

PERFORMANCE ANALYSIS

of

Classes-X and XII: CBSE Examinations-2012

*Our standards set the course
While students, families and community
Fill the sails with expectations,
As we voyage with the treasure
Of bright, young minds, ready to lead the way to the future.*

Prepared by:

Dr(Mrs)Nisha Peshin
Director, Public Schools II

Mr Ashok Kumar Goel
PGT, Computer Science



*ओ३म् भूर्भुवः स्वः । तत्सवितुर्वरेण्यं
भर्गो देवस्य धीमहि । धियो यो नः प्रचोदयात्॥*

DAV College Managing Committee
Chitra Gupta Road, New Delhi-55

CONTENTS

Topic	Page No.
<i>Foreword</i>	
<i>Preface</i>	
<i>Introduction</i>	<i>1</i>
<i>I Arena of Educational Activities in DAV</i>	<i>4</i>
<i>II Benchmarking Performance</i>	<i>9</i>
<i>III Result Profile-Quantitative and Qualitative Analysis</i>	<i>15</i>
<i>IV Zone-wise Analysis-Quantitative and Qualitative Analysis</i>	<i>19</i>
<i>V Zone-wise Performance of Students</i>	<i>24</i>
<i>VI Performance Analysis: Subject-wise</i>	<i>27</i>
<i>VII The Pride of DAV</i>	<i>31</i>
<i>VIII Legion of Merit Performers</i>	<i>36</i>
<i>IX The DAV Merit Holders</i>	<i>41</i>
<i>X Crusade for a Better Performance</i>	<i>49</i>
<i>Annexures</i>	
<i>1. Category Within Zones of Schools Senior Secondary School Examination-2012</i>	<i>i-xii</i>
<i>2. Zone-wise Qualitative Performance of Schools Senior Secondary School Examination-2012</i>	<i>xiii-xxiii</i>

FOREWORD



This exercise of result Analysis has been taken up by the Public School Cell since 1998. The lens used in analyzing has been inclusive, thoughtful, and insightful. I am glad that at the school level too, there has been brainstorming, analyzing and assessment of the results and for this reason the schools have been shown a definite improvement over the past years.

Performance Analysis presents a vivid picture, from all relevant angles of the academic standards achieved by our schools at the X and XII levels. A detailed study of this document will help our schools to review the indicators involved in measuring the performance of students and thus, guide them towards achieving greater excellence.

This document is designed as a stimulus for discussion on the matter. The intent is to generate responses about the concerns raised and to analyze the results at the school level and devise processes aimed at promoting essential improvements in schools.

The major thrust in our efforts is to improve the quality of education in our schools and so raise the academic performance of the students. True to the DAV philosophy, where modernity blends with tradition, the DAV has focused on the paradigm shift in education. There is more focus on the learners as knowledge creators than on the educator. Today's child in the modern world is to be prepared to learn and manage vast amount of information. We have to encourage in the children a spirit of inquiry to facilitate participative teaching-learning process. Our aim is to empower teachers with knowledge, skills and positive attitudes so that they start using technology as a vital tool in the their teaching process and encourage students in attaining this objective.

I sincerely feel that this study will be a comprehensive and valuable experience for our schools.

A handwritten signature in black ink, appearing to read 'Punam Suri'.

(Punam Suri)

President

DAV College Managing Committee

PREFACE



The Performance Analysis is designed as a stimulus for discussion. The intent is to elicit responses about the concerns for promoting improvements in school curricular transactions. The document will require teachers to rethink not only about their teaching practices but also the very goals of teaching their subjects and work together to redefine expectations of students' learning and teaching practices.

This year the Performance Analysis has particularly analyzed the qualitative performance of students at the Senior Secondary level in minute detail. It is heartening to note that the students have demonstrated strong academic caliber. Many students have displayed outstanding academic achievement and promise.

The main purpose of the Performance Analysis is to identify and critically examine the strengths and weaknesses of the teaching-learning strategies and make improvements wherever necessary by using a comprehensive and cohesive approach, including computer aided teaching-learning and basic values incorporated in the curriculum of different subjects. With the new changes in education pattern and introduction of CCE system, DAV has adapted to the new activities and projects for holistic assessment of students.

I sincerely feel that the performance analysis conducted during the past years has been a valuable experience for our schools.

My grateful appreciation is due to the President for his guidance and support. The team of officials involved in the exercise is also worthy of appreciation.

A handwritten signature in black ink, appearing to read 'R.S. Sharma'.

(R.S. Sharma)

General Secretary

DAV College Managing Committee

This Performance Analysis has mainly been done zone-wise. There is frequent reference to the zones under each Regional Director. The following table denotes the abbreviations used for each zone and the number of schools in 2011-12 at Secondary and Senior Secondary level under the concerned Regional Director. The table will therefore serve as a useful key when addressing the zones and also in locating the schools in each zone.

S.No.	Zone	X	XII	Regional Director
1	AP	11	3	Mrs Seetha Kiran
2	BR-1	23	13	Dr J V Kulkarni
3	BR-2	26	12	Dr U S Prasad
4	CH	2	2	-
5	DEL	24	20	-
6	GM	12	7	Mr K B Kaushal
7	HAR1	12	10	Dr D Vidyarthi
8	HAR2	4	4	Mrs Reena Nagrath
9	HAR3	11	11	Mrs Madhu Bahl
10	HAR4	15	11	Mr K L Khurana
11	HAR5	7	7	Mrs Anita Makkar
12	HAR6	9	6	Mrs Suman Nijhawan
13	HP-1	6	5	Mrs P Sofat
14	HP-2	13	7	Mrs Shashi Kiran Gupta
15	HP-3	2	2	Dr Puneet Bedi
16	HP-4	7	7	Dr Vijender Singh
17	HP-5	7	7	Mr S P Arora
18	JH	71	56	Mr L R Saini
19	MPCG	21	17	Mr L N Pradhan
20	ORWB	31	23	Dr H K Mohanty
21	PB-1	5	5	Mrs Neelam Kamra
22	PB-2	14	11	Mrs P P Sharma
23	PB-3	16	14	Mr Vijay Kumar
24	PB-4	20	15	Mr R S Patial
25	PB-5	6	6	Dr B B Sharma
26	PB-6	1	1	Dr Satish Sharma
27	RJ	9	8	Mr Y D Jigyasu
28	UPUL	18	14	Dr S Marriya
	TOTAL	403	304	

INTRODUCTION

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Holistic Education is now finally a reality. The term has long been used to mean just theoretical or bookish knowledge. Undue stress merely on books and marks thus long took its toll on our young children.

Now the word has finally regained its due status and true meaning with the introduction of the CCE in the school education system.

CCE has thus broadened the scope in assessment and evaluation in terms of time and space. It is now continuous assessment which means the child's development throughout is considered. Again as the teaching-learning process continues, his every step is monitored. He is being given opportunities to unwind himself and his teachers are on the look out for his latent potential.

Each child is unique and so are his tastes and abilities. The teachers allow each of them to flourish providing the necessary assistance wherever and whenever required. Both scholastic and non-scholastic i.e. the child's intellectual aptitude and creative activities are given due importance, both physical prowess and mental strengths are appreciated. So the child's every effort be it academic, co-curricular activities, sports or even his values and other skills find due place in his education process making it truly comprehensive.

Thus the Formative Assessment are testing tools of the child's growth through projects and activities. These bring out not merely the child's level of knowledge but also displays his social skills and values. It thus provides ample scope for the teachers in shaping the child's all round growth with their constant support and guidance.

Again the Summative Assessment which are held at the end of each term is to ascertain the student's all round progress both academically and in practice too.

Finally the progress of children at every step is monitored to enable the teachers in imparting holistic education to the children in their prime time of the school education process.

The CCE has truly proved to be a handy and yet a well calibrated measuring system of the child's all round growth and development. Enabling the teachers to be the sculptors of ideal citizens of the world. For now they have better understanding of the nature of the soil and thus allow it to take shape accordingly.

The CCE allows the children to flaunt themselves in their true colour and equips the teachers to use those colours to create the right tone and picture of a wonderful individual and a country at large.

Evaluation Criteria of (CCE)

In view of the recent reforms introduced by the **Central Board of Secondary Education (CBSE)** in the policy of evaluation at secondary level, the Grading system has been introduced at Secondary School level (for Classes-IX & X) effective from 2009-10 academic session.

The Scheme of Grading has been introduced with the aim that:

- It will minimize misclassification of students on the basis of marks.
- It will eliminate unhealthy competition among high achievers.
- It will reduce societal pressure and will provide the learner with more flexibility.
- It will lead to a focus on a better learning environment.
- It will facilitate joyful and stress free learning.

Scheme of Examination (Grading)

- The student's performance has been assessed using conventional method of **numerical marking**.
- The 'Grades' have been awarded on a nine point scale to indicate the subject-wise performance.

