COMPARATIVE ANALYSIS OF SECOND TERM EXAMINATION RESULT USING SPSS 2080

Introduction

This report provides the results of the comparative analysis of Second Term Evaluation of the academic year 2080 B.S. This report does not provide information regarding the causes of increase or decrease in marks of the term wise evaluations.

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

Methods

Data

The data were obtained from mark sheet ledgers:

- DSS- Marksheet Ledger Second Term 2080

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 16 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 Term and inference and conclusion were provided.

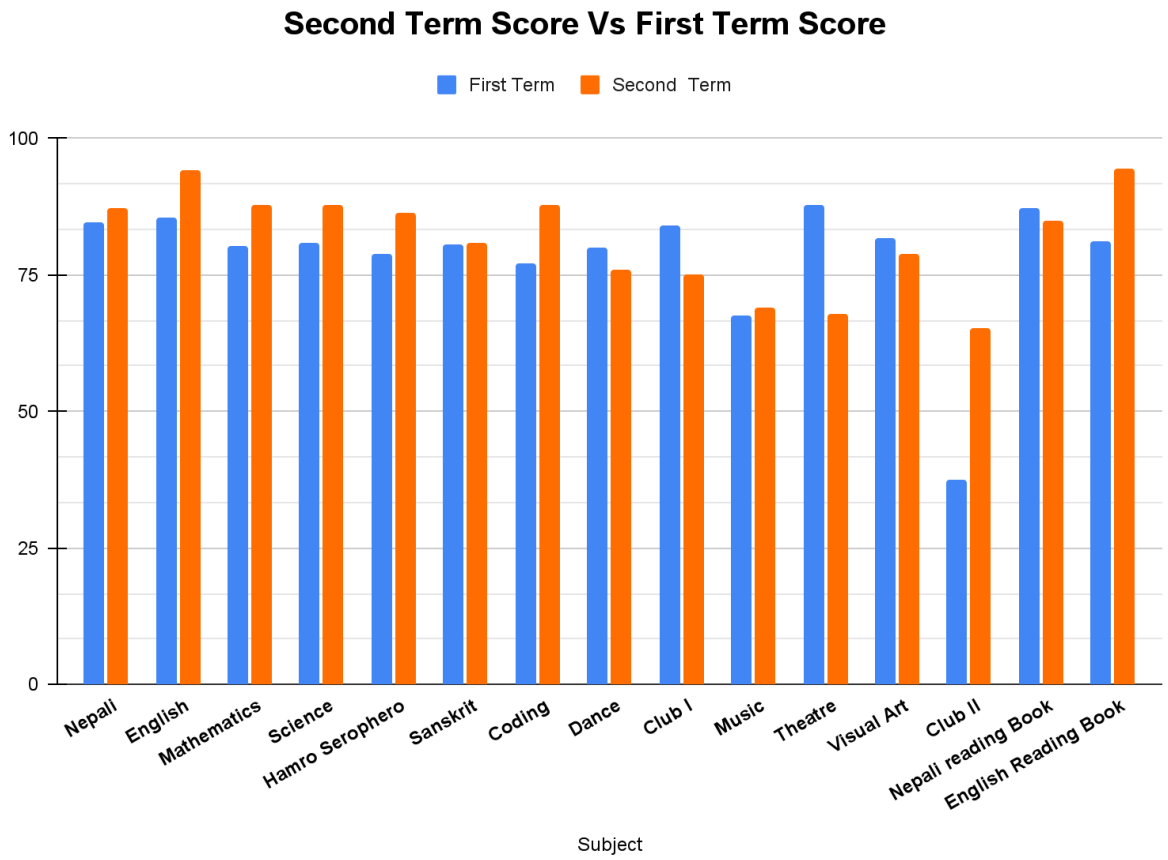
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	84.6	87.0	87.3	90.2	0.07	In the second term, 50% of grade I - Kanchenjunga students scored >90.2 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	85.5	87.4	94.2	96.7	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >96.7 in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	80.4	82.4	87.9	88.0	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >87.9 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Science	81.0	81.9	87.9	88.1	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >88.1 in Science. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Hamro Serophero	78.8	81.4	86.5	88.5	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >88.5 in Hamro Serophero. Since p<α, we fail to retain the null hypothesis and conclude that the second term and first term are significantly different. There is a significant increase.

Sanskrit	80.6	83.5	80.8	82.6	0.89	In the second term, 50% of grade I - Kanchenjunga students scored >82.55 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	77.2	79.7	88.0	89.5	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >89.5in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Dance	80.1	80.2	75.8	74.3	0.01	In the second term, 50% of grade I - Kanchenjunga students scored >74.3 in Dance. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Club I	84.1	84.6	75.1	80.0	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >80 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Music	67.5	66.5	69.0	68.7	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >68.7 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Theatre	87.7	90.0	67.8	66.4	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >66.4 in Theatre. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	81.8	81.7	78.8	78.9	0.16	In the second term, 50% of grade I - Kanchenjunga students scored >78.9 in Visual Art. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Club II	37.6	36.0	65.4	63.9	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >63.8 in Club II. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Nepali reading Book	87.2	89.9	84.8	86.2	0.42	In the second term, 50% of grade I - Kanchenjunga students scored >86.2 in Nepali reading Book. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	81.3	82.5	94.6	95.1	0.00	In the second term, 50% of grade I - Kanchenjunga students scored >95.1 in English Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

<u>In Second Term;</u>

- Average marks **significantly increased** in **English, Mathematics,Science, Hamro Serophero,Coding,Music,English Reading Book and Club-II.** ($p<0.05$).
- Average marks **significantly decreased** in **Dance,Club-I and Theatre.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade I - Kanchenjunga students in the Second Term Examination. From the graph, it is noticeable that the average marks have increased appreciably in **Mathematics, English, Science, Coding,Club-II and English Reading Book** as compared to First Term. However, the marks have slightly declined in **Theatre and Club-I**. The Grade I - Kanchenjunga students have shown satisfactory performance in Second Term.

Grade I - Lhotse

The evaluation was based on 14 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 First Term, and inference and conclusion were provided.

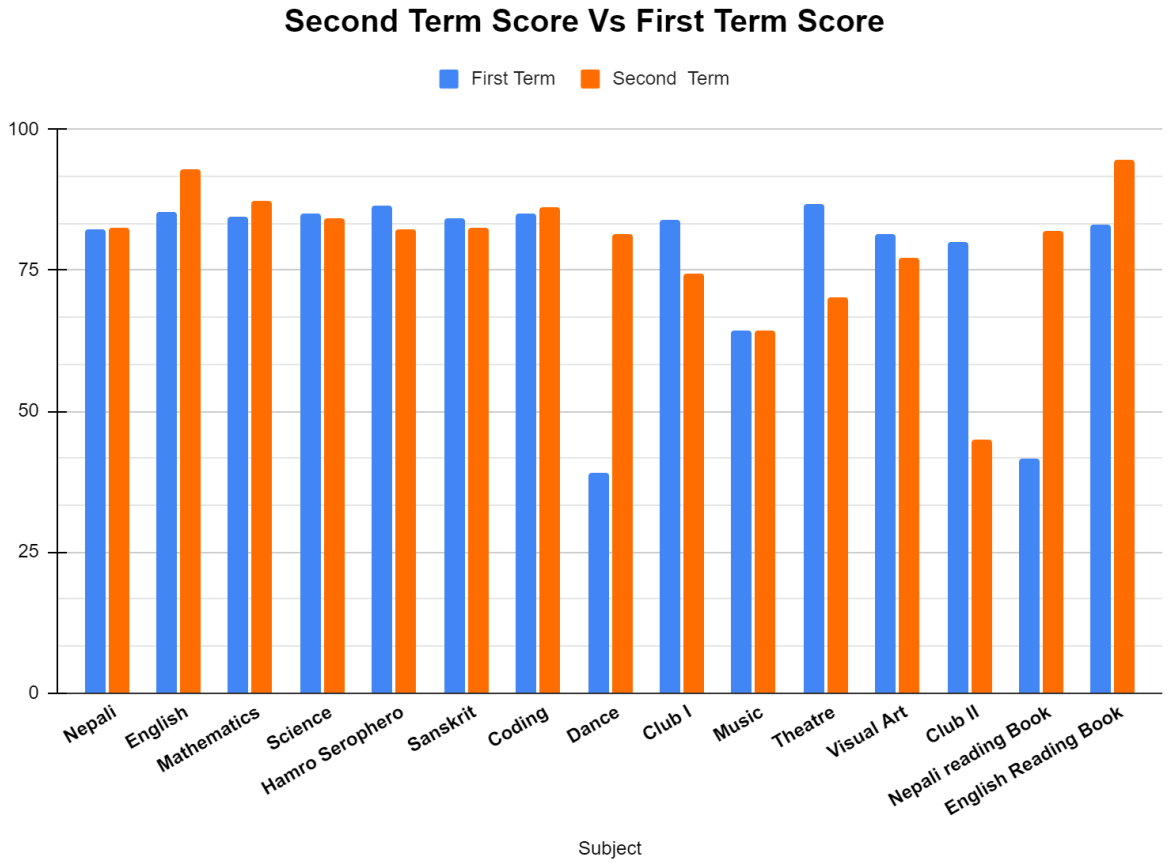
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	82.3	81.4	82.7	81.0	0.90	In the second term, 50% of grade I - Lhotse students scored >81 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	85.4	86.3	93.0	92.8	0.00	In the second term, 50% of grade I - Lhotse students scored >92.7 in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	84.4	86.6	87.3	87.0	0.18	In the second term, 50% of grade I - Lhotse students scored >86.9 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	85.1	86.8	84.2	85.5	0.68	In the second term, 50% of grade I - Lhotse students scored >85.47 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Hamro Serophero	86.5	90.3	82.2	83.7	0.09	In the second term, 50% of grade I - Lhotse students scored >83.71 in Hamro Serophero. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Sanskrit	84.3	85.4	82.7	79.7	0.28	In the second term, 50% of grade I - Lhotse students scored >79.7 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	85.0	86.5	86.1	89.8	0.69	In the second term, 50% of grade I - Lhotse students scored >89.79 in Coding. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Dance	39.0	39.5	81.3	81.8	0.00	In the second term, 50% of grade I - Lhotse students scored >81.8 in Dance. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Club I	83.9	81.9	74.5	66.9	0.00	In the second term, 50% of grade I - Lhotse students scored >66.9 in Club I. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Music	64.2	64.0	64.2	64.0	0.00	In the second term, 50% of grade I - Lhotse students scored >64 in Music. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Theatre	86.8	87.3	70.3	71.9	0.00	In the second term, 50% of grade I - Lhotse students scored >71.9 in Theatre. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	81.5	81.3	77.3	76.4	0.12	In the second term, 50% of grade I - Lhotse students scored >76.3 in Visual Art. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club II	80.1	81.4	45.0	46.3	0.00	In the second term, 50% of grade I - Lhotse students scored >46.2 in Club II. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Nepali reading Book	41.7	41.7	82.0	80.5	0.00	In the second term, 50% of grade I - Lhotse students scored >80.5 in Nepali reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

English Reading Book	83.0	82.8	94.7	95.5	0.00	In the second term, 50% of grade I - Lhotse students scored >95.5 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first semester and test score results are significantly different. There is a significant increase.

In Second Term;

- Average marks **significantly increased** in **English, Dance, Nepali Reading Book and English Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Club-I, Music, Theatre and Club-II.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade I - Lhotse students in Second Term . From the graph, it is noticeable that the average marks have increased appreciably in **English, Dance, Nepali Reading Book and English Reading Book** as compared

to First Term. However, the marks have slightly declined in **Theatre and Club-II**. The Grade I - Lhotse students have shown satisfactory performance in Second Term.

Grade II - Makalu

The evaluation was based on 22 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 Term and inference and conclusion were provided.

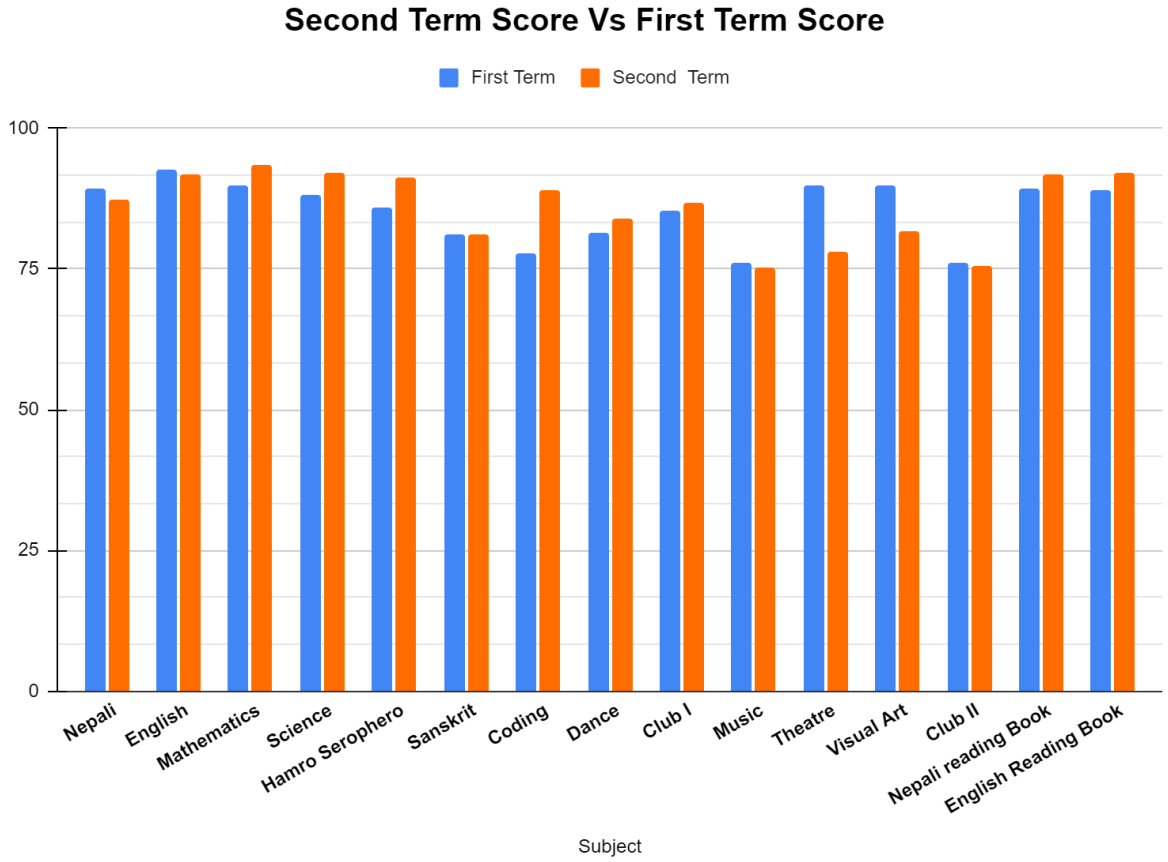
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	89.3	87.9	87.3	89.8	0.43	In the second term, 50% of grade II - Makalu students scored >89.76 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	92.8	92.6	91.8	91.9	0.54	In second term, 50% of grade II - Makalu students scored >91.9 in English. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Mathematics	89.8	89.5	93.5	94.1	0.01	In the second term, 50% of grade II - Makalu students scored >94.06 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Science	88.2	88.6	92.0	94.5	0.04	In the second term, 50% of grade II - Makalu students scored >94.4 in Science. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Hamro Serophero	85.9	84.0	91.2	91.9	0.01	In the second term, 50% of grade II - Makalu students scored >91.8 in Hamro Serophero. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a

						significant increase.
Sanskrit	81.2	82.4	81.0	78.8	0.96	In second term, 50% of grade II - Makalu students scored >78.75 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	77.8	78.6	89.0	89.2	0.00	In the second term, 50% of grade II - Makalu students scored >89.2 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Dance	81.5	81.6	83.9	85.2	0.09	In second term, 50% of grade II - Makalu students scored >85.2 in Dance. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	85.5	92.0	86.9	91.7	0.58	In the second term, 50% of grade II - Makalu students scored >91.7 in Club I. Since p>α, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Music	76.2	74.5	75.3	74.1	0.46	In second term, 50% of grade II - Makalu students scored >74.1 in Music. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Theatre	89.7	90.0	78.1	75.0	0.00	In second term, 50% of grade II - Makalu students scored >75 in Theatre. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	89.9	90.8	81.7	82.1	0.00	In second term, 50% of grade II - Makalu students scored >82.1 in Visual Art. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

Club II	76.1	74.0	75.5	73.0	0.83	In second term, 50% of grade II - Makalu students scored >73 in Club II. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepali reading Book	89.2	89.7	91.7	94.2	0.13	In the second term, 50% of grade II - Makalu students scored >94.15 in Nepali reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	89.2	88.7	92.1	91.9	0.04	In the second term, 50% of grade II - Makalu students scored >91.9 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

In Second Term;

- Average marks **significantly increased** in **Mathematics, Hamro Serofero,Science, Coding and English Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Theatre and Visual Art.**($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph depicts the average marks of different subjects obtained by Grade II- Makalu students in Second Term. Overall, there is an upward trend in average marks obtained by students in **Coding and Hamro Serophero** as compared to First Term.. However, the marks have declined noticeably in **Theatre and Visual Art.**

Grade II - Cho Oyu

The evaluation was based on 22 students. The table below provides **Mean and Median** marks obtained by Grade II - Cho Oyu students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion were provided.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	

