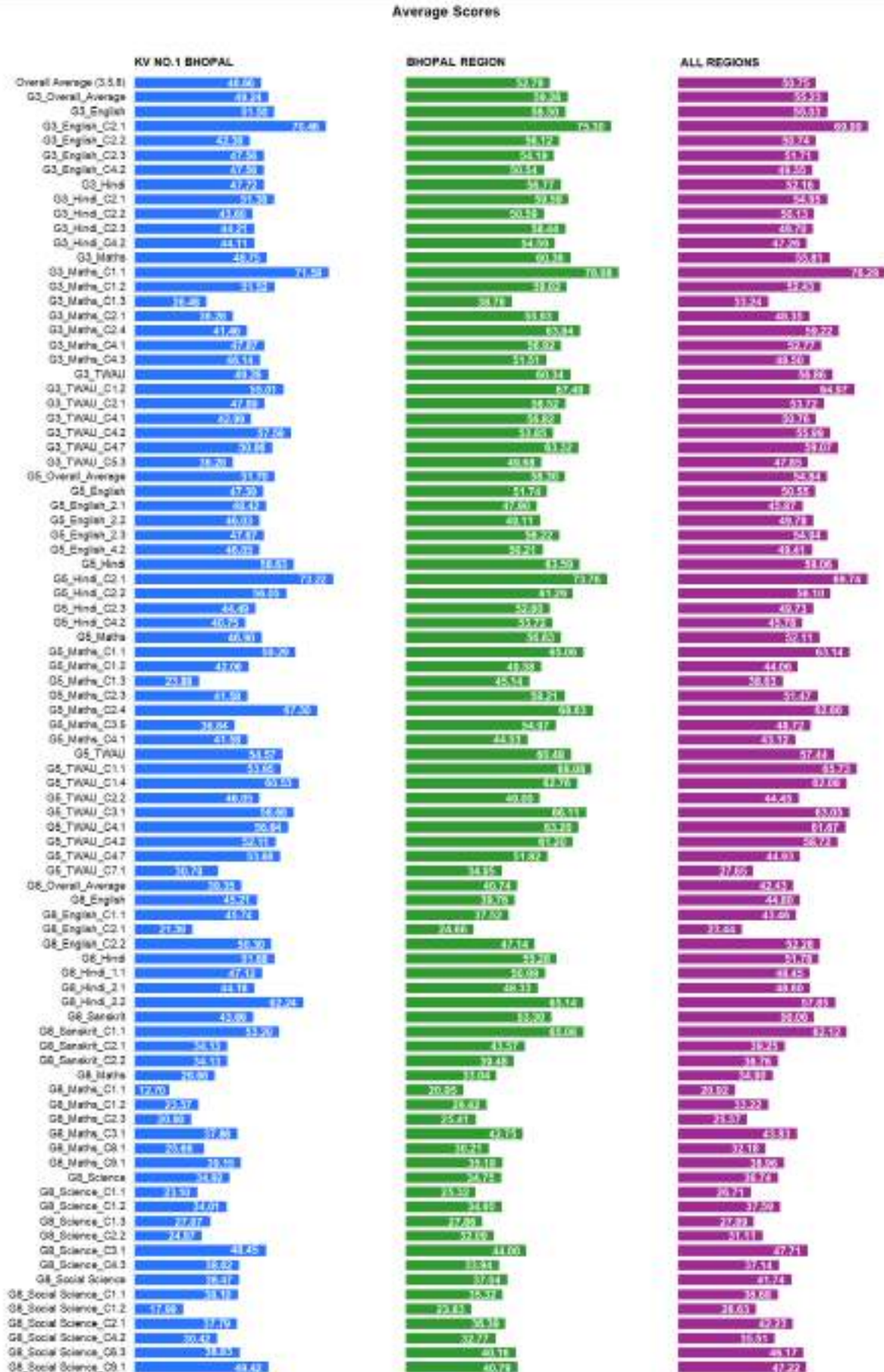
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

46. KV NO.1 BHOPAL

Regional Rank: 46

All India Rank: 882



B.2: School Performance Relative to Bhopal and All Region Averages



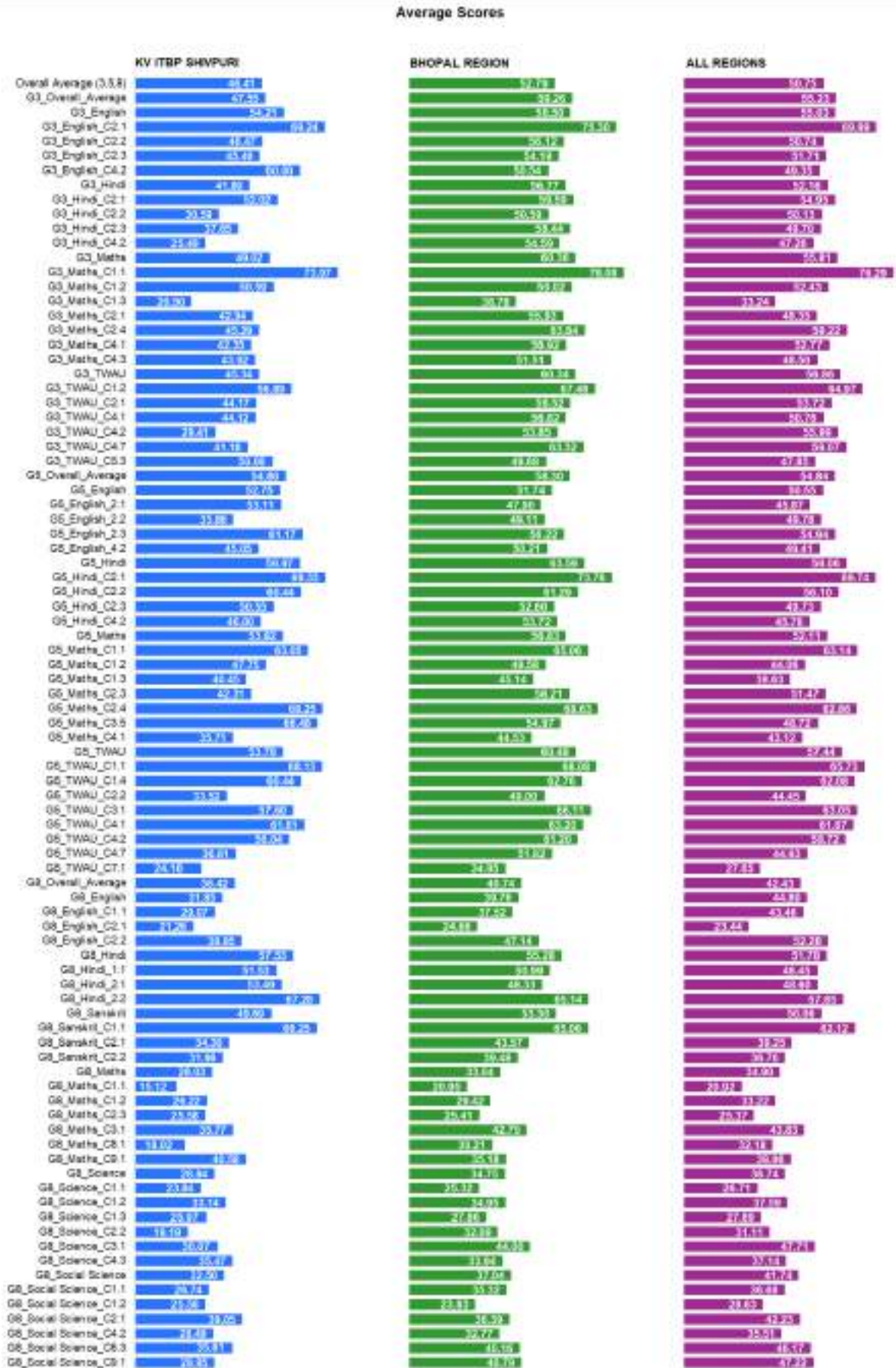
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

47. KV ITBP SHIVPURI

Regional Rank: 47

All India Rank: 898



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

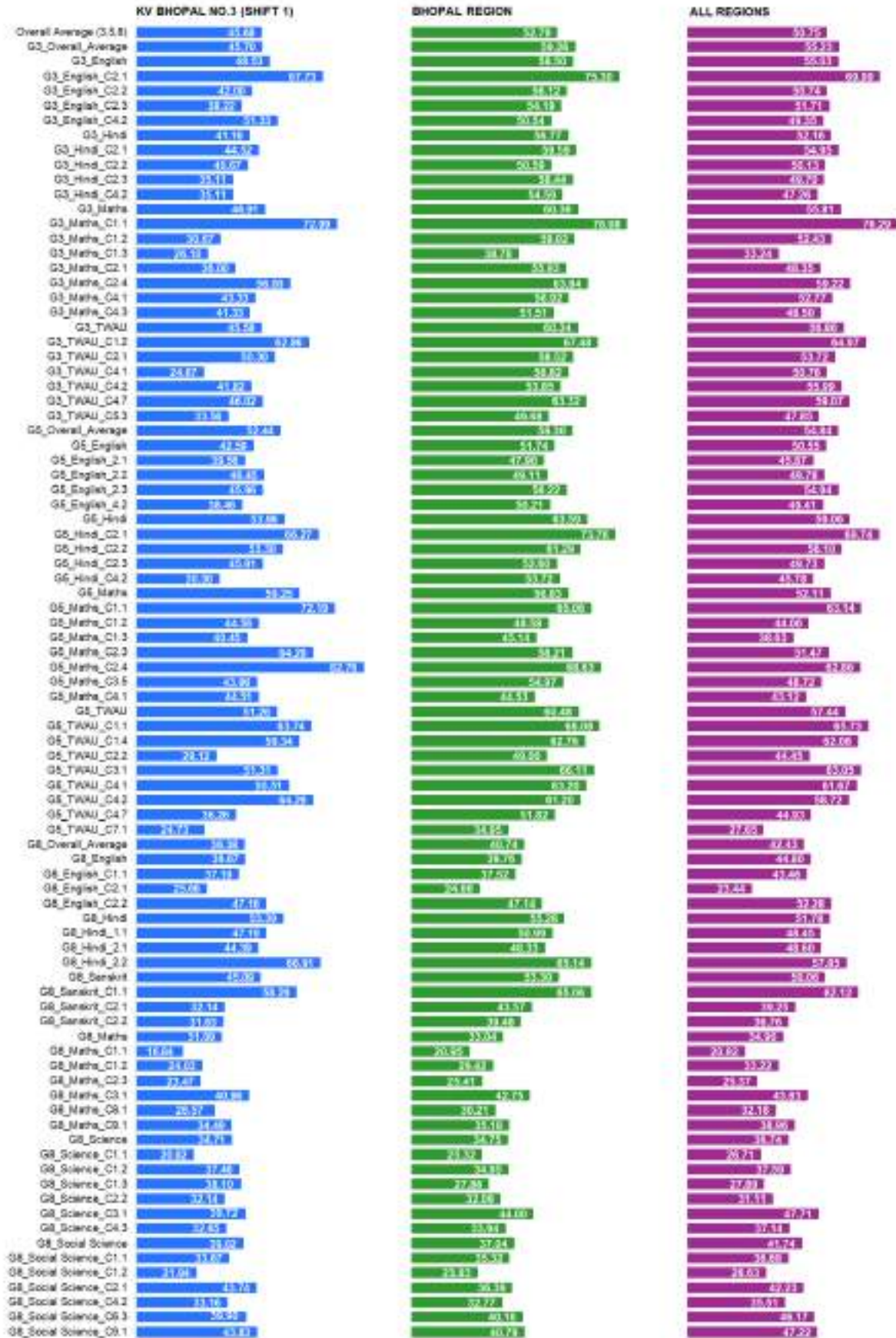
The maximum and minimum scores shown in the graph are expressed as percentages.

48. KV BHOPAL NO.3 (SHIFT 1)

Regional Rank: 48

All India Rank: 945

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



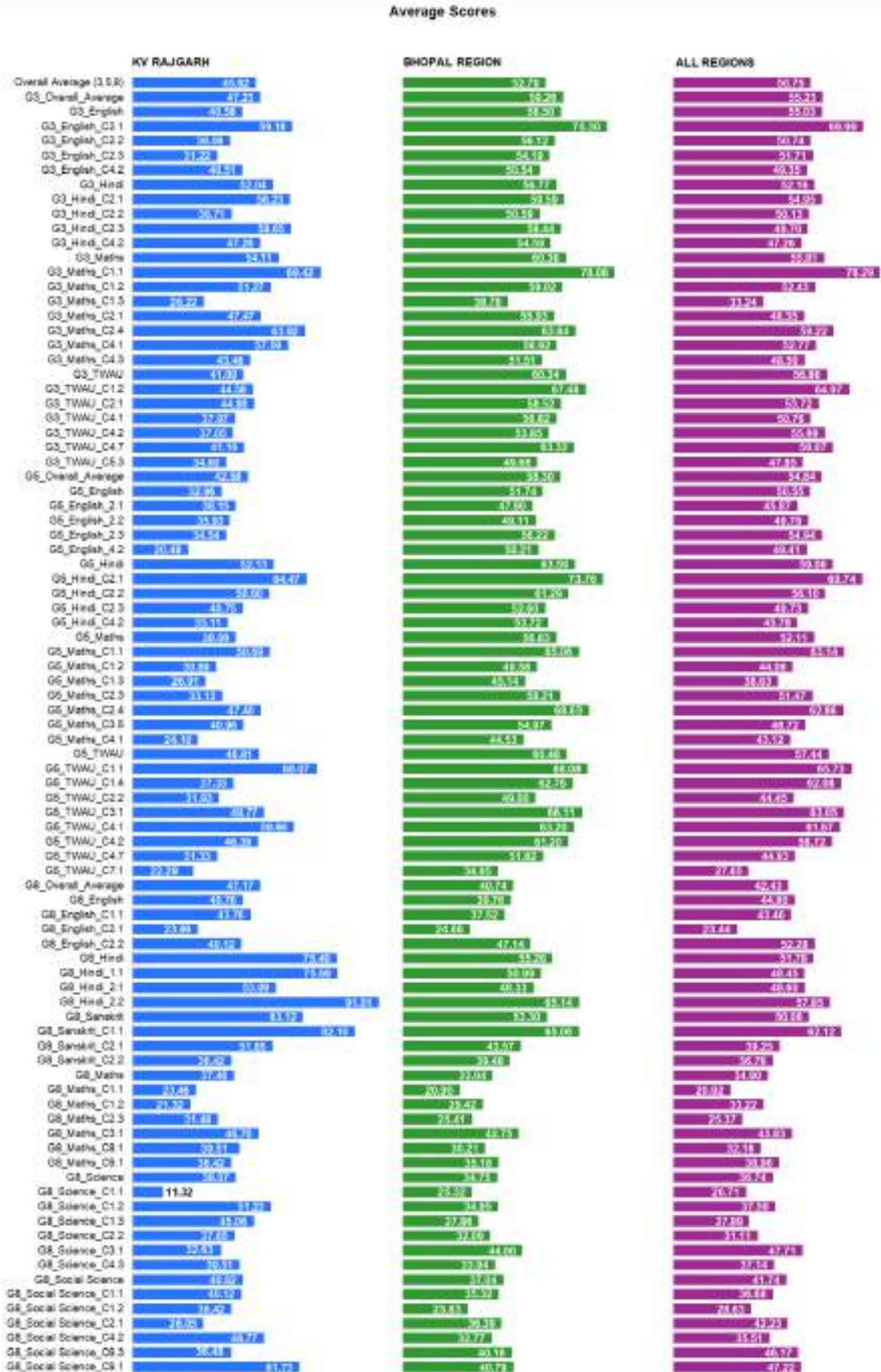
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

