

READ INDIA ANNUAL REPORT 2007-2008

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1. READ INDIA JUL 2007- JUN 2008- A NATIONAL SUMMARY

Read India is a catalytic program. It aims to catalyze governmental resources to ensure targeted improvement in basic literacy and numeracy among children in the age group 6-14. The government of India spends close to \$ 4 billion in addition to about \$ 14 billion that the different states do in order to ensure universal elementary education. However, until 2005, most of the governmental focus was on civil construction, teacher recruitment, mid-day meals and supplies. ASER2005 published in Jan 2006 first indicated how bad the quality of learning was. In Jan 07, ASER2006 was released Pratham declared its intent to launch Read India. By this time, Pratham had a major success story in Madhya Pradesh's statewide catalytic program. However, the Madhya Pradesh model of government-Pratham partnership was not replicated in any other state in 2006 although the Government of India had made it known to the states that improvement of basic reading, writing, and arithmetic skills in Std I,II, and III was important. Following the release of ASER2006 in Jan 2007, Pratham declared its intent to launch a nationwide Read India campaign, which would attempt to catalyze governmental effort and make them effective without depending upon the government.

Geographical Coverage and Partnerships: Read India had a head start in Maharashtra, MP, and Tamil Nadu. In other states it started almost at the beginning. Bihar government failed to see the connection between learning and enrollment and wanted to focus on enrollment rather than quality of learning. Pratham went along and invested huge energy which has now paid dividends by way of a state-wide quality improvement summer camp. One young officer in Himachal Pradesh took it upon himself to take the Read India model state-wide. The success of Himachal in late 2007 led to the entire state of Punjab going for Read India after the government changed following elections. In UP, Nai Disha was taken up in 20 districts at first but by the end of 2007, the government had taken it up in 40 districts and in early 2008 the Pratham teams fanned out to cover the remaining 30 districts. In West Bengal, where the political party command and governmental structures are intertwined and hostile to NGOs, the Pratham team first started a program in one block, which spread to the whole district as the President and the District Magistrate both saw the value of it. The patient work of one whole year paid off in replication to five districts by the end of academic year 2007-08 with bright chances of state-wide Read India in 08-09. Assam was a slow starter. Yet the state-wide summer camp in this state is testimony to the tenacity of the Pratham team and the enthusiasm of youth in villages. Chhattisgarh, the major success story of 2007-08, started with Pratham people daring to go in the war-like situation of Dantewada district and making an impact in 24 camps where children lived. This dedicated and effective work combined with a good officer at the helm of affairs led to statewide campaigns that have shown tremendous progress.

At the same time, in states such as Rajasthan, Gujrat, and Orissa, the governments did not move a great deal due to indecisive leadership of SSA. In Maharashtra, the home-state of Pratham, the government changed officers after officers and each successive officer showed interest but was transferred before any effective work. This, in spite of extremely good results of on-scale work on the ground.

In June 2007, Pratham had a real presence in about 140 districts. Today, we have a strong presence in over 400 districts although we have withdrawn from 16 of these

districts in Maharashtra (out of 33), and 28 districts in MP (out of 48) in order to be able to fund expansion in other states.

In June 2007, we had partnerships with three states, today ten states have strong partnerships with Pratham. At least three more will be formed in the near future.

Capacity building: Pratham's ability has grown substantially in the areas of people mobilization and also in training. The Chhattisgarh program is an example of this. Nearly 150 volunteers from Madhya Pradesh went to this neighboring tribal state for three months to train teachers and mobilize volunteers. In Bihar, recruiting 400 new block coordinators was a major challenge. However, this has been accomplished in a short time.

There have been at least two instances where Pratham teams have gone beyond the usual tactics to get government involvement. In Himachal Pradesh, Vivek Sharma, the Pratham regional leader sought the intervention to replace an officer who was cynical and anti-NGO without even reviewing the history of Pratham with his staff. In Andhra Pradesh, Sunita Burra showed the pile of written requests from village panchayats to the Minister for Education to ensure that attempts to sabotage Pratham's summer camp were put down and a collaboration between government and Pratham was forged. Usha Rane first started the practice of writing to the elected village heads (sarpanch) directly with an appeal to join the Pratham effort. This method of building partnerships with village government has been found to be quite effective and is being replicated elsewhere.

Pratham's capacity to train has improved with new manuals created centrally. The Hewlett Foundation grant allowed Pratham to create special content teams and special training teams.

In Maharashtra, the Pratham teams have had a good large scale pilot in Reading to Learn. The pilot was successful in zeroing in on the technique to build self-study in a relatively simple manner, which also led to improved writing in a big way. This in turn has led to other experimentation to build a variation of the model that moves away from the original sequential Learning to Read followed by Reading to Learn method. The new model being attempted integrates reading, comprehension, and writing for a more effective learning once the proportion of children who cannot even identify alphabets has been diminished substantially in the early grades.

Math learning is being built up in several states and a new manual that supports activity-based training has been welcomed by volunteers and teachers alike in all states. A method based on so called currency notes, well beyond the previous method of using straws, has allowed better learning of higher numbers with understanding of place value. Yet, the weakness in dealing with higher level operations, fractions, and so on persists. It will have to be addressed.

English learning is being scaled up slowly and the methodology getting stronger. However, state-wide scaled up programs may be another year away since the critical mass of trainers is yet to be reached.

Pratham's capacity to document experiences, to analyze them, and to take corrective measures remains low excepting among a handful individuals. The pressure of constant

expansion and growth has prevented focused attempts although these are crucial moving forward.

Training teachers and governmental resource persons has been a challenge. Typically, the government systems allowed Pratham to conduct short trainings of one or one and a half days, which was rarely sufficient. However, in Chhattisgarh, in Uttar Pradesh, in Himachal, and now in Bihar, and in Punjab dedicated training sessions for Read India (equivalent) programs are being held. This trend will grow as Pratham goes beyond the basic reading programs into improvement in comprehension, writing, and subject understanding.

The pace of Read India is such that building knowhow, and building capacity to transfer it to teachers and volunteers happen simultaneously as demands on increased capacity and knowhow go on rising. This is one challenge that has to be met.

Impact:

Learning: ASER 2008 will help understanding the true impact of Read India. However, the pre- and post-intervention measurements in most states indicate that there has been substantial improvement. This is discussed in detail in this report. Most remarkable are reading fluency improvements in Himachal Pradesh that became apparent in ASER2007, and Chhattisgarh. In Uttar Pradesh, the Nai Disha program focused on Std I and II and has led to dramatic reduction in the proportion of children who cannot even identify alphabets. In Maharashtra, the impact is mainly on comprehension and writing in 17 districts although the learning to read program has improved reading fluency in all districts. In Madhya Pradesh, the partnership between the government and Pratham in the October to March 08 period is indicated to have improved reading and numeracy substantially after a lull of nearly one year which saw three Directors of SSA change with no clear direction as they came and went.

Policy-Practice: The union government has come a long way since early 2007, when it first indicated to the states that it would like to see improvement in basic learning skills in std I and II.

- The NCERT, which is the government's expert body, was reluctant to acknowledge reading as a separate skill, has now set up a reading cell and is supposedly helping state governments to set up similar cells. How they will function remains to be seen but this a clear departure from its earlier stand.
- Another change in the NCERT is in the area of assessment. Although it remains opposed to student assessment, it has begun testing std III, V, and VII children periodically. Not only that but it is attempting to present analysis of its test results
- The government indicated in its 2007 planning instructions that 2% of the district budget should be spent on special initiatives focused on improvement in basic skills.

The year 2007-08 has primarily been a year of growth and expansion of the program. It has also been a period of learning. It has been a very demanding and busy year for all Pratham people. We expect that Read India will reach a crescendo between Dec 2008-Jun 2009 with programs acquiring greater depth and maturity.



Some Samples of Teaching Learning Material

Reading Card –

About Vasco de Gama

वास्को-द-गामा

कालिकतच्या इंग्रजीत राजाकडून त्याने व्यापाराची परवानगी मिळवली. त्यानंतर दोन महिन्यांनी तो पोर्तुगालला परत जायला निघाला. परतीच्या प्रवासात त्याला खवळलेल्या समुद्राचा आणि वादळाचा सामना करावा लागला. या मोहिमेत त्याचे ३० खलारी रकव्हीं लागले मरण पावले. १४९९ च्या ऑगस्ट महिन्यात तो लिस्बन बंदरात परतला तेव्हा केरळमधील मसाले आणि मोझाम्बिकमधले हरिंदिंदत यांनी त्याचे जहाज भरले होते. हा माल विकून मिळालेली रक्कम त्याच्या सफरीच्या खर्चाच्या साठपट होती!

वास्को-द-गामा नंतर आणखी दोनदा भारतात आला. गोवा व कोचीन येथे पोर्तुगीजांनी राज्य स्थापन केले, तेव्हा तो पहिला व्हॉइसरॉय झाला. कोचीन येथेच तो इ.स.१५२५ मध्ये मरण पावला.

१५ व्या शतकात काढलेले वास्को-द-गामाचे चित्र

आजच्या पहिल्या भारताभेटीनंतर वास्को-द-गामा पोर्तुगालमध्ये परतला तेव्हा त्याचे जमी रवानात कणपात आले. त्याच्यावर एक महाराज्य किर्तिपत्ती आले. पोर्तुगीज भाषेतील हे एकमेव महत्वाचे असून त्याचा विषय वास्को-द-गामाची भारताची शहर हाच आहे.

वास्को द गामा म्हणजे गामा या गावचा वास्को. याचे नाव तुम्ही इतिहासात वाचलेच असेल. पोर्तुगाल देशातील हा दर्यावर्दी युरोपमधून सागरी मार्गाने भारतात येणारा पहिलाच नाविक होता.

भारतातील मसाल्याचे पदार्थ फार पूर्वीपासून युरोपात जात असत. हे पदार्थ त्या लोकांना युरोपातील थंडीत मांस टिकवून ठेवण्यासाठी व अन्नाला थव आणण्यासाठी आवश्यक असत. हा संगळा व्यापार अरब व्यापाऱ्यांच्या हातात होता आणि तो जमिनीच्या मार्गावरून केला जात असे. पण १५ व्या शतकात तुर्कानी कॉन्स्टेंटिनोपल हे शहर जिंकून घेतले. त्यामुळे युरोपातून भारताकडे येणारा भूमार्ग बंद झाला. तेव्हा भारताकडे येणाऱ्या सागरी मार्गाचा शोध सुरू झाला. युरोपातील अनेक राजे दर्यावर्दी लोकांना यासाठी मदत करू लागले. पोर्तुगालच्या राजाने वास्को द गामाला अशाच एका मोहिमेवर पाठविले.