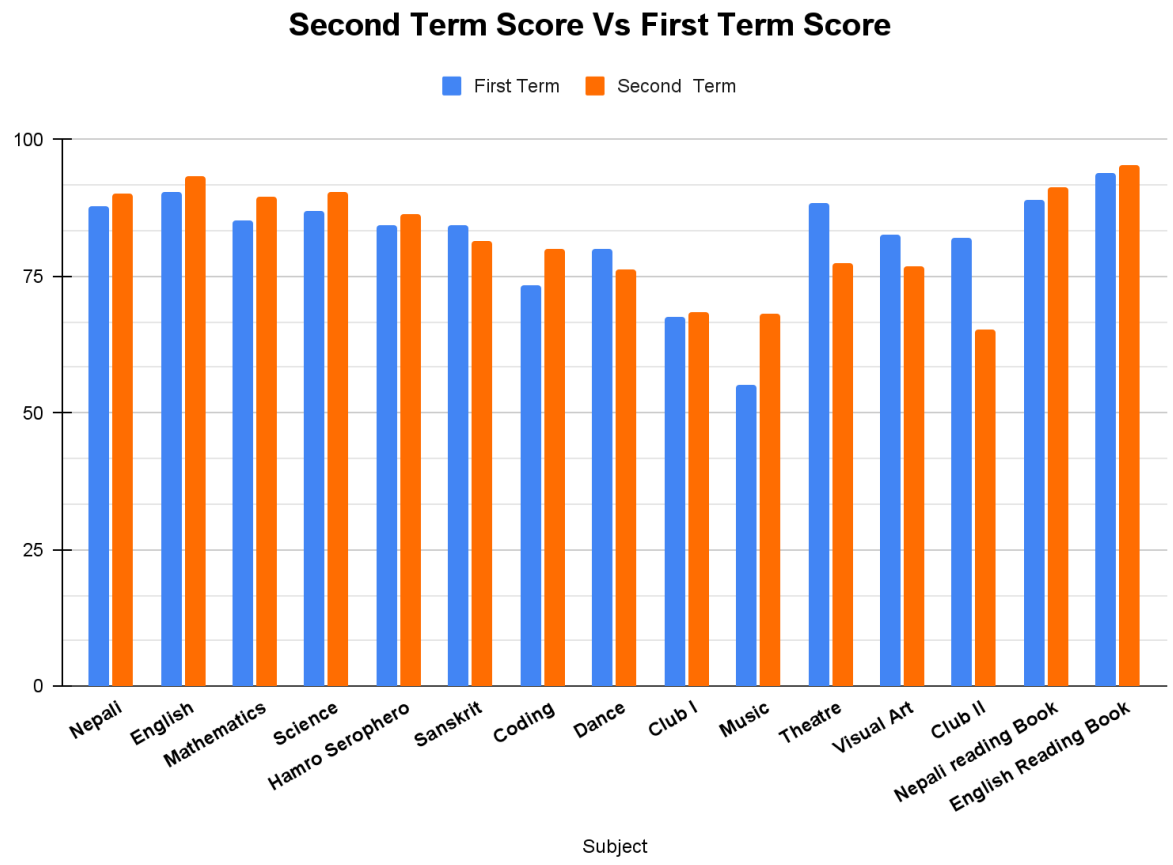
Nepali	87.9	87.8	90.1	90.5	0.00	In the second term, 50% of grade II - Cho Oyu students scored >90.5 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
English	90.5	91.4	93.2	94.2	0.01	In the second term, 50% of grade II - Cho Oyu students scored >94.1 in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	85.2	85.8	89.5	88.6	0.00	In the second term, 50% of grade II - Cho Oyu students scored >88.5in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that the second term and first term are significantly different. There is a significant increase.
Science	86.9	87.7	90.5	92.0	0.00	In the second term, 50% of grade II - Cho Oyu students scored >91.96 in Science. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Hamro Serophero	84.4	84.7	86.4	87.9	0.03	In the second term, 50% of grade II - Cho Oyu students scored >87.8 in Hamro Serophero. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Sanskrit	84.5	85.5	81.5	82.8	0.01	In second term, 50% of grade II - Cho Oyu students scored >82.75 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Coding	73.2	73.2	79.9	83.0	0.00	In the second term, 50% of grade II - Cho Oyu students scored >83.04 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

Dance	80.0	79.3	76.2	77.3	0.01	In the second term, 50% of grade II - Cho Oyu students scored >77.31 in Dance. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Club I	67.6	72.0	68.5	68.6	0.87	In the second term, 50% of grade II - Cho Oyu students scored >68.63 in Club I. Since p>α, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Music	55.2	53.8	68.0	67.5	0.00	In the second term, 50% of grade II - Cho Oyu students scored >67.45 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Theatre	88.5	90.0	77.3	78.5	0.00	In the second term, 50% of grade II - Cho Oyu students scored >78.54 in Theatre. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	82.6	83.2	76.7	75.9	0.00	In the second term, 50% of grade II - Cho Oyu students scored >75.9 in Visual Art. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Club II	82.1	84.2	65.4	63.6	0.00	In the second term, 50% of grade II - Cho Oyu students scored >63.59 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Nepali reading Book	89.1	88.6	91.2	92.7	0.03	In the second term, 50% of grade II - Cho Oyu students scored >92.6 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

English Reading Book	93.9	96.2	95.3	95.9	0.14	In the second term, 50% of grade II - Cho Oyu students scored >95.9 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	93.9	96.2	95.3	95.9	0.14	In the second term, 50% of grade II - Cho Oyu students scored >95.9 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

In Second Term;

- Average marks **significantly increased** in **Nepali, English, Mathematics,Science,Hamro Serophero,Coding,Music and Nepali Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Sanskrit,Dance,Theatre,Visual Art and Club-II .** ($p<0.05$).
- In the rest of the subjects,marks obtained were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade II - Cho Oyu students in Second Term. Compared to First Term, there is an upward trend in average marks obtained by students in **Coding and Music** . However, there is a slight decline in average marks in few subjects such as **Theatre and Club-II**.

Grade III - Dhaulagiri

The evaluation was based on 18 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 Term Examination, and inference and conclusion were provided.

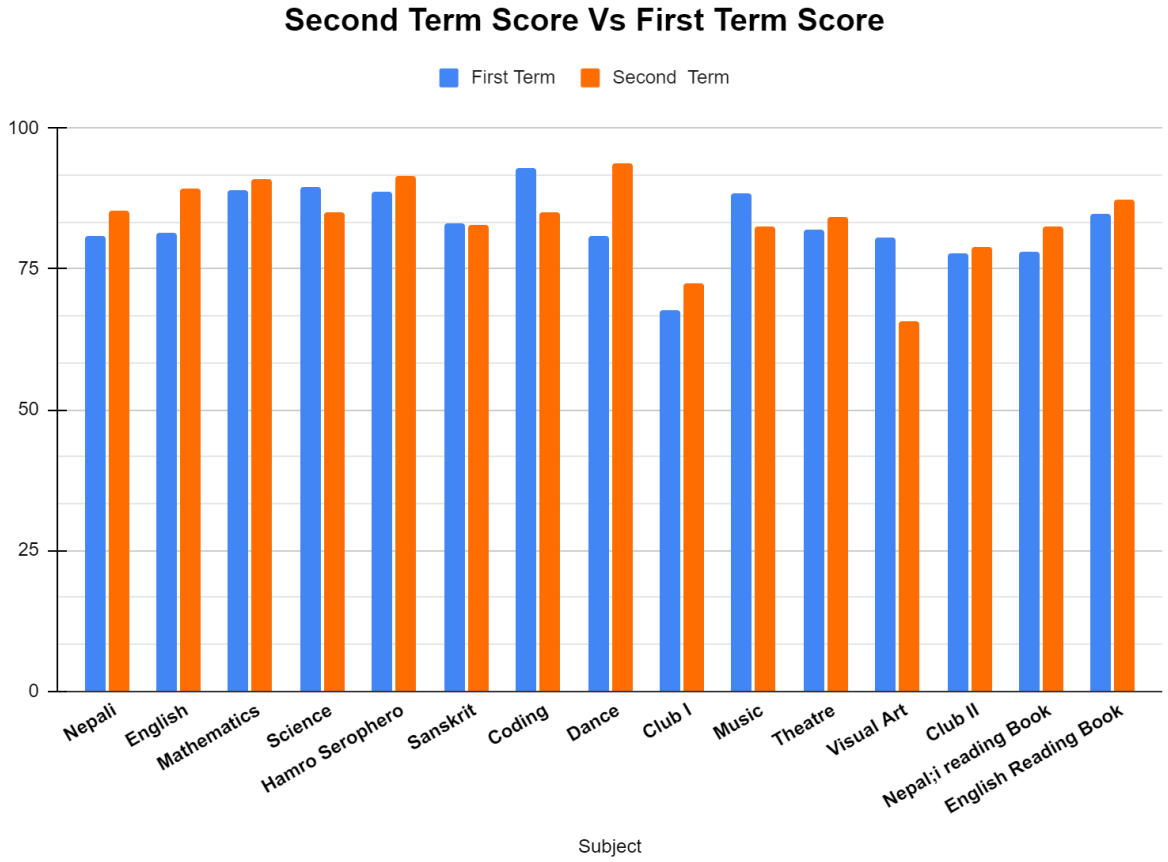
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	81.0	80.7	85.3	84.6	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >84.61 in Nepali. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
English	81.4	83.4	89.3	90.4	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >90.42 in English. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	89.1	90.6	91.1	92.6	0.19	In the second term, 50% of grade III - Dhaulagiri students scored >92.64 in Mathematics. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Science	89.6	93.2	85.1	85.3	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >85.34 in Science. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Hamro Serophero	88.9	90.1	91.6	91.1	0.03	In the second term, 50% of grade III - Dhaulagiri students scored >91.1 in Hamro Serophero. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Sanskrit	83.1	84.5	82.9	84.4	0.89	In the second term, 50% of grade III - Dhaulagiri students scored >84.4 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	92.9	92.6	85.0	84.8	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >84.82 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Dance	80.9	81.7	93.7	93.4	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >93.4 in Dance. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Club I	67.8	66.0	72.4	72.2	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >72.2 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Music	88.5	90.0	82.5	82.0	0.00	In second term, 50% of grade III - Dhaulagiri students scored >82 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

Theatre	82.0	84.5	84.2	83.8	0.25	In the second term, 50% of grade III - Dhaulagiri students scored >83.7 in Theatre. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Visual Art	80.6	79.4	65.7	63.3	0.00	In the second term, 50% of grade III - Dhaulagiri students scored >63.3 in Visual Art. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Club II	77.7	82.5	79.0	78.5	0.51	In second term, 50% of grade III - Dhaulagiri students scored >78.5 in Club II. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepali Reading Book	78.1	80.9	82.6	82.6	0.02	In the second term, 50% of grade III - Dhaulagiri students scored >82.6 in Nepali Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
English Reading Book	84.9	90.5	87.3	86.0	0.44	In the second term, 50% of grade III - Dhaulagiri students scored >86 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

<u>In Second Term;</u>

- Average marks **significantly increased** in **Nepali,English,Hamro Serophero , Dance , Club-I and Nepali Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Science,Coding, Music and Visual Art .** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade III - Dhaulagiri students in Second Term. The average marks substantially increased in **Dance,English and Nepali.** There is a decreasing trend in marks obtained in **Coding, Music and Visual Art**.

Grade III - Manaslu

The evaluation was based on 18 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 Term, and inference and conclusion were provided.

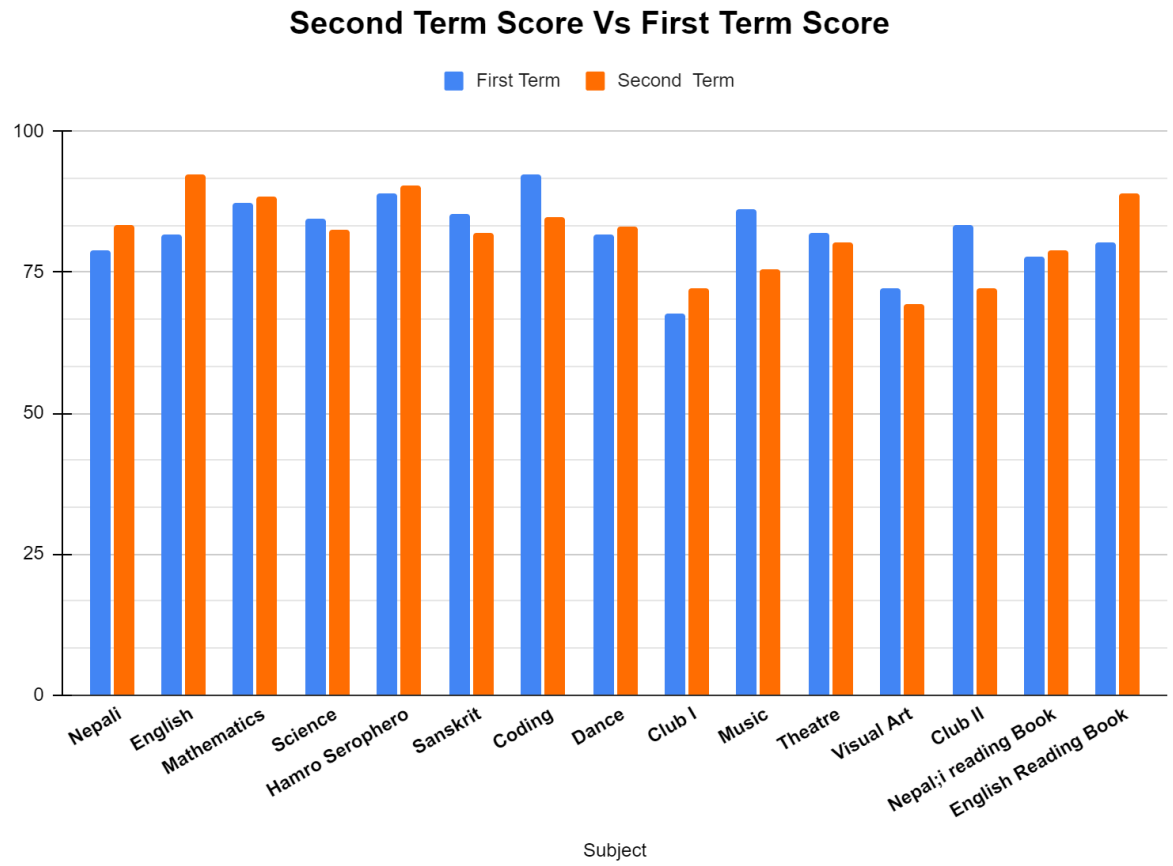
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	79.0	83.4	83.5	82.3	0.00	In the second term, 50% of grade III - Manaslu students scored >82.32 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
English	81.7	84.2	92.4	92.2	0.00	In the second term, 50% of grade III - Manaslu students scored >92.15 in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	87.2	89.1	88.4	90.0	0.55	In the second term, 50% of grade III - Manaslu students scored >89.98 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	84.4	87.8	82.5	83.2	0.10	In the second term, 50% of grade III - Manaslu students scored >83.23 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Hamro Serophero	89.0	90.8	90.5	91.0	0.31	In the second term, 50% of grade III - Manaslu students scored >90.98 in Hamro Serophero. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Sanskrit	85.3	85.2	82.0	79.8	0.04	In the second term, 50% of grade III - Manaslu students scored >79.8 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Coding	92.3	92.3	84.8	83.8	0.00	In the second term, 50% of grade III - Manaslu students scored >83.78 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

Dance	81.7	83.2	83.1	84.9	0.47	In the second term, 50% of grade III - Manaslu students scored >84.9 in Dance. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	67.8	68.7	72.3	71.4	0.00	In the second term, 50% of grade III - Manaslu students scored >71.4 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Music	86.2	89.7	75.6	76.8	0.00	In the second term, 50% of grade III - Manaslu students scored >76.8 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Theatre	82.0	84.5	80.3	83.1	0.49	In the second term, 50% of grade III - Manaslu students scored >83.1 in Theatre. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Visual Art	72.2	70.7	69.5	67.6	0.12	In the second term, 50% of grade III - Manaslu students scored >67.6 in Visual Art. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club II	83.3	87.0	72.3	71.4	0.01	In the second term, 50% of grade III - Manaslu students scored >71.4 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Nepal;i reading Book	77.9	79.2	78.9	77.3	0.56	In the second term, 50% of grade III - Manaslu students scored >77.3 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

English Reading Book	80.4	80.7	89.0	89.1	0.00	In the second term, 50% of grade III - Manaslu students scored >89.1 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade III - Manaslu students in Second Term. The average marks substantially increased in **Nepali,English and English Reading Book**. While marks substantially decreased in **Coding,Music and Club-II**.Overall, there is an upward trend in average marks obtained by Grade III - Manaslu students in Second Term.

Grade III - Nilgiri

The evaluation was based on 16 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 Term, and inference and conclusion were provided.

