

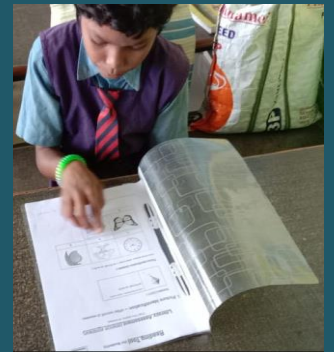
LLF's MLE EVALUATION MIDLINE REPORT 2024

BASTAR & DARBHA, CHHATTISGARH



LLF Language and Learning
foundation
Strong Foundation, Stronger Future

**MULTILINGUAL
EDUCATION
PROGRAM
2022 -2024**



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ABOUT GYAN DEESHA FOUNDATION

Gyan Deesha Foundation (GDF), is a not for profit organization with a vision to create a "**Culture of Excellence and Quality Benchmarks**" in Educational Institutions.

A difference in education system can be made to help teacher educators and students reach their potential by ensuring excellence.

The team at Gyan Deesha has tremendous experience and expertise in education and quality, with a deep understanding of educational systems, curriculum, content, pedagogy and various quality initiatives and certifications.

We are supported by an expert research and training team from IIM, that provides detailed training and solutions, facilitates transformation of schools through collaboration, assessment frameworks and measuring impact of programs.

The objectives of Gyan Deesha are to:

- Establish Quality Standards; conduct Quality Assurance and Accredite Schools.
- Measure learning levels, provide benchmarks and drive data based milestones for improvement.
- Assess the impact of and provide feedback to education initiatives and programs by following rigorous evaluation and assessment systems.
- Catalyze and enable paradigms of excellence in the school education system and facilitate the transformation of schools.

Ms. Shalini Sahay

Director

Gyan Deesha Foundation

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PROJECT BACKGROUND

Strong foundational skills and abilities of language and literacy in the home and school languages is the basis for all future learning at school. The Annual Status of Education Survey (ASER) and National Achievement Survey (NAS) reports clearly shows that Chhattisgarh lags behind the national average significantly in both language and mathematics. The lack of familiarity of language used as the medium of instruction when children join school is major factor in the low learning levels in tribal areas like Bastar. Such children face double disadvantages. They required to learn an unfamiliar language (Hindi) while at the same time attempting to learn through unfamiliar language causing a huge burden of incomprehension.

The program aims to operationalize the vision of the National Education Policy 2020 and the FLN (Foundational Literacy and Numeracy) Mission-NIPUN Bharat (2021) for inclusion of children's home languages in teaching and learning in primary classrooms.

- Major strategies adopted include training of teachers and academic support staff through MLE trainings and strategies that are locally contextualized and developing appropriate learning materials for students in their home language.
- It is a high-quality bilingual education program in 200 schools spread across two blocks of Bastar district– Bastar and Darbha.
- Implemented in schools where the children are predominantly from the Halbi (L1) speaking community, and the medium of instruction in the classrooms is Hindi (L2)

The Objective of the program is:

- Improvement in students' learning outcomes (SLOs) in intervention schools, vis-a-vis comparison schools, at the end of Grade 3.
- Is to measure improvement in Grade 3 student learning outcomes.
- For measurement of SLOs, the program adapted EGRA (Early grade reading assessment and EGMA (Early grade math assessment) tool for student assessments at baseline and Midline.

CHAPTER 1

INTRODUCTION

ABOUT THE REPORT

Assessment of student learning levels is the process of measuring and capturing the extent to which students have successfully learned the grade specific subject competencies.

LANGUAGE AND LEARNING FOUNDATION (LLF) has assigned **GYAN DEESHA FOUNDATION (GDF)** to assess the learning levels of grade 3 students enrolled in 172 Government School spread across Bastar and Darbha, Chhattisgarh.

This report is an attempt to look into the data generated with the purpose of making this data more relevant to teachers and classroom practitioners. It is hoped that the report will assist in quality of teaching by understanding the type of difficulties faced by students of grade 3 in basic literacy and numeracy skills. It is also an effort to provide feedback for planning interventions at these levels for the subjects cited. The data will provide an overall picture of what students in specific grade know and do. It will also help identify gaps and diagnose areas that need improvement.

Total **413** students of grade 3 spread across **62 sample schools** were part of the Midline assessment held in September 2024.

The students were assessed using EGRA and EGMA tools. Their raw scores captured during the evaluation were used to generate average scores, which was then used for detailed analysis of students' learning levels.

KEY COMPONENTS OF THE REPORT

The Analysis shows the comparison between Baseline conducted in December 2022 and Midline evaluation conducted from 3rd to 12th September 2024.

The midline was conducted in September 2024, which is 3 months before the schedule of December 2024 as compared to baseline already conducted in December 2022. There is still three months for the team to work with the teachers and students for further improvements.

- GDF used context and grade appropriate assessment tools for assessing FLN learning outcomes for literacy and numeracy, administered orally and individually to each student.
- The assessments were anchored in the Early Grade Reading Assessments (EGRA) and Early Grade Math Assessments (EGMA) framework.
- Data was collected through custom made data collection forms on SurveyCTO designed by LLF team.

The results of the Midline assessment were analyzed to gauge the student performance on:

- The absolute and relative picture of students' learning and identifying learning gaps in the students of Government schools of the two blocks: Bastar and Darbha.
- The specific skills of Foundational Literacy and Numeracy (FLN).
- Identifying differences in learning levels from Baseline to Midline, Blocks, Clusters, Schools etc.

SKILLS TESTED

LITERACY	NUMERACY
Oral Vocabulary – Picture Identification	Number Identification
Picture Description	Addition Subtraction Level 1
Letters Identification- Accuracy	Addition Subtraction Level 2
Letters Identification - Fluency	Word Problems
Word Reading – Accuracy	
Word Reading – Fluency	
Listening comprehension	
Oral Reading Fluency	
Reading comprehension	
Dictation words	

ANALYSIS PARAMETERS

The analysis of students’ learning assessment has been done on the following parameters for both Literacy (EGRA) and Numeracy (EGMA).

- Overall Average (Mean) Scores for grade 3 both Skills/concepts
- Block and Cluster-wise and (Baseline Vs. Midline comparison)
- Basic Statistics Comparison Skill-wise (Mean, Median and Standard deviation)
- Population Distribution-Students performance distributed in the category of five ranges (0-20%, 20- 40%, 40-60%, 60-80%, 80%-100% for each skill
- Zero scorer’s percentage (Skill-wise Performance of students)

PROCESS & METHODOLOGY:

The following methodology was used for student learning evaluation outcome. The study concluded in report generation and dissemination.

TEST DESIGN and DEVELOPMENT

- The Tools for student learning assessment (EGRA and EGMA) were designed by Learning and Language Foundation and shared with GDF.

IDENTIFICATION AND RECRUITMENT OF TEAM

- GDF identified 19 project team members, 13 Field Enumerators, 1 Principal Investigator, 1 Project Coordinator for coordination throughout the project, 2 Supervisors, 1 Data Analyst and 1 Data Checker.
1. **Principal Investigator** - Masters in Social Sciences with at least 20 years of experience of handling large-scale education related study as a team leader.
 2. **Project Coordinator** - Graduate in Social Science with 14 years of experience in development sector.
 3. **Supervisors** - Graduate in Social Science from Bastar district with knowledge of Hindi and Halbi.
 4. **Enumerators** – Graduate with experience in data collection operations from Bastar and Darbha block.
 5. **Data Analyst for Analysis & reporting** - Masters in Statistics with Experience in Data Analysis for large scale data, report writing.

TRAINING FOR THE ADMINISTRATION OF THE ASSESSMENT (30th August 2024)

- One-day workshop was conducted in the JAGDALPUR district of Chhattisgarh, for the tool administration in the sampled schools within the two blocks.
- The session included training on tools, mock sessions on how to evaluate and enter the data in the SurveyCTO.
- The tool orientation was done by LLF team and GDF facilitated the training.
- Hardcopy tools and other materials were provided to the selected field Enumerators.

Practical session - was conducted in selected 2 schools on the next day of the training.

All the Enumerators evaluated one child to understand the navigation in the SurveyCTO and the time taken to evaluate a child.

TRAINING SNAPSHOTS



PRACTICAL SESSION on 31st AUGUST



DATA COLLECTION

Printing of tools: Tools were printed in a booklet form to be used during field evaluation of students.

- GDF developed field movement plan based on the sample selected for the field study.
- Prepared data collection plan keeping in mind the schools located in the two blocks.
- Conducted the study from 3rd to 12th September 2024 considering school holidays and festivals.
- Each Enumerator evaluated 6 to 8 students of grade 3 covering the **Nine Literacy task and Numeracy concept/ skill** listed in the Assessment tool.
- The Enumerators ensured to cover at least 8 students per day from one school. They visited another school to meet the number in case of absenteeism in the first school.
- The evaluator spent 30-35 minutes with each child to understand their learning in FLN.
- They used printed hardcopy Tool Booklet while evaluating the students.
- Each Enumerator had the SurveyCTO app installed in their smartphones.
- Student responses were entered in the SurveyCTO and submitted on a daily basis.
- The Project Coordinator and the Supervisors ensured accurate data collection and submission.
- GDF ensured monitoring and supervision of data collection by Supervisors and Project Coordinator for any challenges and resolution.

DATA ANALYSIS AND REPORT GENERATION

Once the evaluation study was completed in all the schools, compiled data extracted from the SurveyCTO was shared by LLF team. Master sheet was prepared by GDF to collate the entire data before the analysis started.

The data collected from the field was the input for analysis. The analysis showed the performance in the assessment and plan based on the findings. When a test is completed and scored, the scores generated are called the raw scores. Student-wise, skill-wise raw scores is available for comparative analysis.

SAMPLE SIZE

Sl. No.	UDISE	Block Name	Cluster Name	School Name	No. of Students
1	22150400101	DARBHA (221504)	CHITAPUR 2215040020	GOVT. PS DHIRAGUDA	5
2	22150401903	DARBHA (221504)	CHINGPAL 2215040012	GOVT. PS PATEL PARA KESHAPUR	7
3	22150402406	DARBHA (221504)	KAKNAR 2215040002	GOVT. PS ASHRAM SHALA MAHAKAPAL	6
4	22150403807	DARBHA (221504)	CHHINBAHAR 2215040001	GOVT. PS DURKIGUDA	9
5	22150403808	DARBHA (221504)	KAKNAR 2215040002	GOVT. PS DONGRIPARA	7
6	22150403811	DARBHA (221504)	CHHINBAHAR 2215040001	GOVT. PS CHHINDBAHAR	6
7	22150404601	DARBHA (221504)	MAVLIPADAR 2215040013	GOVT. PS JONDHARAGUDA	6
8	22150406307	DARBHA (221504)	CHITAPUR 2215040020	GOVT. PS CHITAPUR BHANDARRAS	7
9	22151700201	BASTAR (221517)	MANDLALPAL 2215170015	GOVT PS MANDLALPAL	7
10	22151701101	BASTAR (221517)	LAMKER 2215170046	GOVT PS DENGUGUDA JHARTARAI	6
11	22151701103	BASTAR (221517)	BADECHAKWA 2215170022	GOVT PS BADECHAKWA	3
12	22151701401	BASTAR (221517)	GHOTIYA 2215170052	GOVT PS PUJARIPARA GHOTIAYA	9
13	22151701607	BASTAR (221517)	CHAPKA 2215170004	GOVT PS. MARIPARA	7
14	22151702103	BASTAR (221517)	TARAGAON 2215170006	GOVT PS BADEPARA	7
15	22151702906	BASTAR (221517)	BODANPAL 2215170021	GOVT PS KHASPARA	5
16	22151703203	BASTAR (221517)	BADEAMABAL 2215170057	GOVT PS DHWADAGUDA	6
17	22151703404	BASTAR (221517)	GURIYA 2215170035	GOVT PS GOTIGUDA	7
18	22151703501	BASTAR (221517)	KUDKANAR 2215170024	GOVT PS GHATKAWALI TWD	5
19	22151703502	BASTAR (221517)	KUDKANAR 2215170024	GOVT PS GHATKAWALI SSA	8
20	22151703505	BASTAR (221517)	KUDKANAR 2215170024	GOVT PS KHALEPARA	6
21	22151703601	BASTAR (221517)	MUNDAGAON 2215170034	GOVT PS MAWLIGUDA	7
22	22151703607	BASTAR (221517)	BADECHAKWA 2215170022	GOVT PS KURLUGUDA	3
23	22151704002	BASTAR (221517)	RAJPUR 2215170036	GOVT PS SARGIGUDA RAJPUR	6
24	22151704805	BASTAR (221517)	PASHCHIM TEMRA 2215170009	GOVT PS SANYUKT ASHRAM T.WEST	7
25	22151705005	BASTAR (221517)	BADEAMABAL 2215170057	GOVT PS PANDRAPARA	7
26	22151705402	BASTAR (221517)	ICHHAPUR 2215170019	GOVT PS ICHCHAPUR	15
27	22151705601	BASTAR (221517)	TALUR 2215170029	GOVT PS TALUR	11
28	22151705803	BASTAR (221517)	BAGMOHALAI 2215170020	GOVT PS PUJARIGUDA	7
29	22151705905	BASTAR (221517)	SIVANI 2215170011	GOVT PS HIRLABHATA	7
30	22151706102	BASTAR (221517)	TALUR 2215170029	GOVT PS BESRAPAL	6
31	22151706405	BASTAR (221517)	ADAWAL 2215170056	GOVT PS BHARNI	7
32	22151706501	BASTAR (221517)	ADAWAL 2215170056	GOVT PS BHURSUNDI	8
33	22151706502	BASTAR (221517)	ADAWAL 2215170056	GOVT PS PATEL PARA BHATPAL	6
34	22151706803	BASTAR (221517)	ADAWAL 2215170056	GOVT PS BHATPAL	3
35	22151707104	BASTAR (221517)	SONARPAL 2215170061	GOVT PS BALAK SONARPAL	7
36	22151707201	BASTAR (221517)	GURIYA 2215170035	GOVT PS GUNPUR	7
37	22151707501	BASTAR (221517)	KHORKHOSA 2215170018	GOVT PS KHORKHOSA NO-02	7
38	22151707503	BASTAR (221517)	KUDKANAR 2215170024	GOVT PS KAVIASNA	5
39	22151707702	BASTAR (221517)	CHOKAR 2215170023	GOVT PS MUNDAPAL	7
40	22151707805	BASTAR (221517)	BHOND 2215170040	GOVT PS BHOND	3
41	22151707901	BASTAR (221517)	PIPLAWAND 2215170017	GOVT PS JAMGUDA	6
42	22151708502	BASTAR (221517)	PATHARI 2215170048	GOVT PS PATHRI	7
43	22151708804	BASTAR (221517)	MURKUCHI 2215170051	GOVT PS KALARPARA	7
44	22151709403	BASTAR (221517)	BAKEL 2215170026	GOVT PS BAKEL	8
45	22151709408	BASTAR (221517)	BODANPAL 2 2215170028	GOVT PS KANYA ASHRM BESHOLI	8
46	22151709509	BASTAR (221517)	PHARSAGUDA 2215170007	GOVT PS PADARPARA	7
47	22151709605	BASTAR (221517)	BAKEL 2215170026	GOVT PS KONGALGUDA	6
48	22151709802	BASTAR (221517)	BADEAMABAL 2215170057	GOVT PS BADEAMABAL TWD	7
49	22151709810	BASTAR (221517)	CHAMIYA 2215170059	GOVT PS CHOTEAMABAL	7
50	22151710203	BASTAR (221517)	BODANPAL 2215170021	GOVT PS PATEL PARA BODANPAL	1
51	22151710605	BASTAR (221517)	TURPURA 2215170038	GOVT PS PODAIGUDA	7
52	22151710606	BASTAR (221517)	TURPURA 2215170038	GOVT PS MURUMBHATA TURPURA	7
53	22151710803	BASTAR (221517)	ROTMA 2215170033	GOVT PS ROTMA	7
54	22151711212	BASTAR (221517)	PHARSAPARA 2215170043	GOVT PS KARITARAI	8
55	22151711306	BASTAR (221517)	BASTAR 2215170044	GOVT PS MANJHIPARA	6
56	22151711403	BASTAR (221517)	PHARSAPARA 2215170043	GOVT PS BAGBAHAR	8
57	22151711901	BASTAR (221517)	KOLCHUR 2215170013	GOVT PS SIVNAGUDA KOLCHUR	7
58	22151711902	BASTAR (221517)	KOLCHUR 2215170013	GOVT PS KOLCHUR	7
59	22151722703	BASTAR (221517)	KARANDOLA 2215170008	GOVT PS UPARPARA KARANDOLA	7
60	22151722704	BASTAR (221517)	KARANDOLA 2215170008	GOVT PS KANYA ASHRAM BHANPURI	11
61	22151722711	BASTAR (221517)	KARANDOLA 2215170008	GOVT PS BALAK ASHRAM BHANPURI	5
62	22151722801	BASTAR (221517)	KHORKHOSA 2215170018	GOVT PS MARIPARA	4
Grand Total					413

EXECUTIVE SUMMARY

The midline scores show an improvement in all the competencies of **EGRA** and **EGMA** in grade 3, except in one competency of both reading and numeracy.

