

Read India Narrative Report (October 08 to March 09)

Introduction

Aadhar is the nomenclature of Read India program in Himachal Pradesh. We had a State wide Learning Enhancement Program in 2007-08 in all the Primary Schools. The program resulted in a good learning improvement in Language and Mathematics. In the academic year of 2008-09 a state wide collaboration with Sarv Shiksha Abhiyan (SSA) Himachal Pradesh did not happened mainly because of political change at the Government level. Though several attempts were made with the SSA but this did not resulted in a collective conclusion to continue the program. Hence the nature of the program was community based only. Before October08 we had a successful summer camp in the state. During Summer Camp (Mid July to Mid August) we reached 8042 village with 11987 trained village volunteers and impacted around 163922 children in all the 12 districts of the State. In the second phase our reach was 7784 villages and impacted about 165000 children.

Programs in the State (2008-09)

Aadhar Community Based Program: After Summer Camp the nature of the campaign was community based. In September October volunteer mobilisation was done. Our focus was again on Language and Mathematics. These mobilised volunteers were trained for two days in their respective zones. The State training team first trained the Block and Cluster Coordinator on the modules of Hindi and Mathematics. These trained groups imparted the training at zones level in their respective blocks and distributed the supplementary reading material.

Pratham Learning Centre: The concept of learning centre basically focussed on English classes. Through these learning centres we aim to give a sustainable model for some earnings to the volunteers. We started with a small target of 20 Volunteer per Education Blocks. We mobilised them in the month of December and two day training was imparted to run English classes in the community. We first trained English Master Trainers mainly the 118 block coordinator for three days in there zones. The feedback from the field about the learning centres was good. Some of the classes became paid classes. Some of the volunteers were given extra time after school to run these classes in the school premise.

To impact large number of children in the schools we were successful to shift these community classes in schools with the help of State Project Director (SPD) SSA. An official letter was issued by the State Project Director to District Project Officer to allow the volunteers in schools. This helped our volunteers to run the classes in an effective and organised manner.

Training Sessions (October08 to March 09:

The details of training held during this period are as follows.

Program Training (October08 to march 09)		
Program	Duration	Dates
Aadhar Community classes training for Block & Cluster Coordinator (Mathematics & Hindi)	3 Days	3 to 5 November 2008
Village Volunteer Training (All 12 Districts)	2 days	Second week of November 2008
Pratham Learning Centre Training (English) for Block Coordinators	3 Days	9 to 11 January 2009
PLC (English) volunteer Training	2 Days	Third week of January 2009

Note: The village Volunteer training duration was of 2 days for each zone. It got completed in 2 weeks.

Events:

On the eve of Bal Diwas (14 November) we organised a Reading Stoll for children who came to attend a Sate Level Mela in district Solan. We also organised drawing competition for the children.

Challenges:

In 2007-08 the village volunteer supported the schools by attending children at beginner level. The volunteer were able to impact children in schools easily. In 2008-09 campaign we had no formal agreement with the SSA, hence the village volunteers were not able to impact large number of children. Most of the volunteer demanded that they should be allowed in schools. In the initial phase of the campaign they were not allowed in the schools and this lowered the impact on children. In December the State Project Director on our request allowed these volunteer officially in schools. This helped all the volunteers especially in summer closing schools to make a impact on large number of children at one place. This was again a informal comeback to the schools system and encouraged the volunteer participation.

The SSA state level teams visited the schools and they found the presence of volunteer based campaign in schools. They started to recognise the impact of the program in schools as well as on children. Teachers also gave positive feedback especially about the

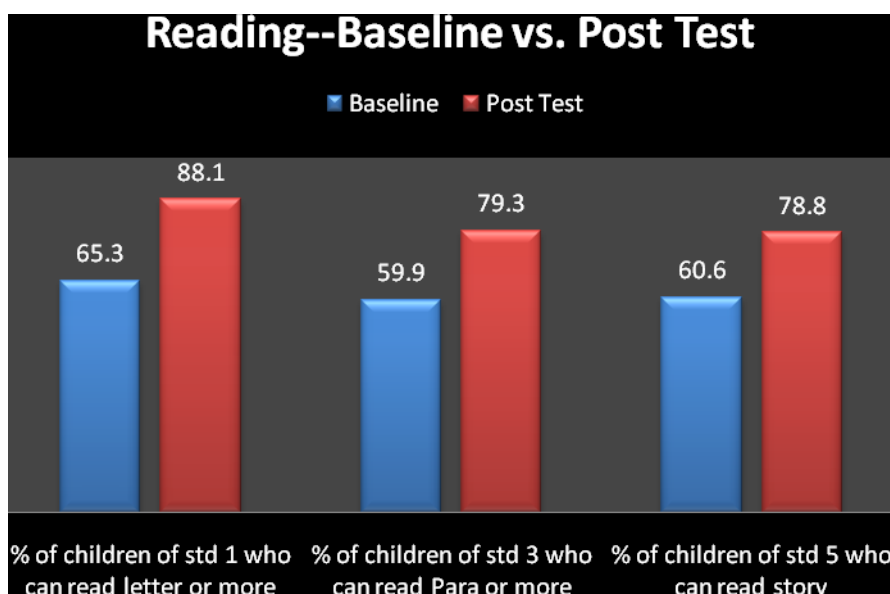
effectiveness of the Supplementary Reading Material. The State Project Director showed willingness to continue the program in the next academic year (2009-10). We are very positive to continue with SSA in 2009-10 in which English as a new component.