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	-
20 and below	E2	-

Qualifying Criteria

- Those candidates who obtain the qualifying grades (D and above) in all the subjects excluding Additional subject as per scheme of Studies shall be awarded a **Qualifying Certificate**.
- The practice of **declaring Compartment/Fail has been discontinued**. The CBSE has declared the result in two categories-Eligible for Qualifying Certificate (QUAL) and Eligible for Improvement of Performance (EIOP).
- CBSE has been awarded CGPA (Cumulative Grade Point Average) to all those students who are eligible for qualifying certificate.
- The CGPA is the average of Grade Points obtained in all the subjects excluding additional 6th subject as per Scheme of Studies.
- An indicative equivalence of Grade Point and Percentage of Marks can be assessed as follows:
 - Subject-wise indicative percentage of marks = $9.5 \times \text{GP of the Subject}$.
 - Overall indicative percentage of marks = $9.5 \times \text{CGPA}$

Average CGPA

The **Average CGPA** is calculated by considering all pass subjects of all appeared candidates and calculating sum of GP (Grade Point) achieved in pass subjects divided by number of pass subjects.

$$\text{Average CGPA} = \frac{\sum A}{\sum B}$$

Where $\sum A$ = Sum of Grade Points achieved in pass subjects
 $\sum B$ = Number of pass subjects of all appeared candidates

The QPI for Secondary level is calculated as:

$$\text{QPI} = \text{Avg. CGPA} \times 9.5$$

CHAPTER I

Arena of Educational Activities in DAV

The DAV Movement, which was founded 125 years ago, swept across the entire nation like a colossal wave engulfing ignorance, illiteracy and social deviations and was involved in building up a healthy knowledgeable society and a strong nation.

The DAV College Trust and Management Society takes pride in the fact that it is the oldest and largest non-governmental educational organization in India. DAV Organization is a conglomerate of more than 750 educational institutions that include Public/Model Schools, Aided Schools, a chain of Technical Institutions, Institutions of Management and Vocational Studies, Ayurvedic College, Pharmacy, Dental Colleges, Law College, Institutes of Physiotherapy and Nursing, Vedic Research Institutes, Colleges of Engineering and Technology, Colleges of Arts, Commerce and Science and also Colleges of Education.

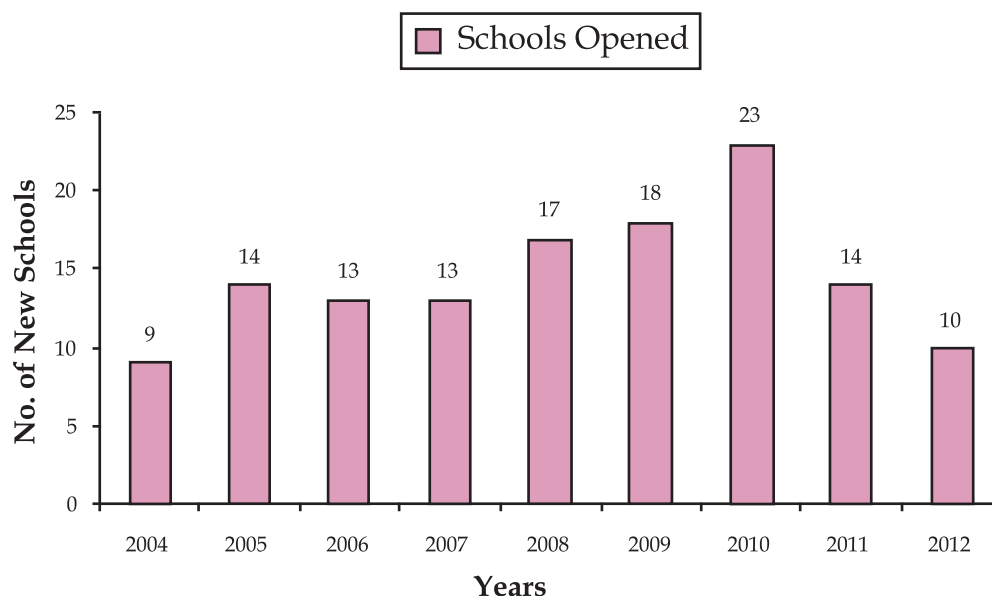
The Legacy

The vision of a powerful and enlightened India had been conceived by Maharishi Dayanand Saraswati (1824-1883). He devoted his whole life to awaken the ignorant, illiterate masses of this country. He knew that it could be possible only through education and literacy. The vision and philosophy of the fearless reformer, Maharshi Dayanand, was given a practical shape by Mahatma Hans Raj, who led the educational renaissance in India.

As his most important legacy, the Mahatma left behind a pragmatic and enlightened approach to education. One aspect of his approach was his choice of **English-oriented Science-based education** with a blend of Vedic values. Another was the great emphasis he laid on **women education**. Lastly, true to the egalitarian basis of Arya Samaj philosophy (as conceived by Maharishi Dayanand), Mahatmaji believed in **equality for all** students irrespective of their caste, colour or creed. They were welcome to join the DAV institutions. The first institution was established at Lahore in 1886 with Lala Hans Raj (Later Mahatma Hans Raj) himself as the dedicated Headmaster. Today, the movement is led by DAV veterans like Shri Punam Suri and his team of dedicated Office Bearers, who have a progressive vision. It is due to their dedication and farsightedness that every year DAV CMC is opening new schools in various parts of India.

Summary of Schools Opened

Sr. No.	Year	Schools Added
1	2004	09
2	2005	14
3	2006	13
4	2007	13
5	2008	17
6	2009	18
7	2010	23
8	2011	14
9	2012	10
	Total :	131



The Mission

The DAV vision of education telescopes well with the National Policy on Education (1986) which lays great emphasis on developing a national system of education, with **Education For All**, keeping in mind the elimination of disparities in the educational system and provision of more facilities through qualitative interventions, empowerment of women, access to education to disadvantaged sections of the society, educationally backward minorities and the disabled. It also calls for greater rigour and discipline in academic pursuits, autonomy and accountability, experimentation and innovation and nurtures excellence and modernization of processes at

different levels of education. In order to accomplish the mission, the objectives laid down are as under:

- To provide a wide range of holistic education by homogenizing the western knowledge while remaining anchored to the Indian cultural moorings;
- To act as a catalyst of change by spreading education, and by dismantling the cobwebs of ignorance and illiteracy;
- To develop individuals who are morally upright, intellectually well-informed, socially concerned, emotionally balanced, physically well-developed and culturally accomplished;
- To stimulate a scientific temper by crusading against superstitions and out-dated customs like child marriage, caste system, female foeticide, dowry, gender bias, regionalism etc;
- To sensitize individuals towards social welfare and
- To nurture creative and resourceful minds who think big, think fast and think ahead, who care for the nation and the weaker sections of society, and are imbued with humanistic passions and values.

The Vision

The DAV has a clear-cut vision:

- To continue expanding and exploring, locally and globally and be a *knowledge leader* and content provider.
- To muster strategies to become a global epicenter of knowledge, culture, skills, technology, research and service.
- To empower women through education.

Academic Renaissance

Holistic Education

The DAV believes in a holistic approach to education for the all round development of personality of the child. DAV believes that every child should be given an opportunity to bloom, a right to explore, to touch, learn and enjoy, to experiment, to question, to think, to play and to shoulder responsibility. So different aspects are to be published for 'Holistic Education': Physical, academic, intellectual, social, spiritual & emotional development as well as creative expression and aesthetic appreciations.

All institutions lay stress on curricular and co-curricular activities-personality development, building confidence, as well as developing life skills, communicative skills and scientific temper. Academic management involves fostering creativity, questioning & inquiry skills by improving the classroom climate, curriculum design emphasizing project-based, problem-based, interdisciplinary, integrated and thematic learning. A rainbow of creative activities covers different aspects like literary, art, music, dance, theatre etc.

Inclusive Education

DAV caters to the needs of urban as well as rural students together with adivasi and tribal children. In tune with the **National Literacy Mission**, DAV Organization has carried education to the doorsteps of the needy and the under-privileged. Even the remotest areas of India have been provided with basic life skills.

DAV is involved in social welfare schemes, education for the weaker sections and for students from tribal areas, comprehensive plans for the upliftment of tribal people in North-East Regions, programmes for the disadvantaged sections of the society and for the mentally challenged children of society.

Equalisation of Educational Opportunities

True to DAV Values, schools have been catering specially for the under-privileged. The DAV Public Schools have provided fee concessions, free text books, free uniforms, and free transport, mid-day meals and have also provided non-formal education for the needy. The Organization has been targeting the *jhuggi* clusters as part of its empowerment and rehabilitation programme. The aim is to enable women and children of under-privileged class to survive in society and provide them with skills to find employment once they are out in the field. Residential and Day schools have been opened in remote and inaccessible areas.

Women's Education and Development Programmes

DAV institutions are conscious about education of girls. The DAV philosophy of education pays equal attention to the personality development of both boys and girls. Providing job opportunities to women is also a priority. Free vocational training and literacy units are dedicated to hundreds of women of slum areas and gadgets like sewing machines are provided to them for their initial settlement.

Environmental Concerns

Environmental issues like the reduction of pollution and sustenance of the environment have also been taken up by DAV institutions. Several projects like van-mahotsav, 'say no to poly-bags' campaign, 'say no to fire crackers' campaign, water-conservation and anti-pollution drives are regularly carried out by the DAV Schools in order to create awareness not only among the students but the whole community. The students from DAV institutions have carried out sanitation and cleanliness drives in the school neighbourhood also.

National Concerns

DAV has always been a pioneer for any National cause specially in the hour moments of National Crisis. Whether it be the earthquake at Pauri or Gujarat, the Kargil war, the Odisha tragedy or the Tsunami catastrophe, the DAV has always risen to the occasion by donating generously in the form of cash, kind and voluntary service to alleviate suffering.

Futuristic Vision

The main thrust now is on a well-planned expansion with global relevance keeping in view the revolution in the full of electronics, computers and multi-media. Global shifts towards increased deployment of IT has made the DAV also look through the lens of good governance and move towards E-administration and E-services. The DAV has undertaken many initiatives to use ICT to modernize the organizational system in its institutions. The use of IT has led to greater transparency, accountability and participation in the institutions. The focus has been on monitoring, planning and deployment of ICT to manage data intensive functions. The institutions primarily are focusing on automation and computerization. The thrust has now shifted from manual processes to IT-enabled processes leading to increased efficiency in administration and service delivery, focus on teaching-learning in schools with Internet access and computer labs and also by offering info-tech courses.