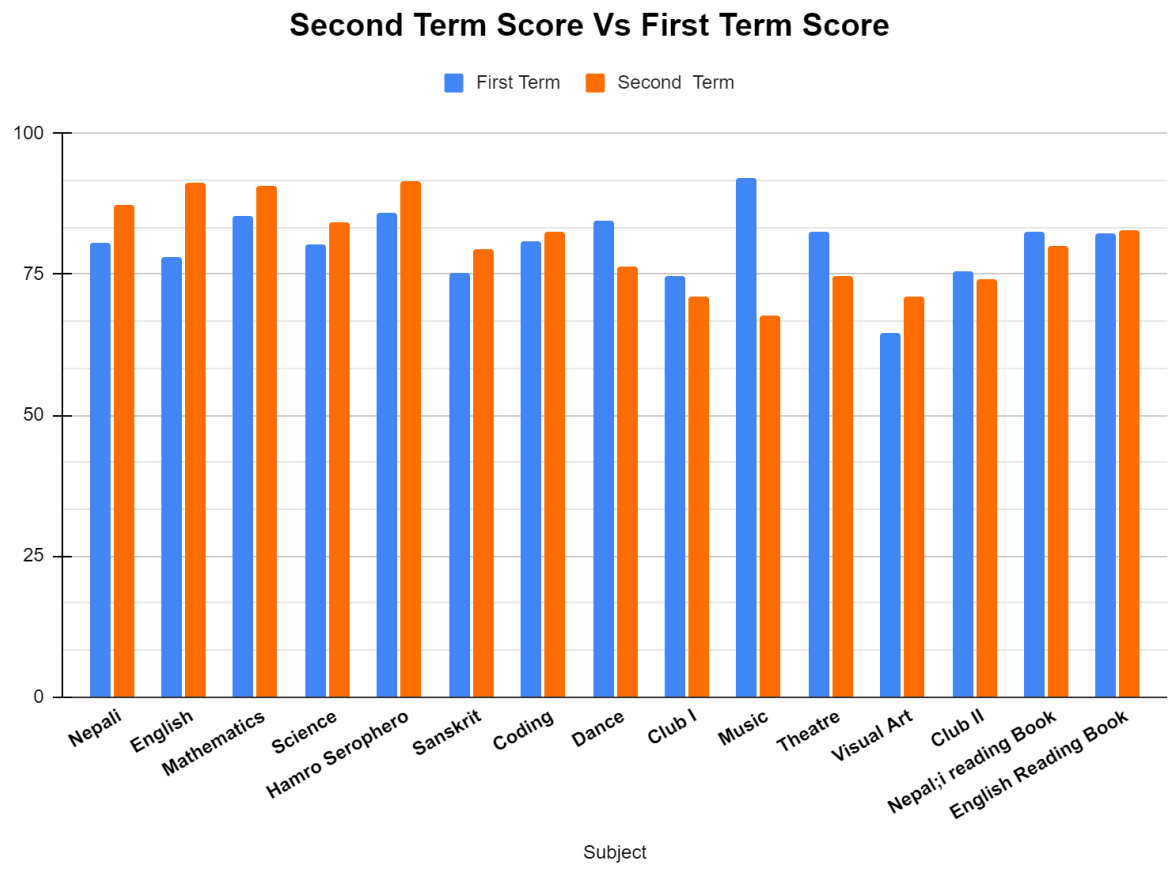
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	80.7	85.1	87.4	88.7	0.16	In the second term, 50% of grade III - Nilgiri students scored >88.67 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	78.2	84.1	91.2	95.0	0.01	In the second term, 50% of grade III - Nilgiri students scored >95.01in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	85.4	89.7	90.8	93.7	0.28	In the second term, 50% of grade III - Nilgiri students scored >93.73 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	80.3	89.2	84.3	87.1	0.42	In the second term, 50% of grade III - Nilgiri students scored >87.05 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Hamro Serophero	85.9	91.7	91.6	91.9	0.22	In the second term, 50% of grade III - Nilgiri students scored >91.85 in Hamro Serophero. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Sanskrit	75.3	76.2	79.6	79.9	0.39	In the second term, 50% of grade III - Nilgiri students scored >79.85 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	80.9	90.5	82.5	81.7	0.75	In the second term, 50% of grade III - Nilgiri students scored >81.73 in Coding. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Dance	84.4	85.3	76.4	77.6	0.00	In the second term, 50% of grade III - Nilgiri students scored >77.59 in Dance. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Club I	74.8	77.5	71.1	71.1	0.49	In the second term, 50% of grade III - Nilgiri students scored >71.13 in Club I. Since p>α, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Music	92.2	92.5	67.8	66.2	0.00	In the second term, 50% of grade III - Nilgiri students scored >66.18 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Theatre	82.6	85.7	74.8	76.0	0.00	In the second term, 50% of grade III - Nilgiri students scored >76 in Drama. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	64.5	67.9	71.0	69.1	0.14	In the second term, 50% of grade III - Nilgiri students scored >69.13 in Visual Art. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club II	75.6	79.2	74.1	75.2	0.82	In the second term, 50% of grade III - Nilgiri students scored >75.18 in Club II. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Nepali Reading Book	82.7	81.2	80.1	80.8	0.17	In the second term, 50% of grade III - Nilgiri students scored >80.8 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	82.3	86.2	82.9	84.0	0.67	In the second term, 50% of grade III - Nilgiri students scored >84 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade III - Nilgiri students in Second Term. The average marks substantially increased in **Mathematics,Nepali and English**. There is a decreasing trend in marks obtained in **Music,Theatre and Dance**.

Grade IV - Annapurna

The evaluation was based on 23 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 Term, and inference and conclusion were provided.

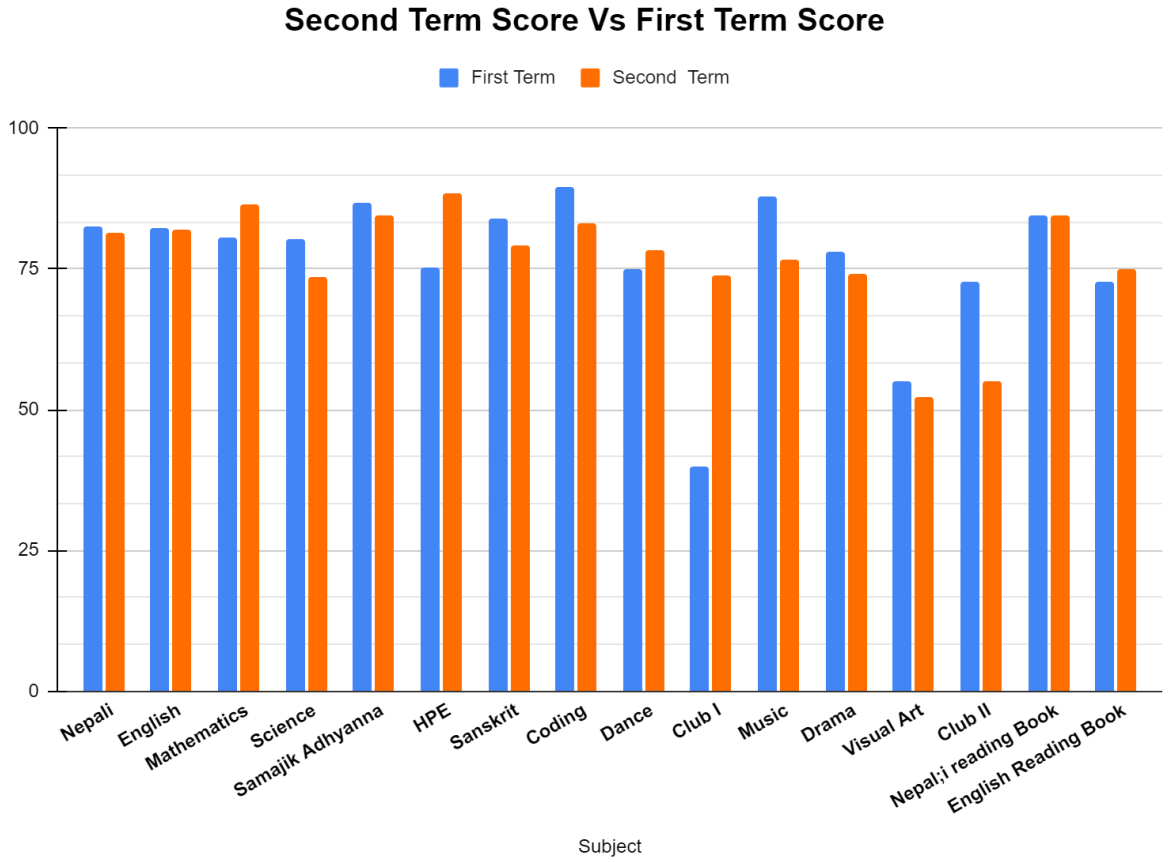
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	82.6	85.9	81.4	84.8	0.42	In the second term, 50% of grade IV - Annapurna students scored >84.83 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	82.2	84.5	81.9	89.5	0.85	In second term, 50% of grade IV - Annapurna students scored >89.5 in English. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Mathematics	80.7	83.8	86.6	88.7	0.00	In the second term, 50% of grade IV - Annapurna students scored >88.68 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Science	80.3	81.3	73.7	75.4	0.00	In the second term, 50% of grade IV - Annapurna students scored >75.40 in Science. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Samajik Adhyanna	86.7	88.7	84.6	85.7	0.07	In second term, 50% of grade IV - Annapurna students scored >85.7 in Samajik Adhyan. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

HPE	75.3	76.6	88.3	87.3	0.00	In the second term, 50% of grade IV - Annapurna students scored >87.34 in HPE. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Sanskrit	83.9	84.2	79.1	78.8	0.00	In second term, 50% of grade IV - Annapurna students scored >78.8 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Coding	89.6	89.8	83.1	81.1	0.00	In the second term, 50% of grade IV - Annapurna students scored >81.13 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Dance	75.0	75.0	78.3	79.6	0.02	In second term, 50% of grade IV - Annapurna students scored >79.6 in Dance. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Club I	39.8	41.4	73.8	73.4	0.00	In the second term, 50% of grade IV - Annapurna students scored >73.4 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Music	87.8	90.0	76.7	77.0	0.00	In second term, 50% of grade IV - Annapurna students scored >77 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Drama	78.1	77.7	74.2	74.6	0.00	In second term, 50% of grade IV - Annapurna students scored >74.6 in Drama. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

Visual Art	54.9	54.8	52.1	51.6	0.09	In second term, 50% of grade IV - Annapurna students scored >51.6 in Visual Art. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club II	72.7	68.0	55.1	50.0	0.00	In second term, 50% of grade IV - Annapurna students scored >50 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Nepal;i reading Book	84.5	84.6	84.6	84.3	0.99	In the second term, 50% of grade IV - Annapurna students scored >84.30 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	72.8	72.6	75.0	74.6	0.12	In the second term, 50% of grade IV - Annapurna students scored >74.6 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

In Second Term;

- Average marks **significantly increased** in **Mathematics,HPE and Dance.** ($p<0.05$).
- Average marks **significantly decreased** in **Science, Sanskrit, Coding,Drama and Club-II.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Annapurna students in Second Term. Overall, there is an increasing trend in average marks obtained by students in Second Term. The average marks substantially increased in **Mathematics, HPE and Club-I.** However, the marks have declined in **Music and Club-II.**

Grade IV - Himalchuli

The evaluation was based on 23 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 Term, and inference and conclusion were provided.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	

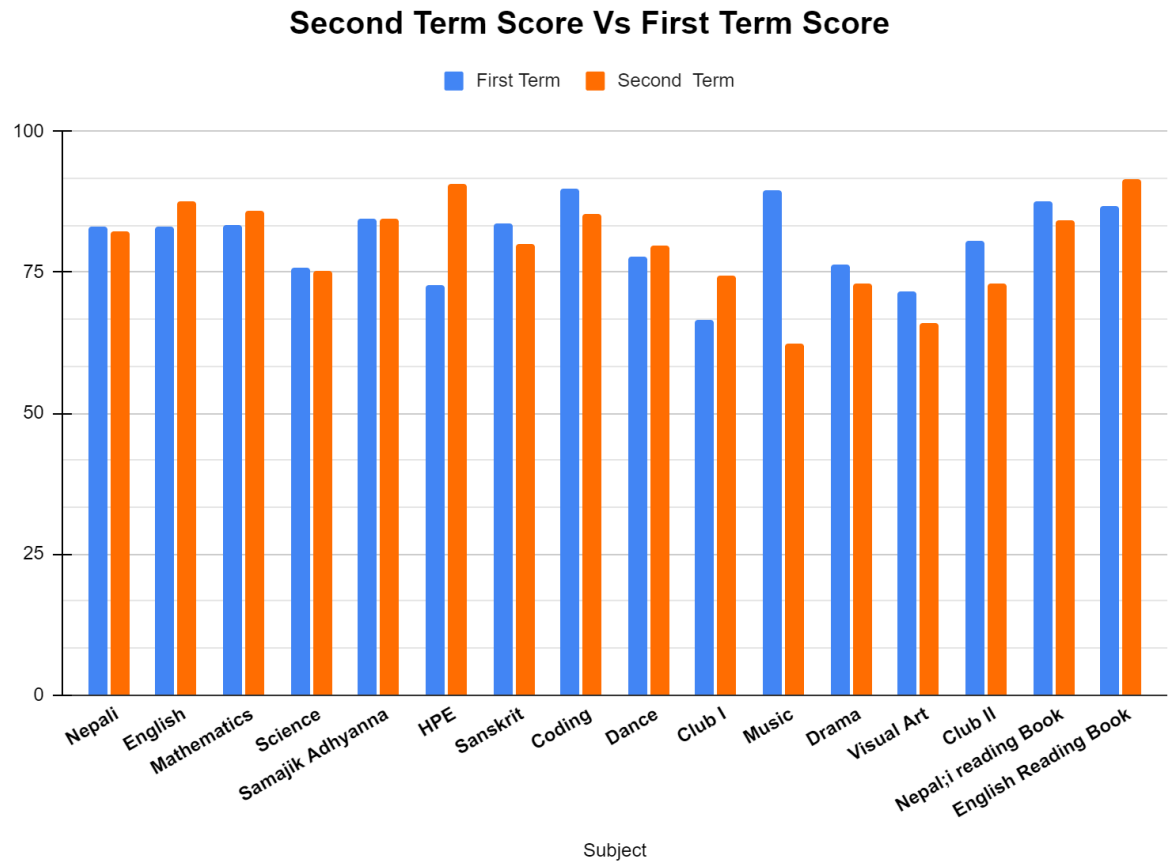
Nepali	83.3	84.2	82.3	85.3	0.49	In the second term, 50% of grade IV - Himalchuli students scored >85.28 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	83.1	86.6	87.6	91.6	0.00	In the second term, 50% of grade IV - Himalchuli students scored >91.575 in English. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Mathematics	83.5	88.2	85.8	88.3	0.11	In the second term, 50% of grade IV - Himalchuli students scored >88.29 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	75.9	76.8	75.4	78.4	0.70	In the second term, 50% of grade IV - Himalchuli students scored >78.43 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Samajik Adhyanna	84.6	87.3	84.6	86.1	0.94	In the second term, 50% of grade IV - Himalchuli students scored >86.1 in Samajik Adhyan. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
HPE	72.8	74.4	90.8	93.0	0.00	In the second term, 50% of grade IV - Himalchuli students scored >93.03 in HPE. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Sanskrit	83.7	84.5	80.1	78.5	0.01	In second term, 50% of grade IV - Himalchuli students scored >78.5 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Coding	90.0	89.6	85.4	85.3	0.00	In the second term, 50% of grade IV - Himalchuli students scored >85.28 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that first semester and test score results are significantly different. There is a

						significant decrease.
Dance	77.9	79.1	79.8	81.6	0.08	In second term, 50% of grade IV - Himalchuli students scored >81.6 in Dance. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	66.5	68.0	74.5	76.0	0.00	In the second term, 50% of grade IV - Himalchuli students scored >76 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Music	89.7	90.0	62.3	61.8	0.00	In second term, 50% of grade IV - Himalchuli students scored >61.8 in Music. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Drama	76.5	75.6	73.1	74.2	0.00	In second term, 50% of grade IV - Himalchuli students scored >74.2 in Drama. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Visual Art	71.6	71.6	66.1	69.8	0.09	In the second term, 50% of grade IV - Himalchuli students scored >69.8 in Visual Art. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club II	80.7	76.0	73.0	78.0	0.01	In second term, 50% of grade IV - Himalchuli students scored >78 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
Nepali Reading Book	87.5	88.4	84.4	85.5	0.01	In the second term, 50% of grade IV - Himalchuli students scored >85.45 in Nepali Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

English Reading Book	86.9	88.8	91.6	94.2	0.00	In the second term, 50% of grade IV - Himalchuli students scored >94.2 in English Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.

In Second Term;

- Average marks **significantly increased** in **English,HPE, Club-I and English Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Sanskrit,Coding,Music,Drama,Club-II and Nepali Reading Book.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade IV - Himalchuli students in Second Term. Overall, there is an increasing trend in average marks obtained by students in Second Term. The average marks substantially increased in **HPE, Club-I and English Reading Book.** However, the marks have declined in **Music and Visual Art.**

Grade V - Nuptse

The evaluation was based on 20 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 Term, and inference and conclusion were provided.

