

COMPARATIVE ANALYSIS OF TERM II AND III RESULT USING SPSS

2077



Introduction

This report provides results of the comparative analysis of Second and Third (i.e., Final) Term Evaluation of the academic year 2077 B.S. This report does not provide information regarding the causes of increase or decrease in marks of the term wise evaluations.

Analyses were based on the marks obtained by the students out of 100 marks in each subject, i.e. percentage secured. The total 100 marks comprises Examination (Theory + Practical, or Theory wherever applicable) + Continuous Assessment System (CAS) marks. Evaluation of any subject was adjusted to 100 marks even if it was of less than 100 marks.

Methods

Data

The data were obtained from mark sheet ledgers:

- [DSS - Marksheet Ledger Second Term Exam - 2077](#)
- [DSS - Marksheet Ledger Final Term Exam - 2077](#)

Referred by the Examination Committee Coordinator: Mrs. Ruby Labh.

Data Entry and Analysis

Data entry and statistical analyses were performed using the 'Statistical Package for the Social Science' (SPSS) Software (IBM, New York, US). Average marks obtained in Second Term and Third Term were compared by a statistical test (t-test). To compare the results, following hypotheses were set and tested:

Null Hypothesis (H_0): There is no significant difference in the performance between Second Term Evaluation and Third Term Evaluation, i.e. $\mu_F = \mu_S$

Alternate Hypothesis (H_1): There is a significant difference in performance between Second Term Evaluation and Third Term Evaluation, i.e. $\mu_F \neq \mu_S$

Level of Significance: The level of significance is defined as the probability (p) of rejecting a null hypothesis by the test when it is really true, which is denoted as α . A p-value of ≤ 0.05 is widely considered to be a statistically significant result. That is, p (Type I error) = α . Type I error is the rejection of a true null hypothesis (also known as a "false positive" finding). Type II error is failing to reject a false null hypothesis (also known as a "false negative" finding).

Results

Results were provided Grade-wise or section-wise if applicable. Results of the third term were compared with the second term.

Grade I - Manaslu

The evaluation was based on 13 students. The table below provides **Mean and Median** marks obtained by grade I- Manaslu students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	89.0	89.0	84.6	90.1	0.234	In third term, 50% of grade I - Manaslu students scored >90.1 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
English	89.3	89.3	93.0	93.5	0.000	In third term, 50% of grade I - Manaslu students scored >93.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	95.0	95.0	91.6	94.5	0.086	In third term, 50% of grade I - Manaslu students scored >94.5 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	94.3	94.3	92.5	96.3	0.341	In third term, 50% of grade I - Manaslu students scored >96.3 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	96.0	96.0	91.5	93.5	0.041	In third term, 50% of grade I - Manaslu students scored >93.5 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Local Subject	97.0	97.0	91.5	94.8	0.006	In third term, 50% of grade I - Manaslu students scored >94.8 in Local Subject. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

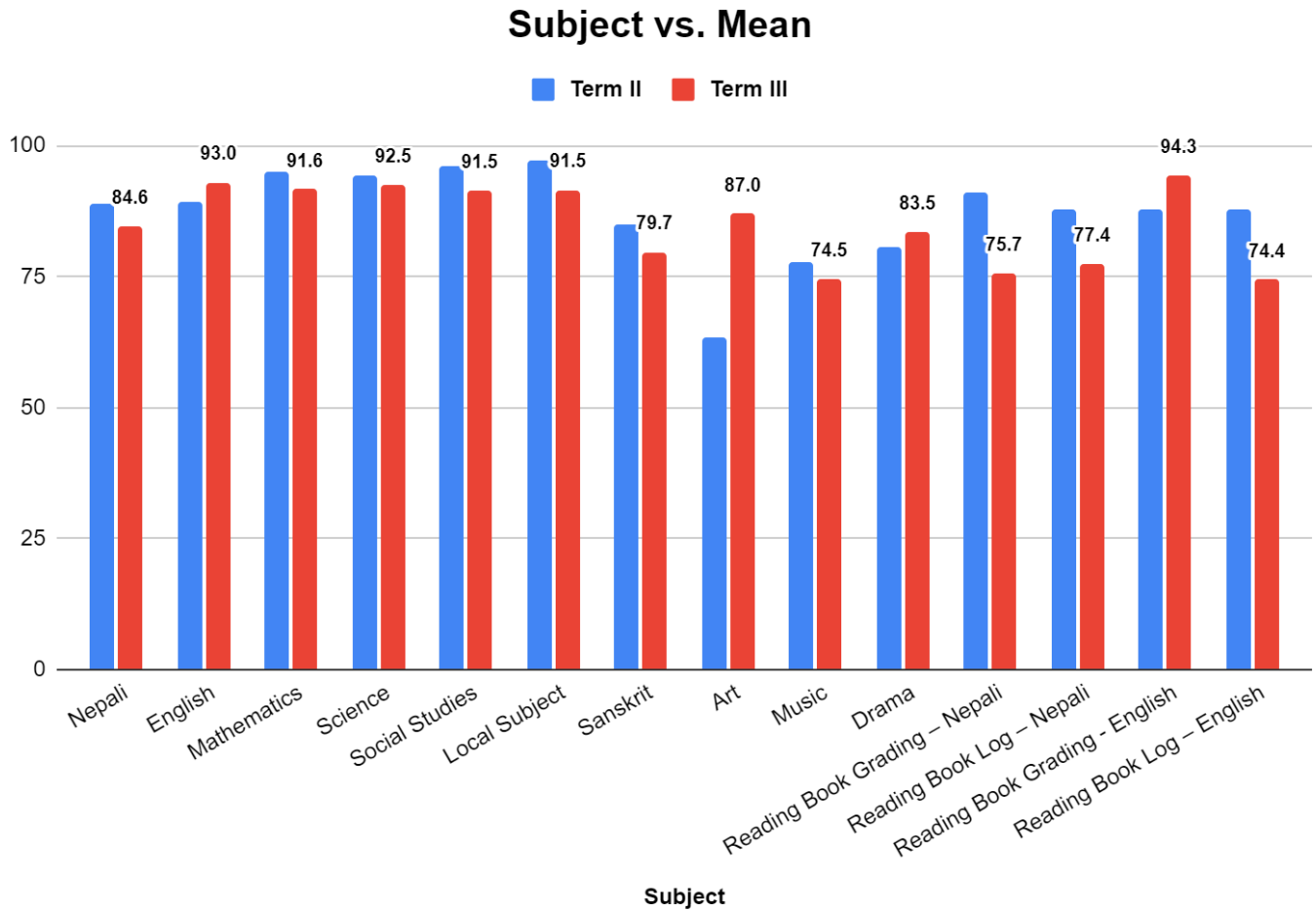
Sanskrit	85.0	85.0	79.7	80.6	0.111	In third term, 50% of grade I - Manaslu students scored >80.6 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	63.6	63.6	87.0	89.3	0.000	In third term, 50% of grade I - Manaslu students scored >89.3 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	77.8	77.8	74.5	74.0	0.041	In third term, 50% of grade I - Manaslu students scored >74 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	80.7	80.7	83.5	84.4	0.028	In third term, 50% of grade I - Manaslu students scored >84.4 in Drama. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	90.9	90.9	75.7	75.7	0.000	In third term, 50% of grade I - Manaslu students scored >75.7 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	87.7	87.7	77.4	77.4	0.000	In third term, 50% of grade I - Manaslu students scored >77.4 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	87.7	87.7	94.3	94.3	0.000	In third term, 50% of grade I - Manaslu students scored >94.3 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	88.0	88.0	74.4	74.4	0.000	In third term, 50% of grade I - Manaslu students scored >74.4 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **English, Arts and Reading Book Grading - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book Grading – Nepali, Reading Book log – Nepali**

and Reading Book Log - English. ($p < 0.05$).

- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade I - Manaslu students in Term II and Term III. From the graph, it is noticeable that the average marks have increased appreciably in Arts, English and Reading Book Grading as compared to term II. Overall, there is a decreasing trend in the rest of the subjects in Term III.

Grade I - Dhaulagiri

The evaluation was based on 13 students. The table below provides **Mean and Median** marks obtained by grade I- Dhaulagiri students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	

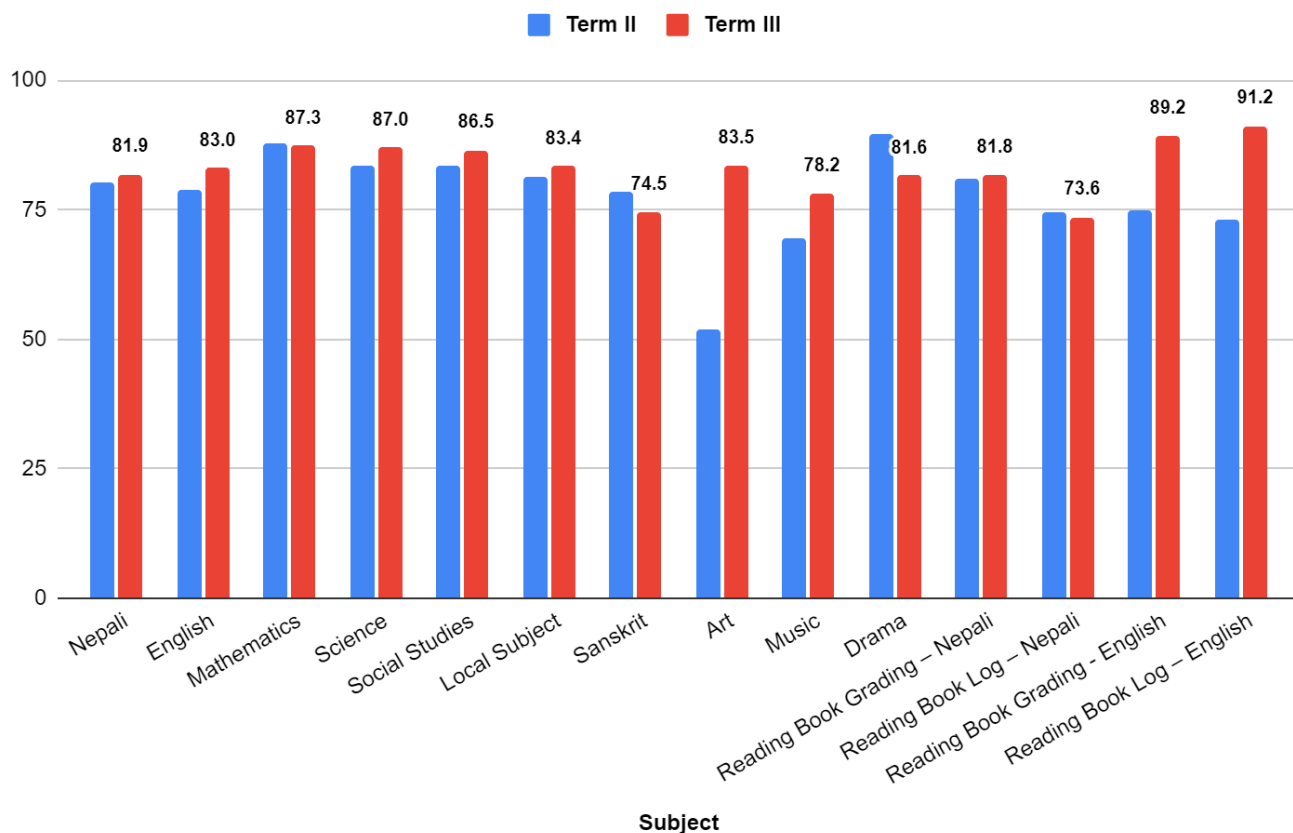
Nepali	80.3	80.3	81.9	88.2	0.799	In third term, 50% of grade I - Dhaulagiri students scored >88.2 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
English	78.8	78.8	83.0	88.3	0.562	In third term, 50% of grade I - Dhaulagiri students scored >88.3 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	87.7	87.7	87.3	95.1	0.948	In third term, 50% of grade I - Dhaulagiri students scored >95.1 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	83.6	83.6	87.0	94.8	0.622	In third term, 50% of grade I - Dhaulagiri students scored >94.8 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	83.4	83.4	86.5	95.4	0.647	In third term, 50% of grade I - Dhaulagiri students scored >95.4 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Local Subject	81.5	81.5	83.4	88.4	0.772	In third term, 50% of grade I - Dhaulagiri students scored >88.4 in Local Subject. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	78.6	78.6	74.5	80.7	0.514	In third term, 50% of grade I - Dhaulagiri students scored >80.7 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	51.9	51.9	83.5	86.0	0.000	In third term, 50% of grade I - Dhaulagiri students scored >86 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	69.6	69.6	78.2	80.0	0.000	In third term, 50% of grade I - Dhaulagiri students scored >80 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