Academic Monitoring-Performance Analysis

Introspection and self-evaluation has been the DAV initiative. In this direction, the document Performance Analysis is prepared to assess the performance of students who appear in the CBSE Board Examination. DAV has a tradition of celebrating the achievement of their performers every year on Hansraj Diwas. Encouragement is given to students. Certificates and Gold Medals are given to honour the meritorious students from DAV schools, who secure 90% and above marks in the CBSE/State Board Examinations.

CHAPTER II

Benchmarking Performance

The DAV Organization has taken up the exercise of Performance/Result Analysis of the CBSE Examination in 1998. The first **Performance Analysis** was conceptualized, to assess the performance of students who appeared in the CBSE Board Examinations at Secondary as well as Senior Secondary levels. This document is printed every year and has proved very helpful in diagnosing the strengths and weaknesses of our schools and has served as a guiding tool to further enhance the academic standards. This annual exercise of monitoring and evaluating the track record of the performance of students has been a **Lighthouse** to the DAV Organization in keeping a vigil over the quality of our institutions. The entire gamut of these tasks eventually facilitates the Heads of the Institutions in sorting out the required remedial measures for their institutional enhancement. Every Institution is able to pinpoint the overall goals, enlisting the commitment of their staff.

It is expected that the Performance Analysis will be able to:

- ✓ Sensitize DAV institutions for taking cognizance of their positions at local, zonal and national levels to finally fix a benchmark for the further improvement in the academic standards of their institutions.
- ✓ Present a comparative study of the quality of academic performance of the schools run by DAV CMC vis-a-vis other non-DAV schools affiliated to CBSE.
- ✓ Provide feedback to the schools to locate their areas of strengths and weaknesses and plan school-based diagnostic and remedial measures accordingly for the students as well as the teaching staff.
- ✓ Provide a database for the DAV Institute of In-service Education & Research (DAVIIR) to evolve plans and strategies for the Workshops during the Performance Enhancement Programmes (PEP).
- ✓ Study and interpret the Performance Indicators responsible for improving the academic standards of the DAV Institutions.

Five steps involved in the preparation of this document are:

- collecting the data,
- studying and interpreting the data trends,
- comparing and analyzing the facts,
- documenting the strong/ weak areas of the institutions and
- benchmarking the levels.

The statistical information has allowed the schools to:

- document how much progress they are making.
- compare their overall performance with similar schools.
- be aware of their school performance data in comparison to national performance data.
- make a comprehensive and focused record of the progress made by individual pupils.
- make a firm effort towards performance enhancement.

2.1 The Archives

It is useful to study the past data as it helps in benchmarking so that schools can determine how they can improve their performance and use past information of data trends to assess and evaluate their performance. Teachers can reflect on a range of new strategies to facilitate the preparation and improve the performance of the students in the examination.

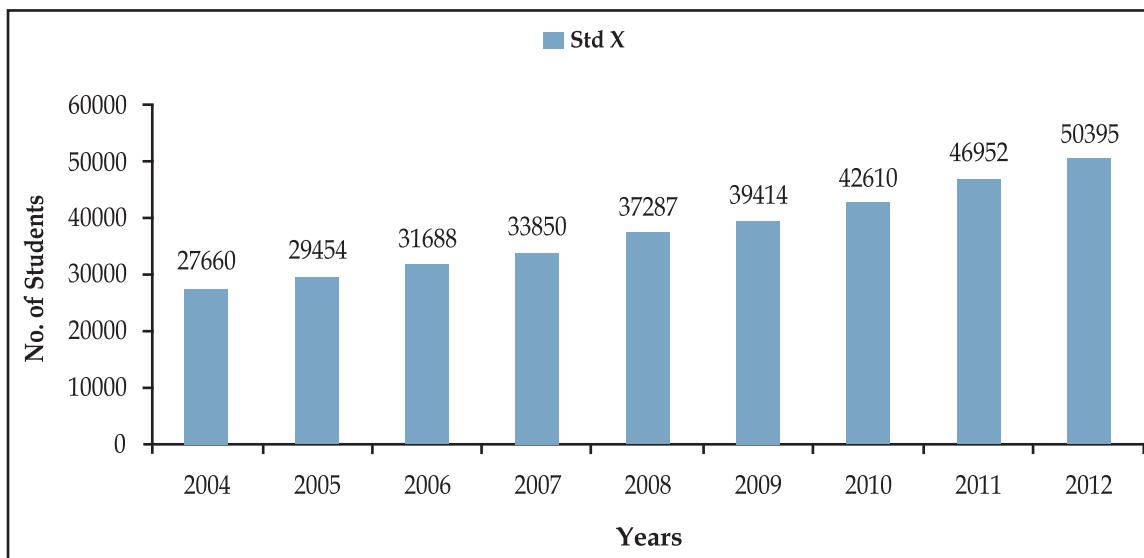
The number of students in the DAV Public/Model Schools has shown an enhancement in enrolment as is visible from the table at 2.1.1 and 2.1.2

Table 2.1.1

Growth Trend of Students in Std X in DAV Public/Model Schools.

Level	2004	2005	2006	2007	2008	2009	2010	2011	2012
X	27660	29454	31688	33850	37287	39414	42610	46952	50395

A graphic representation of the data in Table 2.1.1



Inference:

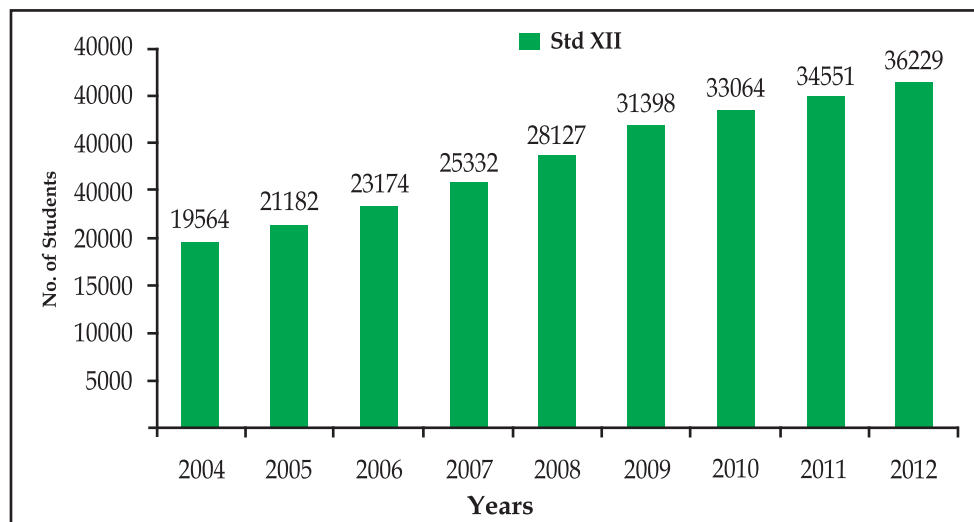
There has been a substantial growth in the student enrolment at Std X level in the past 9 years. This demonstrates the faith bestowed on the quality of education being imparted in DAV Public/Model Schools.

Table 2.1.2

Growth Trend of Students in Std XII in DAV Public/Model Schools.

Level	2004	2005	2006	2007	2008	2009	2010	2011	2012
XII	19564	21182	23174	25332	28127	31398	33064	34551	36229

A graphic representation of the data in Table 2.1.2



Inference:

There has been a substantial growth in the student enrolment at Std XII level in the past 9 years. This demonstrates the faith bestowed on the quality of education being imparted in DAV Public/Model Schools.

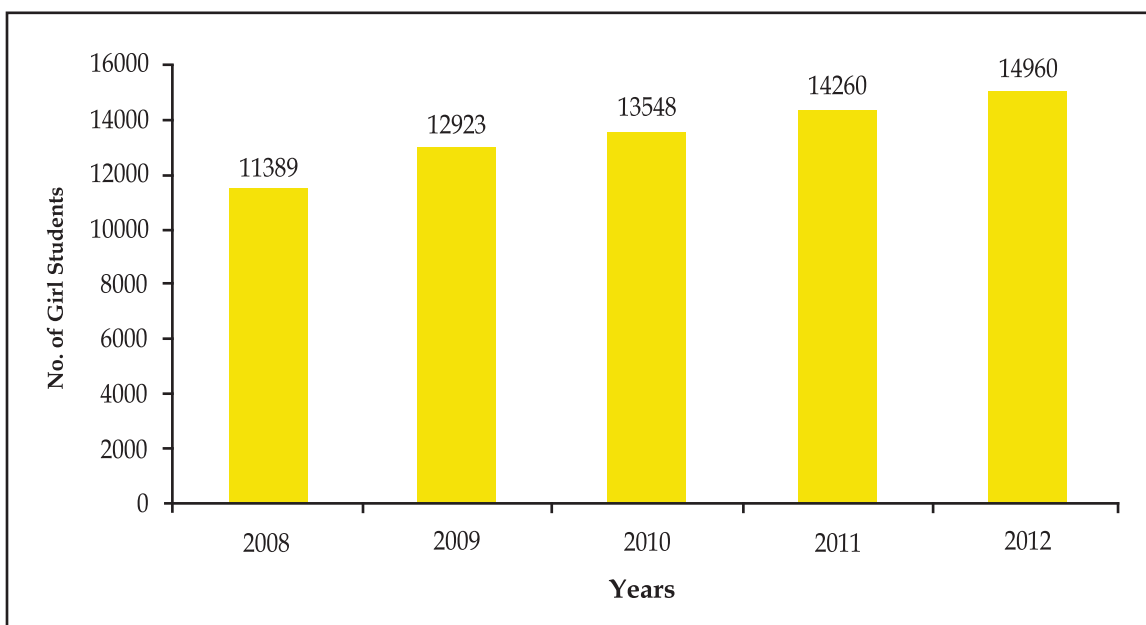
It is encouraging to note that more girls are enrolling for being educated in the DAV institutions. The Table at 2.1.3 shows an increase of girl students in the Class-XII, 2012.