49. KV RAJGARH

Regional Rank: 49

All India Rank: 949



B.2: School Performance Relative to Bhopal and All Region Averages



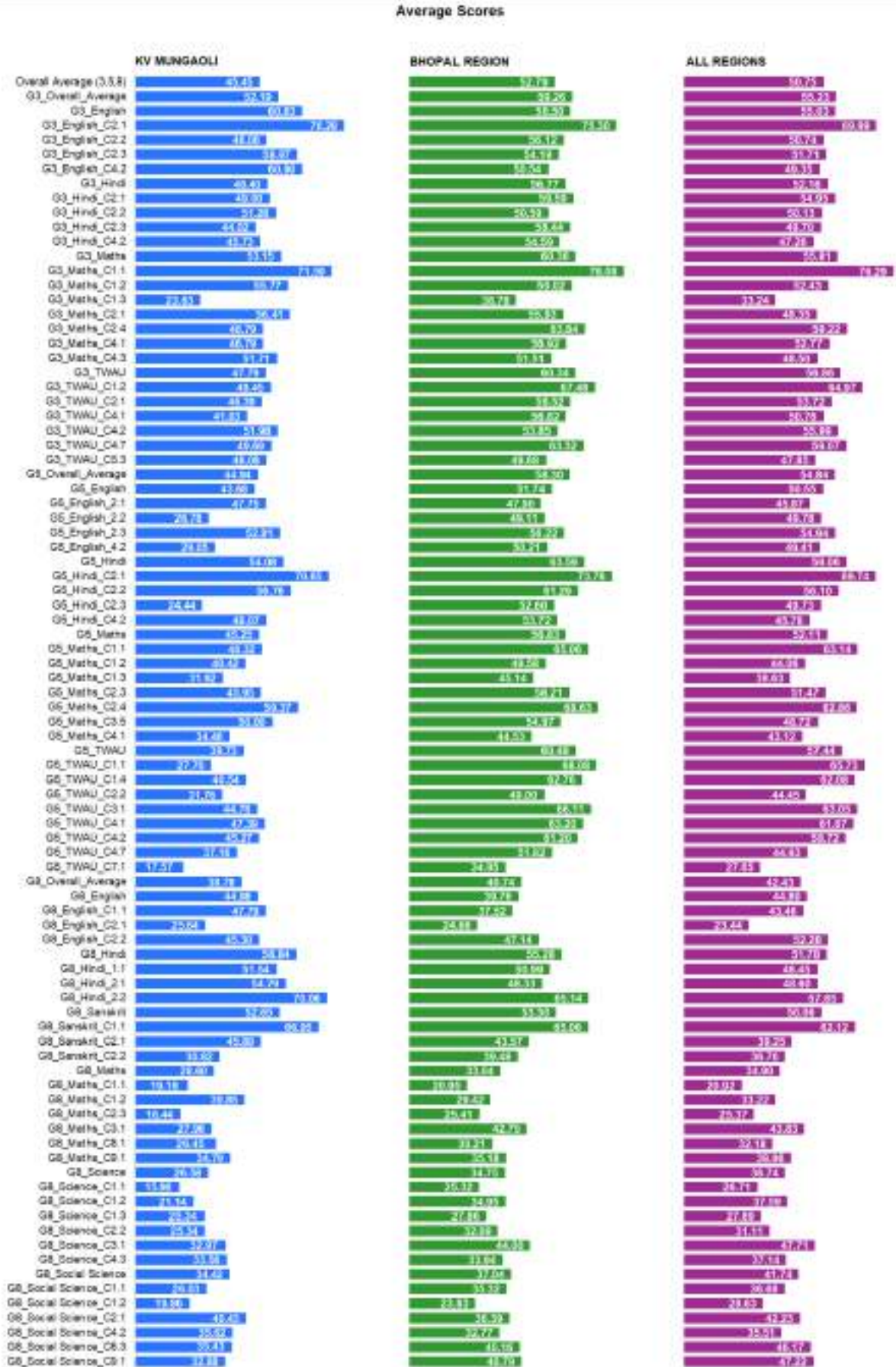
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

50. KV MUNGAOLI

Regional Rank: 50

All India Rank: 965



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

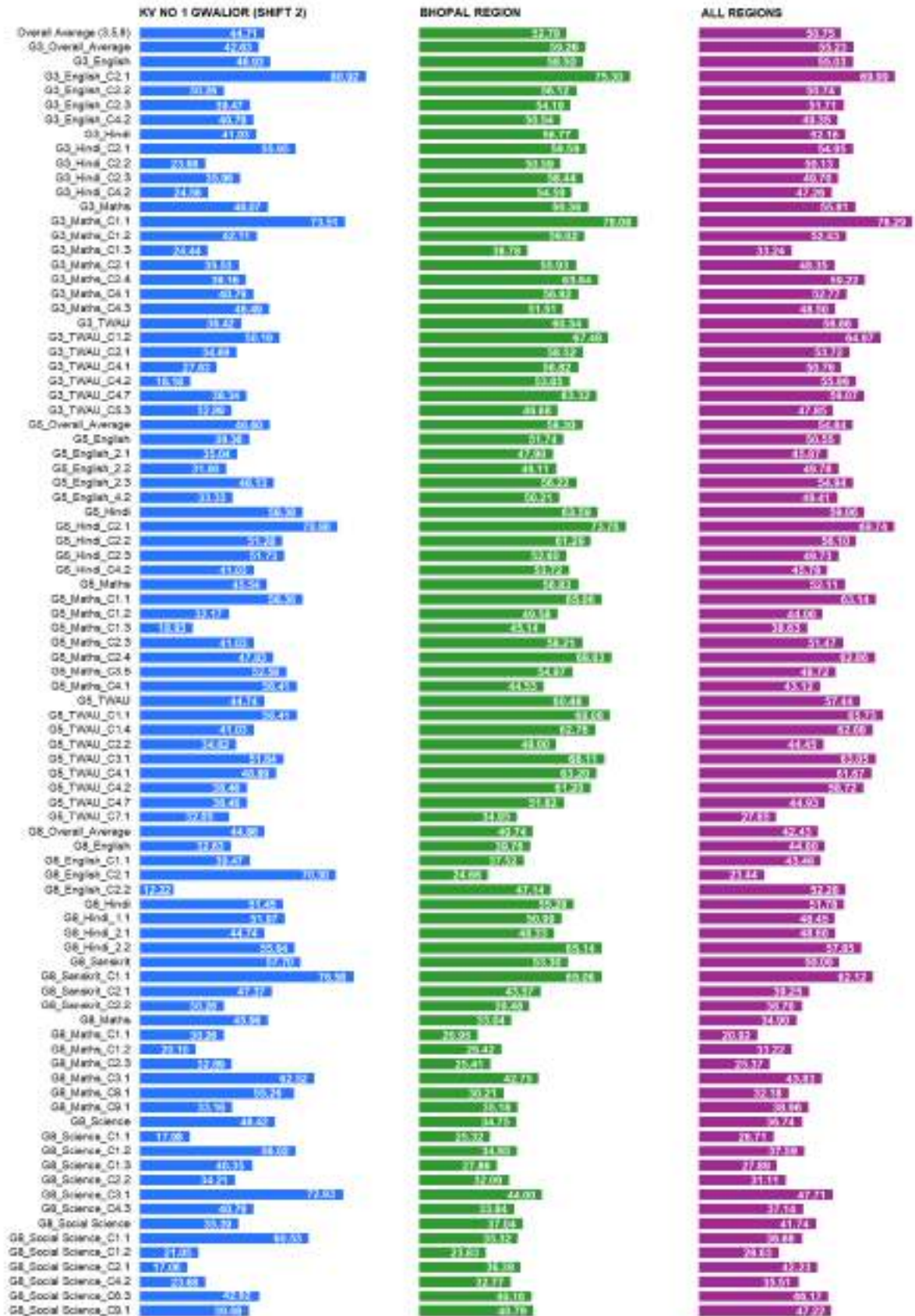
The maximum and minimum scores shown in the graph are expressed as percentages.

51. KV NO 1 GWALIOR (SHIFT 2)

Regional Rank: 51

All India Rank: 1011

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



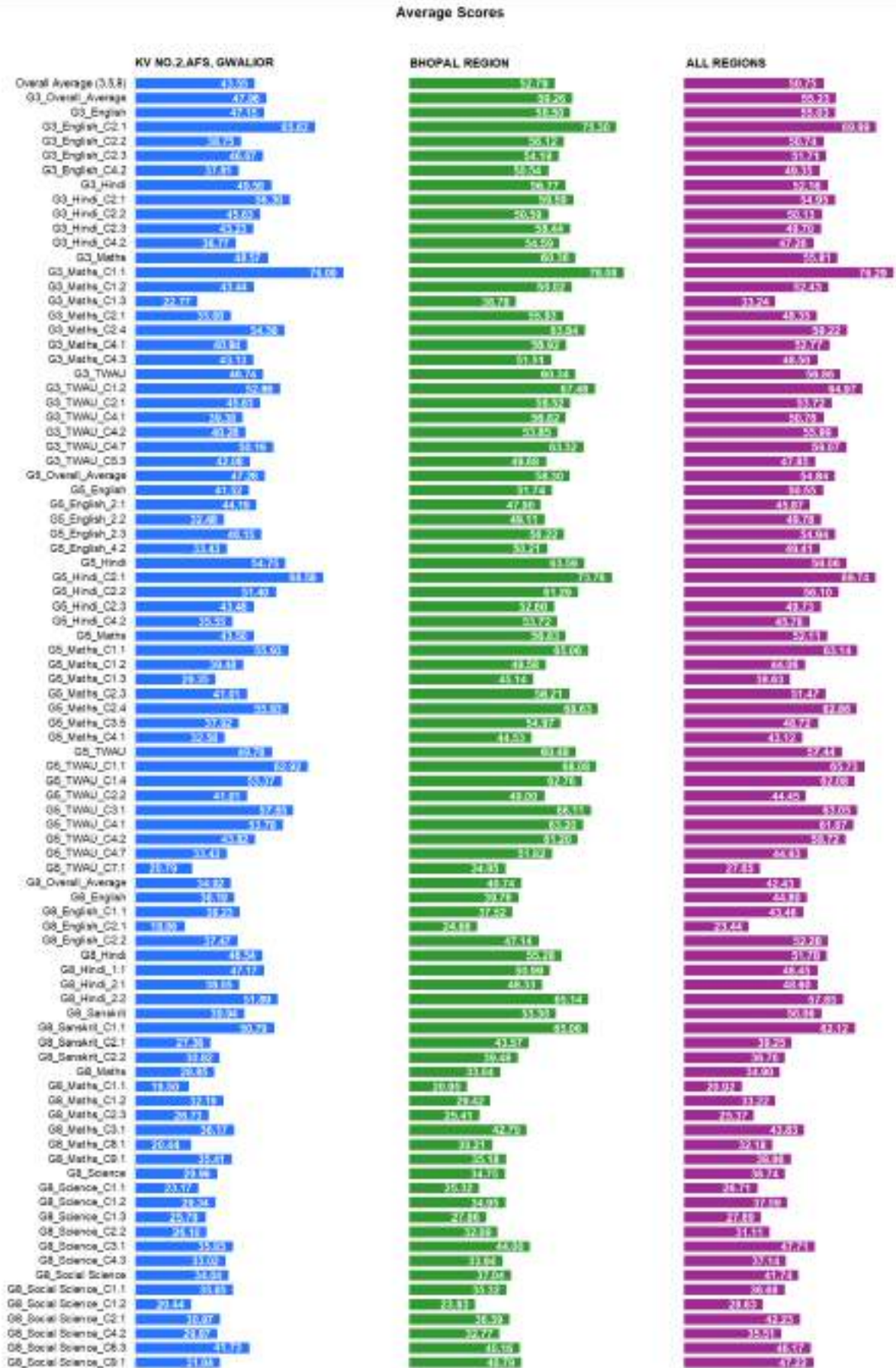
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