Drama	89.5	89.5	81.6	84.2	0.013	In third term, 50% of grade I - Dhaulagiri students scored >84.2 in Drama. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	80.9	80.9	81.8	81.8	0.000	In third term, 50% of grade I - Dhaulagiri students scored >81.8 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	74.5	74.5	73.6	73.6	0.000	In third term, 50% of grade I - Dhaulagiri students scored >73.6 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	74.8	74.8	89.2	89.2	0.000	In third term, 50% of grade I - Dhaulagiri students scored >89.2 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	73.2	73.2	91.2	91.2	0.000	In third term, 50% of grade I - Dhaulagiri students scored >91.2 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **Arts, Music, Reading Book Grading – Nepali, Reading Book Grading - English and Reading Book Log - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade I - Dhaulagiri students in Term II and Term III. From the graph, it is noticeable that the average marks have increased substantially in Arts, Music, Reading Book Grading – Nepali, Reading Book Grading - English and Reading Book Log - English as compared to term II. Overall, there is an upward trend in average marks obtained by students in Term III as compared to Term II except in few subjects- Sanskrit, Drama and Reading Book Log -Nepali.

Grade II - Cho Oyu

The evaluation was based on 17 students. The table below provides **Mean and Median** marks obtained by grade II- Cho Oyu students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	67.8	67.8	74.2	75.9	0.124	In third term, 50% of grade II - Cho oyu students scored >75.9 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

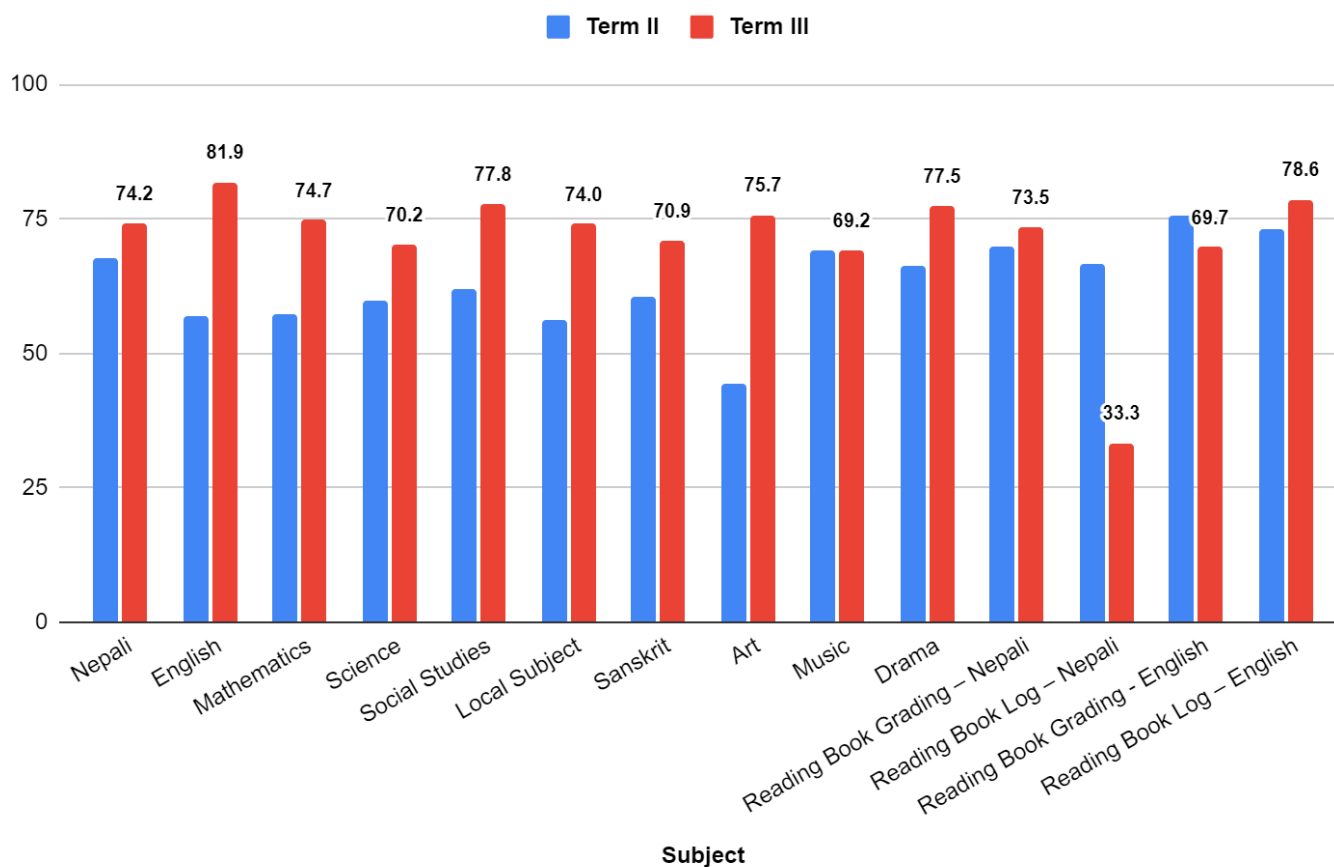
English	56.8	56.8	81.9	88.5	0.000	In third term, 50% of grade II - Cho oyu students scored >88.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	57.1	57.1	74.7	76.1	0.001	In third term, 50% of grade II - Cho oyu students scored >76.1 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Science	59.6	59.6	70.2	68.0	0.011	In third term, 50% of grade II - Cho oyu students scored >68 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	62.1	62.1	77.8	81.2	0.000	In third term, 50% of grade II - Cho oyu students scored >81.2 in Social Studies. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Local Subject	56.1	56.1	74.0	77.3	0.000	In third term, 50% of grade II - Cho oyu students scored >77.3 in Local Subject. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Sanskrit	60.4	60.4	70.9	76.3	0.036	In third term, 50% of grade II - Cho oyu students scored >76.3 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	44.5	44.5	75.7	87.8	0.000	In third term, 50% of grade II - Cho oyu students scored >87.8 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	69.2	69.2	69.2	73.0	0.988	In third term, 50% of grade II - Cho oyu students scored >73 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	66.1	66.1	77.5	86.8	0.072	In third term, 50% of grade II - Cho oyu students scored >86.8 in Drama. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Reading Book Grading – Nepali	70.0	70.0	73.5	73.5	0.000	In third term, 50% of grade II - Cho oyu students scored >73.5 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain the null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	66.6	66.6	33.3	33.3	0.000	In third term, 50% of grade II - Cho oyu students scored >33.3 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain the null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	75.5	75.5	69.7	69.7	0.000	In third term, 50% of grade II - Cho oyu students scored >69.7 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain the null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – English	73.0	73.0	78.6	78.6	0.000	In third term, 50% of grade II - Cho oyu students scored >78.6 in Reading Book Log – English. Since $p < \alpha$, we fail to retain the null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **English, Mathematics, Social studies, Local subject, Arts, Reading Book Grading – Nepali, Reading Book Grading - Nepali and Reading Book Log - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali and Reading Book Grading - English.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade II - Cho Oyu students in Term II and Term III. Overall, there is a clear upward trend in average marks obtained by students in Term III as compared to Term II except in few subjects- Reading Book Log -Nepali and Reading Book Grading - English. There is a neutral change in average marks obtained in Music. The Grade II - Cho Oyu students have performed better in term III than in Term II.

Grade II - Makalu

The evaluation was based on 21 students. The table below provides **Mean and Median** marks obtained by grade II- Makalu students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	80.1	80.1	85.5	88.1	0.103	In third term, 50% of grade II - Makalu students scored >88.1 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

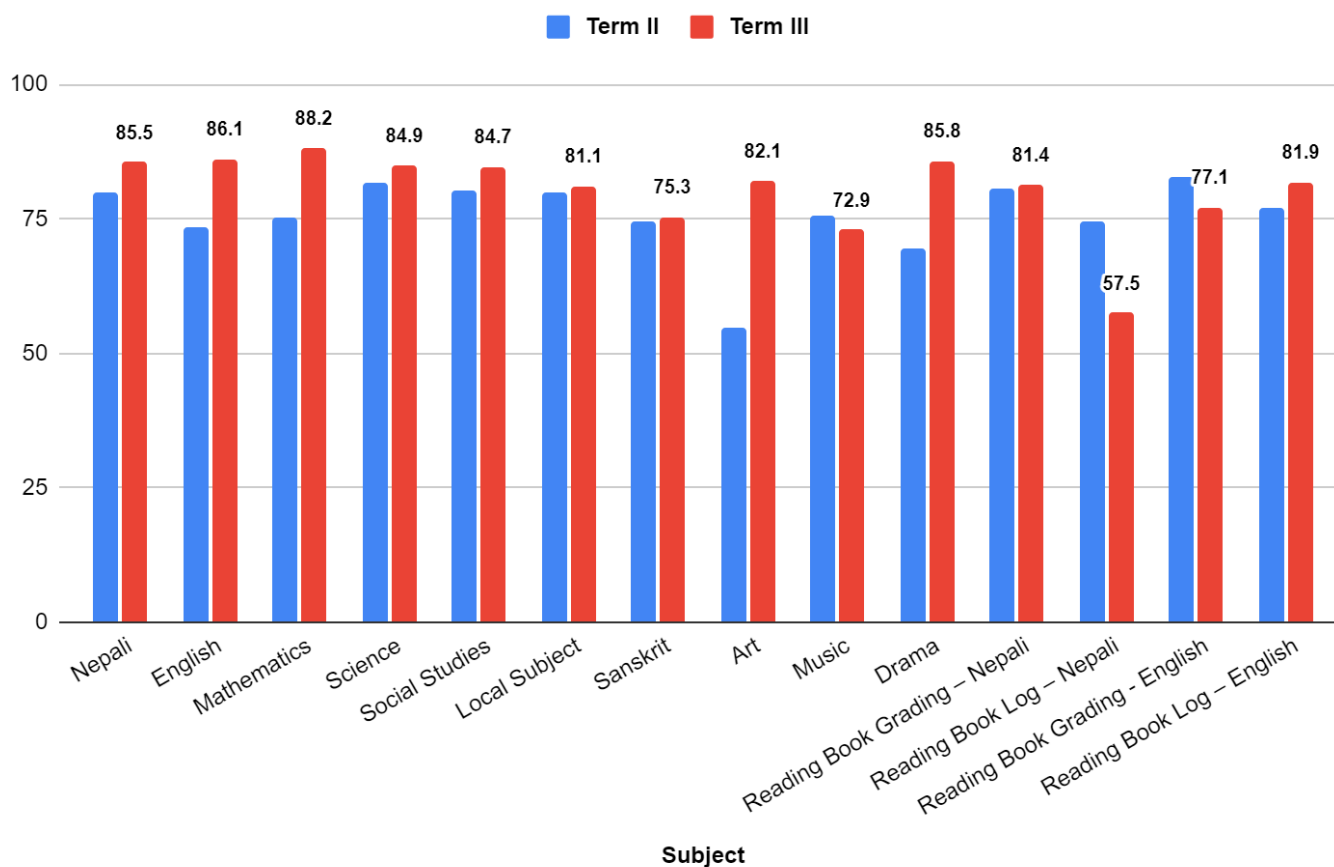
English	73.6	73.6	86.1	91.5	0.001	In third term, 50% of grade II - Makalu students scored >91.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	75.3	75.3	88.2	89.8	0.000	In third term, 50% of grade II - Makalu students scored >89.8 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Science	81.6	81.6	84.9	87.0	0.132	In third term, 50% of grade II - Makalu students scored >87 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	80.2	80.2	84.7	85.6	0.021	In third term, 50% of grade II - Makalu students scored >85.6 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Local Subject	79.9	79.9	81.1	85.1	0.654	In third term, 50% of grade II - Makalu students scored >85.1 in Local Subject. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	74.6	74.6	75.3	83.3	0.892	In third term, 50% of grade II - Makalu students scored >83.3 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	54.7	54.7	82.1	90.0	0.000	In third term, 50% of grade II - Makalu students scored >90 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	75.8	75.8	72.9	75.8	0.124	In third term, 50% of grade II - Makalu students scored >75.8 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	69.6	69.6	85.8	92.1	0.000	In third term, 50% of grade II - Makalu students scored >92.1 in Drama. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

