Language and Learning foundation

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Assessment of the Neev Program Durg & Balod, Chhattisgarh

End-term Assessment Report

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Executive Summary

The Language and Learning Foundation (LLF) is dedicated to improving early learning outcomes for children in educationally disadvantaged areas, particularly where home languages differ from the school language. LLF aims to enhance foundational literacy and numeracy across India by working with government education systems. In response to the decline in learning levels noted in the ASER 2021 report, particularly among Grades 1 and 2 in Chhattisgarh, LLF initiated the **"Neev"** project in Durg district in August 2019. The project focuses on improving students' literacy and numeracy skills in Grades 1 to 3. The intervention began with 385 schools in Durg and scaled to 819 schools in the Balod district after a successful mid-term assessment in **March 2023**. The present end-term evaluation was conducted in **April 2024** to measure the project's impact, using an evaluation design that compared results between 2023 and 2024 in both districts.

The assessment used standardized EGRA and EGMA[1] tests to evaluate students' foundational literacy and numeracy skills. In 2023, literacy assessments were conducted with 916 students (415 in Balod and 465 in Durg), while numeracy assessments involved 420 students (214 in Balod and 206 in Durg). In 2024, 750 students (379 in Balod and 371 in Durg) were assessed for literacy and 488 students (245 in Balod and 243 in Durg) for numeracy. The results are enumerated in the table below.

Progression in Literacy & Numeracy Skills: Percentage Mean Score Increase from Baseline to Endline

Sub Task (Literacy) Grade-2	Maximum Score	% Mean Score					
		Balod 2023	Balod 2024	Statistical Significance	Durg 2023	Durg 2024	Statistical Significance
Listening Comprehension	4	83%	88%	Not significant	84%	94%	Significant
Varn Akshar - Timed	80	46%	56%	Highly significant	44%	53%	Highly significant
Word Identification - Timed	45	37%	49%	Highly significant	38%	46%	Highly significant
ORF – Timed	74	28%	41%	Highly significant	26%	37%	Highly significant
Reading Comprehension	3	55%	72%	Highly significant	63%	75%	Highly significant
Writing by Dictation	10	50%	53%	Not significant	44%	51%	Significant
Sub Task (Numeracy) Grade-2	**Maximum Score**	**% Mean Score**					
		Balod 2023	**Balod 2024**	**Significance**	**Durg 2023**	**Durg 2024**	**Significance**
Number Identification	16	72%	80%	Significant	64%	76%	Highly significant
Number Discrimination	5	88%	92%	Significant	84%	92%	Significant
Word Problem-Addition	3	71%	78%	Significant	69%	75%	Significant
Word Problem-Subtraction	3	67%	76%	Significant	63%	71%	Significant
Simple Addition	6	71%	76%	Not significant	61%	73%	Significant
Simple Subtraction	6	62%	69%	Significant	55%	65%	Significant

As shown in the table above, In **literacy,** significant progress was observed in tasks such as Varn Akshar - Timed, Word Identification - Timed, ORF – Timed, and Reading Comprehension for both districts. Listening Comprehension improved significantly in Durg but not in Balod while Writing by Dictation showed significant improvement only in Durg. In **numeracy**, both districts saw significant improvements in Number Identification, Number Discrimination, Word problem addition, and Word problem subtraction. Simple Addition showed significant improvement in Durg but not in Balod, while Simple Subtraction improved significantly in both districts. Overall, the data indicates substantial progress in foundational literacy and numeracy skills, with some variations between the districts.

[1] **EGRA**: Early Grade Reading Assessment. **EGMA**: Early Grade Math Assessment

Balod outperformed Durg in both literacy and numeracy assessments. Although there were significant improvements, the **mean scores for timed skills like Varn Akshar, Word Identification, and ORF remained around mid-way mark of 50%**, suggesting a need for more practice in these areas.

The results also reveal the progression of students achieving desirable proficiency levels in literacy and numeracy sub-tasks.

Proportion of Students Achieving Desirable Literacy Outcomes

Grade-2: Literacy	Balod			Durg		
	2023	2024	Diff.	2023	2024	Diff.
All 4 Questions of Listening Comprehension	53%	63%	***10%***	56%	75%	***19%***
More than 40 Varn Akshar Identified	39%	63%	***24%***	35%	53%	***18%***
More than 25 words identified	21%	44%	***23%***	24%	33%	***9%***
More than 25 words read in 30 minutes (ORF)	35%	53%	***18%***	30%	46%	***16%***
All 3 Questions of Reading Comprehension	29%	60%	***31%***	40%	63%	***23%***
Students scoring more than 8 out of 10 Writing Dictation	29%	35%	***6%***	30%	27%	***-3%***
Grade-2: Numeracy	**Balod**			**Durg**		
	2023	**2024**	**Diff.**	**2023**	**2024**	**Diff.**
All 3 Questions of Word Problem-Addition	44%	60%	***16%***	35%	53%	***18%***
All 3 Questions of Word Problem-Subtraction	45%	66%	***22%***	41%	50%	***10%***
Two-by-two-digit addition with carry-over	69%	77%	***8%***	54%	76%	***21%***
Two-by-two-digit subtraction with carry-over	63%	74%	***11%***	51%	66%	***15%***

The data shows clear progress in both literacy and numeracy competencies among students in Balod and Durg between 2023 and 2024. In literacy, improvements are evident in listening comprehension, word identification, and oral reading fluency, with Balod showing stronger gains in reading comprehension and writing dictation. However, writing dictation scores in Durg slightly declined. In numeracy, both districts displayed consistent growth across all tasks, with Durg showing higher improvements, particularly in two-by-two-digit addition and subtraction. Overall, there is a positive trend in the proportion of students achieving desirable outcomes in both literacy and numeracy, indicating significant progress.

Targets and Status of committed outcomes: Proportion of Students Achieving Desirable Literacy Outcomes

Grade-2: Literacy sub-skills	Balod		Durg	
	Target, 2024	Status, 2024	Target, 2024	Status, 2024
ORF-Timed who can 25 correct words per minute	**45%**	53%	**50%**	46%
Reading Comprehension and correctly answering all 3 questions	**40%**	60%	**55%**	63%
Grade-2: Numeracy sub-skills	**Balod**		**Durg**	
	Target, 2024	**Status, 2024**	**Target, 2024**	**Status, 2024**
Two-by-two-digit addition with carry-over	**25%**	77%	**25%**	76%
Two-by-two-digit subtraction with carry-over	**25%**	74%	**25%**	66%

The project has achieved notable success, as evidenced by significant improvements in students' percent mean scores in both literacy and numeracy across most sub-skills. The proportion of students reaching desirable competencies also shows considerable progress. In terms of the committed outcomes, the project has largely met its targets. For literacy, the goal of 50% Oral Reading Fluency (ORF) was achieved in Balod (53%) but slightly missed in Durg (46%). Both Balod (60%) and Durg (63%) exceeded the 55% reading comprehension target. In numeracy, both districts surpassed the 25%

target for two-digit addition and subtraction with carry-over, demonstrating the project's overall success in achieving its objectives.