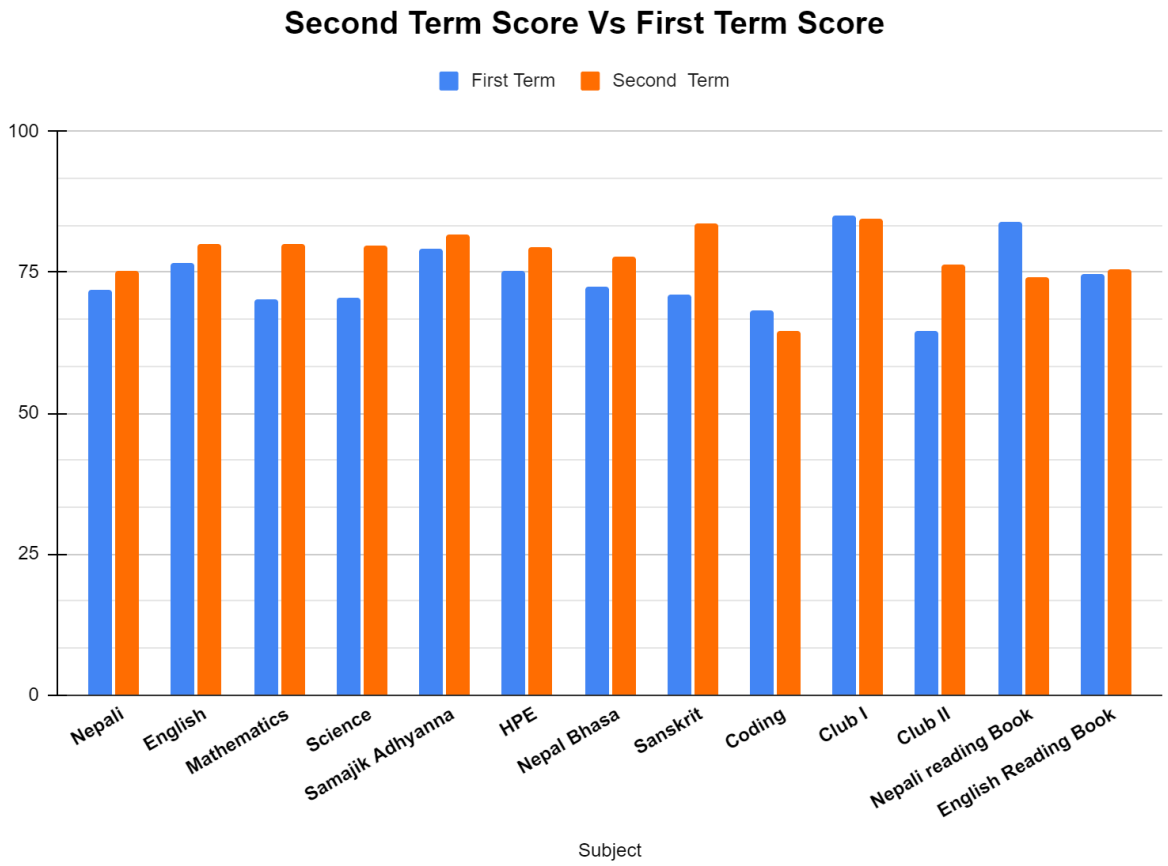
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	72.0	70.5	75.4	75.8	0.01	In the second term, 50% of grade V - Yangra students scored >75.75 in Nepali.Since p<α, we fail to retain null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
English	76.8	82.5	80.0	83.2	0.05	In the second term, 50% of grade V - Yangra students scored >83.2 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Mathematics	70.3	70.3	80.0	81.1	0.00	In the second term, 50% of grade V - Yangra students scored >81.05 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Science	70.4	70.5	79.9	80.1	0.00	In the second term, 50% of grade V - Yangra students scored >80.05 in Science. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.

Samajik Adhyanna	79.3	78.2	81.8	82.3	0.10	In the second term, 50% of grade V - Yangra students scored >82.25 in Samajik Adhyan. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
HPE	75.2	75.7	79.5	81.0	0.01	In the second term, 50% of grade V - Yangra students scored >81 in HPE. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Nepal Bhasa	72.5	75.3	77.8	76.4	0.05	In the second term, 50% of grade V - Yangra students scored >76.35 in Nepal Bhasa. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Sanskrit	71.0	72.0	83.7	82.6	0.00	In the second term, 50% of grade V - Yangra students scored >82.55 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Coding	68.3	69.5	64.7	56.8	0.26	In the second term, 50% of grade V - Yangra students scored >56.75 in Coding. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	85.0	84.4	84.5	88.0	0.73	In the second term, 50% of grade V - Yangra students scored >88 in Club I. Since p>α, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Club II	64.6	60.5	76.3	75.2	0.00	In the second term, 50% of grade V - Yangra students scored >75.2 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Nepali Reading Book	84.0	84.3	74.2	74.3	0.00	In the second term, 50% of grade V - Yangra students scored >74.3 in Nepali Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a

						significant decrease.
English Reading Book	74.7	74.3	75.6	80.0	0.75	In the second term, 50% of grade V - Yangra students scored >80 in English Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade V - Nuptse students in Term-II. From the graph, it is noticeable that the average marks have increased appreciably in **Mathematics,Science,Sanskrit and Club-II**. However, the marks have declined noticeably in **Nepali Reading Book.**

Grade V – Yangra

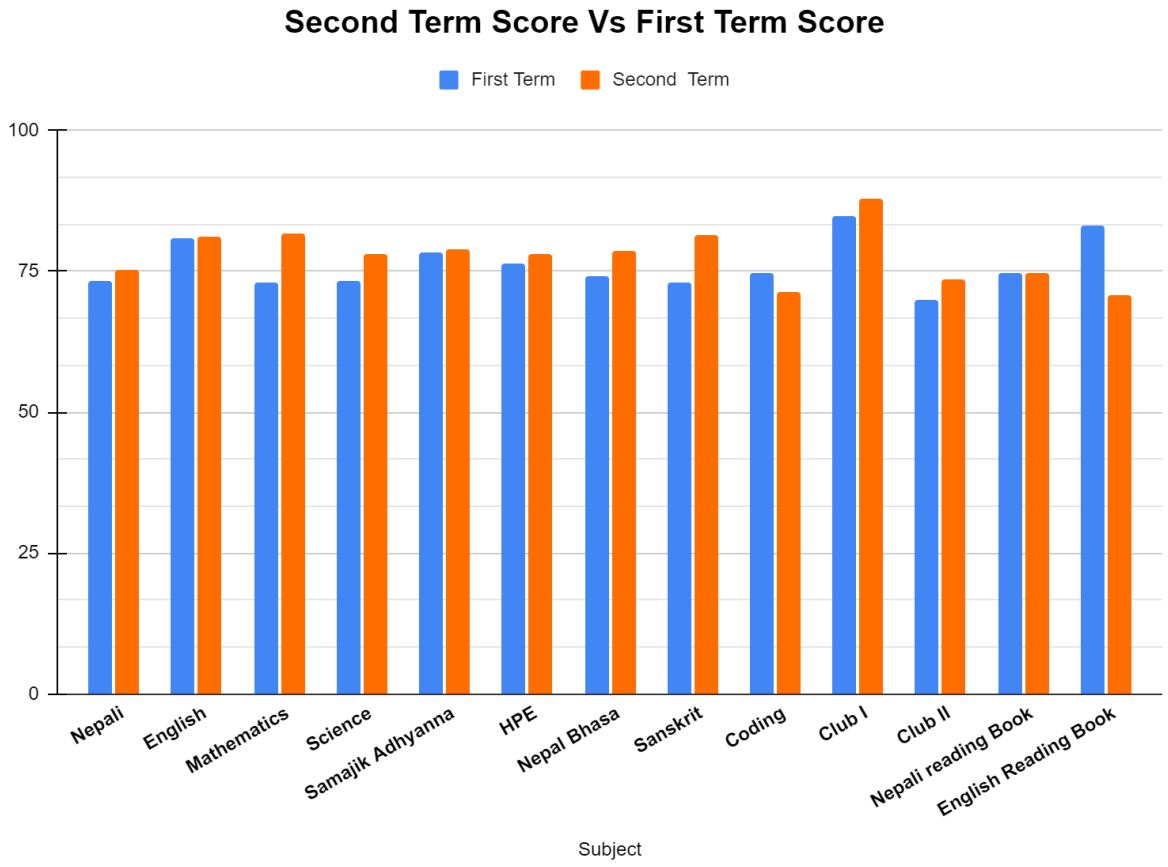
The evaluation was based on 19 students. The table below provides **Mean and Median** marks obtained by grade V- Yangra students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion were provided.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	73.3	72.5	75.2	76.0	0.61	In the second term, 50% of grade V - Yangra students scored >76 in Nepali. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English	81.0	81.9	81.2	85.2	0.94	In the second term, 50% of grade V - Yangra students scored >85.2 in English. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Mathematics	73.1	75.6	81.7	89.2	0.08	In the second term, 50% of grade V - Yangra students scored >89.15 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	73.4	76.9	78.1	80.0	0.21	In the second term, 50% of grade V - Yangra students scored >79.95 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Samajik Adhyanna	78.2	80.9	79.1	83.4	0.81	In the second term, 50% of grade V - Yangra students scored >83.35 in Samajik Adhyan. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

HPE	76.4	78.6	78.2	80.6	0.62	In the second term, 50% of grade V - Yangra students scored >80.55 in HPE. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepal Bhasa	74.3	78.7	78.5	79.7	0.34	In the second term, 50% of grade V - Yangra students scored >79.65 in Nepal Bhasa. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Sanskrit	73.2	74.1	81.4	83.6	0.01	In the second term, 50% of grade V - Yangra students scored >83.6 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Coding	74.8	80.5	71.4	82.7	0.58	In the second term, 50% of grade V - Yangra students scored >82.65 in Coding. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	84.9	87.6	87.9	87.5	0.05	In the second term, 50% of grade V - Yangra students scored >87.5 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Club II	69.8	70.0	73.6	74.6	0.35	In the second term, 50% of grade V - Yangra students scored >74.6 in Club II. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepali reading Book	74.8	74.8	74.8	78.0	0.99	In the second term, 50% of grade V - Yangra students scored >78 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	83.1	85.0	70.7	71.0	0.00	In the second term, 50% of grade V - Yangra students scored >71 in the English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade V - Yangra students in Second Term. From the graph, it is noticeable that the average marks have increased appreciably in **Mathematics,Sanskrit and Club-I**. However, the marks have declined noticeably in **Coding and English Reading Book**.

Grade VI - Kabru

The evaluation was based on 32 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 Term, and inference and conclusion were provided.

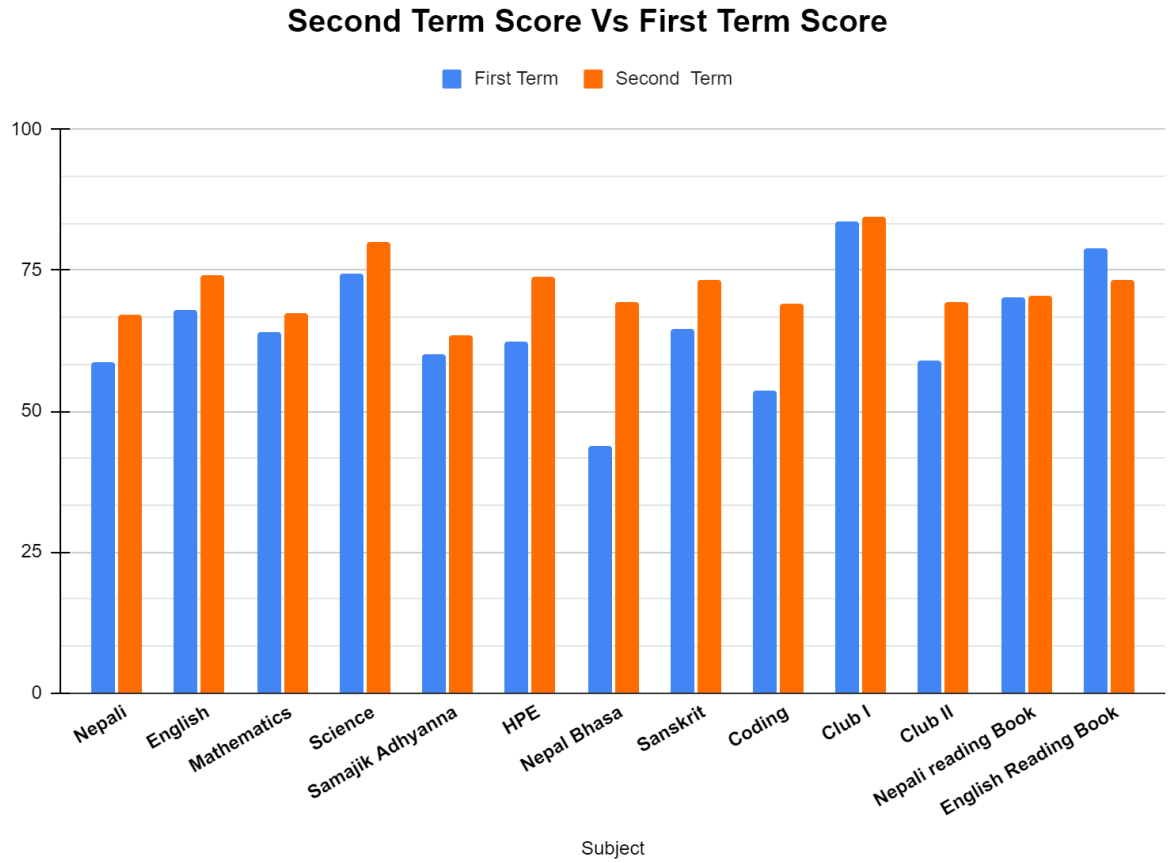
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	58.6	59.8	67.2	67.9	0.00	In second term, 50% of grade VI - Kabru students scored >67.9 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
English	68.0	66.8	74.1	75.9	0.00	In the second term, 50% of grade VI - Kabru students scored >75.9 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Mathematics	64.1	68.7	67.5	67.0	0.01	In the second term, 50% of grade VI - Kabru students scored >66.95 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Science	74.4	79.5	80.0	81.5	0.00	In the second term, 50% of grade VI - Kabru students scored >81.45 in Science. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Samajik Adhyanna	60.0	57.0	63.5	66.2	0.02	In the second term, 50% of grade VI - Kabru students scored >66.2 in Samajik Adhyan. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.

HPE	62.3	67.0	73.8	74.6	0.00	In the second term, 50% of grade VI - Kabru students scored >74.55 in HPE. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Nepal Bhasa	44.0	39.5	69.5	72.9	0.00	In second term, 50% of grade VI - Kabru students scored >72.85 in Nepal Bhasa. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Sanskrit	64.6	60.0	73.4	74.8	0.00	In second term, 50% of grade VI - Kabru students scored >74.8 in Sanskrit. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Coding	53.6	54.0	69.2	71.4	0.00	In the second term, 50% of grade VI - Kabru students scored >71.4 in Coding. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Club I	83.7	85.2	84.6	85.4	0.54	In the second term, 50% of grade VI - Kabru students scored >85.40 in Club I. Since $p>\alpha$, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Club II	58.9	56.2	69.4	70.8	0.00	In the second term, 50% of grade VI - Kabru students scored >70.8 in Club II. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant increase.
Nepali reading Book	70.2	71.6	70.5	74.3	0.86	In the second term, 50% of grade VI - Kabru students scored >74.3 in Nepali reading Book. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.

English Reading Book	78.8	78.6	73.3	77.7	0.00	In the second term, 50% of grade VI - Kabru students scored >77.7 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and second term results are significantly different. There is a significant decrease.

In Second Term;

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



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The bar graph illustrates the average marks of different subjects obtained by Grade VI - Kabru students in Second Term. From the graph, it is noticeable that the average marks have increased

in **Nepali,English,Mathematics, Science, HPE, Nepal Bhasa,Sanskrit,Coding and Club-II** as compared to First Term Score. The average marks have dropped in **English Reading Book**.

Grade VI - Chamlang

The evaluation was based on 31 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 term, and inference and conclusion were drawn.