Reading Book Grading – Nepali	80.7	80.7	81.4	81.4	0.000	In third term, 50% of grade II - Makalu students scored >81.4 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	74.5	74.5	57.5	57.5	0.000	In third term, 50% of grade II - Makalu students scored >57.5 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	83.0	83.0	77.1	77.1	0.000	In third term, 50% of grade II - Makalu students scored >77.1 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – English	77.0	77.0	81.9	81.9	0.000	In third term, 50% of grade II - Makalu students scored >81.9 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **English, Mathematics, Arts, Drama, Reading Book Grading – Nepali, and Reading Book Log - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali and Reading Book Grading - English.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade II - Makalu students in Term II and Term III. Overall, there is a clear upward trend in average marks obtained by students in Term III as compared to Term II except in few subjects- Music, Reading Book Log -Nepali and Reading Book Grading - English. There is a neutral change in average marks obtained in Music. The Grade II - Makalu students have shown satisfactory performance in term III than in Term II.

Grade III - Kanchanjunga

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by grade III- Kanchanjunga students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	85.2	85.2	82.0	87.8	0.374	In third term, 50% of grade III - Kanchanjunga students scored >87.8 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

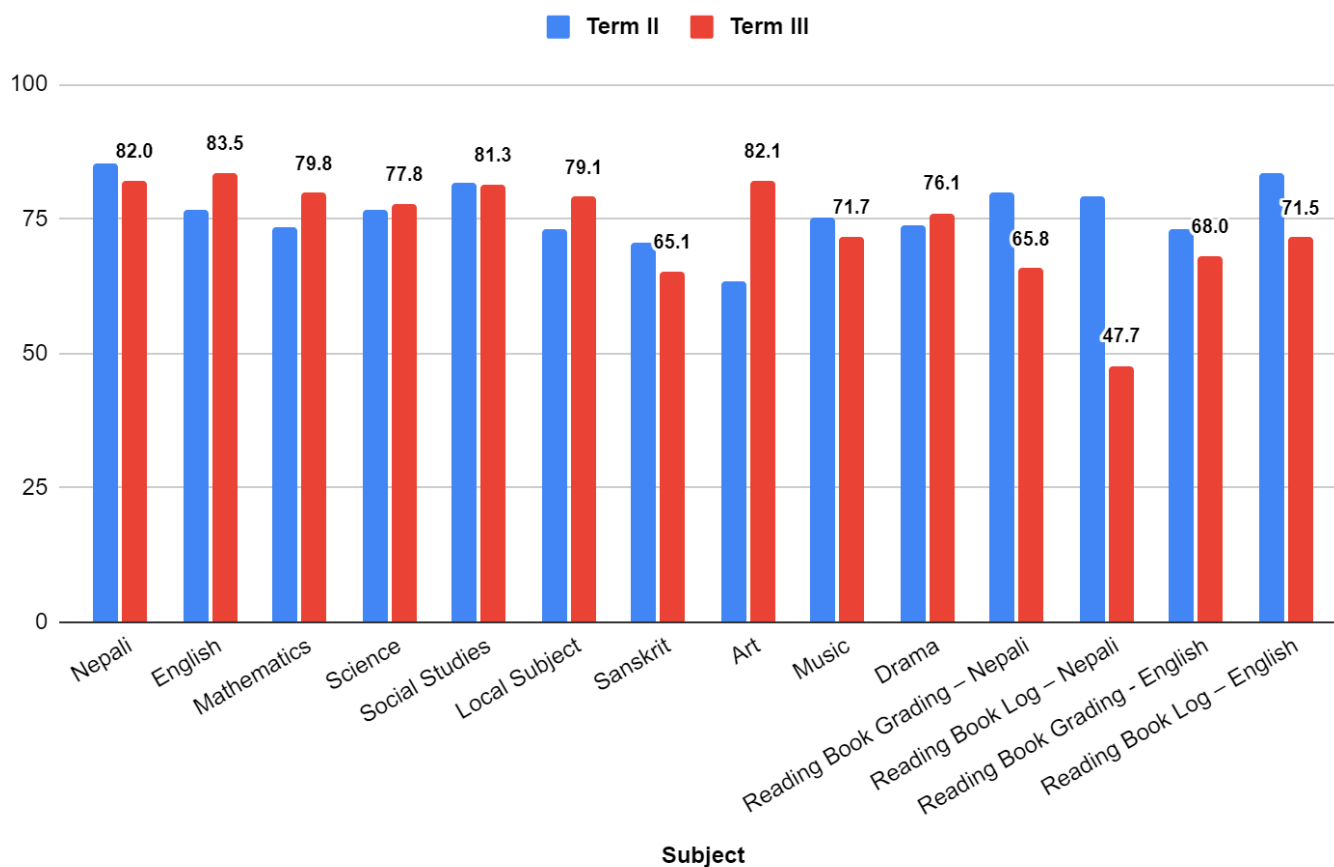
English	76.6	76.6	83.5	86.3	0.019	In third term, 50% of grade III - Kanchanjanga students scored >86.3 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	73.4	73.4	79.8	82.6	0.033	In third term, 50% of grade III - Kanchanjanga students scored >82.6 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	76.8	76.8	77.8	83.5	0.770	In third term, 50% of grade III - Kanchanjanga students scored >83.5 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	81.6	81.6	81.3	84.3	0.918	In third term, 50% of grade III - Kanchanjanga students scored >84.3 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Local Subject	73.2	73.2	79.1	80.9	0.046	In third term, 50% of grade III - Kanchanjanga students scored >80.9 in Local Subject. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	70.6	70.6	65.1	60.6	0.346	In third term, 50% of grade III - Kanchanjanga students scored >60.6 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	63.3	63.3	82.1	86.5	0.000	In third term, 50% of grade III - Kanchanjanga students scored >86.5 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	75.2	75.2	71.7	72.5	0.038	In third term, 50% of grade III - Kanchanjanga students scored >72.5 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	73.6	73.6	76.1	86.0	0.628	In third term, 50% of grade III - Kanchanjanga students scored >86 in Drama. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Reading Book Grading – Nepali	79.8	79.8	65.8	65.8	0.000	In third term, 50% of grade III - Kanchanjanga students scored >65.8 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	79.0	79.0	47.7	47.7	0.000	In third term, 50% of grade III - Kanchanjanga students scored >47.7 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	73.2	73.2	68.0	68.0	0.000	In third term, 50% of grade III - Kanchanjanga students scored >68 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – English	83.6	83.6	71.5	71.5	0.000	In third term, 50% of grade III - Kanchanjanga students scored >71.5 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **Arts.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali, Reading Book Grading - English, Reading Book Grading – Nepali, and Reading Book Log - English.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade III - Kanchanjunga students in Term II and Term III. Overall, there is a downward trend in average marks obtained by students in Term III as compared to Term II except in a few subjects- English, Mathematics, Arts, and Local subjects. The average marks dropped remarkably in Reading Book Grading -Nepali and Reading Book Log -Nepali.

Grade III - Lotse

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by grade III- Lotse students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	85.2	85.2	82.0	87.8	0.374	In third term, 50% of grade III - Lotse students scored >87.8 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