Chapter 1 – INTRODUCTION

1.1. About LLF

Language and Learning Foundation (LLF) is a system-focused and impact-driven organization working towards improving the early learning outcomes of children at the bottom of the pyramid in educationally disadvantaged areas where children come from deprived social groups and where home languages are different from the school language. LLF works with the government education system to bring about improvement in learning outcomes at scale and to also strengthen the education system to implement high-quality foundational literacy and numeracy programs through teachers' training, ARPs feedback related to teaching pedagogies and strengthening government meetings. LLF programs in India have so far impacted 1.6 million students through the capacity development of over 200,000 teachers and the system of 8 states through demo programs and state-level technical support.

1.2. Status of Primary Education in Chhattisgarh

The DISE Report (2021-22) reported a total of 30,688 primary schools in the state, which includes all categories of school, including government, aided, and private, and has a total teacher strength of 79,867 in primary grade, averaging to close to 2.75 teachers per school, which is better than many states in the country. The report also indicates the pupil-teacher ratio of 21:1, which is a lot better than the prescribed RTE norms of 30:1[2].

One of the most important findings of the ASER report of 2021 from Chhattisgarh was a sharp decline in the learning levels of grade 1 and 2 students, and this decline has been consistent since 2014. The report indicates that % of grade 2 children in government schools who can read letters has declined from 70.7% in 2014 to 57% in 2021, which is highly concerning for the government. Further, the report says that less than 10% of children currently in grade 3 were able to read the grade 2 text[3]. Particularly in Durg, the proportion of children in grades 1 and 2 who can read letters is 52.9% and for Balod the proportion is 57%.

Table 4: Trends over time: Govt schools Reading levels in Std I and II 2014, 2016, 2018 and 2021

Year	% Children who can at least read letters (Govt schools)	
	Std I	Std II
2014	40.1	70.7
2016	45.3	77.1
2018	44.0	76.3
2021	35.7	57.0

This is a strong indication of the fact that education delivery in Chhattisgarh is not up to the mark and has deteriorated in the past many years. In terms of the education index (2013-14), Chhattisgarh ranked 14th among all the states and UTs of India and has slipped to 27th position (out of 35 states and UTs) as per the EDI 2022[4] with an index value of 0.517. According to this report, of the 21 large states, in primary education, Chhattisgarh ranked first in access to education, 18 for infrastructure, and 14 for teacher index, indicating major barriers to primary education in the state.

[2] UDISE+ Flash Statistics 2021-22 (https://udiseplus.gov.in/#/page/publications)

[3] Annual Status of Education Report Chhattisgarh Rural (2021) (http://img.asercentre.org/docs/cg_ppt.pdf)

[4] Elementary Education in India: Analytical Report (2021) (http://14.139.60.153/bitstream/123456789/11607/1/educational_development_index.pdf)

A study conducted by NEG-FIRE[5] during 2018-19 indicated that the availability of teachers is quite good in Chhattisgarh. However, the availability of professionally qualified teachers is an issue in the state as 12.5% of schools are reported to be with no professionally qualified teachers. Both the districts Balod and Durg are below the state average, with 18% and 15.3% of schools without a professionally qualified teacher. In the past, several government and non-government initiatives have been carried out in the state to build the capacity of teachers, but the quality and net impact of this training has not been evaluated to assess the usefulness of such initiatives.

Not much information is available in the literature about the quality of education being imparted in primary schools of Chhattisgarh but considering the overall status of education in the state, it is critical to invest in primary education in the state. According to the ASER report, student performance in reading showed significant improvement from 2021 to 2022. In Durg, the percentage of students at or above grade level in reading increased from around 57% to 77%, while in Balod, it rose from 58% to 78% over the same period.[6] As LLF intervention was implemented in the entire state, it is reasonable to assume that it would have contributed to some extent to improving these proportions. The ASER 2022 report also indicates that for grades 3 and above, a catch-up is recommended for students before they are introduced to the grade-level curriculum so that they acquire basic skills and better comprehend the grade-level curriculum. Considering the availability of teachers in the state, strengthening teacher training programs is a viable option to improve the overall education quality.

1.3. About NEEV Program

The Language and Learning Foundation (LLF) has been implementing a project in the Durg district of Chhattisgarh since August 2019, aiming at improving the foundational level skills of students of grades 1 to 3 in foundational literacy and numeracy. The project initially started with a focus on literacy with a smaller set of schools to demonstrate the model's efficacy. During COVID restrictions, implementation of the complete model was affected, and a truncated version (learning outside school settings) was implemented for almost a year. When the schools resumed physical attendance, two changes were made i.e. (1) the implementation was extended to all schools of the district, making it a district-wide model and (2) another pilot with a smaller set of schools was introduced to assess the efficacy of the model in improving functional numeracy among students. After the mid-term assessment in 2023, the demonstration model in Durg was scaled up to the entire district and was also extended to another district Balod, which served as a control, till the mid-term.

To align with the progression of children in their respective grades, the implementation of Neev was extended to Grade 3 for the academic year (2021-22). This also aligns with the FLN Mission, which suggested the inclusion of Grade 3 in foundational learning programs. In addition to this, the numeracy component of foundational learning was introduced in 50 schools in Grades 1 and 2 as a pilot project in 2022-23. The intervention worked in alignment with SCERT and *Samagra Shiksha* to draw out the plan of rollout along with working out the FLN learning outcome framework.

1.4. Context and Purpose of the Study

A baseline and mid-term assessments were carried out internally by LLF in August 2021 and by a third-party agency during March 2023, respectively. After completing another year of implementation, LLF commissioned a final assessment to ascertain the net impact of the project and explore the replicability and scaling-up possibilities of the project model. The endline assessment was also a third-

[5] Status of and Barriers to School Education in Chhattisgarh—A Study of Bastar and Sukuma District (2018) (https://www.negfire.org/downloads/publications/2018/status-of-and-barriers-to-school-education-in-chhattisgarh-May-2018.pdf)

[6] Annual Status of Education Report (Rural) 2022 Chhattisgarh (https://img.asercentre.org/docs/ASER%202022:%20Chhattisgarh/aser2022_statefindings_cg_withdistricts_final.pdf)

party evaluation and provided a robust and statistically valid estimate of learning outcomes of Grade 2 as per the EGRA and EGMA framework.

Chapter 2 – STUDY METHODOLOGY

This chapter presents the details related to the study methodology adopted for the final assessment (endline), such as research methods, sampling, and survey implementation. These have been elaborated in the different sections of this chapter.