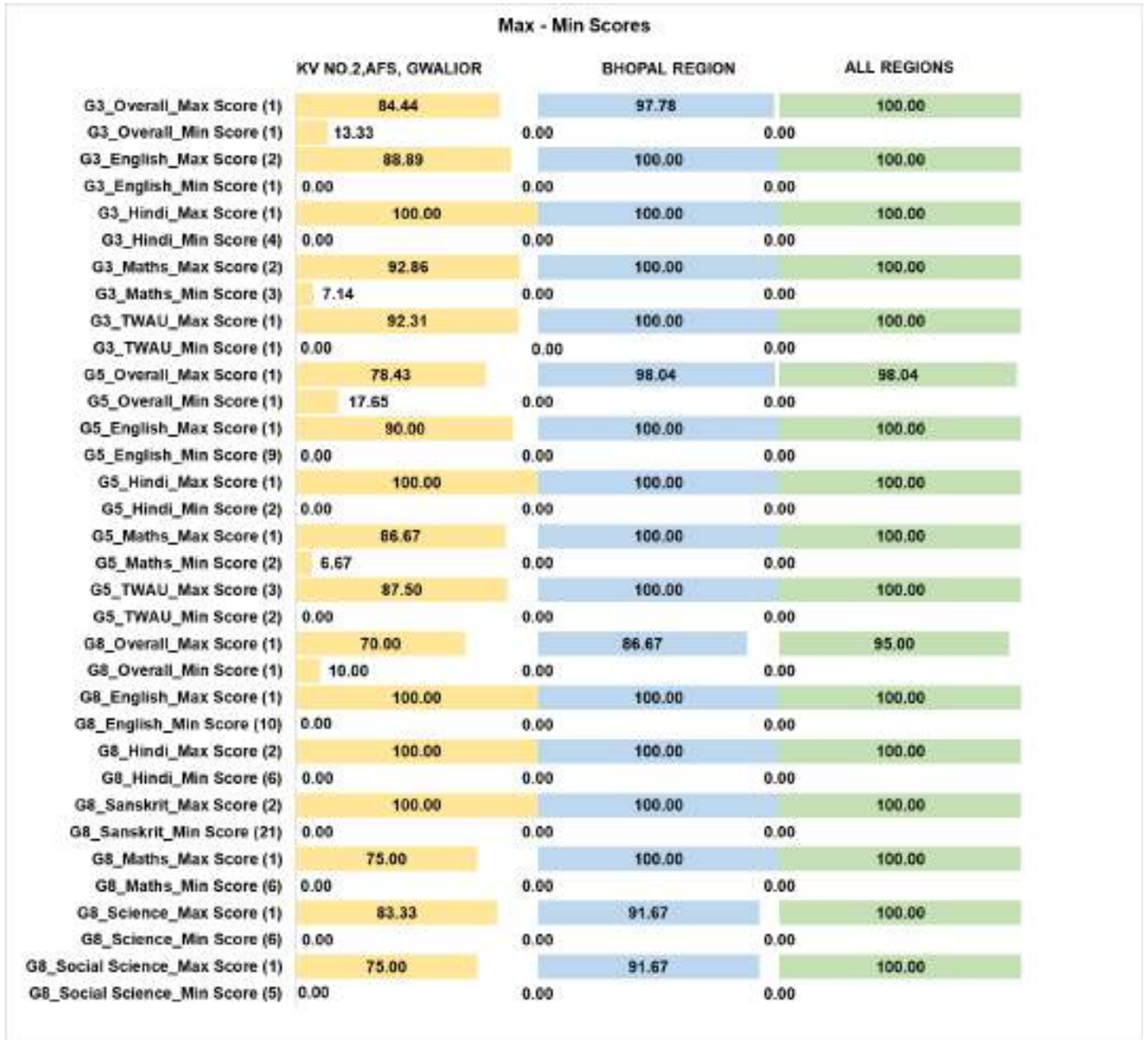
52. KV NO.2,AFS, GWALIOR

Regional Rank: 52

All India Rank: 1062



B.2: School Performance Relative to Bhopal and All Region Averages



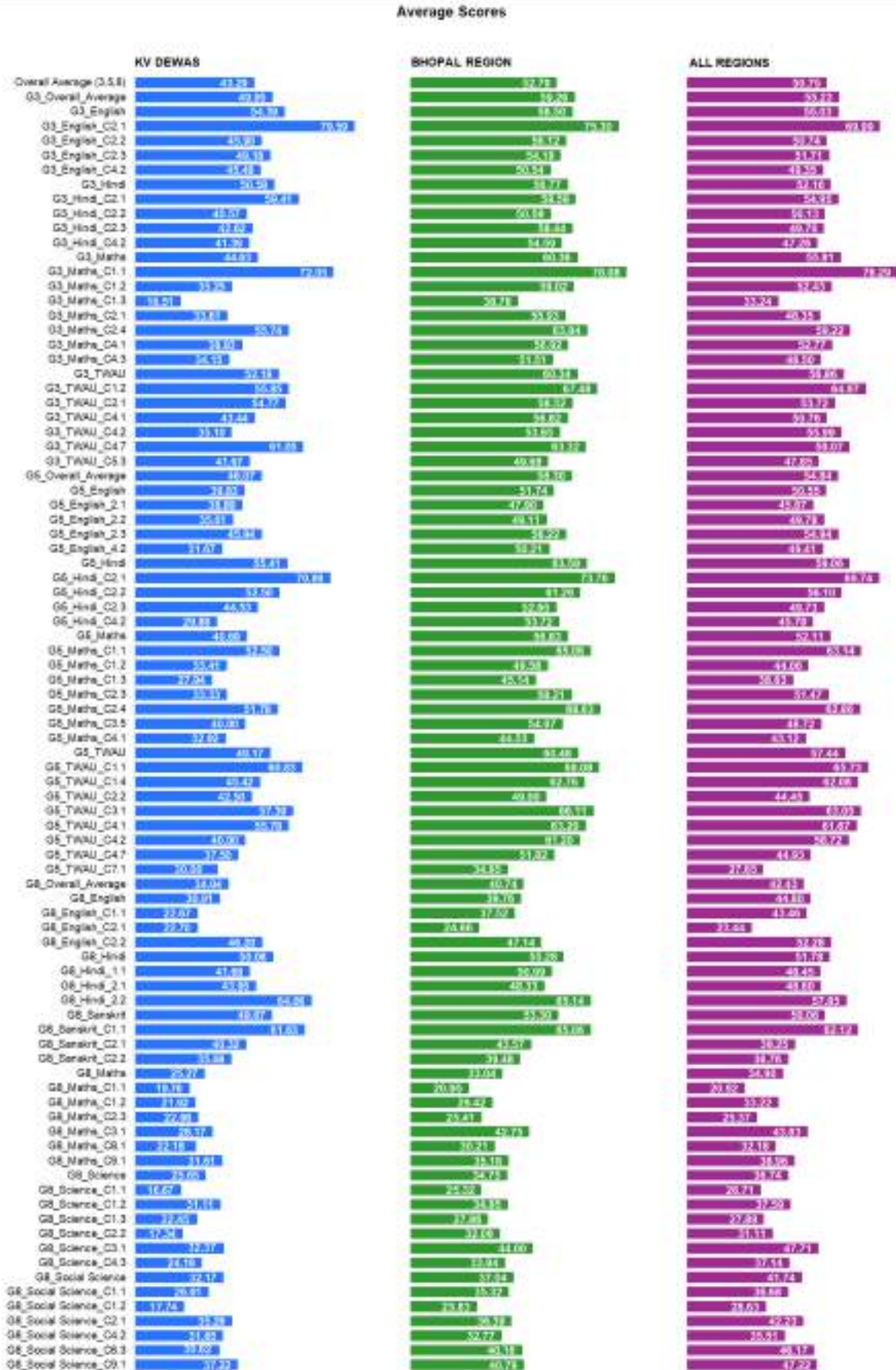
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

53. KV DEWAS

Regional Rank: 53

All India Rank: 1073



B.2: School Performance Relative to Bhopal and All Region Averages



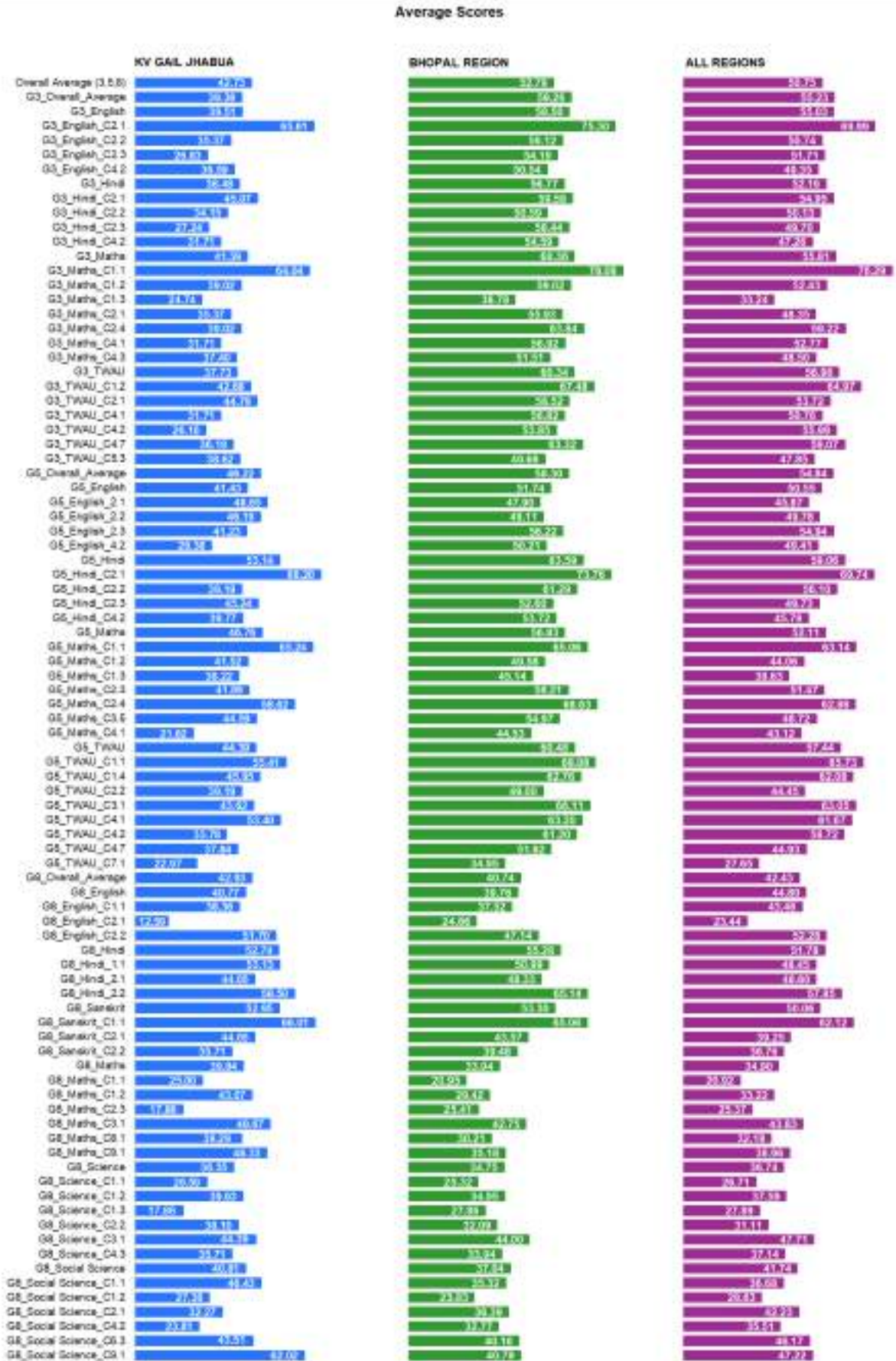
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

54. KV GAIL JHABUA

Regional Rank: 54

All India Rank: 1110



B.2: School Performance Relative to Bhopal and All Region Averages



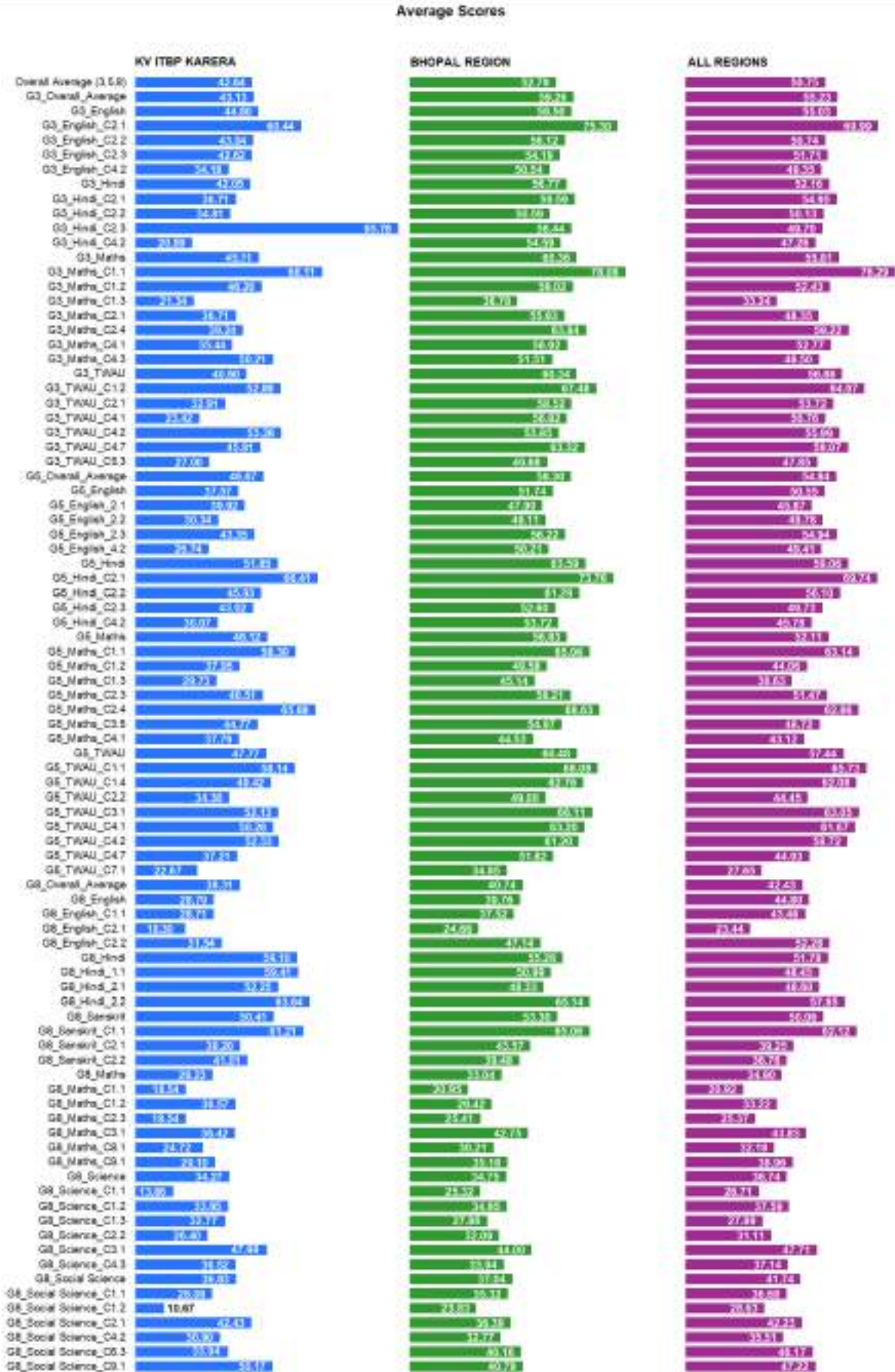
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

55. KV ITBP KARERA

Regional Rank: 55

All India Rank: 1114



B.2: School Performance Relative to Bhopal and All Region Averages



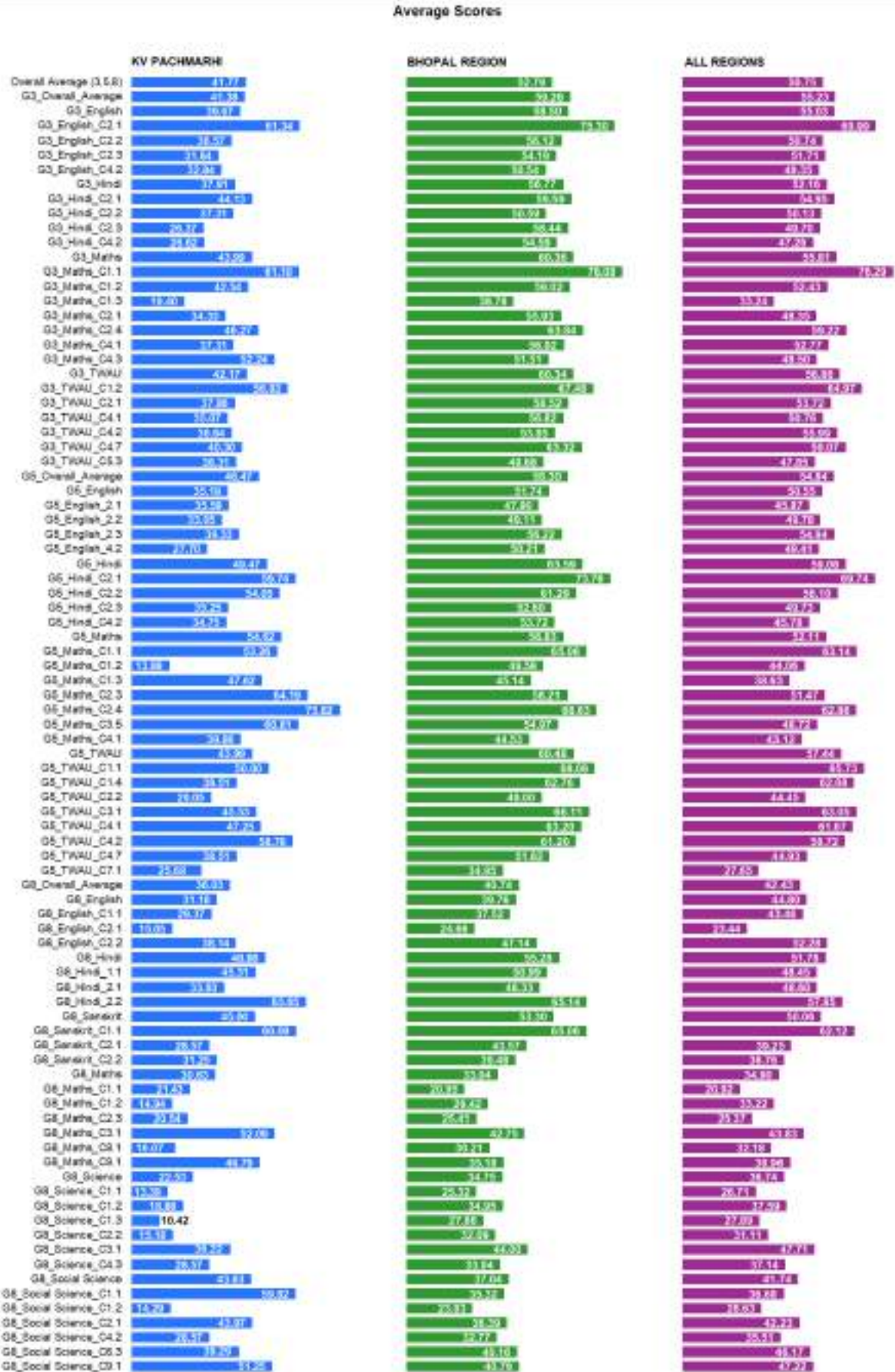
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