Arithmetic- Currency Notes-

to help the children understand place value and arithmetic operations

1,00,000

एक लाख
ONE LAKH

CHILDREN'S BANK

10,000

दस हजार
TEN THOUSAND

CHILDREN'S BANK

1,000

एक हजार
ONE THOUSAND

CHILDREN'S BANK

100

एक सौ
ONE HUNDRED

CHILDREN'S BANK

10

दस
TEN

CHILDREN'S BANK

1

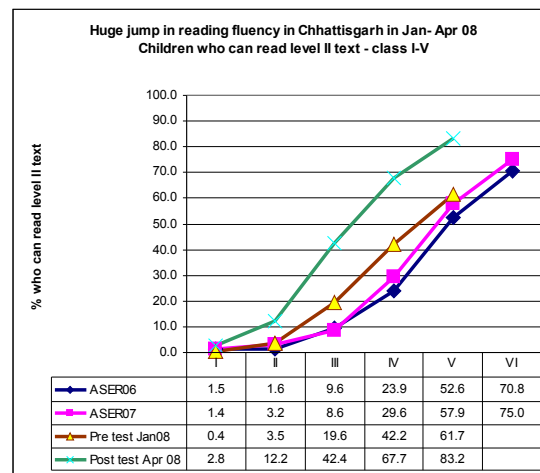
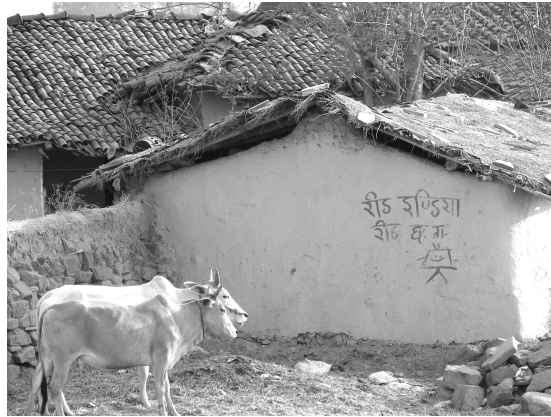
एक
ONE

CHILDREN'S BANK

2. SNAPSHOT OF ACHIEVEMENTS IN SOME STATE

2.1. Read Chhattisgarh is hugely successful

- Government of Chhattisgarh Pratham worked closely in planning and execution of the program. The governmental system took the Read Chhattisgarh program extremely seriously down to last teacher. This was a new experience.
- Today, if you visit any village in Chhattisgarh, you are likely to see a Read Chhattisgarh slogan painted on walls in a number of places.
- The Annual Status of Education Report (ASER) of 2006, and indicated that the ability of children to read improved as progressed from, say class III. However, this progress still meant that only 25-30% of children in class IV in any year read class II text. Read Chhattisgarh has changed this.
- After the Read Chhattisgarh campaign, proportion of the III children of 2007-08, who read level II text had gone up about 42% or, 12 percentage points higher than that of class IV of previous year. This means that ASER2008 is likely to show that over 70% children will be able to read Class II texts next year- an overall improvement of nearly 40 percentage points.
- The proportion children who could read nothing or barely recognized alphabets has also changed dramatically as the pre and post test data indicate.
- The proportion of children who can at least read words or even class I text at lower classes, has improved dramatically.
- The Chhattisgarh Government is taking Read Chhattisgarh campaign to the next higher level in 2008-2009. We expect that by the end of academic year 2008, 2009, most class II children will be able to at least read class I texts and class III children will be able to read class II text.
- Similar improvement has been seen in math too.
- Chhattisgarh is likely to become a national example in improving basic skills. Rapidly, and dramatically.

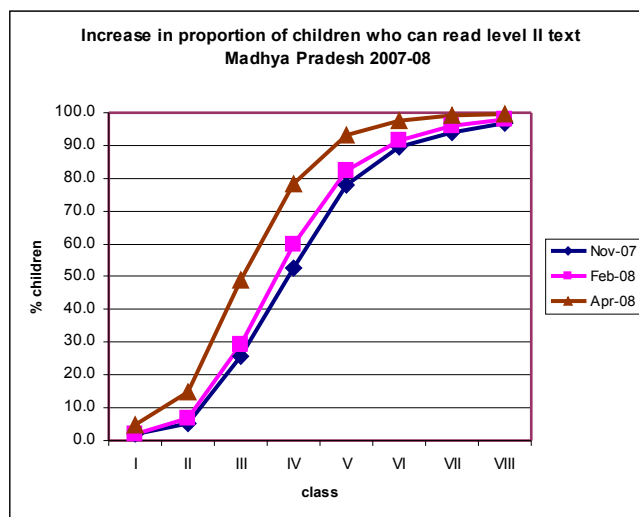


2.2. Madhya Pradesh on the move again

Pratham's work in MP began in late 2005. ASER2006 showed that MP had made a massive jump in reading over ASER2005. However, since March 2006 until about September 2007, the state saw three different administrative heads who did not follow up on the gains. As a result, ASER2007 showed very little gain over ASER2006 but the good news was that the gains of 05-06 held and there was no slide back. From Nov 2007, the government machinery and Pratham volunteers took up a campaign to ensure that every child knew at least alphabets and numbers by Jan 26, 2008. Pratham felt that this was aiming too low but agreed to go along so that from February, the next stage of the campaign would focus on higher competencies.

The results have been good across the state's 48 districts and close to 60,000 villages, 80,000 schools.

- Between Nov 07, and April 08, the proportion of children who did not know alphabets or numbers has come down to almost zero percent for class I and above.
- The second major gain of is in the area of fluent reading. As the adjoining graph shows, proportion of fluent class II readers jumped by over 20 percentage points between Nov 07 and Apr 08 in classes III and IV and by about 15 percentage points in class V. This improvement is equal to the improvement over one year.
- I arithmetic too there is a major improvement. By April 08, the proportion of children who cannot identify numbers was down to near zero percent from class I upwards. In every class, practically 90% children moved up at least one notch in learning basic operations. For example in class III, in Nov 07, 61% children could at least subtract. By Feb, this had gone up to 79% and by Apr 08 it had reached 93%. Compare this with the fact that 83% class IV children could at least subtract in Nov 07. This means, the class III has already reached 13 percentage points higher than where they would have been six months later in the absence of a focused intervention
- It is noteworthy that the Government of MP system put considerable efforts in improving monitoring, making the goals known to teachers as Pratham mobilized volunteers in villages, trained them so that they could work with the teachers. Out of about 60,000 volunteers, nearly 80% worked inside schools with the teachers. Now, we understand that as the MP government recruits teachers to work in the village schools, they give preference to those who were trained by Pratham and worked in schools without remuneration for several months.



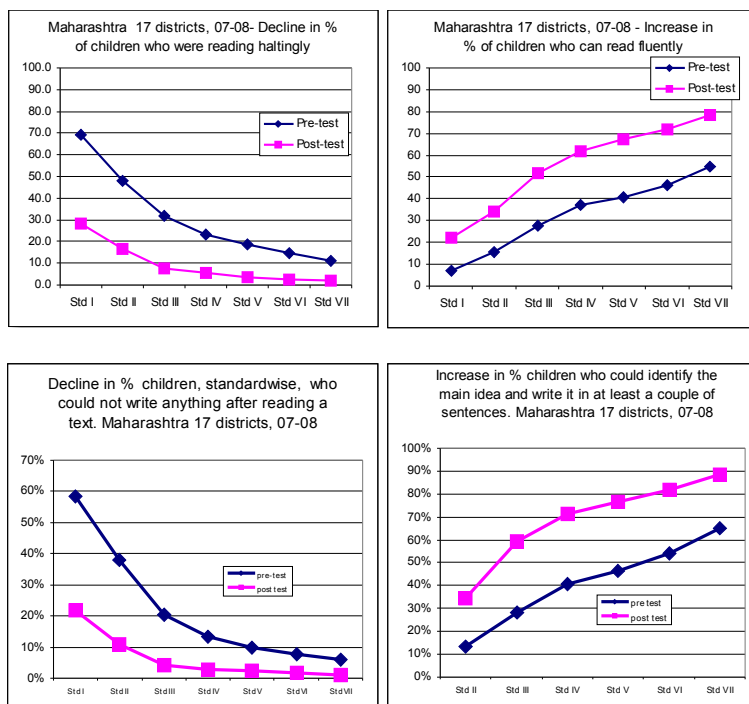


- MP is on the move again. Having achieved such massive success over all 48 districts of MP, the Pratham teams have decided to concentrate on about 17 districts to help these districts achieve even higher levels of learning in 08-09.

2.3. Maharashtra goes beyond Learning to Read

The Learning to Read program in schools, which gave birth to the collaborative “catalytic” program began in Maharashtra in Feb 2002. Eventually, this led to the Read India campaign. ASER¹ noted that between 2005 and 2007, the proportion of children who could not even read alphabets in Std I in Maharashtra schools had come down from 29.6% to 12.2%. The proportion of children who could at least read words in Std II had gone up from 68.7% in 2005 to 80.8% in 2007. The proportion of children who could at least read level 1 text in Std III went up from 66% in 2006 to 75% in 2007. Over 90% children could at least read Level 1 text from Std IV onwards. This set the stage to go to the next higher level of reading in Maharashtra and a Reading to Learn program was organized in 17 districts chosen together by Government of Maharashtra and Pratham.

The children who could at least read words if not texts were to be a part of this program which focused on increased fluency of reading, and comprehension along with better math proficiency. The children who could read were categorized as reading (1) haltingly, (2) average, and (3) fluently – with proper attention to punctuation marks etc. The children were then given different texts on “reading cards” starting with low level cards for those who read haltingly to higher level cards for the others. The children were to read the cards, answer questions based on the cards, discuss the central theme of the text as they saw it and write answers and the theme. In addition to the reading assessment, each child was also categorized according to the ability to answer orally or in writing as (1) no answer, (2) answer in one or two words, (3) explains main idea in a sentence or two, (4) elaborates main idea well in more than 5 sentences.



The Pratham teams tested a sample of children in 9 villages per block, (about 100 villages) across the 17 districts to collect the data for about 112,000 children. In Stds I-IV, about 19,000 children from each class were tested. For Std V-VII the numbers dropped to 13,000, 12,500, and 8,000 respectively. The pre intervention and post-intervention test shows major improvement among these children who represent a total of about 3 million children in these districts.

¹ The Annual Status of Education Report facilitated by Pratham. 2005,2006, 2007.

The overall progress is shown in the following charts. In short, the proportion of children who read haltingly decreased and the proportion of children who could read fluently with punctuation texts appropriate to their age increased in a big way. Similarly, the proportion who could not write answers after reading the text decreased while those who could understand the main idea in the text and write it at least in a couple of sentences increased dramatically.

Could not write anything after reading a text		
Written comprehension	pre-test	post test
Std I	58%	22%
Std II	38%	11%
Std III	20%	4%
Std IV	13%	3%
Std V	10%	2%
Std VI	8%	2%
Std VII	6%	1%
Total	25%	8%
Could at least write the main idea in a couple of sentences		
Written comprehension	pre test	post test
Std II	13%	34%
Std III	28%	60%
Std IV	41%	71%
Std V	46%	77%
Std VI	54%	82%
Std VII	65%	89%
Total	31%	57%

This "Reading to Learn" program is first of its kind on a massive scale and there have been many learnings from this that will be used to take Pratham's Read India to the next level in states where the broad reading goals are being achieved. In 2008-09, this experience will be replicated in many states while also trying to improve upon the method and the organization of the program.

The biggest gain in the reading to learn campaign is that large numbers of children for the first time learned to read the text and comprehend it much better. The evidence of this is in the written tests of children in which they were asked to read a text and explain the main idea or the theme of the text in their own words.

The data alongside shows that the proportion of children who could writing nothing after reading a text reduced dramatically, especially in the early grades.