EARLY GRADE READING ASSESSMENT (EGRA):

❖ OVERALL SCHOOL MEAN (AVERAGE) SCORE %

Comparison Baseline 62 Vs. Midline 62 schools

- In all the competencies of EGRA the scores in 62 schools have **improved** in midline compared to baseline, except in Reading Comprehension. However, in this skill the mean score is **high above 70%**.
- The skills, **Letter 2, Words 2 and Dictation words**, have shown improvement in midline but the **mean scores are low, below 50%**.

Comparison Baseline 172 Vs. Midline 62 schools

- When compared to average scores % of 172 schools evaluated in baseline, there is an **improvement** in the midline in all competencies **except in Reading comprehension**.
- There has been an **insignificant decrease** in the score % of Reading comprehension.
- The skills, **Letter 2, Words 2 and Dictation words**, have shown improvement in midline but the **mean scores are low, below 50%**.

❖ BLOCK-WISE MEAN SCORE %

Comparison BASTAR 54 schools (Baseline Vs. Midline)

- The scores in all 54 schools of Bastar have **improved in midline** compared to baseline, except in Reading Comprehension. However, in this skill the mean score is **high as 74%**.

Comparison DARBHA 8 schools (Baseline Vs. Midline)

- In all the competencies of Reading, the scores in all 8 schools of Darbha have **improved in midline** compared to baseline in grade 3.
- **Dictation word scores are low at 36%**, however it has increased from baseline **27% to 36%**.

❖ CLUSTER & SKILL WISE & MEAN SCORE %

Picture identification 1

- The scores in all clusters have improved in midline compared to baseline, except in 5 clusters. However, the **decrease in scores is insignificant**.
- In all clusters students have **performed well above 90%** in this skill in both baseline and midline.
- Total **23 cluster schools have retained their score of 100%** in midline.

Picture identification 2

- The scores in all clusters have improved in midline compared to baseline in grade 3. Only in one cluster there is decrease of 13%.
- The **increase in 35 cluster schools has been 20%** and more.

Letter 1

- The scores in **10 cluster schools** have **shown decrease in midline** compared to baseline.
- In **Bhond and Sonarpal** schools the **decrease is 26% and 19%** respectively.
- In **Pathari school**, the **increase is significant from 30% to 78%**.

Letter 2

- The scores in **5 cluster schools** have shown **decrease in midline** compared to baseline.
- However, the decrease in scores is insignificant.
- In **9 cluster schools**, the **increase is significant** i.e. more than 40%.

Word 1

- The scores in **10 cluster schools** have shown **decrease in midline** compared to baseline.
- In **6 cluster schools**, the **increase is significant** i.e. more than 40%.

Word 2

- The scores in **9 cluster schools** have shown **decrease in midline** compared to baseline.
- However, the decrease in scores is insignificant in 6 cluster schools, but in 3 cluster schools, decrease is more than 10%.
- In **8 cluster schools**, the **increase is significant** i.e. more than 40%.

Listening Comprehension

- The scores in **6 cluster schools** have shown **decrease in midline** compared to baseline.
- The score is **constant in Guriya school with 38%**.
- In **6 cluster schools, the increase is significant i.e. more than 40%**.

Reading

- The scores in **5 cluster schools** have shown **decrease in midline** compared to baseline.
- Out of 5, the decrease is significant in 4 cluster schools.
- In **12 cluster schools, the increase is significant i.e. more than 40%**.

Reading comprehension

- The scores in **19 clusters covering 28 schools** have shown decrease in midline compared to baseline. However, the decrease is significant in all 28 schools except 1 school with only 3% dip.
- In **Bagmohali and Piplawad schools, the decrease is 46% and 59%** respectively.

Dictation words

- The scores in **10 cluster schools** have shown **decrease in midline** compared to baseline.
- Maximum **dip is in Ghoitya (44%), Rajpur (37%) and Sonarpal schools (25%)** respectively.

❖ **SKILL-WISE BASIC STATISTICS COMPARISON BL Vs. ML**

- In Picture identification 1, 2 and Letter 1 skill, difference in the mean and median scores are between 1-5%. In Letter 2, Word 1 and 2 the difference is between 5-10%.
- In **Letter 2 and Word 2, Median is lower than Mean**, which depicts that 50% of the population have low scores of around 40%.
- Standard Deviations (SD) is **high, more than 10% in all skills** except Picture identification 1 and 2. That shows scores are largely spread.

❖ **SKILL_WISE ZERO SCORERS**

- In **Picture identification 1 and 2**, there has been **hardly any student scoring zero**.
- There has been a significant decrease in the zero scorers from baseline to midline in the skills, Letter 1 & 2, Words 1 & 2, Listening comprehension, Reading and Dictation words.
- Only in **Reading comprehension zero scorers have increased to 8.5% in midline** compared to 0% in baseline.

EARLY GRADE MATH ASSESSMENT (EGMA):

❖ OVERALL SCHOOL MEAN (AVERAGE) SCORE %

Comparison Baseline 62 Vs. Midline 62 schools –

- In all the competencies of EGMA the scores in 62 schools have **improved** in midline compared to baseline, **except in Word problem**. The **decrease has been significant** from **65% to 55%**.
- In the skill Addition 2, the mean scores have shown improvement but is still low, below 50%.

Comparison Baseline 172 Vs. Midline 62 schools

- When compared to average scores % of 172 schools evaluated in baseline, there is an **improvement** in the midline in all competencies **except in Word problem**.
- In the skill Addition 2, the mean scores have shown improvement from 27% to 42%, **but is still low, below 50%**.

❖ BLOCK-WISE MEAN SCORE %

Comparison BASTAR 54 schools (Baseline Vs. Midline)

- The scores in all 54 schools of Bastar have significantly **improved in midline** compared to baseline, **except in Word problem**. However, in this skill the mean score is **average at 60%**.

Comparison DARBHA 8 schools (Baseline Vs. Midline)

- The scores in all 8 schools of Darbha have improved in midline compared to baseline in grade 3, except in Word problem.
- The **decrease is significant from 57% to 36%**.

❖ CLUSTER & SKILL WISE & MEAN SCORE %

Numbers

- The scores in **8 cluster schools** have shown **decrease in midline** compared to baseline.
- In **Chamiya (56%) and Khorkhosa (47%)** there is **been no change** in the scores.
- In **Mundagoan and Piplawad** schools, the **increase is more than 40%** from baseline to midline.

Addition

- The scores in **5 cluster schools** have shown **decrease in midline** compared to baseline.
- In **Lamker school** the decrease is significant of **28%** (dip is from 75% to 47%).
- In **9 cluster schools**, the increase is more than **40%** from baseline to midline.

Addition 2

- The scores in **11 cluster schools** have shown **decrease in midline** compared to baseline.
- In **Lamker school**, the decrease is significant of **47%** (dip is from 75% to 28%).
- In **2 Bakel schools** with **18%** scores, have been **no change** in the scores.
- In **6 cluster schools**, the increase is more than **40%** from baseline to midline.

Word problem

- The scores in **26 cluster covering 40 schools** have shown **decrease in midline** compared to baseline in grade 3.
- In **Karandola (65%)** there has been **no change in the scores**.
- In **Guriya, Mandlalpal, Paschim Temra and Pathari schools**, the decrease is **more than 40%** from baseline to midline.

❖ **SKILL-WISE BASIC STATISTICS COMPARISON BL Vs. ML**

- In Numbers, Addition and Addition 2, difference in the mean and median scores is between 1-5%.
- In Word problem, the Median is less than Mean, which shows that, half the population have scored 50% in midline compared to 64% in baseline.
- Standard Deviations (SD) is high, more than 10% in all 4 skills of EGMA. That shows scores are largely spread.

❖ **SKILL_WISE ZERO SCORERS**

- In Word problem, there has been hardly any student scoring zero in baseline. However, in midline **11.9% have scored zero**.
- There has been a **significant decrease in the zero scorers** from baseline to midline in the skills, **Addition (dip of 16.4%)** and **Addition 2 (dip of 13.8%)**.

CHAPTER 2
LEARNING
OUTCOME RESULTS

EGRA

EARLY GRADE READING ASSESSMENT



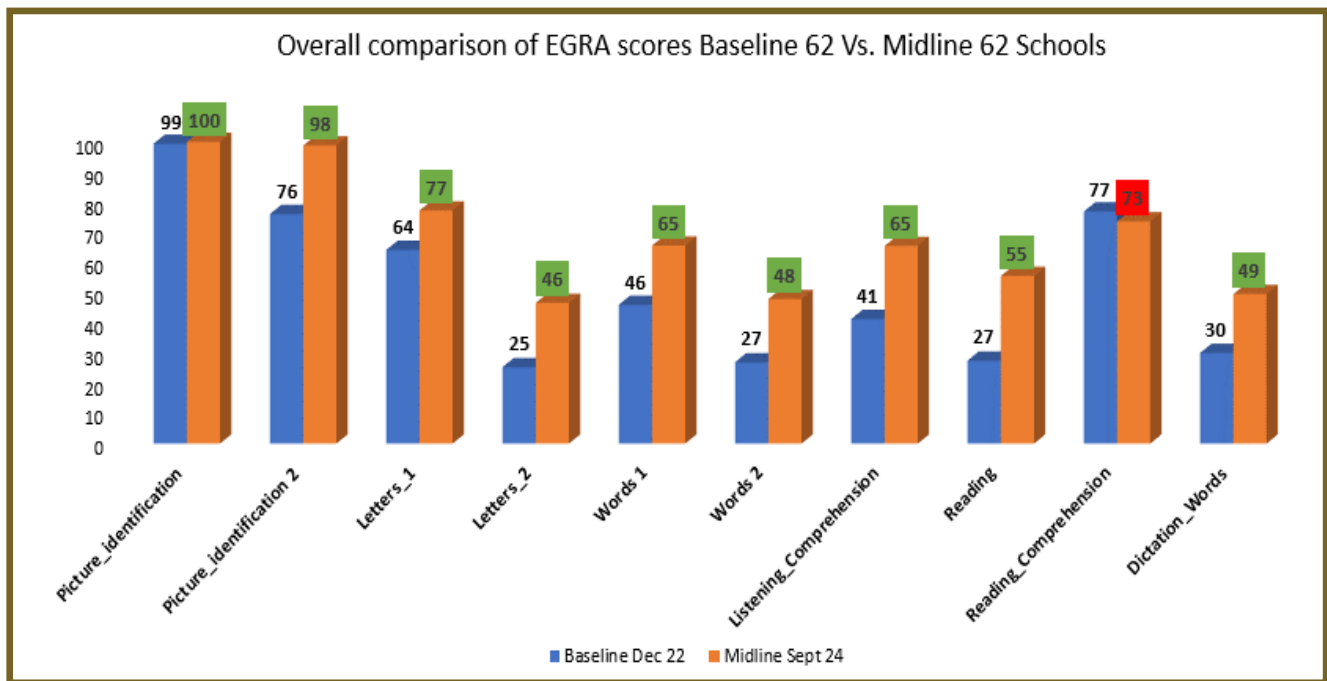
1. OVERALL SCHOOL EGRA MEAN SCORE %

The average score percentage of a population is calculated by taking a simple average of the score percentages of the entire students in that category.

E.g., if there are 10 students in a class, the average score percentage is calculated by adding up the scores percentages of each student and dividing it by total number of students appeared. The score percentage for one student is calculated by taking the number of correct responses given by the student to the questions in the test paper and is expressed in percentage.

1.1 OVERALL SCHOOL EGRA MEAN SCORE % COMPARISON – 62 schools

Graph 1

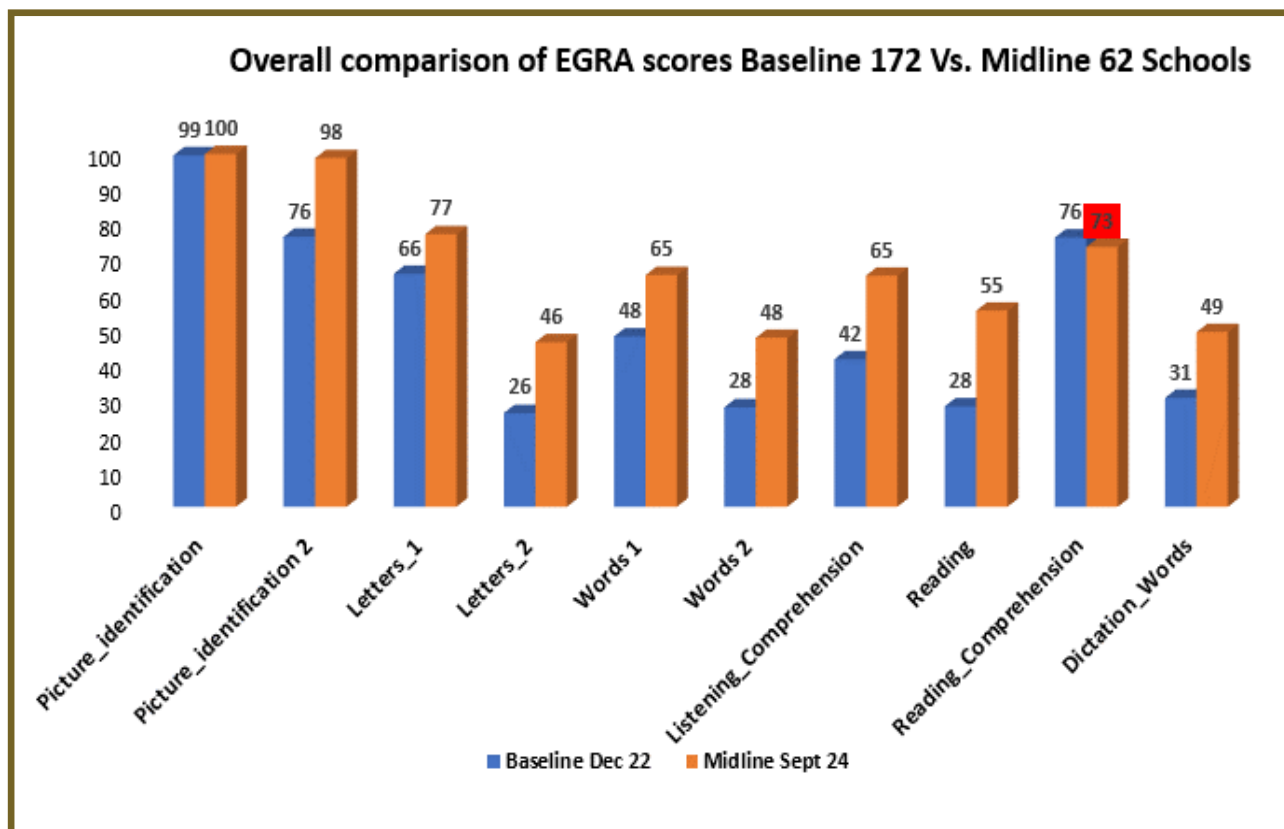


Findings:

- To generate the overall scores %, student scores have been combined from the respective schools, where the students have been evaluated. The raw scores have been converted into percentage.
- In all the competencies of EGRA the scores in 62 schools have improved in midline compared to baseline in grade 3, except in Reading Comprehension.
- However, in this skill the mean score is high above 70%.
- In the skills Letter 2, Words 2 and Dictation words, the mean scores are low, below 50%.
- The decrease in scores are highlighted in Red in the graph.