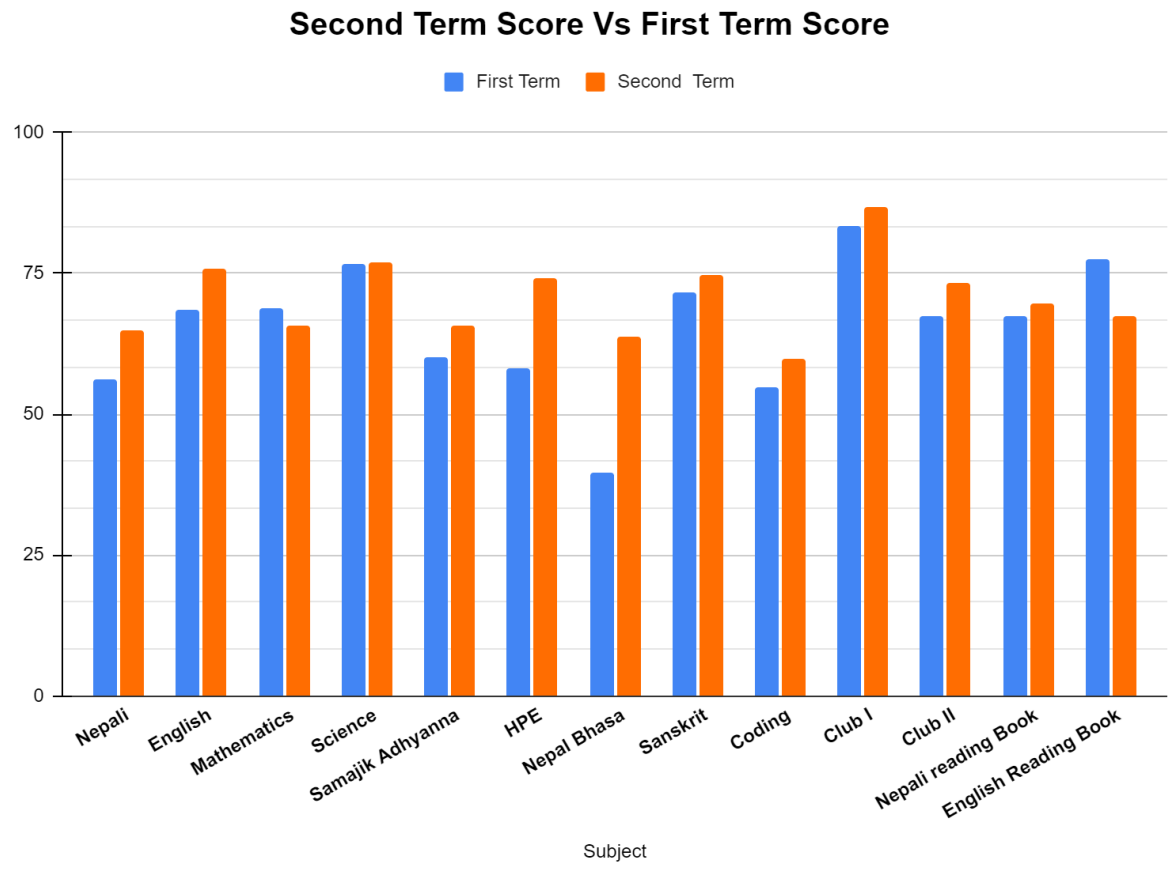
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	56.2	53.0	64.8	63.0	0.00	In second term, 50% of grade VI - Chamlang students scored >63 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that First term and second term results are significantly different. There is a significant increase.
English	68.5	69.8	75.8	76.0	0.00	In the second term, 50% of grade VI - Chamlang students scored >76 in English. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Mathematics	68.8	68.3	65.8	65.9	0.04	In second term, 50% of grade VI - Chamlang students scored >65.9 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.
Science	76.7	84.3	77.0	78.3	0.87	In second term, 50% of grade VI - Chamlang students scored >78.3 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Samajik Adhyanna	60.1	58.5	65.9	65.8	0.00	In the second term, 50% of grade VI - Chamlang students scored >65.8 in Samajik Adhyan. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant

						increase.
HPE	58.2	60.0	74.1	75.0	0.00	In the second term, 50% of grade VI - Chamlang students scored >75 in HPE. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Nepal Bhasa	39.5	34.0	63.7	61.2	0.00	In the second term, 50% of grade VI - Chamlang students scored >61.2 in Nepal Bhasa. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Sanskrit	71.6	70.0	74.7	73.3	0.13	In the second term, 50% of grade VI - Chamlang students scored >73.3 in Sanskrit. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	54.8	59.0	59.8	57.5	0.05	In second term, 50% of grade VI - Chamlang students scored >57.5 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Club I	83.3	85.2	86.6	86.2	0.07	In the second term, 50% of grade VI - Chamlang students scored >86.2 in Club I. Since p>α, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Club II	67.4	67.0	73.2	72.0	0.01	In second term, 50% of grade VI - Chamlang students scored >72 in Club II. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Nepali Reading Book	67.3	69.4	69.6	72.6	0.30	In the second term, 50% of grade VI - Chamlang students scored >72.6 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

English Reading Book	77.5	77.4	67.4	60.0	0.00	In the second term, 50% of grade VI - Chamlang students scored >60 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade VI - Kabru students in Second Term. From the graph, it is noticeable that the average marks have increased in **Nepali,English, HPE and Nepal Bhasa** as compared to First Term. However, the marks have dropped notably in the **English Reading Book.**

Grade VII - Pumori

The evaluation was based on 26 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 term, and inference and conclusion were drawn.

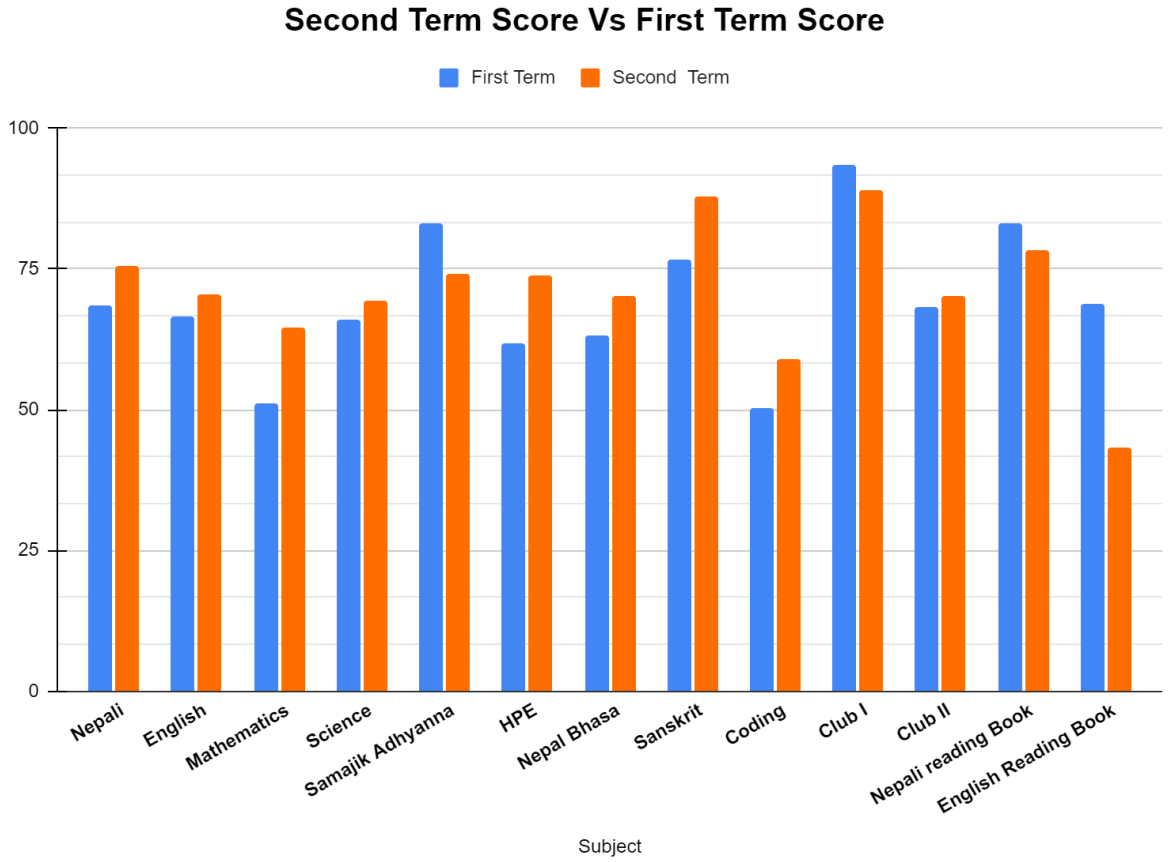
Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	68.4	69.0	75.6	81.1	0.00	In second term, 50% of grade VII - Pumori students scored >81.1 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
English	66.5	68.7	70.4	74.2	0.01	In the second term, 50% of grade VII - Pumori students scored >74.2 in English. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Mathematics	51.2	50.9	64.6	69.4	0.00	In the second term, 50% of grade VII - Pumori students scored >69.4 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Science	66.1	68.5	69.4	70.4	0.08	In second term, 50% of grade VII - Pumori students scored >70.4 in Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Samajik Adhyanna	83.0	84.8	74.2	75.0	0.00	In the second term, 50% of grade VII - Pumori students scored >75 in Samajik Adhyan. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.
HPE	61.7	65.0	73.7	78.5	0.00	In the second term, 50% of grade VII - Pumori students scored >78.45 in HPE. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Nepal Bhasa	63.3	66.0	70.3	68.8	0.01	In the second term, 50% of grade VII - Pumori students scored >68.8 in Nepal Bhasa. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant increase.
Sanskrit	76.7	80.0	88.0	87.8	0.00	In second term, 50% of grade VII - Pumori students scored >87.75 in Sanskrit. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Coding	50.3	50.0	58.9	58.5	0.01	In the second term, 50% of grade VII - Pumori students scored >58.45 in Coding. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Club I	93.6	86.3	89.0	91.7	0.55	In the second term, 50% of grade VII - Pumori students scored >91.7 in Club I. Since $p>\alpha$, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Club II	68.2	70.0	70.2	74.9	0.55	In second term, 50% of grade VII - Pumori students scored >74.9 in Club II. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.

Nepali reading Book	83.0	87.5	78.4	79.2	0.06	In the second term, 50% of grade VII - Pumori students scored >79.2 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	68.7	67.2	43.4	43.5	0.00	In the second term, 50% of grade VII - Pumori students scored >43.5 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.

In Second Term;

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



The bar graph illustrates the average marks of different subjects obtained by Grade VII - Pumori students in Second Term. The graph shows that there is an upward trend in average marks obtained by students in **Mathematics,HPE,Sanskrit and Coding** as compared to First Term. However, the marks have declined distinctly in **Samajik Adhyayan and English Reading Book**.

Grade VII - Nemjung

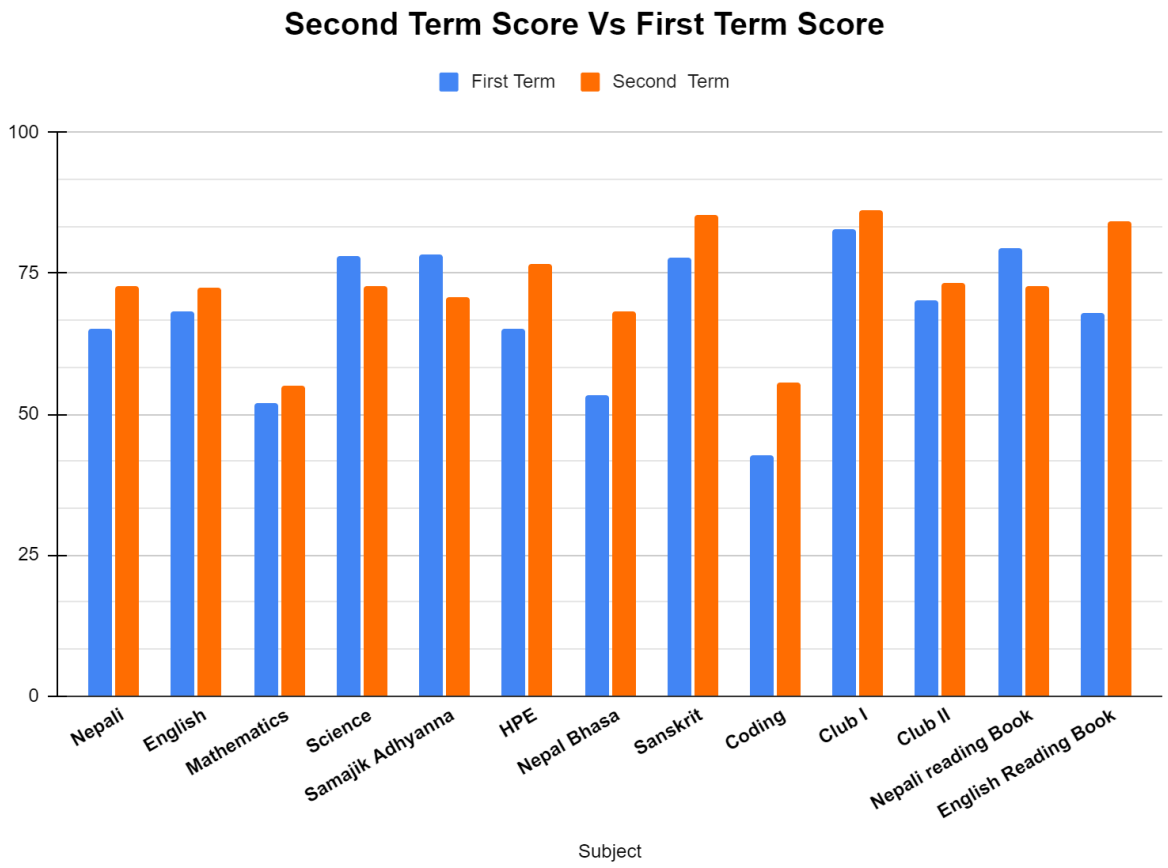
The evaluation was based on 28 students. The table below provides **Mean and Median** marks obtained by grade VII - Nemjung students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion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

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	65.2	68.5	72.7	77.2	0.00	In the second term, 50% of grade VII - Nemjung students scored >77.2 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
English	68.4	68.4	72.3	76.9	0.00	In the second term, 50% of grade VII - Nemjung students scored >76.85 in English. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Mathematics	52.0	47.4	55.2	53.2	0.11	In the second term, 50% of grade VII - Nemjung students scored >53.2 in Mathematics. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	78.0	79.5	72.7	70.7	0.00	In the second term, 50% of grade VII - Nemjung students scored >70.7 in Science. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.
Samajik Adhyanna	78.5	79.8	70.7	70.6	0.00	In the second term, 50% of grade VII - Nemjung students scored >70.55 in Samajik Adhyan. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant decrease.
HPE	65.1	70.0	76.6	78.5	0.00	In the second term, 50% of grade VII - Nemjung students scored >78.45 in HPE. Since p<α, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.

Nepal Bhasa	53.4	55.0	68.2	69.6	0.00	In the second term, 50% of grade VII - Nemjung students scored >69.6 in Nepal Bhasa. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Sanskrit	77.9	84.0	85.2	87.0	0.00	In the second term, 50% of grade VII - Nemjung students scored >87 in Sanskrit. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Coding	42.7	40.0	55.7	57.3	0.00	In the second term, 50% of grade VII - Nemjung students scored >57.25 in Coding. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Club I	82.8	85.2	86.2	85.0	0.01	In the second term, 50% of grade VII - Nemjung students scored >85 in Club I. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.
Club II	70.3	70.0	73.4	76.8	0.36	In the second term, 50% of grade VII - Nemjung students scored >76.8 in Club II. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepali Reading Book	79.4	83.7	72.8	79.0	0.00	In the second term, 50% of grade VII - Nemjung students scored >79 in Nepali Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that second term and first term results are significantly different. There is a significant decrease.
English Reading Book	68.0	69.3	84.2	85.5	0.00	In the second term, 50% of grade VII - Nemjung students scored >85.5 in English Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First term and Second term results are significantly different. There is a significant increase.

In Second Term;

- Average marks **significantly increased** in **Sanskrit,Nepali,HPE, Nepal Bhasa, Club-I and English Reading Book.** ($p<0.05$).
- Average marks **significantly decreased** in **Science,Samajhik Adhayan and Nepali Reading Book**. ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade VII - Nemjung students in Second Term. From the graph, it is noticeable that the average marks have increased appreciably in **HPE,Nepal Bhasa , Coding and English Reading Book** as compared to First Term Score . The average marks have depreciated more in **Science and Samajhik Adhayan**.

Grade VIII - Gaurishankar

The evaluation was based on 24 students. The table below provides **Mean and Median** marks obtained by grade VIII - Gaurishankar students in different subjects, including performing arts

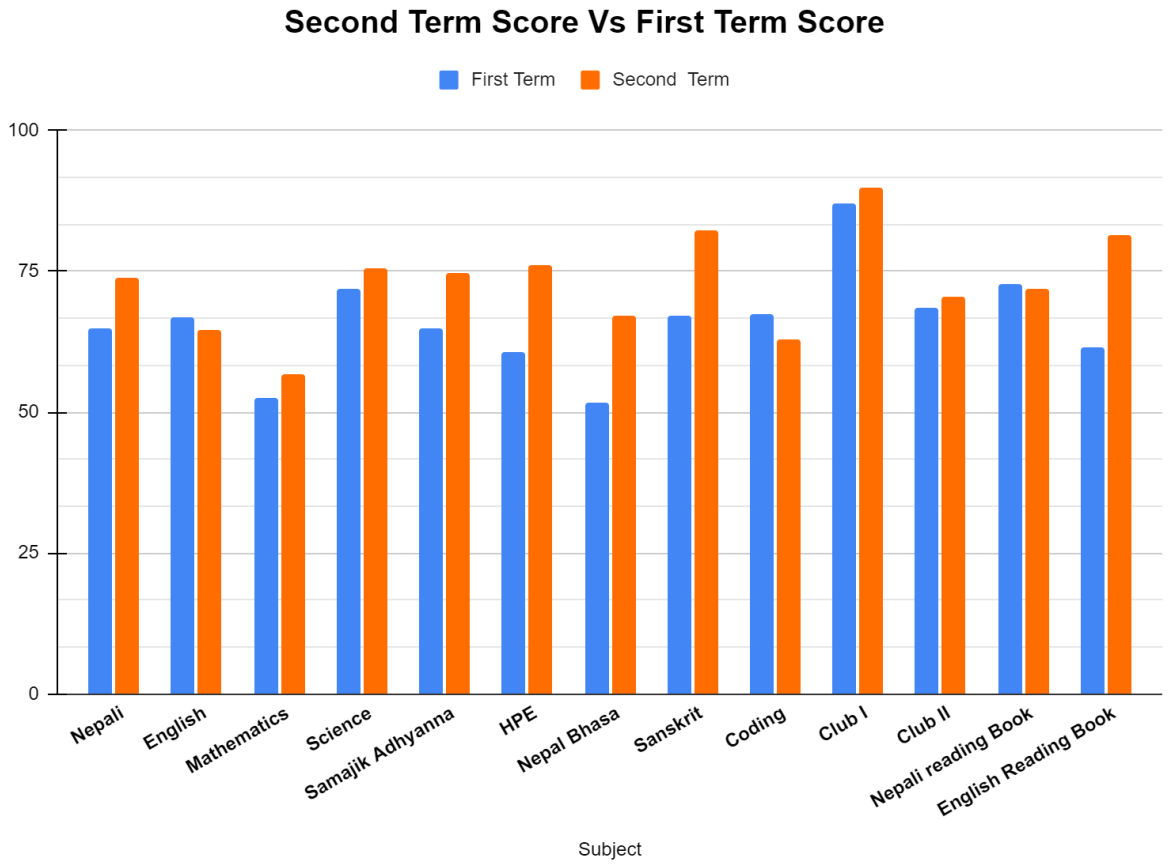
and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion were drawn.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	64.8	64.8	73.9	78.6	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >78.6 in Nepali. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
English	66.9	76.2	64.5	68.9	0.17	In the second term, 50% of grade VIII - Gaurishakar students scored >68.9 in English. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Mathematics	52.4	54.9	56.8	57.3	0.12	In the second term, 50% of grade VIII - Gaurishakar students scored >57.25 in Mathematics. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Science	72.0	75.2	75.5	76.8	0.07	In the second term, 50% of grade VIII - Gaurishakar students scored >76.75 in Science. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Samajik Adhyanna	65.0	68.3	74.8	79.5	0.01	In the second term, 50% of grade VIII - Gaurishakar students scored >79.5 in Samajik Adhyan. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
HPE	60.6	65.0	76.2	79.6	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >79.55 in HPE. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.

