

Learning Guarantee Programme: Uttarakhand

Introduction

Learning Guarantee Program (LGP) is a joint initiative of the Uttarakhand Government and Azim Premji Foundation. LGP was launched as a pilot in 2 districts – Uttarkashi and Udham Singh Nagar – in October, 2005. In its third year, the program is expanding to 4 more districts – Rudrapur, Dehradun, Champawat and Almora.

The program is communicated both through the members of the Foundation and through education functionaries. The program has recruited its own block resource person – a local youth with whom people are familiar – who has a good understanding of the culture and topography of the area.

Participation in the program was kept voluntary – 420 schools participated in first year and 460 schools in the second year.

A question bank, as a reference material, was distributed to all the participating schools in the month of October, 2006. Question bank was the output of several Assessment Tool Development workshops. Over the last two years, 8 sets of competency based assessment tools have been developed for classes 1-5, complete with answer keys and flash cards to be used as TLM in the examination.

The program has attempted to create opportunities for capacity building of teachers and education functionaries in the area of assessment. Over 1800 teachers, as well as all the education functionaries of the two districts, have been oriented towards competency based assessment.

Evaluation Process

LGP evaluation in Uttarakhand is an annual event where the competency based assessment has replaced the annual examination in the participating schools. A team of external evaluators, consisting of school teachers from schools within the cluster, one teacher from the school itself and a volunteer from the Foundation visit the school and collect data of enrolment and attendance, and assess learning achievement of every child in classes 1 to 4 in EVS, Maths and Hindi.

The assessment is a combination of written and oral questions. The questions are accompanied by flashcards to help the child understand the question, as well as make him more interested in the whole assessment process.

The answer booklets are corrected by the evaluators on the day of assessment itself. The answer scripts are transferred to the Block Control Room at BRC where the transcribers recheck and transcribe it on ICR/OMR sheets. The results in the form of mark slips are handed over to the school within 3 days of the assessment and these are incorporated as part of the annual examination in the child's progress report.

The detailed school performance report and analysis, based on each child's responses to the question paper, are processed and presented subsequently in the form of a feedback booklet.

Two rounds of evaluations have taken place so far.

Evaluation Results

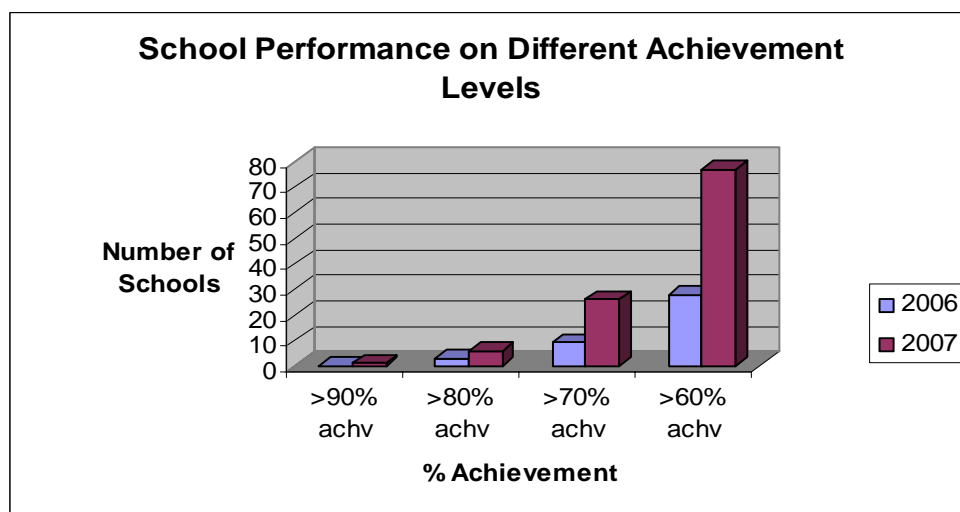
By the end of two evaluations, a simple comparison of results was needed to see how the efforts of the schools, government functionaries and the Foundation were taking shape. The results are very inspiring and reflect a clear qualitative improvement. On learning achievement criterion alone, two out of every three schools that participated in the Programme again this year have shown improvement. Table below attempts to capture the essence of the numbers which were at play during the last two years.