1.2 OVERALL SCHOOL EGRA MEAN SCORE % COMPARISON – 172 Vs. 62 schools

Graph 2



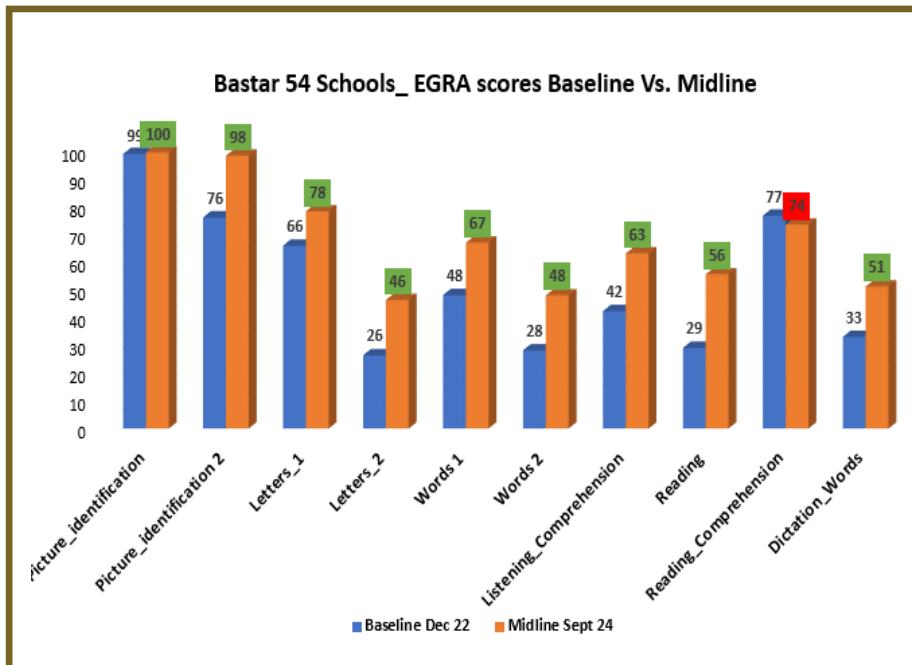
Findings:

- When compared to average scores % of 172 schools evaluated in baseline, there is an improvement in the midline in all competencies except in Reading comprehension.
- There has been an insignificant decrease in the score % of Reading comprehension. However, in this skill the mean score is high above 70%.
- In the skills Letter 2, Words 2 and Dictation words, the mean scores are low, below 50%.

2. BLOCK-WISE SCHOOL EGRA MEAN SCORE %

2.1 BASTAR SCHOOLS EGRA MEAN SCORE % COMPARISON – 54 schools

Graph 3

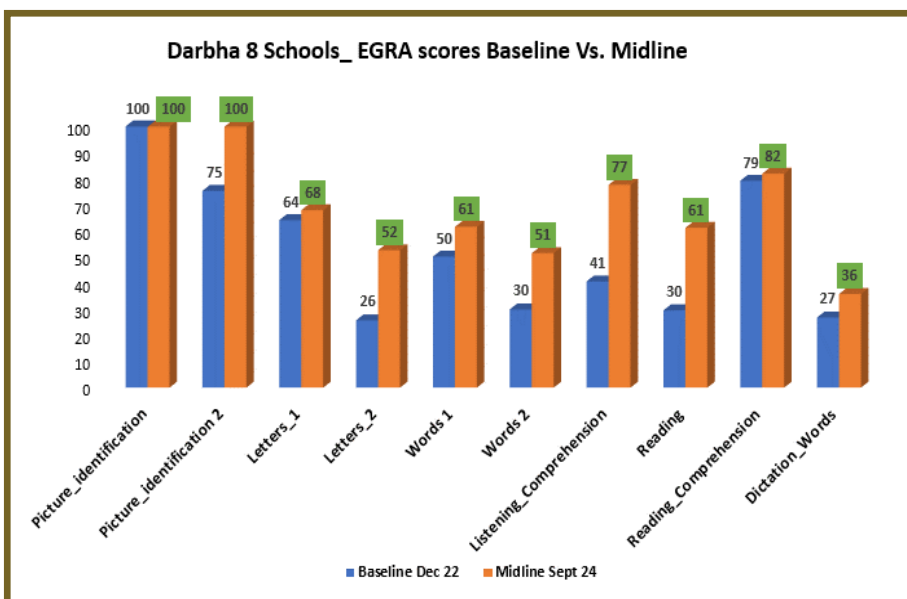


Findings:

- In all the competencies of Reading, the scores in all 54 schools of Bastar have improved in midline compared to baseline in grade 3, except in Reading Comprehension.
- The decrease in score is highlighted in Red in graph.

2.2 DARBHA SCHOOLS EGRA MEAN SCORE % COMPARISON – 8 schools

Graph 4



Findings:

- In all the competencies of Reading, the scores in all 8 schools of Darbha have improved in midline compared to baseline in grade 3.
- The increase in scores are highlighted in green in the graph.
- Dictation word scores have increased from baseline 27% to 36%, however it is low.

3. CLUSTER-WISE & SKILL-WISE MEAN SCORE %

3.1 PICTURE IDENTIFICATION 1 MEAN SCORE % COMPARISON – 62 schools

Table 1

Picture Identification 1 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Picture_Ident 1 %	ML Picture_Ident 1%	Increase/Decrease %
1	ADAWAL_2215170056	4	100	100	0
2	BADEAMABAL_2215170057	3	100	100	0
3	BADECHAKWA_2215170022	2	99	100	1
4	BAGMOHALAI_2215170020	1	100	97	-3
5	BAKEL_2215170026	2	95	100	5
6	BASTAR_2215170044	1	100	100	0
7	BHOND_2215170040	1	100	100	0
8	BODANPAL_2_2215170028	1	100	100	0
9	BODANPAL_2215170021	2	100	100	0
10	CHAMIYA_2215170059	1	100	100	0
11	CHAPKA_2215170004	1	100	100	0
12	CHHINBAHAR_2215040001	2	100	100	0
13	CHINGPAL_2215040012	1	98	100	2
14	CHITAPUR_2215040020	2	100	100	0
15	CHOKAR_2215170023	1	99	100	1
16	GHOTIYA_2215170052	1	100	100	0
17	GURIYA_2215170035	2	100	93	-7
18	ICHHAPUR_2215170019	1	100	99	-1
19	KAKNAR_2215040002	2	100	99	-1
20	KARANDOLA_2215170008	3	100	100	0
21	KHORKHOSA_2215170018	2	99	100	1
22	KOLCHUR_2215170013	2	100	100	0
23	KUDKANAR_2215170024	4	99	100	1
24	LAMKER_2215170046	1	100	100	0
25	MANDLALPAL_2215170015	1	88	100	12
26	MAVLIPADAR_2215040013	1	100	100	0
27	MUNDAGAON_2215170034	1	98	100	2
28	MURKUCHI_2215170051	1	100	100	0
29	PASHCHIM_TEMRA_22151700	1	100	100	0
30	PATHARI_2215170048	1	95	100	5
31	PHARSAGUDA_2215170007	1	100	100	0
32	PHARSAPARA_2215170043	2	97	100	3
33	PIPLAWAND_2215170017	1	92	100	8
34	RAJPUR_2215170036	1	100	100	0
35	ROTMA_2215170033	1	100	100	0
36	SIVANI_2215170011	1	100	100	0
37	SONARPAL_2215170061	1	100	100	0
38	TALUR_2215170029	2	99	100	1
39	TARAGAON_2215170006	1	100	100	0
40	TURPURA_2215170038	2	100	99	-1

Findings:

- In Picture identification 1 skill, the scores in all clusters have improved in midline compare to baseline in grade 3, except in 5 clusters. However, the decrease in scores is insignificant.
- In all clusters students have performed well in this skill in both baseline and midline.

3.2 PICTURE IDENTIFICATION 2 MEAN SCORE % COMPARISON – 62 schools

Table 2

Picture Identification 2 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Picture_Ident 2 %	ML Picture_Ident 2 %	Increase/ Decrease %
1	ADAWAL_2215170056	4	77	100	23
2	BADEAMABAL_2215170057	3	72	100	28
3	BADECHAKWA_2215170022	2	78	100	22
4	BAGMOHALAI_2215170020	1	77	82	5
5	BAKEL_2215170026	2	68	100	32
6	BASTAR_2215170044	1	67	100	33
7	BHOND_2215170040	1	77	100	23
8	BODANPAL_2_2215170028	1	80	100	20
9	BODANPAL_2215170021	2	80	100	20
10	CHAMIYA_2215170059	1	78	100	22
11	CHAPKA_2215170004	1	80	100	20
12	CHHINBAHAR_2215040001	2	79	99	20
13	CHINGPAL_2215040012	1	73	100	27
14	CHITAPUR_2215040020	2	70	100	30
15	CHOKAR_2215170023	1	78	100	22
16	GHOTIYA_2215170052	1	80	67	-13
17	GURIYA_2215170035	2	74	91	17
18	ICHHAPUR_2215170019	1	75	100	25
19	KAKNAR_2215040002	2	77	100	23
20	KARANDOLA_2215170008	3	78	98	20
21	KHORKHOSA_2215170018	2	77	100	23
22	KOLCHUR_2215170013	2	79	100	21
23	KUDKANAR_2215170024	4	79	100	21
24	LAMKER_2215170046	1	75	100	25
25	MANDLALPAL_2215170015	1	62	100	38
26	MAVLIPADAR_2215040013	1	77	100	23
27	MUNDAGAON_2215170034	1	80	100	20
28	MURKUCHI_2215170051	1	62	100	38
29	PASHCHIM_TEMRA_2215170	1	77	100	23
30	PATHARI_2215170048	1	68	100	33
31	PHARSAGUDA_2215170007	1	69	100	31
32	PHARSAPARA_2215170043	2	80	100	20
33	PIPLAWAND_2215170017	1	76	92	16
34	RAJPUR_2215170036	1	77	100	23
35	ROTMA_2215170033	1	78	100	23
36	SIVANI_2215170011	1	80	100	20
37	SONARPAL_2215170061	1	80	96	16
38	TALUR_2215170029	2	75	100	25
39	TARAGAON_2215170006	1	80	100	20
40	TURPURA_2215170038	2	80	100	20

Findings:

- In Picture identification 2 skill, the scores in all clusters have improved in midline compared to baseline in grade 3. Only in one cluster there is a decrease of 13%.
- The increase in 35 cluster schools have been 20% and more.

3.3 LETTER 1 MEAN SCORE % COMPARISON – 62 schools

Table 3

Letters_1 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Letters_1 %	ML Letters_1 %	Increase/ Decrease %
1	ADAWAL_2215170056	4	71	81	10
2	BADEAMABAL_2215170057	3	69	93	24
3	BADECHAKWA_2215170022	2	64	76	12
4	BAGMOHALAI_2215170020	1	47	69	22
5	BAKEL_2215170026	2	33	64	32
6	BASTAR_2215170044	1	49	82	33
7	BHOND_2215170040	1	79	53	-26
8	BODANPAL_2_2215170028	1	93	97	3
9	BODANPAL_2215170021	2	80	95	15
10	CHAMIYA_2215170059	1	68	81	13
11	CHAPKA_2215170004	1	73	79	6
12	CHHINBAHAR_2215040001	2	63	53	-10
13	CHINGPAL_2215040012	1	57	92	35
14	CHITAPUR_2215040020	2	68	86	17
15	CHOKAR_2215170023	1	77	74	-3
16	GHOTIYA_2215170052	1	93	91	-2
17	GURIYA_2215170035	2	67	60	-7
18	ICHHAPUR_2215170019	1	52	75	23
19	KAKNAR_2215040002	2	71	57	-14
20	KARANDOLA_2215170008	3	74	86	12
21	KHORKHOSA_2215170018	2	65	73	8
22	KOLCHUR_2215170013	2	68	87	19
23	KUDKANAR_2215170024	4	73	89	16
24	LAMKER_2215170046	1	98	88	-11
25	MANDLALPAL_2215170015	1	62	73	11
26	MAVLIPADAR_2215040013	1	50	58	8
27	MUNDAGAON_2215170034	1	39	81	41
28	MURKUCHI_2215170051	1	55	70	16
29	PASHCHIM_TEMRA_2215170	1	73	77	4
30	PATHARI_2215170048	1	30	78	48
31	PHARSAGUDA_2215170007	1	49	88	39
32	PHARSAPARA_2215170043	2	52	64	12
33	PIPLAWAND_2215170017	1	37	73	37
34	RAJPUR_2215170036	1	76	64	-11
35	ROTMA_2215170033	1	57	77	20
36	SIVANI_2215170011	1	78	92	14
37	SONARPAL_2215170061	1	80	61	-19
38	TALUR_2215170029	2	58	68	10
39	TARAGAON_2215170006	1	79	73	-6
40	TURPURA_2215170038	2	69	71	2

Findings:

- In Letter 1 skill, the scores in 10 cluster schools have shown decrease in midline compared to baseline in grade 3.
- In Bhond and Sonarpal schools the decrease is 26% and 19% respectively.
- In Pathari school, the increase is significant from 30% to 78%.

3.4 LETTER 2 MEAN SCORE % COMPARISON – 62 schools

Table 4

Letters_2 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Letters_2 %	ML Letters_2 %	Increase/Decrease %
1	ADAWAL_2215170056	4	29	64	35
2	BADEAMABAL_2215170057	3	33	44	11
3	BADECHAKWA_2215170022	2	21	39	18
4	BAGMOHALAI_2215170020	1	7	54	47
5	BAKEL_2215170026	2	12	20	8
6	BASTAR_2215170044	1	8	52	44
7	BHOND_2215170040	1	29	15	-14
8	BODANPAL_2_2215170028	1	52	52	0
9	BODANPAL_2215170021	2	35	53	17
10	CHAMIYA_2215170059	1	34	39	5
11	CHAPKA_2215170004	1	41	40	-2
12	CHHINBAHAR_2215040001	2	23	28	5
13	CHINGPAL_2215040012	1	16	99	83
14	CHITAPUR_2215040020	2	30	95	65
15	CHOKAR_2215170023	1	36	92	57
16	GHOTIYA_2215170052	1	29	78	49
17	GURIYA_2215170035	2	19	29	10
18	ICHHAPUR_2215170019	1	19	23	4
19	KAKNAR_2215040002	2	32	26	-6
20	KARANDOLA_2215170008	3	24	53	29
21	KHORKHOSA_2215170018	2	21	46	24
22	KOLCHUR_2215170013	2	23	45	22
23	KUDKANAR_2215170024	4	45	51	5
24	LAMKER_2215170046	1	56	62	6
25	MANDLALPAL_2215170015	1	26	25	-1
26	MAVLIPADAR_2215040013	1	20	22	2
27	MUNDAGAON_2215170034	1	9	98	89
28	MURKUCHI_2215170051	1	19	33	14
29	PASHCHIM_TEMRA_2215170	1	32	33	1
30	PATHARI_2215170048	1	7	37	30
31	PHARSAGUDA_2215170007	1	13	30	17
32	PHARSAPARA_2215170043	2	16	36	20
33	PIPLAWAND_2215170017	1	10	39	29
34	RAJPUR_2215170036	1	29	27	-2
35	ROTMA_2215170033	1	20	90	70
36	SIVANI_2215170011	1	27	38	10
37	SONARPAL_2215170061	1	40	50	10
38	TALUR_2215170029	2	21	33	12
39	TARAGAON_2215170006	1	32	82	50
40	TURPURA_2215170038	2	22	34	12

Findings:

- In Letter 2 skill, the scores in 5 cluster schools have shown decrease in midline compared to baseline in grade 3. However, the decrease in scores is insignificant.
- In 9 cluster schools, the increase is significant i.e. more than 40%.