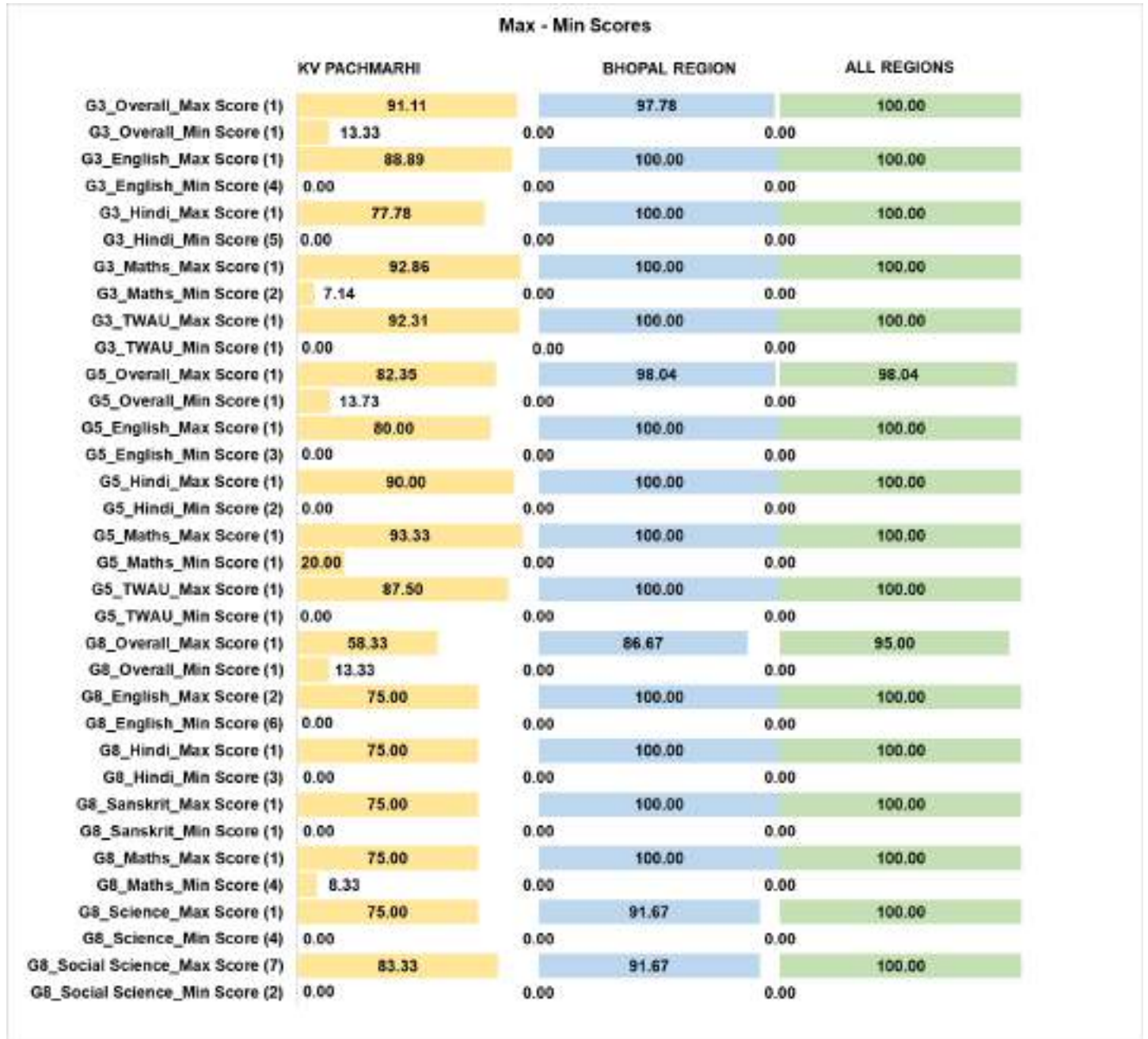
56. KV PACHMARHI

Regional Rank: 56

All India Rank: 1165



B.2: School Performance Relative to Bhopal and All Region Averages



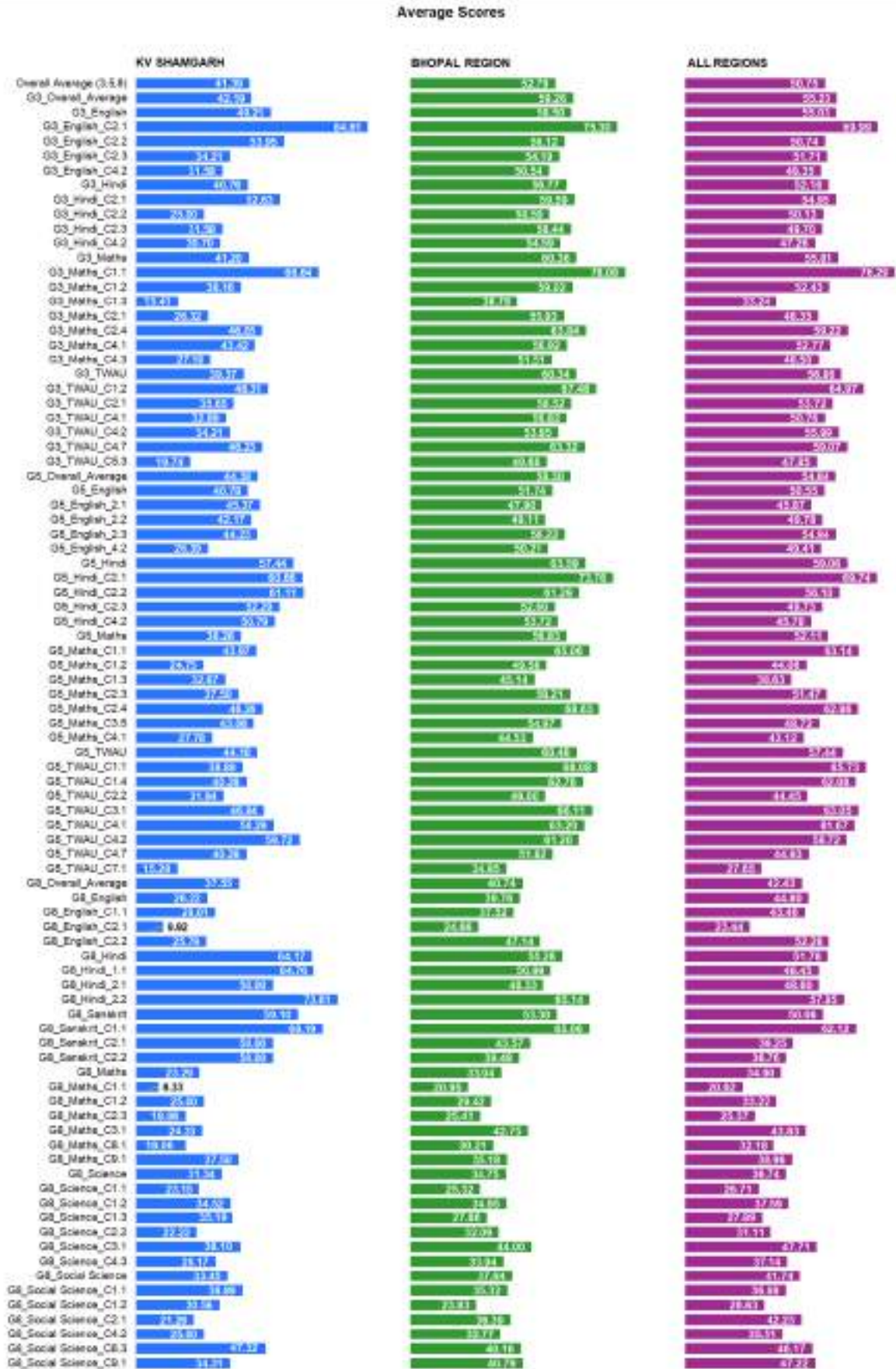
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

57. KV SHAMGARH

Regional Rank: 57

All India Rank: 1185



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

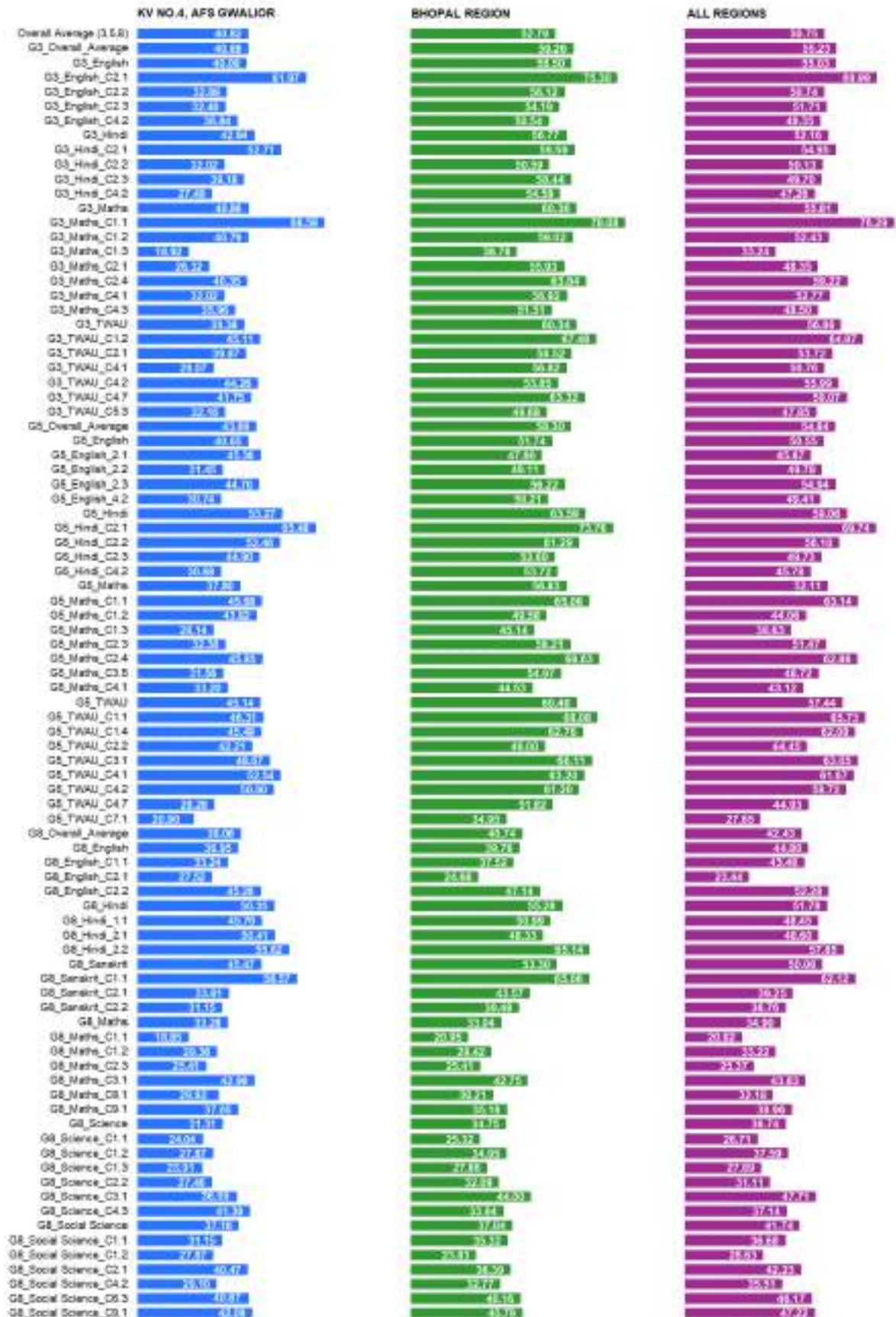
The maximum and minimum scores shown in the graph are expressed as percentages.

