



COMPARATIVE ANALYSIS OF SEMESTER - II RESULT USING SPSS 2079



Introduction

This report provides the results of the comparative analysis of Second Semester Evaluation of the academic year 2079 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 First Semester Exam - 2079](#)
- [DSS - Marksheet Ledger Second Semester Exam - 2079](#)

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 were compared by a statistical test (t-test). To compare the results from Grade I to XII, following hypotheses were set and tested:

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

Alternate Hypothesis (H_1): There is a significant difference in performance between Second Semester Evaluation and First Semester 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.

Grade I - Kanchenjunga

The evaluation was based on 18 students. The table below provides **Mean and Median** marks obtained by Grade I - Kanchenjunga students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 83.2 | 82.8 | 82.8 | 85.75 | 0.91 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 85.75 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 87.5 | 91.8 | 91.5 | 96.15 | 0.49 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 96.15 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 95.7 | 95.7 | 98.2 | 98.8 | 0.01 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 98.75 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Science | 80.3 | 88.8 | 89.9 | 90.90 | 0.09 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 90.9 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 84.0 | 86.4 | 89.0 | 92.80 | 0.33 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 92.8 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 91.3 | 90.0 | 94.6 | 94.00 | 0.01 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 94 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

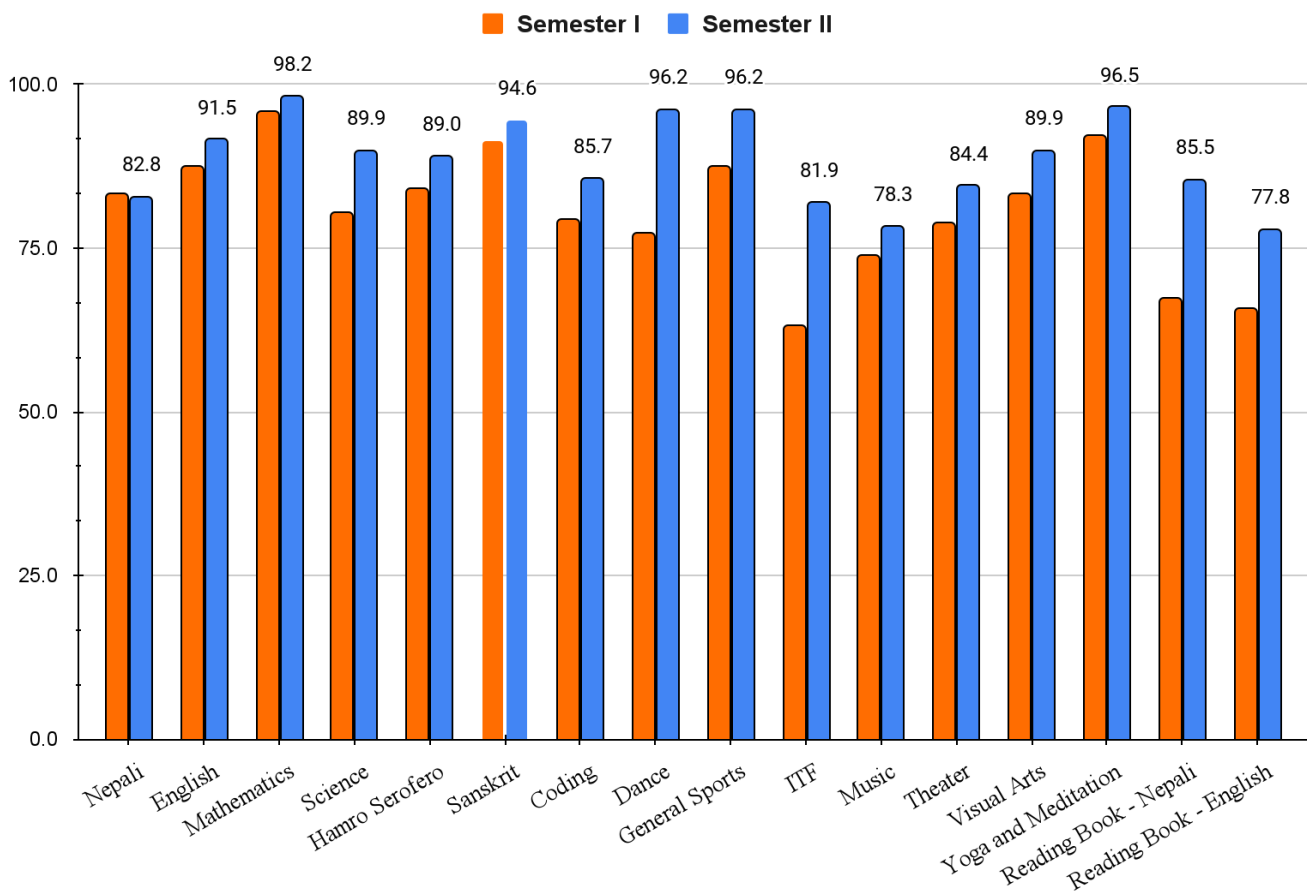
| | | | | | | |
|---------------------|------|------|------|-------|------|--|
| Coding | 79.4 | 80.0 | 85.7 | 92.00 | 0.32 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 92 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 77.3 | 77.9 | 96.2 | 96.00 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 96 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| General Sports | 87.4 | 89.2 | 96.2 | 96.00 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 96 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| ITF | 63.1 | 63.4 | 81.9 | 80.00 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 80 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 73.9 | 72.6 | 78.3 | 77.20 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 77.2 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Theater | 78.9 | 78.6 | 84.4 | 84.50 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 84.5 in Theater. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Visual Arts | 83.3 | 84.1 | 89.9 | 89.60 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 89.6 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Yoga and Meditation | 92.1 | 91.8 | 96.5 | 97.70 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 97.7 in Yoga and Meditation. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Reading Book - Nepali | 67.2 | 66.0 | 85.5 | 86.00 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 86 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - English | 65.7 | 67.6 | 77.8 | 77.60 | 0.00 | In the second semester, 50% of Grade I - Kanchenjunga students scored > 77.6 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Mathematics, Sanskrit, Dance, General Sports, ITF, Music, Theatre, Visual Arts, Yog and Meditation, Reading Book - Nepali, and Reading Book-English.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade I - Kanchenjunga students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in English, Mathematics, Science, Hamro Serofero, Sanskrit, Dance, General Sports, ITF, Music, Theatre, Visual Arts, Yog and Meditation, Reading Book - Nepali, and Reading Book-English as compared to first semester examination. However, the marks have slightly declined in Nepali. The Grade I - Kanchenjunga students have shown satisfactory performance in Semester II.

Grade I - Lhotse

The evaluation was based on 20 students. The table below provides **Mean and Median** marks obtained by Grade I-Lhotse students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 88.5 | 96.0 | 84.5 | 90.30 | 0.39 | In the second semester, 50% of Grade I - Lhotse students scored > 90.3 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 88.6 | 95.0 | 93.7 | 95.50 | 0.20 | In the second semester, 50% of Grade I - Lhotse students scored > 95.5 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 93.8 | 97.5 | 90.6 | 92.8 | 0.22 | In the second semester, 50% of Grade I - Lhotse students scored > 92.8 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 85.6 | 91.0 | 86.6 | 92.60 | 0.86 | In the second semester, 50% of Grade I - Lhotse students scored > 92.6 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 85.3 | 89.0 | 90.2 | 92.40 | 0.17 | In the second semester, 50% of Grade I - Lhotse students scored > 92.4 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

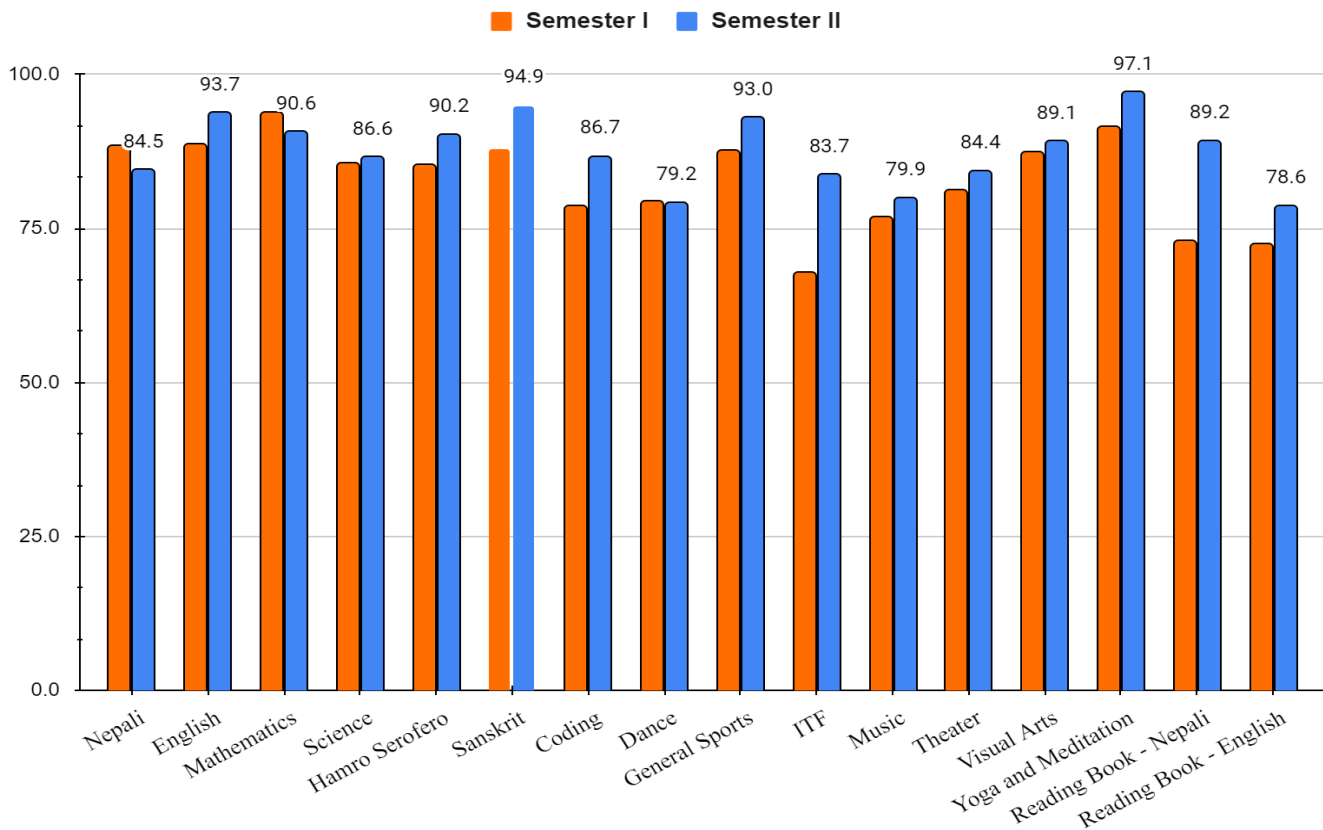
| | | | | | | |
|----------------|------|------|------|-------|------|---|
| Sanskrit | 88.0 | 90.0 | 94.9 | 96.00 | 0.01 | In the second semester, 50% of Grade I - Lhotse students scored > 96 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Coding | 78.6 | 78.0 | 86.7 | 84.00 | 0.01 | In the second semester, 50% of Grade I - Lhotse students scored > 84 in Coding. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Dance | 79.5 | 79.8 | 79.2 | 78.60 | 0.83 | In the second semester, 50% of Grade I - Lhotse students scored > 78.6 in Dance. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| General Sports | 87.6 | 87.6 | 93.0 | 92.00 | 0.00 | In the second semester, 50% of Grade I - Lhotse students scored > 92 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| ITF | 68.0 | 68.2 | 83.7 | 80.00 | 0.00 | In the second semester, 50% of Grade I - Lhotse students scored > 80 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 76.7 | 76.0 | 79.9 | 78.40 | 0.04 | In the second semester, 50% of Grade I - Lhotse students scored > 78.4 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Theater | 81.1 | 81.6 | 84.4 | 84.60 | 0.02 | In the second semester, 50% of Grade I - Lhotse students scored > 84.6 in Theater. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Visual Arts | 87.5 | 87.7 | 89.1 | 88.80 | 0.15 | In the second semester, 50% of Grade I - Lhotse students scored > 88.8 in Visual Arts. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------------|------|------|------|-------|------|--|
| Yoga and Meditation | 91.6 | 92.1 | 97.1 | 98.00 | 0.00 | In the second semester, 50% of Grade I - Lhotse students scored > 98 in Yoga and Meditation. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - Nepali | 72.9 | 73.4 | 89.2 | 90.20 | 0.00 | In the second semester, 50% of Grade I - Lhotse students scored > 90.2 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - English | 72.5 | 73.4 | 78.6 | 79.80 | 0.05 | In the second semester, 50% of Grade I - Lhotse students scored > 79.8 in Reading Book - English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

In Semester II

- Average marks **significantly increased** in **Sanskrit, Coding, General Sports, ITF, Music, Theater, Yog and Meditation and Reading Book - Nepali.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade I - Lhotse students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in Hamro Serofero, Sanskrit, Coding, General Sports, ITF, Music, Theater, Yog and Meditation, Reading Book-Nepali and Reading Book - English as compared to First semester. The marks have slightly decreased in Nepali.

Grade II - Makalu

The evaluation was based on 24 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 were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 76.9 | 81.2 | 78.4 | 79.25 | 0.78 | In the second semester, 50% of Grade II - Makalu students scored > 79.25 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 71.0 | 75.2 | 78.9 | 85.55 | 0.09 | In the second semester, 50% of Grade II - Makalu students scored > 85.55 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 93.4 | 95.9 | 78.8 | 83.9 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 83.9 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science | 82.7 | 87.7 | 87.7 | 90.75 | 0.31 | In the second semester, 50% of Grade II - Makalu students scored > 90.75 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 87.9 | 87.5 | 88.5 | 92.65 | 0.86 | In the second semester, 50% of Grade II - Makalu students scored > 92.65 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 82.3 | 84.0 | 85.1 | 89.50 | 0.50 | In the second semester, 50% of Grade II - Makalu students scored > 89.5 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

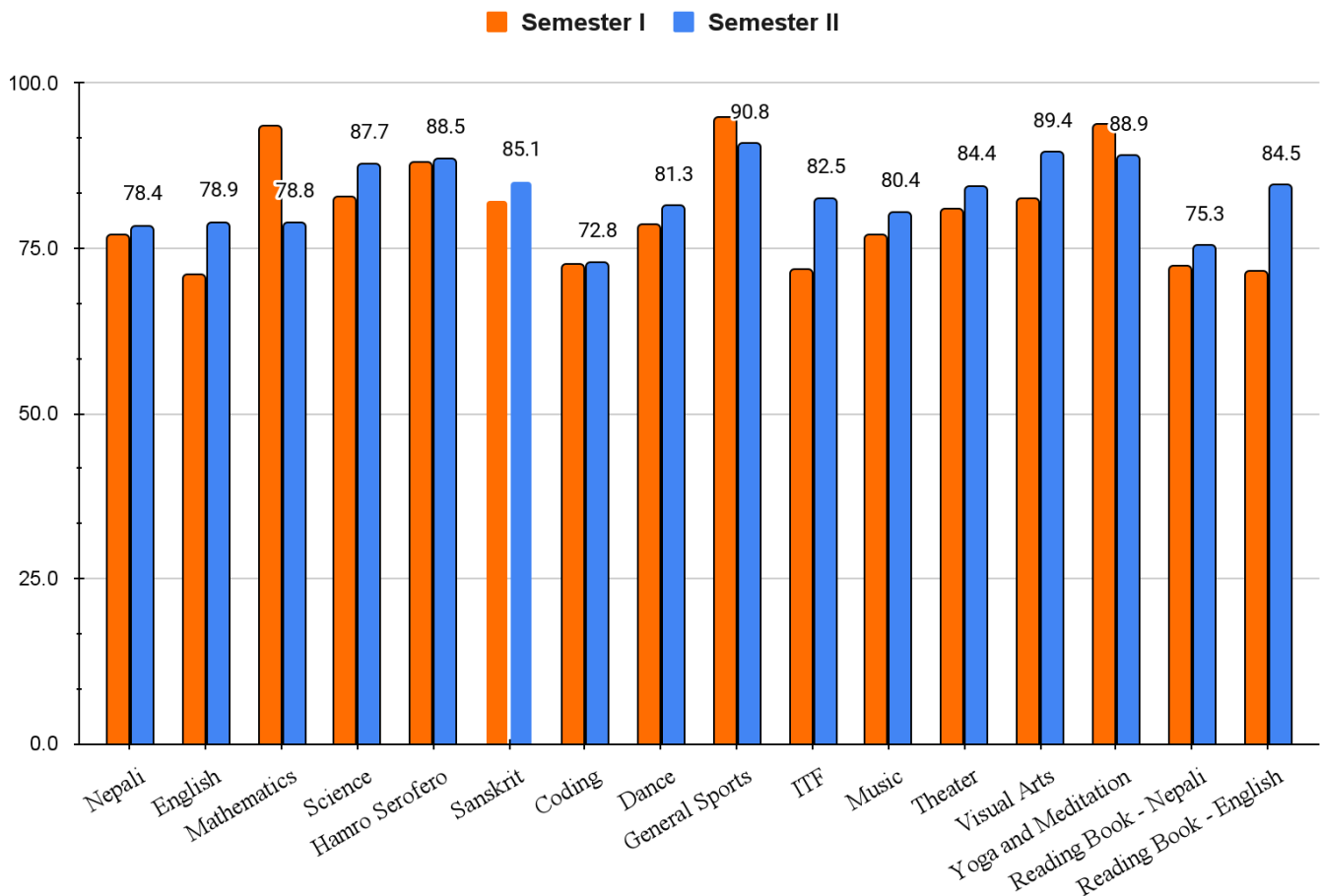
| | | | | | | |
|---------------------|------|------|------|-------|------|---|
| Coding | 72.5 | 74.0 | 72.8 | 80.00 | 0.97 | In the second semester, 50% of Grade II - Makalu students scored > 80 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 78.6 | 78.3 | 81.3 | 81.10 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 81.1 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| General Sports | 94.7 | 94.5 | 90.8 | 90.00 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 90 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| ITF | 71.8 | 71.3 | 82.5 | 81.90 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 81.9 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 77.0 | 77.0 | 80.4 | 79.20 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 79.2 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Theater | 80.9 | 81.4 | 84.4 | 85.80 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 85.8 in Theater. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Visual Arts | 82.4 | 83.3 | 89.4 | 89.60 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 89.6 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Yoga and Meditation | 93.8 | 94.3 | 88.9 | 88.30 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 88.3 in Yoga and Meditation. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