At the same time, the proportion of children who could at least write the main idea in a couple of sentences increased substantially. The impact is much more in the higher classes of VI to VII. For classes II and III also, at a lower level of text, the comprehension and the writing has improved in a big way.

Reading to learn is the next stage of learning in Pratham's Read India campaign and the focused pilot in Maharashtra is proving to be the leader for our national scale up with some modifications.

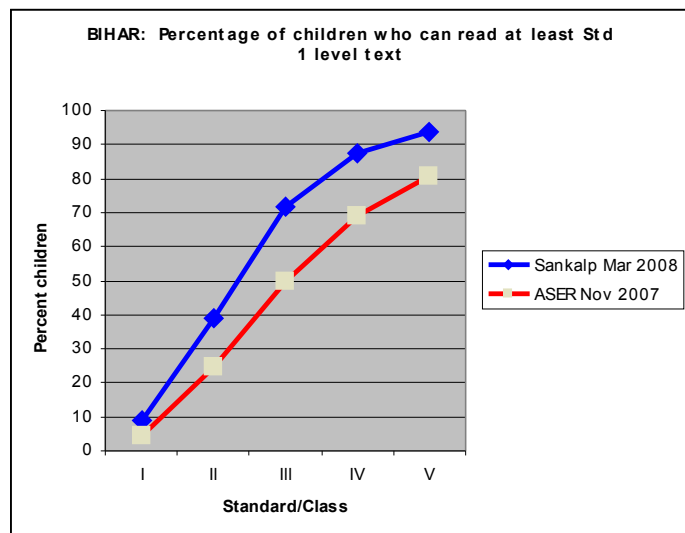
The impact of the Reading to Learn campaign is that the elected heads of the village, and the villagers themselves are asking Pratham to continue and build upon the program.

2.4. Bihar is changing rapidly

The foundation of the Read India Campaign in Bihar was laid in November 2006 when Bihar government in collaboration with Pratham and UNICEF launched SANKALP. The main objective of SANKALP is to ensure that every child is enrolled in school, every child attends and achieves at least the basic level of learning. For the most part, the objectives and activities of Read India are integrated with SANKALP in Bihar. In 2007, seven districts with the highest incidence of out of school children were selected for this joint program. In 2008, another 10 districts have been added. The partnership in SANKALP is unique: Pratham teams work together very closely with teams from Bihar government and UNICEF at block, district and state level for effective implementation.

The period 2006-2008 has been a major period of change in the educational scenario of Bihar. For the new state government in Bihar, elementary education is a high priority. In the last year and a half, close to 200,000 new government school teachers have been recruited. Over 70,000 classrooms have been built. These inputs and activities along with the efforts of the SANKALP teams have resulted in the following situation by the end of June 2007: 600,000 out of school children have been identified in these districts. Of these, about 400,000 were enrolled in schools and approximately 120,000 children were enrolled in the 30,000 alternative education centres. ASER 2007 figures for out of school children in comparison to ASER 2006, a clear decrease is visible in the percentage of out of school children, particularly in the SANKALP districts.

For improvements in basic learning levels, for these seven districts, the comparison of ASER 2007 data with the assessment done in March-April 2008, shows significant improvement in reading levels. The percentage of children who can fluently read at least simple paragraphs doubled in Std 1 from 4.5% to 9%. In Std 2, the increase is from 25% to 39% and by Std 3, 72% of children in government schools are reading, up from 50% a few months ago. Similar changes are visible in arithmetic.



The work in the new ten districts has started in April 2008. The changes in learning visible in the old seven districts are not yet visible in the new districts. Additional 10 districts will be taken up for joint work in July-August 2008.

Encouraged by success in in the SANKALP districts and by the effectiveness of summer camps held jointly by Pratham and Bihar government in 2006, the summer

of 2008 is witness to summer camps in all 70,000 government primary schools across the state. There is strong Pratham support in all schools and villages in 19 out of a total of 37 districts and in 30,000 schools. Two government school teachers and two Pratham village volunteers are working together this summer. The joint aim is to ensure that there will be no child left in the village in Std 3, 4 or 5 who cannot read or do simple arithmetic.



THE NATIONAL PICTURE

Read India was launched in January 2007, in Delhi but it began rolling out in different states in Jun-Jul 07 in the real sense. The Read India Campaign is Pratham's large scale response to the large scale education problem in the country.

The need for Read India had already been established through ASER² 2005 and 2006. The findings of these assessments were that 50% of the children in Government schools CANNOT READ, WRITE, or DO BASIC ARITHMETIC, in spite of spending 4-5 years in school. Pratham launched a nationwide movement to ensure a big change in the reading, writing, and math ability of school children.

The campaign is focused on the 6-14 year olds, in tandem with the goals of the governments' flagship primary education program i.e. *Sarva Shiksha Abhiyan* ("Education for All" Programme) which is targeted at universalisation of elementary education. Pratham's goal is to work with the government wherever possible to ensure focus on outcomes.

2.5.Objectives

- All Std I children know at least alphabets & numbers
- All Std II children can read at least words & do simple sums
- All Std III-V children can at least read simple texts fluently & confidently solve arithmetic problems

2.6.Highlights

- Reached out to 21 million children
- Large scale mobilisation of volunteers as well the government machinery
- At least 1 volunteer per village for a period o 4-6 months (usually the same volunteer does not continue over six months. Often she or he will recruit another after two months to hand over responsibilities. In many villages it is a small group of volunteers).
- In many states, such as Chhatisgarh, Bihar, Himachal, and now Punjab, the entire state education machinery has put its weight behind the campaign. In many others, the state has absorbed the program into the school through dedicated reading periods, training of teachers or printing material (*For details refer to the section below on partnerships and Table 3*).
- Summer camps i.e. 30 day intense activity carried out across the country, reaching out to almost 400,000 villages. This has been done both through teachers, where possible and through volunteers in the community. Effectiveness of the camps in terms of children's learning is yet to be determined but the success in massive mobilization will help the work in the next year.
- Memorandums of Understanding have been signed with 10 State Governments³ of which 6 states have Hewlett support.

² ASER- Annual Status of Education Report- Survey facilitated by Pratham

³ J&K, Himachal Pradesh, Uttarakhand, Punjab, Rajasthan, U.P., Bihar, Assam, Nagaland, Chhatisgarh

- Where the government has not come on board formally, partnerships have been formed at district, block or cluster level through informal means (Gujarat, Tamil Nadu). Gujarat government is likely to sign an MoU soon.
- The agenda is moving from Learning to Read towards Reading to Learn. The pilot in Maharashtra has shown that children's writing skills are very weak. These can be improved along with progress in comprehension of the text and the subject. The other learning is that Reading to Learn need not be seen as a sequential next step of Learning to Read. Now we see Learning to Read and Reading to Learn as components of "Read well, Write well". This understanding will change the future course of activities considerably.
- Math received much more attention in 07-08 than ever before. A new manual that described activities and steps in pictorial sequences has been appreciated by teachers and volunteers alike. The distribution of "currency notes" and the "shop game" added a 'learning by doing' fun element that has proven useful in helping children learn bigger numbers with place value.

क्या आने से बच्चों को संख्या पहचान हो गई ऐसा हम समझेंगे?

सुनो बोलो करो

एक... हजार
चार... सौ छब्बीस

पढ़ो बोलो करो

एक... हजार
चार... सौ छब्बीस

सुनो बोलो करो

एक... हजार, चार... सौ छब्बीस

विस्तार करो कोष्ठक में लिखो।

ह	स	द	इ
1	0	0	0
	4	0	0
		2	0
			6
1	4	2	6

संख्या सुनकर जवाब दो।

- चार हजार बीस इसमें शून्य कितने हैं?
- 3,295 इस संख्या में 2 का स्थानीयमान बतायें?
- एक लाख पाँच हजार तीस इस संख्या में कितने अंक हैं?

बच्चों को अलग-अलग संख्या पृष्ठों पर पढ़ाया जाये। 15 दिनों के बाद बच्चों की इस प्रकार पहचान पक्की होती है।

This style of manuals is very useful in ensuring better understanding and they also serve to conduct the training more effectively since there is an emphasis on activities involving children.

- Pratham's training style is becoming more and more acceptable as opposed to the traditional lecture style. Very recently, Punjab teachers who were notorious for rejecting government training programs to the point of boycotting training sat through three days of Pratham training and asked for more. In Chhattisgarh the teachers were keenly involved. The UP government arranged 10 days' exclusive training for the Nai Disha program. Pratham's

training manuals are printed by several states.

2.7.Coverage

State	Number of recognised schools imparting elementary education as covered under DISE* (2006-07)	Enrolment (Std. I-V) as per DISE* (2006-07)
Andhra Pradesh	100,932	7,504,991
Assam	63,996	4,195,241
Bihar	54,884	12,551,689
Chattishgarh	48,968	3,074,250
Gujarat	38,472	5,730,173
Haryana	16,180	1,685,906
Himachal	16,614	676,030
Jammu & Kashmir	20,711	1,072,411
Jharkhand	40,618	5,314,783
Maharashtra	86,429	11,271,321
Madhya Pradesh	125,858	10,249,224
Nagaland	2,537	339,394
Orissa	51,198	2,722,154
Punjab	20,950	1,695,350
Rajasthan	100,965	9,151,462
Tamil Nadu	52,423	6,156,235
Uttar Pradesh	168,969	25,649,289
Uttarakhand	19,161	887,274
West Bengal	67,265	9,516,554
Total	1,097,130	119,443,731

* As per District Information System for Education Flash Statistics 2006-07, <http://www.dise.in/downloads/Flash%20Statistics%202006-07.pdf>

The table above shows the total number of primary schools and the enrolment for Std. I-V, in the 19 states where Read India campaign is ongoing i.e. 1 million schools and 120 million children approximately.

Of these, Pratham has signed an MoU with 10 states and Gujarat is likely to be on board soon. **This implies that Read India will impact these 65 million children through the 550,000 government primary schools in these 10 states alone.**

An MoU with the state government gives Pratham the leverage required to reach out to all children enrolled in primary school, through the school system. The resources are made available by the government. The master trainers, resource groups, district, block, cluster level officials are trained. The government not only makes the man power available but also foots the bill of the training. Since it becomes a part of their formal training schedule and with the government machinery putting their support behind it for monitoring and assessment, the teachers have to take it seriously. In most places an hour of reading or arithmetic is carved out of the daily time table when the teacher must conduct the activities as per the Read India methodology.

1.1.1. Reach in 2007-08

The program started operations in July 2007. In the period July 2007 to May 2008, Read India has achieved wide coverage across the nation.