58. KV NO.4, AFS GWALIOR

Regional Rank: 58

All India Rank: 1210

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



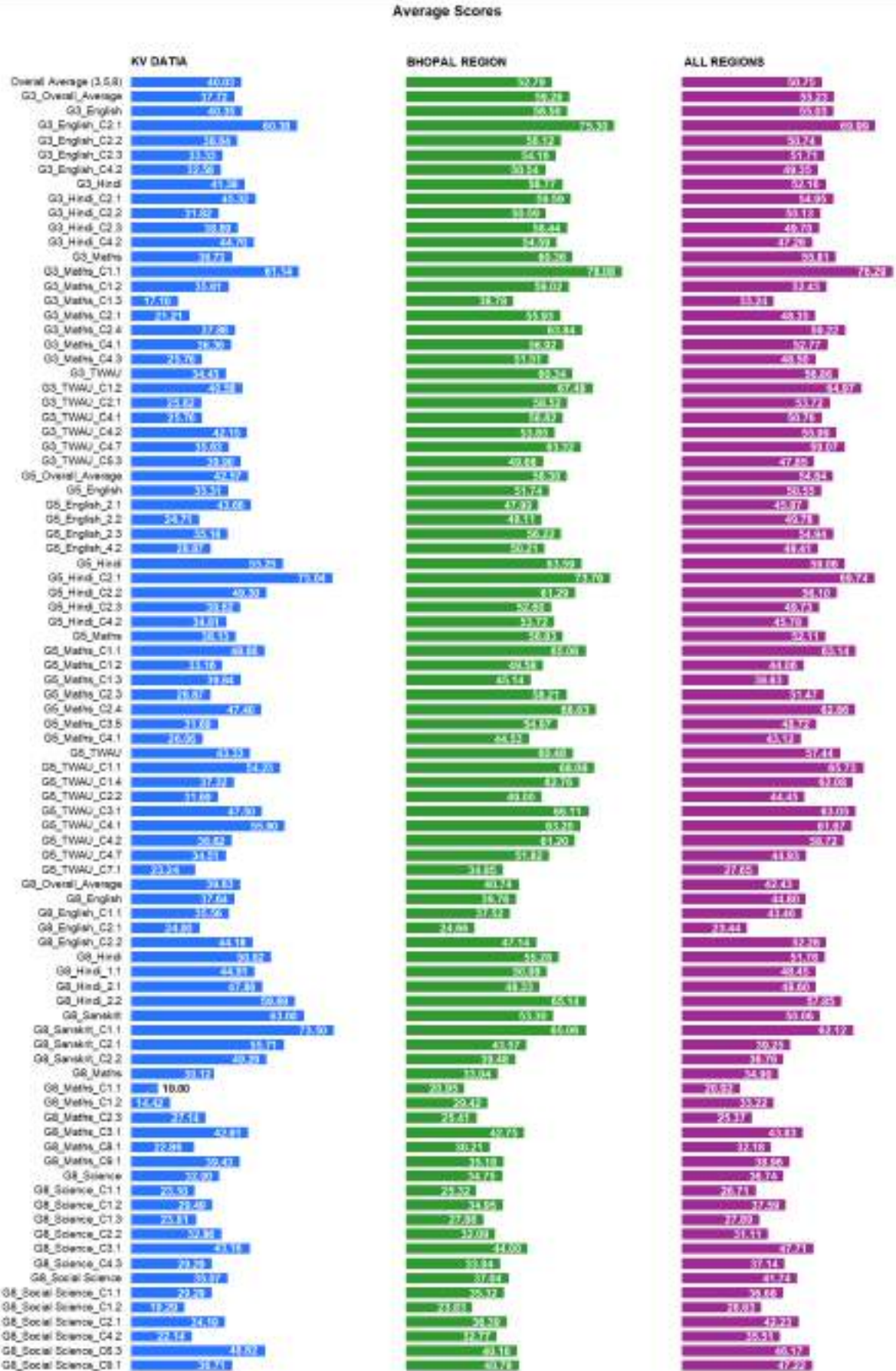
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

59. KV DATIA

Regional Rank: 59

All India Rank: 1241



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

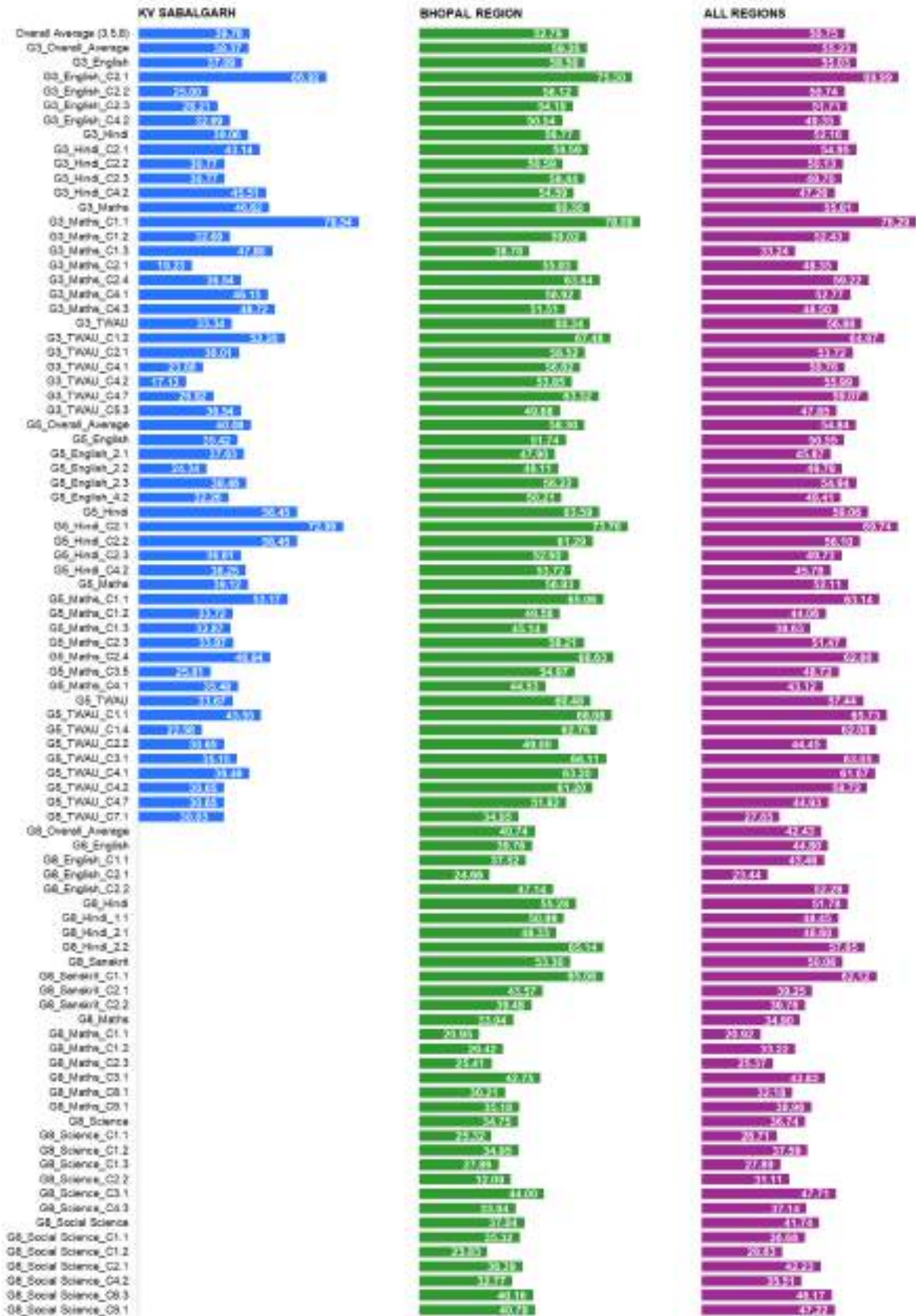
The maximum and minimum scores shown in the graph are expressed as percentages.

60. KV SABALGARH

Regional Rank: 60

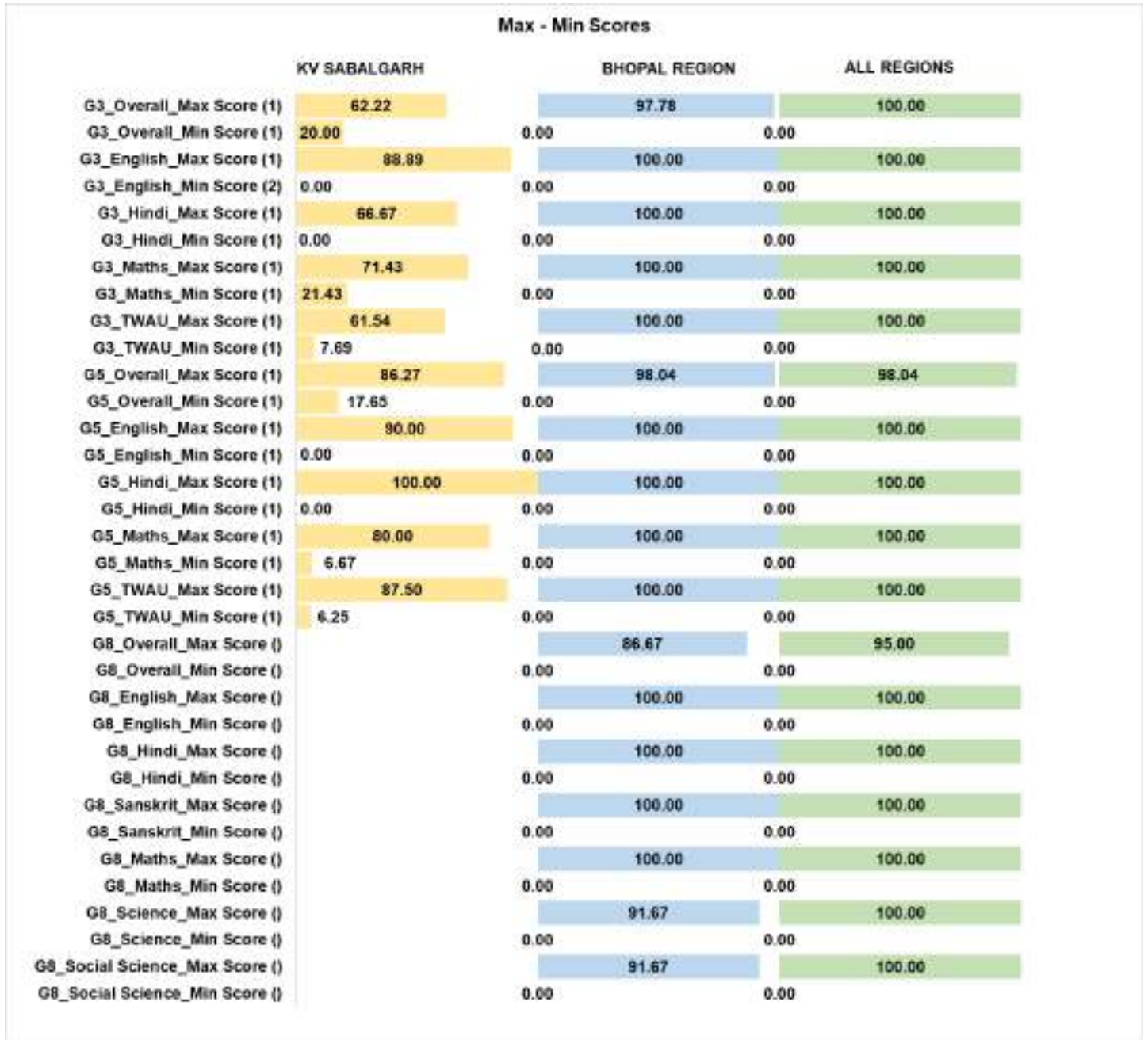
All India Rank: 1252

Average Scores



*No data received from KV Sabalgarh for Grade 8.

B.2: School Performance Relative to Bhopal and All Region Averages



*No data received from KV Sabalgarh for Grade 8.

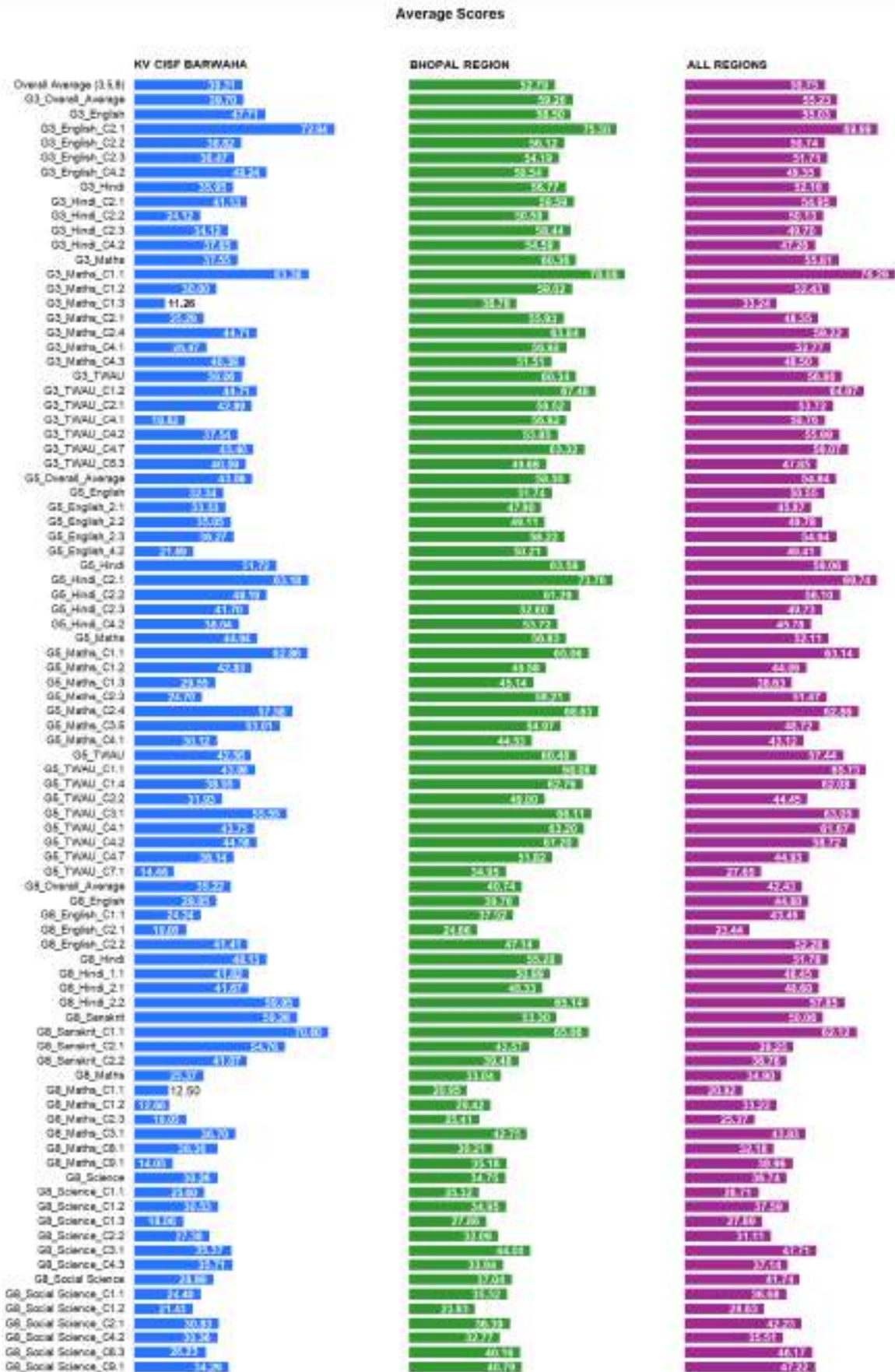
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