2.1. Intervention Design

The intervention design adopted a cascading approach where teachers are trained on select approaches to classroom teaching and are expected to adopt these approaches in their teaching, eventually improving the learning outcomes of students. The first third-party evaluation (termed as mid-term) was carried out in 2022, where schools from Balod were included as control, for comparative assessment with the schools in Durg. This also served as a baseline for Balod. After the 2023 evaluation, intervention started in the Balod district as well. Therefore, while Durg schools have received 2 years of intervention, schools in Balod have received one year of intervention.

Correspondingly, the end-term was proposed to be a simple baseline endline evaluation, for schools in Durg and Balod. The sample size was drawn in a way that provided a statistically valid estimation for each district for comparison with the results obtained during the 2023 evaluation. The 2024 evaluation only included the assessment of the learning outcomes of students, in foundational literacy and numeracy.

2.2. Evaluation Methodology

2.2.1. Sample Size

The sample size covered under this assessment is depicted in the table below:

Category	Durg	Balod	Total
No. of Sample Schools	**25**	**25**	**50**
No. of Students- Literacy	500	500	1000
No. of Students- Numeracy	200	200	400

2.2.2. Sampling Procedure

A two-stage sampling was adopted to sample 25 schools in each district. In the first stage, 5 clusters were selected from the list of all intervention clusters in each district. This will include at least 2 clusters where numeracy intervention has also been implemented, along with the literacy intervention. This ensured at least 10 schools with numeracy intervention. With 20 students selected from each school, a sample of 500 students was obtained for literacy assessment and 200 students for numeracy assessment. For these 10 schools where numeracy intervention has been implemented, students went through both literacy and numeracy assessments.

The endline assessment was designed to be carried out for Grade 2 students. However, the new academic session had just begun, therefore, all Grade 2 students who received the intervention had moved to Grade 3. Therefore, the assessment was carried out with students currently in Grade 3, but for Grade 2 learning outcomes during April, 2024. While the schools were the same as used for baseline, students were randomly selected and therefore may or may not be those who participated in the baseline.

The required number of students in each school was randomly selected from the students currently in Grade 3.

2.3. Development of Study Tools

The tools for data collection were the same as those used during the mid-term.
The tools followed the broad framework of EGRA and EGMA.

The following table elaborates on the six foundation literacy (Hindi language) that were assessed during this study:

Table: Hindi Skills Assessed

Sub Tasks	Description
Listening Comprehension	A story is narrated to the child, and four questions are asked, three of which are closed-ended questions, and the fourth is open ended. 1 mark is allotted for each correct answer, making the maximum obtainable marks in this segment as 4.
Varn Akshar Identification	A letter matrix with 80 letters is shown to the child that includes simple letters and those with matras. The child is asked to identify these letters in 1 minute.
Word Identification	The word matrix with 45 words (including two letters, three letters, and some with matras) is shown to the child, and the child is asked to read the words in 1 minute.
Oral Reading Fluency	The child is shown a story with 75 words and is asked to read it aloud. The number of words the child could read correctly in 1 minute is counted.
Reading Comprehension	The child is asked to read the story first and then is asked 3 questions related to the story that includes 2 straightforward closed-ended questions and the third is an open-ended question.
Dictation	The child is recited with two sentences of 5 words each and is asked to copy those sentences.

The tool adopted for the assessment is annexed in Annex 1.

For foundational numeracy skills, the following skill sets were assessed:

- Number Identification
- Number Discrimination
- Word Problem—Addition and Subtraction
- Simple Addition and Subtraction

2.4. Data Collection Process

For students identified to be included in the assessment, one-on-one administration of tests was carried out, meaning that an investigator sat with each student individually to facilitate the completion of the test. A team of two investigators was constituted to complete the data collection in each school within one day. Five such teams were assigned to each district, allowing them to complete data collection in five days in a district. After finishing in one district, the teams moved to the next district to repeat the process over the following five days.

A Study Coordinator was engaged to manage the entire data collection process and provide supportive supervision to the teams.

2.4.1. Training of Data Collection Team

A two-day training for the data collection team was conducted. The first day comprised classroom training, which included practical exercises using mock cases. The training began with an introduction to the project and an overview of the intervention. Each tool was discussed in detail.

On the second day, the entire team was taken to unselected schools where they practiced using the tools in real-life situations. Following this practical experience, the teams returned to the classroom setting for a detailed debrief. During this session, all queries were addressed, feedback on the tools (such as sequencing and ease of understanding) was collected, and any necessary modifications were made.

2.5. Data Analysis and Report Writing

The entire analysis was conducted in line with the analysis plan used during the mid-term to ensure the comparability of findings between the two rounds. Each sub-task in literacy and numeracy consisted of a set of questions, with 1 mark awarded for every correct answer and 0 marks for incorrect ones. Composite scores for each sub-task were calculated for every student. To analyse the results and make comparisons, mean scores were computed for each sub-task. These mean scores were then divided by the maximum possible marks to determine the percent mean scores. The differences in mean scores were used to measure progress or decline across each sub-task category. A test of significance (p-value) was employed, as needed, to assess the significance of differences.

To analyse student performance in literacy sub-tasks, the number of students achieving the desirable outcomes for each sub-task was determined. For each sub-task, desirable outcomes were defined as follows:

- Listening Comprehension: Students correctly answer all 4 questions.
- Varn Akshar - Timed: Students identifying more than 40 Varn Akshar.
- Word Identification - Timed: Students correctly identify more than 25 words.
- Oral Reading Fluency (ORF) - Timed: Students read more than 25 words correctly.
- Reading Comprehension: Students correctly answer all 3 questions.
- Dictation: Students scoring more than 8 out of 10.

The proportion of students achieving these desirable outcomes in each sub-task was calculated by dividing the number of students who met the criteria by the total number of students assessed for that year. The resulting percentages represent the proportion of students demonstrating desirable learning outcomes for each sub-task in the given years (2023 and 2024) in Balod.

2.6. Managing Data Quality

One of the team members of IMPACT was present in the field for the entire duration of data collection. He was regularly visiting the field and closely observed and supervised the data collection in the field. Close coordination was maintained with the LLF team to resolve any logistics-related issues in the field. The entire data was collected using hard copy tools and was later coded using an App developed on KoboToolbox. The hard copies were transported back to the Delhi office of IMPACT to resolve inconsistencies, if any.

2.7. Ethical Standards

Since this study requires engagement with children, all the investigators signed the **Child Protection policy** and were trained on the norms of dealing with children, including the do's and don'ts while interacting with children. No team member was allowed to take pictures or selfies while interacting with children and was instructed to engage with children in common and easily accessible spaces.

2.8. Reporting Structure

This report has been prepared as per the agreed evaluation and analysis plan.