| | | | | | | |
|------------------------|------|------|------|-------|------|--|
| Reading Book - Nepali | 72.3 | 68.3 | 75.3 | 75.10 | 0.15 | In the second semester, 50% of Grade II - Makalu students scored > 75.1 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 71.4 | 70.7 | 84.5 | 85.40 | 0.00 | In the second semester, 50% of Grade II - Makalu students scored > 85.4 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Dance, Music, Theater, ITF, Visual Arts, and Reading Book - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Mathematics, General Sports and Yoga & Meditation.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph depicts the average marks of different subjects obtained by Grade II- Makalu students in Semester II. Overall, there is an upward trend in average marks obtained by students in Nepali, English, Science, Sanskrit, Dance, ITF, Music, Theater, Visual Arts, Reading Book - Nepali and Reading Book - English. However, the marks have declined noticeably in Mathematics, General Sports and Yoga & Meditation.

Grade II - Cho Oyo

The evaluation was based on 24 students. The table below provides **Mean and Median** marks obtained by Grade II - Cho Oyo students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 88.3 | 92.6 | 85.9 | 87.20 | 0.54 | In the second semester, 50% of Grade II - Cho Oyo students scored > 87.2 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 71.3 | 78.3 | 83.4 | 88.55 | 0.00 | In the second semester, 50% of Grade II - Cho Oyo students scored > 88.55 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Mathematics | 92.0 | 95.7 | 88.6 | 93.3 | 0.44 | In the second semester, 50% of Grade II - Cho Oyo students scored > 93.3 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 87.9 | 92.4 | 92.5 | 97.50 | 0.25 | In the second semester, 50% of Grade II - Cho Oyo students scored > 97.5 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 87.0 | 90.9 | 92.5 | 97.15 | 0.24 | In the second semester, 50% of Grade II - Cho Oyo students scored > 97.15 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

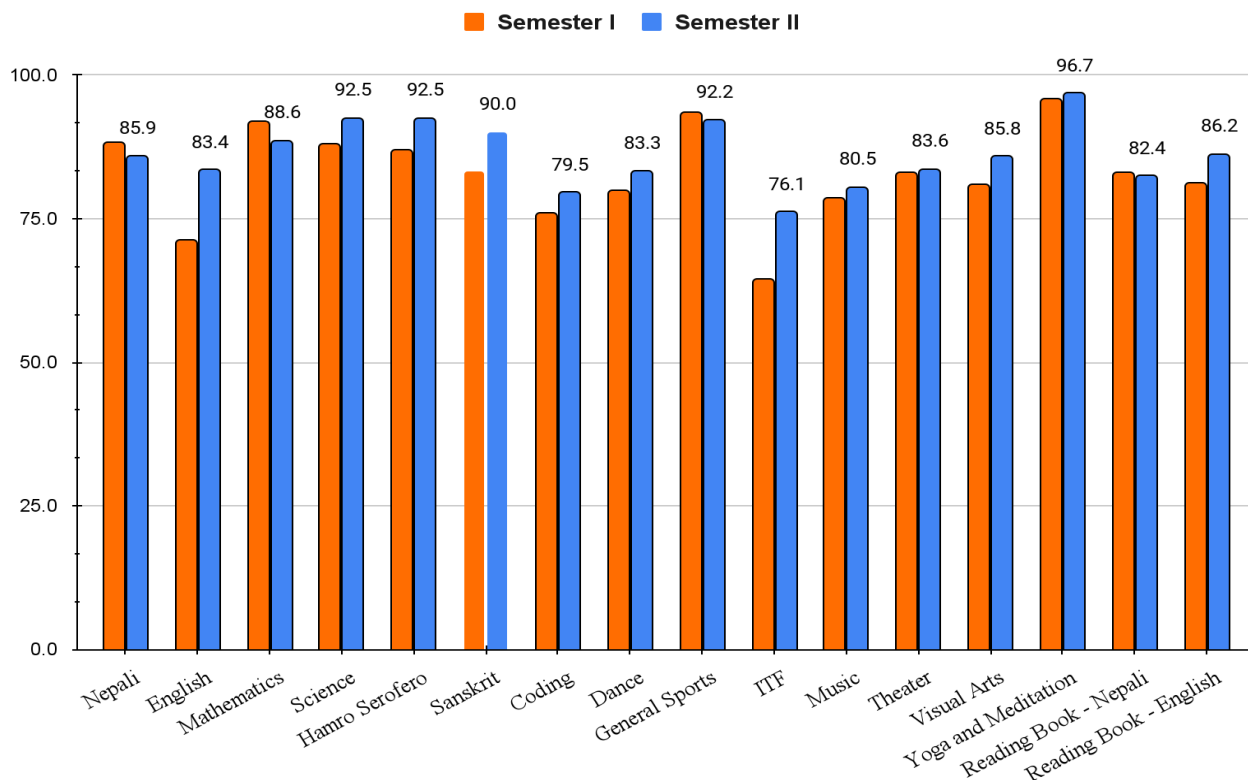
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|----------------|------|------|------|-------|------|---|
| Sanskrit | 83.2 | 84.0 | 90.0 | 95.00 | 0.17 | In the second semester, 50% of Grade II - Cho Oyo students scored > 95 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Coding | 76.0 | 79.0 | 79.5 | 80.00 | 0.48 | In the second semester, 50% of Grade II - Cho Oyo students scored > 80 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 79.8 | 80.0 | 83.3 | 82.80 | 0.00 | In the second semester, 50% of Grade II - Cho Oyo students scored > 82.8 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| General Sports | 93.3 | 93.2 | 92.2 | 92.00 | 0.00 | In the second semester, 50% of Grade II - Cho Oyo students scored > 92 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| ITF | 64.3 | 64.6 | 76.1 | 80.60 | 0.00 | In the second semester, 50% of Grade II - Cho Oyo students scored > 80.6 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 78.5 | 79.2 | 80.5 | 78.00 | 0.06 | In the second semester, 50% of Grade II - Cho Oyo students scored > 78 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Theater | 83.0 | 82.6 | 83.6 | 83.90 | 0.40 | In the second semester, 50% of Grade II - Cho Oyo students scored > 83.9 in Theater. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Visual Arts | 81.0 | 80.9 | 85.8 | 83.80 | 0.00 | In the second semester, 50% of Grade II - Cho Oyo students scored > 83.8 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Yoga and Meditation | 95.8 | 95.0 | 96.7 | 98.00 | 0.22 | In the second semester, 50% of Grade II - Cho Oyo students scored > 98 in Yoga and Meditation. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 83.0 | 85.4 | 82.4 | 82.80 | 0.69 | In the second semester, 50% of Grade II - Cho Oyo students scored > 82.8 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 81.1 | 82.5 | 86.2 | 88.00 | 0.01 | In the second semester, 50% of Grade II - Cho Oyo students scored > 88 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **English, Dance, ITF, Visual Arts and Reading Books-English**. ($p < 0.05$).
- Average marks **significantly decreased** in **General Sports**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade II - Cho Oyu students in Semester II. Compared to First semester, there is an upward trend in average marks obtained by students in English, Science, Hamro Serofero, Sanskrit, Coding, Dance, ITF, Music, Theater, Visual Arts, Yoga & Meditation and Reading Book - English . However, there is a slight decline in average marks in few subjects such as Nepali, Mathematics and General Sports.

Grade III - Dhaulagiri

The evaluation was based on 20 students. The table below provides **Mean and Median** marks obtained by Grade III - Dhaulagiri students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 82.2 | 88.3 | 75.9 | 84.88 | 0.33 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 84.88 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 83.3 | 88.4 | 79.1 | 85.80 | 0.52 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 85.8 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 94.4 | 95.1 | 84.9 | 91.4 | 0.09 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 91.38 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 84.5 | 89.7 | 77.9 | 82.30 | 0.30 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 82.3 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 80.6 | 85.4 | 78.2 | 84.40 | 0.75 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 84.4 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

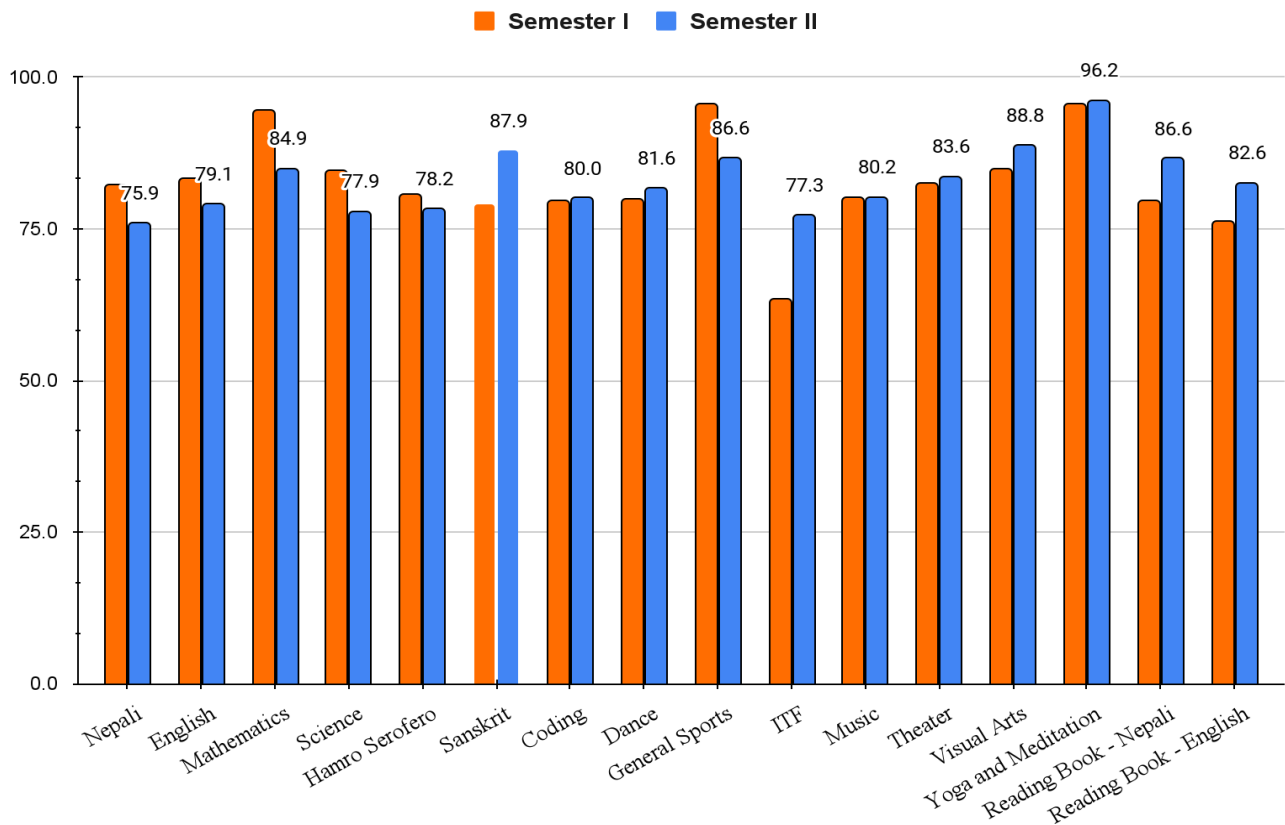
| | | | | | | |
|----------------|------|------|------|-------|------|--|
| Sanskrit | 79.0 | 84.0 | 87.9 | 92.50 | 0.20 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 92.5 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Coding | 79.7 | 80.0 | 80.0 | 80.00 | 0.94 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 80 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 80.0 | 80.1 | 81.6 | 82.10 | 0.04 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 82.1 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| General Sports | 95.6 | 95.2 | 86.6 | 91.60 | 0.06 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 91.6 in General Sports. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| ITF | 63.3 | 62.6 | 77.3 | 80.00 | 0.00 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 80 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 80.0 | 78.2 | 80.2 | 78.80 | 0.86 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 78.8 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Theater | 82.4 | 82.2 | 83.6 | 83.00 | 0.15 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 83 in Theater. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Visual Arts | 84.9 | 83.6 | 88.8 | 87.90 | 0.00 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 87.9 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Yoga and Meditation | 95.5 | 97.0 | 96.2 | 97.80 | 0.50 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 97.8 in Yoga and Meditation. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 79.5 | 79.4 | 86.6 | 87.90 | 0.00 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 87.9 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - English | 76.2 | 75.9 | 82.6 | 85.40 | 0.00 | In the second semester, 50% of Grade III - Dhaulagiri students scored > 85.4 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

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

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade III - Dhaulagiri students in Semester II. The average marks substantially increased in Sanskrit, Coding, Dance, ITF, Theater, Visual Arts, Yog and Meditation, Reading Book - Nepali and Reading Book - English.. There is a decreasing trend in marks obtained in Nepali, English, Mathematics, Science and Hamro Serofero and General Sports.