Item	Uttarakhand		Udhamsingh Nagar		Uttarkashi	
	2006	2007	2006	2007	2006	2007
No. of schools	420	460	200	251	220	209
No. of children Evaluated	38081	43252	27881	33314	10200	9938
No of evaluators	592	734	351	396	241	338

The total number of children evaluated was up by over 5000 in 2007.

Increase in the Achievement levels

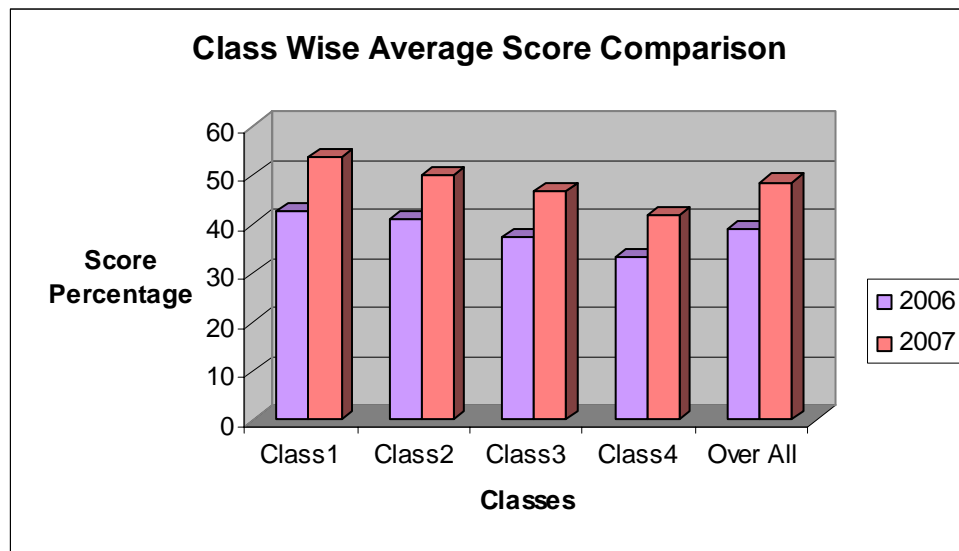
Figure below depicts the changes in the achievement levels from 2006 to 2007. Whereas last year no school had achieved the LGP criterion, this year one school, PS Moldi of block Mori district Uttarkashi, was able to achieve 90% competency by 92.31% children. An improvement of over 42% over last year's performance. The most promising aspect is that whereas last year only 26 schools had achieved 60% competency by 90% children, in 2007 this number went up to 77 i.e. over 16% of all participating schools.



Class Wise Performance

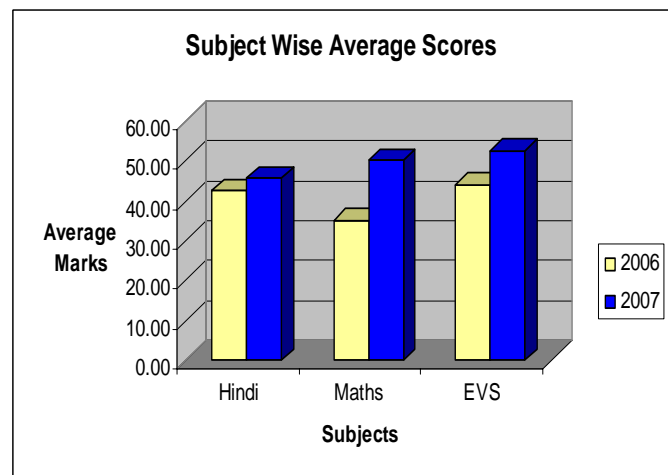
The class wise average score has improved across classes. However, the trend of declining average score with increasing class is maintained:

State	Class1		Class2		Class3		Class4	
	Class Strength	Average Score	Class Strength	Average Score	Class Strength	Average Score	Class Strength	Average Score
2007	11957	53.76	10700	50.18	10090	46.85	8992	42.03
2006	11097	42.77	9552	40.92	9329	37.51	8046	33.3



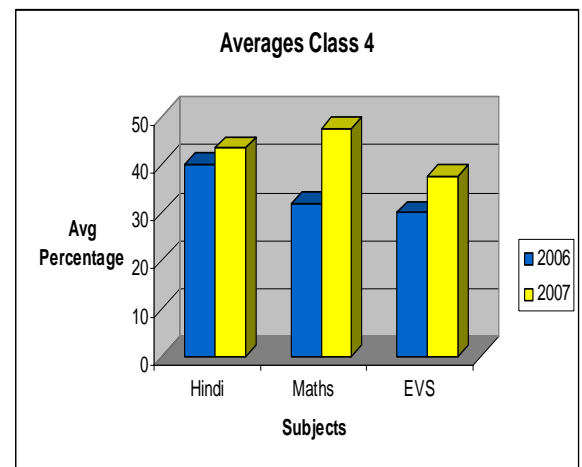
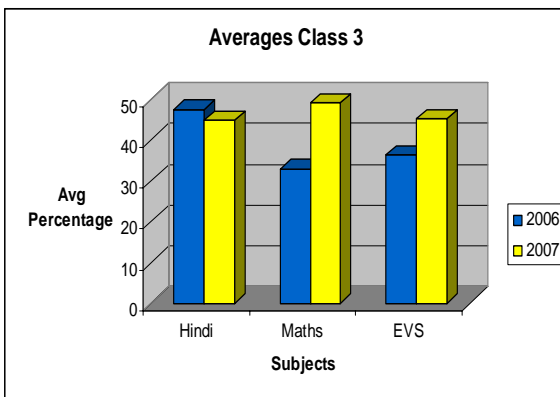
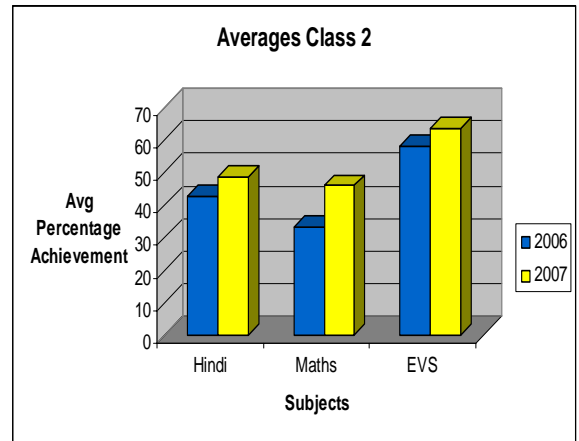
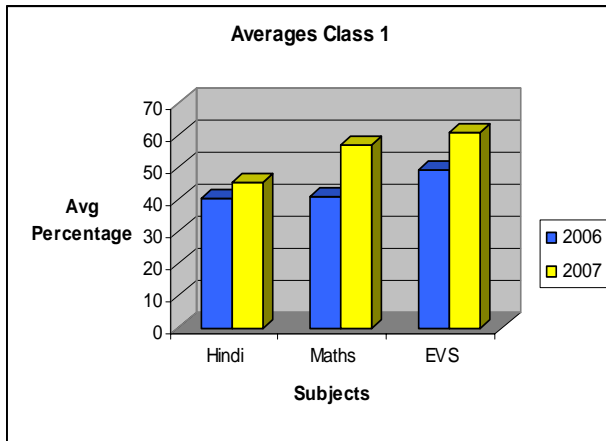
Subject Wise Performance

Figure alongside depicts improvement in the subject specific scores among the over 700 schools which have been evaluated over the last two years. The maximum positive variation is seen in the result of Mathematics where the average score has moved up from 35.10% in 2006 to 50.13% in 2007. This is a very encouraging sign as mathematics is generally perceived to be a tough subject.