1.1.1.1. *INDIA*

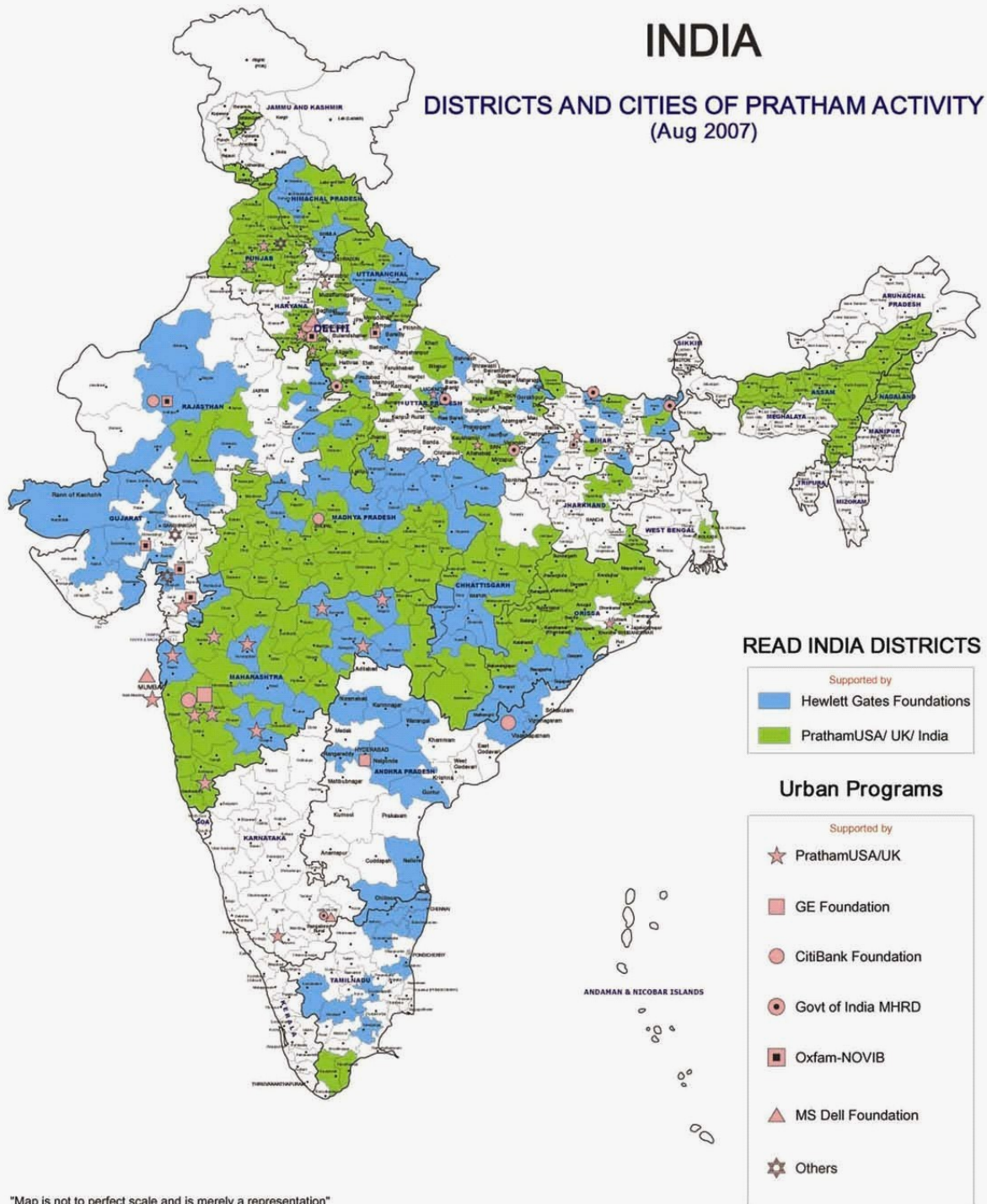
- 19 states⁴
- 388 district of the total 610 districts
- 358,233 villages of the total 600,000 villages
- Around 376,400 volunteers have been mobilised
- More than 400,000-500,000 teachers/ officials/ government workers have been trained through 877,341 trainings
- 21 million children have been reached

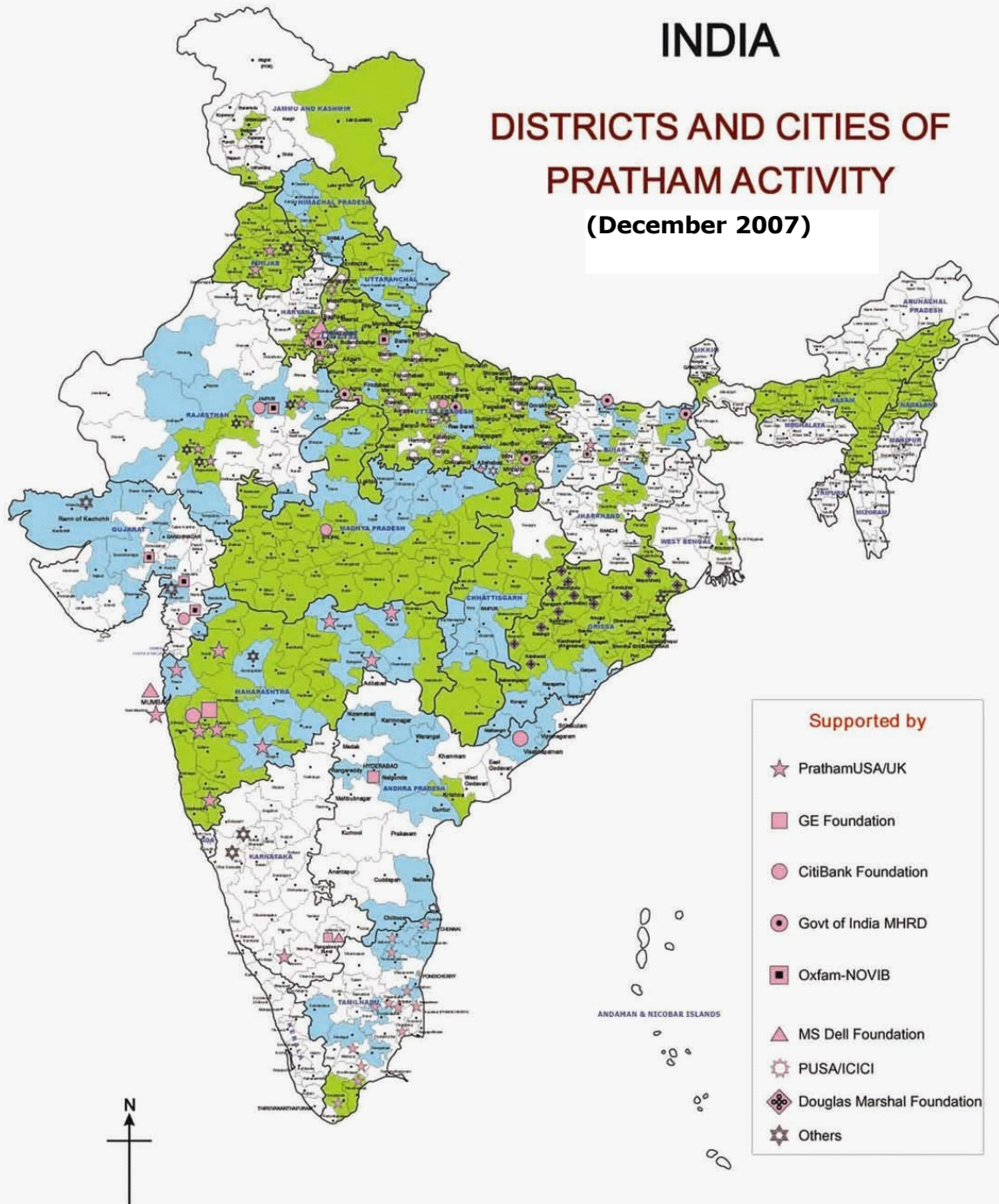
Refer Table 1 for details on state wise reach and Annexure A for a pictorial representation.

The maps below show the coverage as on August 2007, December 2007 and July 2008. *All blue districts are supported by the Hewlett Foundation.*

These maps capture the build up of activity across the nation and its movement. To start with, the focus was on central India but as the targets of Read India are achieved, the focus has shifter to other parts of the nation where the reading levels were still poor.

⁴ Not counting Karnataka where the program is carried out by Akshara Foundation, a sister concern

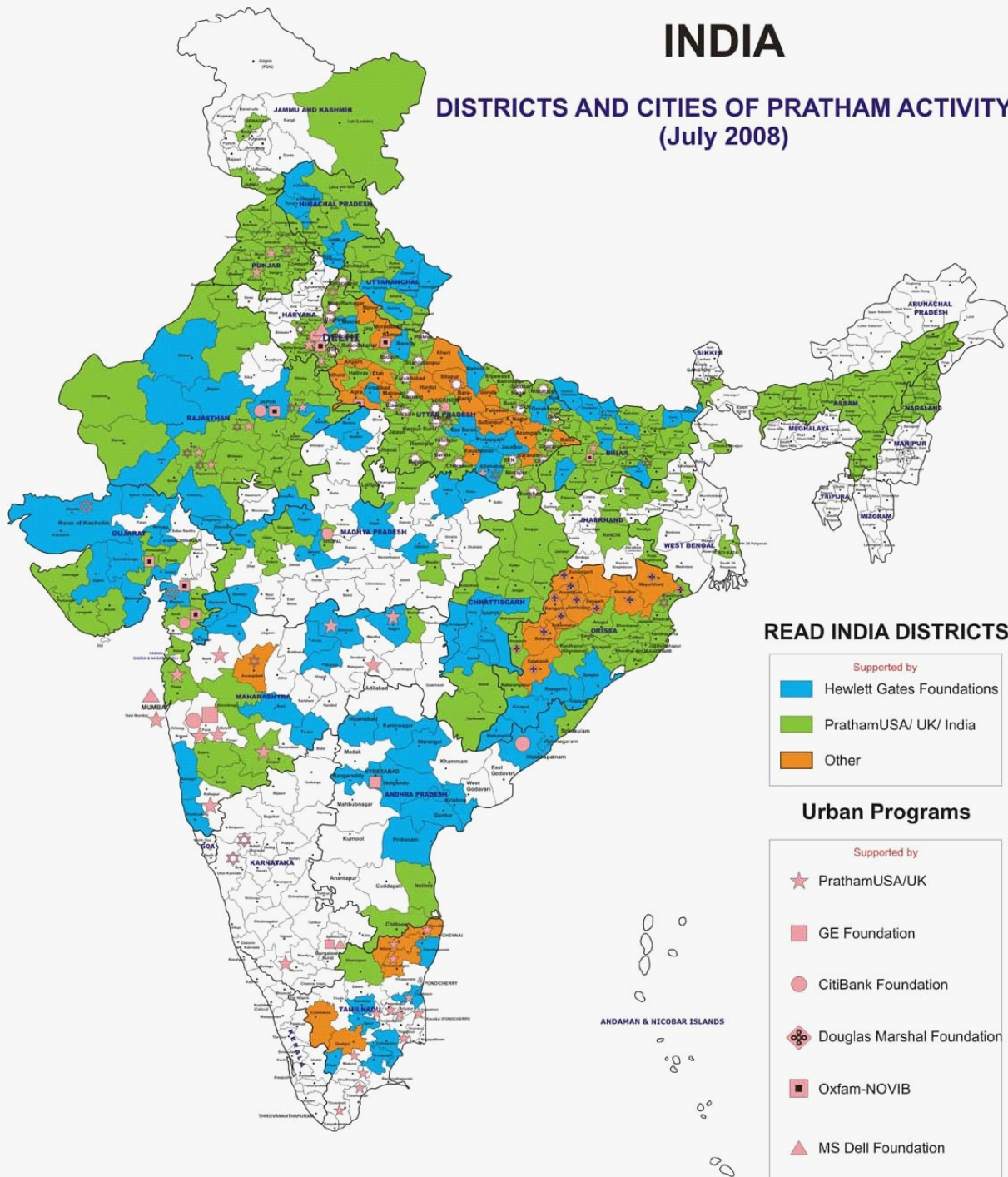




"Map is not to perfect scale and is merely a representation"

INDIA

DISTRICTS AND CITIES OF PRATHAM ACTIVITY (July 2008)



"Map is not to perfect scale and is merely a representation"



The number of children reached is calculated on the basis of the number collected through the village volunteers and the Pratham full time teams through a monthly tracking sheet. This refers to the estimates as per the team. For existing partnerships like Himachal Pradesh, Uttarakhand and Chhatisgarh, it includes the children impacted through the school system. However, for Punjab, Assam, Gujarat, J&K, Rajasthan etc. the partnership is still being built up and the reach will extend state wide in 2008-09.