Nepal Bhasa	51.6	54.0	67.0	67.9	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >67.9 in Nepal Bhasa. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Sanskrit	67.0	68.0	82.2	82.5	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >82.45 in Sanskrit. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Coding	67.3	80.0	62.9	69.3	0.52	In the second term, 50% of grade VIII - Gaurishakar students scored >69.25 in Coding. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Club I	86.9	85.2	90.0	90.2	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >90.2 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Club II	68.4	70.5	70.5	71.0	0.51	In second term, 50% of grade VIII - Gaurishakar students scored >71 in Club II. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Nepali reading Book	72.8	72.6	71.9	74.8	0.61	In the second term, 50% of grade VIII - Gaurishakar students scored >74.8 in Nepali Reading Book. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	61.5	65.9	81.6	82.4	0.00	In the second term, 50% of grade VIII - Gaurishakar students scored >82.4 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.

In Second Term;

- Average marks **significantly increased** in the **Nepali,Samajhik Adhyayan,HPE, Nepal Bhasa, Sanskrit,Club-I and English Reading Book.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade VIII - Gaurishankar students in Second Term. From the graph, it is noticeable that the average marks have increased considerably in **Nepali,Samajhik Adhyayan, HPE, Nepal Bhasa,Sanskrit and English Reading Book** as compared to First Term. However, there is a downward trend in average marks in **English and Coding**.

Grade IX - Nilgiri

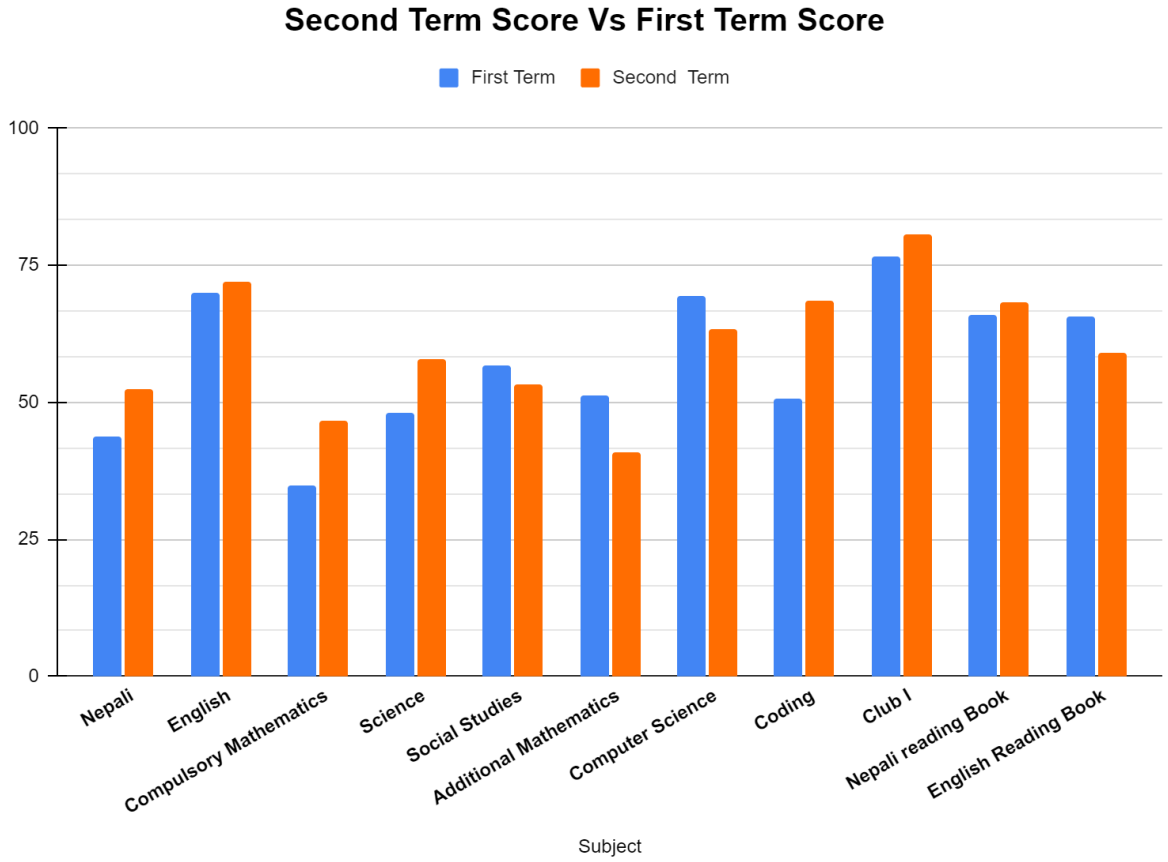
The evaluation was based on 28 students. The table below provides **Mean and Median** marks obtained by Grade IX - Nilgiri students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion were provided.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	43.8	42.0	52.5	55.2	0.00	In second term, 50% of grade IX - Saipal students scored >55.15 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
English	70.0	72.0	72.0	74.0	0.40	In second term, 50% of grade IX - Saipal students scored >74 in English. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Compulsory Mathematics	34.9	32.3	46.6	44.8	0.00	In second term, 50% of grade IX - Saipal students scored >44.75 in Compulsory Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Science	48.1	46.5	57.9	54.5	0.00	In second term, 50% of grade IX - Saipal students scored >54.5 in Science. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Social Studies	56.8	57.0	53.3	52.0	0.05	In second term, 50% of grade IX - Saipal students scored >52 in Social Studies. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Additional Mathematics	51.3	51.0	40.9	38.7	0.00	In second term, 50% of grade IX - Saipal students scored >38.7 in Additional Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant decrease.

Computer Science	69.5	70.3	63.4	62.3	0.00	In second term, 50% of grade IX - Saipal students scored >62.3 in Computer Science. Since $p<\alpha$, we fail to retain the null hypothesis and conclude First Term and Second Term results are significantly different. There is a significant decrease.
Coding	50.6	52.5	68.6	71.7	0.00	In second term, 50% of grade IX - Saipal students scored >71.7 in Coding. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Club I	76.7	77.8	80.8	82.1	0.26	In the second term, 50% of grade IX - Saipal students scored >82.1 in Club I. Since $p>\alpha$, we retain the null hypothesis and conclude that second term and first term results are not significantly different.
Nepali reading Book	65.9	65.6	68.2	68.2	0.47	In the second term, 50% of grade IX - Saipal students scored >68.2 in Nepali reading Book. Since $p>\alpha$, we retain null hypothesis and conclude that second term and first term results are not significantly different.
English Reading Book	65.8	67.5	59.2	61.1	0.01	In the second term, 50% of grade IX - Saipal students scored >61.1 in English Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant decrease.

<u>In Second Term;</u>

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



The bar graph illustrates the average marks of different subjects obtained by Grade IX - Nilgiri students in Second Term. The graph shows that there is an upward trend in average marks obtained by students in **Nepali,Mathematics,Science and Coding.**. However, the marks have declined noticeably in **Additional Mathematics and English Reading Book**.

Grade X - Machhapuchhre

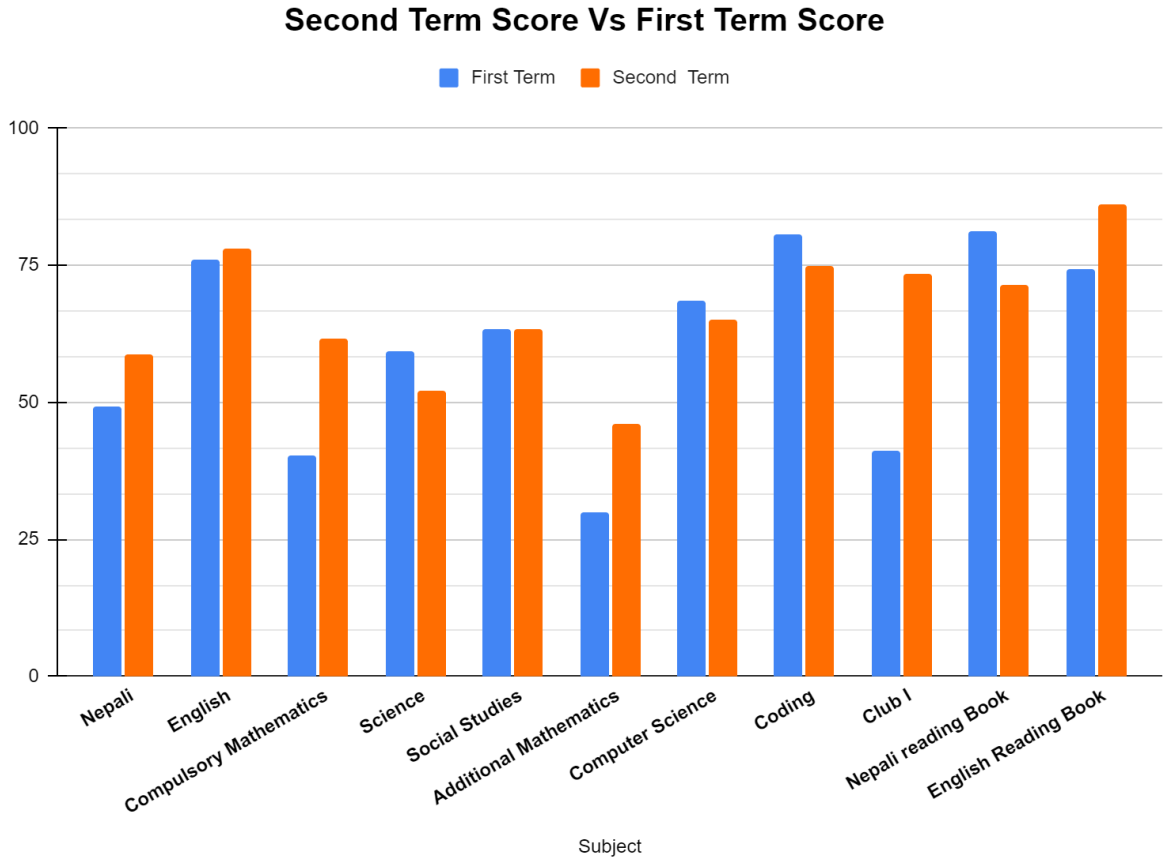
The evaluation was based on 12 students. The table below provides **Mean and Median** marks obtained by Grade X - Machhapuchhre students in different subjects, including performing arts and reading book tests. Furthermore, the marks obtained were compared with the First Term, and inference and conclusion were provided.

Subject	First Term		Second Term		Inference	Conclusion
	Term I	Median I	Term II	Median II	P-Value	
Nepali	49.3	52.0	58.9	60.6	0.00	In second term, 50% of grade X - Machhapuchhre students scored >60.55 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term are significantly different. There is a significant increase.
English	76.2	80.0	78.0	80.4	0.34	In second term, 50% of grade X - Machhapuchhre students scored >80.4 in English. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Compulsory Mathematics	40.4	41.5	61.8	63.0	0.00	In second term, 50% of grade X - Machhapuchhre students scored >63 in Compulsory Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Science	59.4	57.5	52.1	49.7	0.01	In second term, 50% of grade X - Machhapuchhre students scored >49.7 in Science. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant decrease.
Social Studies	63.3	68.5	63.3	59.9	1.00	In second term, 50% of grade X - Machhapuchhre students scored >59.9 in Social Studies. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Additional Mathematics	30.0	26.9	46.2	42.2	0.00	In second term, 50% of grade X - Machhapuchhre students scored >42.15 in Additional Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.

Computer Science	68.5	67.8	65.2	68.7	0.11	In the second term, 50% of grade X - Machhapuchhre students scored >68.65 in Computer Science. Since p>α, we retain null hypothesis and conclude that second term and first term results are not significantly different.
Coding	80.7	87.5	75.0	76.6	0.04	In second term, 50% of grade X - Machhapuchhre students scored >76.6 in Coding. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant decrease.
Club I	41.0	45.0	73.5	78.8	0.00	In the second term, 50% of grade X - Machhapuchhre students scored >78.8 in Club I. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.
Nepali reading Book	81.2	78.5	71.3	73.4	0.00	In the second term, 50% of grade X - Machhapuchhre students scored >73.4 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant decrease.
English Reading Book	74.4	73.5	86.1	84.1	0.00	In the second term, 50% of grade X - Machhapuchhre students scored >84.1 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that First Term and Second Term results are significantly different. There is a significant increase.

<u>In Second Term;</u>

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



The bar graph illustrates the average marks of different subjects obtained by Grade X - Machhapuchhre students in Second Term. From the graph, it is noticeable that the average marks have increased in **Nepali, C.Mathematics,A.Mathematics,Club-I and English Reading Book** as compared to First Term. However, the marks have declined significantly in **Nepali Reading Book**.

Grade XI - Changla

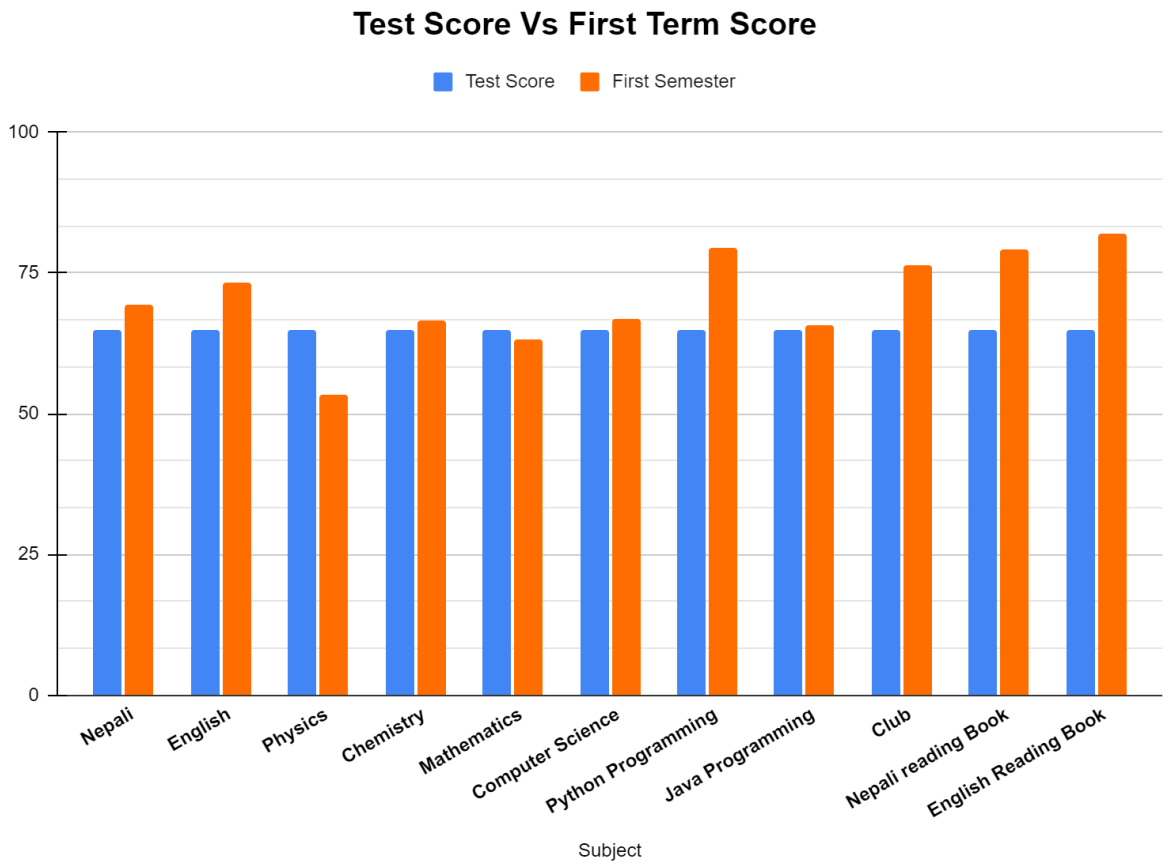
The evaluation was based on 25 students. The table below provides **Mean and Median** marks obtained by Grade XI - Khumbutse students in different subjects. Furthermore, the marks obtained were compared with the Test Score, and inference and conclusion were provided.