Grade III - Manaslu

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by Grade III - Manaslu students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 75.4 | 83.0 | 78.8 | 81.25 | 0.24 | In the second semester, 50% of Grade III - Manaslu students scored > 81.25 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 78.1 | 85.0 | 83.0 | 85.00 | 0.02 | In the second semester, 50% of Grade III - Manaslu students scored > 85 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Mathematics | 83.8 | 87.4 | 83.7 | 85.8 | 0.99 | In the second semester, 50% of Grade III - Manaslu students scored > 85.75 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 80.7 | 88.5 | 84.6 | 83.15 | 0.31 | In the second semester, 50% of Grade III - Manaslu students scored > 83.15 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Hamro Serofero | 80.4 | 89.3 | 85.0 | 85.50 | 0.14 | In the second semester, 50% of Grade III - Manaslu students scored > 85.5 in Hamro Serofero. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

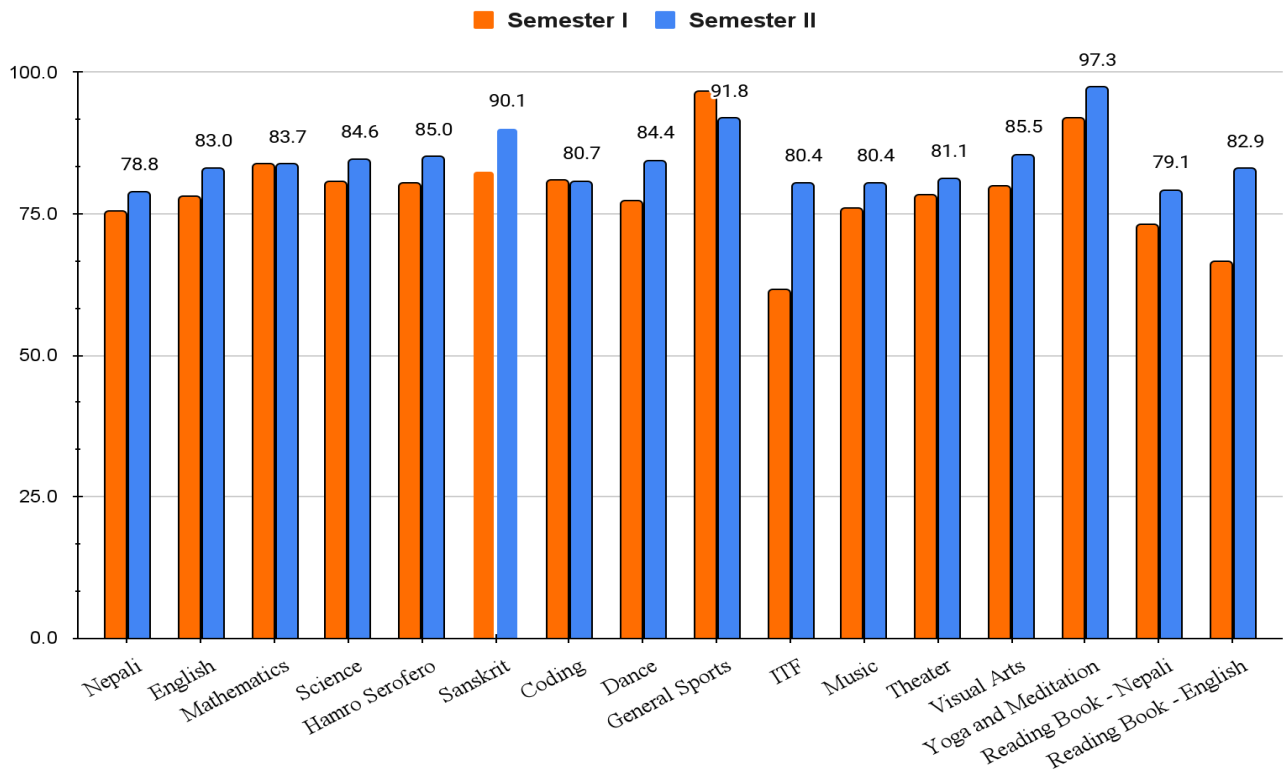
| | | | | | | |
|----------------|------|------|------|-------|------|--|
| Sanskrit | 82.5 | 82.0 | 90.1 | 88.50 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 88.5 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Coding | 81.0 | 80.0 | 80.7 | 80.00 | 0.94 | In the second semester, 50% of Grade III - Manaslu students scored > 80 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 77.2 | 80.1 | 84.4 | 86.40 | 0.01 | In the second semester, 50% of Grade III - Manaslu students scored > 86.4 in Dance. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| General Sports | 96.5 | 96.2 | 91.8 | 92.00 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 92 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| ITF | 61.4 | 61.5 | 80.4 | 80.00 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 80 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 75.8 | 77.8 | 80.4 | 79.60 | 0.01 | In the second semester, 50% of Grade III - Manaslu students scored > 79.6 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Theater | 78.4 | 78.6 | 81.1 | 81.24 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 81.24 in Theater. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Visual Arts | 79.8 | 84.4 | 85.5 | 83.60 | 0.02 | In the second semester, 50% of Grade III - Manaslu students scored > 83.6 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|--|
| Yoga and Meditation | 91.8 | 91.4 | 97.3 | 97.60 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 97.6 in Yoga and Meditation. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - Nepali | 73.0 | 73.1 | 79.1 | 78.20 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 78.2 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - English | 66.6 | 64.4 | 82.9 | 83.20 | 0.00 | In the second semester, 50% of Grade III - Manaslu students scored > 83.2 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased in English, Sanskrit, Dance, General Sports, ITF, Theater, Visual Arts, Yog and Meditation, Reading Book Nepali and Reading Book-English.**($p < 0.05$).
- Average marks **significantly decreased in General Sports.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade III - Manaslu students in Semester II. The average marks substantially increased in Nepali, English, Science, Hamro Serofero, Sanskrit, Dance, ITF, Music, Theatre, Visual Arts, Yog and Meditation, Reading Book Nepali and Reading Book English. Overall, there is an upward trend in average marks obtained by Grade III - Manaslu students in Semester II.

Grade IV - Annapurna

The evaluation was based on 18 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 were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|-------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 79.0 | 80.6 | 79.7 | 85.65 | 0.87 | In the second semester, 50% of Grade IV - Annapurna students scored > 85.65 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 69.6 | 72.0 | 80.4 | 85.15 | 0.01 | In the second semester, 50% of Grade IV - Annapurna students scored > 85.15 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Mathematics | 78.0 | 84.7 | 72.7 | 78.3 | 0.10 | In the second semester, 50% of Grade IV - Annapurna students scored > 78.3 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 73.6 | 75.5 | 76.6 | 84.50 | 0.41 | In the second semester, 50% of Grade IV - Annapurna students scored > 84.5 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Social | 67.6 | 72.1 | 73.5 | 76.25 | 0.08 | In the second semester, 50% of Grade IV - Annapurna students scored > 76.25 in Social. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

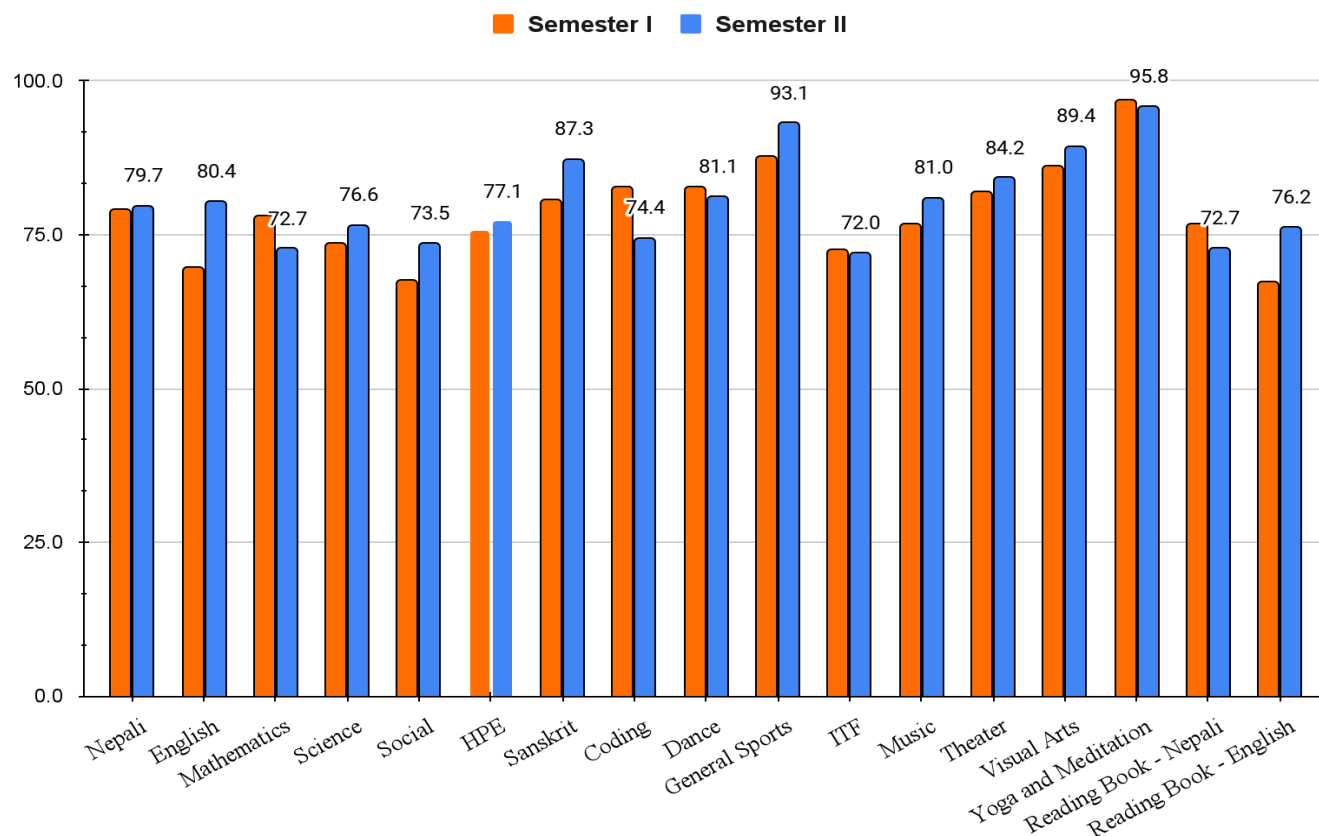
| | | | | | | |
|----------------|------|------|------|-------|------|---|
| HPE | 75.6 | 79.0 | 77.1 | 81.75 | 0.52 | In the second semester, 50% of Grade IV - Annapurna students scored > 81.75 in HPE. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 80.7 | 76.0 | 87.3 | 93.50 | 0.20 | In the second semester, 50% of Grade IV - Annapurna students scored > 93.5 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Coding | 82.8 | 82.0 | 74.4 | 79.00 | 0.09 | In the second semester, 50% of Grade IV - Annapurna students scored > 79 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 82.7 | 82.0 | 81.1 | 82.63 | 0.05 | In the second semester, 50% of Grade IV - Annapurna students scored > 82.63 in Dance. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| General Sports | 87.7 | 87.0 | 93.1 | 92.80 | 0.00 | In the second semester, 50% of Grade IV - Annapurna students scored > 92.8 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| ITF | 72.6 | 71.6 | 72.0 | 74.78 | 0.84 | In the second semester, 50% of Grade IV - Annapurna students scored > 74.78 in ITF. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Music | 76.8 | 74.6 | 81.0 | 81.80 | 0.01 | In the second semester, 50% of Grade IV - Annapurna students scored > 81.8 in Music. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Theater | 81.9 | 80.2 | 84.2 | 83.55 | 0.01 | In the second semester, 50% of Grade IV - Annapurna students scored > 83.55 in Theater. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Visual Arts | 86.1 | 85.6 | 89.4 | 88.40 | 0.00 | In the second semester, 50% of Grade IV - Annapurna students scored > 88.4 in Visual Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Yoga and Meditation | 96.8 | 98.0 | 95.8 | 95.43 | 0.30 | In the second semester, 50% of Grade IV - Annapurna students scored > 95.43 in Yoga and Meditation. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 76.8 | 72.6 | 72.7 | 66.90 | 0.01 | In the second semester, 50% of Grade IV - Annapurna students scored > 66.9 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - English | 67.3 | 69.7 | 76.2 | 77.60 | 0.00 | In the second semester, 50% of Grade IV - Annapurna students scored > 77.6 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

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

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Annapurna students in Semester II. Overall, there is an increasing trend in average marks obtained by students in Semester II. The average marks substantially increased in English, Science, Social Studies, HPE, Sanskrit, General Sports, Music, Visual Arts and Reading Book-Nepali. However, the marks have declined in Mathematics, Coding, Dance, ITF, Yoga and Meditation and Reading Book-English.

Grade IV - Himalchuli

The evaluation was based on 18 students. The table below provides **Mean and Median** marks obtained by Grade IV - Himalchuli students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 81.6 | 85.5 | 86.0 | 90.40 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 90.4 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is |

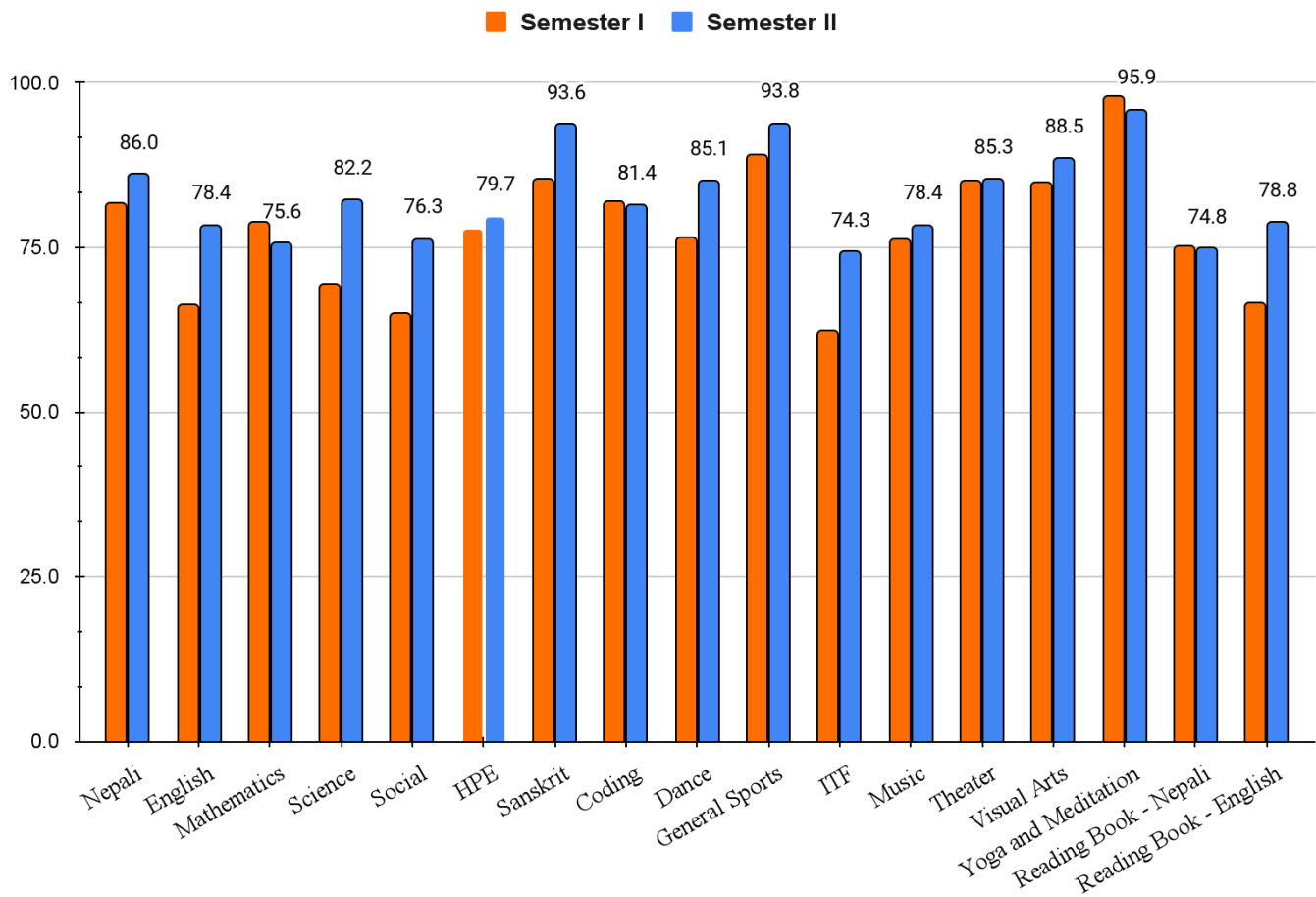
| | | | | | | |
|-------------|------|------|------|-------|------|---|
| | | | | | | significant increase. |
| English | 66.3 | 63.5 | 78.4 | 79.50 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 79.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Mathematics | 78.7 | 78.8 | 75.6 | 73.8 | 0.11 | In the second semester, 50% of Grade IV - Himalchuli students scored > 73.8 in Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Science | 69.4 | 73.8 | 82.2 | 79.50 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 79.5 in Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Social | 65.0 | 64.3 | 76.3 | 78.25 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 78.25 in Social. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| HPE | 77.7 | 86.0 | 79.7 | 83.50 | 0.51 | In the second semester, 50% of Grade IV - Himalchuli students scored > 83.5 in HPE. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 85.4 | 84.0 | 93.6 | 96.00 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 96 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Coding | 82.0 | 82.0 | 81.4 | 78.00 | 0.77 | In the second semester, 50% of Grade IV - Himalchuli students scored > 78 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Dance | 76.5 | 81.5 | 85.1 | 85.90 | 0.10 | In the second semester, 50% of Grade IV - Himalchuli students scored > 85.9 in Dance. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------------|------|-------|------|-------|------|--|
| General Sports | 89.1 | 87.8 | 93.8 | 93.60 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 93.6 in General Sports. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| ITF | 62.3 | 63.8 | 74.3 | 72.70 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 72.7 in ITF. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Music | 76.1 | 77.2 | 78.4 | 78.40 | 0.05 | In the second semester, 50% of Grade IV - Himalchuli students scored > 78.4 in Music. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Theater | 85.2 | 84.2 | 85.3 | 86.23 | 0.90 | In the second semester, 50% of Grade IV - Himalchuli students scored > 86.23 in Theater. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Visual Arts | 84.9 | 86.0 | 88.5 | 87.40 | 0.09 | In the second semester, 50% of Grade IV - Himalchuli students scored > 87.4 in Visual Arts. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Yoga and Meditation | 98.0 | 100.0 | 95.9 | 95.79 | 0.01 | In the second semester, 50% of Grade IV - Himalchuli students scored > 95.79 in Yoga and Meditation. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - Nepali | 75.1 | 80.0 | 74.8 | 80.00 | 0.86 | In the second semester, 50% of Grade IV - Himalchuli students scored > 80 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 66.5 | 68.6 | 78.8 | 79.60 | 0.00 | In the second semester, 50% of Grade IV - Himalchuli students scored > 79.6 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Nepali, English, Science and Technology, Social Studies Sanskrit, General Sports, ITF, Yoga and Meditation and Reading Book-English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Yoga and Meditation.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Himalchuli students in Semester II. Overall, there is an increasing trend in average marks obtained by students in Semester II. The average marks substantially increased in Nepali, English, Science and Technology, Social Studies, HPE, Sanskrit, Dance, General Sports, ITF, Music, Visual Arts, and Reading Book-English. However, the marks have declined in Mathematics.