Table 2.1.3

Number of Girl Students in DAV Schools at Std XII Level.

Year	Std XII
2008	11389
2009	12923
2010	13548
2011	14260
2012	14960

A graphic representation of the data in Table 2.1.3



Inference:

The data reveals that a substantial number of girl students are studying in DAV schools and each year the strength of girl students is increasing. Equal opportunities are being provided to give a thrust to the education of the girl child. This is an encouraging trend.

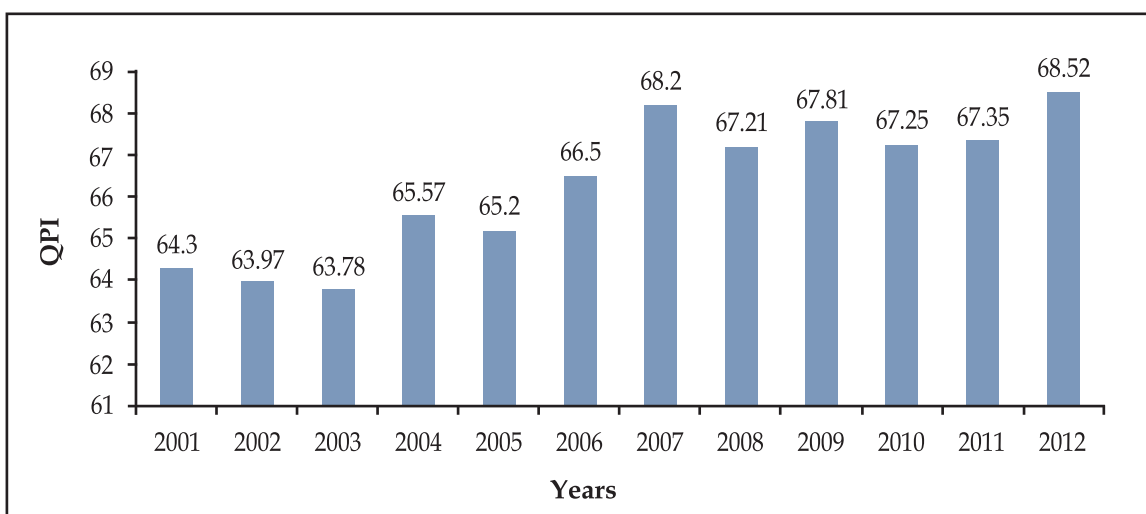
For understanding and assessing the level of present performance, it becomes essential to compare the performance of the past years. Keeping this very principle in mind the QPI of the past 12 years was compared in order to assess the trend of the growth of DAV Public/Model schools.

Table 2.1.4

Trends of the Past 12 Years of QPI and Pass Percentage of DAV Public/Model Schools at Senior Secondary Level.

Year	Senior Secondary Level (Std XII)		
	No. of Schools	Pass%	QPI
2001	137	85.92	64.30
2002	149	86.67	63.97
2003	167	84.14	63.78
2004	182	85.38	65.57
2005	201	86.43	65.20
2006	210	89.04	66.50
2007	223	89.19	68.20
2008	238	87.59	67.21
2009	257	87.53	67.81
2010	265	87.32	67.25
2011	286	88.52	67.35
2012	304	87.76	68.52

A graphical representation of the QPI given in Table 2.1.4



Inferences:

The Table 2.1.4 indicates that:

- Students from 137 DAV Public Schools appeared in the **Senior Secondary Examination** of CBSE in the year 2001, whereas students from **304** DAV Public Schools appeared in the **Senior Secondary Examination** of CBSE in the year **2012**.
- The DAV Qualitative Performance Index at the **Senior Secondary level** has risen from **64.30 in 2001** to **68.52 in 2012**.
- The DAV Qualitative Performance Index at the **Senior Secondary level** has improved from **67.35 in 2011** to **68.52 in 2012**.
- The pass percentage has shown a slight downfall. In 2011, it was **88.52** and in 2012 it is **87.76**.

CHAPTER III

Result Profile

The results of the Senior Secondary Examinations conducted by the Central Board of Secondary Education (CBSE) for the session 2011-12 were declared in the last week of May 2012. The overall analysis of the CBSE results has revealed that this year too students from DAV Public/Model Schools have fared much better than students appearing from other categories of schools in the CBSE examinations, thus fortifying our faith in DAV system of education.

Analysis of the performance of DAV Public/Model Schools has been undertaken at two levels: **Quantitative** and **Qualitative**. The quantitative analysis reveals the percentage of students who have qualified, out of all the students who had appeared for the same examination. The qualitative analysis reveals the degree of merit of the performance (*based on the average score*) of an institution.

Quantitative Analysis

The **quantitative** analysis indicates the **percentage** of the total number of students who have qualified the examination conducted by CBSE.

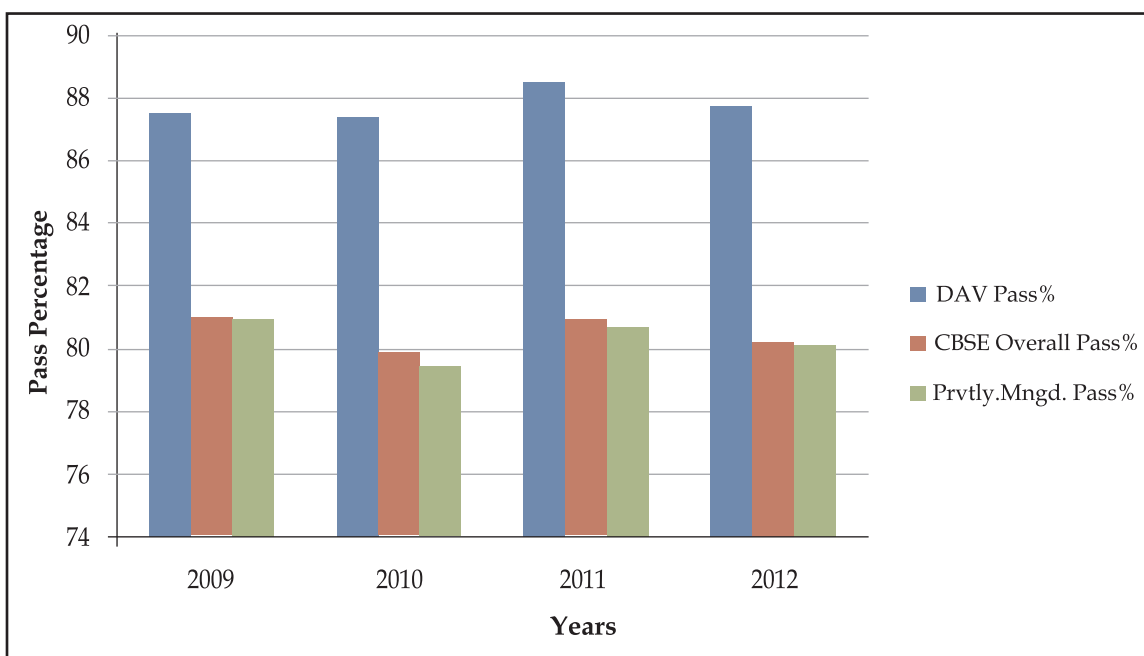
3.1 Quantitative Analysis at Senior Secondary Level (Std XII)

In the session 2011-12, **304** DAV Public/Model schools sent their students for the Class-XII examination. As compared to this, last year students from **286** schools had appeared for the Class-XII examination. This indicates an increase of 18 schools which were upgraded as CBSE affiliated Senior Secondary schools in the year 2012.

In the session 2010-11 at the Sr. Secondary Level, **34551** students appeared from the DAV Public/Model schools in the CBSE Board Examination. As compared to that year, **36225** students appeared for this examination in the year 2012. This indicates that this year **1674** more students have appeared for this examination.