3.5 WORD 1 MEAN SCORE % COMPARISON – 62 schools

Table 5

Words 1 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Words 1 %	ML Words 1 %	Increase/ Decrease %
1	ADAWAL_2215170056	4	53	85	32
2	BADEAMABAL_2215170057	3	44	87	44
3	BADECHAKWA_2215170022	2	51	68	18
4	BAGMOHALAI_2215170020	1	22	39	16
5	BAKEL_2215170026	2	13	37	23
6	BASTAR_2215170044	1	14	74	60
7	BHOND_2215170040	1	45	24	-21
8	BODANPAL_2_2215170028	1	93	100	7
9	BODANPAL_2215170021	2	65	87	22
10	CHAMIYA_2215170059	1	50	72	21
11	CHAPKA_2215170004	1	65	49	-16
12	CHHINBAHAR_2215040001	2	45	47	2
13	CHINGPAL_2215040012	1	31	88	57
14	CHITAPUR_2215040020	2	58	91	32
15	CHOKAR_2215170023	1	70	91	21
16	GHOTIYA_2215170052	1	75	78	3
17	GURIYA_2215170035	2	44	51	7
18	ICHHAPUR_2215170019	1	30	41	11
19	KAKNAR_2215040002	2	59	48	-11
20	KARANDOLA_2215170008	3	53	82	29
21	KHORKHOSA_2215170018	2	45	50	6
22	KOLCHUR_2215170013	2	43	82	39
23	KUDKANAR_2215170024	4	64	83	19
24	LAMKER_2215170046	1	98	89	-8
25	MANDLALPAL_2215170015	1	52	49	-3
26	MAVLIPADAR_2215040013	1	44	32	-12
27	MUNDAGAON_2215170034	1	11	91	79
28	MURKUCHI_2215170051	1	27	40	13
29	PASHCHIM_TEMRA_2215170	1	69	75	7
30	PATHARI_2215170048	1	9	55	46
31	PHARSAGUDA_2215170007	1	27	77	50
32	PHARSAPARA_2215170043	2	33	53	20
33	PIPLAWAND_2215170017	1	22	45	24
34	RAJPUR_2215170036	1	56	34	-21
35	ROTMA_2215170033	1	34	78	44
36	SIVANI_2215170011	1	63	77	14
37	SONARPAL_2215170061	1	66	51	-14
38	TALUR_2215170029	2	44	40	-4
39	TARAGAON_2215170006	1	65	85	20
40	TURPURA_2215170038	2	51	45	-6

Findings:

- In Word 1 skill, the scores in 10 cluster schools have shown decrease in midline compared to baseline in grade 3.
- In 6 cluster schools, the increase is significant i.e. more than 40%.

3.6 WORD 2 MEAN SCORE % COMPARISON – 62 schools

Table 6

Words 2 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Words 2 %	ML Words 2 %	Increase/ Decrease %
1	ADAWAL_2215170056	4	36	66	30
2	BADEAMABAL_2215170057	3	26	52	26
3	BADECHAKWA_2215170022	2	26	38	12
4	BAGMOHALAI_2215170020	1	6	28	22
5	BAKEL_2215170026	2	8	19	11
6	BASTAR_2215170044	1	3	46	42
7	BHOND_2215170040	1	21	17	-3
8	BODANPAL_2_2215170028	1	56	71	15
9	BODANPAL_2215170021	2	42	76	34
10	CHAMIYA_2215170059	1	32	49	18
11	CHAPKA_2215170004	1	45	43	-2
12	CHHINBAHAR_2215040001	2	28	23	-5
13	CHINGPAL_2215040012	1	19	99	80
14	CHITAPUR_2215040020	2	34	92	58
15	CHOKAR_2215170023	1	42	93	51
16	GHOTIYA_2215170052	1	24	65	41
17	GURIYA_2215170035	2	18	37	19
18	ICHHAPUR_2215170019	1	21	26	4
19	KAKNAR_2215040002	2	37	30	-7
20	KARANDOLA_2215170008	3	27	57	30
21	KHORKHOSA_2215170018	2	23	34	12
22	KOLCHUR_2215170013	2	21	57	36
23	KUDKANAR_2215170024	4	51	56	5
24	LAMKER_2215170046	1	81	67	-14
25	MANDLALPAL_2215170015	1	30	27	-3
26	MAVLIPADAR_2215040013	1	22	21	0
27	MUNDAGAON_2215170034	1	6	82	76
28	MURKUCHI_2215170051	1	11	31	20
29	PASHCHIM_TEMRA_22151700	1	36	53	17
30	PATHARI_2215170048	1	5	37	33
31	PHARSAGUDA_2215170007	1	13	35	21
32	PHARSAPARA_2215170043	2	17	33	16
33	PIPLAWAND_2215170017	1	11	39	29
34	RAJPUR_2215170036	1	31	9	-22
35	ROTMA_2215170033	1	19	82	63
36	SIVANI_2215170011	1	34	36	3
37	SONARPAL_2215170061	1	51	35	-16
38	TALUR_2215170029	2	26	33	6
39	TARAGAON_2215170006	1	39	87	48
40	TURPURA_2215170038	2	19	32	13

Findings:

- In Word 2 skill, the scores in 9 cluster schools have shown decrease in midline compared to baseline in grade 3. However, the decrease in scores is insignificant in 6 cluster schools.
- In 3 cluster schools, decrease is more than 10%.
- In 8 cluster schools, the increase is significant i.e. more than 40%.

3.7 LISTENING COMPREHENSION MEAN SCORE % COMPARISON – 62 schools

Table 7

Listening_Comprehension Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Listening Compr ehension %	ML Listening Compr ehension %	Increase/ Decrease %
1	ADAWAL_2215170056	4	51	75	24
2	BADEAMABAL_2215170057	3	48	63	14
3	BADECHAKWA_2215170022	2	29	33	4
4	BAGMOHALAI_2215170020	1	38	46	9
5	BAKEL_2215170026	2	13	66	53
6	BASTAR_2215170044	1	17	83	67
7	BHOND_2215170040	1	50	75	25
8	BODANPAL_2_2215170028	1	38	69	31
9	BODANPAL_2215170021	2	58	88	29
10	CHAMIYA_2215170059	1	31	57	27
11	CHAPKA_2215170004	1	56	54	-3
12	CHHINBAHAR_2215040001	2	41	68	27
13	CHINGPAL_2215040012	1	57	100	43
14	CHITAPUR_2215040020	2	20	100	80
15	CHOKAR_2215170023	1	19	86	67
16	GHOTIYA_2215170052	1	75	67	-8
17	GURIYA_2215170035	2	38	38	0
18	ICHHAPUR_2215170019	1	37	78	42
19	KAKNAR_2215040002	2	48	56	8
20	KARANDOLA_2215170008	3	47	71	24
21	KHORKHOSA_2215170018	2	26	49	22
22	KOLCHUR_2215170013	2	40	50	10
23	KUDKANAR_2215170024	4	55	63	8
24	LAMKER_2215170046	1	44	63	19
25	MANDLALPAL_2215170015	1	23	46	24
26	MAVLIPADAR_2215040013	1	50	71	21
27	MUNDAGAON_2215170034	1	35	25	-10
28	MURKUCHI_2215170051	1	22	54	31
29	PASHCHIM_TEMRA_2215170	1	33	32	-1
30	PATHARI_2215170048	1	50	21	-29
31	PHARSAGUDA_2215170007	1	46	79	32
32	PHARSAPARA_2215170043	2	55	77	22
33	PIPLAWAND_2215170017	1	15	46	31
34	RAJPUR_2215170036	1	56	46	-10
35	ROTMA_2215170033	1	25	89	64
36	SIVANI_2215170011	1	56	89	33
37	SONARPAL_2215170061	1	55	75	20
38	TALUR_2215170029	2	64	85	21
39	TARAGAON_2215170006	1	50	82	32
40	TURPURA_2215170038	2	32	64	32

Findings:

- In Listening Comprehension skill, the scores in 6 cluster schools have shown decrease in midline compared to baseline in grade 3.
- The score is constant in Guriya school with 38%.
- In 6 cluster schools, the increase is significant i.e. more than 40%.

3.8 READING MEAN SCORE % COMPARISON – 62 schools

Table 8

Reading Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Reading %	ML Reading %	Increase/ Decrease %
1	ADAWAL_2215170056	4	36	71	34
2	BADEAMABAL_2215170057	3	22	70	48
3	BADECHAKWA_2215170022	2	26	61	35
4	BAGMOHALAI_2215170020	1	2	41	39
5	BAKEL_2215170026	2	11	19	9
6	BASTAR_2215170044	1	2	44	42
7	BHOND_2215170040	1	10	8	-2
8	BODANPAL_2_2215170028	1	65	91	25
9	BODANPAL_2215170021	2	49	79	30
10	CHAMIYA_2215170059	1	33	54	21
11	CHAPKA_2215170004	1	49	56	7
12	CHHINBAHAR_2215040001	2	23	31	8
13	CHINGPAL_2215040012	1	14	100	86
14	CHITAPUR_2215040020	2	38	94	57
15	CHOKAR_2215170023	1	57	94	37
16	GHOTIYA_2215170052	1	22	86	64
17	GURIYA_2215170035	2	14	44	29
18	ICHHAPUR_2215170019	1	15	21	6
19	KAKNAR_2215040002	2	39	52	13
20	KARANDOLA_2215170008	3	28	71	43
21	KHORKHOSA_2215170018	2	23	47	24
22	KOLCHUR_2215170013	2	20	61	41
23	KUDKANAR_2215170024	4	59	72	14
24	LAMKER_2215170046	1	88	75	-13
25	MANDLALPAL_2215170015	1	33	21	-12
26	MAVLIPADAR_2215040013	1	23	34	11
27	MUNDAGAON_2215170034	1	4	45	42
28	MURKUCHI_2215170051	1	10	54	44
29	PASHCHIM_TEMRA_22151700	1	33	64	31
30	PATHARI_2215170048	1	11	42	31
31	PHARSAGUDA_2215170007	1	6	39	33
32	PHARSAPARA_2215170043	2	13	42	29
33	PIPLAWAND_2215170017	1	6	48	42
34	RAJPUR_2215170036	1	36	4	-32
35	ROTMA_2215170033	1	12	90	78
36	SIVANI_2215170011	1	41	45	4
37	SONARPAL_2215170061	1	59	29	-30
38	TALUR_2215170029	2	30	34	4
39	TARAGAON_2215170006	1	41	92	51
40	TURPURA_2215170038	2	15	45	30

Findings:

- In Reading skill, the scores in 5 cluster schools have shown decrease in midline compared to baseline in grade 3. The decrease in scores is significant in 4 cluster schools.
- In 12 cluster schools, the increase is significant i.e. more than 40%.

3.9 READING COMPREHENSION MEAN SCORE % COMPARISON – 62 schools

Table 9

Reading_ComprehensionScore % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Reading Compre hension %	ML Reading Compre hension %	Increase/ Decrease %
1	ADAWAL_2215170056	4	73	90	17
2	BADEAMABAL_2215170057	3	85	76	-9
3	BADECHAKWA_2215170022	2	83	67	-17
4	BAGMOHALAI_2215170020	1	80	34	-46
5	BAKEL_2215170026	2	85	46	-39
6	BASTAR_2215170044	1	100	83	-17
7	BHOND_2215170040	1	80	93	13
8	BODANPAL_2_2215170028	1	60	88	28
9	BODANPAL_2215170021	2	73	82	10
10	CHAMIYA_2215170059	1	59	80	21
11	CHAPKA_2215170004	1	80	74	-6
12	CHHINBAHAR_2215040001	2	88	73	-15
13	CHINGPAL_2215040012	1	85	100	15
14	CHITAPUR_2215040020	2	68	100	32
15	CHOKAR_2215170023	1	80	86	6
16	GHOTIYA_2215170052	1	100	56	-44
17	GURIYA_2215170035	2	76	61	-15
18	ICHHAPUR_2215170019	1	69	53	-16
19	KAKNAR_2215040002	2	75	64	-11
20	KARANDOLA_2215170008	3	78	85	8
21	KHORKHOSA_2215170018	2	82	65	-16
22	KOLCHUR_2215170013	2	74	76	2
23	KUDKANAR_2215170024	4	78	83	5
24	LAMKER_2215170046	1	65	80	15
25	MANDLALPAL_2215170015	1	70	49	-21
26	MAVLIPADAR_2215040013	1	83	80	-3
27	MUNDAGAON_2215170034	1	94	80	-14
28	MURKUCHI_2215170051	1	56	57	2
29	PASHCHIM_TEMRA_2215170	1	57	66	9
30	PATHARI_2215170048	1	68	83	15
31	PHARSAGUDA_2215170007	1	63	86	23
32	PHARSAPARA_2215170043	2	76	93	17
33	PIPLAWAND_2215170017	1	92	33	-59
34	RAJPUR_2215170036	1	82	73	-8
35	ROTMA_2215170033	1	83	89	6
36	SIVANI_2215170011	1	73	74	2
37	SONARPAL_2215170061	1	80	54	-26
38	TALUR_2215170029	2	81	54	-27
39	TARAGAON_2215170006	1	60	83	23
40	TURPURA_2215170038	2	71	77	6

Findings:

- In Reading comprehension skill, the scores in 19 cluster covering 28 schools have shown decrease in midline compared to baseline in grade 3.
- However, the decrease in scores is significant in all 28 schools except 1 school with 3% dip.
- In Bagmohali and Piplawad schools, the decrease is of 46% and 59% respectively.

3.10 DICTATION WORDS MEAN SCORE % COMPARISON – 62 schools

Table 10

Dictation_Words Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Dictation_Words %	ML Dictation_Words %	Increase/Decrease %
1	ADAWAL_2215170056	4	36	59	22
2	BADEAMABAL_2215170057	3	27	65	37
3	BADECHAKWA_2215170022	2	42	25	-17
4	BAGMOHALAI_2215170020	1	8	26	18
5	BAKEL_2215170026	2	16	27	11
6	BASTAR_2215170044	1	14	46	32
7	BHOND_2215170040	1	1	0	-1
8	BODANPAL_2_2215170028	1	67	81	15
9	BODANPAL_2215170021	2	47	76	29
10	CHAMIYA_2215170059	1	56	42	-15
11	CHAPKA_2215170004	1	60	55	-6
12	CHHINBAHAR_2215040001	2	10	25	15
13	CHINGPAL_2215040012	1	24	21	-3
14	CHITAPUR_2215040020	2	38	65	27
15	CHOKAR_2215170023	1	46	86	40
16	GHOTIYA_2215170052	1	100	56	-44
17	GURIYA_2215170035	2	25	37	12
18	ICHHAPUR_2215170019	1	24	26	2
19	KAKNAR_2215040002	2	36	29	-7
20	KARANDOLA_2215170008	3	43	77	34
21	KHORKHOSA_2215170018	2	22	39	18
22	KOLCHUR_2215170013	2	27	52	25
23	KUDKANAR_2215170024	4	52	73	21
24	LAMKER_2215170046	1	79	81	1
25	MANDLALPAL_2215170015	1	21	29	8
26	MAVLIPADAR_2215040013	1	22	26	4
27	MUNDAGAON_2215170034	1	9	37	28
28	MURKUCHI_2215170051	1	21	65	44
29	PASHCHIM_TEMRA_2215170047	1	38	46	9
30	PATHARI_2215170048	1	2	26	24
31	PHARSAGUDA_2215170007	1	5	45	40
32	PHARSAPARA_2215170043	2	20	42	23
33	PIPLAWAND_2215170017	1	3	8	5
34	RAJPUR_2215170036	1	37	0	-37
35	ROTMA_2215170033	1	4	100	96
36	SIVANI_2215170011	1	47	40	-6
37	SONARPAL_2215170061	1	57	32	-25
38	TALUR_2215170029	2	30	38	8
39	TARAGAON_2215170006	1	26	88	62
40	TURPURA_2215170038	2	18	63	46

Findings:

- In Dictation words skill, the scores in 10 cluster schools have shown decrease in midline compared to baseline in grade 3.
- Maximum dip is in Ghoitya (44%), Rajpur (37%) and Sonarpal schools (25%) respectively.

4. SKILL-WISE BASIC STATISTICS COMPARISON BL Vs. ML

4.1 SKILL-WISE PERFORMANCE OF EGRA IN TERMS MEAN, MEDIAN & STANDARD DEVIATION (SD)

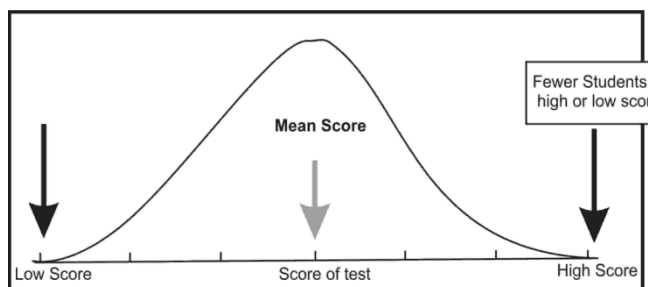
Median

The median provides a helpful measure of the center of a dataset. By comparing the median to the mean, we get an idea of the distribution of the entire population. When the mean and the median are the same, the dataset is more or less evenly distributed from the lowest to highest values. Median is the "middle" value of the data set that shows 50% of the population lies at median.

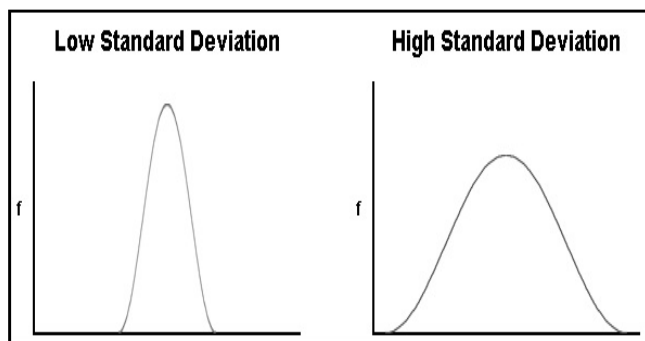
Standard Deviation

Standard deviation is calculated to show the variation in the scores of the students.