Grade V - Nuptse

The evaluation was based on 24 students. The table below provides **Mean and Median** marks obtained by grade V- Nuptse students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

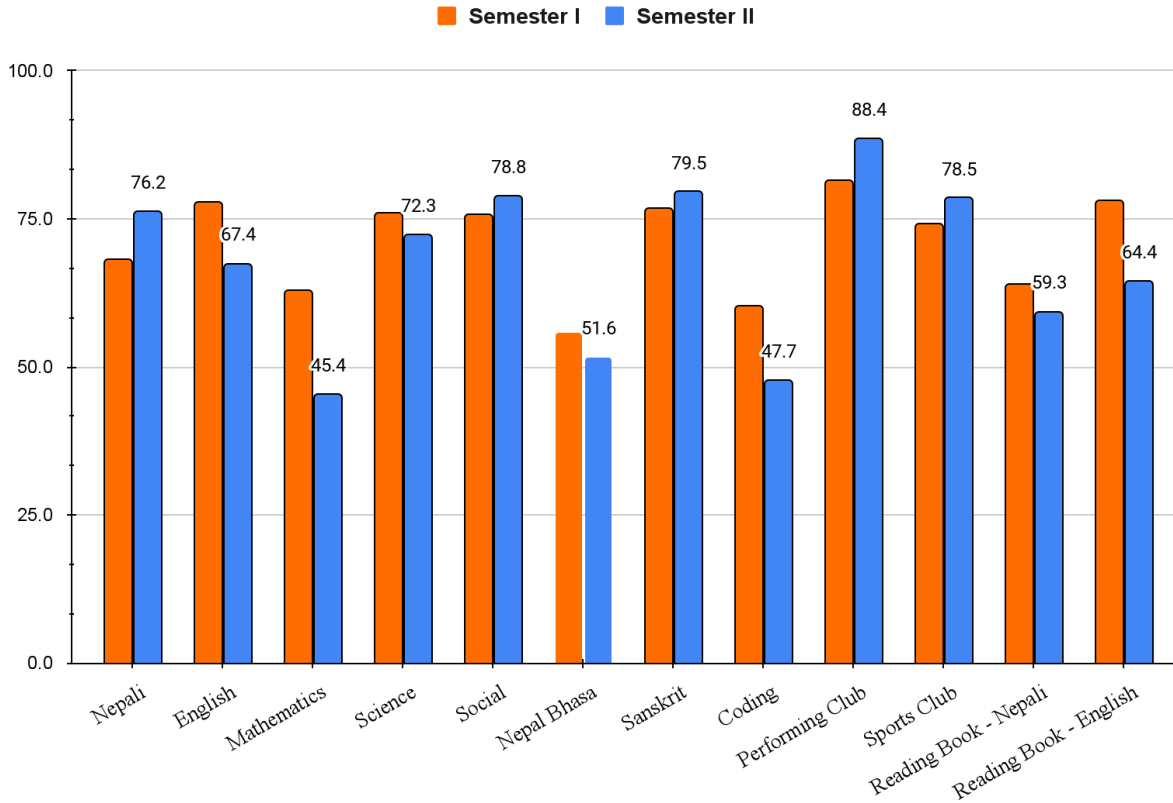
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|-------------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 68.2 | 65.6 | 76.2 | 73.65 | 0.00 | In the second semester, 50% of Grade V - Nuptse students scored > 73.65 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| English | 77.7 | 77.1 | 67.4 | 66.00 | 0.00 | In the second semester, 50% of Grade V - Nuptse students scored > 66 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 62.8 | 63.7 | 45.4 | 41.0 | 0.00 | In the second semester, 50% of Grade V - Nuptse students scored > 41 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science | 75.8 | 74.1 | 72.3 | 72.75 | 0.05 | In the second semester, 50% of Grade V - Nuptse students scored > 72.75 in Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Social | 75.7 | 75.1 | 78.8 | 81.50 | 0.12 | In the second semester, 50% of Grade V - Nuptse students scored > 81.5 in Social. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Nepal Bhasa | 55.8 | 55.4 | 51.6 | 51.50 | 0.10 | In the second semester, 50% of Grade V - Nuptse students scored > 51.5 in Nepal Bhasa. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 76.8 | 77.3 | 79.5 | 79.00 | 0.11 | In the second semester, 50% of Grade V - Nuptse students scored > 79 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Coding | 60.3 | 61.2 | 47.7 | 40.00 | 0.03 | In the second semester, 50% of Grade V - Nuptse students scored > 40 in Coding. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Performing Club | 81.5 | 81.9 | 88.4 | 88.80 | 0.00 | In the second semester, 50% of Grade V - Nuptse students scored > 88.8 in Performing Club. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Sports Club | 74.2 | 74.0 | 78.5 | 76.00 | 0.07 | In the second semester, 50% of Grade V - Nuptse students scored > 76 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 63.9 | 65.9 | 59.3 | 58.90 | 0.05 | In the second semester, 50% of Grade V - Nuptse students scored > 58.9 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - English | 78.0 | 77.6 | 64.4 | 63.70 | 0.00 | In the second semester, 50% of Grade V - Nuptse students scored > 63.7 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

In Semester II

- Average marks **significantly increased** in **Nepali and Performing Club**. ($p < 0.05$).
- Average marks **significantly decreased** in **English, Mathematics, Science and Coding, Reading book- English and Reading book- Nepali**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade V - Nuptse students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in Nepali, Social, Sanskrit Performing clubs and Sports clubs as compared to Semester I. However, the marks have declined noticeably in English, Maths, Science, Nepal Bhasa, Coding, Reading Book- Nepali and Reading Book- English.

Grade V - Yangra

The evaluation was based on 25 students. The table below provides **Mean and Median** marks obtained by grade V - Yangra students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 70.0 | 70.1 | 70.3 | 71.00 | 0.88 | In the second semester, 50% of Grade V - Yangra students scored > 71 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first second and second semester results are not significantly different. |

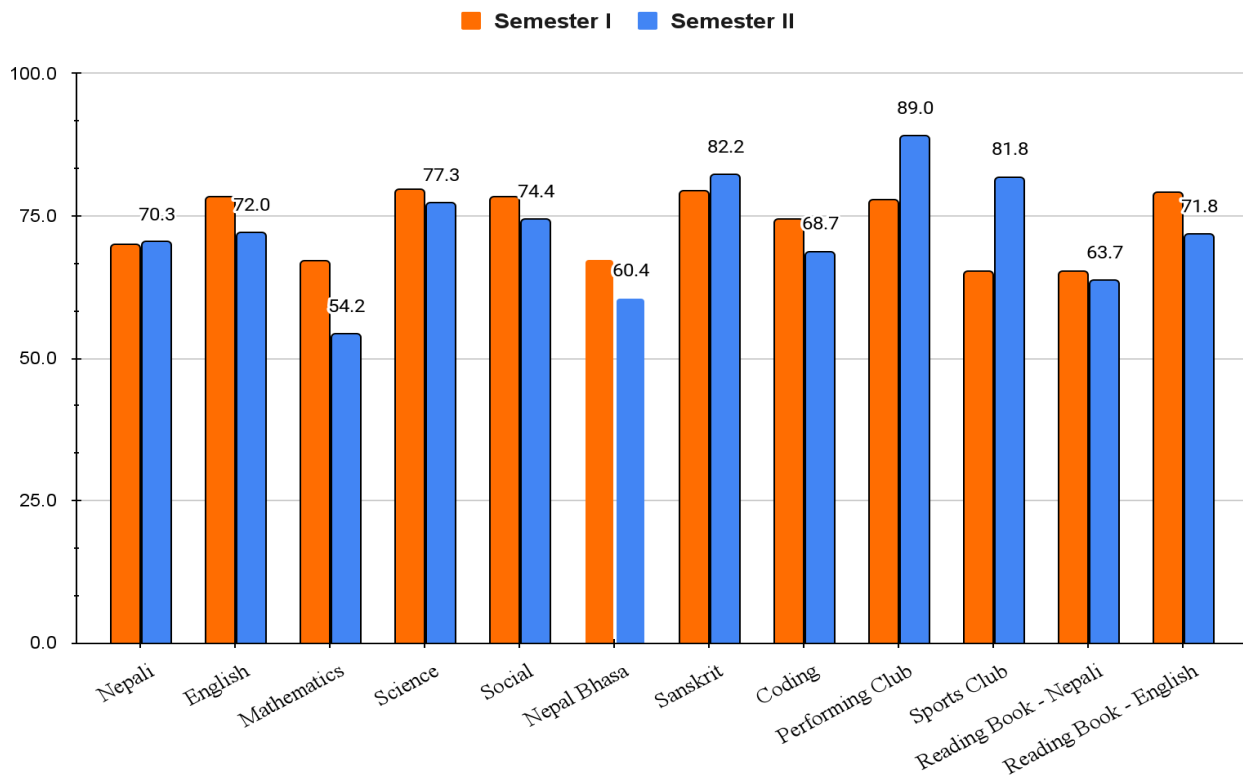
| | | | | | | |
|-----------------|------|------|------|-------|------|--|
| English | 78.3 | 78.1 | 72.0 | 72.50 | 0.00 | In the second semester, 50% of Grade V - Yangra students scored > 72.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 66.9 | 70.1 | 54.2 | 51.0 | 0.00 | In the second semester, 50% of Grade V - Yangra students scored > 51 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science | 79.5 | 79.1 | 77.3 | 83.00 | 0.34 | In the second semester, 50% of Grade V - Yangra students scored > 83 in Science. Since $p > \alpha$, we retain null hypothesis and conclude that first second and second semester results are not significantly different. |
| Social | 78.4 | 77.4 | 74.4 | 79.00 | 0.18 | In the second semester, 50% of Grade V - Yangra students scored > 79 in Social. Since $p > \alpha$, we retain null hypothesis and conclude that first second and second semester results are not significantly different. |
| Nepal Bhasa | 67.3 | 69.8 | 60.4 | 63.00 | 0.01 | In the second semester, 50% of Grade V - Yangra students scored > 63 in Nepal Bhasa. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Sanskrit | 79.4 | 79.0 | 82.2 | 84.00 | 0.00 | In the second semester, 50% of Grade V - Yangra students scored > 84 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Coding | 74.3 | 82.2 | 68.7 | 78.00 | 0.05 | In the second semester, 50% of Grade V - Yangra students scored > 78 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first second and second semester results are not significantly different. |
| Performing Club | 77.8 | 77.4 | 89.0 | 90.00 | 0.00 | In the second semester, 50% of Grade V - Yangra students scored > 90 in Performing Club. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Sports Club | 65.2 | 65.8 | 81.8 | 82.00 | 0.00 | In the second semester, 50% of Grade V - Yangra students scored > 82 in Sports Club. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - Nepali | 65.2 | 65.8 | 63.7 | 63.80 | 0.44 | In the second semester, 50% of Grade V - Yangra students scored > 63.8 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first second and second semester results are not significantly different. |
| Reading Book - English | 78.9 | 80.6 | 71.8 | 70.20 | 0.01 | In the second semester, 50% of Grade V - Yangra students scored > 70.2 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

In Semester II

- Average marks **significantly increased** in **Sanskrit, Performing Club, Sports Club**. ($p < 0.05$).
- Average marks **significantly decreased** in **English, Maths, Nepal Bhasa, Reading Book- English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade V - Yangra students in Semester II. From the graph, it is noticeable that the average marks have increased in Sanskrit, Performing Club, Sports Club as compared to Semester I. The average marks have dropped in subjects like English, Mathematics, Science, Social, Nepal Bhasa, Coding, Reading Book- English and Reading Book - Nepali.

Grade VI - Kabru

The evaluation was based on 26 students. The table below provides **Mean and Median** marks obtained by grade VI- Kabru students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were drawn.

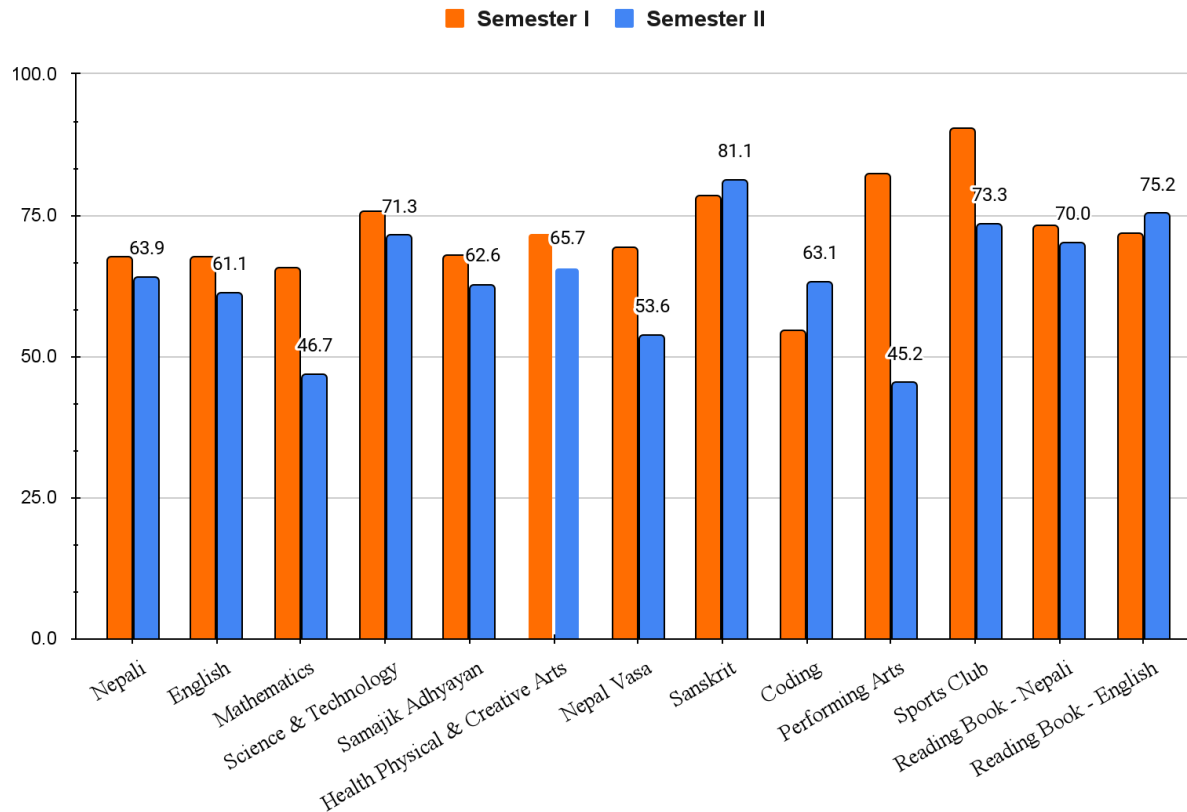
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 67.5 | 69.9 | 63.9 | 69.00 | 0.22 | In the second semester, 50% of Grade VI - Kabru students scored > 69 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 67.5 | 68.7 | 61.1 | 59.75 | 0.00 | In the second semester, 50% of Grade VI - Kabru students scored > 59.75 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 65.6 | 67.9 | 46.7 | 45.6 | 0.00 | In the second semester, 50% of Grade VI - Kabru students scored > 45.55 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science & Technology | 75.7 | 76.5 | 71.3 | 75.50 | 0.05 | In the second semester, 50% of Grade VI - Kabru students scored > 75.5 in Science & Technology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Samajik Adhyayan | 67.8 | 69.3 | 62.6 | 64.50 | 0.09 | In the second semester, 50% of Grade VI - Kabru students scored > 64.5 in Samajik Adhyayan. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|---------------------------------|------|------|------|-------|------|--|
| Health Physical & Creative Arts | 71.8 | 76.7 | 65.7 | 65.00 | 0.03 | In the second semester, 50% of Grade VI - Kabru students scored > 65 in Health Physical & Creative Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Nepal Vasa | 69.2 | 70.0 | 53.6 | 55.00 | 0.00 | In the second semester, 50% of Grade VI - Kabru students scored > 55 in Nepal Vasa. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Sanskrit | 78.3 | 80.0 | 81.1 | 81.00 | 0.10 | In the second semester, 50% of Grade VI - Kabru students scored > 81 in Sanskrit. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Coding | 54.6 | 48.6 | 63.1 | 75.00 | 0.10 | In the second semester, 50% of Grade VI - Kabru students scored > 75 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Performing Arts | 82.2 | 80.4 | 45.2 | 45.20 | 0.00 | In the second semester, 50% of Grade VI - Kabru students scored > 45.2 in Performing Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Sports Club | 90.4 | 90.4 | 73.3 | 74.00 | 0.00 | In the second semester, 50% of Grade VI - Kabru students scored > 74 in Sports Club. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - Nepali | 73.1 | 75.3 | 70.0 | 71.50 | 0.12 | In the second semester, 50% of Grade VI - Kabru students scored > 71.5 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 71.7 | 75.0 | 75.2 | 75.20 | 0.03 | In the second semester, 50% of Grade VI - Kabru students scored > 75.2 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Reading Book English**. ($p < 0.05$).
- Average marks **significantly decreased** in **English, Mathematics, Science & Technology, Health Physical and Creative Arts, Nepal Vasa, Performing Arts and Sports Club**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade VI - Kabru students in Semester II. From the graph, it is noticeable that the average marks have increased in Sanskrit, Coding and Reading Book English as compared to Semester I. However, the marks have dropped notably in Nepali, English, Mathematics, Science & Technology, Samajik Adhyayan, Health Physical & Creative Arts, Nepal Vasa, Performing Arts, Sports Club and Reading Book Nepali. Compared to Semester I, overall performance has degraded.