61. KV CISF BARWAHA

Regional Rank: 61

All India Rank: 1266



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

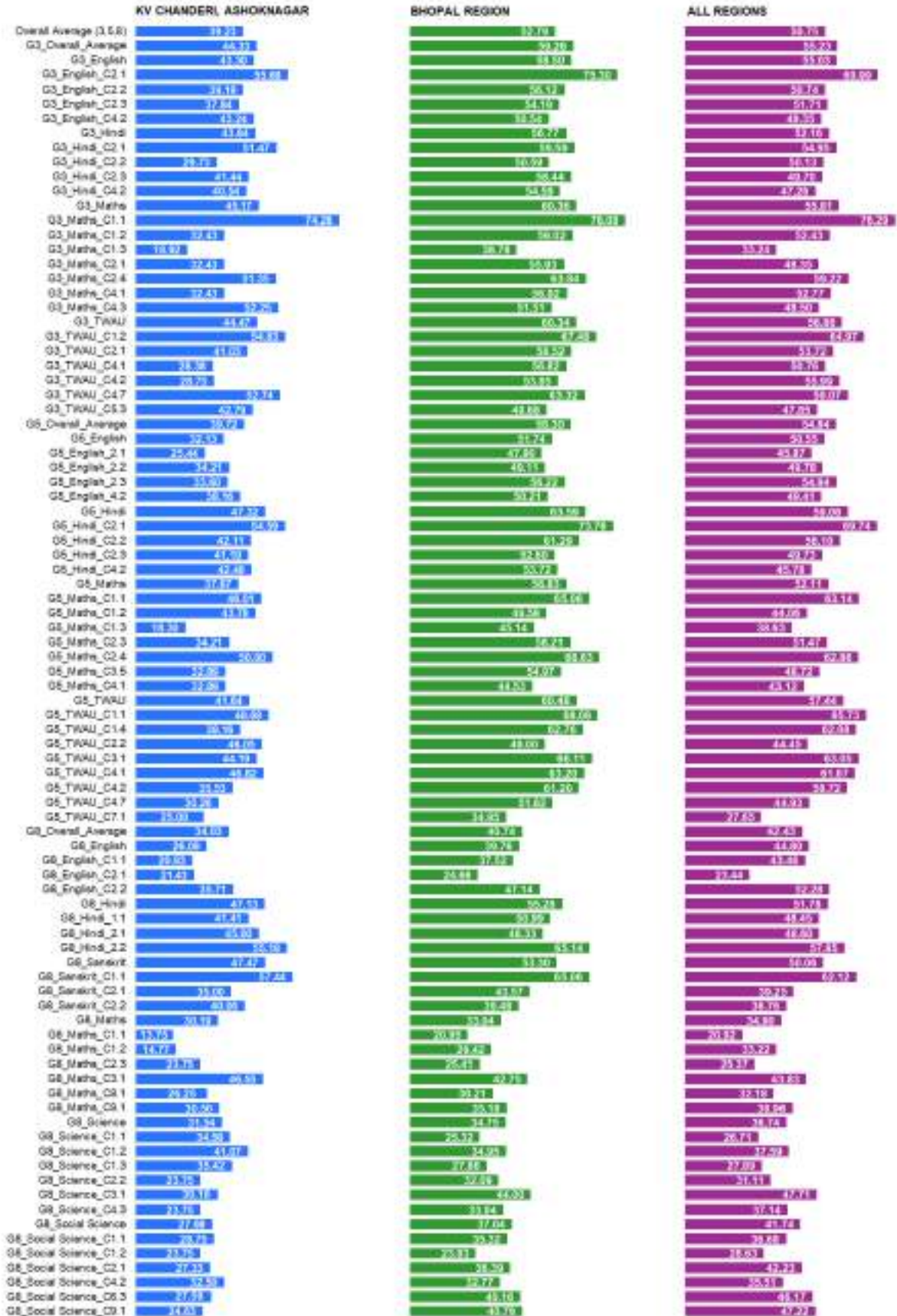
The maximum and minimum scores shown in the graph are expressed as percentages.

62. KV CHANDERI, ASHOKNAGAR

Regional Rank: 62

All India Rank: 1269

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



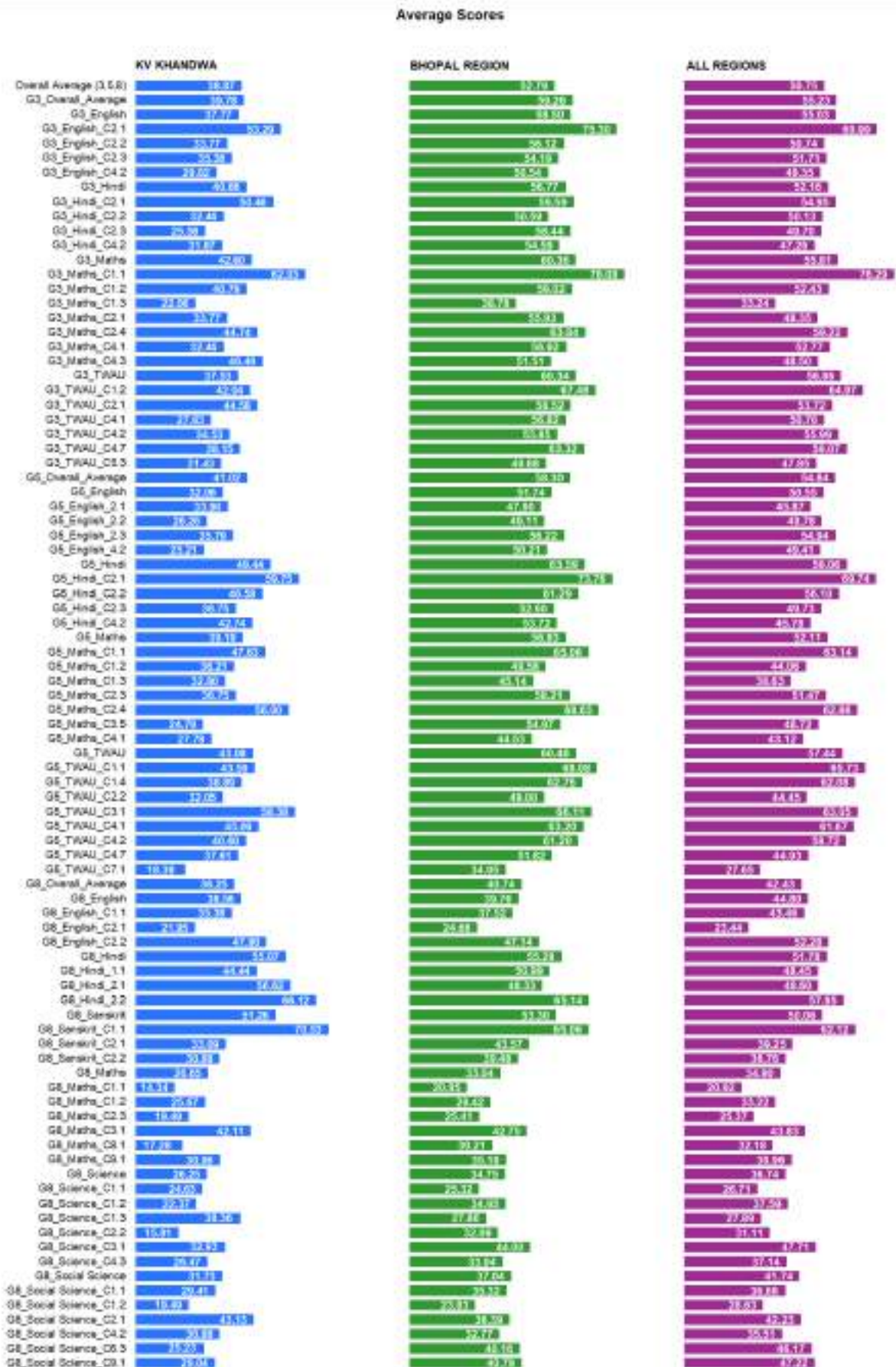
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

63. KV KHANDWA

Regional Rank: 63

All India Rank: 1279



B.2: School Performance Relative to Bhopal and All Region Averages



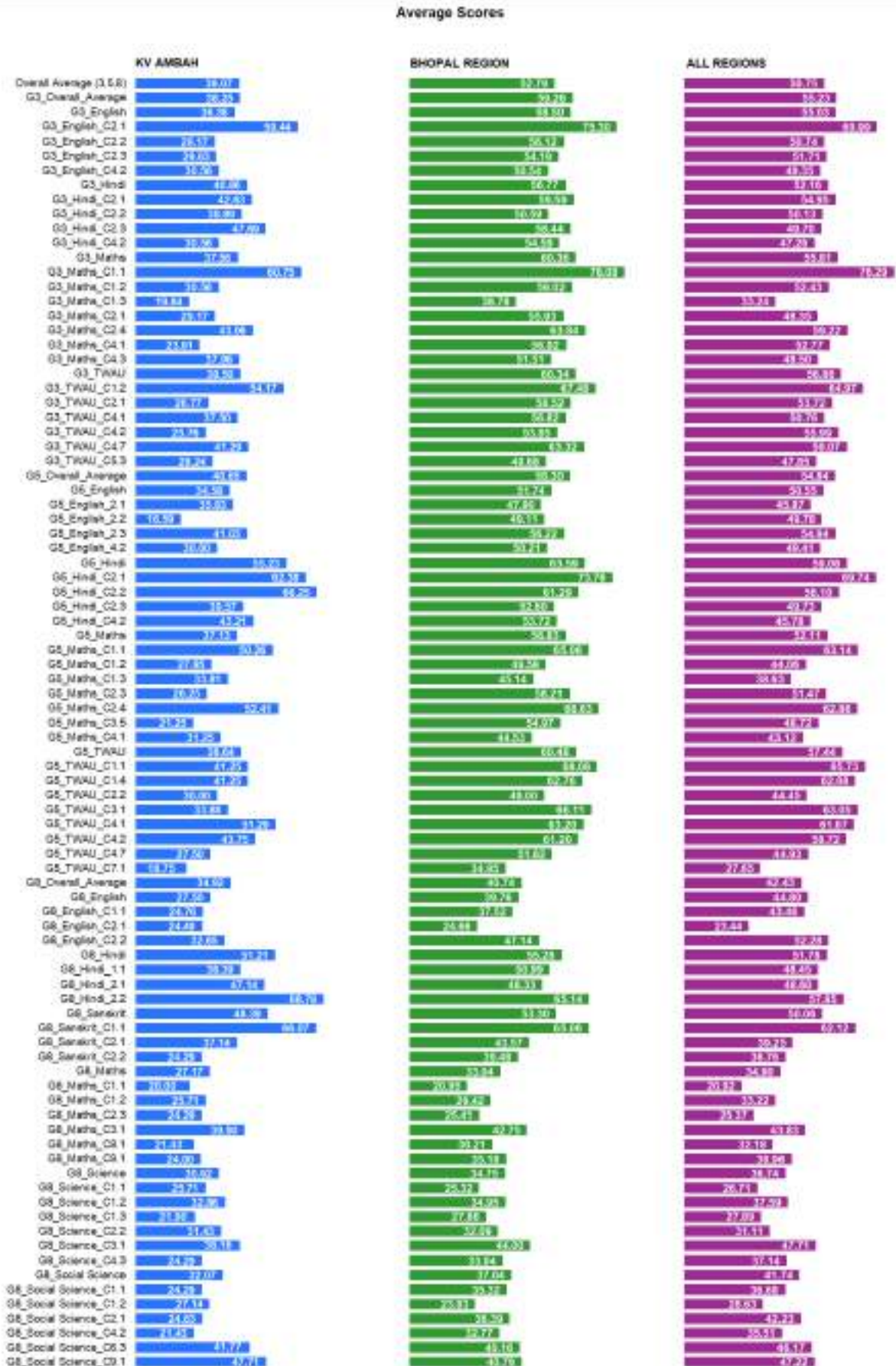
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

64. KV AMBAH

Regional Rank: 64

All India Rank: 1298



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

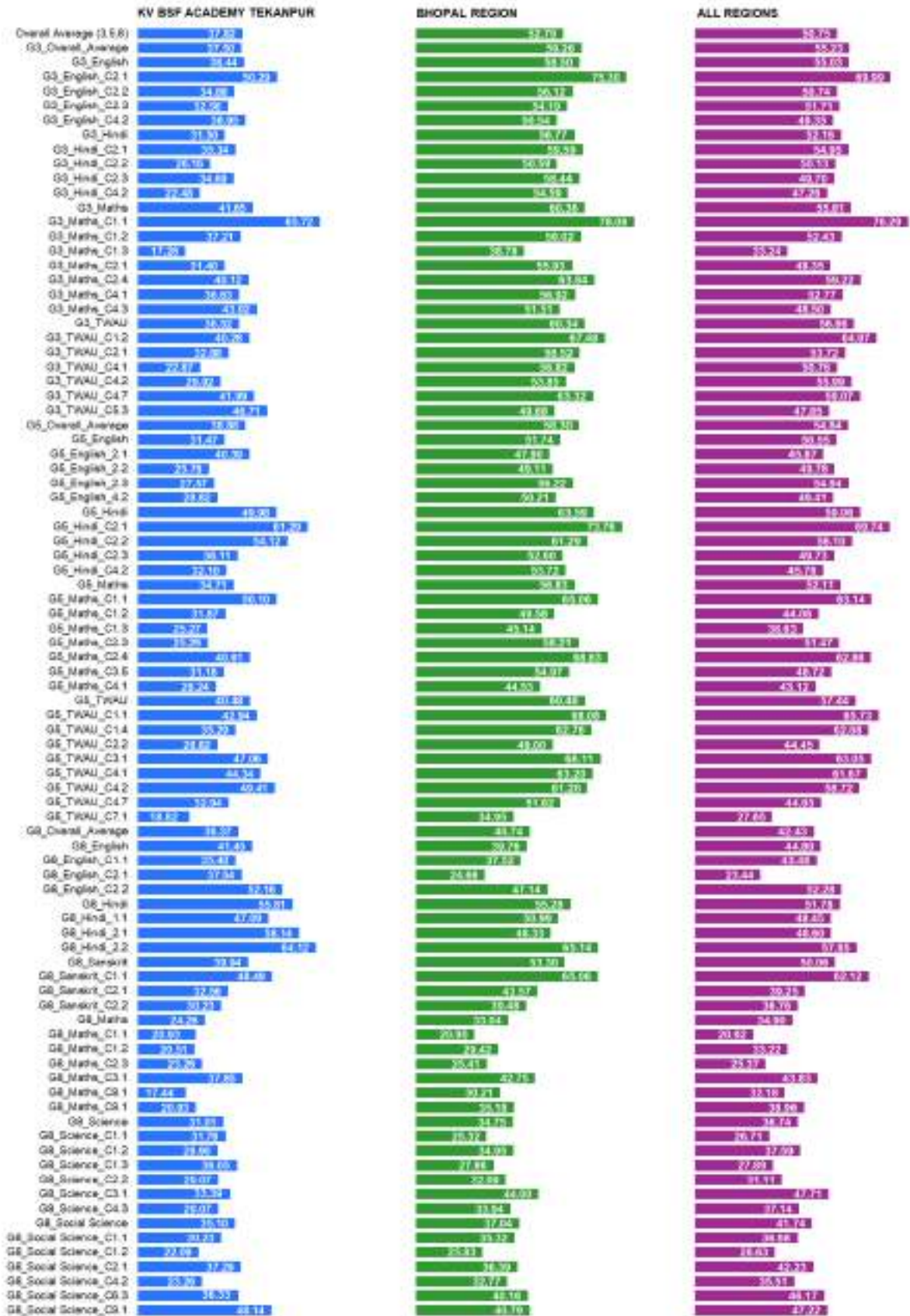
The maximum and minimum scores shown in the graph are expressed as percentages.