Standard Deviation (SD) means the deviation of individual scores from the mean score. It measures how spread out the score is from the mean. Standard deviation gives an idea of whether students are scoring very similarly or whether there are students who score very high or low. A standard deviation of zero indicates all values in the set are the same. Generally, in a large population/ sample, it has been expected that most of the student would achieve about average with fewer achieving very high and very low scores. The scores can be displayed on the normal distribution curve.



In summary, Standard Deviation (SD) measures the spread of the data from the mean. If the standard deviation is large, student's scores are far away from the mean and if, SD is small participants' scores are close to the mean.



A low small standard deviation indicates that the data points tend to be very close to the mean. Whereas high/large standard deviation indicates that the data are spread out over a large range of values.

Table 11

OVERALL PERFORMANCE EGRA - BASIC STATISTICS																		
Skills	Picture_identification 1			Picture_identification 2			Letter 1			Letter 2			Word 1			Word 2		
	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD
Baseline	99.18	100	2.47	76.16	77.57	4.92	65.69	68.65	16.07	26.42	25.15	12.63	48.02	48.03	21.95	28.04	26.73	16.20
Midline	99.56	100	1.58	98.37	100	5.05	76.90	78.69	14.32	46.39	39.57	22.71	65.35	74.08	21.88	47.64	41.80	23.54

Findings:

- In Picture identification 1, 2 and Letter 1 skill, difference in the mean and median scores is between 1-5%, In Letter 2, Word 1 and 2 the difference is between 5-10%.
- In Letter 2 and Word 2, Median is lower than Mean, which depicts that 50% of the population have scored low, around 40%.
- Standard Deviations (SD) highlighted in yellow is high, showing scores are largely spread, whereas SD highlighted in blue shows, scores tend to be close to the mean.

Table 12

OVERALL PERFORMANCE EGRA - BASIC STATISTICS												
Skills	Listening Comprehension			Reading			Reading Comprehension			Dication words		
	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD
Baseline	41.64	43.26	16.98	28.30	26.21	19.76	75.97	77.46	10.81	30.70	31.70	22.13
Midline	65.19	66.67	20.11	55.29	53.08	25.61	73.32	77.32	16.23	49.29	46.13	24.29

Findings:

- In all the four skills of EGRA above, difference in the mean & median scores is between 1-5%.
- Standard Deviations (SD) highlighted in yellow is high, showing scores are largely spread.

5. POPULATION DISTRIBUTION OF SKILLS - BL 501 Vs. ML 413 students

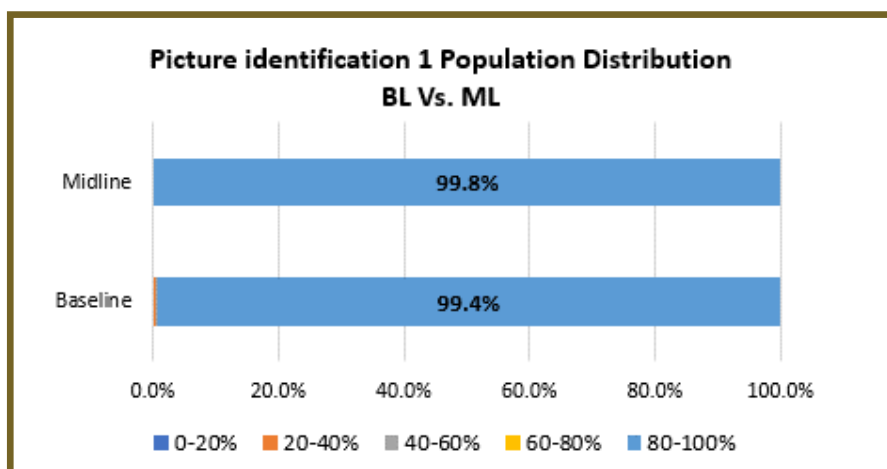
The scoring percentage of students is divided into 5 Point grade scale of the scores in the ranges of 0-20%, 20-40%, 40-60%, 60-80% & 80-100%.

After grading the data into these groups the following table is made. In the second column, the percentage of students falling under the above-mentioned groups is calculated. The graph is plotted using this table.

Score percentages	Percentage of student population
0-20%	20%
20-40%	30%
40-60%	35%
60-80%	10%
80-100%	5%

5.1 PICTURE IDENTIFICATION 1 MEAN SCORE % BL Vs. ML COMPARISON

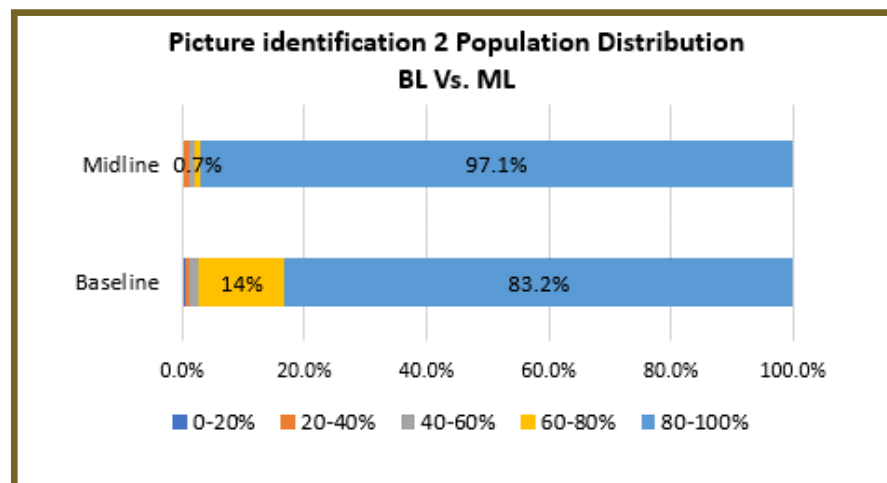
Graph 5 & 6



Findings:

In Picture identification 1 skill, approx. 100% of student population have scored in the highest range of 80-100% in both baseline and midline.

5.2 PICTURE IDENTIFICATION 2 MEAN SCORE % BL Vs. ML COMPARISON

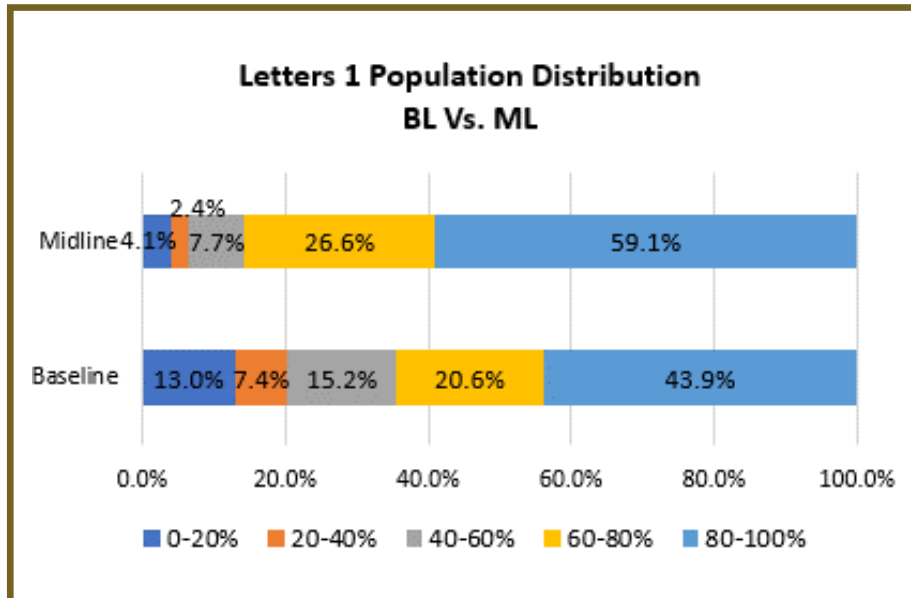


Findings:

- In Picture identification 2 skill, 14% of the student population was in the range of 60-80% in baseline, whereas 0.7% are in this range in midline.
- Approx. 15% of student population have moved from lower ranges to the highest range of 80-100% from baseline to midline.

5.3 LETTER 1 MEAN SCORE % BL Vs. ML COMPARISON

Graph 7

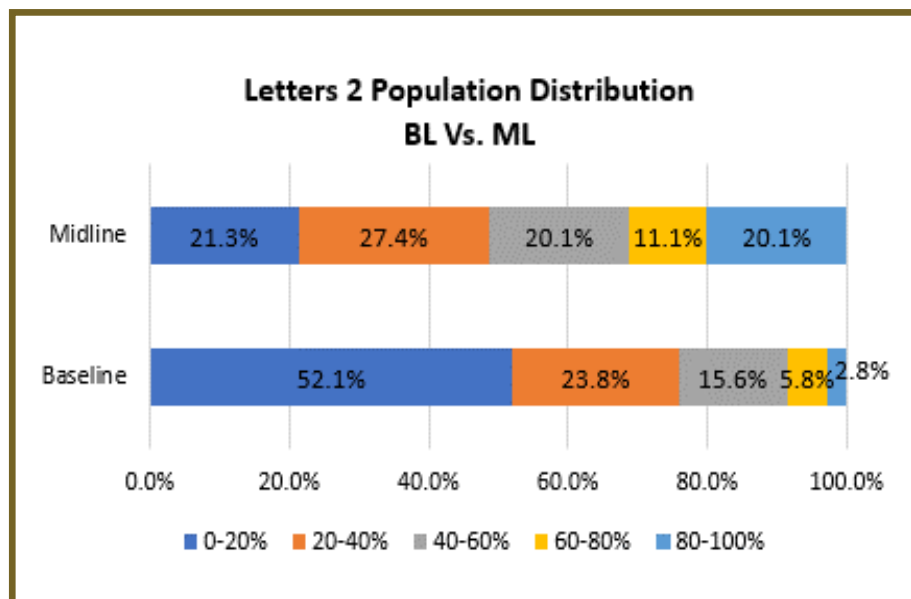


Findings:

In Letter 1 skill, 75% of the student population has moved to the range of 60-80% and 80-100%, from baseline to midline.

5.4 LETTER 2 MEAN SCORE % BL Vs. ML COMPARISON

Graph 8

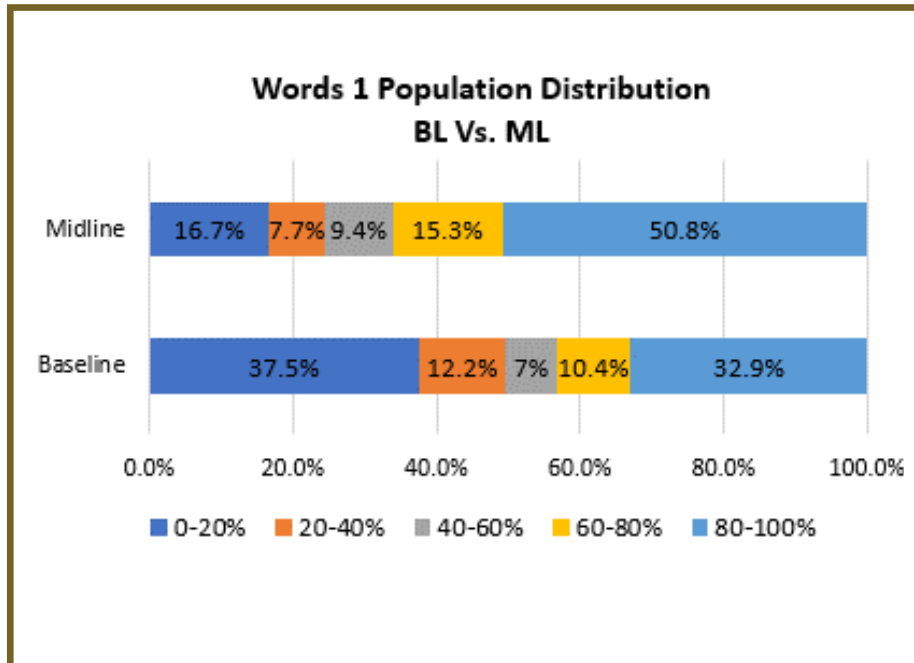


Findings:

- In Letter 2 skill, 52% of the student population was in the lowest range of 0-20% in baseline compared to 21% in midline. This shows 31% of the student population have moved to higher ranges in midline.
- In baseline the highest range had only 2.8% in baseline whereas in midline it has increased to 20.1%.

5.5 WORDS 1 MEAN SCORE % BL Vs. ML COMPARISON

Graph 9

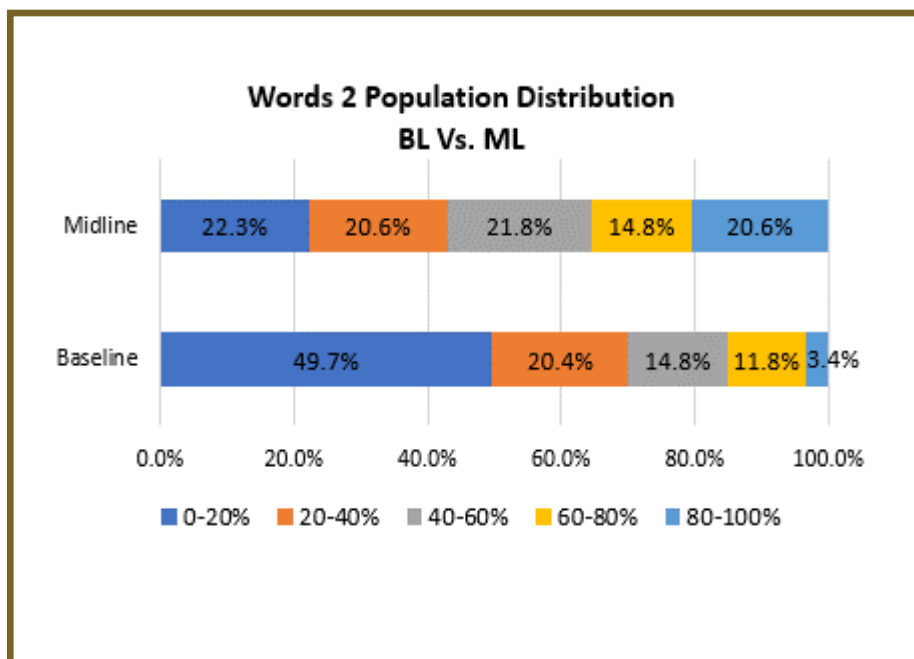


Findings:

- In Word 1 skill, 37% of the student population was in the lowest range of 0-20% in baseline compared to 16.7% in midline. This shows 20.8% of the student population have moved to higher ranges in midline.
- In baseline, the highest range had only 32.9% student population, whereas in midline it has increased to 50.8%. This shows an increase of approx. 18% student population in this category.

5.6 WORDS 2 MEAN SCORE % BL Vs. ML COMPARISON

Graph 10

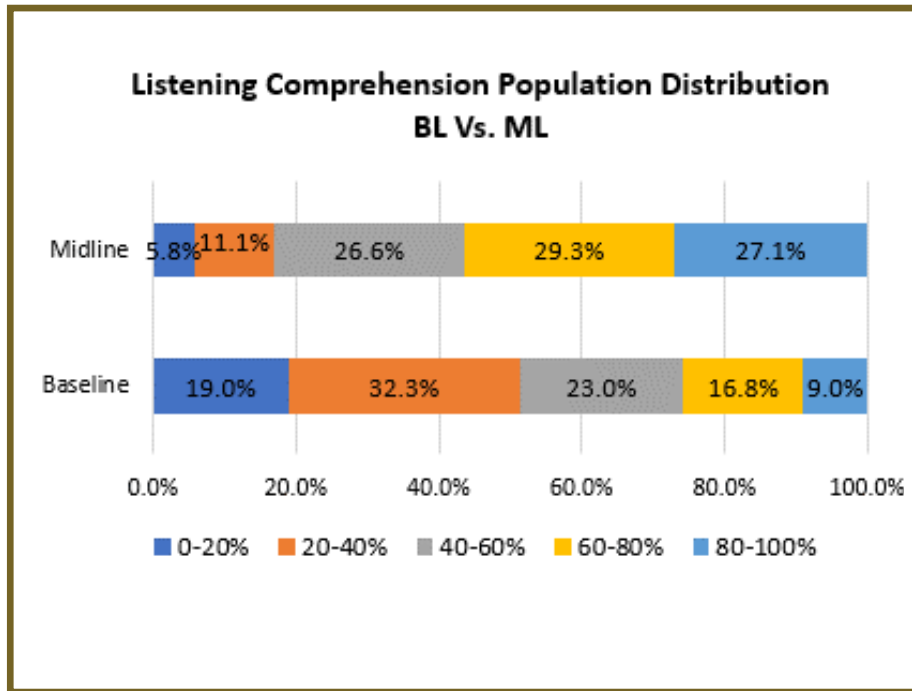


Findings:

- In Word 2 skill, 49.7% of the student population was in the lowest range of 0-20% in baseline compared to 22.3% in midline. This shows 27.4% of the student population have moved to higher ranges in midline.
- In baseline, the highest range had only 3.4% student population, whereas in midline it has increased to 20.6%. This shows an increase of approx. 17.2% student population in this category.