Grade VI - Chamlang

The evaluation was based on 26 students. The table below provides **Mean and Median** marks obtained by grade VI- Chamlang students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were drawn.

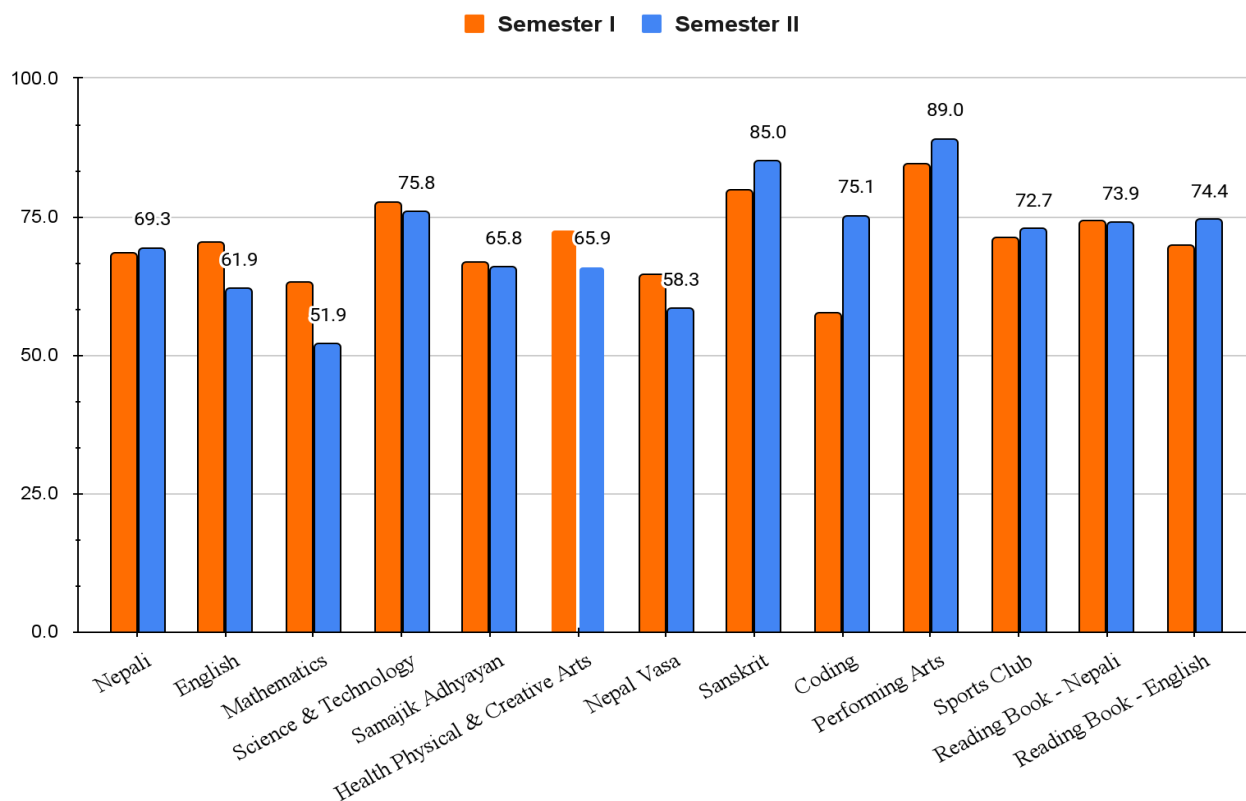
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------------------------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 68.3 | 71.5 | 69.3 | 70.50 | 0.49 | In the second semester, 50% of Grade VI - Chamlang students scored > 70.5 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 70.3 | 70.8 | 61.9 | 60.50 | 0.00 | In the second semester, 50% of Grade VI - Chamlang students scored > 60.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 63.2 | 63.1 | 51.9 | 47.7 | 0.00 | In the second semester, 50% of Grade VI - Chamlang students scored > 47.65 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science & Technology | 77.5 | 80.6 | 75.8 | 80.25 | 0.35 | In the second semester, 50% of Grade VI - Chamlang students scored > 80.25 in Science & Technology. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Samajik Adhyayan | 66.6 | 64.8 | 65.8 | 68.00 | 0.62 | In the second semester, 50% of Grade VI - Chamlang students scored > 68 in Samajik Adhyayan. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Health Physical & Creative Arts | 72.6 | 74.4 | 65.9 | 68.00 | 0.02 | In the second semester, 50% of Grade VI - Chamlang students scored > 68 in Health Physical & Creative Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Nepal Vasa | 64.5 | 66.9 | 58.3 | 61.00 | 0.02 | In the second semester, 50% of Grade VI - Chamlang students scored > 61 in Nepal Vasa. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

| | | | | | | |
|------------------------|------|------|------|-------|------|--|
| Sanskrit | 79.8 | 82.6 | 85.0 | 85.00 | 0.01 | In the second semester, 50% of Grade VI - Chamlang students scored > 85 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Coding | 57.6 | 52.0 | 75.1 | 75.00 | 0.00 | In the second semester, 50% of Grade VI - Chamlang students scored > 75 in Coding. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Performing Arts | 84.6 | 84.0 | 89.0 | 91.10 | 0.01 | In the second semester, 50% of Grade VI - Chamlang students scored > 91.1 in Performing Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Sports Club | 71.2 | 70.0 | 72.7 | 69.00 | 0.48 | In the second semester, 50% of Grade VI - Chamlang students scored > 69 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 74.2 | 73.4 | 73.9 | 78.10 | 0.88 | In the second semester, 50% of Grade VI - Chamlang students scored > 78.1 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 69.8 | 71.0 | 74.4 | 74.70 | 0.00 | In the second semester, 50% of Grade VI - Chamlang students scored > 74.7 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Sanskrit, Coding, Performing Arts and Reading Book English.** ($p < 0.05$).
- Average marks **significantly decreased** in **English, Mathematics, Health Physical and Creative Arts and Nepal Vasa.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade VI - Chamlang students in Semester II. The graph shows that there is an upward trend in average marks obtained by students in Sanskrit, Coding, Performing Arts Sports Club and Reading Book English as compared to Semester I. However, the marks have declined distinctly in English, Mathematics, Science, Samajik Adhyayan, Health Physical & Creative Arts and Nepal Vasa.

Grade VII - Pumori

The evaluation was based on 24 students. The table below provides **Mean and Median** marks obtained by grade VII - Pumori students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were drawn.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 65.5 | 66.0 | 70.9 | 71.50 | 0.00 | In the second semester, 50% of Grade VII - Pumari students scored > 71.5 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

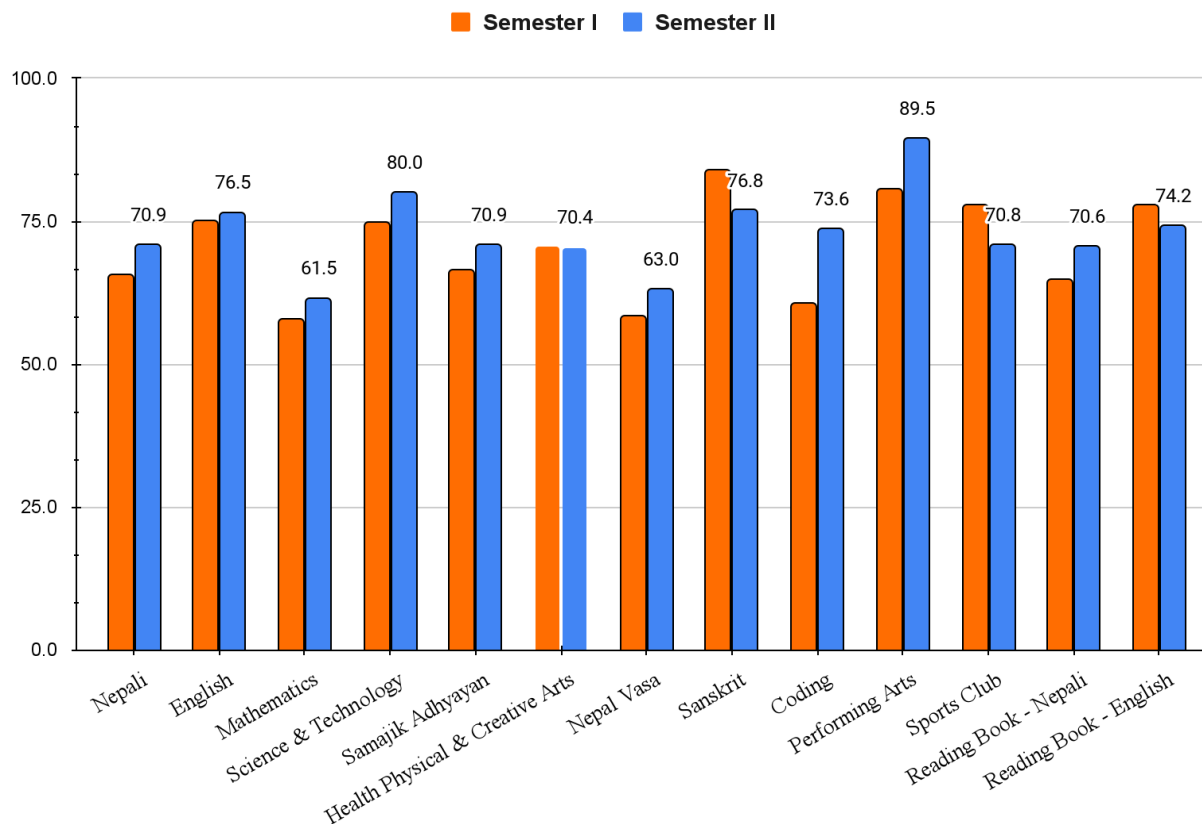
| | | | | | | |
|---------------------------------|------|------|------|-------|------|---|
| English | 74.9 | 80.0 | 76.5 | 78.75 | 0.28 | In the second semester, 50% of Grade VII - Pumari students scored > 78.75 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 57.7 | 62.3 | 61.5 | 60.0 | 0.03 | In the second semester, 50% of Grade VII - Pumari students scored > 60 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Science & Technology | 74.8 | 80.0 | 80.0 | 83.80 | 0.00 | In the second semester, 50% of Grade VII - Pumari students scored > 83.8 in Science & Technology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Samajik Adhyayan | 66.3 | 65.0 | 70.9 | 74.50 | 0.02 | In the second semester, 50% of Grade VII - Pumari students scored > 74.5 in Samajik Adhyayan. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Health Physical & Creative Arts | 70.6 | 75.0 | 70.4 | 73.00 | 0.93 | In the second semester, 50% of Grade VII - Pumari students scored > 73 in Health Physical & Creative Arts. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Nepal Vasa | 58.3 | 59.0 | 63.0 | 61.00 | 0.28 | In the second semester, 50% of Grade VII - Pumari students scored > 61 in Nepal Vasa. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sanskrit | 84.0 | 83.0 | 76.8 | 78.00 | 0.00 | In the second semester, 50% of Grade VII - Pumari students scored > 78 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Coding | 60.7 | 77.0 | 73.6 | 75.00 | 0.06 | In the second semester, 50% of Grade VII - Pumari students scored > 75 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Performing Arts | 80.4 | 81.9 | 89.5 | 89.60 | 0.00 | In the second semester, 50% of Grade VII - Pumari students scored > 89.6 in Performing Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Sports Club | 77.7 | 77.0 | 70.8 | 71.00 | 0.17 | In the second semester, 50% of Grade VII - Pumari students scored > 71 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 64.6 | 68.8 | 70.6 | 67.50 | 0.00 | In the second semester, 50% of Grade VII - Pumari students scored > 67.5 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Reading Book - English | 77.9 | 80.3 | 74.2 | 73.40 | 0.03 | In the second semester, 50% of Grade VII - Pumari students scored > 73.4 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

In Semester II

- Average marks **significantly increased** in **Nepali, Mathematics, Science, Samajik Adhyayan, Science & Technology, Performing Arts, Reading Book- Nepali**. ($p < 0.05$).
- Average marks **significantly decreased** in **Sanskrit and Reading Book- English**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade VII - Pumori students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in Nepali, Mathematics, Science & Technology, Sanskrit, Performing Arts, Nepal Bhasa, Coding and Reading Book - Nepali as compared to Semester I. The average marks have depreciated more in Sanskrit, Sports Club and Reading Book - English.

Grade VIII - Gaurishankar

The evaluation was based on 28 students. The table below provides **Mean and Median** marks obtained by grade VIII - Gaurishankar students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were drawn.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 61.3 | 61.5 | 62.8 | 62.00 | 0.21 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 62 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

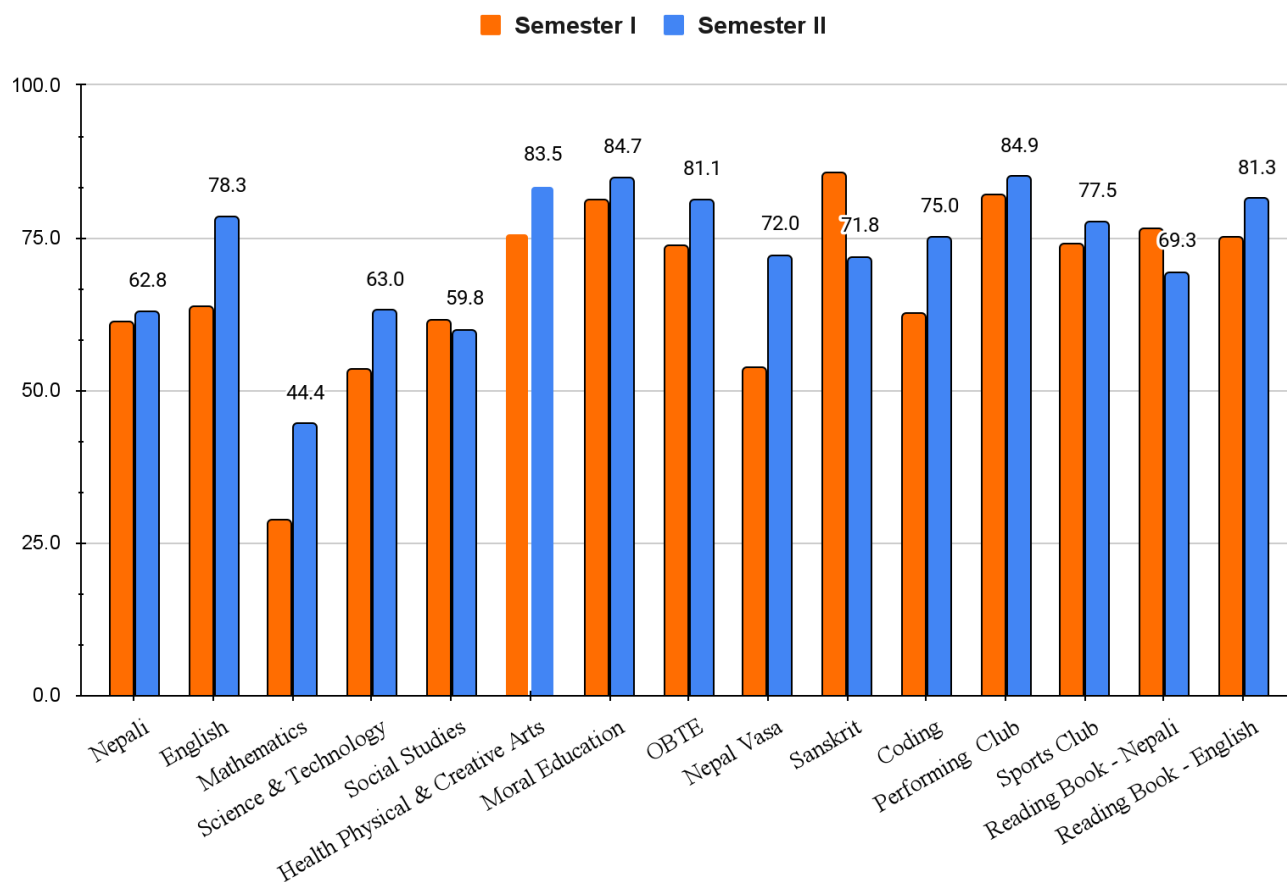
| | | | | | | |
|---------------------------------|------|------|------|-------|------|---|
| English | 63.5 | 63.5 | 78.3 | 78.50 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 78.5 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Mathematics | 28.8 | 26.5 | 44.4 | 42.0 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 42 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Science & Technology | 53.5 | 51.5 | 63.0 | 63.25 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 63.25 in Science & Technology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Social Studies | 61.4 | 62.0 | 59.8 | 60.75 | 0.36 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 60.75 in Social Studies. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Health Physical & Creative Arts | 75.7 | 78.0 | 83.5 | 86.50 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 86.5 in Health Physical & Creative Arts. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Moral Education | 81.1 | 82.0 | 84.7 | 85.00 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 85 in Moral Education. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| OBTE | 73.5 | 73.5 | 81.1 | 81.25 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 81.25 in OBTE. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Nepal Vasa | 53.6 | 56.0 | 72.0 | 72.50 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 72.5 in Nepal Vasa. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