Chapter 3 – SALIENT FINDINGS

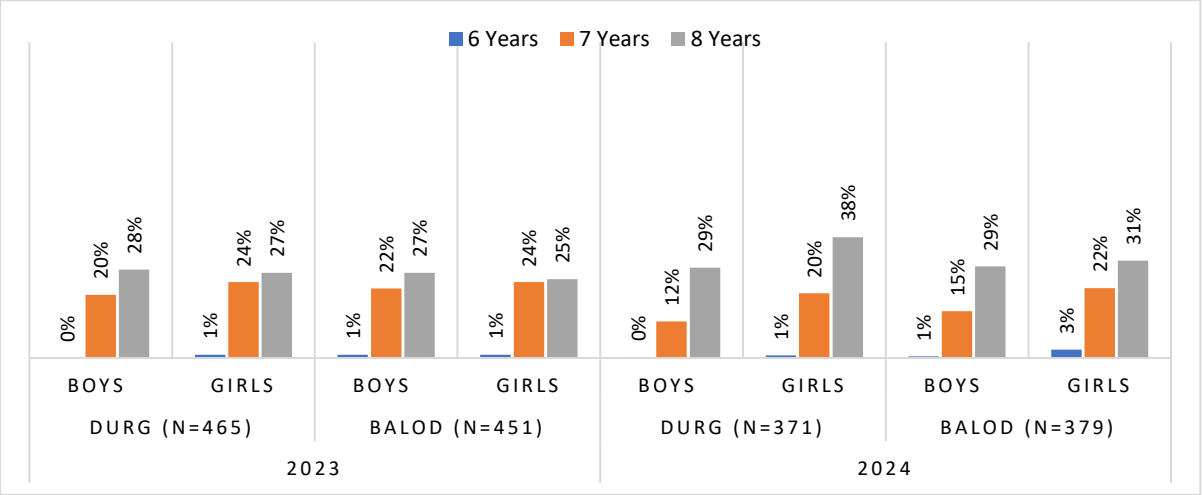
As part of the intervention, LLF engaged with the teachers and trained them on adopting the suggested pedagogy, using the TLM provided to them as part of the intervention. As per this assessment's objectives, students' skills were assessed for Foundational Literacy in Hindi and Numeracy in the schools of Durg and Balod. This chapter presents the findings of the skills assessment in both subjects.

1.1. Student Profile

In 2023, the literacy assessment covered a total of 916 students, with Balod contributing 451 students and Durg slightly more at 465. This indicates a balanced participation from both regions in literacy. For numeracy, the total number of students assessed was 420, with Balod having 214 students and Durg 206.

In 2024, a total of 750 students participated, with 379 from Balod and 371 from Durg. In the numeracy assessment, 488 students took part, with Balod contributing 245 students and Durg contributing 243. The age and gender distribution of students from Balod and Durg are presented in the graph below:

Graph 1: Age and Gender Distribution of Students



In the assessment year 2023, the age and gender distribution for Durg and Balod show some interesting patterns. In Durg, out of 465 students, boys aged 6 years were not represented, while 1% of the girls were 6 years old. For 7-year-olds, boys made up 20% and girls 24%. The largest group was the 8-year-olds, with boys at 28% and girls at 27%. In Balod, with a total of 451 students, both boys and girls aged 6 years were at 1%. For 7-year-olds, boys were at 22% and girls at 24%. The 8-year-olds were also the largest group here, with boys at 27% and girls at 25%.

In the assessment year 2024, the distribution shifts slightly. In Durg, out of 371 students, there were no 6-year-old boys, while 1% of the girls were 6 years old. For 7-year-olds, boys made up 12% and girls 20%. The 8-year-olds saw an increase, with boys at 29% and girls significantly higher at 38%. In Balod, with 379 students, 1% of the boys and 3% of the girls were 6 years old. For 7-year-olds, boys were at 15% and girls at 22%. The 8-year-olds remained the largest group, with boys at 29% and girls at 31%. These distributions highlight a trend where the older age group (8 years) consistently has the highest representation, with a notable increase in the percentage of 8-year-old girls in 2024.

This following section includes the analysis and interpretation of the data obtained through the assessment of students for foundational literacy.

1.2. Assessment of Literacy Skills

As outlined in Chapter 2, six foundational literacy skills were assessed among Grade 2 students from schools in the Balod and Durg districts. The table below summarizes the findings for all six skills, with percent mean scores calculated and compared to understand the progression from midline to endline.

Table 1: Progression in Literacy Skills Balod: Percentage Mean Score

Grade-2: Literacy	Balod				
	2023 (N=451)	2024 (N=379)	Diff.	p value	Statistical Significance
Listening Comprehension	83%	88%	***5.2%***	P = 0.0786	Not significant
Varn Akshar - Timed	46%	56%	***10.6%***	P < 0.0001	Highly significant
Word Identification - Timed	37%	49%	***11.7%***	P < 0.0001	Highly significant
ORF – Timed	28%	41%	***12.7%***	P < 0.0002	Highly significant
Reading Comprehension	55%	72%	***16.4%***	P < 0.0001	Highly significant
Writing by Dictation	50%	53%	***3.0%***	P = 0.4115	Not significant

The percent mean scores of Balod students indicate **notable improvements across most sub-tasks**. Listening Comprehension show a modest increase of 5.2%, which is not statistically significant (p = 0.0786). However, significant gains were achieved in Varn Akshar - Timed (10.6%), Word Identification - Timed (11.7%), ORF – Timed (12.7%), and Reading Comprehension (16.4%), suggesting substantial progress in these areas. Meanwhile, Writing by Dictation showed only a minor, non-significant improvement of 3.0% (p = 0.4115).

The data shows that students perform better in higher-order skills, with the most significant gains in complex tasks like Reading Comprehension and ORF – Timed. This progress indicates the impact of strengthened foundational literacy skills. However, tasks such as Writing by Dictation and Listening Comprehension require more focus due to less pronounced improvements.

The data reveals that certain numeracy sub-tasks, such as Varn Akshar, Word Identification, ORF, and Writing by Dictation, are consistently around the 50% mark. This midpoint indicates that while there have been notable gains in these areas, students have not yet reached a level of high proficiency.