The number of volunteers mobilized is just over one per village reached. The interesting part is that while we have at least one volunteer per village, the same volunteer may not work for 6 months and may pass on the baton to another one after one or two months. Also, although our records indicate one volunteer in every village, quite often it is a group of youth who work together. One or two of them are more active while others support. We have conducted summer camps in close to 350,000 villages and the number of volunteers who work in every village will jump as the number of volunteers associated with the summer camp has been 3-4 per village. In many cases, it has included students of Class VII upwards, who help the younger children with basic reading and math.

The number of teachers trained does not reflect how much they have been trained or how many teachers. It captures how many training sessions have happened. The same teacher may have been trained twice, once for Read India campaign and again for summer camps. In most states, the state and district personnel of Pratham orient teachers for about one or two days during the government's ten-day training program.

Table 1 National Coverage

READ INDIA: JULY 2007 - MAY 2008						
State	Districts covered	Villages /schools reached	Blocks reached	Teachers trained	Volunteers mobilized	Children reached
Andhra Pradesh	13	8,823	409	19,062	9,911	208,778
Assam	23	25,794	145	31,770	16,913	980,310
Bihar	19	21,781	247	85,065	8,463	1,099,381
Chattishgarh	16	19,744	146	356,122	21,593	2,306,940
Gujarat	26	18,039	216	35,085	5,085	646,040
Haryana	8	2,050	42	-	2,984	28,624
Himachal	12	9,484	114	17,081	9,484	525,206
Jammu & Kashmir	6	2,659	62	-	3,546	181,984
Jharkhand	5	7,471	48	152	506	37,220
Maharashtra	33	45,027	351	97,185	44,390	1,663,387
Madhya Pradesh	48	52,966	313	-	61,969	5,389,898
Nagaland	11	909	42	1,407	25	85,247
Orissa	30	25,232	275	1,606	28,123	460,167
Punjab	20	8,179	202	-	8,179	122,685
Rajasthan	18	17,871	114	44,206	30,149	1,231,635
Tamil Nadu	12	16,996	163	47,762	18,186	868,440
Uttar Pradesh	70	60,272	808	123,060	87,714	4,662,908
Uttarakhand	13	10,970	95	17,692	11,593	908,720
West Bengal	5	3,966	36	86	7,587	189,368
India	388	358,233	3,828	877,341	376,400	21,596,938

2.8. Implementation in 2007-08

Read India is being executed based on certain major principles i.e. a daily time is to be set aside for the children, either in school or in the community, where they can focus on reading and arithmetic skills. Pratham has made concerted efforts to develop and distribute the requisite material to help the children, teachers and volunteers during this time. Pratham has also focused on involving young adults in this effort to ensure that the program runs successfully in the schools and communities.

1.1.2. Partnership

In a change of paradigm, instead of talking of people's participation in governmental programs, Read India seeks governmental participation in a people's initiative. At this time, Pratham has signed Memorandums of Understanding with ten state governments. Pratham and partners are working with different state governments to set goals, orient teachers, train them, support them in village schools, and execute programs. Partnerships are discussed more in detail in the section below and Table 3.

In many districts, even where there has been no support from the state government, the education officials and teachers, at the district level and below, have been supportive of and have gotten attached to the campaign.

More importantly, the block level Pratham personnel follow up at schools and demonstrate to teachers the techniques of teaching. In some states, the volunteers from village work side by side with teachers in classrooms.

1.1.3. Mobilisation

In addition, Pratham has mobilized unpaid volunteers in each village to work with children in short campaign bursts. During 2007-08, most states conducted campaigns that included approximately 3-4 months of volunteer based activity. A high intensity summer campaign with focused 30 day activity has been conducted in 18 states in the Apr- Jun 2008 quarter.

The below graph that shows volunteer mobilisation in the Hewlett supported districts shows that volunteer activity had two peaks in Oct- Nov for the first phase of the programme and then in Jan- Feb. May shows a spike again, corresponding to the preparation for summer camps.

3.4.3. Material

Pratham has generated special content that includes training manuals, graded reading cards/ books, straws and currency notes for math etc. which has been distributed in schools by the Governments or in villages by Pratham. This material is a combination of class wise and child wise material and is designed to increase the child's interest in reading and math. The response to the material has been excellent, both from teachers and children.

1.1.4. Evaluation

Each campaign phase has an evaluation process to measure the impact. A pre test was conducted to establish a baseline (in some cases this was ASER 2007) and then a post test to measure the change in learning levels and effectiveness of the campaign. ASER Institute has provided the evaluation strategy, testing tools and the sampling strategy. Some achievement data has been presented as a part of the state wise reports.

1.1.5. Summer Campaign

In 400,000 villages across India, 30 days of intense activity is being conducted as the Summer Camp of Read India. This activity is being evaluated with a baseline and endline, to see how much of a difference we were able to make in very visible terms. The summer camp assessment will allow us to measure the stand alone impact of Pratham's intervention.

Read India will reach a crescendo during the academic year 2008-09, when we expect to create the largest nationwide impact followed by a gradual tapering off over the next two years.

Although the campaign will conclude in 2010, Pratham intends to continue working on the improvement of 3 R's for a long period of time by setting up long term presence in some strategic districts estimated to be about 60 to 100 at this time.

2.9. Partnership with the Government

There were three types of partnerships that were formed. *Full partnership* with government and Pratham planning and executing programs together, *simple partnership* with government facilitating Pratham's work in schools, *informal partnership* with no papers signed but government officers making it known that Pratham would be helping schools and there was an informal exchange of ideas. Then of course, there are states where there is *no partnership*. Please refer to table below for details of partnership and the subsequent impact of the program.

The government support for the campaign has been substantial. The table below gives an indication of the financial resources directed by the government towards the campaign in 2007-08 (in INR).

State	TLM	Training	Personnel	Total
Madhya Pradesh	35,000,000	-	-	35,000,000
Chhatisgrah	11,000,000			11,000,000
Uttarakhand	11,853,000	4,410,000		16,263,000
Himachal Pradesh	10,625,000	3,570,000	3,159,000	17,354,000
Uttar Pradesh	12,000,000	56,000,000	1,700,000	69,700,000
Bihar	119,000,000	-	7,920,000	126,920,000
Total	199,478,000	63,980,000	12,779,000	276,237,000

The largest support has been towards the material that is either child wise or school wise. The second large head has been the training cost. While only U.P. had dedicated trainings, in most other cases, trainings were incorporated as a part of the annual training of the teachers and hence there was no additional funding. In some states, the government has picked up the cost of the Pratham monitoring team in order to provide monitoring support to the programs in their state.

For 2008-09, Punjab govt will support the campaign in all districts (like Himachal Pradesh). Rajasthan government has also promised support in terms of material @Rs. 100 per school.

Table 3

State	Nature of partnership ⁵	Status of partnership	Impact (prior to Summer Camps)
Punjab	None	Pratham started "seeding work" using Bhatinda and Ludhiana districts as spring boards. Partnership gathered momentum after new government took charge	The Ludhiana and Bhatinda projects are major success stories and along with a education team visit to Himachal, have led to state-wide scale up on the Himachal pattern for 2008-09. Govt has also supported the Summer Camps
Haryana	None	Pratham has started seeding work using projects in Mewat, Jhajjar, and Gurgaon	Negotiations with state for a full partnership at an advanced stage. Also gave some support for the summer camps
Jharkhand	None	Pratham is in very early stages in this state. Will cover only in late 2008	
Gujarat	None	Pratham worked in 10 districts without government partnership. Recently, the Tribal Development department has assigned Pratham to work in tribal areas. This may pave the way for a partnership with state government.	Impact will be better visible in Y2

⁵Shaded light to dark as partnership strengthens

State	Nature of partnership	Status of partnership	Impact (prior to Summer Camps)
Tamil Nadu	None	The Pratham partners AID India have been very effective and successful but the Government has launched its own Activity Based Learning project and is reluctant to let us work in schools for Std I-V. There is some confusion in schools with regard to use of the new and old methodology. Hence, we are independently working to get the teachers to adopt our simple methods through demonstration	Pratham partners AID India have shown major impact on reading levels in 9 districts where they have worked
Orissa	Informal	In spite of cordial relations with government we do not have a strong partnership at the state level. However, at the district level in about 1/3 of the state there is strong government support and success of campaigns could result in strong partnership	The impact is weak so far but will build up over the few months. We are also partnering with UNICEF in this state and expect them to help in building a partnership with the state
Andhra Pradesh	Informal	Pratham's senior team oriented government staff from districts and advised on strategy to impact reading in a big way. Pratham worked in 10 districts with school officials and teachers. Volunteers helped children by teaching after school hours	Andhra government schools, in addition to their old initiatives added Pratham's strategy of more reading practice this year and large proportion of children began to read
West Bengal	Beginning	We have learnt that, in this state, working with the elected representatives at the panchayat level is more critical than a state level partnership. Pratham formed partnership with one block panchayat, with excellent results. Now expansion is taking place but slowly	Very good learning results, which have convinced local political leaders to advocate scaling up
Jammu & Kashmir	Simple	An MoU with government was signed. The Pratham team is new and needs considerable building up	State has accepted learning program. Too early for results

State	Nature of partnership	Status of partnership	Impact (prior to Summer Camps)
Madhya Pradesh	Simple – but a roller coaster ride	MP was Pratham's first success on which the Read India campaign is based. However, partnership with the government is a rollercoaster ride. Pratham has excellent relationships at district, sub-district, and village level. However, state government officials except in 2005-06 have not been in tune with our thinking	There has been dramatic improvement in the learning levels of the children in Madhya Pradesh. Due to the less than smooth relationship, the govt is not willing to give Pratham its due credit for this with. As long as the reading profiles change, we are not going to dispute the same
Rajasthan	Simple but being built	Pratham launched a pilot in 4 districts with a simple permission from government. Now scaled up to 17 districts.	Impact will be better visible in Y2
Maharashtra	Simple- but question mark	Pratham's "learning to read" was first tested in govt schools of Maharashtra and Pratham has been working state-wide for the last two years without any state government support. However, a few months ago an MoU was signed for higher level learning pilots, including English and Science, in 16 districts of Maharashtra. The team is strong and impact is very good. Partnership is a question mark	Major jump in children who can read fluently. There are very few who cannot even identify letters. Math impact will be measured next
Assam	Full but weak	This is a new state for Pratham. However, the government decided to take up the Read India program across the state and distributed reading materials at its own cost. However, various weaknesses of the governmental system, plus our own less experienced team, led to no more than an initiation of the project. Future will be good	No impact as yet but expected to yield good results in another year