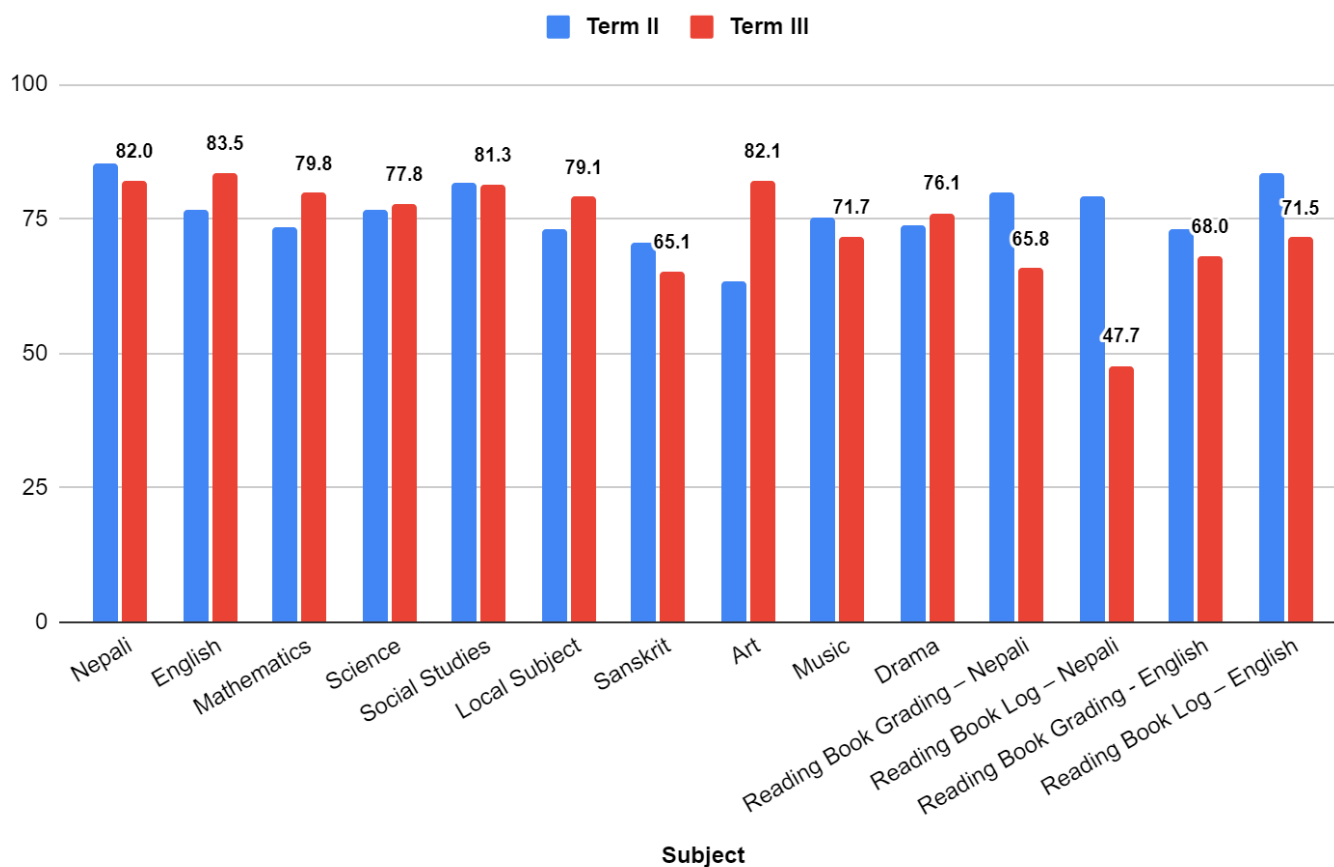
English	76.6	76.6	83.5	86.3	0.019	In third term, 50% of grade III - Lotse students scored >86.3 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	73.4	73.4	79.8	82.6	0.033	In third term, 50% of grade III - Lotse students scored >82.6 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	76.8	76.8	77.8	83.5	0.770	In third term, 50% of grade III - Lotse students scored >83.5 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	81.6	81.6	81.3	84.3	0.918	In third term, 50% of grade III - Lotse students scored >84.3 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Local Subject	73.2	73.2	79.1	80.9	0.046	In third term, 50% of grade III - Lotse students scored >80.9 in Local Subject. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	70.6	70.6	65.1	60.6	0.346	In third term, 50% of grade III - Lotse students scored >60.6 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	63.3	63.3	82.1	86.5	0.000	In third term, 50% of grade III - Lotse students scored >86.5 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	75.2	75.2	71.7	72.5	0.038	In third term, 50% of grade III - Lotse students scored >72.5 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	73.6	73.6	76.1	86.0	0.628	In third term, 50% of grade III - Lotse students scored >86 in Drama. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Reading Book Grading – Nepali	79.8	79.8	65.8	65.8	0.000	In third term, 50% of grade III - Lotse students scored >65.8 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	79.0	79.0	47.7	47.7	0.000	In third term, 50% of grade III - Lotse students scored >47.7 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	73.2	73.2	68.0	68.0	0.000	In third term, 50% of grade III - Lotse students scored >68 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – English	83.6	83.6	71.5	71.5	0.000	In third term, 50% of grade III - Lotse students scored >71.5 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **Arts**. ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali, Reading Book Grading - English, Reading Book Grading – Nepali, and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade III - Lotse students in Term II and Term III. Overall, there is a downward trend in average marks obtained by students in Term III as compared to Term II except in a few subjects- English, Mathematics, Arts, Drama, and Local subjects. The average marks dropped markedly in Reading Book Grading -Nepali and Reading Book Log -Nepali.

Grade IV - Annapurna

The evaluation was based on 26 students. The table below provides **Mean and Median** marks obtained by grade IV- Annapurna students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	72.3	72.3	69.3	68.6	0.243	In third term, 50% of grade IV - Annapurna students scored >68.6 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

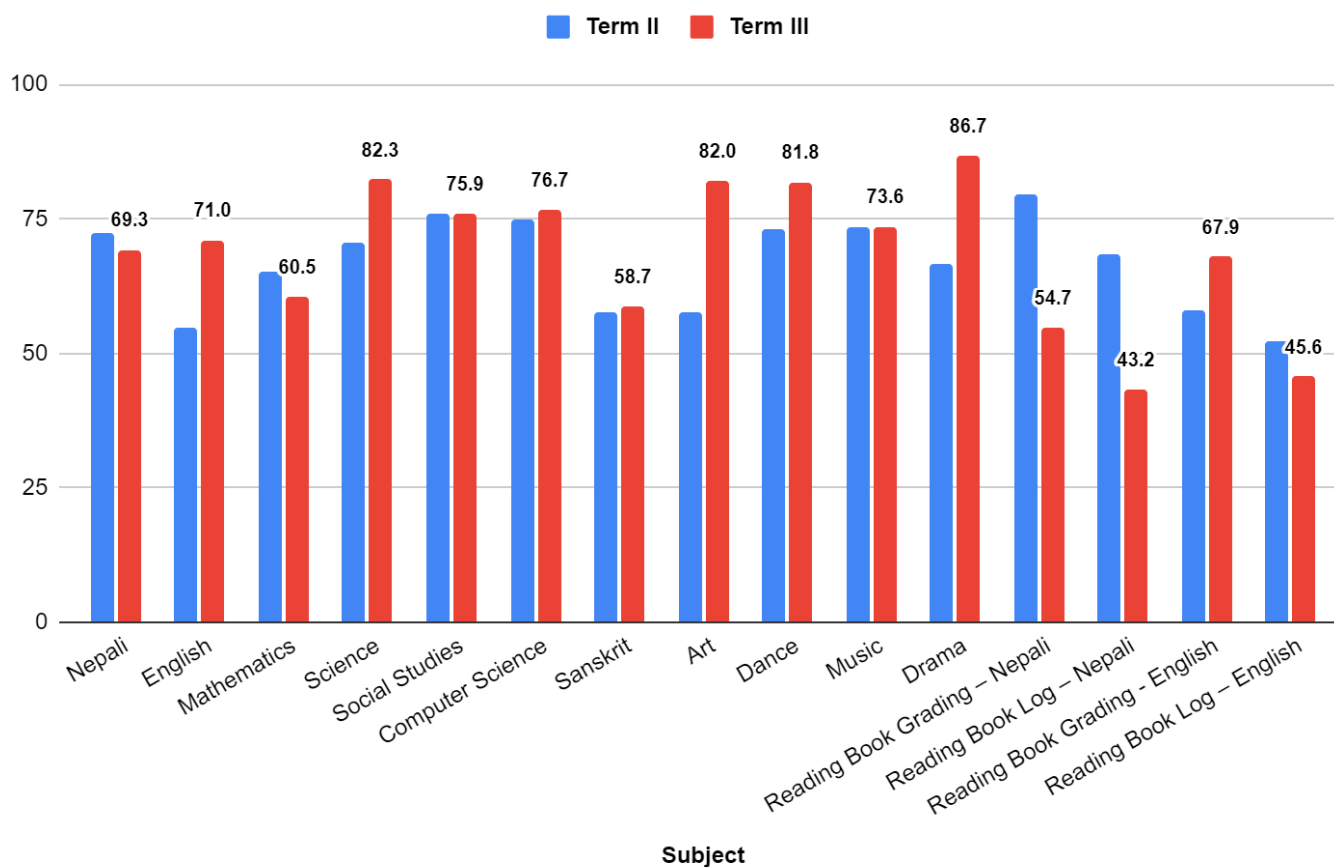
English	54.8	54.8	71.0	71.9	0.000	In third term, 50% of grade IV - Annapurna students scored >71.9 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	65.1	65.1	60.5	60.1	0.084	In third term, 50% of grade IV - Annapurna students scored >60.1 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	70.7	70.7	82.3	84.5	0.000	In third term, 50% of grade IV - Annapurna students scored >84.5 in Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Social Studies	75.8	75.8	75.9	77.1	0.964	In third term, 50% of grade IV - Annapurna students scored >77.1 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	75.0	75.0	76.7	78.1	0.200	In third term, 50% of grade IV - Annapurna students scored >78.1 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	57.5	57.5	58.7	59.9	0.667	In third term, 50% of grade IV - Annapurna students scored >59.9 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	57.5	57.5	82.0	81.8	0.000	In third term, 50% of grade IV - Annapurna students scored >81.8 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Dance	73.1	73.1	81.8	80.0	0.000	In third term, 50% of grade IV - Annapurna students scored >80 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	73.5	73.5	73.6	74.5	0.989	In third term, 50% of grade IV - Annapurna students scored >74.5 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Drama	66.7	66.7	86.7	90.8	0.000	In third term, 50% of grade IV - Annapurna students scored >90.8 in Drama. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Grading – Nepali	79.6	79.6	54.7	54.7	0.000	In third term, 50% of grade IV - Annapurna students scored >54.7 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	68.4	68.4	43.2	43.2	0.000	In third term, 50% of grade IV - Annapurna students scored >43.2 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	58.1	58.1	67.9	67.9	0.000	In third term, 50% of grade IV - Annapurna students scored >67.9 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	52.3	52.3	45.6	45.6	0.000	In third term, 50% of grade IV - Annapurna students scored >45.6 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **English, Science, Arts, Dance, Drama and Reading Book Grading -English**. ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book log – Nepali,, Reading Book Grading – Nepali, and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Annapurna students in Term II and Term III. From the graph, it is noticeable that the average marks have increased considerably in Arts, English, Science, Dance, Drama, and Reading Book Grading- English as compared to term II. In the rest of the subjects, there is no remarkable fluctuation in average marks obtained by students in Term II and Term III. However, the marks have decreased to a great extent in Reading Book Grading -Nepali and Reading Book Log -Nepali.

Grade IV - Langtang

The evaluation was based on 21 students. The table below provides **Mean and Median** marks obtained by grade IV- Langtang students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	82.7	82.7	73.2	76.8	0.009	In third term, 50% of grade IV - Langtang students scored >76.8 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