To assess this further, we need to examine the proportion of students who are achieving desirable proficiency levels in these sub-tasks. The following graph illustrates the percentage of students meeting the desired benchmarks for each literacy skill:

Table 2: Proportion of Students Achieving Desirable Literacy Outcomes in Balod

Grade-2: Literacy	Balod				
	2023 (N=451)	2024 (N=379)	Diff.	p value	Statistical Significance
All 4 Questions of Listening Comprehension	53%	63%	***10.4%***	P = 0.0037	Significant
More than 40 Varn Akshar Identified	39%	63%	***24.5%***	P < 0.0001	Highly significant
More than 25 words identified	21%	44%	***23.0%***	P < 0.0001	Highly significant
More than 25 words read in 30 minutes	35%	53%	***17.9%***	P < 0.0001	Highly significant
All 3 Questions of Reading Comprehension	29%	60%	***30.9%***	P < 0.0001	Highly significant
Students scoring more than 8 out of 10 Writing Dictation	29%	35%	***5.7%***	P = 0.0645	Not significant

The data from Balod indicates meaningful progress in literacy skills among students from 2023 to 2024, particularly in higher-order tasks. Significant gains were noted in Listening Comprehension, Varn Akshar identification, word identification, reading fluency, and reading comprehension, suggesting improvements in both foundational and advanced literacy skills. The substantial increases in higher-order skills like reading comprehension (+30.9%) and word identification (+23.0%) reflect enhanced critical reading and cognitive abilities.

However, the smaller, non-significant improvement in Writing by Dictation (+5.7%) highlights a relative weakness in writing skills. Overall, these achievements demonstrate a positive trend in students' literacy development, though they also suggest that targeted efforts in writing practice could help achieve more balanced growth across all literacy domains.

Table 3: Progression in Literacy Skills in Durg: Percentage Mean Score

Grade-2: Literacy	Durg				
	2023 (N=465)	2024 (N=371)	Diff.	p value	Statistical Significance
Listening Comprehension	84%	94%	***10.4%***	P = 0.0003	Significant
Varn Akshar - Timed	44%	53%	***9.1%***	P < 0.0001	Highly significant
Word Identification - Timed	38%	46%	***8.5%***	P < 0.0001	Highly significant
ORF – Timed	26%	37%	***11.0%***	P < 0.0001	Highly significant
Reading Comprehension	63%	75%	***12.2%***	P < 0.0001	Highly significant
Writing by Dictation	44%	51%	***6.3%***	P = 0.0048	Significant

The data for Durg reveals meaningful improvements in students' literacy skills from 2023 to 2024. Listening Comprehension scores increased by 10.4%, with statistical significance. Additionally, highly significant gains were observed in Varn Akshar - Timed (9.1%, p < 0.0001), Word Identification - Timed (8.5%), ORF – Timed (11.0%), and Reading Comprehension (12.2%). Writing by Dictation also showed a significant improvement of 6.3% (p = 0.0048).

These results indicate that students are advancing well across both lower-order and higher-order literacy skills. The most substantial gains were in Reading Comprehension and ORF – Timed, reflecting enhanced capabilities in higher-order tasks, which demonstrates progress in critical reading and fluency skills.
Despite these positive trends, Writing by Dictation, while significant, showed a lower rate of improvement (6.3%) compared to other sub-tasks. Additional support should focus on enhancing writing skills through targeted exercises, such as dictation practice and sentence construction.

Table 4: Proportion of Students Achieving Desirable Literacy Outcomes in Durg

Grade-2: Literacy	Durg				
	2023 (N=465)	2024 (N=371)	Diff.	p value	Statistical Significance
All 4 Questions of Listening Comprehension	56%	75%	***18.9%***	P < 0.0001	Highly significant
More than 40 Varn Akshar Identified	35%	53%	***17.6%***	P < 0.0001	Highly significant
More than 25 words identified	24%	33%	***9.0%***	P = 0.0040	Significant
More than 25 words read in 30 minutes	30%	46%	***16.0%***	P < 0.0001	Highly significant
All 3 Questions of Reading Comprehension	40%	63%	***23.5%***	P < 0.0001	Highly significant
Students scoring more than 8 out of 10 Writing Dictation	30%	27%	***-2.9%***	P = 0.3409	Not significant

In Durg, there is a notable improvement in the proportion of students achieving desirable literacy outcomes from 2023 to 2024. There was a highly significant increase of 18.9% in students correctly answering all 4 questions of Listening Comprehension. Significant gains were also seen in the proportion of students identifying more than 40 Varn Akshar (up by 17.6%), identifying more than 25 words (up by 9.0%), reading more than 25 words in 30 seconds (up by 16.0%), and correctly answering all 3 questions of Reading Comprehension (up by 23.5%). However, the proportion of students scoring more than 8 out of 10 in Writing by Dictation showed a slight decline of 2.9%, which was not statistically significant (p = 0.3409).

The significant gains across most literacy tasks suggest overall improvement in both foundational and advanced skills. These results also indicate that more students are reaching the desired proficiency levels. However, the decrease in performance in Writing by Dictation points to a potential area for targeted intervention to ensure balanced development across all literacy domains for students in both Durg and Balod.

The data shows that students tend to gain slightly lower in sub-tasks that are timed. For example, the gains in "Varn Akshar - Timed," "Word Identification - Timed," and "ORF – Timed" are all statistically significant, but the overall percentages remain lower compared to non-timed tasks like "Listening Comprehension" and "Reading Comprehension."

Even though students weren't told they were being timed, the results show that fluency (speed) is more challenging for them than accuracy (getting answers right). This suggests that students, especially in Grade 2, need more practice to improve their fluency skills, which is normal for their age and aligns with the developmental stage of Grade 2.

Similar pattern have been reported by researches that shows that developing both accuracy and fluency is crucial in early literacy, but fluency tends to develop slowly or later. Kuhn and Stahl (2003) found that fluency in reading often develops more slowly in early-grade students because it requires automaticity and a combination of multiple skills like decoding, comprehension, and speed. They emphasize that fluency should not be rushed, as it takes time to build upon accuracy.

Source: Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. Journal of Educational Psychology, 95(1), 3-21. https://doi.org/10.1037/0022-0663.95.1.3

1.3. Assessment of Numeracy Skills

As outlined in Chapter 2, six numeracy skills were assessed among Grade 2 students from schools in the Balod and Durg districts. The table below summarizes the findings for all six skills, with percent mean scores calculated and compared to understand the progression from midline to endline.

Table 5: Progression in Numeracy Skills in Balod: Percentage Mean Score

Grade-2: Literacy	Balod				
	2023 (N=214)	2024 (N=245)	Diff.	p value	Statistical Significance
Number Identification	72%	80%	***7.7%***	P = 0.0164	Significant
Number Discrimination	88%	92%	***3.9%***	P = 0.0180	Significant
Word Problem-Addition	71%	78%	***6.4%***	P = 0.0327	Significant
Word Problem-Subtraction	67%	76%	***9.2%***	P = 0.0061	Significant
Simple Addition	71%	76%	***5.5%***	P = 0.1233	Not significant
Simple Subtraction	62%	69%	***6.7%***	P = 0.0486	Significant

The data from Balod indicates a general improvement in the mean scores for numeracy skills from 2023 to 2024. Notable gains were observed across several areas: Number Identification increased by

7.7%, Number Discrimination by 3.9%, Word problem addition by 6.4%, Word Problem-Subtraction by 9.2%), and Simple Subtraction by 6.7%, all of which were statistically significant. However, the improvement in Simple Addition (5.5%) was not statistically significant (p = 0.1233).