State	Nature of partnership	Status of partnership	Impact (prior to Summer Camps)
Uttarakhand	Full	Govt printed Pratham material and distributed to all schools. Pratham people oriented government officers and teachers. Volunteers present in all villages to run community classes but not yet in schools	No dramatic change observed until December due to late start. However, we expect progress by the end of May
Himachal Pradesh	Full	Govt paid for extra staff for monitoring and printed Pratham material and distributed to all schools. Volunteers worked with schools in villages. Pratham people oriented government officers and teachers. Himachal has become a 'model' state for us for this year	It is difficult to find a child in any village who cannot read at least alphabets. Most children in Std I II are reading at least words and from Std III onwards most are reading simple sentences. Punjab government is replicating this model
Uttar Pradesh	Full	A joint program called Nai Disha was active in 20 districts of UP. This aimed at reducing the proportion of children who did not even recognize letters in Std I and II. Now the program is being scaled up to 40 districts with the government. Pratham is covering all 70 states and going up to Std V	There is a long way to go. The most important things is that the state government is persisting with the Nai Disha strategy and expanding it. With success, in U.P., we would have tackled a large part of India's problem in sheer numbers
Bihar	Full	A joint program called Sankalp was active in 7 districts of Bihar. This aimed at reducing the proportion of children not in school as a priority. Now the program is being scaled up to 17 districts with the government and reading, writing arithmetic learning has been included	Learning was not a priority but getting children into school was. This has been hugely successful. Now the attention turns to learning
Nagaland	Full	Pratham libraries have a presence in about 80% villages of Nagaland. An MoU was signed to improve reading in 4 districts with government support, in schools and in grants. The program is being scaled up in 08-09	Children's reading has improved but state-wide scale up is required and math needs to be attended to

State	Nature of partnership	Status of partnership	Impact (prior to Summer Camps)
Chhattisgarh	Full	Success of pilot in the challenging Naxalite ridden Dantewada district led to state-wide collaboration. A team of 25 people from Pratham-MP set up work and are continuing to lead. Government staff is very participative and supportive and the Government has paid for materials, teacher training etc. Consolidating and moving to higher level in 08-09	Progress is good as per monitoring reports. Government is taking the program to the next higher level and has supported summer camps too
Karnataka	Full	Akshara Foundation has forged an alliance with the government for state wide coverage of reading and math in some districts from June 2008. Although this is not being billed as Read India, the goals are the same with some tweaking of methods	Results to be seen next year. Akshara has been working in Karnataka for a while and has succeeded in this partnership based on successful demonstration

2.10.Impact of Read India

We believe that in states such as Himachal Pradesh, UP, Bihar, Madhya Pradesh, Maharashtra, and Tamil Nadu, the impact of Read India is clearly visible. In other states such as Orissa, Gujarat where the initiatives began closer to the end of 2007, the impact is not yet visible. In yet other sets of states the impact will be only visible by the end of 2008.

Various state units are attempting to track before and after results in their areas of intervention and this data is currently being analysed. The state wise assessment data has been discussed in detail in the sections below.

In addition, an independent evaluation of summer camps is being conducted as mentioned Read India will be conducted over April- June 2008, which will help us understand where we stand vis-a-vis our ambitious goal.



2.11.ASER

ASER continues to be a major driver in policy and practice change. The central government relies on the ASER results for its planning and policy making. ASER is referred to in the 11th Planning Commission. In addition, it is used as a measure of the states' education performance. States are defining policies based on the ASER results, under the aegis of the Centre.

Three consecutive Annual Status of Education Reports, in 2005, 2006 and 2007, have been published and released by the Deputy Chairman of the Planning Commission, Dr. Montek Singh Ahluwalia.

ASER 2007 reached;

- 567 rural districts
- 16,054 villages
- 319,239 households
- 720,397 children aged 3 to 16
- More than 20,000 volunteers participated. In each district, it was a local group that collected data and disseminated findings. These could be colleges, self help groups, NGOs, universities etc.

Since ASER is a major tool for advocacy and mobilisation, *after the release of ASER 2007, there has been a large-scale dissemination exercise across states.* The ground level Pratham teams in all states have been trained by the ASER Associates on the process of dissemination. Two page pamphlets were distributed in villages. This has empowered and enabled the parents as well as the Village Education Committees and the Panchayat⁶s with statistics to take decisive action. This has been supported to a large extent by the *Pratham/ Read India movement sweeping across the nation.*

2.12.English Program- A pilot project

This was the year of consolidation of the pilot English program started in 2006-07. Pilot was conducted both in urban and rural areas. The program reached 15, 000 children and trained more than 1,500 teachers. There was demand for English learning in both rural and urban areas and huge enthusiasm for teaching.

In school as well as in the communities, children do not get to 'hear' English. That is the primary reason why they cannot speak. Most of the school teachers come from vernacular medium schools. In spite of 8 years of formal English training, they cannot speak even very simple language. They know the grammar rules by heart but lack application.

1.1.6.Objectives

⁶ Local Village Government

Listening, speaking and reading are the primary objectives of this 12 week – 100 contact hour program. The focus of the reading program is on phonic skills.

The program helps them gain confidence in using simple phrases and common sentences and develop simple conversation. They learn to pronounce alphabet and 'known' words correctly and build their vocabulary. The children learn to ask 15 different types of 'wh' questions ('where', 'what' etc.). They also learn basic grammar in terms of correct use of verbs. They also read simple text with comprehension and answer direct questions based on the text.

1.1.7. Highlights

- This year, our local teams of trainers have strengthened. We have local trainers who are able to conduct focused training and monitor classes. Therefore we were able to conduct weekly trainings in all locations.
- Team is getting confident of participating in content development. They have completed textbook analysis and are familiar with the testing procedures.
- After seeing the reading achievement of children at the reading fair, Maharashtra Principal Secretary asked the method to be extended to 17 districts from June 2008. This means reaching 17, 000 villages and primary schools in Maharashtra state.
- English learning curve has shown a huge upward swing. In all our classes there are no children at zero level in the post test. Within 12 weeks of attending the program, children in third grade onwards (who were at zero and letter level) could read simple paragraphs and answer direct questions.
- 825 children attended a 'reading fair' in Mumbai. They were evaluated by volunteers (including external visitors) who certified their reading skills.

1.1.8. Models

- **In community** model was the main model used. It was implemented through community teachers. They were trained by Pratham trainers. After seeing the progress made by students in a short span of time, individuals outside Pratham network were also interested in starting 'English Classes' and attended the training.
- **In school** model implemented by teachers employed in Municipal and Zilla Parishad schools. These teachers trained by Pratham trainers thereafter used our teaching material and pedagogy in their classrooms. In many rural schools, our volunteers were invited to demonstrate the method in school

1.1.9. Material

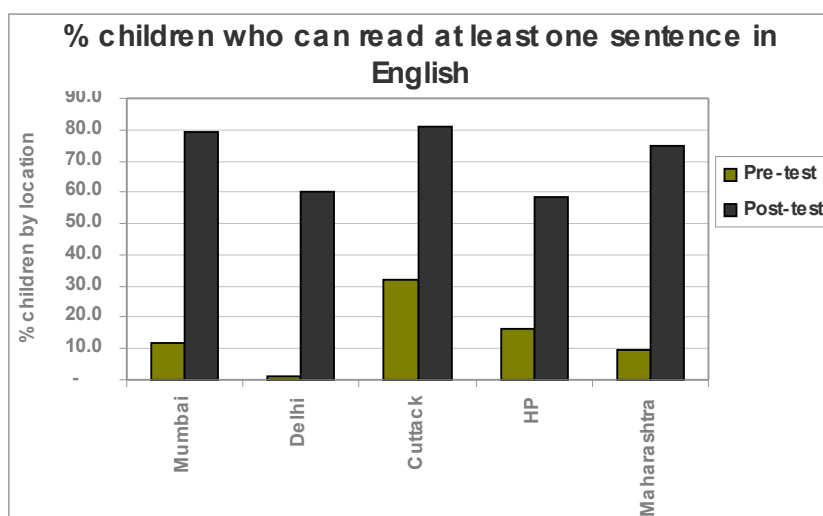
In July, a teacher-kit consisting of 26 booklets each with specific objectives, 36 reading cards and 485 flash cards was prepared. In December, a set of audio visual material – 'Read Right' was introduced.

Table 4

No	Location	No. of classes	No of children	Teachers trained
1	Mumbai	218	3,656	289
2	Pune	234	3,989	268
3	Urban Maharashtra	632	12,111	-
4	Rural Maharashtra	1,257	26,606	-
5	Hyderabad (Schools)	265	NA	795
6	Hyderabad (Community)	100	3,432	67
7	Rural Andhra Pradesh	80	1,600	80
8	Cuttack City- Orissa	125	2,500	125
9	Bhopal city- MP	30	578	-
10	Delhi	50	788	NA

1.1.10. Assessment

The graph below shows the assessment data for the English pilot



1.1.11. Plans

With the successful experience of the English pilot, we aim to incorporate it as a part of the Read India program in some states like Maharashtra, Himachal Pradesh, Andhra Pradesh

Some English Teaching Learning Material

Read Right

PRATHAM MUMBAI EDUCATION INITIATIVE

Rhyming Words

BEC

BASIC ENGLISH COURSE

Who can answer this question?


Who is the tallest person in your class?

Who is making noise?

Who will get the first prize?









Who brought you home?

Who is she?



PEPC2

PRATHAM MUMBAI EDUCATION INITIATIVE

_oon	_ool
m म moon n न noon b ब boon t ट toon	s स soon f फ fool w व wool c क cool
	
Fold the wool coat Noon sun is hot. Rice mill is on the hill. Soil will fill the hole in the pole.	
_ock	_ond
c क cock l ल lock	r र rock s स sock sh श shock fr फ्र frock
	
p प pond f फ fond b व bond bl ब्ल blond	
_oat	_ole
b व boat c क coat	h ह hole p प pole g ग gale s स sole
	
Pay the phone bill Bold goat stole a boat. Oil will boil soon. Let the fool boil rice.	
_one	_oil
b व bone t ट tone l ल lone z झ zone	c क coil b व boil f फ foil s स soil t ट toil
	
with, were	

Original Illustrations - Pratham English Group
Design & Layout, Recreating Illustrations - Mohar

CONCLUSIONS AND LESSONS LEARNT

2007-08 has been a water-shed for Pratham in many ways.

Read India was launched in 19 states. Each state used a different model. Some were through the Public-Private partnership mode while others were through large scale volunteer mobilisation. Irrespective of the government's stand, Pratham has succeeded in reaching out to almost 60% of the villages of India and making an impact.

There is large scale awareness regarding the learning levels of children (or the lack of it) at both the government as well as the village/ slum community. There have been policy changes at the state and Central levels with increasing focus on outcomes. More material is being created for children, standardised assessment tools are being developed, 'reading' has become a focus.

Read India is probably the largest education movement in the world today and spans across the nation, with people from all walks of life associated with it.