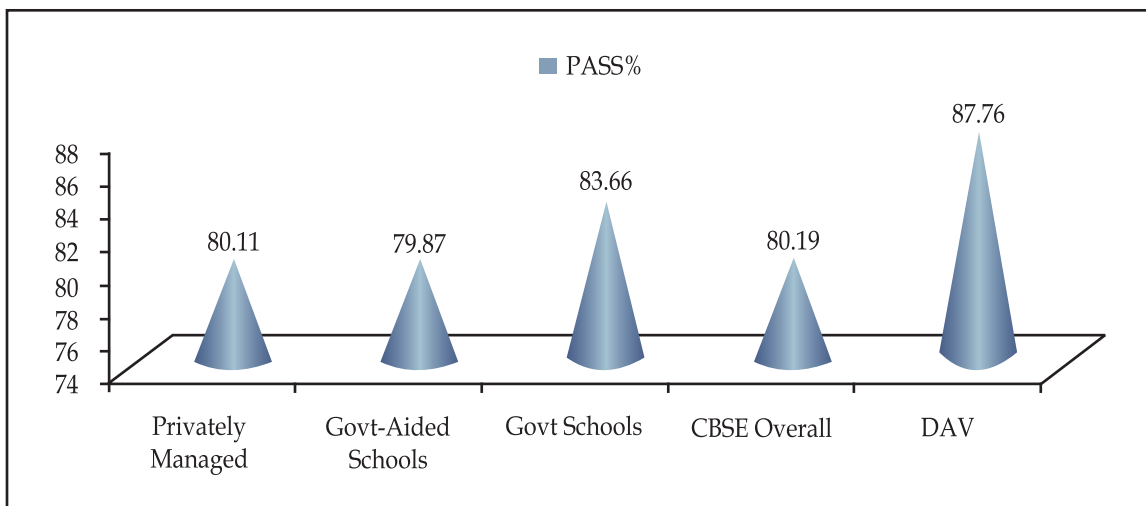
Table: 3.1.1**Year-wise Comparative Pass% with other Senior Secondary Schools.**

YEAR	DAV Pass%	CBSE Overall Pass%	Prvtly. Mngd. Pass%
2009	87.53	81.00	80.94
2010	87.32	79.87	79.42
2011	88.52	80.88	80.71
2012	87.76	80.19	80.11

The graphical representation of data shown in Table 3.1.1**Table: 3.1.2****Comparative Pass% with other Schools in 2012 at Sr. Secondary Level.**

SCHOOLS	PASS%
Privately Managed	80.11
Govt-Aided Schools	79.87
Govt Schools	83.66
CBSE Overall	80.19
DAV	87.76

The graphical representation of data shown in Table 3.1.2



Inferences :

- Table 3.1.1 indicates that in the last 4 years the overall pass percentage of DAV Public/Model Schools at Senior Secondary Level has been higher than the overall pass percentage of CBSE as well as the Privately Managed Schools.
- Table 3.1.2 indicates that this year the overall pass percentage of DAV Public/Model Schools at Senior Secondary Level is higher than that of all the Privately Managed Schools, Govt-aided Schools, Govt Schools as well as the overall pass percentage of CBSE Schools.

Qualitative Analysis

The qualitative analysis reveals the degree of merit of the performance (based on the average score) of an institution.

QPI =
(for Class-XII)

Grand Total Marks of the Appeared Students
Total Number of Students × Number of Subjects

The qualitative assessment of DAV Public Schools is based on the average score of each DAV student who appeared in the CBSE Board Examination this year. It can be arrived at by taking the grand total of marks obtained by each DAV student, who took the examination and dividing it with the

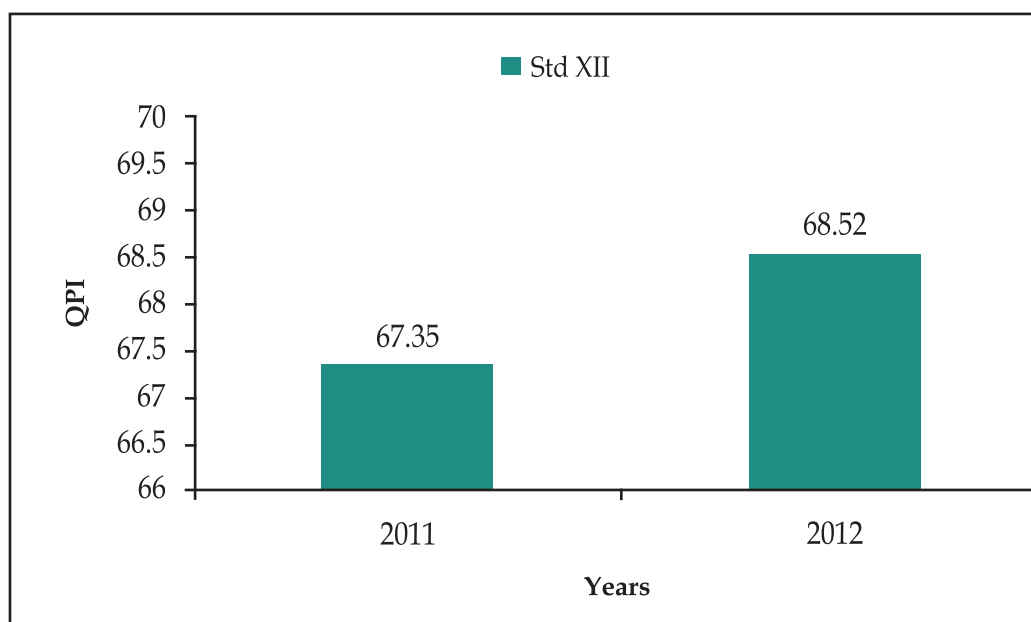
product of the total number of DAV students, who took the examination, and the total number of subjects. The score, thus, arrived at, is the Qualitative Performance Index (QPI) which indicates the quality of the performance of DAV students of a particular school.

Table: 3.1.3

**Qualitative Performance Index (QPI) of DAV Schools
at Senior Secondary Level.**

	QPI of the previous year (2011)	QPI of this year (2012)	Deviation as compared to previous year (2012)
Std XII	67.35	68.52	1.17

Graphical representation of the data in Table 3.1.3



Inference:

The QPI at the **Sr. Secondary Level** has increased as compared to the year 2011.

CHAPTER IV

Zone-wise Analysis

In the previous chapter we have analyzed the overall performance of DAV Public/Model Schools. In this chapter we will undertake the zone-wise analysis of **quantitative** and **qualitative** performance of DAV Public/Model Schools.

4.1 Zone-wise Quantitative Assessment

Zone-wise Quantitative Assessment of Std XII Performance:

The zone-wise quantitative analysis reveals the Pass% of students who appeared for the Class-XII CBSE Board Examinations. The Pass% of each zone is then compared to the DAV Overall Pass Percentage to indicate its deviation from the National Index.

Table:4.1.1

**The Overall DAV Quantitative Performance Index of Std XII:
(DAV National Index - 87.76%)**

ZONE	APPR	PASS	COMP	FAIL	PASS %	Deviation from DAV pass%	Regional Director
AP	130	120	9	1	92.31	4.55	Mrs Seetha Kiran
BR-1	1811	1676	104	31	92.55	4.79	Dr J V Kulkarni
BR-2	977	847	93	37	86.69	-1.07	Dr U S Prasad
CH	433	307	67	59	70.90	-16.86	
DEL	4817	4571	181	65	94.89	7.13	
GM	730	701	27	2	96.03	8.27	Mr K B Kaushal
HAR1	1168	997	113	58	85.36	-2.40	Dr D Vidyarthi
HAR2	553	425	79	49	76.85	-10.91	Mrs Reena Nagrath
HAR3	950	652	154	144	68.63	-19.13	Mrs Madhu Bahl
HAR4	1542	1287	155	100	83.46	-4.30	Mr K L Khurana
HAR5	668	582	35	51	87.13	-0.63	Mrs Anita Makkar
HAR6	862	804	40	18	93.27	5.51	Mrs Suman Nijhawan
HP-1	536	507	20	9	94.59	6.83	Mrs P Sofat
HP-2	407	302	72	33	74.20	-13.56	Mrs Shashi Kiran Gupta
HP-3	104	82	17	5	78.85	-8.91	Dr Puneet Bedi
HP-4	1036	889	98	49	85.81	-1.95	Dr Vijender Singh
HP-5	357	316	33	8	88.52	0.76	Mr S P Arora

ZONE	APPR	PASS	COMP	FAIL	PASS %	Deviation from DAV pass %	Regional Director
JH	8665	8083	419	163	93.28	5.52	Mr L R Saini
MPCG	997	885	84	28	88.77	1.01	Mr L N Pradhan
ORWB	1836	1644	131	61	89.54	1.78	Dr H K Mohanty
PB-1	800	682	57	61	85.25	-2.51	Mrs Neelam Kamra
PB-2	1276	1017	142	117	79.70	-8.06	Mrs P P Sharma
PB-3	1095	844	138	113	77.08	-10.68	Mr Vijay Kumar
PB-4	1141	999	82	60	87.55	-0.21	Mr R S Patial
PB-5	875	693	107	75	79.20	-8.56	Dr B B Sharma
PB-6	75	49	11	15	65.33	-22.43	Dr Satish Sharma
RJ	1072	896	97	79	83.58	-4.18	Mr Y D Jigyasu
UPUL	1312	933	176	203	71.11	-16.65	Dr S Marriya
TOTAL	36225	31790	2741	1694	87.76		

(Note: The **positive deviation** of the QPI of the zone indicates that its Quantitative Performance is **higher** than the DAV Overall Quantitative Performance Index and **negative deviation** indicates that its Quantitative Performance is lower than the DAV Overall Quantitative Performance Index.)

Inferences:

- It is worth noting that 2 zones namely, HP-1 and HP-5 which were showing negative deviation in the year 2011, are showing positive deviation this year.
- This year 18 zones have shown negative deviation from DAV Pass % i.e DAV National Index of 87.76% which is an area of concern.

4.2 Zone-wise Qualitative Assessment

The qualitative performance of each zone indicates the quality of performance of the schools in the CBSE Board Examination at Senior Secondary level. The score, thus, arrived at is known as the **Qualitative Performance Index (QPI)** of that zone.