These results suggest that students in Balod have shown significant progress in various numeracy skills, particularly in tasks that require problem-solving abilities, such as Word problem subtraction and Word problem addition. The gains in foundational skills like Number Identification and Number Discrimination further indicate a strengthening of basic numerical understanding. Despite these advances, the lack of significant improvement in Simple Addition suggests that additional support may be needed in this area to achieve balanced numeracy skill development among students.

Table 6: Proportion of Students Achieving Desirable Numeracy Outcomes in Balod

Grade-2: Numeracy	Balod				
	2023 (N=214)	2024 (N=245)	Diff.	p value	Statistical Significance
All 3 Questions of Word Problem-Addition	44%	60%	***16%***	P = 0.0006	Highly significant
All 3 Questions of Word Problem-Subtraction	45%	66%	***22%***	P < 0.0001	Highly significant
Two-by-two digit addition with carry over	69%	77%	***8%***	P = 0.0536	Not significant
Two-by-two digit subtraction with carry over	63%	74%	***11%***	P = 0.0112	Significant

In Balod, there was a significant improvement in students' numeracy outcomes. The proportion of students answering all word problem questions correctly increased for addition (16%, p = 0.0006) and subtraction (22%, p < 0.0001). Two-digit subtraction saw an 11% rise (p = 0.0112), while addition showed no significant change (8%, p = 0.0536).

Table 7: Progression in Numeracy Skills in Durg: Percentage Mean Score

Grade-2: Numeracy	Durg				
	2023 (N=206)	2024 (N=243)	Diff.	p value	Statistical Significance
Number Identification	64%	76%	***12.4%***	P < 0.0001	Highly significant
Number Discrimination	84%	92%	***7.2%***	P = 0.0005	Significant
Word Problem-Addition	69%	75%	***6.6%***	P = 0.0263	Significant
Word Problem-Subtraction	63%	71%	***7.5%***	P = 0.0026	Significant
Simple Addition	61%	73%	***12.0%***	P = 0.0001	Significant
Simple Subtraction	55%	65%	***9.7%***	P = 0.0042	Significant

The data reveals substantial improvements in numeracy skills among students in Durg from 2023 to 2024. The most significant gain was in Number Identification, which increased by 12.4%, demonstrating highly significant progress. Additionally, significant improvements were seen in Number Discrimination (up by 7.2%, Word Problem-Addition (up by 6.6%), Word problem subtraction (up by 7.5%), Simple Addition (up by 12.0%), and Simple Subtraction (up by 9.7%).

Table 8: Proportion of Students Achieving Desirable Numeracy Outcomes in Durg

Grade-2: Numeracy	Durg				
	2023 (N=206)	2024 (N=243)	Diff.	p value	Statistical Significance
All 3 Questions of Word Problem-Addition	35%	53%	***18%***	P = 0.0001	Highly significant
All 3 Questions of Word Problem-Subtraction	41%	50%	***10%***	P = 0.0568	Not significant
Two-by-two digit addition with carry over	54%	76%	***21%***	P < 0.0001	Highly significant
Two-by-two digit subtraction with carry over	51%	66%	***15%***	P = 0.0013	Highly significant

In Durg, there was notable improvement in numeracy outcomes. The proportion of students answering all word problem questions correctly increased for addition by 18% ($p = 0.0001$), while subtraction showed no significant change (10%, $p = 0.0568$). Significant gains were seen in two-digit addition (21%, $p < 0.0001$) and subtraction (15%, $p = 0.0013$).

These results indicate that students in Durg have made significant strides across various numeracy tasks, including both basic arithmetic skills (such as Simple Addition and Subtraction) and more complex problem-solving abilities (such as Word Problem-Addition and Subtraction). The substantial increase in foundational skills, such as Number Identification and Discrimination, suggests improved numerical understanding and cognitive abilities.

Overall, these achievements reflect a positive trend in the students' numeracy development. However, the relatively lower gains in word problems indicate a potential area for targeted intervention to further strengthen students' higher-order numeracy skills.

1.4. Conclusion

In evaluating the progression of literacy and numeracy skills among students in Balod and Durg, several key insights emerge from the data. These findings highlight both areas of significant improvement and ongoing challenges, providing a comprehensive overview of student development in foundational education skills.

- **Literacy:**
  - Both Balod and Durg show high percent mean scores in Listening Comprehension. The lower rate of improvement, possibly due to reaching a **saturation point,** suggests that further significant gains in this area may be challenging.
  - **Writing by Dictation** continues to be a major **challenge**, with only minimal improvement and percent mean scores of around 50%. This indicates a need for targeted interventions to enhance writing skills.
  - **Varn Akshar, Word Identification, and Oral Reading Fluency (ORF):** Despite substantial improvements, these skills remain around the 50% mark. ORF, in particular, continues to be a challenging area. Persistent efforts are required to advance these foundational literacy skills.
- **Numeracy:**
  - **Natural Progression:** There is a general trend of improvement across numeracy sub-tasks, reflecting positive development in students' numeracy skills.
  - **Comparative Improvement:** Durg shows higher improvement in numeracy skills compared to Balod, although Balod's endline scores are still higher overall. This suggests that while Durg is making significant strides, Balod maintains a strong position in numeracy.
  - **Impact of Literacy Skills on Numeracy:** The progress in literacy skills, especially in tasks like Word Problem-Addition and Subtraction, appears to positively influence numeracy performance, indicating an integrated approach to skill development may be beneficial.

1.5. Recommendations

Based on the findings and results, the following recommendations are presented:

- **Literacy:**
  - **Enhance Writing by Dictation:** Implement targeted **practice sessions** and **sentence structure exercises** and other interventions specifically focused on writing by dictation.
  - **Address Challenges in ORF and Low-Scoring Skills:** Introduce focused reading fluency exercises and **timed reading activities** to boost Oral Reading Fluency (ORF).

❖ **Numeracy:**

- **Build on Progress in Higher-Order Numeracy Skills:**
  - Leverage improvements in literacy skills to further enhance problem-solving abilities in numeracy, particularly in Word Problem-Addition and Subtraction.
  - Integrate literacy and numeracy instruction to reinforce their interdependence.