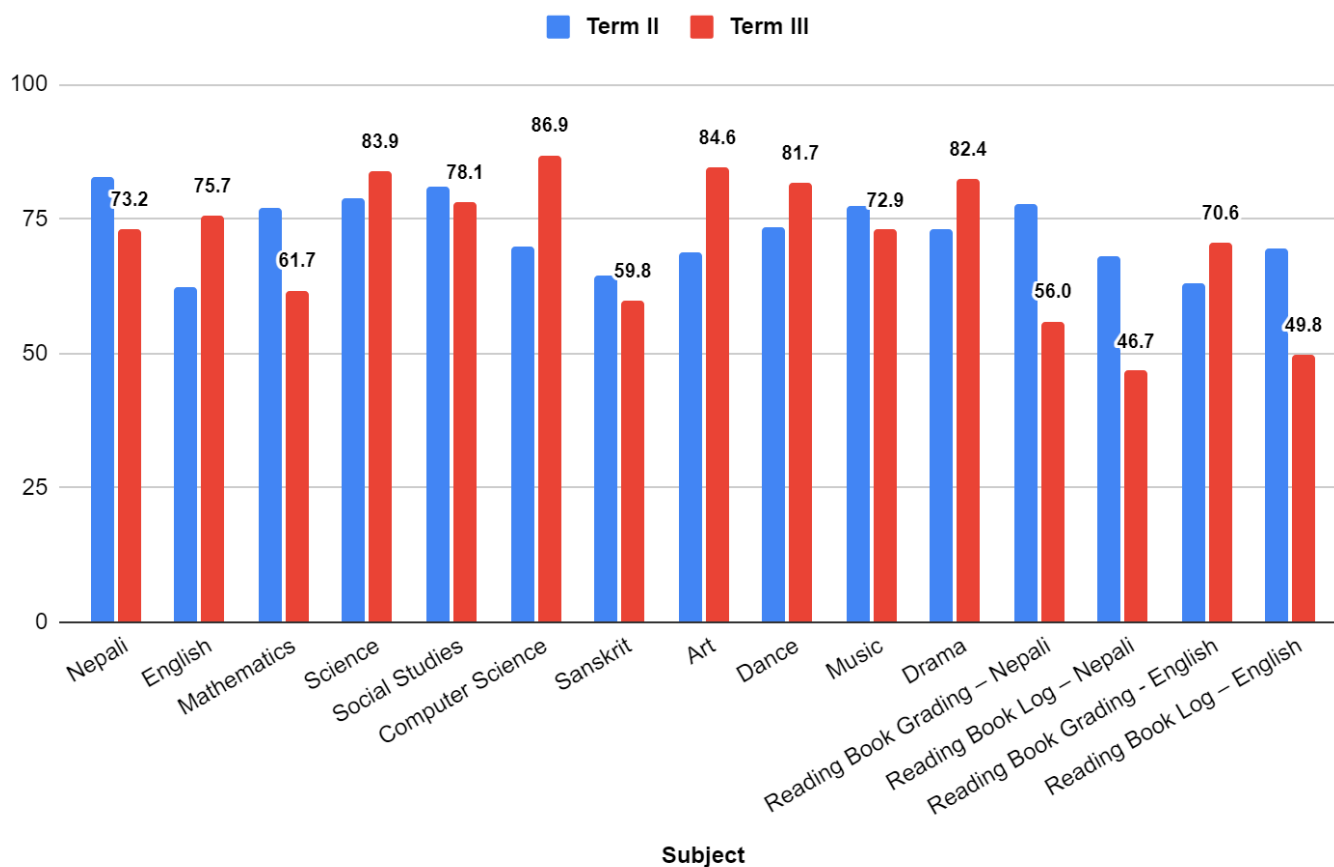
English	62.2	62.2	75.7	77.1	0.003	In third term, 50% of grade IV - Langtang students scored >77.1 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	76.9	76.9	61.7	58.1	0.003	In third term, 50% of grade IV - Langtang students scored >58.1 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Science	78.9	78.9	83.9	87.9	0.046	In third term, 50% of grade IV - Langtang students scored >87.9 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	80.9	80.9	78.1	80.0	0.179	In third term, 50% of grade IV - Langtang students scored >80 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	70.0	70.0	86.9	89.0	0.000	In third term, 50% of grade IV - Langtang students scored >89 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Sanskrit	64.5	64.5	59.8	57.5	0.302	In third term, 50% of grade IV - Langtang students scored >57.5 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	68.9	68.9	84.6	86.3	0.000	In third term, 50% of grade IV - Langtang students scored >86.3 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Dance	73.3	73.3	81.7	80.0	0.000	In third term, 50% of grade IV - Langtang students scored >80 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

Music	77.3	77.3	72.9	76.0	0.015	In third term, 50% of grade IV - Langtang students scored >76 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Drama	73.3	73.3	82.4	85.3	0.001	In third term, 50% of grade IV - Langtang students scored >85.3 in Drama. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Grading – Nepali	77.6	77.6	56.0	56.0	0.000	In third term, 50% of grade IV - Langtang students scored >56 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	67.9	67.9	46.7	46.7	0.000	In third term, 50% of grade IV - Langtang students scored >46.7 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	63.2	63.2	70.6	70.6	0.000	In third term, 50% of grade IV - Langtang students scored >70.6 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	69.5	69.5	49.8	49.8	0.000	In third term, 50% of grade IV - Langtang students scored >49.8 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **English, Computer science, Arts, Dance, Drama and Reading Book Grading -English**. ($p < 0.05$).
- Average marks **significantly decreased** in **Mathematics, Reading Book log – Nepali, Reading Book Grading – Nepali, and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Langtang students in Term II and Term III. From the graph, it is noticeable that the average marks have increased appreciably in Arts, English, Computer science, Science, Dance, Drama, and Reading Book Grading- English as compared to term II. However, the marks have decreased to a great extent in Reading Book Grading -Nepali and Reading Book Log -Nepali, Reading Book Log -English, and Mathematics. There is no major shift in the rest of the subjects.

Grade V - Sagarmatha

The evaluation was based on 16 students. The table below provides **Mean and Median** marks obtained by grade V- Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	65.8	65.8	69.4	74.6	0.510	In third term, 50% of grade V - Sagarmatha students scored >74.6 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

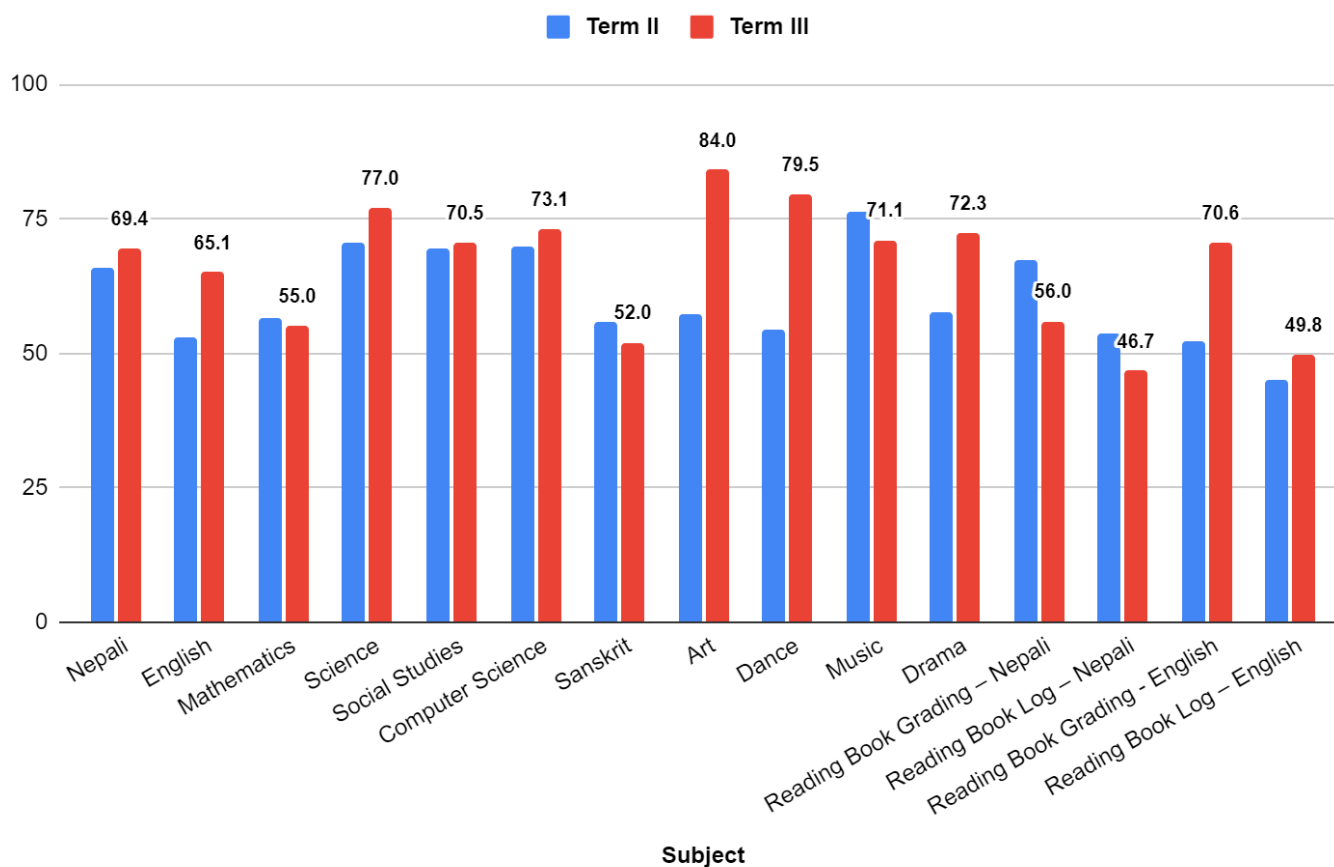
English	52.9	52.9	65.1	64.7	0.008	In third term, 50% of grade V - Sagarmatha students scored >64.7 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	56.5	56.5	55.0	56.2	0.817	In third term, 50% of grade V - Sagarmatha students scored >56.2 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	70.7	70.7	77.0	77.8	0.136	In third term, 50% of grade V - Sagarmatha students scored >77.8 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	69.6	69.6	70.5	75.7	0.815	In third term, 50% of grade V - Sagarmatha students scored >75.7 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	70.0	70.0	73.1	77.6	0.476	In third term, 50% of grade V - Sagarmatha students scored >77.6 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	55.8	55.8	52.0	52.1	0.420	In third term, 50% of grade V - Sagarmatha students scored >52.1 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Art	57.1	57.1	84.0	85.0	0.000	In third term, 50% of grade V - Sagarmatha students scored >85 in Art. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Dance	54.3	54.3	79.5	81.3	0.000	In third term, 50% of grade V - Sagarmatha students scored >81.3 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Music	76.4	76.4	71.1	72.5	0.081	In third term, 50% of grade V - Sagarmatha students scored >72.5 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Drama	57.7	57.7	72.3	78.3	0.000	In third term, 50% of grade V - Sagarmatha students scored >78.3 in Drama. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Grading – Nepali	67.5	67.5	56.0	56.0	0.000	In third term, 50% of grade V - Sagarmatha students scored >56 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	53.6	53.6	46.7	46.7	0.000	In third term, 50% of grade V - Sagarmatha students scored >46.7 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	52.4	52.4	70.6	70.6	0.000	In third term, 50% of grade V - Sagarmatha students scored >70.6 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	45.0	45.0	49.8	49.8	0.000	In third term, 50% of grade V - Sagarmatha students scored >49.8 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **Art, Dance, Drama, Reading Book Grading - English and Reading Book Log - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book Grading – Nepali and Reading Book log – Nepali.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph represents the average marks of different subjects obtained by Grade V - Sagarmatha students in Term II and Term III. Comparatively, there is an upward trend in average marks in Term III. The average marks substantially increased in English, Art, Dance, Drama and Reading Book Grading - English respectively. However, a downward trend is observed in other subjects such as Sanskrit, Reading Book Grading - Nepali and Reading Book Log - Nepali. There is no major shift in the rest of the subjects.