5.7 LISTENING COMPREHENSION MEAN SCORE % BL Vs. ML COMPARISON

Graph 11

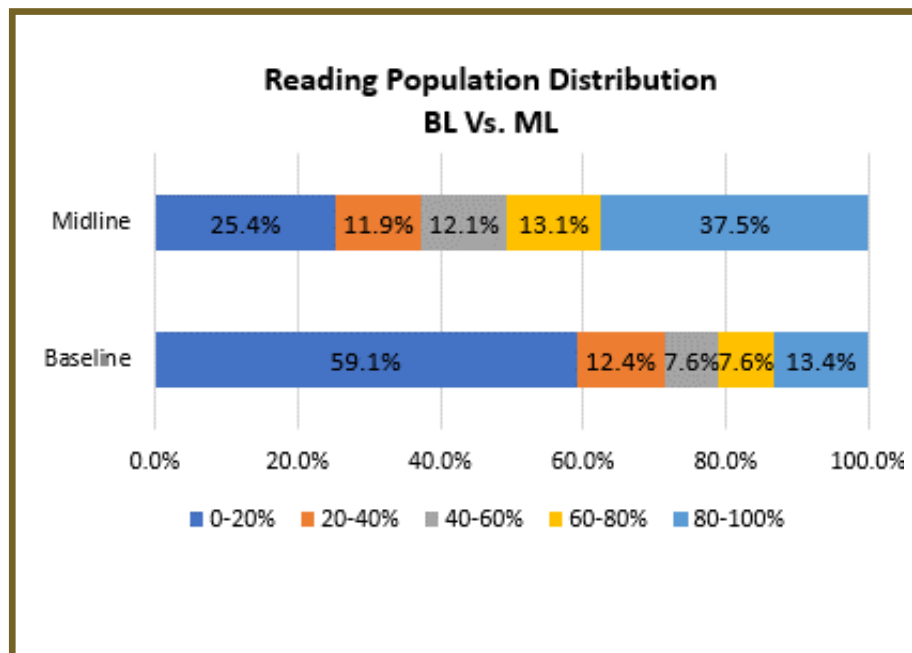


Findings:

- In Listening comprehension skill, 51.3% of the student population was in the low ranges of 0-40% in baseline compared to 16.9% in midline. This shows 34.4% of the student population have moved to higher ranges in midline.
- In baseline, the highest range of 80-100% had only 9% student population, whereas in midline it has increased to 27.1%. This shows an increase of approx. 18% student population in this category.

5.8 READING MEAN SCORE % BL Vs. ML COMPARISON

Graph 12

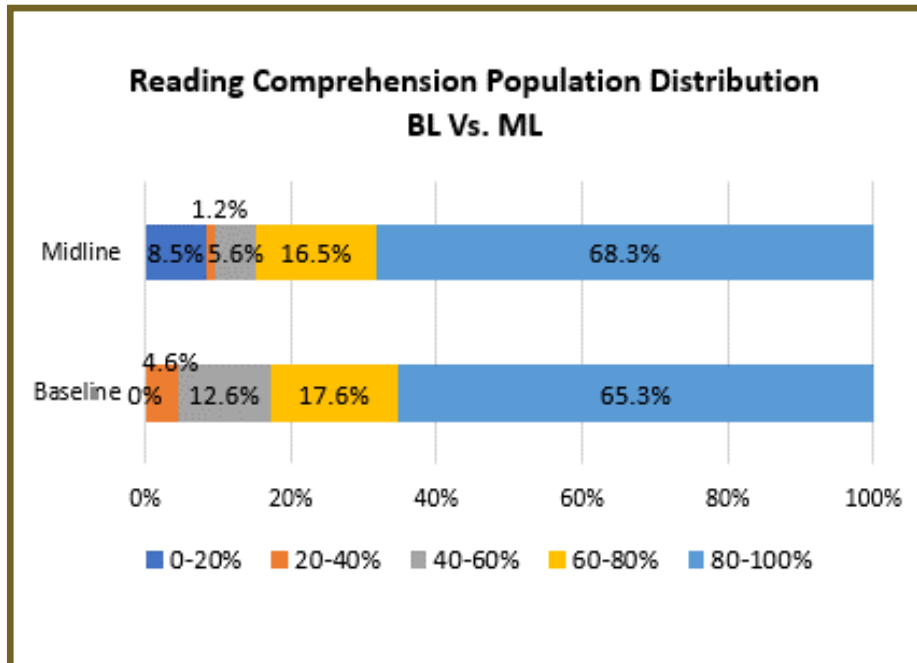


Findings:

- In Reading skill, 59.1%, i.e. more than half the population was in the lowest range of 0-20% in baseline compared to 25.4% in midline. This shows 33.7% of the student population have moved to higher ranges in midline.
- In baseline, the highest range had only 13.4% student population, whereas in midline it has increased to 37.5%. This shows an increase of approx. 24.1% student population in this category.

5.9 READING COMPREHENSION MEAN SCORE % BL Vs. ML COMPARISON

Graph 13

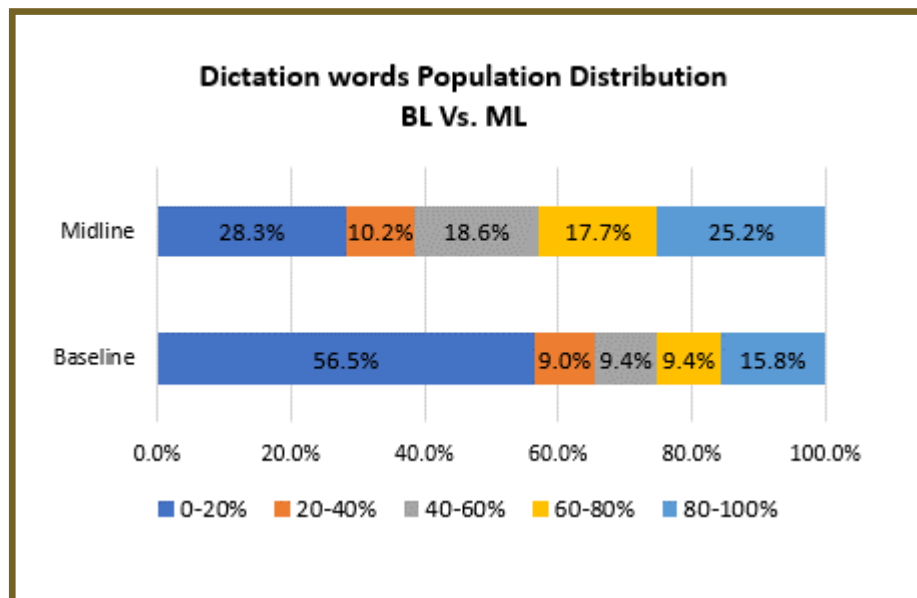


Findings:

- In Reading comprehension skill, no student was in the lowest range of 0-20% in baseline compared to 8.5% in midline. This shows 8.5% of the student population have moved from higher ranges to lowest range in midline.
- There has been marginal increase of 3% in the highest range of 80-100% from baseline to midline.

5.10 DICTATION WORDS MEAN SCORE % BL Vs. ML COMPARISON

Graph 14



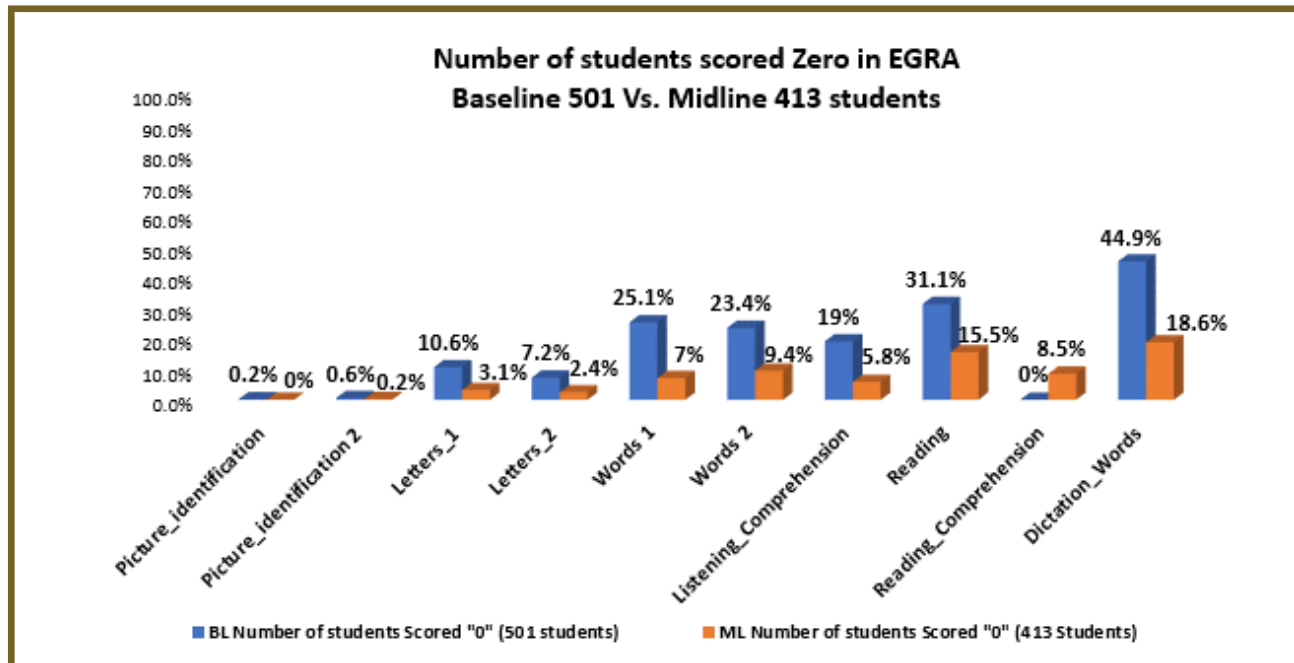
Findings:

- In Dictation words skill, 56.5%, i.e. more than half the population was in the lowest range of 0-20% in baseline compared to 25.4% in midline. This shows 28.2% of the student population have moved to higher ranges in midline.
- There has been an even movement from the lowest range of 0-20% to the ranges of 20-40%, 40-60% and 60-80% in midline.

6. SKILL-WISE ZERO SCORERS

6.1 EGRA ZERO SCORE % COMPARISON – BL 501 Vs. ML 413 students

Graph 15

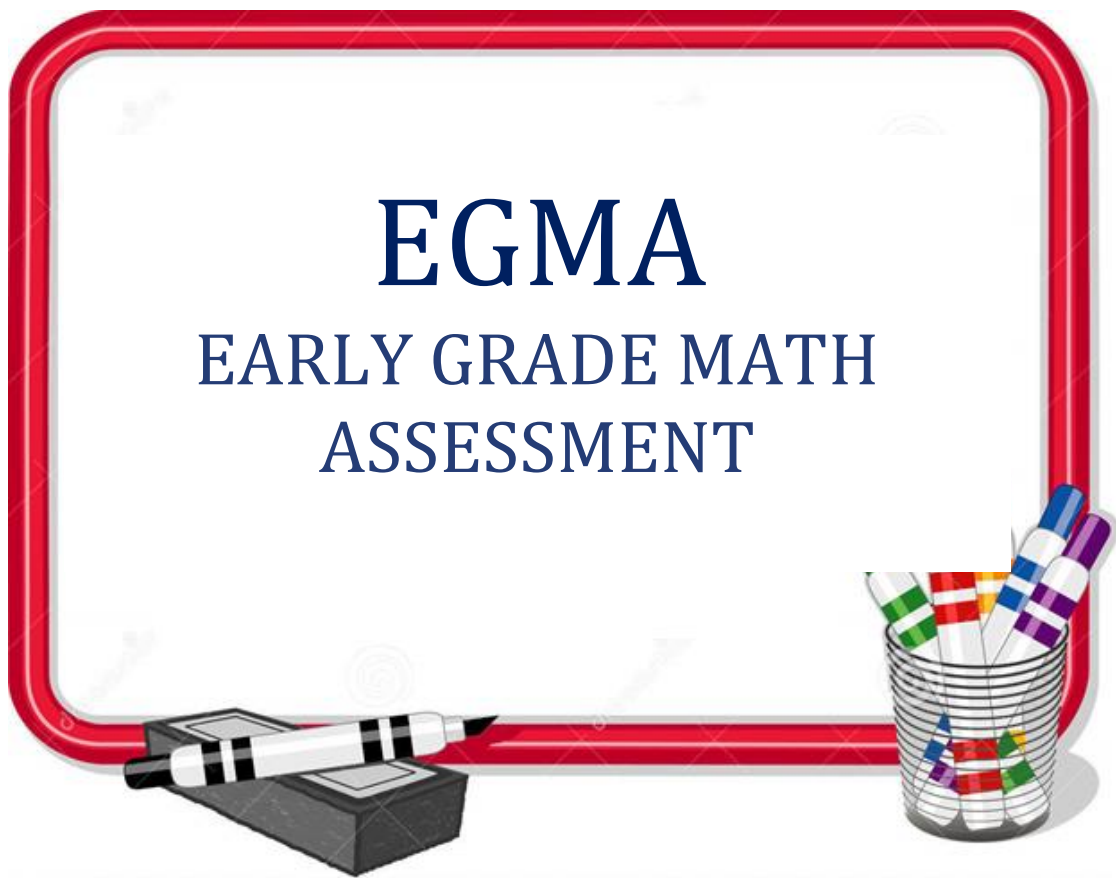


Findings:

- In Picture identification 1 and 2, there has been hardly any student scoring zero.
- There has been significant decrease in the zero scorers from baseline to midline in the skills, Letter 1 & 2, Words 1 & 2, Listening comprehension, Reading and Dictation words.
- Only in Reading comprehension zero scorers have increased to 8.5% in midline compared to 0% in baseline.