ASER has been published for three successive years and has come to be recognised and quoted as an important study in the field of education.

There have been several challenges that go along with this:

- Finding the right kind of volunteers/ team to further the agenda
- Training and monitoring on a large scale
- Keeping the momentum going on such a large scale while at the same time ensuring that all constituents move towards the same goal
- Preparation and planning for the next phase of higher levels. Math requires more focus
- Changing mindsets internally as well as externally to focus more on the catalytic mode

While we have succeeded in meeting these challenges, the key takeaways are:

- Large scale volunteer mobilisation is possible
- ASER dissemination at the village level has been an excellent tool for mobilising volunteers as well as for getting the buy-in of all partners, even at the village level
- Evaluation and assessment is important for measuring the impact of programs
- Defining short, measurable goals is imperative and need to be supported by training and rigorous monitoring
- Partnering with governments is an effective way to institutionalise changes in the system

3. STATE WISE REPORTS

Provided below is an attempt to capture the process, reach, highlights, challenges and impact of Read India, in each state. Assessment data has been provided where possible to show the impact of the campaign. Also presented is a comparison of the reading levels in ASER 2006 and ASER 2007 since in some states some impact can be measured through ASER 2007. ASER 2007 had changed the math tool a bit from 2006 and proper comparison is not possible hence the math tables have not been provided.

3.1.READ ANDHRA PRADESH

1. Objectives

- i. Pre-primary and children entering Class 1 - All children to know letters and numbers from 1-20
- ii. Children in Classes 1&2 - All children should be able to identify alphabets, read words and numbers from 1-100
- iii. Children in Classes 3, 4, 5 - All children should be able read fluently, identify number up to 1 lakh, know place values and be able to solve addition and subtraction.

2. The landscape:

	Read India Coverage
Districts	13
Blocks	409
Villages	8,823
Anganwadis (pre school)	N.A,
Primary Schools	N.A.
Children in above schools	208,778
Teachers	19,062
Government Officials ⁷	1,014
Volunteers	10,098
Pratham full time team	81

3. Highlights

⁷ Government officials include district, block, cluster level as well as those of other departments

Mobilization of volunteers has been the strength and has been achieved uniformly across all the districts. Initially the plan was to have one volunteer per village but presently based on the size and willingness of the community to participate 2 to 3 volunteers have been mobilized.

1. The involvement of SSA has been very good, all the schools are well aware of Read India campaign.
2. The Block coordinators have made a strong base with the local education department structure. Regular meetings are held with the Mandal⁸ and district education teams to bring a positive change in the system.
3. The State SSA takes the ASER exercise quite seriously, towards which regular meetings are held and extra efforts are being made to encourage non readers to read.

4. Team

Pratham personnel included regional coordinators and district coordinators at district level. At mandal level, Mandal Coordinators took care of the program while getting support from campaign specific personnel called Assistant Mandal Coordinators. Volunteers anchored the program through being change-agents at village level.

5. Background

The Read India programme was a fresh start in all 7 districts except Vishakaptanam, Vijaynagam and Guntur where the programme was being implemented since the year 2005. It is significant to observe that the nature of the programme's collaboration with Andhra Pradesh Government was not in the form of a formal support in terms of funding for Human Resource, finances or Teacher Learning Material provisions but was informal as only a letter was sent to the Read India districts by the state government to encourage support by government departments in the districts.

The initial plan for Read India programme was to purely go by a community volunteering approach, however presently it has been adapted to a mixed approach with the successful partnerships at the district level with education officers. This has helped Pratham's initiatives to spread faster as TLM usage is now being seen at the schools, village and anganwadis to a very large extent.

Volunteers for the programme constituted of members who were nominated by sarpanches of their village panchayats, vidya volunteers of villages, anganwadi workers and preraks. These volunteers subsequently implemented the Read India programme in their respective communities in a dual mode, i.e. firstly through taking classes after school hours in school and secondly by taking classes within the community in the evening.

⁸ Mandal- geographical subdivision of a district in Andhra Pradesh

6. Implementation

1. The first group of anganwadi teachers was trained during sectoral meetings at district level. Also TLM distribution was undertaken for these ICDS teachers post the signing of a formal letter with Principal Secretary, ICDS.
2. Pratham has been able to have a huge impact on local government education department. It is very encouraging to observe the fact that ASER 2006 report has been internalized through out the state. This great response to ASER 2006 can be justified through the fact that while keeping the ASER report in mind, the state education department took a leading step of grading all the schools of AP within (A, B, C, D) levels. After such grading, the government also has been taking steps to improve the condition of D grade schools to a very large extent in the state.
3. Also while keeping Pratham's Read India program in mind, the state education department has introduced the program "Read" in 2300 D schools of AP.
4. In order to have a fruitful government-Pratham tie-up, all DIET heads were called to state level by Pratham in order to train them in TLM usage and Pratham's unique teaching technologies
5. Pratham's team partnered with local officials, Mandal Revenue Officers, Mandal Labour officers, panchayat presidents and not just SSA for the generating wide spread support for its "Read India" program.
6. In districts of Vishakapatnam and Vijaynagram, a few tribal mandal and villages were also covered. Pratham volunteers in these unique circumstances helped children to learn in their own language as they were not well-versed with Telugu.
7. Also both R2L and English Classes were piloted in the districts of Vishakapatnam, Vijaynagaram and Guntur in order to gain insight into their effective implementation strategies.

6.1. July 2007 - October 2007

The Cluster Coordinators visited their respective Mandals to identify community volunteers and sensitize vidya volunteers of Sarva Shiksha Abhiyan, anganwadi workers preraks in the area. During this time the Cluster Monitors also provided training to the volunteers in the areas of Teacher Learning Material usage as well as community mobilization techniques. Subsequently L2R classes were taken by volunteers in the communities. In order to ensure the effective participation of community members in educational provisions within the community, the volunteers of Read India programme during this time regularly attended public forums like School Complex Meetings, Anganwadi Project meetings and also kept in touch with the Sarpanch of the village Panchayats.

During this period, the government officers were observed to make a strong pitch in schools for reading fluency improvement saying "ASER is coming!"

The impact of these efforts was visible when comparing ASER2006 vs ASER2007. The campaign had a positive impact on reading fluency from Std III- VII. However, the situation in Std I-II remained at best unaltered or it worsened. This is primarily because the government schools, as a matter of policy, do not focus on reading

writing in Std I-II. Also, clearly, the Andhra voluntary initiative is young and needs to be strengthened further.

6.2. October 2007 – January 2008

The same process as conducted in earlier Mandals in the first quarter of the programme was executed in the remaining Mandals that Cluster Coordinators were responsible for within the Read India programme.

6.3. January 2008 – April 2008

During this period the training components left out in the earlier training workshops were carried out for the village volunteers of Read India programme. The L2R classes being held were also monitored during this time. In February, the Pratham Mandal Coordinators were oriented in R2L methodology and a pilot project for Read to Learn (R2L) was conducted by each Mandal Coordinator. In all 55 classes were held at one class per village for 20 students. After the completion and evaluation of the pilot project, Read India village volunteers were trained in limited numbers to understand the problems of scaling up.

The team started planning for summer camps in a big way in this period too. On the one hand attempts were made to ensure collaboration with the government. On the other, elected heads of nearly 16,000 villages were met with letters asking if they would like to have summer camps in their village. The village heads signed and sealed applications requesting summer camp. This buy-in was useful in convincing the Minister for SSA and the officials to forge an alliance. The middle management of SSA in the state had independently prepared plans to recruit paid volunteers parallel to Pratham's efforts of recruiting uncompensated volunteers. This was clearly an attempt to sabotage Pratham's efforts since the governmental plan had clearly lifted the whole idea from Pratham's proposal. The Minister's office and the office of the Secretary of SSA in Hyderabad prevailed upon the middle management to abandon their paid classes and to join hands with Pratham. This created some friction, but as mobilization and training began on the ground, the response from district and sub district officials improved.

6.4. April 2008 – till date

During this period, summer camps where held in monitoring of R2L classes is being carried out. Also in order to acknowledge the support of Read India volunteers to the programme, functions were organized to distribute achievement certificates to the volunteers who otherwise are not given any financial remuneration for their efforts. Post April 2008 the Read India team has been busy in executing the Summer Camp Programme in 12 districts of Andhra Pradesh.

7. Assessment

Comparison between ASER 2006 and 2007

ASER 2006 (All 10 districts) AP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	15.5	54.6	21.6	2.9	5.4	100
Std 2	3.1	28.0	46.8	14.0	8.1	100
Std 3	2.1	9.3	43.3	28.4	16.9	100
Std 4	0.2	4.9	21.9	41.4	31.7	100
Std 5	1.2	2.5	10.2	32.0	54.1	100
Std 6	0.5	2.4	7.1	22.0	68.0	100
Std 7	0.2	2.1	4.0	16.3	77.4	100
Std 8	0.6	0.6	2.2	11.9	84.7	100
Total	2.6	11.7	19.0	22.0	44.7	100

ASER 2007 (All 10 districts) AP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	26.1	41.8	25.4	3.9	2.8	100
Std 2	9.2	24.8	41.7	13.5	10.8	100
Std 3	4.5	10.1	23.7	25.6	36.2	100
Std 4	2.6	6.3	13.4	23.4	54.3	100
Std 5	1.7	3.3	8.8	15.2	70.9	100
Std 6	0.9	3.5	7.0	13.0	75.7	100
Std 7	0.7	2.5	4.3	11.9	80.7	100
Std 8	0.6	2.1	4.3	7.0	86.1	100
Total	6.2	12.4	16.5	14.4	50.6	100

The Jun – Oct 07 phase can be assessed by comparing ASER2006 vs ASER2007

- The main feature of change is that the “story” or level 2 readers’ proportion has increased substantially from Std. III upwards.
- However, the sum of “para” and “story” level readers is practically the same implying that those who could read have become fluent but those who could not read have not improved their reading ability
- At Std I and II the 2007 numbers looks worse than those for the previous year. This needs some thinking. It is possible that in mostly multi grade and multi level classrooms the younger children were neglected while the teachers focused on reading fluency of the younger ones and the weaker students.
- AP government explains that they do not focus on reading in early grades.

Although the above data is for 10 Read India districts only, the same trend of improvement in the “story” or Level II text reading is observed all across the state.

ASER 2007 had changed the math tool a bit from 2006 and proper comparison is not possible. However, it could be said that there is no improvement in math learning in the state during this period.

3.2.READ BIHAR

1. Objectives:

- i. Std. I: At least 85% children are able to read letters, words and simple sentences and recognize numbers up to 100
- ii. Std. II: At least 90% children are able to read letters, words, simple sentences, story and recognize numbers up to 100/solve simple addition/subtraction sums.
- iii. Std. III to V: At least 90% children are able to read words, simple sentences story and recognize numbers up to 100, solve addition/subtraction with borrow and division sums.