Senior Secondary Level

Five Categories have been devised on the basis of which the qualitative performance of all the DAV Public/Model Schools is assessed, and accordingly the schools are placed in the said categories:

**Categories of Qualitative Performance for the
Senior Secondary Level (Std XII)**

Below 55%	55-59.99%	60-69.99%	70-79.99%	80% and Above
Needs Improvement	Satisfactory	Good	Very Good	Outstanding

Table: 4.2.1

**The Overall DAV Qualitative Performance Index of the
Senior Secondary Level (Std XII)
(DAV National QPI 68.52%)**

Sl. No.	Zone	Total Schools	QUALITATIVE PERFORMANCE INDEX OF SCHOOLS					QPI of the Zone	Regional Director
			Below -55	55-59.99	60-69.99	70-79.99	80 & Above		
			Needs Imprv.	Satis.	Good	V Gd.	Out-standing		
1	AP	3	0	0	0	2	1	75.97	Mrs Seetha Kiran
2	BR-1	13	0	0	7	6	0	72.94	Dr J V Kulkarni
3	BR-2	12	1	1	8	2	0	67.08	Dr US Prasad
4	CH	2	0	1	0	1	0	62.16	
5	DEL	20	0	0	10	10	0	70.67	
6	GM	7	0	0	1	6	0	75.56	Mr K B Kaushal
7	HAR1	10	1	2	5	2	0	67.32	Dr D Vidarthi
8	HAR2	4	1	0	3	0	0	65.55	Mrs Reena Nagrath
9	HAR3	11	5	1	4	1	0	61.85	Mrs Madhu Bahl
10	HAR4	11	1	1	7	2	0	66.41	Mr K L Khurana
11	HAR5	7	2	1	3	0	1	73.14	Mrs Anita Makkar
12	HAR6	6	0	3	0	3	0	69.73	Mrs Suman Nijhawan
13	HP-1	5	0	0	2	3	0	72.00	Mrs P Sofat
14	HP-2	7	0	2	3	1	1	66.56	Mrs Shashi Kiran Gupta
15	HP-3	2	0	1	0	1	0	65.80	Dr Puneet Bedi
16	HP-4	7	0	3	2	2	0	65.25	Dr Vijender Singh
17	HP-5	7	0	0	4	3	0	69.27	Mr SP Arora
18	JH	56	0	5	33	16	2	69.62	Mr L R Saini

Sl. No.	Zone	Total Schools	QUALITATIVE PERFORMANCE INDEX OF SCHOOLS					QPI of the Zone	Regional Director
			Below -55	55-55.99	60-69.99	70-79.99	80 & ABV		
			Needs Imprv.	Satis.	Good	V Gd.	Out-standing		
19	MPCG	17	1	3	11	2	0	66.96	Mr L N Pradhan
20	ORWB	23	1	2	10	6	4	71.63	Dr H K Mohanty
21	PB-1	5	0	3	0	2	0	69.49	Mrs Neelam Kamra
22	PB-2	11	1	3	6	1	0	64.37	Mrs P P Sharma
23	PB-3	14	3	3	4	4	0	64.15	Mr Vijay Kumar
24	PB-4	15	0	3	9	2	1	69.50	Mr R S Patial
25	PB-5	6	0	1	5	0	0	64.54	Dr B B Sharma
26	PB-6	1	0	0	1	0	0	61.09	Dr Satish Sharma
27	RJ	8	0	1	6	1	0	68.59	Mr Y D Jigyasu
28	UPUL	14	4	5	3	2	0	59.06	Dr S Marriya
		304	21	45	147	81	10	68.52	

Inference:

Out of 304 Schools, 10 schools are in Outstanding Category, 81 schools are in Very Good Category, 147 schools are in Good Category, 45 schools are in Satisfactory Category and 21 schools are in Needs Improvement Category.

Table 4.2.2

Summary of Category-wise Analysis: Std XII

Class	Total No. of Schools	Schools in Each Category				
		Below 55% Needs Improvement	55-59.99% Satisfactory	60-69.99% Good	70-79.99% V Good	80%& Above Outstanding
XII	304	21	45	147	81	10
		6.91%	14.80%	48.36%	26.64%	3.29%

A Pie diagram representing the data in the Table at 4.2.2

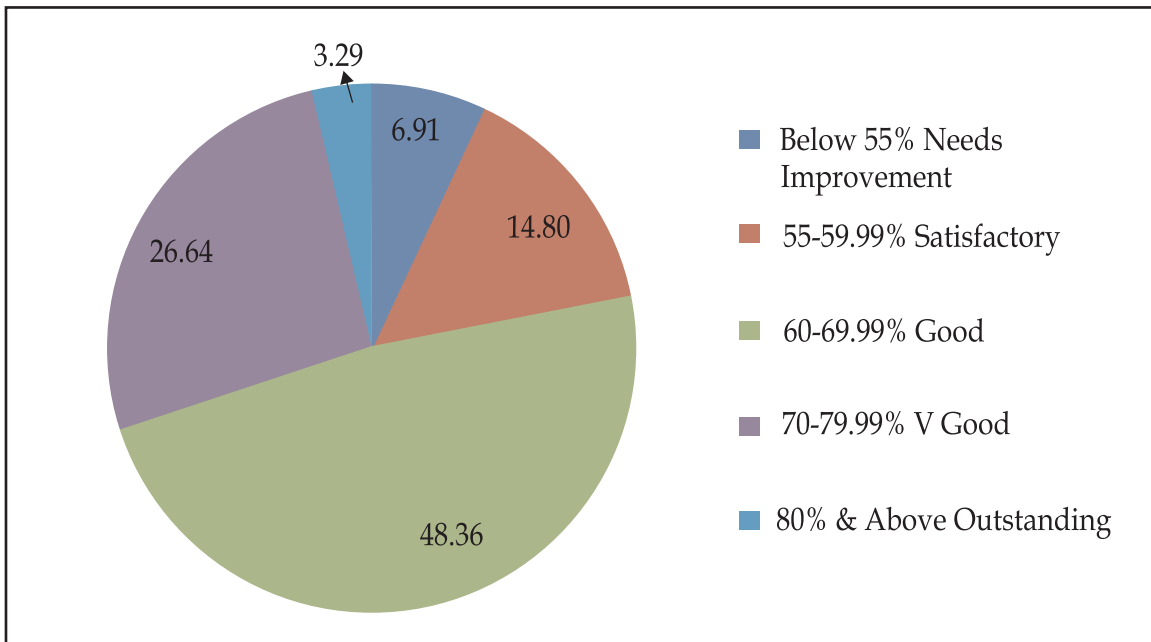


Table: 4.2.3

Comparative Performance of Schools at Senior Secondary Level.

Class- XII	Total No. of Schools	Number of Schools in Each Category				
		Needs Imp.	Satisfactory	Good	Very Good	Outstanding
2009	257	9	32	146	63	7
2010	265	13	36	151	59	6
2011	286	33	31	155	61	6
2012	304	21	45	147	81	10

Inference:

The above table shows that the number of schools in the Outstanding and Very Good category has increased. There has been a fall in the number of schools in the Good Category as compared to the year 2011.

CHAPTER V

Zone-wise Performance of Students

This chapter reveals information about the performance of students of Std XII on the basis of aggregate marks obtained by them.

All the students, who have passed the Std XII Examination, have been slotted in the ranges given below as per the aggregate marks obtained by them:

- **75% & Above**
- **60% to 74.99%**
- **45% to 59.99%**
- **33% to 44.99%**
- **Below 33%**

This information as presented in the Table 5.1 holds special significance for all the zones. It is obligatory for every Zone to prepare a comparative data of the performances of the previous years with that of this year and then explore possibilities of improvement while preparing a specific plan of action.

Table 5.1

**Zone-wise Profile of DAV Students on the Basis of Aggregate Marks
at the Senior Secondary Level(Std XII)**

ZONE	APPR	PASS	COMP	FAIL	33 % to 44.99%	45 % to 59.99%	60% to 74.99%	75 % & Above
AP	130	120	9	1	0	5	41	74
BR-1	1811	1676	104	31	1	143	684	848
BR-2	977	847	93	37	0	105	445	297
CH	433	307	67	59	1	61	142	103
DEL	4817	4571	181	65	9	801	1648	2113
GM	730	701	27	2	0	39	273	389
HAR1	1168	997	113	58	3	181	433	380
HAR2	553	425	79	49	2	63	200	160
HAR3	950	652	154	144	1	116	289	246
HAR4	1542	1287	155	100	4	222	587	474
HAR5	668	582	35	51	1	66	134	381
HAR6	862	804	40	18	8	158	305	333
HP-1	536	507	20	9	1	34	249	223
HP-2	407	302	72	33	1	40	140	121
HP-3	104	82	17	5	0	19	35	28
HP-4	1036	889	98	49	5	216	416	252
HP-5	357	316	33	8	0	40	160	116
JH	8665	8083	419	163	28	1331	3797	2927
MPCG	997	885	84	28	5	185	410	285
ORWB	1836	1644	131	61	1	206	594	843
PB-1	800	682	57	61	3	81	289	309
PB-2	1276	1017	142	117	3	215	489	310
PB-3	1095	844	138	113	7	163	379	295
PB-4	1141	999	82	60	0	143	427	429
PB-5	875	693	107	75	4	121	318	250
PB-6	75	49	11	15	0	11	23	15
RJ	1072	896	97	79	3	147	334	412
UPUL	1312	933	176	203	7	279	397	250
TOTAL	36225	31790	2741	1694	98	5191	13638	12863

Inferences:

- The above table indicates that of all DAV students who successfully passed the Class-XII CBSE examination, **83.36%** students have scored in aggregate **above 60%** marks.
- **40.46%** students have scored **75%** and above marks in aggregate.

CHAPTER VI

Performance Analysis: Subject-wise

This chapter deals with the subject-wise analysis of the performance of DAV Public/Model Schools. This will help us to know the overall academic standards at the subject level and thus enable the schools to locate their areas of strengths and weaknesses and take appropriate action. For the year 2012, we have done subject-wise analysis of students' performance in each zone. This data will be helpful to DAV Institute of Inservice Education and Research to plan their PEP (Performance Enhancement Programme) workshops for the teachers teaching the subjects in which the performance of the students has not been found satisfactory.

