

# Learning Guarantee Program – Madhya Pradesh

## **Introduction**

The Learning Guarantee Program (LGP), a joint initiative of the Government of Madhya Pradesh and Azim Premji Foundation, was launched in the state in the year 2005. LGP is running in two districts of Datia and Vidisha.

The officials of Rajya Shiksha Kendra (RSK) and members of Azim Premji Foundation oriented the district, block and cluster level functionaries about the program. Mailers, posters and model question papers were distributed to all the participants.

Competency based Assessment Tools were prepared for evaluation in a workshop organized at RSK. The workshop had participation from district level people, subject experts from RSK and experts from the Foundation. Participants themselves field-tested the question paper and incorporated changes.

Each question paper consisted of written and oral components, except EVS paper for classes 1 and 2 which had only oral questions.

501 schools from Datia and 1042 schools from Vidisha have *voluntarily* opted to participate in the program.

The state has completed two cycles of competency based evaluations for classes one to four for three subjects, namely Mathematics, Language (Hindi) and EVS. 133047 children of classes 1 to 4 in these schools were assessed in their annual examinations through LGP.

In Datia, the head teachers of all the participating schools became part of the evaluation team for the evaluation of their own school. The non-LGP schools in Datia were also given the LGP question paper.

Child-wise information on competency attainment has been prepared and shared with each participating school.

The state has proposed to use competency based question paper in the tri-monthly and six-monthly examinations, in addition to final examination.

The following is a report on the performance of these schools over the last two years.

## **Performance on Learning Achievement**

For a school to become a Learning Guarantee School, at least 60% children should achieve 90% of the competencies. Even though no school has been able to achieve this criterion, there has been an improvement in the learning levels. Whereas last year only 17 schools had at least 60% children achieving 60% of the competencies, this year 72 schools reached this level:

<i>No. &amp; % of schools in which at least 60% children meet achievement criteria (2006 vs. 2007)</i>		
<b>Achievement criterion</b>	<b>2006</b>	<b>2007</b>

	No.	%	No	%
% achievement > 90	0	0.0	0	0.0
% achievement > 80	1	0.06	5	0.3
% achievement > 70	8	0.5	21	1.4
% achievement > 60	17	1.1	72	4.7

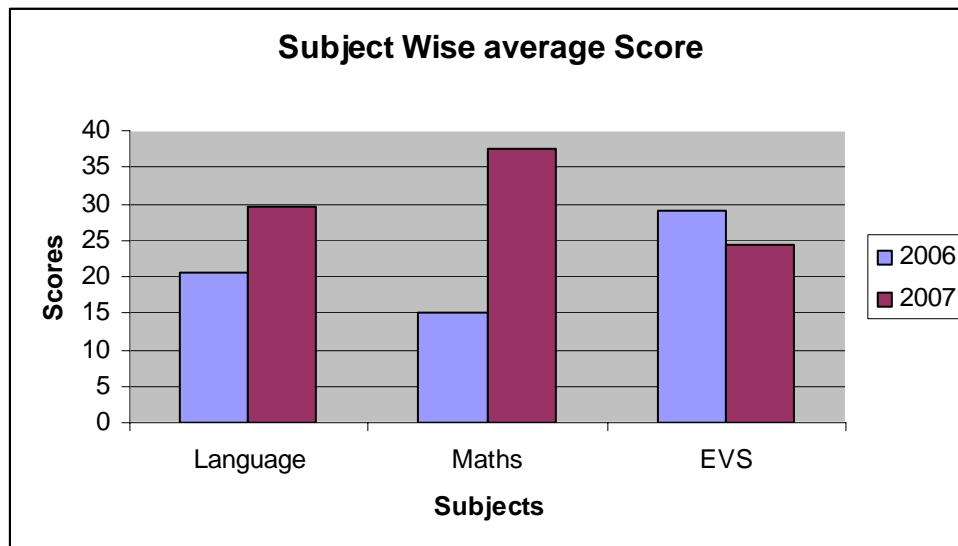
### Improvement in Average scores

The average scores of the participating schools also show an improvement. The average score reflects the marks attained by the children from classes one to four in the three subjects which were evaluated. Over 800 schools, out of 1543, show an improvement of more than 10 percentage points in the average score. And of these 462 schools have shown an improvement of more than 20 percentage points:

<i>Improvement in Average score among Schools</i>				
% improvement	0 - 5%	5 - 10%	10 - 20%	> 20%
no. of schools	179	194	491	462
% of schools	11.6	12.6	31.8	30

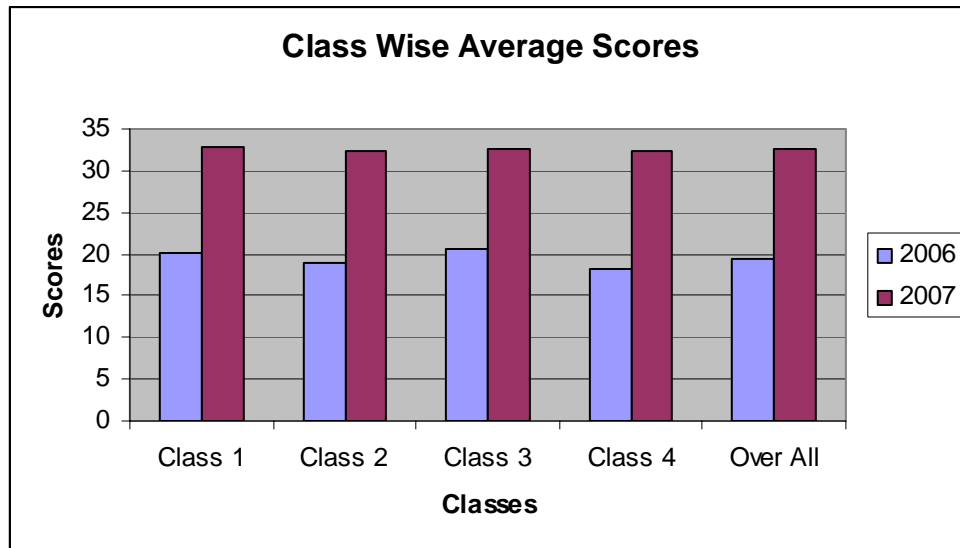
### Subject Wise Average Scores

Subject specific improvement in the average scores in Mathematics and Language has been significant - 22 and 9 percentage points respectively. Interestingly, average scores in EVS have dipped by 4 percentage points:



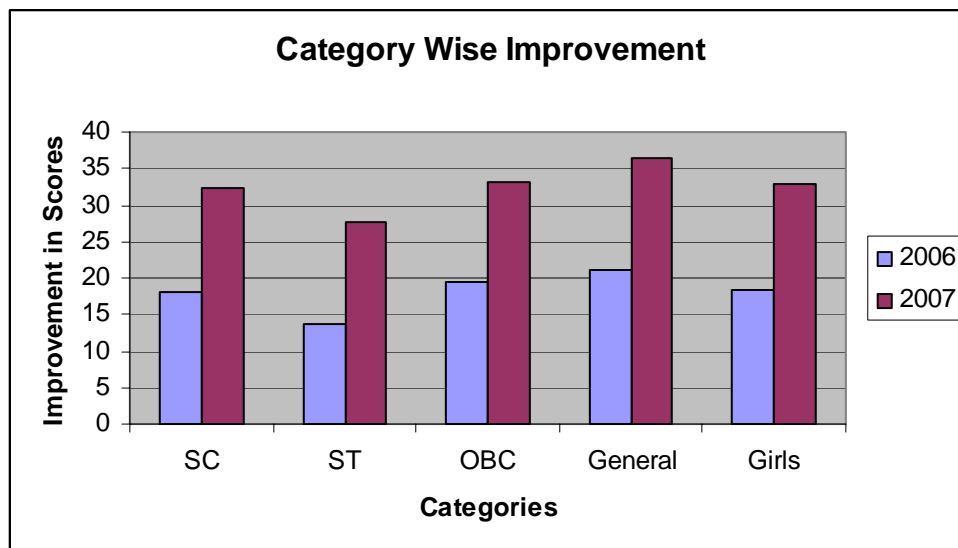
### Class Wise Average Scores

Similar trend of improvement is seen in the class wise performance, with over all improvement of over 13 percentage points:



### Category Wise Improvement

Social category-wise performance improvement has also been significant - SCs, STs, and Girls have shown an improvement of over 14 percentage points:



### Conclusion

The initial results generated from the evaluations show a consistent and promising improvement in the learning levels of the children among the 1543 participating schools of Datia and Vidisha. There is now a need to make this improvement deeper and sustainable.