Grade VI - Sagarmatha

The evaluation was based on 18 students. The table below provides **Mean and Median** marks obtained by grade VI- Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	69.0	69.0	68.0	66.2	0.703	In third term, 50% of grade VI - Sagarmatha students scored >66.2 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

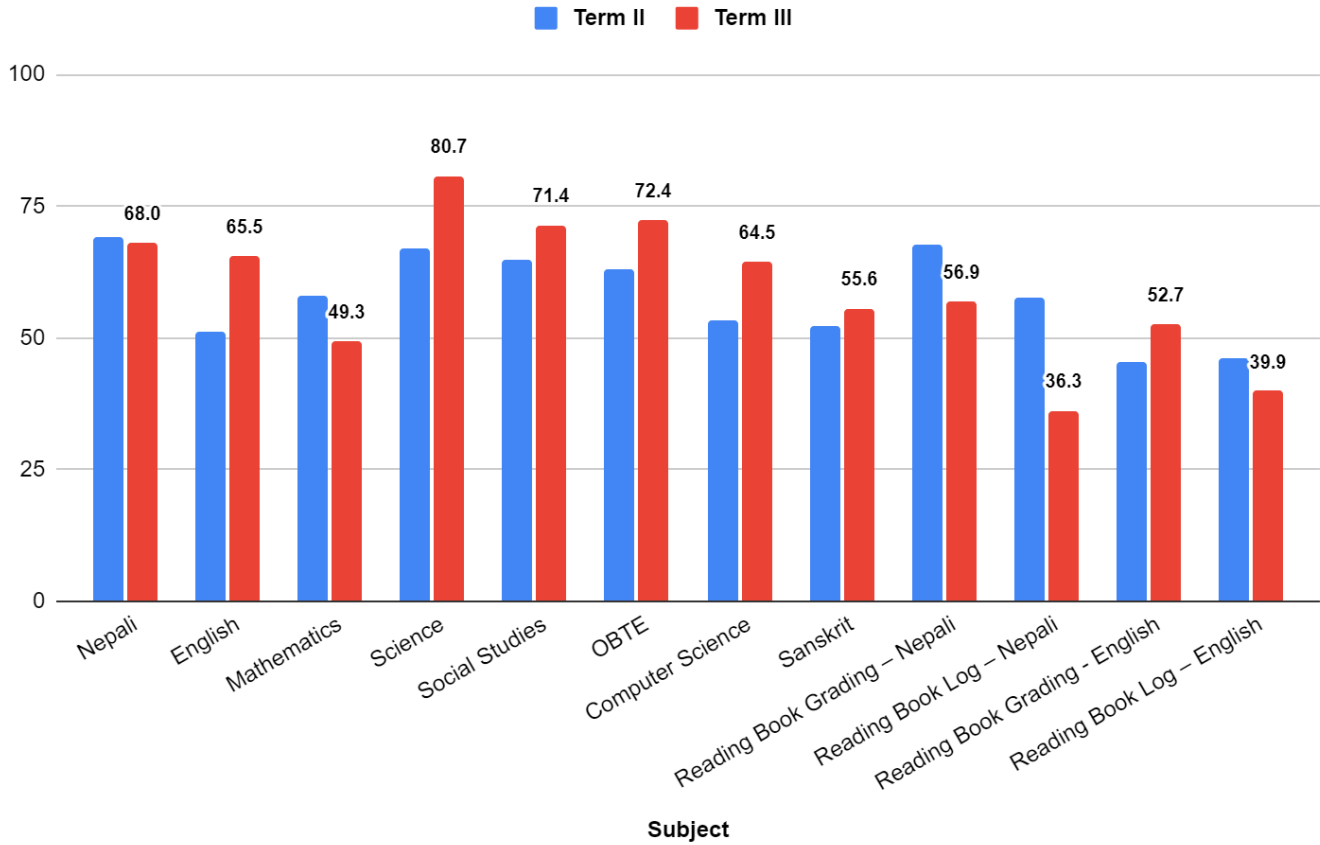
English	51.1	51.1	65.5	65.3	0.000	In third term, 50% of grade VI - Sagarmatha students scored >65.3 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Mathematics	57.9	57.9	49.3	49.3	0.090	In third term, 50% of grade VI - Sagarmatha students scored >49.3 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	66.9	66.9	80.7	81.3	0.000	In third term, 50% of grade VI - Sagarmatha students scored >81.3 in Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Social Studies	64.9	64.9	71.4	69.3	0.011	In third term, 50% of grade VI - Sagarmatha students scored >69.3 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
OBTE	63.2	63.2	72.4	74.8	0.011	In third term, 50% of grade VI - Sagarmatha students scored >74.8 in OBTE. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	53.4	53.4	64.5	65.3	0.001	In third term, 50% of grade VI - Sagarmatha students scored >65.3 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Sanskrit	52.4	52.4	55.6	52.8	0.269	In third term, 50% of grade VI - Sagarmatha students scored >52.8 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	67.6	67.6	56.9	56.9	0.000	In third term, 50% of grade VI - Sagarmatha students scored >56.9 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

Reading Book Log – Nepali	57.6	57.6	36.3	36.3	0.000	In third term, 50% of grade VI - Sagarmatha students scored >36.3 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	45.3	45.3	52.7	52.7	0.000	In third term, 50% of grade VI - Sagarmatha students scored >52.7 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	46.2	46.2	39.9	39.9	0.000	In third term, 50% of grade VI - Sagarmatha students scored >39.9 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **English, Science, Computer Science and Reading Book Grading - English**. ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book Grading – Nepali, Reading Book Log – Nepali and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph represents the average marks of different subjects obtained by Grade VI - Sagarmatha students in Term II and Term III respectively. In term III, there is an upward trend in average marks in English, Science, OBTE, Computer Science, Sanskrit, Social and Reading Book Grading - English. However, the average marks dropped in Mathematics, Reading Book Grading - Nepali, Reading Book Log - Nepali and Reading Book Log - English. There is no major shift in Nepali.

Grade VII - Sagarmatha

The evaluation was based on 14 students. The table below provides **Mean and Median** marks obtained by grade VII- Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	70.9	70.9	67.3	68.1	0.185	In third term, 50% of grade VII - Sagarmatha students scored >68.1 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

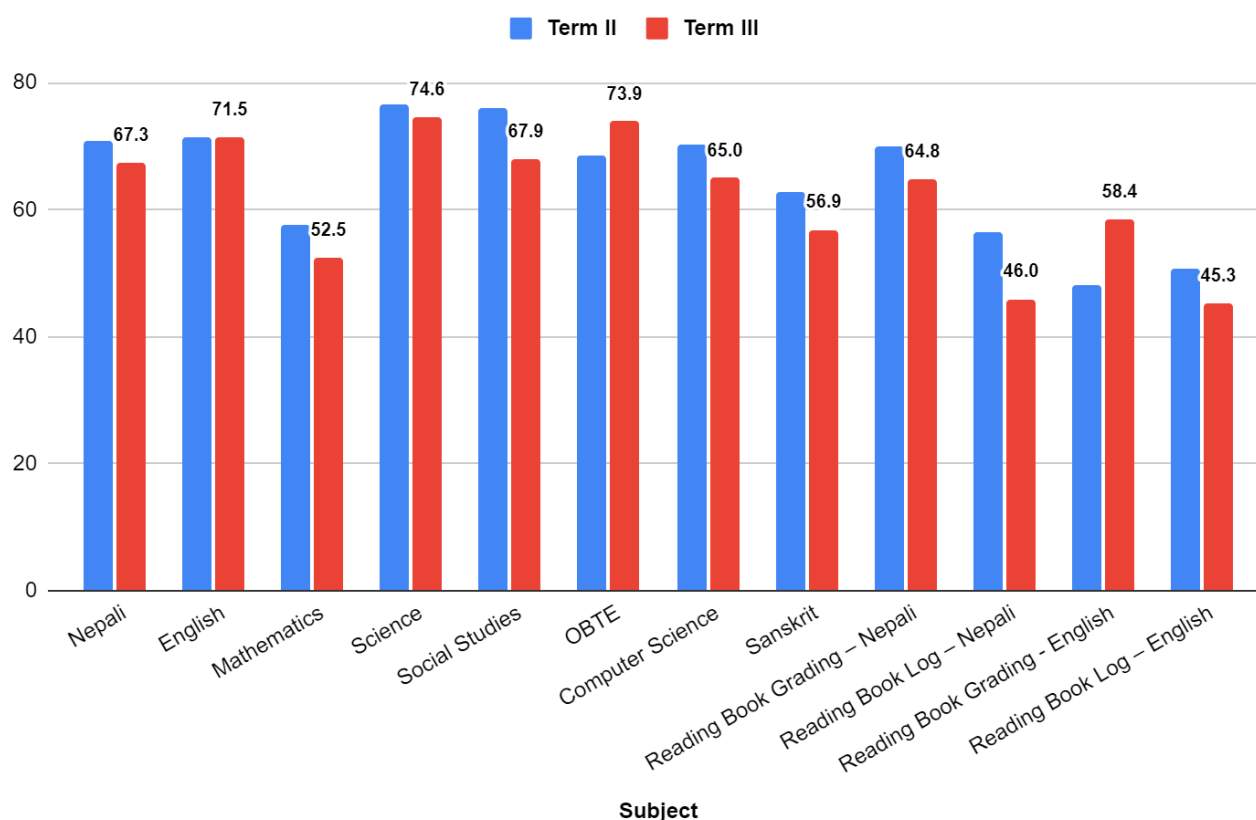
English	71.5	71.5	71.5	70.4	0.976	In third term, 50% of grade VII - Sagarmatha students scored >70.4 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	57.6	57.6	52.5	51.6	0.236	In third term, 50% of grade VII - Sagarmatha students scored >51.6 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	76.5	76.5	74.6	73.9	0.440	In third term, 50% of grade VII - Sagarmatha students scored >73.9 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	76.1	76.1	67.9	68.3	0.000	In third term, 50% of grade VII - Sagarmatha students scored >68.3 in Social Studies. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
OBTE	68.4	68.4	73.9	75.7	0.208	In third term, 50% of grade VII - Sagarmatha students scored >75.7 in OBTE. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	70.3	70.3	65.0	65.7	0.090	In third term, 50% of grade VII - Sagarmatha students scored >65.7 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	62.7	62.7	56.9	54.8	0.058	In third term, 50% of grade VII - Sagarmatha students scored >54.8 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	70.0	70.0	64.8	64.8	0.000	In third term, 50% of grade VII - Sagarmatha students scored >64.8 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – Nepali	56.6	56.6	46.0	46.0	0.000	In third term, 50% of grade VII - Sagarmatha students scored >46 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

Reading Book Grading - English	48.1	48.1	58.4	58.4	0.000	In third term, 50% of grade VII - Sagarmatha students scored >58.4 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	50.6	50.6	45.3	45.3	0.000	In third term, 50% of grade VII - Sagarmatha students scored >45.3 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **Reading Book Grading - English**. ($p < 0.05$).
- Average marks **significantly decreased** in **Social Studies, Reading Book Grading – Nepali, Reading Book Log – Nepali and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph represents the average marks of different subjects obtained by Grade VII - Sagarmatha students in Term II and Term III. Comparatively, there is a downward trend in average marks in Term III in Nepali, Mathematics, Science, Computer Science, Sanskrit, Social, Reading Book Grading - Nepali, Reading Book Log- Nepali and Reading Book Log - English. However, the average marks increased in OBTE and Reading Book Grading - English.