Tools

सावधिक आकलन (हिंदी पढ़ने-लिखने की योग्यता)

आंकलन पत्रक

बच्चे का नाम : पिता का नाम :

बच्चे की उम्र : बच्चे का लिंग : लड़का / लड़की

स्कूल का नाम : आकंलन की तारीख :

आकलनकर्ता का नाम :

Q.1	घर में पढाई करते समय आपकी कौन मदद करता हैं?	कोई नहीं	**0**
		माँ	**1**
		पिता जी	**2**
		दादा / दादी	**3**
		भाई / बहन	**4**
		अन्य _____	**88**
Q.2	क्या आप ट्युशन जाते हैं?	हाँ	**1**
		नहीं	**2**
Q.3	पिछले सप्ताह आप कितने दिन स्कूल नहीं आये थें ?	दिन की संख्या	_____

Q.1 [सुन कर समझना] इस प्रशन का उद्देश्य सुनकर समझने का कौशल देखना है।
बच्चे से कहें की "अब मैं आप एक कहानी सुनाऊँगा/गी और आप ध्यान से इस कहानी को सुनें। इसके बाद मैं आपसे इस कहानी के बारे में कुछ प्रश्न पूछूँगा/गी जिनका जवाब आपको देना है। इसके बाद आप कहानी सुनाएँ। आप कहानी को दो बार तक पढ़ सकते हैं।

<u>हिच हिच हिचकी (बरखा सीरीज)</u>
एक दिन मम्मी ने कचौड़ियाँ बनाई। रमा ने पूरी चार कचौड़ियाँ खाई। रमा को जोर-जोर से हिचकियाँ आने लगीं। हिच हिच हिच हिच। दादी ने कहा खूब सारा पानी पी लो। रमा ने पानी पी लिया पर हिचकी नहीं रुकी। हिच हिच हिच हिच। पापा ने गाना गाने को कहा। रमा ने गाना गाया पर हिचकी नहीं रुकी। हिच हिच हिच हिच। भैया ने रमा को सिर के बल खड़ा कर दिया। रमा उल्टी हो गई पर हिचकी नहीं रुकी। हिच हिच हिच हिच।

बच्चो से कहानी पर आधारित दिये हुए 4 प्रशन पूछें और बच्चों के उत्तरों को दी गई जगह में उन्ही के शब्दों में आप लिखें

प्रश्न	**बच्चे का उत्तर**	**सही उत्तर**	**सही/ग़लत**
हिचकी बार-बार किसको आ रही थी?		बार बार हिचकी रमा को आ रही थी/रमा को/ रमा	
रमा की हिचकी को रोकने के लिए सबसे पहले किसने उपाय बताया?		सबसे पहले दादी ने उपाय बताया/ दादी ने/ दादी	
किसने रमा को उल्टा खड़ा कर दिया?		भैया ने रमा को उल्टा खड़ा कर दिया/ भैया ने/ भैया	
जब आपको हिचकी आयी थी तो आपने क्या किया था?		कोई भी तार्किक उत्तर	
कुल सही उत्तर			

Q.2 इस प्रशन का उद्देश्य बच्चे में मात्रा सहित अक्षर पहचान के कौशल को देखना हैं। बच्चे को वर्ण चार्ट दिखाएँ और चार्ट पर वर्ण पहचानने को कहें। बच्चे को एक मिनट का समय दें और उसके द्वारा सही पहचाने गए वर्णों पर गोला लगायें। इसके पश्चात गिनें की बच्चे ने एक मिनट में कितने वर्ण पहचाने हैं और कितने वर्ण सही पहचाने हैं।

न	**ध**	**क**	**प**	**ह**	**द**	**म**	**ग**
की	**स**	**ला**	**खे**	**ग**	**पा**	**श**	**ही**
ई	**म**	**ऊ**	**सी**	**फ**	**भा**	**य**	**ना**
र	**फ**	**सु**	**मै**	**कु**	**ली**	**मी**	**म**
बी	**औ**	**से**	**ऐ**	**ऊ**	**अं**	**त्र**	**सी**
ए	**हे**	**रौ**	**ने**	**यु**	**गा**	**तू**	**लौ**
मै	**इ**	**पि**	**खै**	**भ**	**धू**	**ओं**	**की**
आ	**फू**	**थी**	**के**	**छो**	**शै**	**जो**	**ई**
वि	**घो**	**लि**	**चो**	**दु**	**अ**	**डै**	**खी**

झ	ई	टू	ष	ठे	उ	ढू	घो

1 मिनट में कुल कितने वर्ण पहचाने	
1 मिनट में कुल कितने सही वर्ण पहचाने	

Q.3 [शब्द पठन] इस प्रशन का उद्देश्य परिचित शब्द पढना हैं | बच्चे को शब्दों वाला चार्ट दिखाएँ और उस पर लिखे शब्दों को पढने के लिए कहें और उसके द्वारा पढ़े गए सही शब्दों पर गोला लगाएँ| गिनें की बच्चे ने एक मिनट में कितने शब्द सही पढ़े है।

फल	कम	जड़	कम	तल
नाक	बीज	पेन	फोन	हाथ
जोड़	पीला	बाबा	कप	पैसा
सीट	नहीं	पाँव	मेज	नानी
कुरसी	घंटी	मोर	तीली	नाखून
फूल	कमरा	टायर	बोतल	पेंसिल
पहिया	पतला	कमर	डिब्बा	कागज
नदिया	चौराहा	सड़क	महल	लोमड़ी
चटाई	चौंकड़ी	कैमरा	खोलो	बटन

एक मिनट में सही पढ़े गए शब्दों की कुल संख्या	
कुल कितने शब्द पढ़े	

Q.4 [ORF] इस प्रश्न का प्रवाहपूर्ण पठन की क्षमता को जानना है | बच्चे को कहानी पढ़ने को कहें और देखें कि वह एक मिनट में कितने शब्द पढ़ सकता है|

एक दिन जीत और बबली क्रिकेट खेल रहे थे। जीत ने गेंद फेकी। बबली ने ज़ोर से बल्ला घुमाया। गेंद नदी में गिर गई।

जीत और बबली का खेल रुक गया। बबली बोली कि उसे गेंद बनानी आती है। उसने जीत से सुतली, पुराने कपड़े और कागज़ लाने को कहा। बबली ने पुराने कपड़े और कागज़ मिलाकर एक गोला बनाया। फिर गोले को सुतली से कस कर दोनों ने गेंद से खेलना शुरू कर दिया |

एक मिनट में कुल कितने शब्द पढ़े	
एक मिनट में कुल सही पढ़े गए शब्द	

Q. 5 [पढ़ कर समझने की क्षमता] इस प्रश्न का उद्देश्य बच्चे की पढ़कर समझने की क्षमता जानना है। बच्चे को बताएं कि आपको एक कहानी पढ़नी है और कहानी पढ़ने के बाद मैं आपसे कुछ प्रश्न पूछूँगा/पूछूँगी जिसका उत्तर आपको बताना है। बच्चे को कहानी कहानी पढ़ने को कहें और पढ़ने के बाद कहानी के प्रश्न पूछें । अधिकतम दो बार बच्चे के लिए कहानी पढ़ें ।