Subject	Test Score		First Term		Inference	Conclusion
	Test Score	Median I	Term I	Median II	P-Value	
Nepali	65.0	65.0	69.5	71.1	0.01	In the first term, 50% of grade XI - Changla students scored >71.1 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
English	65.0	65.0	73.3	74.0	0.00	In the first term, 50% of grade XI - Changla students scored >74 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	53.5	49.5	0.00	In the first term, 50% of grade XI - Changla students scored >49.50 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	66.6	67.3	0.64	In the first term, 50% of grade XI - Changla students scored >67.26 in Chemistry. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Mathematics	65.0	65.0	63.3	66.8	0.64	In the first term, 50% of grade XI - Changla students scored >66.8 in Mathematics. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Computer Science	65.0	65.0	66.8	66.9	0.38	In the first term, 50% of grade XI - Changla students scored >66.9 in Computer Science. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Python Programming	65.0	65.0	79.5	79.5	0.00	In the first term, 50% of grade XI - Changla students scored >79.5 in Python Programming. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.

Java Programming	65.0	65.0	65.7	66.0	0.86	In the first term, 50% of grade XI - Changla students scored >66 in Java Programming. Since $p>\alpha$, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Club	65.0	65.0	76.3	75.0	0.00	In the first term, 50% of grade XI - Changla students scored >75 in Club . Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Nepali reading Book	65.0	65.0	79.2	82.0	0.00	In the first term, 50% of grade XI - Changla students scored >82 in Nepali reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
English Reading Book	65.0	65.0	82.0	84.0	0.00	In the first term, 50% of grade XI - Changla students scored >84 in English Reading Book. Since $p<\alpha$, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.

In Semester I

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



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Khumbutse students in **First Term.** The graph shows that there is an upward trend in average marks in **English, Python Programming, Club,Nepali Reading Book and English Reading Book.** However, the average marks in **Physics** has declined sharply.

Grade XI - Pangboche

The evaluation was based on 28 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 test score, and inference and conclusion were provided.

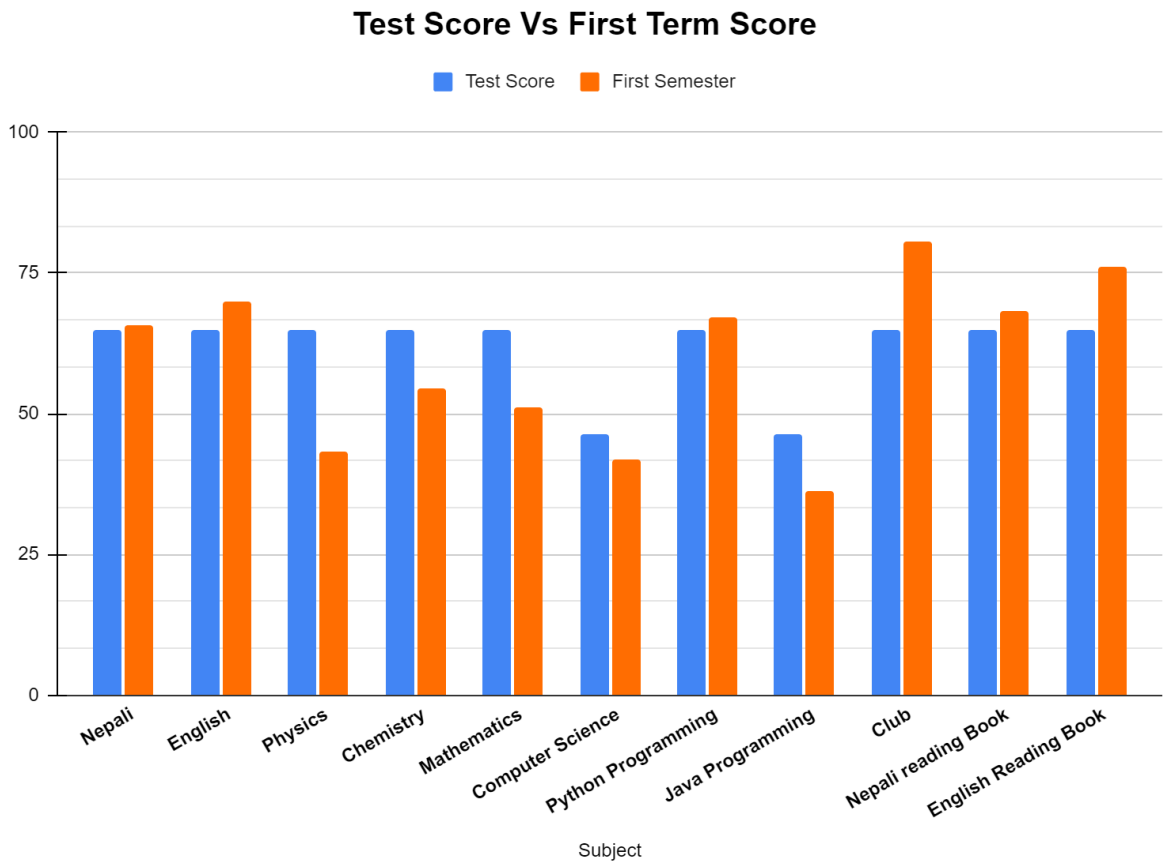
Subject	Test Score		First Semester		Inference	Conclusion
	Test Score	Median I	Semester I	Median II	P-Value	

Nepali	65.0	65.0	65.7	67.6	0.77	In the first term, 50% of grade XI - Pangboche students scored >67.6 in Nepali. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
English	65.0	65.0	69.9	72.3	0.00	In the first term, 50% of grade XI - Pangboche students scored >72.25 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	43.2	39.4	0.00	In the first term, 50% of grade XI - Pangboche students scored >39.4 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	54.4	56.0	0.00	In the first term, 50% of grade XI - Pangboche students scored >56 in Chemistry. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Mathematics	65.0	65.0	51.3	48.6	0.00	In the first term, 50% of grade XI - Pangboche students scored >48.6 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Computer Science	46.4	65.0	42.0	52.4	0.01	In the first term, 50% of grade XI - Pangboche students scored >52.35 in Computer Science. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Python Programming	65.0	65.0	67.1	71.8	0.50	In the first term, 50% of grade XI - Pangboche students scored >71.75 in Python Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

Java Programming	46.4	65.0	36.4	40.5	0.00	In the first term, 50% of grade XI - Pangboche students scored >40.5 in Java Programming. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Club	65.0	65.0	80.7	85.0	0.00	In the first term, 50% of grade XI - Pangboche students scored >85 in Club . Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Nepali reading Book	65.0	65.0	68.2	63.6	0.05	In the first term, 50% of grade XI - Pangboche students scored >63.6 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
English Reading Book	65.0	65.0	76.1	77.7	0.00	In the first term, 50% of grade XI - Pangboche students scored >77.7 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Biology	18.6	0.0	19.7	0.0	0.28	In the first term, 50% of grade XI - Pangboche students scored >0 in Biology. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

In Semester I

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



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Pangboche students in Semester II. The average marks substantially increased in **English, Club and English Reading Book.**However, a downward trend is observed in **Physics, Chemistry, Mathematics and Java Programming.**

Grade XI - Khumbutse

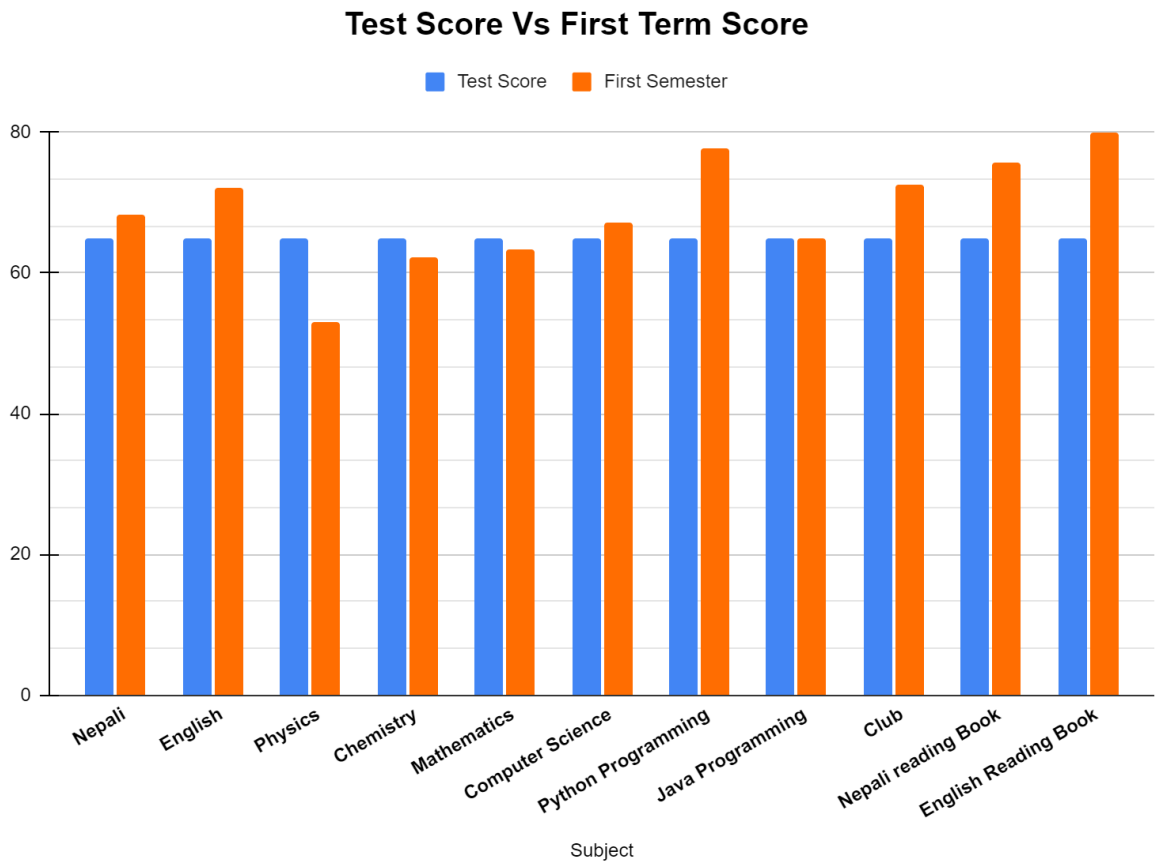
The evaluation was based on 27 students. The table below provides **Mean and Median** marks obtained by Grade XI - Taboche students in different subjects. Furthermore, the marks obtained were compared with the Test Score, and inference and conclusion were provided.

Subject	Test Score		First Semester		Inference	Conclusion
	Test Score	Median I	Semester I	Median II	P-Value	
Nepali	65.0	65.0	68.3	71.7	0.14	In the first term, 50% of grade XI - Khumbutse students scored >71.7 in Nepali. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
English	65.0	65.0	72.1	73.3	0.00	In the first term, 50% of grade XI - Khumbutse students scored >73.3 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	53.1	50.1	0.00	In the first term, 50% of grade XI - Khumbutse students scored >50.1 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	62.2	68.9	0.39	In the first term, 50% of grade XI - Khumbutse students scored >68.91 in Chemistry. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Mathematics	65.0	65.0	63.5	65.7	0.63	In the first term, 50% of grade XI - Khumbutse students scored >65.7 in Mathematics. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Computer Science	65.0	65.0	67.3	68.0	0.07	In the first term, 50% of grade XI - Khumbutse students scored >68 in Computer Science. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

Python Programming	65.0	65.0	77.6	77.0	0.00	In the first term, 50% of grade XI - Khumbutse students scored >77 in Python Programming. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Java Programming	65.0	65.0	65.0	61.0	1.00	In the first term, 50% of grade XI - Khumbutse students scored >61 in Java Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Club	65.0	65.0	72.5	77.6	0.04	In the first term, 50% of grade XI - Khumbutse students scored >77.6 in Club . Since p<α, we fail to retain the null hypothesis and conclude that the first term and test score are significantly different. There is a significant increase.
Nepali reading Book	65.0	65.0	75.7	82.2	0.00	In the first term, 50% of grade XI - Khumbutse students scored >82.2 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
English Reading Book	65.0	65.0	80.0	82.4	0.00	In the first term, 50% of grade XI - Khumbutse students scored >82.4 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.

In Semester I

- Average marks **significantly increased** in **English,Python Programming, Club and Nepali Reading Book.** ($p<0.05$).
- Average marks **significantly declined** in **Physics only.** ($p<0.05$).
- Increase or decrease in average marks obtained in the rest of the subjects were not statistically significant. ($p>0.05$).



The bar graph illustrates the average marks of different subjects obtained by Grade XI - Taboche students in **First Term**. Overall, there is an increasing trend in average marks obtained by students in **First Term**. The average marks substantially decreased in **Physics and Chemistry only.**

Grade XII - Lobuche

The evaluation was based on 28 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 **test score**, and inference and conclusion were provided.

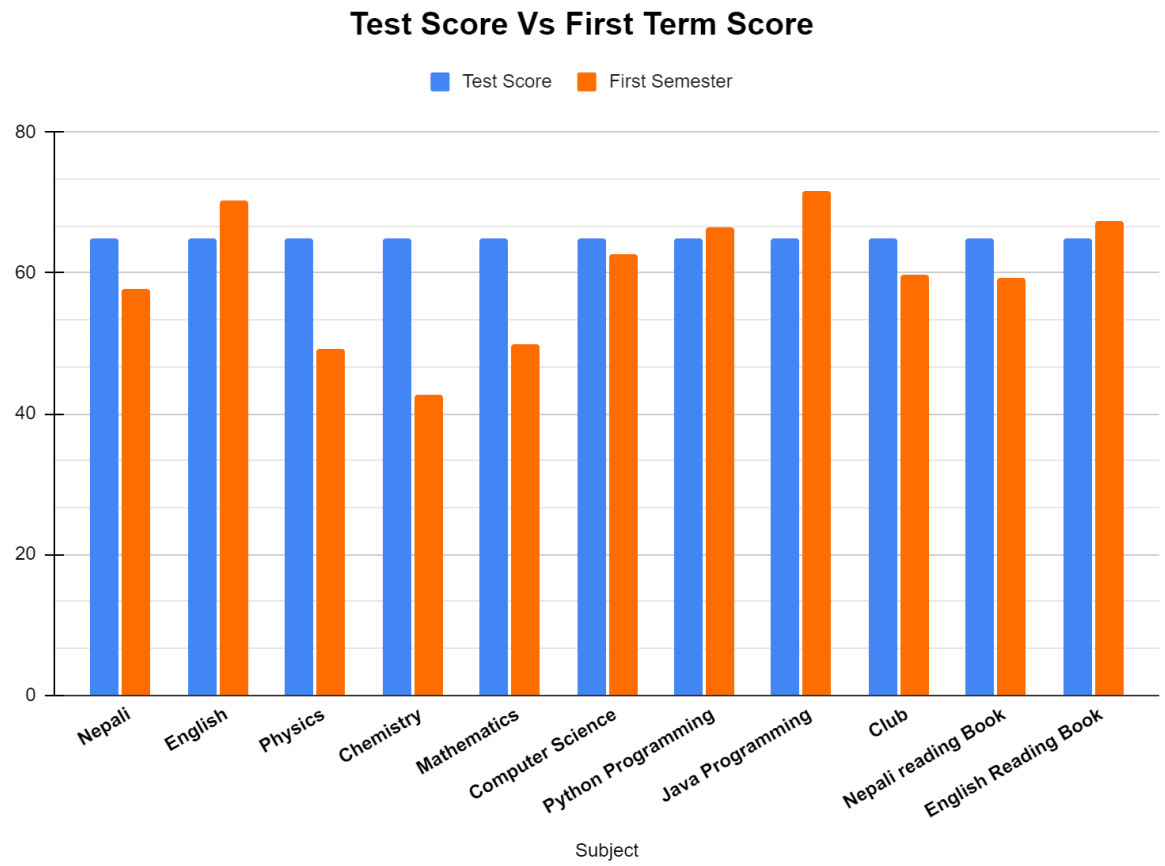
Subject	Test Score		First Semester		Inference	Conclusion
	Test Score	Median I	Semester I	Median II	P-Value	

Nepali	65.0	65.0	57.6	59.8	0.01	In the first term, 50% of grade XII - Lobuche students scored >59.8 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
English	65.0	65.0	70.4	72.2	0.00	In the first term, 50% of grade XII - Lobuche students scored >72.2 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	49.2	47.5	0.00	In the first term, 50% of grade XII - Lobuche students scored >47.5 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	42.6	40.2	0.00	In the first term, 50% of grade XII - Lobuche students scored >40.2 in Chemistry. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Mathematics	65.0	65.0	50.0	44.5	0.00	In the first term, 50% of grade XII - Lobuche students scored >44.45 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Computer Science	65.0	65.0	62.6	64.3	0.26	In the first term, 50% of grade XII - Lobuche students scored >64.3 in Computer Science. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Python Programming	65.0	65.0	66.5	65.3	0.60	In the first term, 50% of grade XII - Lobuche students scored >65.25 in Python Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

Java Programming	65.0	65.0	71.7	75.5	0.17	In the first term, 50% of grade XII - Lobuche students scored >75.5 in Java Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Club	65.0	65.0	59.9	77.1	0.46	In the first term, 50% of grade XII - Lobuche students scored >77.1 in Club . Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Nepali reading Book	65.0	65.0	59.3	57.7	0.01	In the first term, 50% of grade XII - Lobuche students scored >57.7 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
English Reading Book	65.0	65.0	67.4	66.2	0.07	In the first term, 50% of grade XII - Lobuche students scored >66.2 in English Reading Book. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

In Semester I

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



The bar graph illustrates the average marks of different subjects obtained by Grade XII - Lobuche students in First Term. From the graph, it is noticeable that the average marks have increased appreciably in **English and Java Programming** as compared to Test Score. However, there is a downward trend in average marks obtained by students in **Chemistry, Mathematics, Physics, Nepali Reading Book and Nepali.**

Grade XII - Khumbila

The evaluation was based on 28 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 Test Score , and inference and conclusion were provided.