Grade VIII - Sagarmatha

The evaluation was based on 19 students. The table below provides **Mean and Median** marks obtained by grade VIII- Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

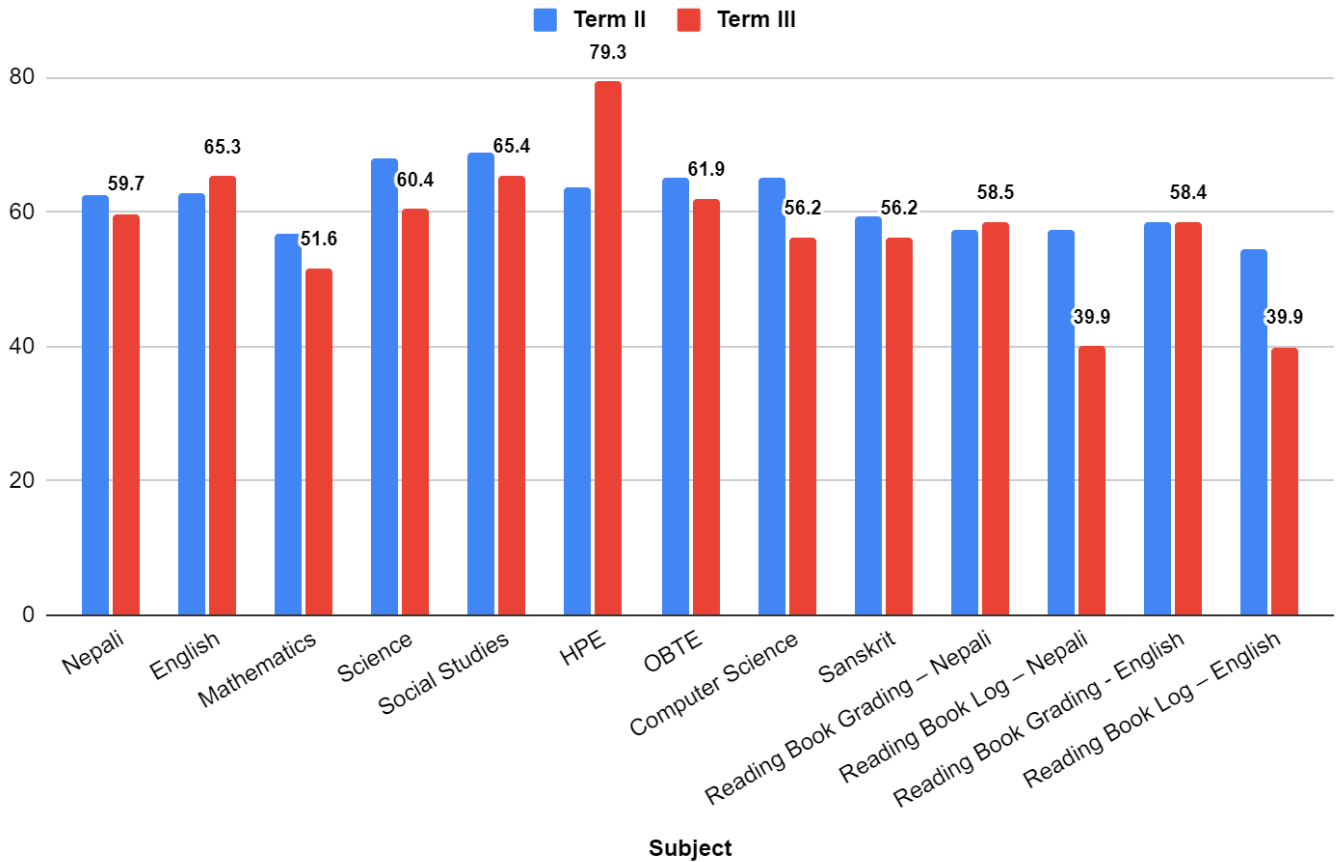
Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	62.6	62.6	59.7	60.6	0.498	In third term, 50% of grade VIII - Sagarmatha students scored >60.6 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
English	62.8	62.8	65.3	67.4	0.404	In third term, 50% of grade VIII - Sagarmatha students scored >67.4 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Mathematics	56.7	56.7	51.6	50.5	0.217	In third term, 50% of grade VIII - Sagarmatha students scored >50.5 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	68.1	68.1	60.4	60.5	0.049	In third term, 50% of grade VIII - Sagarmatha students scored >60.5 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	68.9	68.9	65.4	64.6	0.356	In third term, 50% of grade VIII - Sagarmatha students scored >64.6 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
HPE	63.6	63.6	79.3	79.3	0.000	In third term, 50% of grade VIII - Sagarmatha students scored >79.3 in HPE. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
OBTE	65.0	65.0	61.9	64.9	0.409	In third term, 50% of grade VIII - Sagarmatha students scored >64.9 in OBTE. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Computer Science	65.0	65.0	56.2	57.0	0.064	In third term, 50% of grade VIII - Sagarmatha students scored >57 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Sanskrit	59.5	59.5	56.2	55.5	0.413	In third term, 50% of grade VIII - Sagarmatha students scored >55.5 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	57.4	57.4	58.5	58.5	0.000	In third term, 50% of grade VIII - Sagarmatha students scored >58.5 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	57.4	57.4	39.9	39.9	0.000	In third term, 50% of grade VIII - Sagarmatha students scored >39.9 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	58.6	58.6	58.4	58.4	0.000	In third term, 50% of grade VIII - Sagarmatha students scored >58.4 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Log – English	54.3	54.3	39.9	39.9	0.000	In third term, 50% of grade VIII - Sagarmatha students scored >39.9 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.

In Term III

- Average marks **significantly increased** in **HPE and Reading Book Grading - Nepali**. ($p < 0.05$).
- Average marks **significantly decreased** in **Reading Book Log – Nepali, Reading Book Grading – English and Reading Book Log - English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph shows the average marks of different subjects obtained by Grade VIII - Sagarmatha students in Term II and Term III respectively. Overall, there is a downward trend in average marks obtained by students in Term III compared to Term II. Average mark remarkably dropped in Reading Book Log - Nepali. However, there is a significant rise in average marks in HPE.

Grade IX - Sagarmatha

The evaluation was based on 11 students. The table below provides **Mean and Median** marks obtained by grade IX- Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	P-value	
Nepali	62.9	62.9	60.6	62.4	0.598	In third term, 50% of grade IX - Sagarmatha students scored >62.4 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

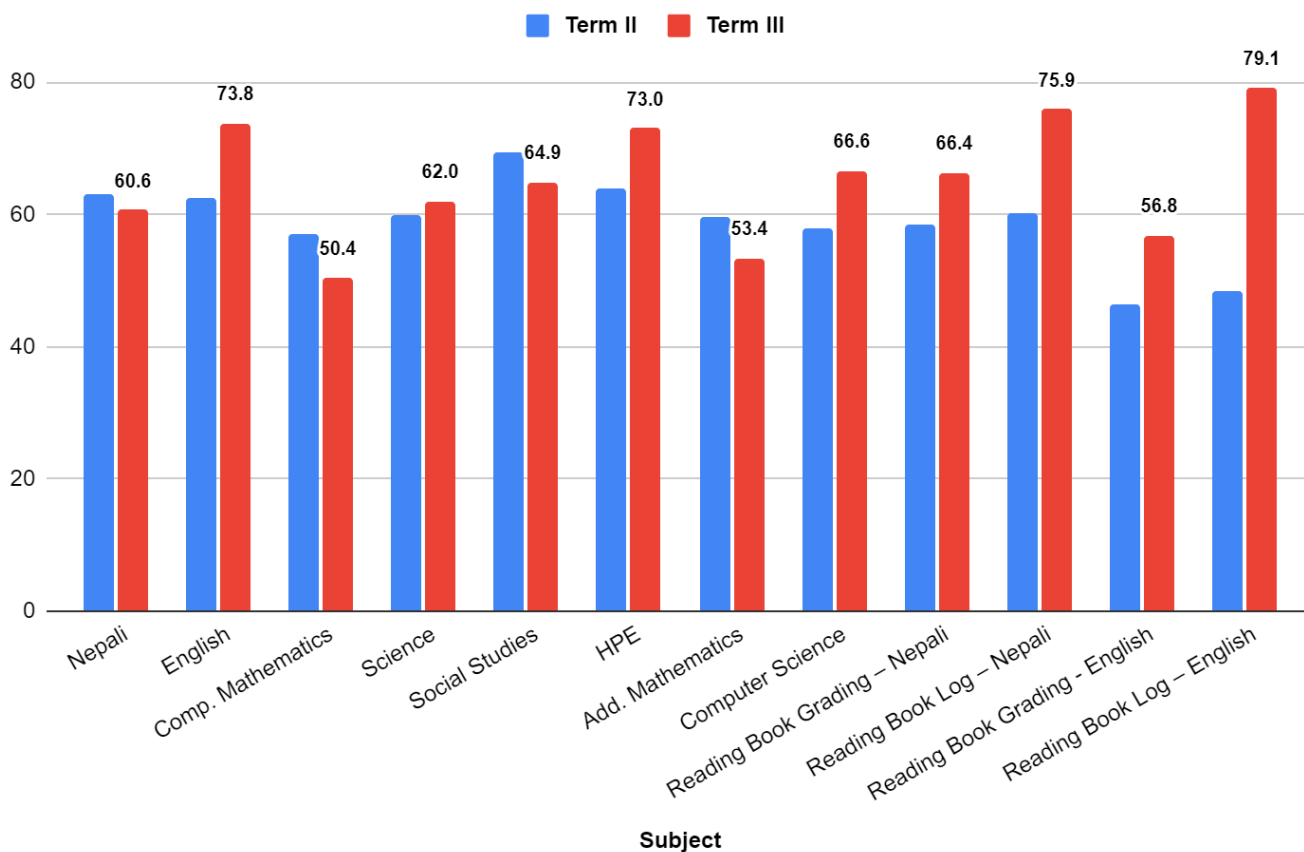
English	62.6	62.6	73.8	80.1	0.021	In third term, 50% of grade IX - Sagarmatha students scored >80.1 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Comp. Mathematics	57.2	57.2	50.4	43.5	0.278	In third term, 50% of grade IX - Sagarmatha students scored >43.5 in Comp. Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	59.9	59.9	62.0	54.3	0.684	In third term, 50% of grade IX - Sagarmatha students scored >54.3 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	69.5	69.5	64.9	61.4	0.388	In third term, 50% of grade IX - Sagarmatha students scored >61.4 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
HPE	63.8	63.8	73.0	73.1	0.056	In third term, 50% of grade IX - Sagarmatha students scored >73.1 in HPE. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Add. Mathematics	59.7	59.7	53.4	41.9	0.335	In third term, 50% of grade IX - Sagarmatha students scored >41.9 in Add. Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Computer Science	58.0	58.0	66.6	66.4	0.046	In third term, 50% of grade IX - Sagarmatha students scored >66.4 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	58.5	58.5	66.4	66.4	0.000	In third term, 50% of grade IX - Sagarmatha students scored >66.4 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	60.2	60.2	75.9	75.9	0.000	In third term, 50% of grade IX - Sagarmatha students scored >75.9 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

Reading Book Grading - English	46.5	46.5	56.8	56.8	0.000	In third term, 50% of grade IX - Sagarmatha students scored >56.8 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	48.5	48.5	79.1	79.1	0.000	In third term, 50% of grade IX - Sagarmatha students scored >79.1 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **Reading Book Grading – Nepali, Reading Book Log – Nepali, Reading Book Grading - English and Reading Book Log - English.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph shows the average marks of different subjects obtained by Grade IX - Sagarmatha students in Term II and Term III. Comparatively, the average marks considerably increased in term III in English, HPE,

Computer Science, Reading Book Grading - Nepali, Reading Book Log - Nepali, Reading Book Grading - English and Reading Book Log - English. However, the average marks dropped in the rest of the subjects.

Grade X - Sagarmatha

The evaluation was based on 16 students. The table below provides **Mean and Median** marks obtained by grade X - Sagarmatha students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained in second and third term examinations are compared, and inference and conclusion are provided.