एक कछुआ नदी के किनारे खेल रहा था। तभी वहाँ एक शेर आया। शेर ने कछुए से कहा कि तुम मेरे घर चलो, मेरे बच्चे तुम्हारे साथ खेलेंगे। कछुआ समझ गया कि शेर झूठ बोल रहा है, वह उसको खाना चाहता है। कछुआ झट से नदी में घुस गया और तैरकर भाग गया। शेर नदी किनारे खड़ा देखता रह गया।

क्र.सं	**प्रश्न**	**उत्तर**	**बच्चे का उत्तर**	**सही/गलत उत्तर (√/X चिन्ह लगाएँ)**
1	कछुआ कहाँ खेल रहा था?	कछुआ नदी के किनारे खेल रहा था/ नदी के किनारे/ नदी के पास		
2	कछुए ने शेर से बचने के लिए क्या किया?	नदी में घुस गया और तैर कर भाग गया/ नदी में घुस गया/		
3	कछुआ अपनी जान बचाने के लिए और क्या कर सकता था?	कछुआ अपने खोल में घुस सकता था / या कोई अन्य तार्किक उत्तर		

Q.4 [श्रुतिलेख] इस प्रशन का उद्देश्य बच्चों के श्रुतलेख के कौशल को जानना है । बच्चे को नीचे दिए गए 5 शब्दों वाला दो वाक्य बारी-बारी से बोलें और उन्हें सुनकर नीचे दी गयी जगह पर लिखने को कहें। बच्चों को ध्यान से सुनने के लिए कहें । एक वाक्य को दो बार से अधिक न दोहराएं ।

वाक्य 1. एक दिन मोती घर आया ।

वाक्य 2 टोनी के लिए खीर लाया ।,

कुल कितने शब्द सही लिखे	

Workbook Review

1.	बच्चे ने किस सप्ताह तक अभ्यास पुस्तिका पूरी की हैं?	_____
2.	टीचर ने किस सप्ताह तक की अभ्यास पुस्तिका को जांचा हैं?	_____
3.	टीचर द्वारा बच्चे को दिये गया कोड क्या हैं?	_____

सावधिक आकलन (संख्यात्मक योग्यता)

आंकलन पत्रक

बच्चे का नाम :

पिता का नाम :

बच्चे की उम्र :

बच्चे का लिंग : लड़का / लड़की

स्कूल का नाम :

आकंलन की तारीख :

आकलनकर्ता का नाम :

सामान्य जानकारी

Q.1	घर में पढाई करते समय आपकी कौन मदद करता हैं?	कोई नहीं	**0**
		माँ	**1**
		पिता जी	**2**
		दादा / दादी	**3**
		भाई / बहन	**4**
		अन्य _____	**88**
Q.2	क्या आप ट्युशन जाते हैं?	हाँ	**1**
		नहीं	**2**
Q.3	पिछले सप्ताह आप कितने दिन स्कूल नहीं आये थे ?	दिन की संख्या	_____

Q. 1 इस प्रश्न का उद्देश्य बच्चे की संख्या को पहचानने की क्षमता को परखना है। बच्चे को नीचे दी गयी संख्या दिखाएँ और पूछें की वह कितनी है। बारी-बारी से संख्याओं को पढ़ने को कहें । यदि बच्चा न पढ़े तो बारी-बारी से संख्याओं पर अंगुली रखें और बच्चे को पढ़कर बताने को कहें । सही पढ़ने पर पर संख्या पर गोला लगाएँ

18	**23**	**50**	**3**
9	**11**	**78**	**89**
64	**27**	**76**	**54**
7	**43**	**32**	**99**

कितनी संख्या सही पहचानी	

Q2 नीचे दी गई संख्याओं को जोड़े को बच्चे को बारी-बारी से दिखाएं और पूछें कि इन दोनों संख्याओं में कौन सी संख्या बड़ी है । बच्चा संख्या पर अंगुली रखकर जवाब दे । बच्चे द्वारा दिए गए जवाब पर गोला लगाएँ

3	**2**
8	**9**
64	**78**
73	**74**

63	**58**

कितनी संख्या सही पहचानी	

Q.5 जोड़ करना। बच्चे को प्रश्न पढ़ कर सुनाएँ और उसका उत्तर पूछें। यदि आवश्यकता हो तो दो बार प्रश्न पढ़ कर सुनाएँ

1. सुनीता को 4 आम हैं। चटनी बनाने के लिए वह 4 आम और ले आयी? अब सुनीता के पास कुल कितने आम हैं?
2. एक पार्क में एक लाइन में 4 कुर्सियाँ और दूसरी लाइन में 8 कुर्सियाँ हैं। पार्क में कुल कितनी कुर्सियाँ हैं?
3. रीना के पास 12 फूल हैं और उसकी बहन सीमा के पास 14 फूल हैं। दोनों ने सारे फूलों को मिलाकर एक माला बनायी। इस माला में कितने फूल होंगे?

कितने उत्तर सही हैं	

Q.6 घटाव करना। बच्चे को प्रश्न पढ़ कर सुनाएँ और उसका उत्तर पूछें। यदि आवश्यकता हो तो दो बार प्रश्न पढ़ कर सुनाएँ

1. आपके पास 12 चोक्लेट हैं जिसमें से 6 चोक्लेट आपने आपने दोस्तों में बाँट दिए। आपके पास कितनी चोक्लेट बची?
2. 9 बकरियों को नदी पार करनी थी । 4 बकरियाँ नदी पार कर गईं । बताओ अभी और कितने बकरियों को नदी पार करनी है ?
3. एक दुकानदार के पास 30 पानी के बोतलें हैं और उसमें से उसने 15 बोतलें बेच दीं। अब उसके पास पानी की कितनी बोतलें बचीं?

कितने उत्तर सही हैं	

Q.7 जोड़ करो। बच्चे को नीचे दी गयी संख्याओं का जोड़ करने को कहें। बच्चों को सवाल कॉपी में लिखकर दें या उन्हें कॉपी में लिखकर हल करने को कह सकते हैं, यदि बच्चा जवाब नहीं दे पाता है ।

	8		7		5
+	4	+	8	+	9

	11		35		46
+	43	+	47	+	37

कितने उत्तर सही हैं	

Q.8 घटाव करो। बच्चे को नीचे दी गयी संख्याओं का घटाव करने को कहें बच्चों को सवाल कॉपी में लिखकर दें या उन्हें कॉपी में लिखकर हल करने को कह सकते हैं यदि बच्चा जवाब नहीं दे पाता है ।

	7		9		9
-	2	-	7	-	4

	76		64		56
-	34	-	45	-	38

कितने उत्तर सही हैं	