EGMA

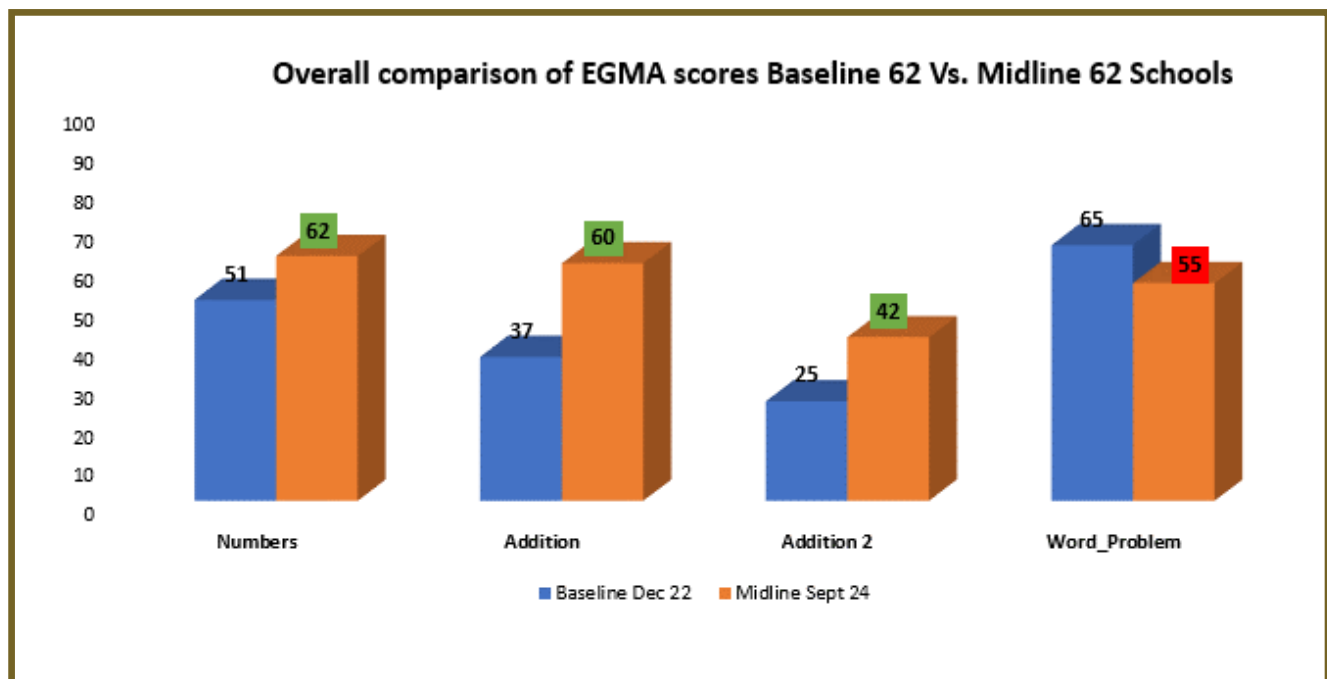
EARLY GRADE MATH ASSESSMENT



1. OVERALL SCHOOL EGMA MEAN SCORE %

1.1 OVERALL SCHOOL EGMA MEAN SCORE % COMPARISON – 62 schools

Graph 16

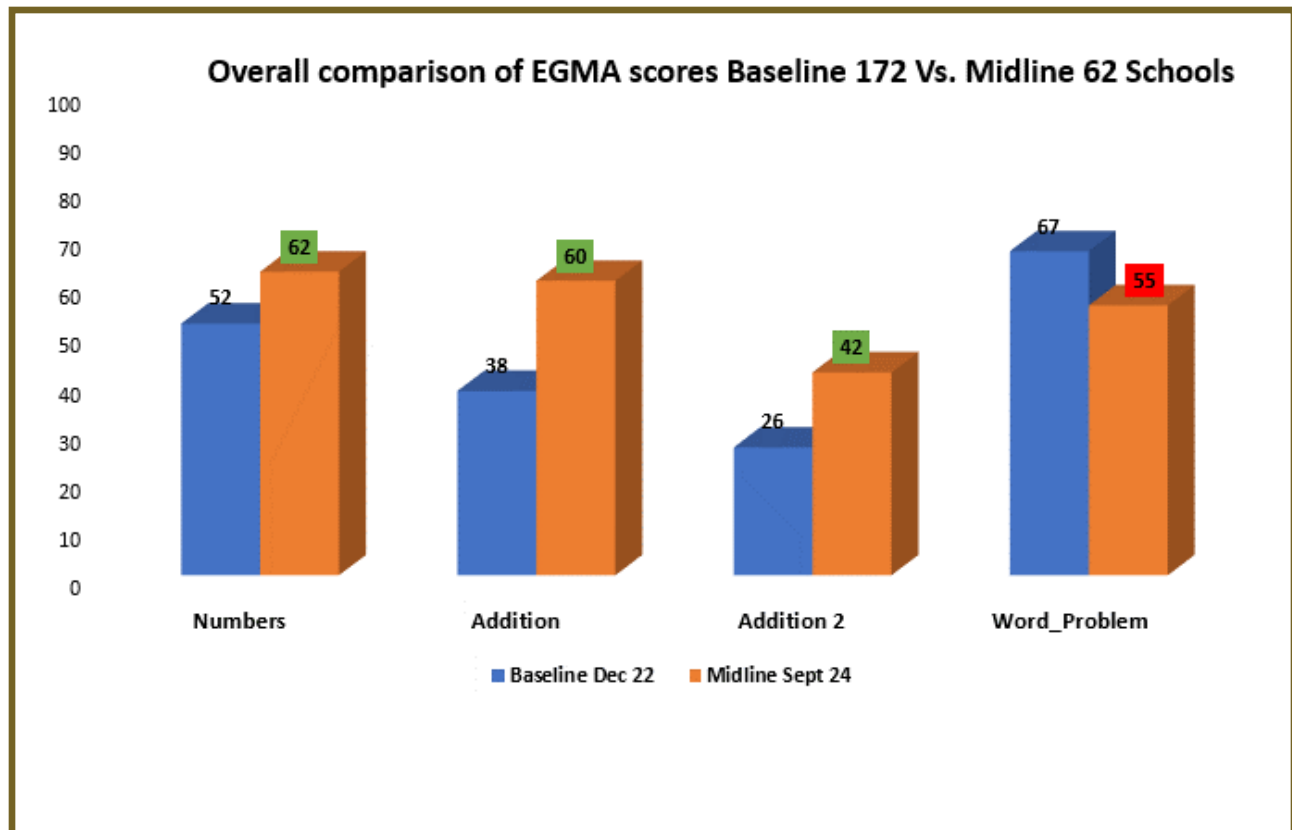


Findings:

- In all the competencies of EGMA, the scores in 62 schools have improved in midline compared to baseline in grade 3, except in Word problems.
- There has been a significant decrease of 10% in the scores of Word problem.
- The decrease in scores are highlighted in Red in graph.
- In the skill Addition 2, the mean scores have shown improvement but is still low, below 50%.

1.2 OVERALL SCHOOL EGMA MEAN SCORE % COMPARISON – 172 Vs. 62 schools

Graph 17



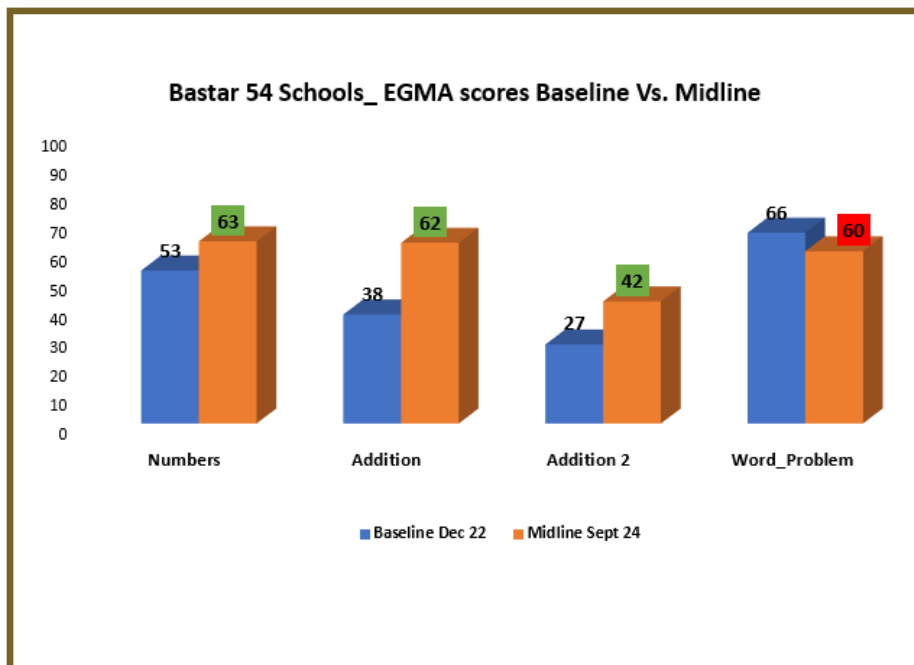
Findings:

- When compared to average scores % of 172 schools evaluated in baseline, there is an improvement in the midline in all competencies of Numeracy.
- Only in Word problem skill, there has been a significant decrease of 12% in the scores.
- The decrease in score is highlighted in Red in the graph above.
- In the skill Addition 2, the mean scores have shown improvement but is still low, below 50%.

2. BLOCK-WISE SCHOOL EGMA MEAN SCORE %

2.3 BASTAR SCHOOLS EGMA MEAN SCORE % COMPARISON – 54 schools

Graph 18

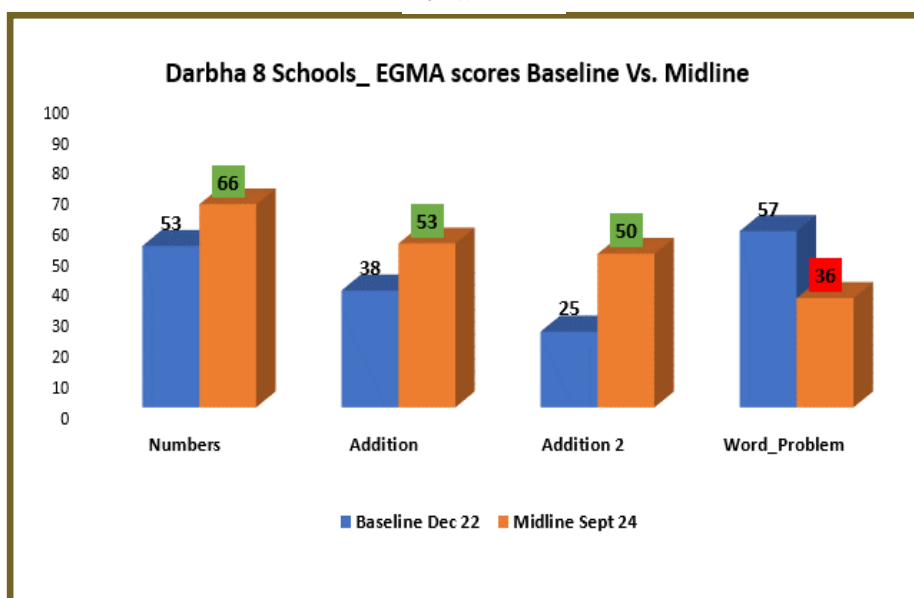


Findings:

- In all the competencies of EGMA, the scores in all 54 schools of Bastar have improved in midline compared to baseline in grade 3, except in Word problem.
- In Addition 2 skill the scores have improved from 27% in baseline to 42% in midline, however it is still low below 50%.

2.4 DARBHA SCHOOLS EGMA MEAN SCORE % COMPARISON – 8 schools

Graph 19



Findings:

- In all the competencies of EGMA, the scores in all 8 schools of Darbha have improved in midline compared to baseline in grade 3, except in Word problem.
- The decrease of 21% is significant.

3. CLUSTER-WISE & SKILL-WISE MEAN SCORE %

3.1 NUMBERS MEAN SCORE % COMPARISON – 62 schools

Table 13

Numbers Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Numbers %	ML Numbers %	Increase/ Decrease %
1	ADAWAL_2215170056	4	54	71	17
2	BADEAMABAL_2215170057	3	54	71	18
3	BADECHAKWA_2215170022	2	49	58	9
4	BAGMOHALAI_2215170020	1	32	51	19
5	BAKEL_2215170026	2	37	47	11
6	BASTAR_2215170044	1	36	51	15
7	BHOND_2215170040	1	46	40	-6
8	BODANPAL_2_2215170028	1	78	75	-3
9	BODANPAL_2215170021	2	59	84	25
10	CHAMIYA_2215170059	1	56	56	0
11	CHAPKA_2215170004	1	68	62	-6
12	CHHINBAHAR_2215040001	2	43	46	3
13	CHINGPAL_2215040012	1	56	94	37
14	CHITAPUR_2215040020	2	60	89	29
15	CHOKAR_2215170023	1	63	87	24
16	GHOTIYA_2215170052	1	96	58	-38
17	GURIYA_2215170035	2	54	46	-9
18	ICHHAPUR_2215170019	1	44	50	5
19	KAKNAR_2215040002	2	57	59	2
20	KARANDOLA_2215170008	3	51	72	20
21	KHORKHOSA_2215170018	2	47	47	0
22	KOLCHUR_2215170013	2	45	61	16
23	KUDKANAR_2215170024	4	67	76	9
24	LAMKER_2215170046	1	84	80	-4
25	MANDLALPAL_2215170015	1	60	39	-21
26	MAVLIPADAR_2215040013	1	43	47	4
27	MUNDAGAON_2215170034	1	40	83	43
28	MURKUCHI_2215170051	1	43	59	16
29	PASHCHIM_TEMRA_2215170017	1	57	61	3
30	PATHARI_2215170048	1	31	54	23
31	PHARSAGUDA_2215170007	1	51	67	16
32	PHARSAPARA_2215170043	2	46	54	7
33	PIPLAWAND_2215170017	1	30	71	42
34	RAJPUR_2215170036	1	50	51	1
35	ROTMA_2215170033	1	42	77	36
36	SIVANI_2215170011	1	52	57	5
37	SONARPAL_2215170061	1	73	62	-11
38	TALUR_2215170029	2	52	53	1
39	TARAGAON_2215170006	1	53	75	22
40	TURPURA_2215170038	2	46	59	13

Findings:

- In Number skill, the scores in 8 cluster schools have shown decrease in midline compared to baseline in grade 3.
- In Chamiya and Khorkhosa schools there is been no change in the scores.
- In Mundagoan and Piplawad schools, the increase is more than 40% from baseline to midline.

3.2 ADDITION MEAN SCORE % COMPARISON – 62 schools

Table 14

Addition Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Addition %	ML Addition %	Increase/ Decrease %
1	ADAWAL_2215170056	4	43	66	23
2	BADEAMABAL_2215170057	3	32	72	40
3	BADECHAKWA_2215170022	2	29	75	46
4	BAGMOHALAI_2215170020	1	42	48	6
5	BAKEL_2215170026	2	23	33	11
6	BASTAR_2215170044	1	17	64	47
7	BHOND_2215170040	1	31	28	-3
8	BODANPAL_2_2215170028	1	58	71	13
9	BODANPAL_2215170021	2	45	90	45
10	CHAMIYA_2215170059	1	47	52	5
11	CHAPKA_2215170004	1	42	71	30
12	CHHINBAHAR_2215040001	2	38	35	-3
13	CHINGPAL_2215040012	1	39	83	44
14	CHITAPUR_2215040020	2	47	70	23
15	CHOKAR_2215170023	1	41	83	42
16	GHOTIYA_2215170052	1	67	74	7
17	GURIYA_2215170035	2	31	36	5
18	ICHHAPUR_2215170019	1	48	46	-2
19	KAKNAR_2215040002	2	38	53	15
20	KARANDOLA_2215170008	3	49	63	15
21	KHORKHOSA_2215170018	2	31	50	19
22	KOLCHUR_2215170013	2	27	56	29
23	KUDKANAR_2215170024	4	49	71	22
24	LAMKER_2215170046	1	75	47	-28
25	MANDLALPAL_2215170015	1	30	31	1
26	MAVLIPADAR_2215040013	1	19	28	8
27	MUNDAGAON_2215170034	1	31	79	48
28	MURKUCHI_2215170051	1	15	79	64
29	PASHCHIM_TEMRA_2215170017	1	42	50	8
30	PATHARI_2215170048	1	15	52	38
31	PHARSAGUDA_2215170007	1	29	67	38
32	PHARSAPARA_2215170043	2	40	59	19
33	PIPLAWAND_2215170017	1	20	81	61
34	RAJPUR_2215170036	1	39	19	-19
35	ROTMA_2215170033	1	33	76	43
36	SIVANI_2215170011	1	29	60	30
37	SONARPAL_2215170061	1	33	83	50
38	TALUR_2215170029	2	33	71	38
39	TARAGAON_2215170006	1	56	67	11
40	TURPURA_2215170038	2	33	73	39

Findings:

- In Addition skill, the scores in 5 cluster schools have shown decrease in midline compared to baseline in grade 3.
- In Lamker school the decrease is significant of 28% (from 75% to 47%).
- In 9 cluster schools, the increase is more than 40% from baseline to midline.