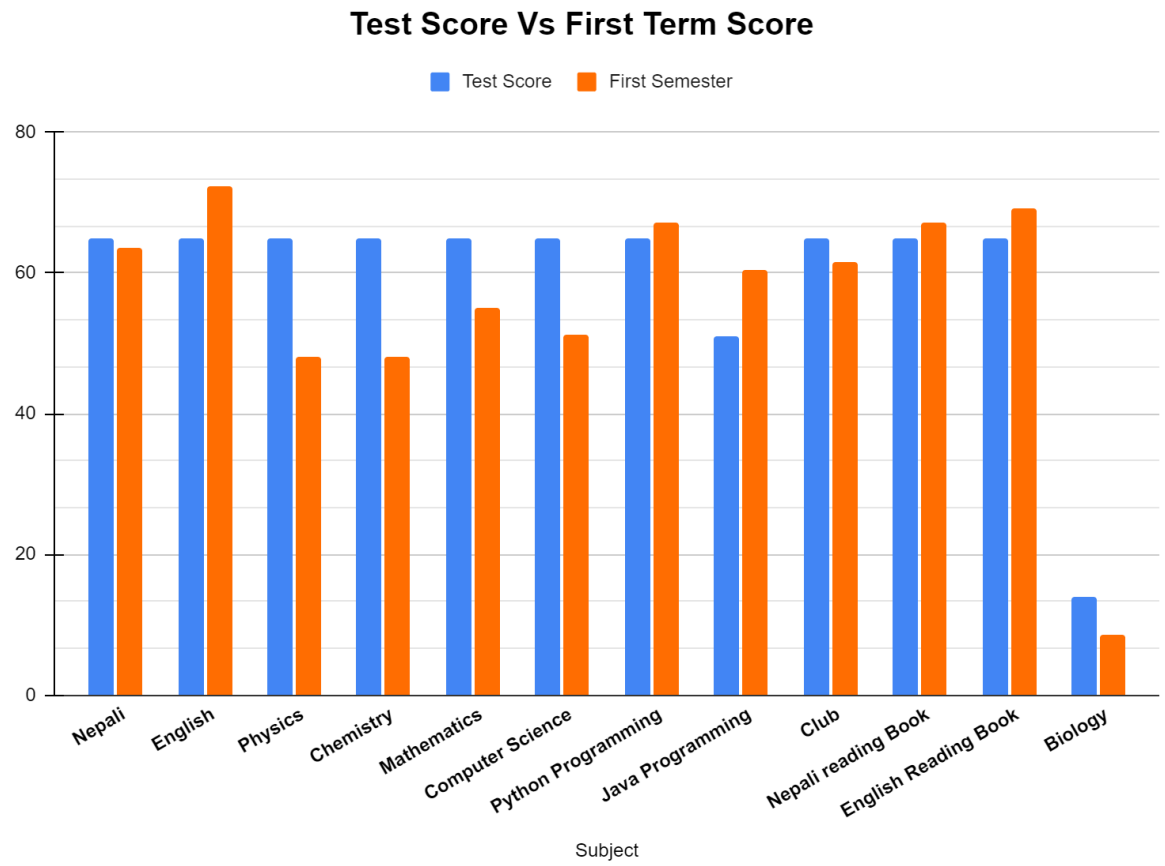
Subject	Test Score		First Semester		Inference	Conclusion
	Test Score	Median I	Semester I	Median II	P-Value	

Nepali	65.0	65.0	63.7	65.5	0.50	In the first term, 50% of grade XII - Khumbila students scored >65.47 in Nepali. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
English	65.0	65.0	72.4	73.8	0.00	In the first term, 50% of grade XII - Khumbila students scored >73.8 in English. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	48.0	46.0	0.00	In the first term, 50% of grade XII - Khumbila students scored >46 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	48.0	45.6	0.00	In the first term, 50% of grade XII - Khumbila students scored >45.57 in Chemistry. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Mathematics	65.0	65.0	55.0	51.9	0.00	In the first term, 50% of grade XII - Khumbila students scored >51.9 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Computer Science	65.0	65.0	51.3	63.3	0.02	In the first term, 50% of grade XII - Khumbila students scored >63.3 in Computer Science. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Python Programming	65.0	65.0	67.2	65.5	0.32	In the first term, 50% of grade XII - Khumbila students scored >65.5 in Python Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

Java Programming	51.1	65.0	60.5	69.5	0.03	In the first term, 50% of grade XII - Khumbila students scored >69.5 in Java Programming. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Club	65.0	65.0	61.6	69.2	0.58	In the first term, 50% of grade XII - Khumbila students scored >69.2 in Club . Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Nepali reading Book	65.0	65.0	67.1	66.8	0.39	In the first term, 50% of grade XII - Khumbila students scored >66.84 in Nepali reading Book. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
English Reading Book	65.0	65.0	69.2	69.8	0.01	In the first term, 50% of grade XII - Khumbila students scored >69.8 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Biology	13.9	0.0	8.6	0.0	0.02	In the first term, 50% of grade XII - Khumbila students scored >0 in Biology. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.

In Semester I

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



The bar graph illustrates the average marks of different subjects obtained by Grade XII - Khumbila students in First Term. From the graph, it is noticeable that the average marks have increased appreciably in English, Java Programming and English Reading Book as compared to Test Score. However, the marks have declined noticeably in Mathematics,Physics,Chemistry,Computer Science and Biology.

Grade XII - Yala

The evaluation was based on 29 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 test score, and inference and conclusion were provided.

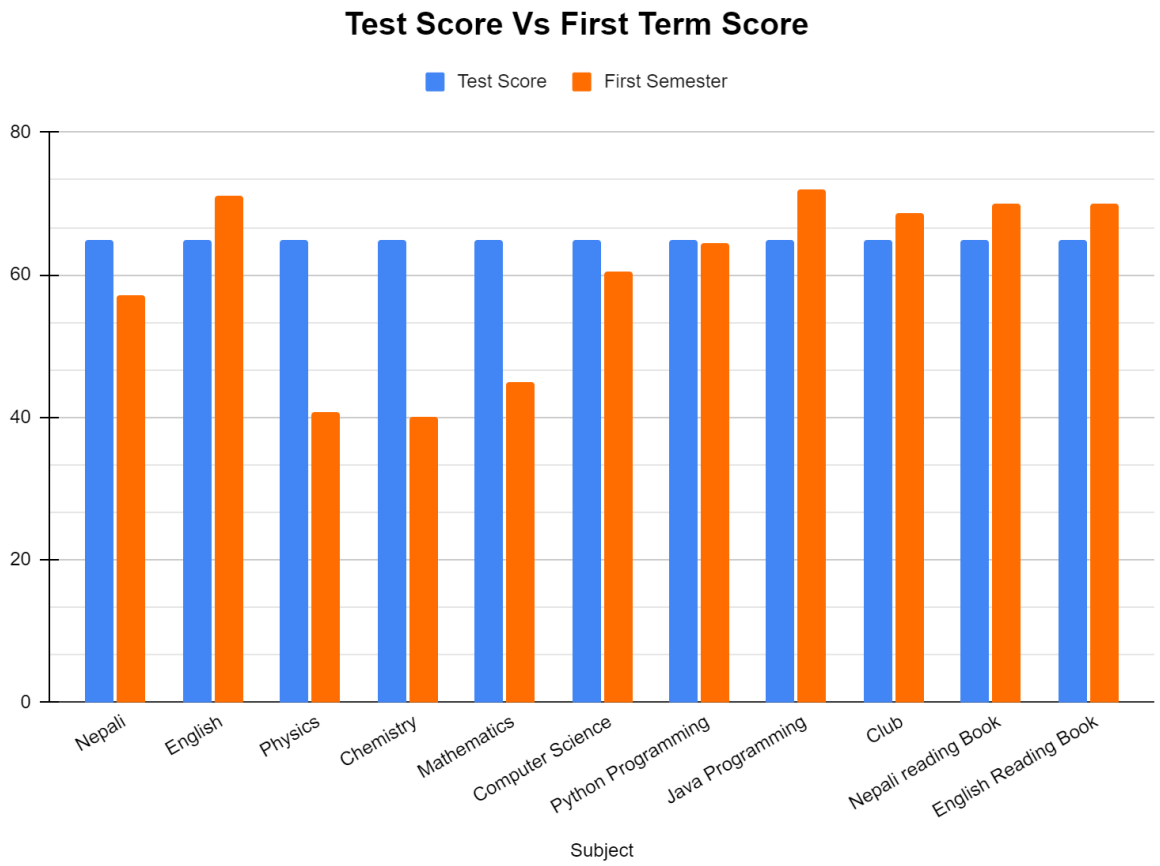
Subject	Test Score	First Semester	Inference	Conclusion

	Test Score	Median I	Semester I	Median II	P-Value	
Nepali	65.0	65.0	57.2	59.5	0.01	In the first term, 50% of grade XII - Yala students scored >59.5 in Nepali. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
English	65.0	65.0	71.0	72.0	0.00	In the first term, 50% of grade XII - Yala students scored >72 in English. Since p<α, we fail to retain null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
Physics	65.0	65.0	40.8	40.0	0.00	In the first term, 50% of grade XII - Yala students scored >40 in Physics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Chemistry	65.0	65.0	40.1	38.0	0.00	In the first term, 50% of grade XII - Yala students scored >38 in Chemistry. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Mathematics	65.0	65.0	45.0	40.4	0.00	In the first term, 50% of grade XII - Yala students scored >40.4 in Mathematics. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Computer Science	65.0	65.0	60.6	63.8	0.04	In the first term, 50% of grade XII - Yala students scored >63.8 in Computer Science. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant decrease.
Python Programming	65.0	65.0	64.5	67.0	0.88	In the first term, 50% of grade XII - Yala students scored >67 in Python Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.

Java Programming	65.0	65.0	72.1	71.0	0.10	In the first term, 50% of grade XII - Yala students scored >71 in Java Programming. Since p>α, we retain null hypothesis and conclude that first term and test score results are not significantly different.
Club	65.0	65.0	68.7	79.0	0.43	In the first term, 50% of grade XII - Yala students scored >79 in Club . Since p>α, we retain null hypothesis and conclude first term and test score results are not significantly different.
Nepali reading Book	65.0	65.0	69.9	71.8	0.03	In the first term, 50% of grade XII - Yala students scored >71.8 in Nepali reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.
English Reading Book	65.0	65.0	69.9	71.8	0.03	In the first term, 50% of grade XII - Yala students scored >71.8 in English Reading Book. Since p<α, we fail to retain the null hypothesis and conclude that first term and test score results are significantly different. There is a significant increase.

In Semester I

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



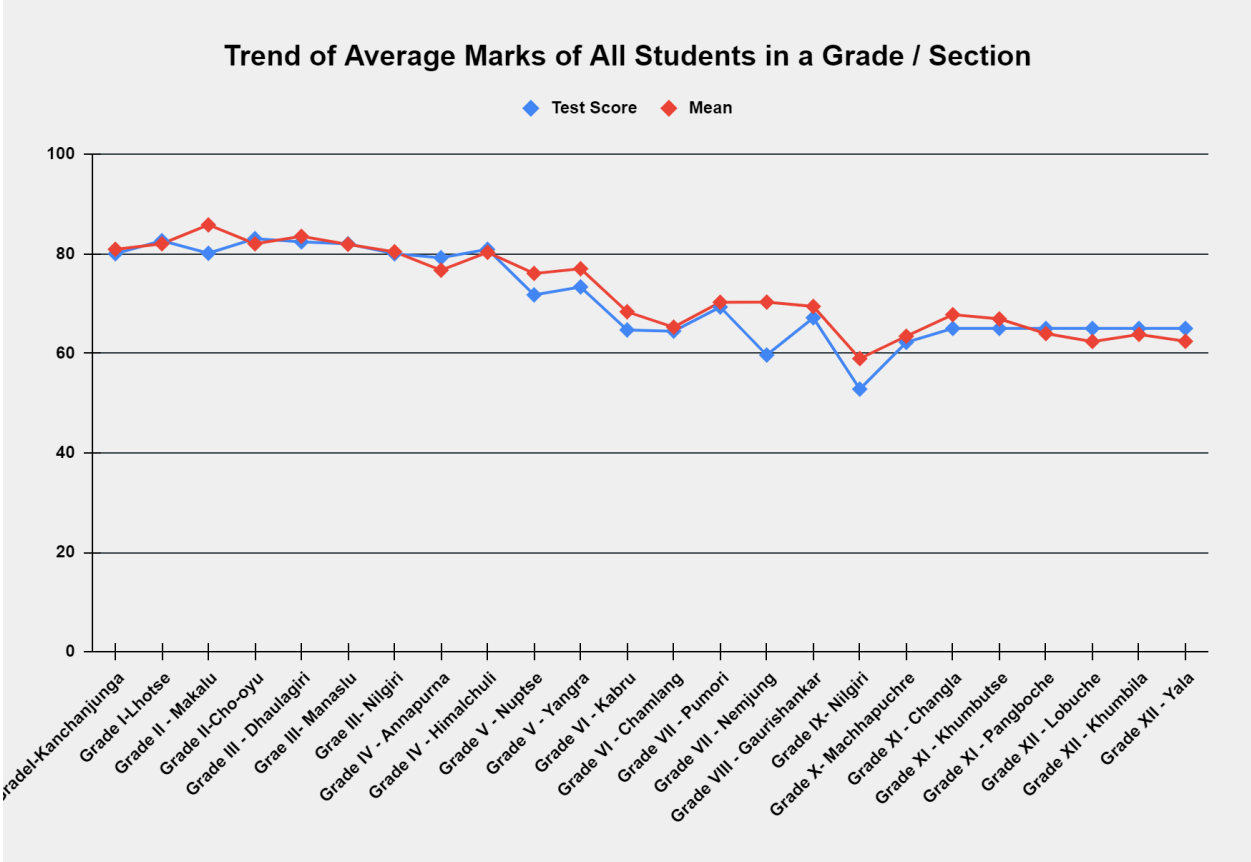
The bar graph illustrates the average marks of different subjects obtained by Grade XII - Khumbila students in First Term. From the graph, it is noticeable that the average marks have increased appreciably in English,Nepali Reading Book, English Reading Book and Java Programming as compared to Test Score. However, the marks have declined noticeably in Nepali,Physics,Chemistry and Mathematics .

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	Term II - Central Values				
	Term I Mean	Mean	Median	Maximum	Minimum
GradeI-Kanchanjunga	80.00	80.89	81.6	99.56	52.70
Grade I-Lhotse	82.62	82.00	83.77	100.00	20.50
Grade II - Makalu	80.10	85.80	87.50	100.00	54.40
Grade II-Cho-oyu	83.04	82.00	85.00	100.00	0.00
Grade III - Dhaulagiri	82.40	83.50	85.00	100.00	43.20
Grae III- Manaslu	82.00	81.90	83.20	98.90	44.00
Grae III- Nilgiri	80.00	80.40	82.50	100.00	0.00
Grade IV - Annapurna	79.20	76.70	80.00	100.00	21.40
Grade IV - Himalchuli	80.90	80.30	81.60	100.00	11.00
Grade V - Nuptse	71.73	76.05	79.14	100.00	30.80
Grade V - Yangra	73.33	77.00	80.20	100.00	22.20
Grade VI - Kabru	64.69	68.34	72.25	100.00	0.00
Grade VI - Chamlang	64.45	65.25	67.00	100.00	0.00
Grade VII - Pumori	69.29	70.26	74.00	100.00	0.00
Grade VII - Nemjung	59.65	70.29	74.40	100.00	0.00
Grade VIII - Gaurishankar	67.14	69.42	72.90	100.00	0.00
Grade IX- Nilgiri	52.80	58.94	60.10	100.00	8.50
Grade X- Machhapuchre	62.20	63.43	66.45	98.20	6.30
Grade XI - Changla	65.00	67.76	65.00	95.47	24.60

Grade XI - Khumbutse	65.00	66.91	65.00	97.80	0.00
Grade XI - Pangboche	65.00	63.96	65.00	92.00	14.00
Grade XII - Lobuche	65.00	62.37	65.00	99.00	0.00
Grade XII - Khumbila	65.00	63.80	65.00	100.00	0.00
Grade XII - Yala	65.00	62.41	65.00	100.00	0.00



The line graph depicts the trend of average marks of different grades obtained by all students in Semester I (First Term) and Semester II (Second Term) . 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(First Term)..

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	Sabina Maharjan, Manisha Adhikari, Yukta Burma, Sapana Lama, Dhanshwor Yonghang, Aakash Chandra Giri
Marksheet Preparation/Distribution	Class Teachers / HOS / Principal
Data Entry & Language	Sabina Maharjan, Manisha Adhikari, Yukta Burma, Sapana Lama, Dhanshwor Yonghang, Aakash Chandra Giri
Analysis Report by:	Aakash Chandra Giri Dhanswor Yonghang