6.1 Subject-wise Analysis at Senior Secondary Level

DAV Public/Model Schools offer a myriad of options to their students at the Senior Secondary Level. The students, as per their aptitude and interest, may opt for subjects such as Mathematics, Physics, Chemistry, Biology, Biotechnology, Engineering Drawing, English/Hindi Core and Elective, Sanskrit, Regional Languages, History, Geography, Psychology, Accountancy, Physical Education, Painting, Sculpture, Informatics Practices, Computer Science, Entrepreneurship, Music(Vocal, Instrumental, Percussion), Textile Science, Design & Pattern Making, Clothing Construction, Basic Design, Dyeing & Printing, IT Systems, Business Data Pro etc. For carrying out the subject analysis, subjects commonly opted by the students in a particular stream have been grouped together as 'Languages and Science', 'Commerce and Humanities' and 'Other Subjects'.

The Tables 6.1.1, 6.1.2, 6.1.3 reflect the qualitative performance of all the zones in the major subjects at Senior Secondary Level. This in-depth analysis of each zone's performance clearly pinpoints the areas in which their performance has suffered a setback or the areas in which their efforts have been successful.

Table: 6.1.1

Subject-wise Qualitative Performance at Sr. Sec. Level: 2012
Languages & Science Group

	English Core	Fun English	Maths	Physics	Che- mistry	Biology	Biotec	Engg Draw.
Subject Code	301	101	041	042	043	044	045	046
DAV QPI	74.80	69.10	57.20	65.20	70.20	75.50	72.70	80.60
AP	80.85	— —	65.37	74.25	73.13	81.37	77.2	— —
BR-1	78.89	— —	58.5	69.42	73.57	82.93	— —	— —
BR-2	74.83	— —	47.82	61.3	66.27	73.7	— —	— —
CH	66.14	— —	44.88	60.18	67.23	71.44	— —	— —
DEL	78.78	— —	66.68	69.16	71.03	75.94	72.13	80.8
GM	84.74	— —	64.92	74.4	70.64	81.13	— —	— —
HAR1	70.25	— —	55.74	64.98	70.67	72.3	— —	— —
HAR2	67.99	— —	54.26	60.8	68.07	71.55	— —	— —
HAR3	69.56	— —	44.2	58.19	67.47	65.29	— —	— —
HAR4	73.3	— —	54.51	63.15	68.25	75.15	— —	— —
HAR5	76.55	— —	65.84	71.45	76.38	77.34	— —	— —
HAR6	72.06	— —	64.29	68.24	74.37	81.37	— —	— —
HP-1	76.57	70.05	56.12	67.12	73.96	71.95	— —	— —
HP-2	75.36	— —	51.78	60.31	66.08	70	— —	— —
HP-3	71.67	— —	55.49	66.76	73.6	75.25	— —	— —
HP-4	72.8	— —	49.69	63.93	69.36	72.3	88.33	— —
HP-5	76.85	— —	54.98	62.42	66.35	74.56	— —	— —
JH	75.79	— —	55.98	64.66	70.49	79.25	74.39	— —
MPCG	74.64	— —	58.24	62.77	69.83	72.48	— —	— —
ORWB	79.1	— —	62.24	67.95	73.95	75.91	— —	— —
PB-1	75.45	— —	54.77	62.65	65.73	72.68	— —	— —
PB-2	73.06	— —	50.21	59.72	66.15	71.68	— —	— —
PB-3	69.34	62.17	48.29	61.8	65.87	72.34	— —	— —
PB-4	73.34	— —	57.5	63.45	68.68	71.96	59.71	79.86
PB-5	69.78	— —	46.07	64.74	71.05	69.24	— —	— —
PB-6	70.91	— —	31	54.46	54.74	59	— —	— —
RJ	71.51	— —	61.1	67.47	73.32	71.08	— —	— —
UPUL	66.42	— —	47.88	59.05	64.09	69.95	— —	73.33

Inference:

The above table shows that **Andhra Pradesh, Bihar-1, Delhi, Gujarat and Maharashtra, Haryana-5, and Odisha & West Bengal** have done well in most of the subjects mentioned above.

Table 6.1.2

**Subject-wise Qualitative Performance at Sr. Sec. Level
Commerce & Humanities**

	History	Pol Science	Geog	Eco	Buss Studies	Accoun- tancy	Phy- Ed.	Pain- ting
Subject Code	27	28	29	30	54	55	48	49
DAV QPI	57.90	55.20	72.20	55.90	64.40	64.0	77.70	85.40
AP	— —	— —	— —	74.92	86.83	86.92	86.82	— —
BR-1	71.23	74.19	78.52	62.61	71.59	67.47	86.85	— —
BR-2	70	— —	83.5	53.63	63.92	64.18	82.63	— —
CH	57.25	55.91	— —	43.45	46.15	54.81	77.1	69.43
DEL	54.63	54.9	71.05	63.16	70.15	69.83	68.72	60.18
GM	— —	— —	80.46	64.41	82.17	74.37	87.67	— —
HAR1	53.04	53.37	— —	57.63	66.26	63.49	75.44	83.58
HAR2	— —	40.75	70.64	47.8	58.21	58.58	80.12	88.06
HAR3	— —	40.44	— —	43.83	56.96	58.34	77.42	— —
HAR4	58.88	53.84	68	52.36	62.87	64.51	75.34	78.73
HAR5	56.3	69.81	72.12	60.57	72.92	73.67	83.07	89.63
HAR6	51.61	50.08	71.8	58.95	69.01	67.67	77.63	— —
HP-1	72.25	38.5	82.82	64.94	83.93	70.25	84.62	— —
HP-2	— —	— —	— —	52.33	61.01	59.07	80.35	— —
HP-3	— —	51.89	— —	45.23	59	55.7	80.33	79.11
HP-4	63	32.05	65.11	51.7	60.25	59.88	76.49	77.71
HP-5	— —	— —	— —	52.8	62.68	61.64	82.64	— —
JH	63.57	66.52	80.16	56.61	63.55	64.42	80.27	86.95
MPCG	56.09	42.33	67.5	56.16	58.19	60.74	76.78	— —
ORWB	53.03	38.53	70.39	61.45	68.71	65.25	74.68	91.97
PB-1	56.14	57.68	71.17	60.18	76.28	67.14	76.31	86.4
PB-2	49.73	44.31	68.07	48.99	61.59	55.84	73.69	80.74
PB-3	67.88	45.72	65.16	43.04	59.08	57.15	74.99	— —
PB-4	— —	54.5	— —	63.89	77.44	72.48	81.21	85.75
PB-5	49.59	55.93	— —	51.28	59.66	60.28	74.81	— —
PB-6	— —	— —	— —	46.07	72.48	59.85	82.35	— —
RJ	56.5	— —	59.2	56.5	59.18	62.56	78.65	— —
UPUL	41.17	— —	— —	41.17	48.97	51.3	71.17	84.38

Inference:

Table 6.1.2 shows that **Andhra Pradesh, Bihar-1, Gujarat and Maharashtra, Odisha, Himachal Pradesh-1, Jharkhand and Punjab-4** have done well in most subjects mentioned above.

Table 6.1.3**Subject-wise Qualitative Performance at Sr. Sec. Level in Other Subjects**

	Info Prac	Multimedia & Web	Comp Sc	Hindi Elective	Hindi Core	Sanskrit Core	Home Sc	Enterpre- neurship
Sub. Code	065	067	083	002	302	322	064	066
DAV QPI	76.20	66.40	71.30	65.00	71.10	73.30	70.80	71.0
AP	85.87	--	82.38	--	--	--	--	--
BR-1	77.71	--	--	69	79.27	--	--	--
BR-2	74.23	60.41	64	--	76.79	61.96	--	--
CH	65	60.83	76.73	--	60.9	--	58.48	--
DEL	71.26	62.85	76.57	63.8	67.83	38	70.71	78.45
GM	83.65	--	76.37	--	78.36	--	--	69.33
HAR1	77.09	--	66.36	--	63.85	58	--	--
HAR2	71.17	--	81.8	--	59.71	--	--	--
HAR3	72.35	--	75.18	--	61.78	--	--	--
HAR4	76.15	73.23	69.51	--	67.83	--	78.89	--
HAR5	62.19	--	86	--	61.94	--	66	--
HAR6	--	--	77.9	64.1	52.39	75.48	--	--
HP-1	85.23	78.29	67.19	--	59.71	--	--	86.98
HP-2	70.5	--	52.67	--	--	--	--	--
HP-3	77.25	--	--	--	48.74	--	61.17	--
HP-4	77.82	--	67.26	62.95	74.3	--	79.79	72.73
HP-5	88.18	--	74.55	--	68.5	--	--	--
JH	77.27	72.46	68.85	75.22	72.87	78.79	75.7	62.3
MPCG	77.65	--	78.1	--	69.45	69.86	--	--
ORWB	--	--	71.35	--	69.06	--	--	--
PB-1	77.7	65.32	--	--	--	--	--	--
PB-2	72.34	--	69.35	--	55.57	--	--	77.31
PB-3	64.86	--	63.67	51	63.84	--	70.71	--
PB-4	73.76	--	70.53	--	--	--	--	--
PB-5	78.76	--	42	--	50.8	--	58.63	--
PB-6	61.33	--	--	--	--	--	--	--
RJ	77.19	--	70.64	--	--	--	81.19	--
UPUL	62.13	--	62.61	--	65.61	--	--	60.14

Inference:

While Andhra Pradesh, Bihar-1, Gujarat and Maharashtra, and Jharkhand Zones have done well in most of the subjects mentioned above.