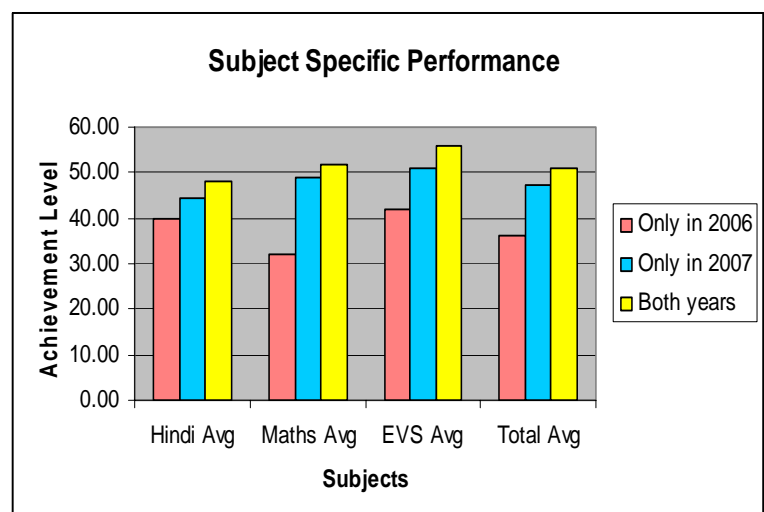
Class and Subject Wise Performance

All the classes and subjects have shown an improvement in achievement except for class three Hindi where the score has dropped by 3 percentage points.



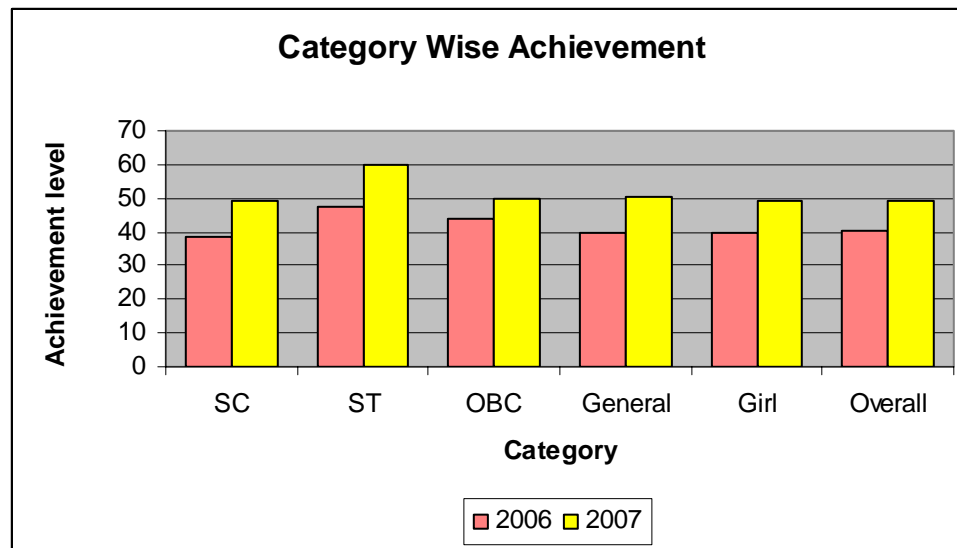
Schools Evaluated over the Two Years

Looking at the subject specific achievement levels of the three categories of schools – participation only in 2006, participation only in 2007 and participation in both the years – shows that the schools which are being evaluated consistently are the ones showing better averages in all the three subjects. The maximum difference is in the achievement levels of Mathematics.



Category Wise Performance

All the categories have shown an improvement in the second year's evaluations. The maximum improvement has been shown by the STs of over 12 percentage points, and the least improvement by the OBCs of close to 5 percentage points. The Figure below shows the data graphically.



Conclusion

The comparative analysis of the two evaluations point to one fact clearly - those schools which are offering themselves consistently for evaluation are the ones which are making the most movement towards quality in the classroom. The Feedback is being used by the teachers to understand how should they to help the children learn better.