65. KV BSF ACADEMY TEKANPUR

Regional Rank: 65

All India Rank: 1308

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

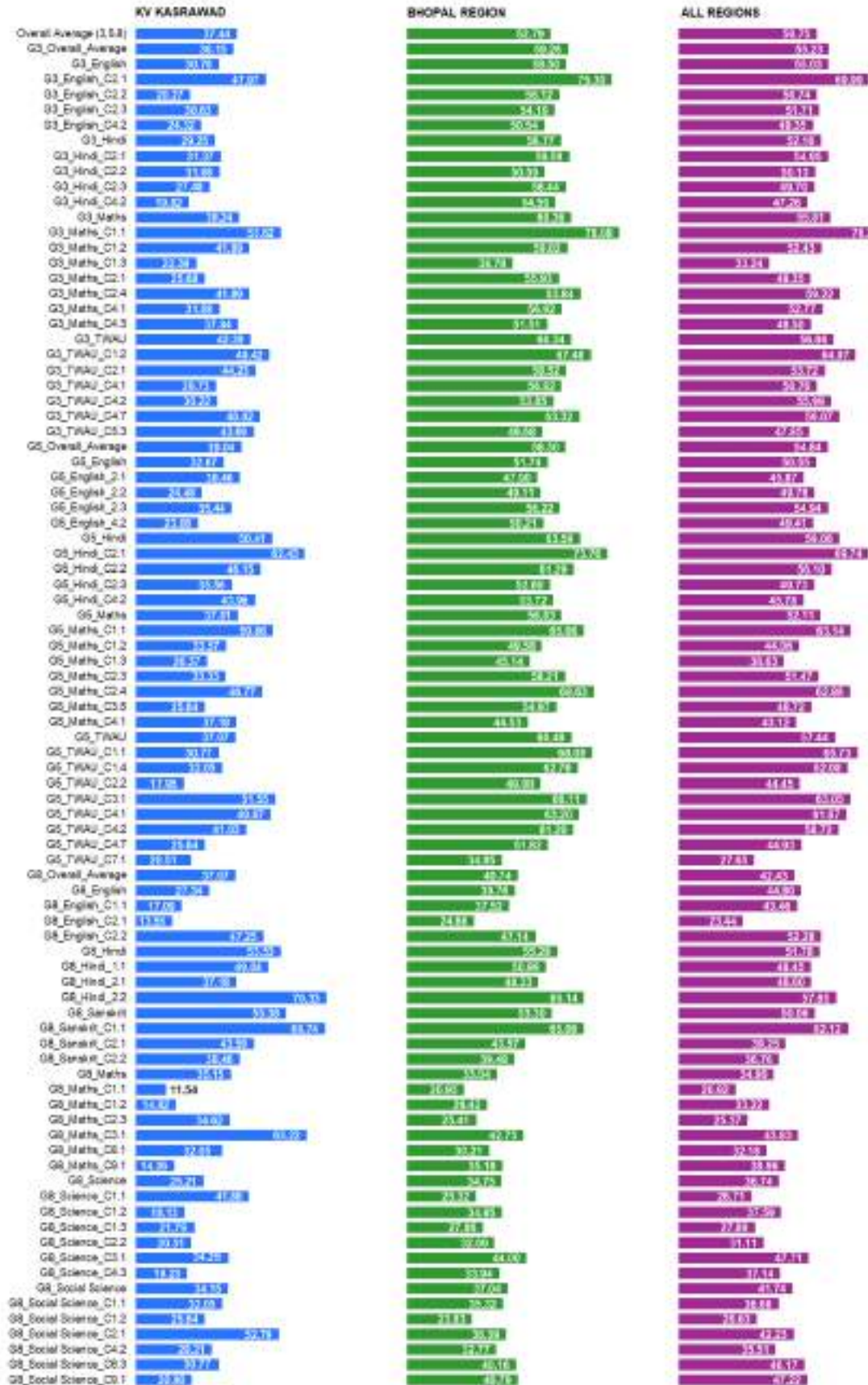
The maximum and minimum scores shown in the graph are expressed as percentages.

66. KV KASRAWAD

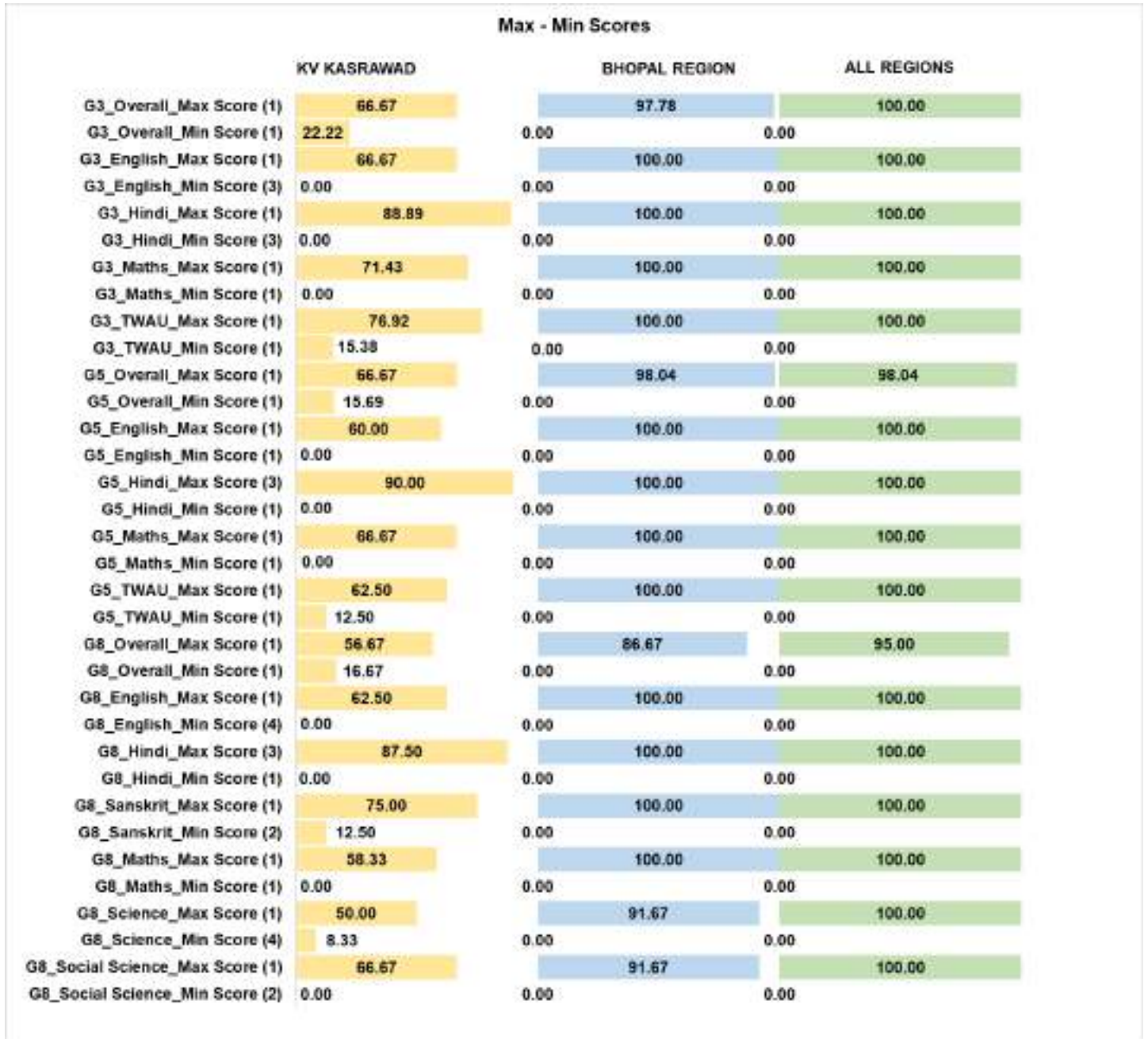
Regional Rank: 66

All India Rank: 1312

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



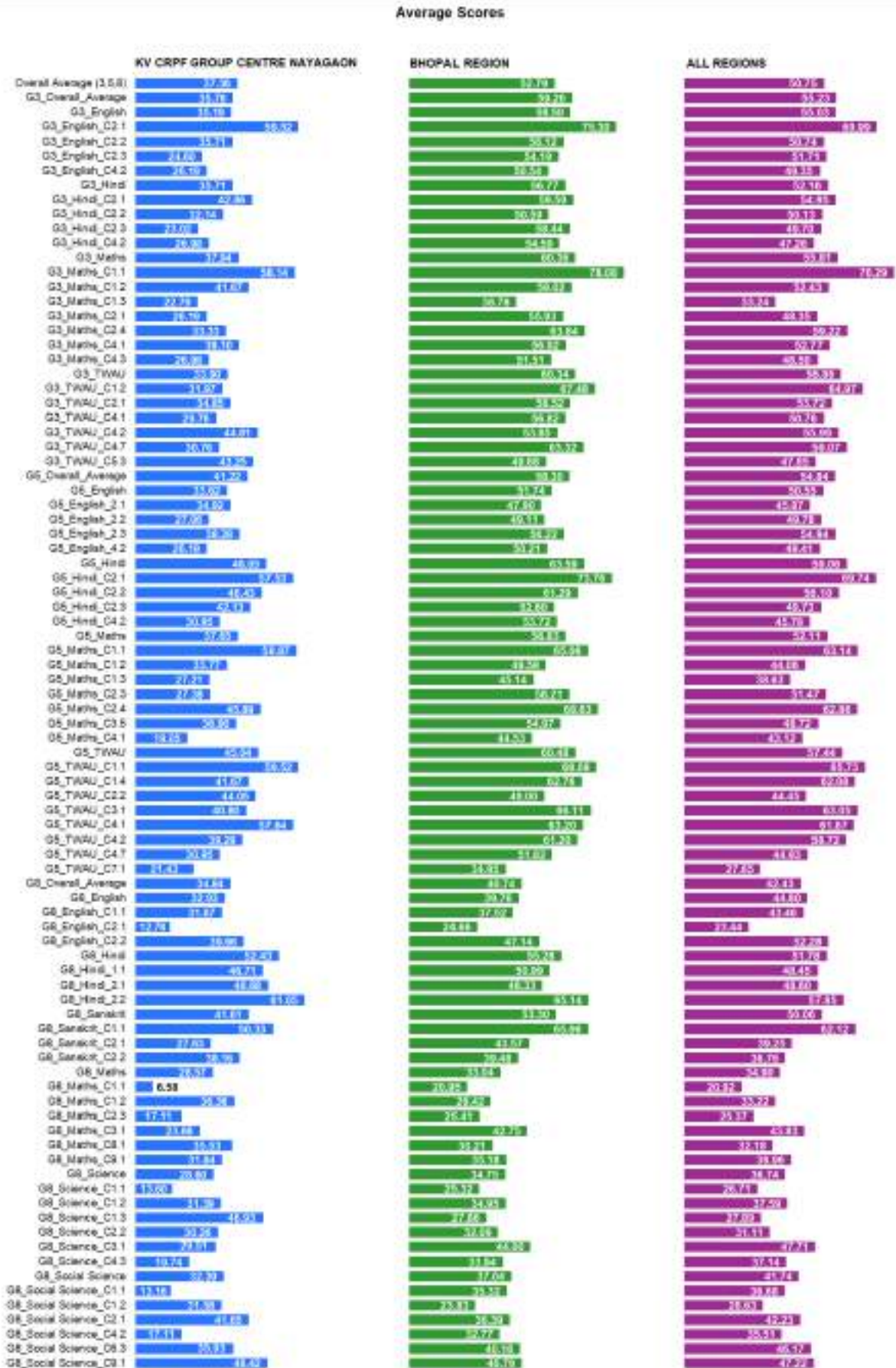
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

67. KV CRPF GROUP CENTRE NAYAGAON

Regional Rank: 67

All India Rank: 1314



B.2: School Performance Relative to Bhopal and All Region Averages



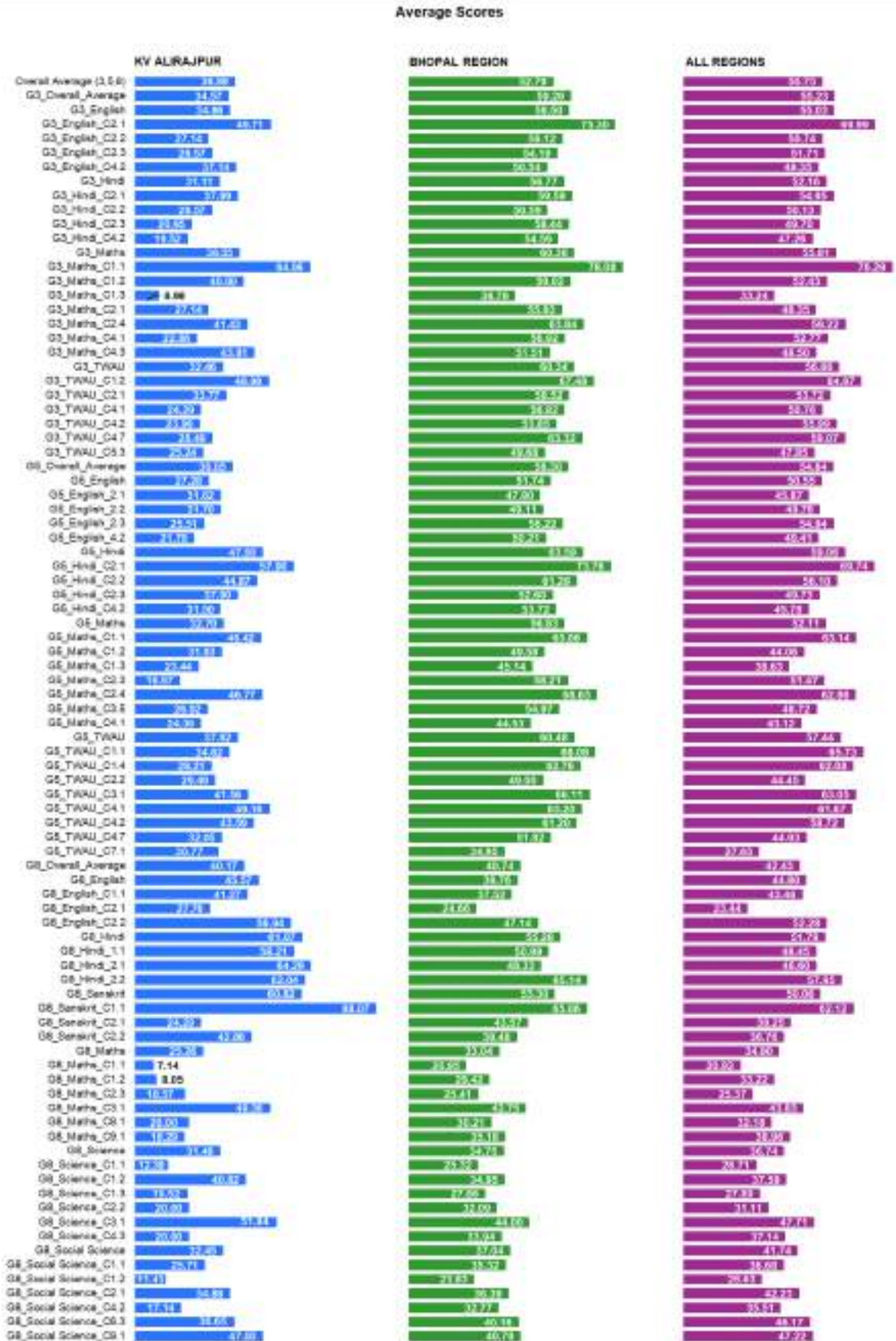
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