| | | | | | | |
|------------------------|------|------|------|-------|------|--|
| Sanskrit | 85.6 | 88.0 | 71.8 | 71.00 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 71 in Sanskrit. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Coding | 62.5 | 63.0 | 75.0 | 80.00 | 0.07 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 80 in Coding. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Performing Club | 82.1 | 82.0 | 84.9 | 83.10 | 0.03 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 83.1 in Performing Club. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Sports Club | 74.0 | 74.0 | 77.5 | 76.00 | 0.11 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 76 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 76.3 | 75.6 | 69.3 | 69.50 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 69.5 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - English | 74.9 | 75.9 | 81.3 | 81.50 | 0.00 | In the second semester, 50% of Grade VIII - Gaurishankar students scored > 81.5 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **English, Mathematics, Science & Technology, Health Physical & Creative Arts, OBTE, Nepal Vasa, Performing Club, and Reading Book - English.** ($p < 0.05$).
- Average marks **significantly decreased** in **Sanskrit and Reading Book Nepali.** ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade VIII - Gaurishankar students in Semester II. From the graph, it is noticeable that the average marks have increased considerably in English, Mathematics, Science & Technology, Health Physical & Creative Arts, Moral, OBTE, Nepal Vasa, Coding Performing Club, Reading Book - English. as compared to Semester I. However, there is a downward trend in average marks in Social studies, Sanskrit and Reading Book-Nepali.

Grade IX - Nilgiri

The evaluation was based on 13 students. The table below provides **Mean and Median** marks obtained by Grade IX - Nilgiri students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 41.1 | 41.8 | 53.8 | 55.00 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 55 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

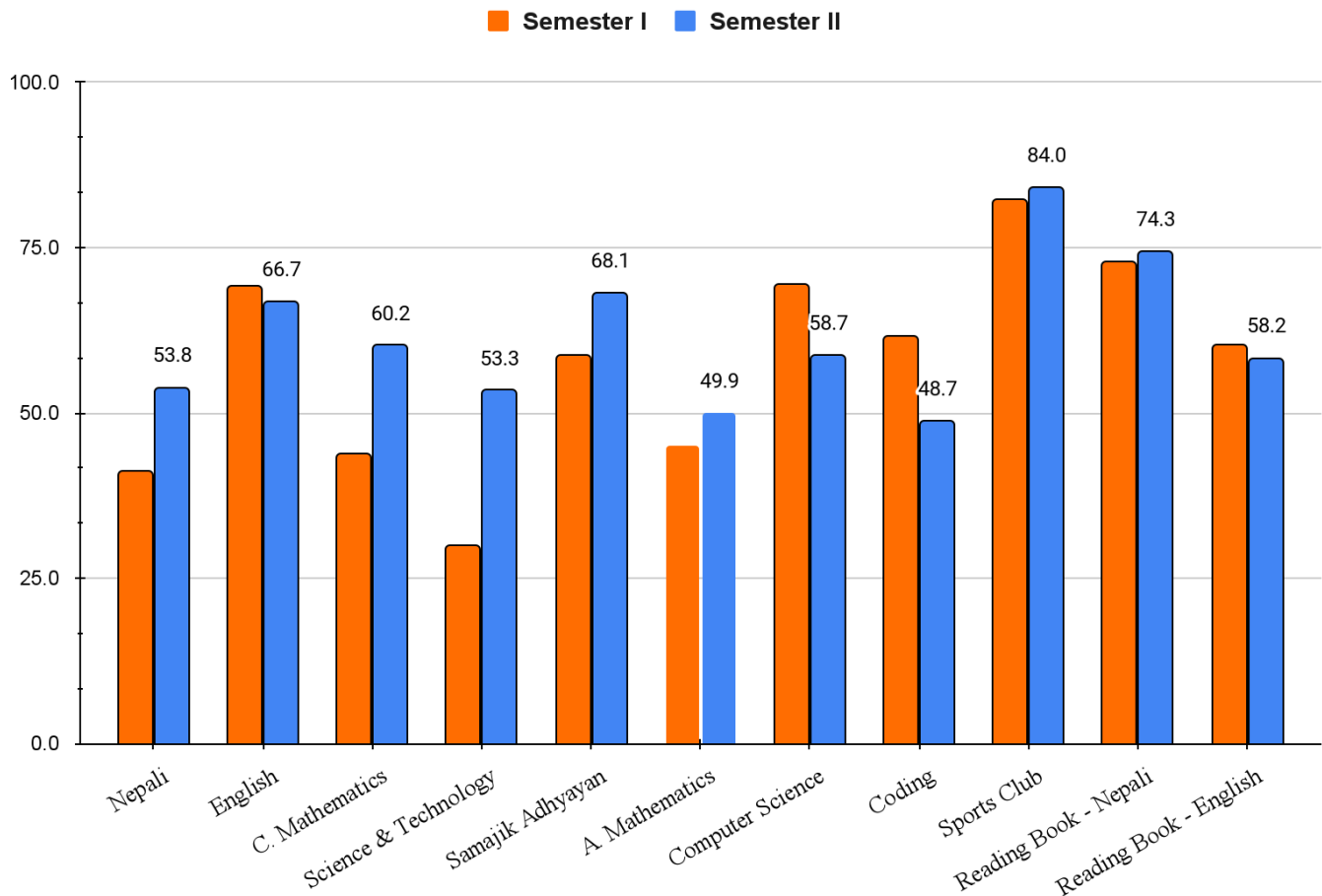
| | | | | | | |
|----------------------|------|------|------|-------|------|---|
| English | 69.1 | 72.5 | 66.7 | 75.00 | 0.29 | In the second semester, 50% of Grade IX - Nilgiri students scored > 75 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| C. Mathematics | 43.8 | 43.0 | 60.2 | 62.0 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 62 in C. Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Science & Technology | 29.8 | 31.0 | 53.3 | 55.00 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 55 in Science & Technology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Samajik Adhyayan | 58.6 | 60.0 | 68.1 | 65.00 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 65 in Samajik Adhyayan. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| A. Mathematics | 45.2 | 44.0 | 49.9 | 51.00 | 0.18 | In the second semester, 50% of Grade IX - Nilgiri students scored > 51 in A. Mathematics. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Computer Science | 69.5 | 70.0 | 58.7 | 59.00 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 59 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Coding | 61.4 | 60.0 | 48.7 | 47.50 | 0.00 | In the second semester, 50% of Grade IX - Nilgiri students scored > 47.5 in Coding. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Sports Club | 82.1 | 85.0 | 84.0 | 84.00 | 0.45 | In the second semester, 50% of Grade IX - Nilgiri students scored > 84 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| Reading Book - Nepali | 72.7 | 76.2 | 74.3 | 76.20 | 0.46 | In the second semester, 50% of Grade IX - Nilgiri students scored > 76.2 in Reading Book - Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - English | 60.3 | 63.8 | 58.2 | 60.80 | 0.03 | In the second semester, 50% of Grade IX - Nilgiri students scored > 60.8 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

In Semester II

- Average marks **significantly increased** in Nepali, Compulsory Mathematics, Science and technology and Samajik Adhyayan. ($p < 0.05$).
- Average marks **significantly decreased** in Computer science, Coding, Reading book -English. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade IX - Nilgiri students in Semester II. The graph shows that there is an upward trend in average marks obtained by students in Nepali, Compulsory Mathematics, Science and Technology, Samajik Adhyayan and A. Mathematics. However, the marks have declined noticeably in Computer Science and Coding.

Grade X - Machhapuchhre

The evaluation was based on 16 students. The table below provides **Mean and Median** marks obtained by Grade X - Machhapuchhre students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

| Subject | Semester I | | Semester II | | Inference | Conclusion |
|----------------------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 46.8 | 45.8 | 49.4 | 47.50 | 0.26 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 47.5 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| English | 49.2 | 49.0 | 59.8 | 59.70 | 0.05 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 59.7 in English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| C. Mathematics | 45.2 | 45.2 | 37.5 | 27.0 | 0.01 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 27 in C. Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Science & Technology | 31.3 | 25.8 | 39.1 | 35.50 | 0.01 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 35.5 in Science & Technology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Social | 60.8 | 65.5 | 52.6 | 54.00 | 0.01 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 54 in Social. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

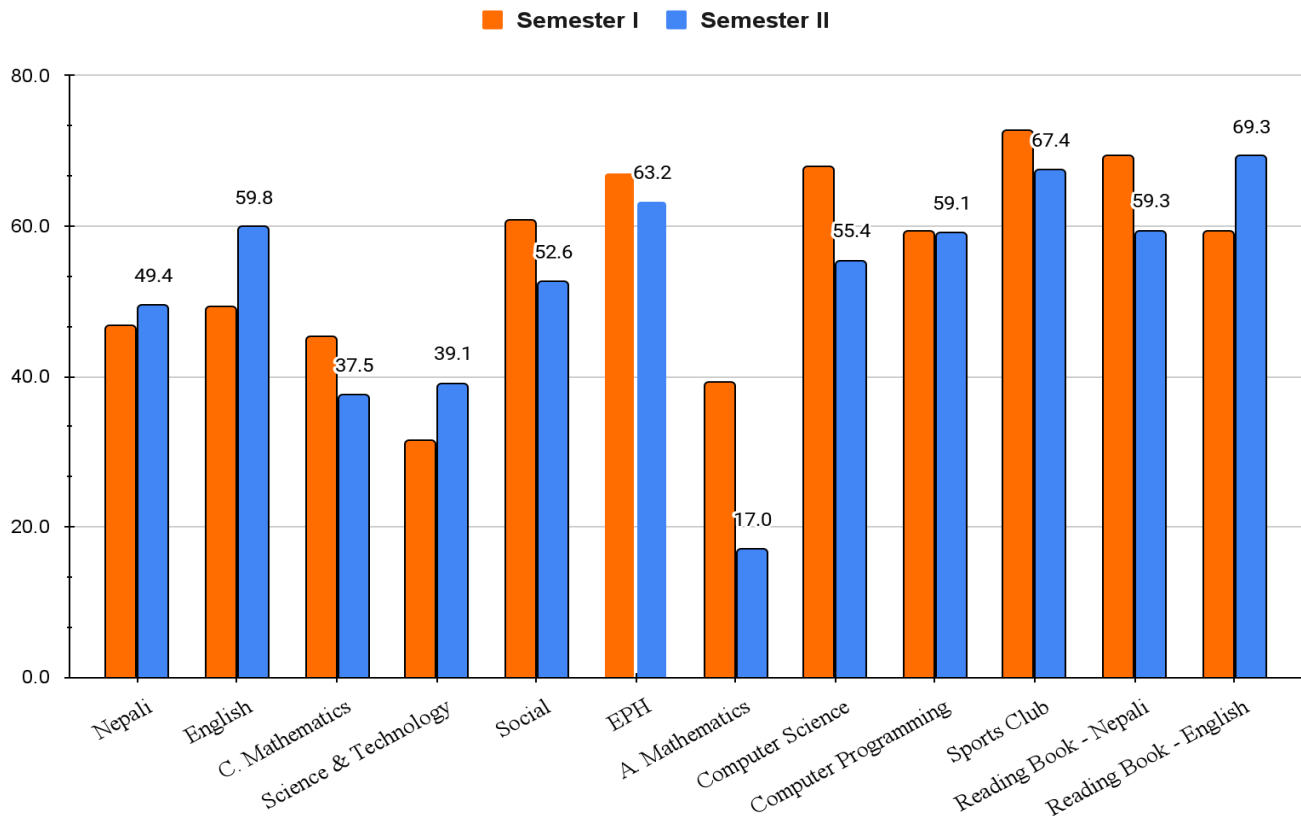
| | | | | | | |
|------------------------|------|------|------|-------|------|---|
| EPH | 67.1 | 71.8 | 63.2 | 62.50 | 0.15 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 62.5 in EPH. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| A. Mathematics | 39.2 | 39.5 | 17.0 | 12.50 | 0.00 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 12.5 in A. Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Science | 67.8 | 73.3 | 55.4 | 50.50 | 0.00 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 50.5 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Programming | 59.2 | 58.5 | 59.1 | 55.00 | 0.94 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 55 in Computer Programming. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Sports Club | 72.6 | 73.0 | 67.4 | 66.75 | 0.19 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 66.75 in Sports Club. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Reading Book - Nepali | 69.3 | 68.8 | 59.3 | 58.30 | 0.02 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 58.3 in Reading Book - Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Reading Book - English | 59.3 | 58.3 | 69.3 | 68.80 | 0.02 | In the second semester, 50% of Grade X - Machhapuchhere students scored > 68.8 in Reading Book - English. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Nepali, English, Science & Technology and Reading Book -English**. ($p < 0.05$).
- Average marks **significantly decreased** in **C. Mathematics, Social, Computer science, Reading Book - Nepali and A. Mathematics**. ($p < 0.05$).

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

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade X - Machhapuchhre students in Semester II. From the graph, it is noticeable that the average marks have increased in Nepali, English, Science & Technology, Reading Book - English. as compared to First semester. However, the marks have declined significantly in C. Mathematics, Social, EPH, A. Mathematics, Computer Science, Sports Club and Reading Book - Nepali.

Grade XI - Changla

The evaluation was based on 24 students. The table below provides **Mean and Median** marks obtained by Grade XI - Changla students in different subjects. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

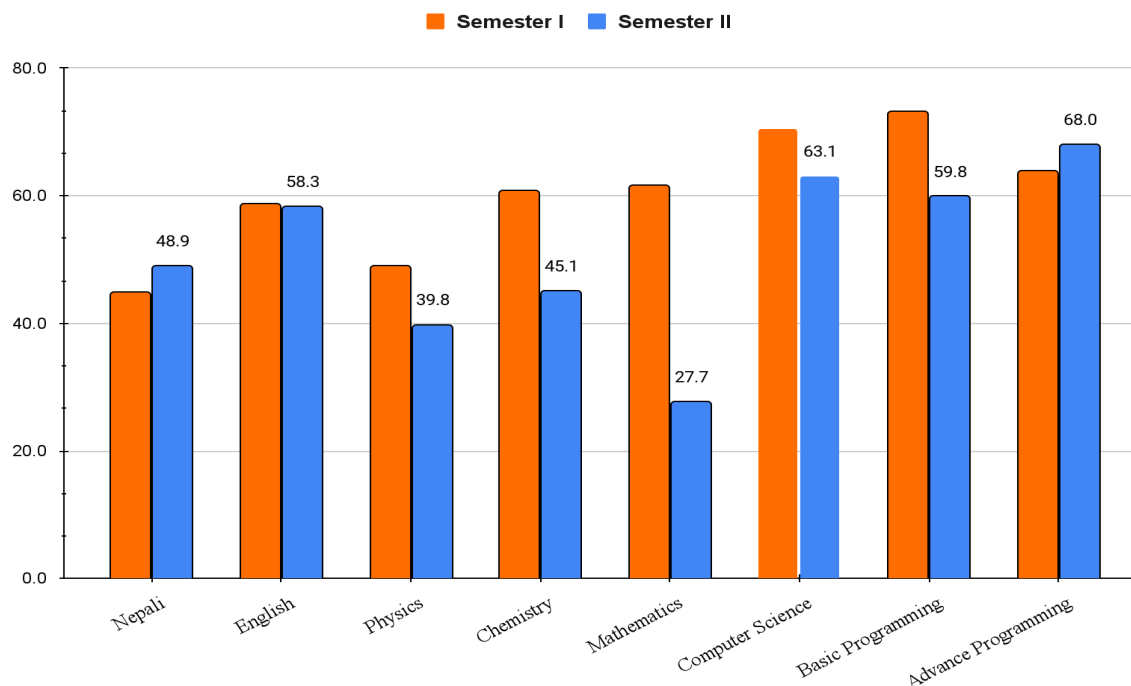
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| Nepali | 44.9 | 50.5 | 48.9 | 54.67 | 0.07 | In the second semester, 50% of Grade XI - Changla students scored > 54.67 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|---------------------|------|------|------|-------|------|--|
| English | 58.7 | 59.3 | 58.3 | 58.25 | 0.85 | In the second semester, 50% of Grade XI - Changla students scored > 58.25 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Physics | 49.0 | 46.5 | 39.8 | 38.5 | 0.00 | In the second semester, 50% of Grade XI - Changla students scored > 38.5 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Chemistry | 60.7 | 63.0 | 45.1 | 40.60 | 0.00 | In the second semester, 50% of Grade XI - Changla students scored > 40.6 in Chemistry. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 61.5 | 65.0 | 27.7 | 26.00 | 0.00 | In the second semester, 50% of Grade XI - Changla students scored > 26 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Science | 70.6 | 75.0 | 63.1 | 64.00 | 0.10 | In the second semester, 50% of Grade XI - Changla students scored > 64 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Basic Programming | 73.2 | 69.0 | 59.8 | 60.00 | 0.02 | In the second semester, 50% of Grade XI - Changla students scored > 60 in Basic Programming. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Advance Programming | 63.8 | 65.0 | 68.0 | 65.75 | 0.33 | In the second semester, 50% of Grade XI - Changla students scored > 65.75 in Advance Programming. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

In Semester II

- Average marks **significantly decreased** in **Physics, Chemistry, Mathematics and Computer Basic Programming**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Changla students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in Nepali and Advanced Programming. However there is a downward trend in the average marks of Physics, Chemistry, Mathematics, English, Basic Programming and Computer Science as compared to Semester I.