3.3 ADDITION 2 MEAN SCORE % COMPARISON – 62 schools

Table 15

Addition 2 Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Addition 2 %	ML Addition 2 %	Increase/ Decrease %
1	ADAWAL_2215170056	4	40	43	3
2	BADEAMABAL_2215170057	3	14	57	43
3	BADECHAKWA_2215170022	2	21	67	46
4	BAGMOHALAI_2215170020	1	28	24	-4
5	BAKEL_2215170026	2	18	18	0
6	BASTAR_2215170044	1	17	44	28
7	BHOND_2215170040	1	21	11	-10
8	BODANPAL_2_2215170028	1	33	58	25
9	BODANPAL_2215170021	2	39	73	35
10	CHAMIYA_2215170059	1	41	43	2
11	CHAPKA_2215170004	1	17	67	50
12	CHHINBAHAR_2215040001	2	26	33	7
13	CHINGPAL_2215040012	1	24	86	61
14	CHITAPUR_2215040020	2	30	68	38
15	CHOKAR_2215170023	1	26	81	54
16	GHOTIYA_2215170052	1	50	33	-17
17	GURIYA_2215170035	2	22	17	-5
18	ICHHAPUR_2215170019	1	38	22	-16
19	KAKNAR_2215040002	2	24	43	20
20	KARANDOLA_2215170008	3	33	36	3
21	KHORKHOSA_2215170018	2	13	44	31
22	KOLCHUR_2215170013	2	18	13	-5
23	KUDKANAR_2215170024	4	39	49	10
24	LAMKER_2215170046	1	75	28	-47
25	MANDLALPAL_2215170015	1	35	17	-18
26	MAVLIPADAR_2215040013	1	14	25	11
27	MUNDAGAON_2215170034	1	13	36	23
28	MURKUCHI_2215170051	1	11	60	48
29	PASHCHIM_TEMRA_2215170047	1	19	43	23
30	PATHARI_2215170048	1	8	24	15
31	PHARSAGUDA_2215170007	1	14	31	17
32	PHARSAPARA_2215170043	2	21	47	25
33	PIPLAWAND_2215170017	1	12	33	22
34	RAJPUR_2215170036	1	21	17	-4
35	ROTMA_2215170033	1	19	81	62
36	SIVANI_2215170011	1	31	19	-12
37	SONARPAL_2215170061	1	57	86	29
38	TALUR_2215170029	2	16	45	30
39	TARAGAON_2215170006	1	50	29	-21
40	TURPURA_2215170038	2	27	50	23

Findings:

- In Addition 2 skill, the scores in 11 cluster schools have shown decrease in midline compared to baseline in grade 3.
- In Lamker school, the decrease is significant of 47% (from 75% to 28%).
- In 6 cluster schools, the increase is more than 40% from baseline to midline.

3.4 WORD PROBLEM MEAN SCORE % COMPARISON – 62 schools

Table 16

Word Problem Score % - Comparison					
Sl. No.	Cluster Name	No. of Schools	BL Word Problem %	ML Word Problem %	Increase/ Decrease %
1	ADAWAL_2215170056	4	64	47	-17
2	BADEAMABAL_2215170057	3	69	61	-8
3	BADECHAKWA_2215170022	2	70	100	30
4	BAGMOHALAI_2215170020	1	39	57	18
5	BAKEL_2215170026	2	88	56	-32
6	BASTAR_2215170044	1	78	89	11
7	BHOND_2215170040	1	57	33	-24
8	BODANPAL_2_2215170028	1	50	79	29
9	BODANPAL_2215170021	2	60	63	3
10	CHAMIYA_2215170059	1	61	48	-13
11	CHAPKA_2215170004	1	67	52	-14
12	CHHINBAHAR_2215040001	2	52	36	-16
13	CHINGPAL_2215040012	1	52	33	-18
14	CHITAPUR_2215040020	2	68	33	-34
15	CHOKAR_2215170023	1	67	95	29
16	GHOTIYA_2215170052	1	100	96	-4
17	GURIYA_2215170035	2	73	14	-59
18	ICHHAPUR_2215170019	1	60	38	-22
19	KAKNAR_2215040002	2	56	37	-20
20	KARANDOLA_2215170008	3	65	65	0
21	KHORKHOSA_2215170018	2	74	63	-10
22	KOLCHUR_2215170013	2	67	52	-15
23	KUDKANAR_2215170024	4	64	68	4
24	LAMKER_2215170046	1	50	44	-6
25	MANDLALPAL_2215170015	1	73	14	-59
26	MAVLIPADAR_2215040013	1	56	39	-17
27	MUNDAGAON_2215170034	1	72	38	-34
28	MURKUCHI_2215170051	1	74	33	-41
29	PASHCHIM_TEMRA_2215170000	1	50	24	-26
30	PATHARI_2215170048	1	75	29	-46
31	PHARSAGUDA_2215170007	1	57	62	5
32	PHARSAPARA_2215170043	2	67	60	-6
33	PIPLAWAND_2215170017	1	83	100	17
34	RAJPUR_2215170036	1	78	39	-39
35	ROTMA_2215170033	1	50	100	50
36	SIVANI_2215170011	1	75	71	-4
37	SONARPAL_2215170061	1	47	100	53
38	TALUR_2215170029	2	66	57	-8
39	TARAGAON_2215170006	1	61	71	10
40	TURPURA_2215170038	2	48	64	16

Findings:

- In Word problem skill, the scores in 26 cluster covering 40 schools have shown decrease in midline compared to baseline in grade 3.
- In Karandola there has been no change in the scores.
- In Guriya, Mandlalpal, Paschim Temra and Pathari schools, the decrease is more than 40% from baseline to midline.

4. SKILL-WISE BASIC STATISTICS COMPARISON

4.2 SKILL-WISE PERFORMANCE OF EGMA IN TERMS MEAN, MEDIAN & STANDARD DEVIATION (SD)

Table 17

OVERALL PERFORMANCE EGMA - BASIC STATISTICS												
Skills	Numbers			Addition			Addition 2			Word problem		
	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD	Mean	Median	SD
Baseline	51.67	51.50	13.35	37.84	38.89	12.88	26.23	23.48	14.99	66.54	64.81	14.24
Midline	62.33	62	15.31	60.45	63.61	19.09	41.65	41.80	21.97	55.45	50	24.99

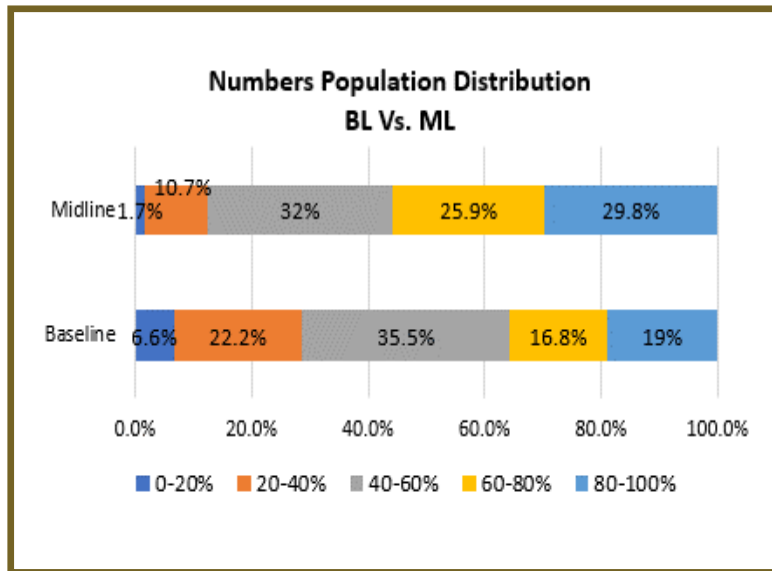
Findings:

- In Numbers, Addition and Addition 2, difference in the mean and median scores is between 1-5%.
- In Word problem, the Median is less than Mean, which shows that, half the population has scored 50% in midline compared to 64% in baseline.
- Standard Deviations (SD) highlighted in yellow is high, showing scores are largely spread across the student population.

5. POPULATION DISTRIBUTION EGMA SKILLS (BL 501 Vs. ML 413 students)

5.1 NUMBERS MEAN SCORE % BL Vs. ML COMPARISON

Graph 20

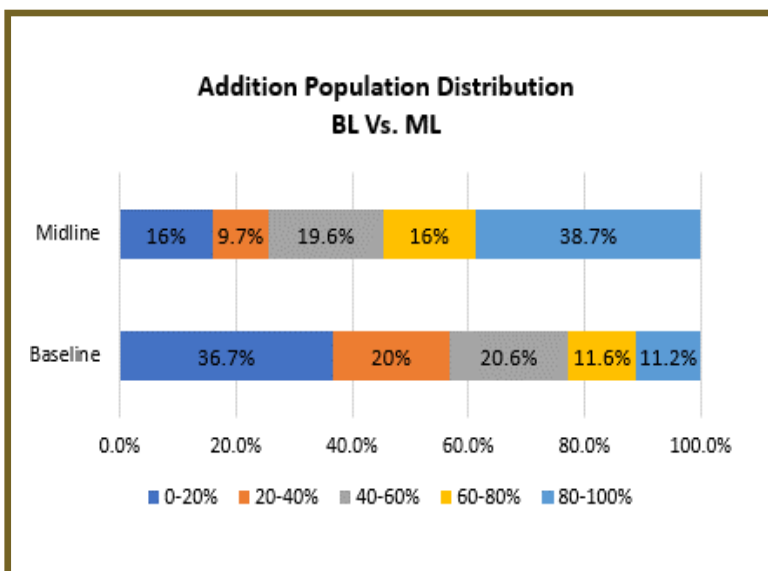


Findings:

- In Number skill, 28.8% of the student population was in the lowest range of 0-40% in baseline compared to 12.4% in midline. This shows 16.4% of the student population have moved to higher ranges in midline.
- In baseline, the highest range had only 19% student population, whereas in midline it has increased to 29.8%. This shows an increase of approx. 10.8% student population in this category.

5.2 ADDITION MEAN SCORE % BL Vs. ML COMPARISON

Graph 21

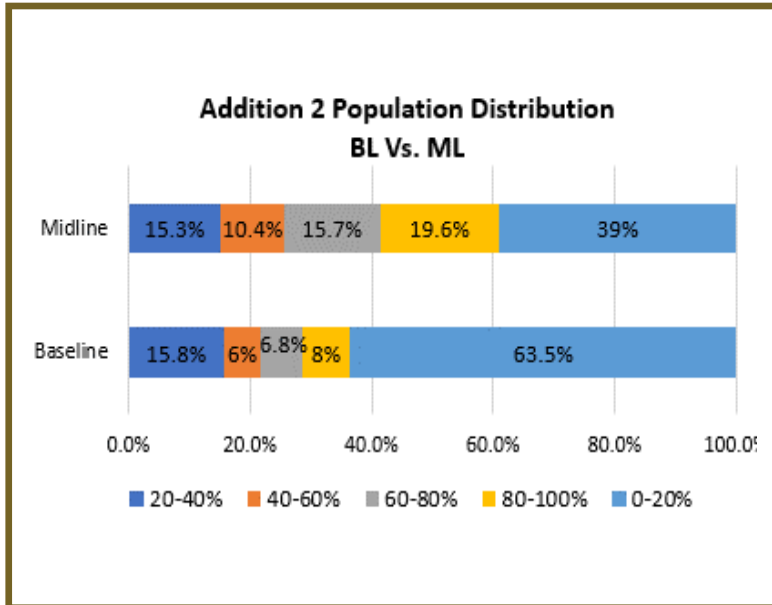


Findings:

- In Addition skill, 36.7% of the student population was in the lowest range of 0-20% in baseline compared to 16% in midline. This shows 20.7% of the student population have moved to higher ranges in midline.
- In baseline, the highest range had only 11.2% student population, whereas in midline it has increased to 38.7%. This shows an increase of approx. 27.5% student population in this category.

5.3 ADDITION 2 MEAN SCORE % BL Vs. ML COMPARISON

Graph 22

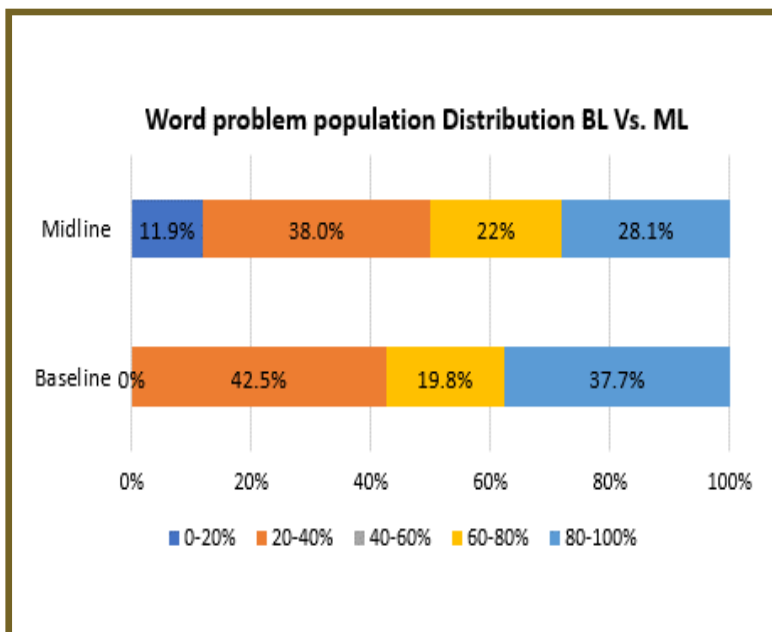


Findings:

- In Addition 2 skill, there has been no change in the student population in the lowest range of 0-20% in both baseline and midline.
- In baseline, the highest range had maximum population of 63.5%, whereas in midline it has decreased to 39%.
- 24.5% of student population have moved to the lower ranges.

5.4 WORD PROBLEM MEAN SCORE % BL Vs. ML COMPARISON

Graph 23



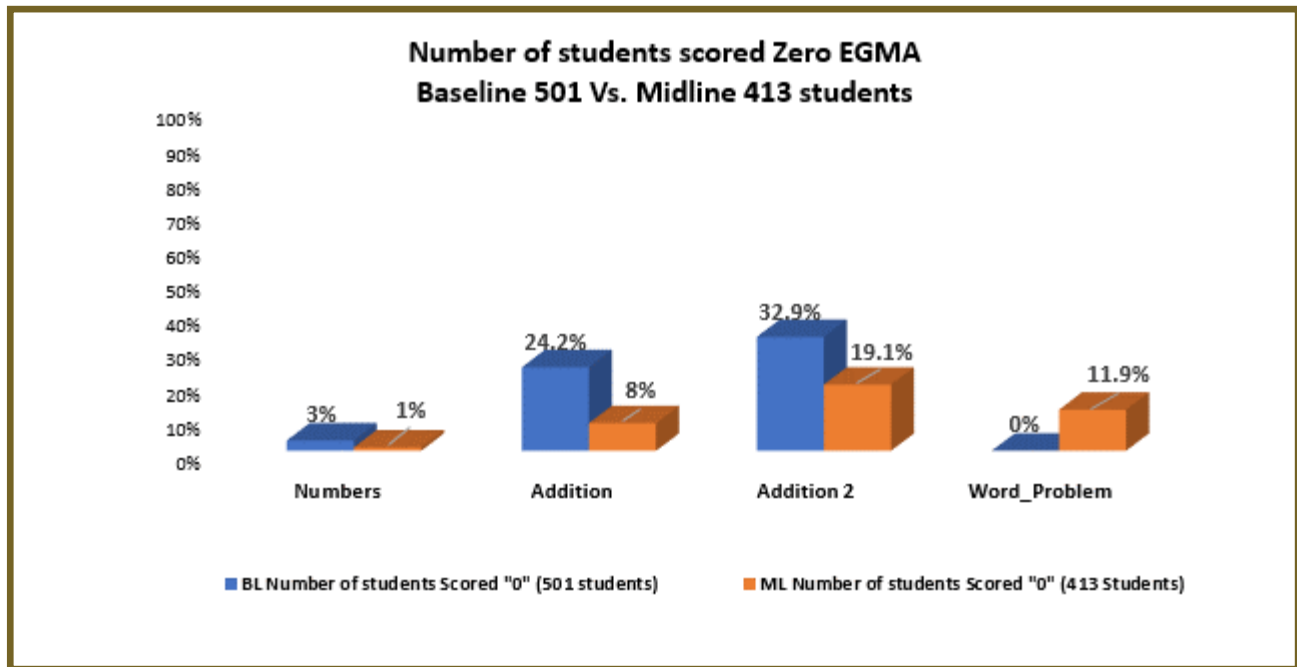
Findings:

- In Word problem skill, no student was in the lowest range of 0-20% in baseline compared to 11.9% in midline. This shows 11.9% of the student population have moved from higher ranges to lowest range in midline.
- In baseline, the highest range had 37.7%, whereas in midline it has decreased to 28.1%.
- Almost 9.6% of student population from highest range have moved to the lower ranges.

6. EGMA SKILL-WISE ZERO SCORERS

6.1 EGMA ZERO SCORE % COMPARISON – BL 501 Vs. ML 413 students

Graph 24



Findings:

- In Word problem, there has been hardly any student scoring zero in baseline. However, in midline 11.9% have scored zero.
- There has been a significant decrease in the zero scorers from baseline to midline in the skills, Addition (dip of 16.4%) and Addition 2 (dip of 13.8%).

ENUMERATORS IN THE FIELD



“...it’s not just learning that’s important. It’s learning what to do with what you learn and learning why you learn things that matters.”

-Norton Juster