CHAPTER VII

The Pride of DAV

A. The Achievers at National Level

A ranking of the best three schools at the national level in the year 2012 has been done keeping in view the **Qualitative Performance Index** and also the **number of students** at the Senior Secondary Level. *(It has been felt that to compare a school with a student strength, for example, of 40 students with a school having more than 200 students at the Senior Secondary Level will not be doing justice to either of them.)*

The schools have been placed in four groups, keeping the student strength in view. This has been done to promote fair and healthy competition among our schools.

The schools are awarded '**Pride of DAV**' certificates under the signatures of the President, DAV College Managing Committee.

7.1 Senior Secondary Level

Table: 7.1.1

(GROUP-I) Students' Strength: 241 and Above

Number of Schools: 39

Total Number of Students: 14243

Rank	School Code	Name of School	QPI	Zone	Principal
I	04100	DAV PUBLIC SCHOOL SECTOR 14 GURGAON HARYANA	85.32	HAR-5	Mrs Anita Makkar
II	08221	BNS DAV PUB SCHOOL BULAKI RD GIRIDIH JHARKHAND	81.98	JH	Mr Prabir Hazra
III	08423	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	81.06	JH	Mrs Papiya Mukherjee

Table:7.1.2**(GROUP-II) Students' Strength: 121-240****Number of Schools: 64****Total Number of Students:10868**

Rank	School Code	Name of School	QPI	Zone	Principal
I	08378	DAV PUBSCHOOL CHANDRASEKHARPUR BHUBANESWAR OR	84.33	ORWB	Dr K.C. Satapathy
II	08305	DAV PUBLIC SCHOOL BHUBANESHWAR OR	83.60	ORWB	Mrs B. Nayak
III	04583	DAV PUBLIC SCHOOL BRS NAGAR LUDHIANA PUNJAB	81.47	PB-4	Mrs Sudesh K.Patial

Table:7.1.3**(GROUP-III) Students' Strength: 41-120****Number of Schools:124****Total Number of Students: 9373**

Rank	School Code	Name of School	QPI	Zone	Principal
I	07052	DAV PUBLIC SCHOOL VELACHERY CHENNAI TN	81.13	AP	Mrs Minoo Aggarwal
II	09703	DAV PUBLIC SCHOOL POKHARIPUT BBSR OR	80.74	ORWB	Ms Sujata Sahu
III	08164	DAV PUBLIC SCHOOL C C L GIRIDIH JHARKHAND	79.46	JH	Mr B.A. Kumar

Table:7.1.4**(GROUP-IV) Students' Strength: 40 and Below****Number of Schools:77****Total Number of Students: 1741**

Rank	School Code	Name of School	QPI	Zone	Principal
I	09904	DAV MODEL SCHOOL IIT KHARAGPUR WB	84.28	ORWB	Mr M.P. Sharma
II	04386	DAV AMBUJA VIDYA NIKETAN DARLAGHAT ARKISOLAN HP	82.30	HP-2	Mr Ajay Kumar Sharma
III	09080	GAIL DAV PUBLIC SCHOOL DIBIYAPUR AURAIYA UP	78.76	UPUL	Mr Anand Swaroop Saraswat

Inference:

The Schools as mentioned in Tables above have done well and bagged the first three positions in various categories.

Special Applause

Ranking of the best three schools at the national level, in each group, at Senior Secondary level has been done in this Chapter. Under Special Applause we will deal with the DAV Public/Model Schools, who have **maintained the ranks for three consecutive years** at the national level. The Principals of these schools deserve **special applause**.

The following schools have retained the overall first position for the last three years.

7.2 Senior Secondary Level

The following schools have either secured first, second or third position in the last three years at the Senior Secondary level.

Table: 7.2.1

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
I	04100	DAV PUBLIC SCHOOL SECTOR 14 GURGAON HARYANA	Mrs Anita Makkar	2010	241 and Above (Group-I)
I	04100	DAV PUBLIC SCHOOL SECTOR 14 GURGAON HARYANA	Mrs Anita Makkar	2011	241 and Above (Group-I)
I	04100	DAV PUBLIC SCHOOL SECTOR 14 GURGAON HARYANA	Mrs Anita Makkar	2012	241 and Above (Group-I)

Table: 7.2.2

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
I	08378	DAV PUB SCHOOL CHANDRASEKHARPUR BHUBANESWAR OR	Dr K.C. Satapathy	2010	121-240 (Group-II)
II	08378	DAV PUB SCHOOL CHANDRASEKHARPUR BHUBANESWAR OR	Dr K.C. Satapathy	2011	121-240 (Group-II)
I	08378	DAV PUB SCHOOL CHANDRASEKHARPUR BHUBANESWAR OR	Dr K.C. Satapathy	2012	121-240 (Group-II)

Table: 7.2.3

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
II	08423	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	Mrs Papiya Mukherjee	2010	121-240 (Group-II)
II	08423	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	Mrs Papiya Mukherjee	2011	241 & Above (Group-I)
III	08423	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	Mrs Papiya Mukherjee	2012	241 & Above (Group-I)

Table: 7.2.4

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
III	08305	DAV PUBLIC SCHOOL BHUBANESHWAR OR	Mrs B. Nayak	2010	121-240 (Group-II)
III	08305	DAV PUBLIC SCHOOL BHUBANESHWAR OR	Mrs B. Nayak	2011	121-240 (Group-II)
II	08305	DAV PUBLIC SCHOOL BHUBANESHWAR OR	Mrs B. Nayak	2012	121-240 (Group-II)

Table: 7.2.5

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
I	09703	DAV PUBLIC SCHOOL POKHARIPUT BBSR OR	Ms Sujata Sahu	2010	41-120 (Group-III)
II	09703	DAV PUBLIC SCHOOL POKHARIPUT BBSR OR	Ms Sujata Sahu	2011	41-120 (Group-III)
II	09703	DAV PUBLIC SCHOOL POKHARIPUT BBSR OR	Ms Sujata Sahu	2012	41-120 (Group-III)

Table:7.2.6

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
II	09904	DAV MODEL SCHOOL IIT KHARAGPUR WB	Mr M.P. Sharma	2010	40 and Below (Group-IV)
III	09904	DAV MODEL SCHOOL IIT KHARAGPUR WB	Mr M.P. Sharma	2011	40 and Below (Group-IV)
I	09904	DAV MODEL SCHOOL IIT KHARAGPUR WB	Mr M.P. Sharma	2012	40 and Below (Group-IV)

Table:7.2.7

Rank	CBSE No.	Name of the School	Principal	Year	Students' Strength
I	07052	DAV PUBLIC SCHOOL VELACHERRY CHENNAI TN	Mrs Minoo Aggarwal	2010	40 and Below (Group-IV)
I	07052	DAV PUBLIC SCHOOL VELACHERRY CHENNAI TN	Mrs Minoo Aggarwal	2011	40 and Below (Group-IV)
I	07052	DAV PUBLIC SCHOOL VELACHERRY CHENNAI TN	Mrs Minoo Aggarwal	2012	41-120 (Group-III)

CHAPTER VIII

Legion of Merit Performers

The best five (at the best three positions) students, who have scored the highest aggregate marks in the Senior Secondary Examination of the CBSE Board, have been selected for the 8.1 Section of this Chapter. The placement of rank holders at the Senior Secondary level has been done stream-wise in accordance with the aggregate marks in that particular stream in Section 8.2.1, 8.2.2 and 8.3.3.

The entire DAV Organization feels proud of these students. Each of these Meritorious students and Toppers have received a **Letter of Applause** from the President, DAV CMC.

8.1 STD XII Meritorious Students



ANANYA MONDAL
DAV MODEL SCHOOL DURGAPUR BURDWAN WB
98.00%

First position among all the DAV students



CHETAN DHIR
DAV PUBLIC SCHOOL LAWRENCE ROAD AMRITSAR PB
97.80%

Second position among all the DAV students



UPAJNA PAL
DAV MODEL SCHOOL
DURGAPUR BURDWAN WB



CHENNAGIRI RAMESH RASHMI
DAV PUBLIC SCHOOL PUNE
MAHARASHTRA



MEHAK GHAI
DAV PUBLIC SCHOOL
BRS NAGAR LUDHIANA
PUNJAB

97.60%

Third position among all the DAV students

8.2 Stream-wise DAV Toppers (Std XII)

Table 8.2.1

Science Stream

Position	Name of the School	Student	Marks	Percentage
I	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	ANANYA MONDAL	490	98
II	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	UPAJNA PAL	488	97.6
II	DAV PUBLIC SCHOOL PUNE MAHARASHTRA	CHENNAGIRI RAMESH RASHMI	488	97.6
II	DAV PUBLIC SCHOOL BRS NAGAR LUDHIANA PUNJAB	MEHAK GHAI	488	97.6
III	DAV INTL. SCHOOL VERKA CHOWK AMRITSAR PB	RIYA KAUR KALRA	487	97.4

Table 8.2.2

Commerce Stream

Position	Name of the School	Student	Marks	Percentage
I	DAV PUBLIC SCHOOL LAWRENCE ROAD AMRITSAR	CHETAN DHIR	489	97.80
I	DARBARI LAL DAV MODEL SSS PITAMPURA DELHI	NITIGYA ANAND	487	97.40
III	DAV PUBLIC SCHOOL LAW- RENCE ROAD AMRITSAR PB	SHREYA CHOPRA	486	97.20
III	VEDA VYASA DAV PUBLIC SCH VIKASPURIND	ROHIT KATYAL	486	97.20
III	JHABBAN LAL DAV PUBSCH PASCHIM VIHAR N DELHI	PRIYA JAIN	486	97.20