Grade XI - Khumbutse

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by Grade XI - Khumbutse students in different subjects. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

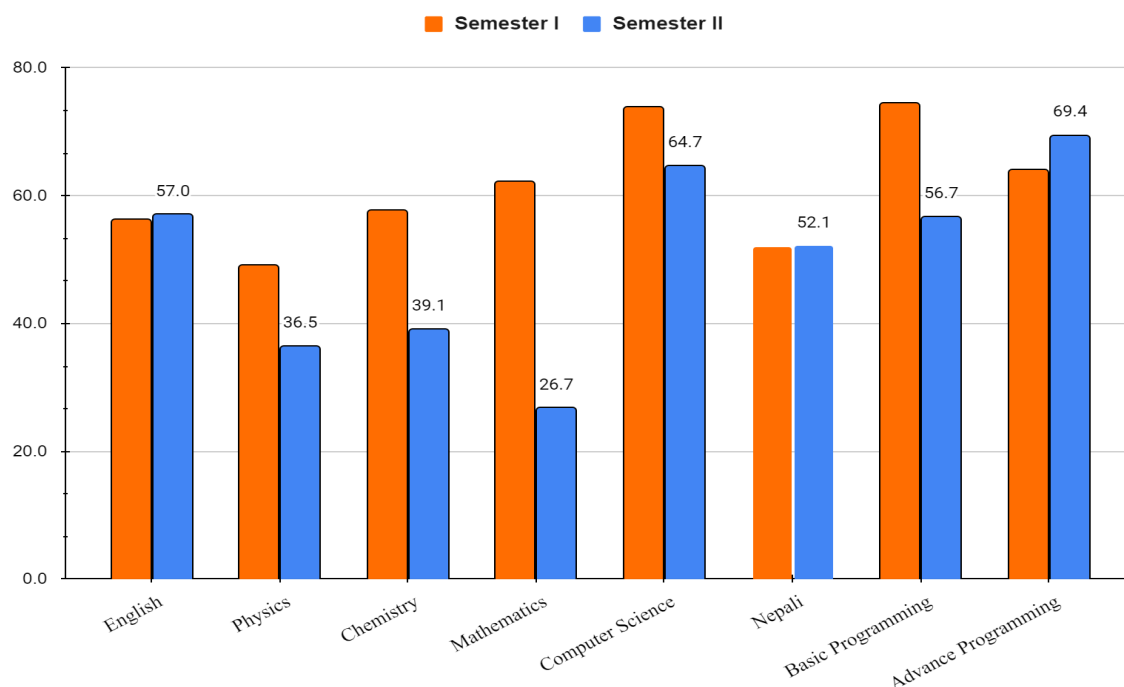
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| English | 56.2 | 59.0 | 57.0 | 57.50 | 0.70 | In the second semester, 50% of Grade XI - Khumbutse students scored > 57.5 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Physics | 49.2 | 46.5 | 36.5 | 33.00 | 0.00 | In the second semester, 50% of Grade XI - Khumbutse students scored > 33 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is |

| | | | | | | |
|---------------------|------|------|------|-------|------|--|
| | | | | | | significant decrease. |
| Chemistry | 57.6 | 60.0 | 39.1 | 36.0 | 0.00 | In the second semester, 50% of Grade XI - Khumbutse students scored > 36 in Chemistry. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 62.1 | 67.0 | 26.7 | 20.00 | 0.00 | In the second semester, 50% of Grade XI - Khumbutse students scored > 20 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Science | 73.8 | 77.0 | 64.7 | 63.00 | 0.00 | In the second semester, 50% of Grade XI - Khumbutse students scored > 63 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Nepali | 52.0 | 50.0 | 52.1 | 49.34 | 0.96 | In the second semester, 50% of Grade XI - Khumbutse students scored > 49.34 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Basic Programming | 74.4 | 74.0 | 56.7 | 64.00 | 0.00 | In the second semester, 50% of Grade XI - Khumbutse students scored > 64 in Basic Programming. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Advance Programming | 64.1 | 66.0 | 69.4 | 68.50 | 0.03 | In the second semester, 50% of Grade XI - Khumbutse students scored > 68.5 in Advance Programming. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Advance Programming**. ($p < 0.05$)
- Average marks **significantly decreased** in **Physics, Chemistry, Mathematics, Computer Science and Basic Programming**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Khumbutse students in Semester II. The graph shows that there is an upward trend in average marks in English, Nepali and Basic Programming. However, the average marks in Physics, Chemistry, Mathematics, Computer Science and Basic Programming has declined sharply.

Grade XI - Pangboche

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by Grade XI - Pangboche students in different subjects. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

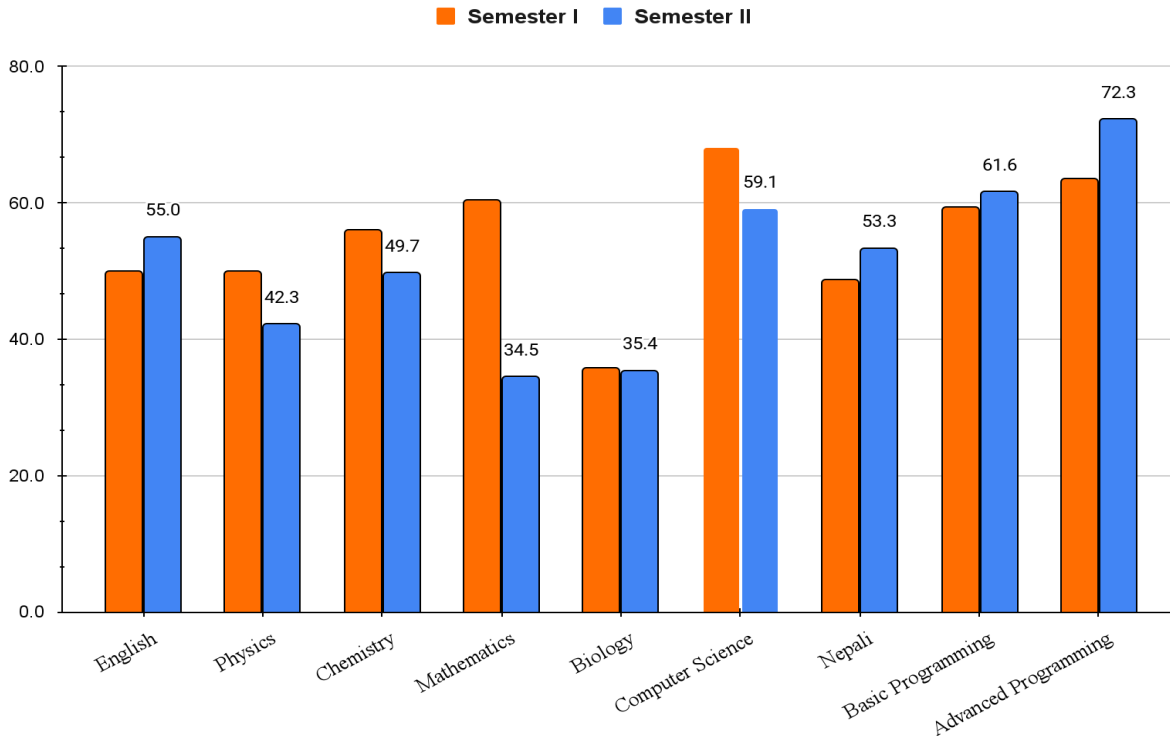
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| English | 49.9 | 52.0 | 55.0 | 54.00 | 0.06 | In the second semester, 50% of Grade XI - Pangboche students scored > 54 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Physics | 49.9 | 49.0 | 42.3 | 39.00 | 0.02 | In the second semester, 50% of Grade XI - Pangboche students scored > 39 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |

| | | | | | | |
|----------------------|------|------|------|-------|------|---|
| Chemistry | 55.9 | 53.0 | 49.7 | 52.0 | 0.07 | In the second semester, 50% of Grade XI - Pangboche students scored > 52 in Chemistry. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 60.4 | 61.0 | 34.5 | 26.67 | 0.00 | In the second semester, 50% of Grade XI - Pangboche students scored > 26.67 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Biology | 35.8 | 33.0 | 35.4 | 41.50 | 0.97 | In the second semester, 50% of Grade XI - Pangboche students scored > 41.5 in Biology. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Computer Science | 68.1 | 77.0 | 59.1 | 57.00 | 0.13 | In the second semester, 50% of Grade XI - Pangboche students scored > 57 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Nepali | 48.6 | 51.0 | 53.3 | 52.00 | 0.02 | In the second semester, 50% of Grade XI - Pangboche students scored > 52 in Nepali. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Basic Programming | 59.4 | 67.0 | 61.6 | 72.00 | 0.63 | In the second semester, 50% of Grade XI - Pangboche students scored > 72 in Basic Programming. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Advanced Programming | 63.4 | 63.0 | 72.3 | 75.00 | 0.02 | In the second semester, 50% of Grade XI - Pangboche students scored > 75 in Advanced Programming. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |

In Semester II

- Average marks **significantly increased** in **Nepali and Advanced Programming**. ($p < 0.05$).
- Average marks **significantly decreased** in **Physics and Mathematics**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Pangboche students in Semester II. The average marks substantially increased in English, Nepali, Basic Programming and Advanced Programming. However, a downward trend is observed in Physics, Chemistry, Mathematics and Computer Science.

Grade XI - Taboche

The evaluation was based on 19 students. The table below provides **Mean and Median** marks obtained by Grade XI - Taboche students in different subjects. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

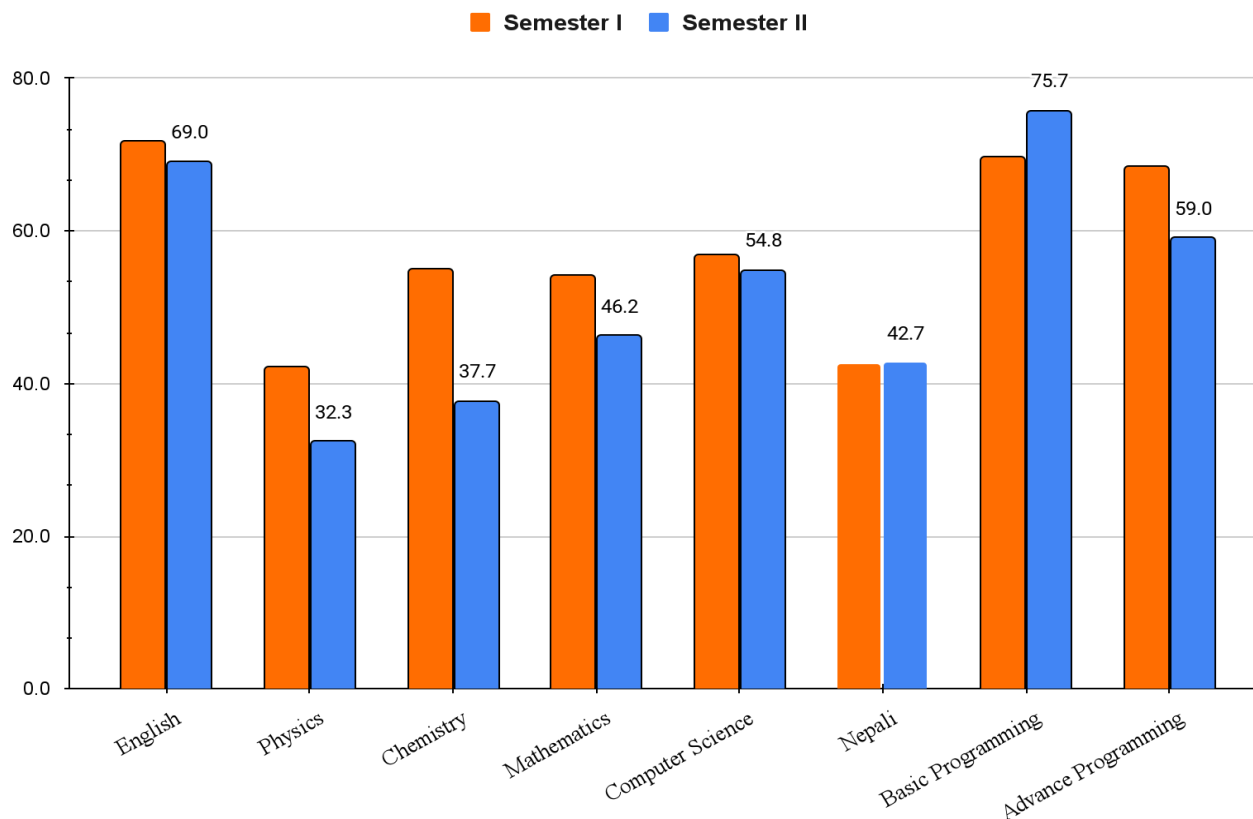
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| English | 71.7 | 74.0 | 69.0 | 67.50 | 0.48 | In the second semester, 50% of Grade XI - Taboche students scored > 67.5 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|---------------------|------|------|------|-------|------|--|
| Physics | 42.1 | 47.5 | 32.3 | 32.50 | 0.00 | In the second semester, 50% of Grade XI - Taboche students scored > 32.5 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Chemistry | 55.0 | 51.0 | 37.7 | 35.8 | 0.00 | In the second semester, 50% of Grade XI - Taboche students scored > 35.75 in Chemistry. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Mathematics | 54.2 | 56.0 | 46.2 | 46.70 | 0.03 | In the second semester, 50% of Grade XI - Taboche students scored > 46.7 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Science | 56.9 | 60.5 | 54.8 | 55.00 | 0.67 | In the second semester, 50% of Grade XI - Taboche students scored > 55 in Computer Science. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Nepali | 42.5 | 43.5 | 42.7 | 44.00 | 0.89 | In the second semester, 50% of Grade XI - Taboche students scored > 44 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Basic Programming | 69.7 | 69.0 | 75.7 | 74.50 | 0.15 | In the second semester, 50% of Grade XI - Taboche students scored > 74.5 in Basic Programming. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Advance Programming | 68.5 | 74.0 | 59.0 | 65.75 | 0.09 | In the second semester, 50% of Grade XI - Taboche students scored > 65.75 in Advance Programming. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

In Semester II

- Average marks **significantly decreased** in **Physics, Chemistry and Mathematics**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Taboche students in Semester II. Overall, there is a decreasing trend in average marks obtained by students in Semester II. The average marks substantially decreased in Physics, Chemistry and Mathematics.