68. KV ALIRAJPUR

Regional Rank: 68

All India Rank: 1321



B.2: School Performance Relative to Bhopal and All Region Averages



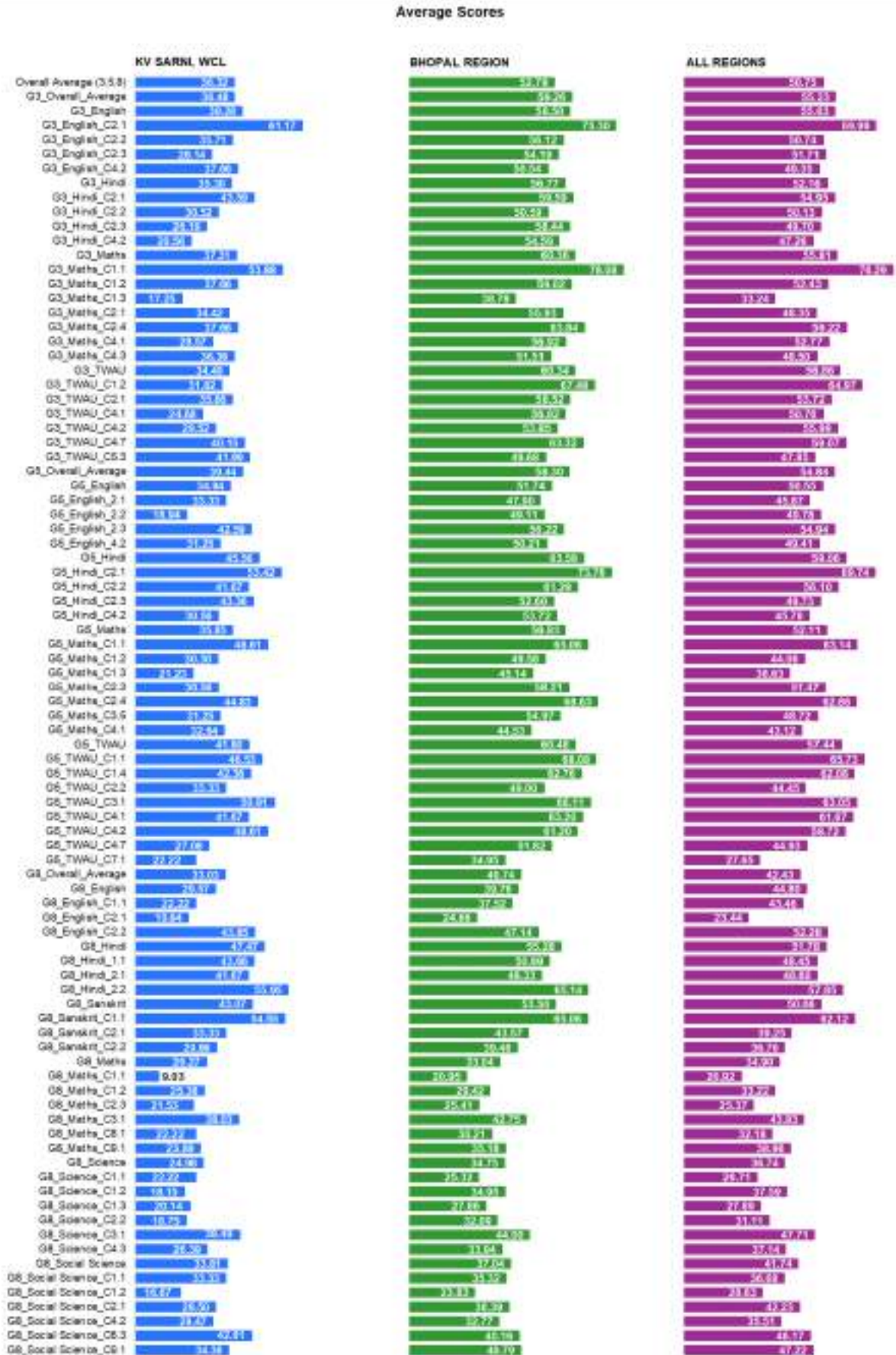
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

69. KV SARNI, WCL

Regional Rank: 69

All India Rank: 1327



B.2: School Performance Relative to Bhopal and All Region Averages



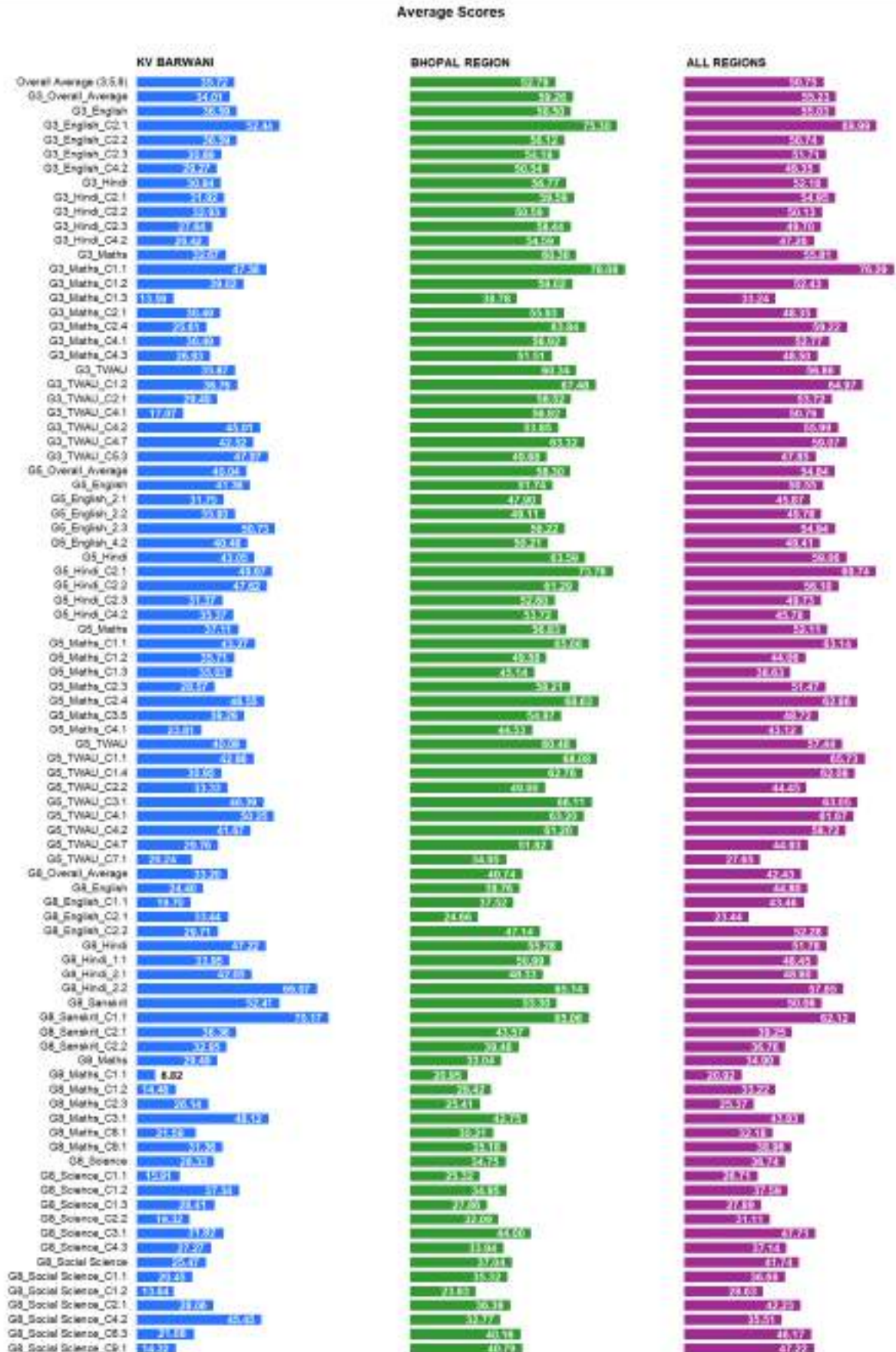
Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

70. KV BARWANI

Regional Rank: 70

All India Rank: 1336



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

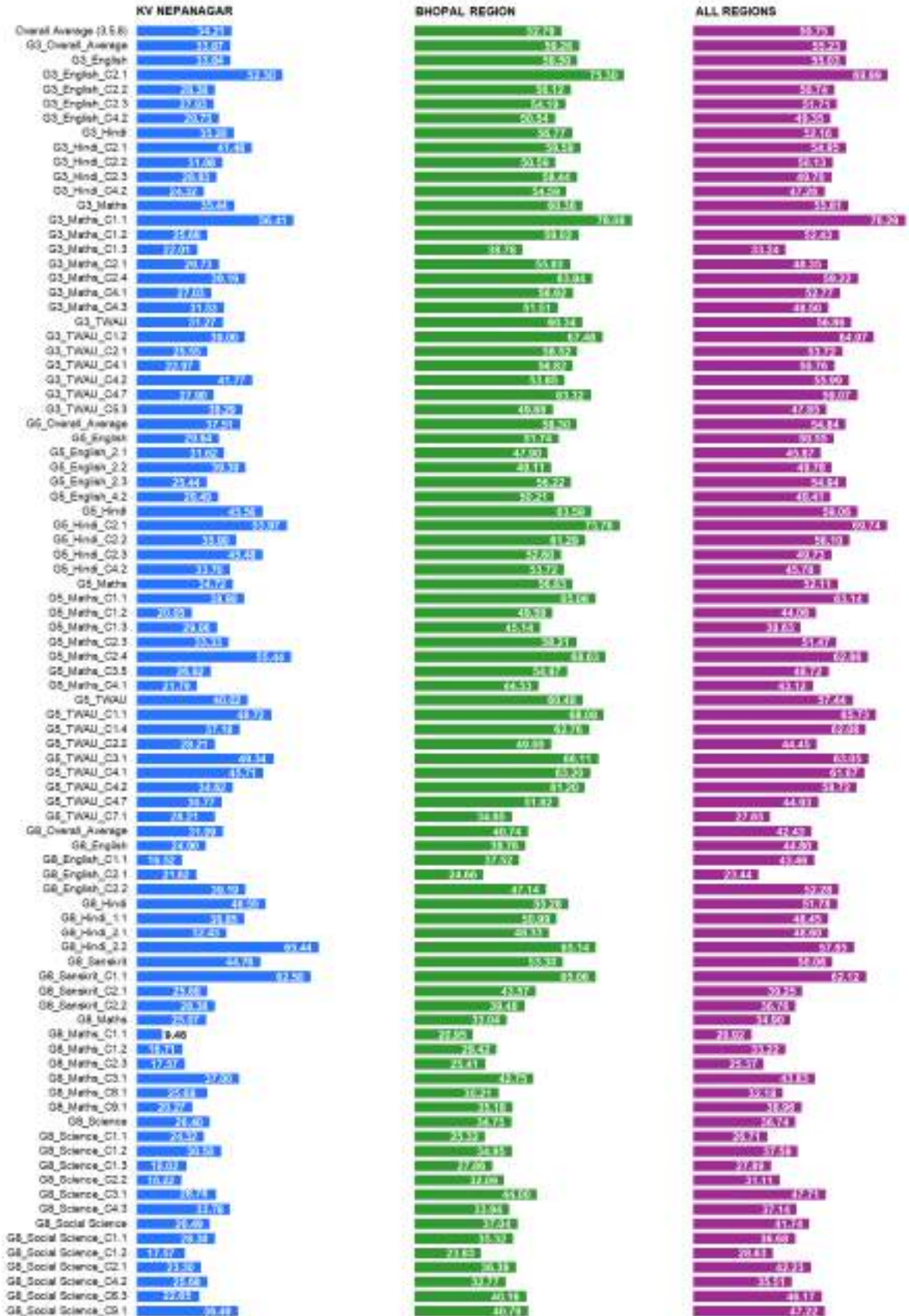
The maximum and minimum scores shown in the graph are expressed as percentages.

71. KV NEPANAGAR

Regional Rank: 71

All India Rank: 1346

Average Scores



B.2: School Performance Relative to Bhopal and All Region Averages



Note: Numbers in brackets indicate the number of students in the school who have attained the maximum and minimum scores in the test.

The maximum and minimum scores shown in the graph are expressed as percentages.

Conclusion

The LAT has provided a comprehensive overview of students' academic performance across various grades, subjects and competencies. By thoroughly evaluating students' performance, KV Sangathan can identify specific learning gaps and offer actionable insights. These insights will be instrumental in designing targeted interventions to address the areas where students are struggling. Consequently, these efforts will lead to significant improvements in learning outcomes and overall academic achievement, ensuring that students are better equipped with the knowledge and skills they need to succeed. Additionally, the detailed analysis of performance data will support educators in refining their teaching strategies, making education more effective and tailored to the needs of each student.

**Refer to the annexure for details on the competencies tested in LAT January 2026.*

Annexure

LAT January 2026 Competency Details

Grade 3 LAT Competency Details	
English	
C2.1	Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts
C2.2	Infers the author's intention behind writing the text material
C2.3	Draws essential conclusions from the material read
C4.2	Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas
Hindi	
C2.1	Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts
C2.2	Infers the author's intention behind writing the text material
C2.3	Draws essential conclusions from the material read
C4.2	Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas
Maths	
C1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers
C1.2	Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers
C1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems
C2.1	Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties
C2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
C4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)
C4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context

TWAU	
C1.2	Describes structures, relationships, and traditions in the family and community
C2.1	Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow system, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)
C4.1	Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat)
C4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)
C4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)
C5.3	Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions

Grade 5 LAT Competency Details	
English	
C2.1	Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts
C2.2	Infers the author's intention behind writing the text material
C2.3	Draws essential conclusions from the material read
C4.2	Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas
Hindi	
C2.1	Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts
C2.2	Infers the author's intention behind writing the text material
C2.3	Draws essential conclusions from the material read
C4.2	Discusses meanings of words and develops vocabulary by listening and reading a variety of texts or other content areas
Maths	
C1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers
C1.2	Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers
C1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems
C2.3	Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes
C2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
C3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units
C4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)
TWAU	
C1.1	Identifies natural and human-made systems that support their lives (water supply,

	water cycle, river flow system, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)
C1.4	Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat)
C2.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)
C3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations) of humans, birds, and animals
C4.1	Observes and describes diversity among plants, birds, and animals in their immediate environment (shape, sounds, food habits, growth, habitat)
C4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)
C4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)
C7.1	Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting Chapters such as energy, matter, and systems that apply across the domains of science and engineering

Grade 8 LAT Competency Details	
English	
C1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
C2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
C2.2	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
Hindi	
C1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
C2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
C2.2	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
Sanskrit	
C1.1	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
C2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
C2.2	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
Maths	
C1.1	Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers.
C1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns.
C2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
C3.1	Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes

C8.1	Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
C9.1	Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
Science	
C1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
C1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
C1.3	Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
C2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
C3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
C4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
Social Science	
C1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
C1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
C2.1	Explains and analyses major changes in the past and their impact on society
C4.2	Assesses the influence of social, cultural, and political institutions on an individual / group / community / society in general
C6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
C9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society

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*An aimless life is always a miserable life.
... on the quality of your aim
will depend the quality of your life.*

~The Mother~

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Rupantar

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