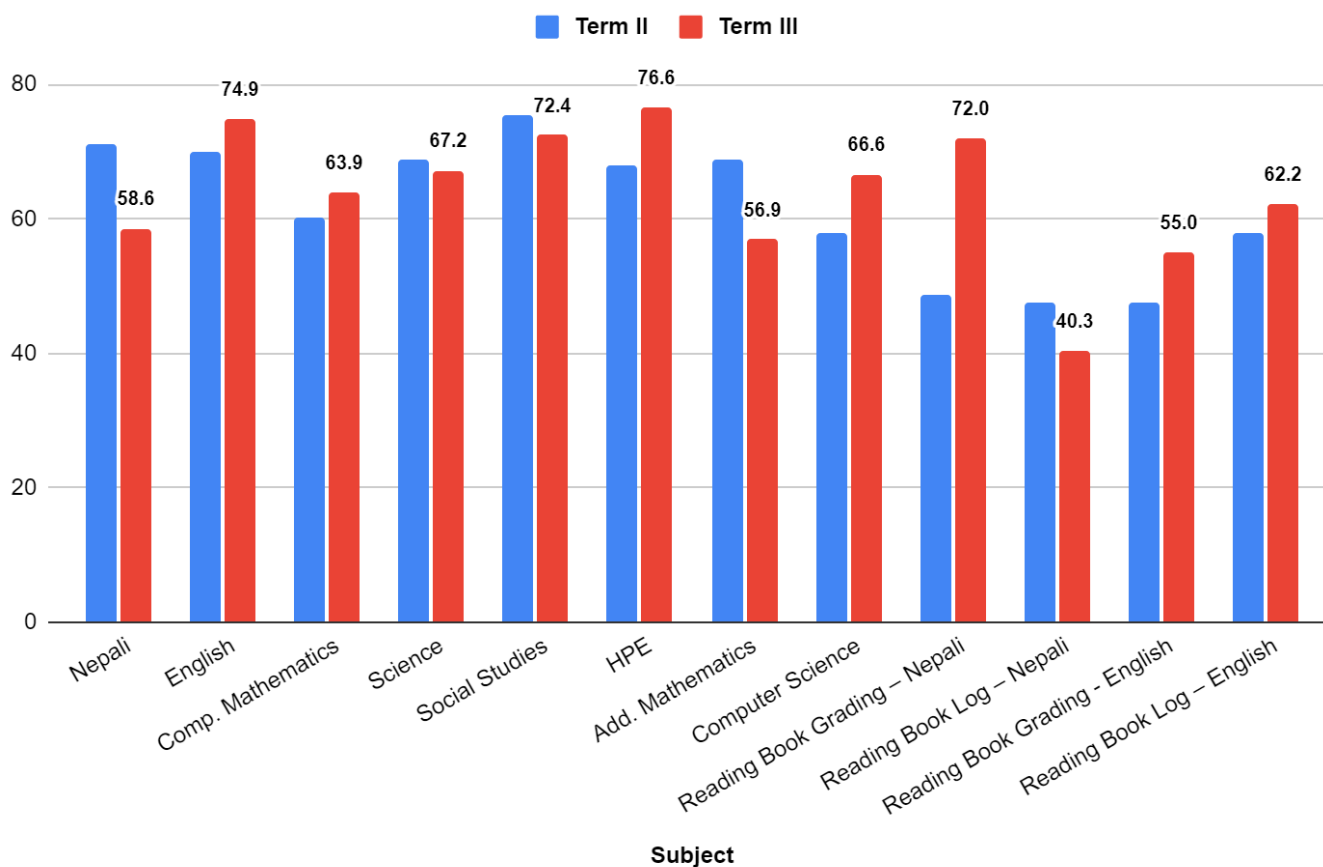
Subject	Term II		Term III		Inference	Conclusion
	Mean	Median	Mean	Median	p-value	
Nepali	71.0	71.0	58.6	59.1	0.005	In third term, 50% of grade X - Sagarmatha students scored >59.1 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
English	69.8	69.8	74.9	74.8	0.043	In third term, 50% of grade X - Sagarmatha students scored >74.8 in English. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Comp. Mathematics	60.2	60.2	63.9	65.5	0.397	In third term, 50% of grade X - Sagarmatha students scored >65.5 in Comp. Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Science	68.7	68.7	67.2	64.1	0.670	In third term, 50% of grade X - Sagarmatha students scored >64.1 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Social Studies	75.6	75.6	72.4	70.3	0.351	In third term, 50% of grade X - Sagarmatha students scored >70.3 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
HPE	68.0	68.0	76.6	79.0	0.006	In third term, 50% of grade X - Sagarmatha students scored >79 in HPE. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Add. Mathematics	68.9	68.9	56.9	62.6	0.012	In third term, 50% of grade X - Sagarmatha students scored >62.6 in Add. Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.

Computer Science	58.0	58.0	66.6	69.0	0.037	In third term, 50% of grade X - Sagarmatha students scored >69 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that second term and third term results are not significantly different.
Reading Book Grading – Nepali	48.8	48.8	72.0	72.0	0.000	In third term, 50% of grade X - Sagarmatha students scored >72 in Reading Book Grading – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – Nepali	47.7	47.7	40.3	40.3	0.000	In third term, 50% of grade X - Sagarmatha students scored >40.3 in Reading Book Log – Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant decrease.
Reading Book Grading - English	47.5	47.5	55.0	55.0	0.000	In third term, 50% of grade X - Sagarmatha students scored >55 in Reading Book Grading - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.
Reading Book Log – English	57.8	57.8	62.2	62.2	0.000	In third term, 50% of grade X - Sagarmatha students scored >62.2 in Reading Book Log – English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that second term and third term results are significantly different. There is a significant increase.

In Term III

- Average marks **significantly increased** in **Reading Book Grading - Nepali, Reading Book Grading – English and Reading Book Log - English**. ($p < 0.05$).
- Average marks **significantly decreased** in **Nepali and Reading Book Log – Nepali**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Subject vs. Mean



The bar graph shows the average marks of different subjects obtained by Grade X - Sagarmatha students in Term II and Term III. There is an upward trend in average marks in HPE, Computer Science, Reading Book Grading - Nepali, Reading Book Grading - English and Reading Book Log - English. However, a downward trend is observed in other subjects such as Nepali, Science, Social, Add. Mathematics and Reading Book Log - Nepali.

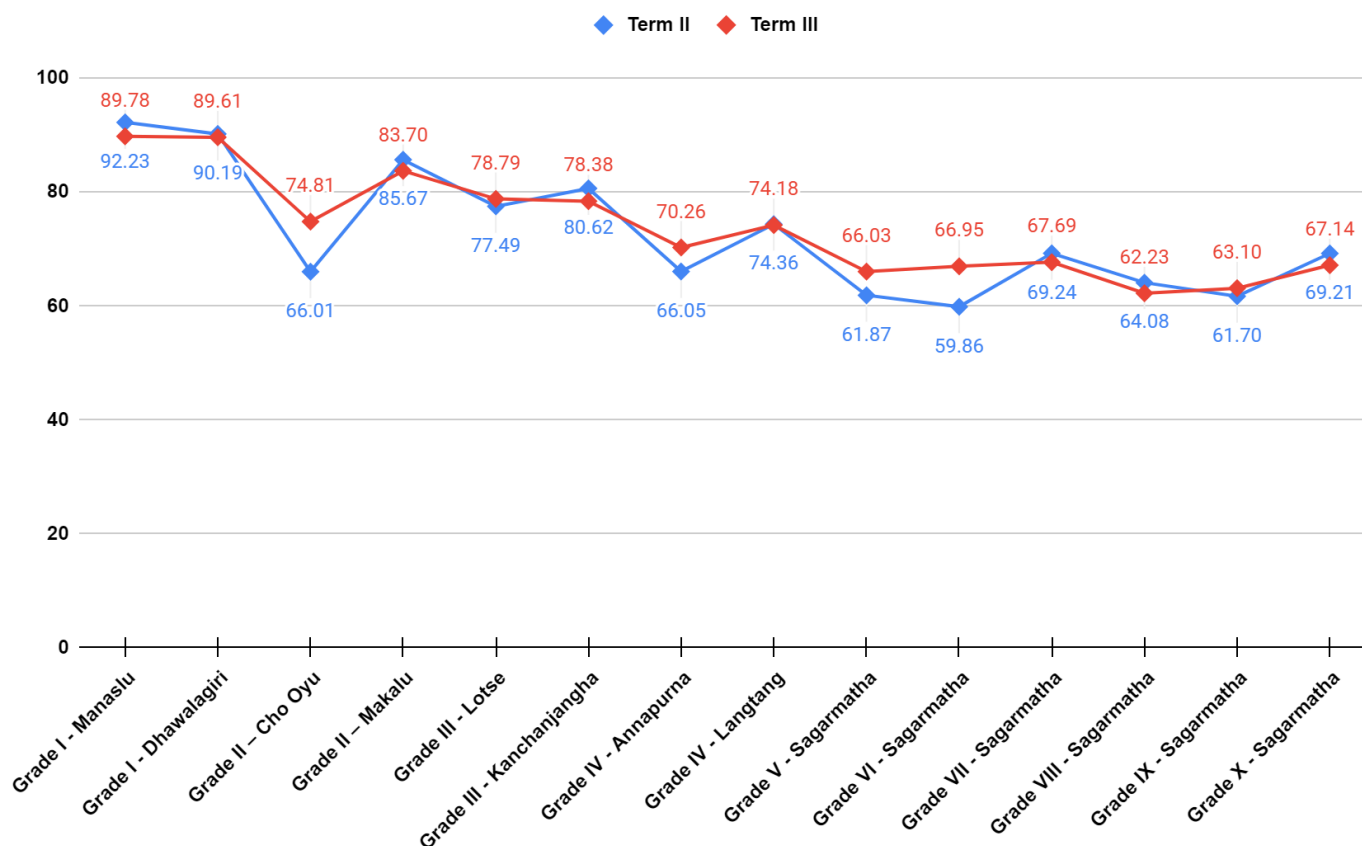
Overall Result

In overall analysis, mean and median were calculated based on the marks obtained (all subjects combined including performing arts and reading book tests) in a grade by 'all' students. Furthermore, the marks obtained in the second and third term evaluations are compared, and inference and conclusion are provided. The data provides the overall impression of results in each grade.

Grade	Central Values					
	Term II		Term III			
	Mean	Median	Mean	Median	Maximum	Minimum
Grade I - Manaslu	92.23	95.00	89.78	93.00	97.50	54.38
Grade I - Dhawalagiri	90.19	90.25	89.61	92.44	97.50	51.81
Grade II - Cho Oyu	66.01	76.36	74.81	78.00	97.50	22.31

Grade II – Makalu	85.67	91.56	83.70	88.13	100.00	13.13
Grade III - Lotse	77.49	85.00	78.79	81.49	99.75	38.18
Grade III - Kanchanjangha	80.62	84.97	78.38	83.50	98.75	0.00
Grade IV - Annapurna	66.05	73.63	70.26	73.13	94.25	32.88
Grade IV - Langtang	74.36	79.00	74.18	77.88	96.88	26.25
Grade V - Sagarmatha	61.87	66.13	66.03	69.56	97.50	7.13
Grade VI - Sagarmatha	59.86	65.13	66.95	68.84	94.25	13.88
Grade VII - Sagarmatha	69.24	70.73	67.69	69.00	97.50	29.38
Grade VIII - Sagarmatha	64.08	65.00	62.23	62.50	96.75	21.63
Grade IX - Sagarmatha	61.70	61.69	63.10	65.06	91.25	28.00
Grade X - Sagarmatha	69.21	72.69	67.14	67.81	92.75	31.50

Trend of Average Marks of All Students in a Grade / Section



The line graph depicts the trend of average marks of different grades obtained by all students in Term II and Term III. There is a gradual rise in average marks obtained by grade II Cho Oyu, IV Annapurna, V Sagarmatha

and VI Sagarmatha in Term III. However, in the rest of the grades, the trend of average marks fluctuate, often dipping down and rising up.

Appendix

Examination Team

Tasks	Name
Question Preparation/Examination/Answer Sheet Evaluation/Marks Entry	Subject/Class Teachers
Online Handbook	Santosh Shah
Marksheet Ledger	Ruby Labh, Neha Roy
Marksheet Preparation/Distribution	Class Teachers/HOS/Principal
Analysis Report by:	Madhu Sudhan Bhusal Arjun Khatiwada Sagina Maharjan Rakshya Rijal