Grade XII - Lobuche

The evaluation was based on 32 students. The table below provides **Mean and Median** marks obtained by Grade XII - Lobuche students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

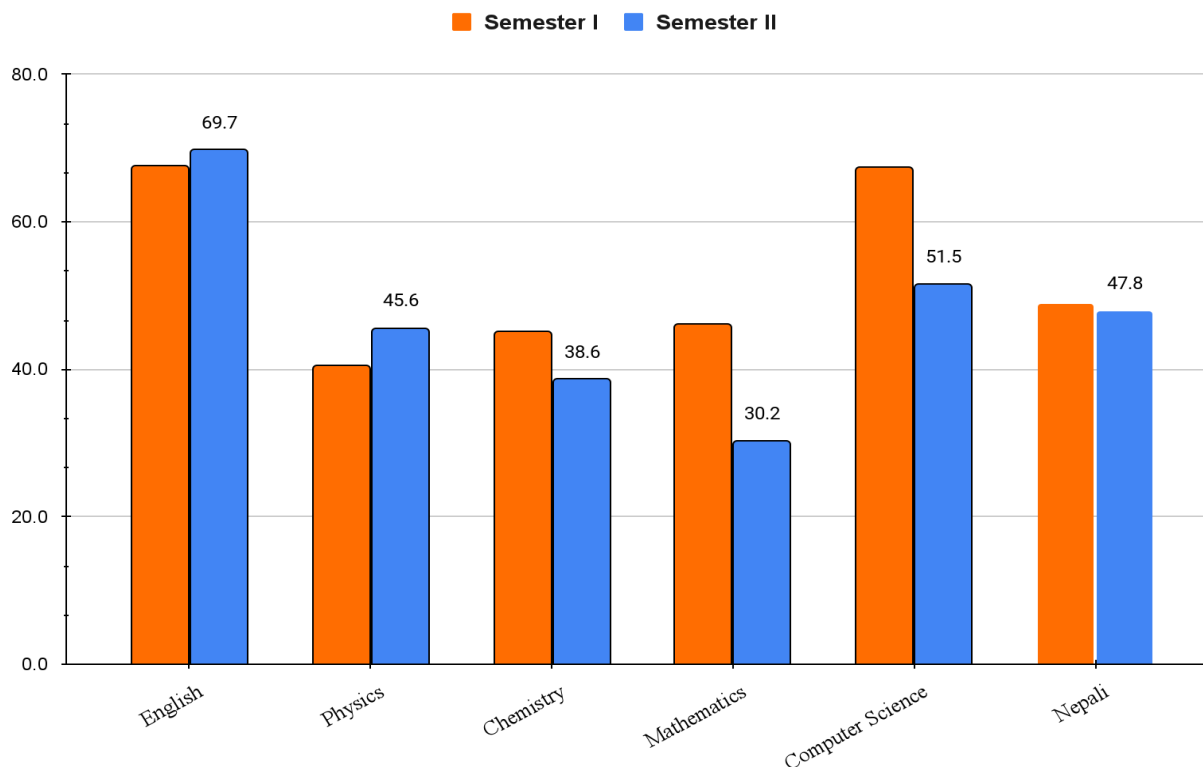
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|--|
| | Average | Median | Average | Median | P-Value | |
| English | 67.5 | 69.8 | 69.7 | 71.50 | 0.56 | In the second semester, 50% of Grade XII - Lobuche students scored > 71.5 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------|------|------|------|-------|------|--|
| Physics | 40.5 | 42.8 | 45.6 | 44.50 | 0.02 | In the second semester, 50% of Grade XII - Lobuche students scored > 44.5 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Chemistry | 45.0 | 45.5 | 38.6 | 40.5 | 0.09 | In the second semester, 50% of Grade XII - Lobuche students scored > 40.5 in Chemistry. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 46.0 | 49.0 | 30.2 | 30.50 | 0.00 | In the second semester, 50% of Grade XII - Lobuche students scored > 30.5 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Computer Science | 67.4 | 73.0 | 51.5 | 50.00 | 0.00 | In the second semester, 50% of Grade XII - Lobuche students scored > 50 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Nepali | 48.9 | 49.0 | 47.8 | 50.70 | 0.57 | In the second semester, 50% of Grade XII - Lobuche students scored > 50.7 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

In Semester II

- Average marks **significantly increased** in **Physics**. ($p < 0.05$).
- Average marks **significantly decreased** in **Mathematics and Computer Science**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



The bar graph illustrates the average marks of different subjects obtained by Grade XII - Lobuche students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in English and Physics as compared to First semester. However, there is a downward trend in average marks obtained by students in Chemistry, Mathematics, Computer Science and Nepali.

Grade XII - Khumbila

The evaluation was based on 31 students. The table below provides **Mean and Median** marks obtained by Grade XII - Khumbila students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the first semester examination, and inference and conclusion were provided.

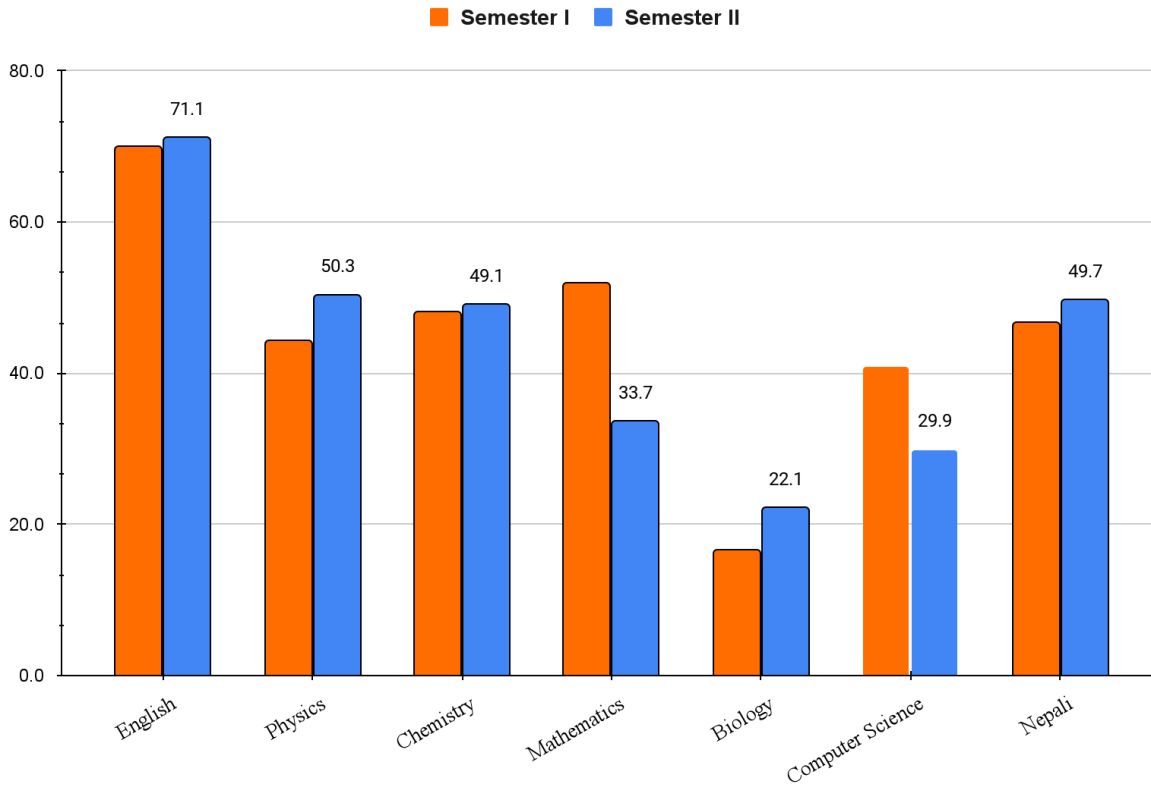
| Subject | Semester I | | Semester II | | Inference | Conclusion |
|---------|------------|--------|-------------|--------|-----------|---|
| | Average | Median | Average | Median | P-Value | |
| English | 69.9 | 73.0 | 71.1 | 72.00 | 0.56 | In the second semester, 50% of Grade XII - Khumbila students scored > 72 in English. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

| | | | | | | |
|------------------|------|------|------|-------|------|---|
| Physics | 44.2 | 39.5 | 50.3 | 49.00 | 0.00 | In the second semester, 50% of Grade XII - Khumbila students scored > 49 in Physics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Chemistry | 48.1 | 44.0 | 49.1 | 48.0 | 0.67 | In the second semester, 50% of Grade XII - Khumbila students scored > 48 in Chemistry. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |
| Mathematics | 51.8 | 48.0 | 33.7 | 31.00 | 0.00 | In the second semester, 50% of Grade XII - Khumbila students scored > 31 in Mathematics. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Biology | 16.5 | 0.0 | 22.1 | 0.00 | 0.01 | In the second semester, 50% of Grade XII - Khumbila students scored > 0 in Biology. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant increase. |
| Computer Science | 40.8 | 45.0 | 29.9 | 33.50 | 0.00 | In the second semester, 50% of Grade XII - Khumbila students scored > 33.5 in Computer Science. Since $p < \alpha$, we fail to retain null hypothesis and conclude that first semester and second semester results are significantly different. There is significant decrease. |
| Nepali | 46.6 | 49.0 | 49.7 | 47.00 | 0.15 | In the second semester, 50% of Grade XII - Khumbila students scored > 47 in Nepali. Since $p > \alpha$, we retain null hypothesis and conclude that first semester and second semester results are not significantly different. |

In Semester II

- Average marks **significantly increased** in **Physics and Biology**. ($p < 0.05$).
- Average marks **significantly decreased** in **Mathematics and Computer Science**. ($p < 0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p > 0.05$).

Average Marks of Students in a Subject



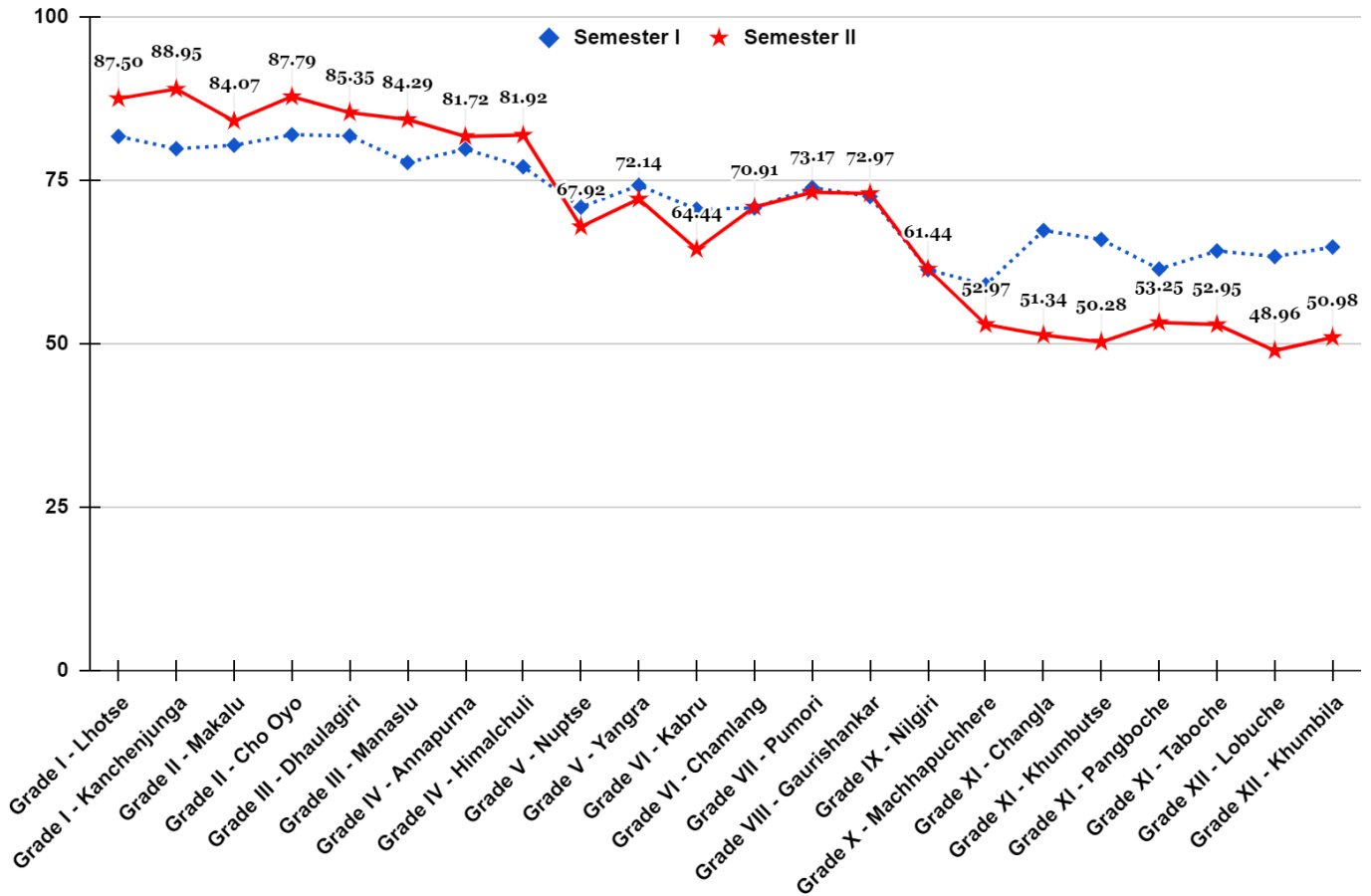
The bar graph illustrates the average marks of different subjects obtained by Grade XII - Khumbila students in Semester II. From the graph, it is noticeable that the average marks have increased appreciably in English, Physics, Chemistry, Biology and Nepali as compared to First semester. However, the marks have declined noticeably in Mathematics and Computer Science.

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 semester evaluations are compared with the first semester examination, and inference and conclusion are provided. The data provides the overall impression of results in each grade.

| Grade | Central Values | | | | |
|---------------------------|----------------|-------------|--------|---------|---------|
| | Semester I | Semester II | | | |
| | Mean | Mean | Median | Maximum | Minimum |
| Grade I - Lhotse | 81.71 | 87.50 | 89.90 | 100.00 | 18.00 |
| Grade I - Kanchenjunga | 79.83 | 88.95 | 90.80 | 100.00 | 12.00 |
| Grade II - Makalu | 80.36 | 84.07 | 85.40 | 100.00 | 20.00 |
| Grade II - Cho Oyo | 81.97 | 87.79 | 89.10 | 100.00 | 17.40 |
| Grade III - Dhaulagiri | 81.80 | 85.35 | 86.00 | 100.00 | 39.00 |
| Grade III - Manaslu | 77.72 | 84.29 | 84.70 | 100.00 | 41.50 |
| Grade IV - Annapurna | 79.78 | 81.72 | 83.05 | 100.00 | 16.30 |
| Grade IV - Himalchuli | 77.07 | 81.92 | 83.90 | 100.00 | 38.60 |
| Grade V - Nuptse | 70.89 | 67.92 | 72.00 | 100.00 | 6.00 |
| Grade V - Yangra | 74.22 | 72.14 | 77.10 | 100.00 | 16.00 |
| Grade VI - Kabru | 70.59 | 64.44 | 67.80 | 100.00 | 6.00 |
| Grade VI - Chamlang | 70.78 | 70.91 | 73.00 | 100.00 | 2.00 |
| Grade VII - Pumori | 73.89 | 73.17 | 75.00 | 100.00 | 22.00 |
| Grade VIII - Gaurishankar | 72.52 | 72.97 | 76.00 | 100.00 | 16.00 |
| Grade IX - Nilgiri | 61.35 | 61.44 | 64.00 | 89.00 | 22.40 |
| Grade X - Machhapuchhere | 59.01 | 52.97 | 56.25 | 97.50 | 2.00 |
| Grade XI - Changla | 67.34 | 51.34 | 52.60 | 95.00 | 5.00 |
| Grade XI - Khumbutse | 65.96 | 50.28 | 51.00 | 95.00 | 10.00 |
| Grade XI - Pangboche | 61.43 | 53.25 | 53.00 | 95.00 | 5.00 |
| Grade XI - Taboche | 64.20 | 52.95 | 52.00 | 97.00 | 13.30 |
| Grade XII - Lobuche | 63.34 | 48.96 | 47.00 | 87.50 | 5.30 |
| Grade XII - Khumbila | 64.79 | 50.98 | 50.50 | 89.00 | 12.00 |

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 Semester I and Semester II. The average marks have substantially increased for Grade-I Lhotse, Grade-I Kanchenjunga, Grade-II Cho-Oyu, and Grade-III Dhaulagiri. There is a gradual rise in average marks obtained by Grade-II Makalu, Grade III- Manaslu, Grade-IV Annapurna, and Grade-IV Himalchuli. The overall performance of elementary school is praiseworthy as compared to Semester I.

The average marks have noticeably decreased in Grade-V Nuptse, Grade-V Yangra, and Grade-VI Kabru. There is no remarkable change in the average marks obtained by Grade-VI Chamlang, Grade-VII Pumori, Grade-VIII Gaurishankar, and Grade-IX Nilgiri in Semester II.

In the rest of the grades from Grade X to Grade XII, the trend of average marks have significantly decreased in Semester II as compared to Semester I.

Appendix

Examination Team

| Tasks | Name |
|--|---|
| Question Preparation/Examination/Answer Sheet Evaluation/Marks Entry | Subject / Class Teachers |
| Online Handbook | Santosh Shah |
| Marksheet Ledger | Ruby Labh |
| Marksheet Preparation/Distribution | Class Teachers / HOS / Principal |
| Data Entry & Language | Sabina Maharjan, Manisha Adhikari, Yukta Burma, Sapana Lama, Dhanswor Yonghang, Aakash Chandra Giri |
| Analysis Report by: | Madhu Sudhan Bhusal Sagina Maharjan |