The Pratham Learning centre for English classes was a new experiment. It gave was well accepted by the volunteer. We had some success stories from the field. At many places volunteers stated earning some amount.

Program Outcome:

% of children in Baseline Results in Reading					
Std	Reading				
	Story	Para	Word	Letter	Beginner
STD. 1	1.6	5.0	22.2	36.4	34.7
STD. 2	7.1	16.9	36.1	25.4	14.5
STD. 3	23.9	35.9	22.7	12.0	5.4
STD. 4	47.6	29.6	13.8	5.6	3.3
STD. 5	60.6	24.5	9.5	2.9	2.5
Total	27.3	22.2	21.0	16.9	12.6

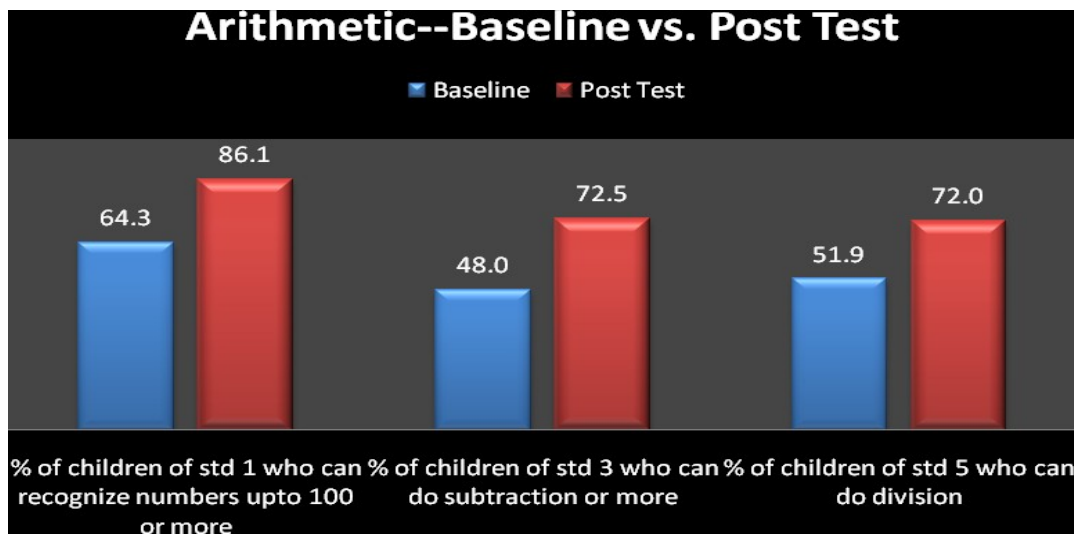
% of children Post Test Results in Reading and writing					
Std	Reading				
	Story	Para	Word	Letter	Beginner
STD. 1	5.7	14.2	35.8	32.5	11.9
STD. 2	19.4	28.4	36.1	12.4	3.7
STD. 3	42.1	37.2	15.3	4.2	1.2
STD. 4	68.7	21.2	7.5	2.0	0.7
STD. 5	78.8	15.4	3.9	1.2	0.6
Total	42.3	23.3	20.0	10.7	3.7



The above graph shows in Std.III 19 percentage point increase in children who can read Para and Story. Similarly in Std V there is an increase of 18 percentage point who can read story. The Baseline was done in the month of November December and the post test was done in March 2009. The data also validate the ASER results outcome of 2008 in Himachal Pradesh in Reading.

% of children in Baseline result in Arithmetic					
Std	Division	Subtraction	Addition	No. Recognized	Beginner
Std. 1	0.8	3.0	17.0	43.6	35.7
Std. 2	2.8	14.4	34.4	34.0	14.4
Std. 3	16.3	31.7	34.0	12.7	5.2
Std. 4	33.6	39.3	19.4	5.2	2.5
Std. 5	51.9	32.0	11.5	2.9	1.7
Total	20.2	23.5	23.4	20.4	12.5

% of children in Post Test in Arithmetic					
Std	Division	Subtraction	Addition	No. Recognized	Beginner
Std. 1	3.2	11.1	34.0	37.9	13.9
Std. 2	10.6	28.9	38.5	17.9	4.0
Std. 3	33.1	39.4	22.1	4.6	0.9
Std. 4	60.9	27.3	9.1	2.1	0.7
Std. 5	72.0	20.0	6.3	1.1	0.5
Total	35.1	25.3	22.4	13.1	4.1



The post Test result shows a greater impact on the learning level of children in Mathematics. Children who can do subtraction or more shows 24 percentage points increase in Std III. In Std IV we also notice an increase of 27 percentage points increase in children who can solve division problem. In Std V the increase is about 20 percentage points in children who can solve division sum. The focus was more on Mathematics during the second phase of the campaign.