2. The landscape:

	Read India Coverage
Districts	19
Blocks	247
Villages	21,781
Anganwadis (pre school)	N.A,
Primary Schools	N.A.
Children in above schools	1,099,381
Teachers	85,065
Government Officials	63,742
Volunteers	9,748
Pratham full time team	431

3. Highlights

- i. **Partnership:** The unique feature of Read India campaign in Bihar so far is the strong partnership between **Pratham, Bihar government and UNICEF**. The learning goals of the Read India campaign have been integrated with other universalization goals that are relevant for Bihar. It is hoped that the learning gains from the summer camp will be sustained in the schools in subsequent months and continue to be supported by village volunteer activity. Government has supported the program by providing support in terms of material worth INR 119 mln and personnel costs of INR 7.9 mln.
- ii. **Evaluation study:** As part of the overall evaluation of the Read India campaign, **Poverty Action Lab of MIT** supported by Hewlett Foundation is conducting a randomized evaluation study in 2 states of India. Bihar is one of

them. A set of schools and villages in West Champaran district have been identified for this purpose. A MOU has been signed between JPAL-MIT, Pratham and BEP. Baseline testing is currently on in that area.

- iii. **Children's newspaper:** Perhaps the only stand alone children's newspaper in India, for children who are learning to read has been launched in the seven initial Sankalp districts. The newspaper is called **Bachpan**. Twice a month 25 copies of this newspaper are being delivered to each of the 10,000 government primary schools in these districts. The paper was launched in April 2008. Five copies go to every class. This newspaper project is a partnership between Hindustan (the Hindi daily newspaper of the Hindustan Media group) and Pratham. Pratham provides the content and the cost of production and Hindustan provides the distribution. This project is being supported with funds from PrathamUK. BEP lends support by facilitating its use in the schools.

4. Team:

1) Sankalp Phase 1

# of districts covered	7
# of blocks covered	83
Duration	Dec 2008 till date
# of Dist. Level staff	7 (1 per district)
# of block level staff	83 (1 per block)

2) Sankalp Phase 2

# of districts covered	10
# of blocks covered	158
Duration	Jan 2008 till date
# of Dist. Level staff	25 (2-3 per district)
# of block level staff	316 (2 per block)*

*Note – cost for 50 out of these are incurred by Pratham

5. Implementation:

- Bihar government's department dealing with universalization of elementary

education is called Bihar Education Project Council (BEP) or Bihar Shiksha Pariyojana.

- SANKALP uses a school-centred approach. In the catchment area of each school, out of school children were identified. They were also assessed to see if they could read or do simple maths. Depending on the age and the ability of the child, either the child was directly enrolled in school, or brought into a alternative education centres to get ready for eventual enrollment into school. In the Sankalp districts, efforts were made to improve children's attendance in school and in centres and also work to improve learning levels in early grades as well as in the alternative education centres.
- The three way partnership between BEP, Pratham and UNICEF is a unique one in India in which all partners have committed resources (financial, manpower and time) to work together for a long period.
- The SANKALP team at the state level also had members from Pratham.
- Pratham's "learning to read" technique was used in the training of government teachers of Std 1 and 2 and of alternative education instructors. Pratham's reading materials in the form of story cards were also distributed to schools. A set of cards circulated from school to school for several months in order to build a sustained reading habit among children. Details of the monitoring process is described in Attachment2.
- Currently, the total coverage of SANKALP (and therefore Read India coverage) extends to 17 districts and 241 blocks. Total catchment area of approximately 30,000 government primary schools.
- Pratham's costs (people and materials) in 10 districts (including the 7 original Sankalp districts) are covered by funds from Hewlett Foundation. In addition 50 block people are also supported from the same funds. In the new Sankalp districts, the remaining 276 Pratham's Block Core team members are supported by BEP. PrathamUSA funds are used for the remaining districts for personnel and materials.

The campaign can be divided into three phases;

Phase I: Nov 2006 to June 2007

In most states in India, the Read India Campaign is focused on strengthening learning levels of children in school. However, in addition to the need for strengthening basic learning, ASER 2005 and 2006 figures and other available data indicated that Bihar had substantial numbers of out of school children in many districts. Thus, from the initial stages, the Read India effort in Bihar has aimed for **every child in school and learning well.**

The foundation of the Read India Campaign in Bihar was laid in November 2006 when Bihar government (BEP) in collaboration with Pratham and UNICEF launched SANKALP. SANKALP is program for universalization of elementary education. The main objective of SANKALP is to ensure that every child is enrolled in school, every child attends and achieves at least the basic level of learning. For the most part, the

objectives and activities of Read India are integrated with SANKALP in Bihar.

Designed and implemented jointly by the three partners, SANKALP was launched initially in all villages in 7 districts with the highest incidence of out of school children in Bihar. The initial SANKALP districts were Kishanganj, Araria, Sitamarhi, Sheohar, Rohtas and Jamui. Program coverage included 7 districts, 83 blocks, about 10000 government primary schools and catchment areas. In each district, a joint team of 4 people (2 government officers, one person each from UNICEF and Pratham) were responsible for effective program implementation and rigorous monitoring. The same team structure was also in place at the block level. For the period November 2006 to June 2007, Pratham bore the costs of its own team members from existing sources of funds. BEP bore the costs of travel for all Pratham members at district and block levels.

The period 2006-2008 has been a major period of change in the educational scenario of Bihar. For the new state government in Bihar, elementary education is a high priority. In the last year and a half, close to 200,000 new government school teachers have been recruited. Over 70,000 classrooms have been built.

These inputs and activities along with the efforts of the SANKALP teams have resulted in the following situation by the end of June 2007: 600,000 out of school children have been identified in these districts. Of these, about 400,000 were enrolled in schools and approximately 120,000 children were enrolled in the 30,000 alternative education centres. ASER 2007 figures for out of school children in comparison to ASER 2006, a clear decrease is visible in the percentage of out of school children, particularly in the SANKALP districts.

Phase II: July 2007 to June 2008

From July-August onwards, there was an increased focus on improving children's learning in the seven SANKALP districts. To bring in the new focus, a fresh round of training of teachers and alternative education instructors in all blocks was undertaken. A new set of reading materials and an intensive monitoring process was put in place. Preparations for opening of residential programs for older out of school children or children in difficult situations were in full swing. Every month the SANKALP district and block teams systematically visited villages to track out of school children as well as support teachers as they worked to improve learning levels of children in Std 1 and 2. (See Attachment 2)

Enthused by the success of SANKALP in the initial 7 districts, the partnership between BEP, UNICEF and Pratham was extended to 10 more districts in December 2007. The goals for the new districts went beyond the goals for the initial districts. The goals included 100% enrollment of children in the 6-14 age category and 80% attendance of all enrolled children on any given day. Along with this, minimum learning goals were clearly specified from children in Std 2 to 5: all children in these grades must be at least able to read simple text and do basic arithmetic.

The new districts being covered in SANKALP are West Champaran, East Champaran, Darbhanga, Madhubani, Supaul, Kathiar, Purnia, Lakhisarai, Sheikhpura, and

Nalanda. The coverage extends to 158 blocks and 19,000 schools.

In the new districts, 2-3 Pratham people have been deployed at each district as members of the District Core team for SANKALP. 326 Pratham people are members of the Block Core team. Pratham bears the costs (excluding travel costs) of all Pratham team members at the district level. Pratham also bears costs (excluding travel costs) of 50 block level people. The remaining block level people are supported by BEP funds. BEP also provides support for 4 people Pratham support team at the state level.

The teams from Pratham that joined BEP staff in the new SANKALP districts went through a rigorous process of field based training. The process of preparing Pratham teams for the new SANKALP districts was completed between January and March. Since April, these teams have been busy with preparations for mapping catchment areas, identifying and enrolling out of school children.

Between February and April 2008, in all Sankalp districts, team members visited 50 randomly selected schools and assessed the basic reading and arithmetic levels of ten randomly selected children from each class. The change in children's learning levels between the ASER 2007 data from November to the current assessment in February-March 2008 is shown in Attachment 1. There is a significant decrease in the numbers of children who could not even read letters and a substantial rise in the numbers of children who can read in most grades, especially in Std 1 and 2.

Phase III: Preparation for Read India Summer camps: June 2008

From March 2008, preparations started for village volunteer based summer camps. In addition to the SANKALP districts, Samastipur and Munger were also included. To get leadership teams ready for leading this campaign, a team of volunteers were first oriented at cluster level. These teams were given the task of identifying children in their villages who did not know letters and numbers. Each person had to work for a month to ensure that children learned numbers and letters. Those who performed well in this task were then selected to be cluster level leaders for identifying, training and supporting village volunteers. Identification and training of village volunteers is currently on - between May 15th to May 30th. The actual teaching learning by village volunteers is due to begin from 1st June 2008 with the aim of having at least 2 village volunteers in every village. The Summer Campaign's goal is to identify children from Std 3-5 who are currently unable to read simple text fluently or do subtraction (with carryover with ease) and help them during the course of the month to reach that level.

In mid May Bihar Government has decided to execute summer campaigns across the state in June. There will be 1-2 government school teachers who will work on the same lines as the Pratham volunteers with the same objectives. The target children are the academically lagging behind children in Std 3-5. Pratham is an active partner in the design, training, monitoring and implementation (the latter applicable for 17 Sankalp districts plus Munger and Samastipur) of the summer camp efforts by the state government. In these 19 districts, the village volunteers will work with the school teams. It will be interesting to see how much the volunteer effort enhances the school based efforts. The school based summer campaign will be taken up in all

districts in the state and in all government primary schools.

6. Material:

i. Given to schools in 7 Sankalp Phase 1 districts:

- Manual Class-1 (Total 06 Pages + Goals & Activity 01 Pages+Testing Tools Hindi 02 Pages+Maths01 Page+Grid Format 02 Pages)
- Manual Class-2 (Total 06 Pages + Goals & Activity 01 Pages+Testing Tools Hindi 02 Pages+Maths01 Page+Grid Format 02 Pages)

ii. Volunteer Campaign Sankalp Phase1 Districts:

- Aao Khelen
- Aao Padhen
- Number Grid (1pg back to back, 4- Colours)
- Barakhadi (3pg one side printing, 4-Colours)
- Para & Story (6pg back to back printing, 2- Colours)
- Word-small sentences & Pictures (26pg oneside printing,Black & White)
- Akshar Card (12pg one side printing, 2- Colours)
- Number Card (10pg bothside printing, 2-Colours)
- BarahKhari Calendra (500 set)

7. Assessment:

Comparison between ASER 2006 and 2007

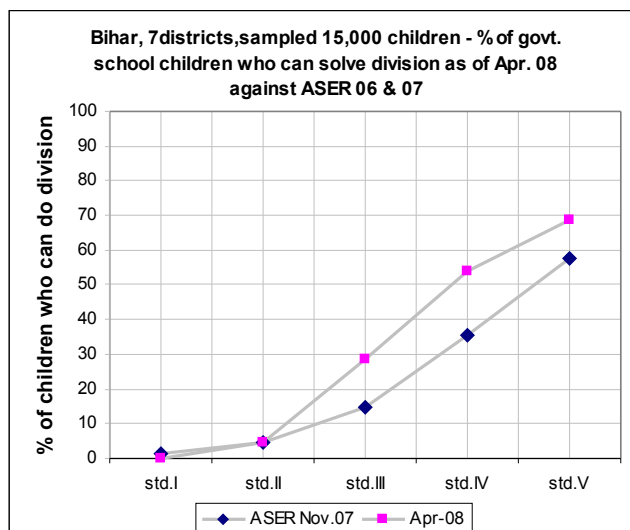
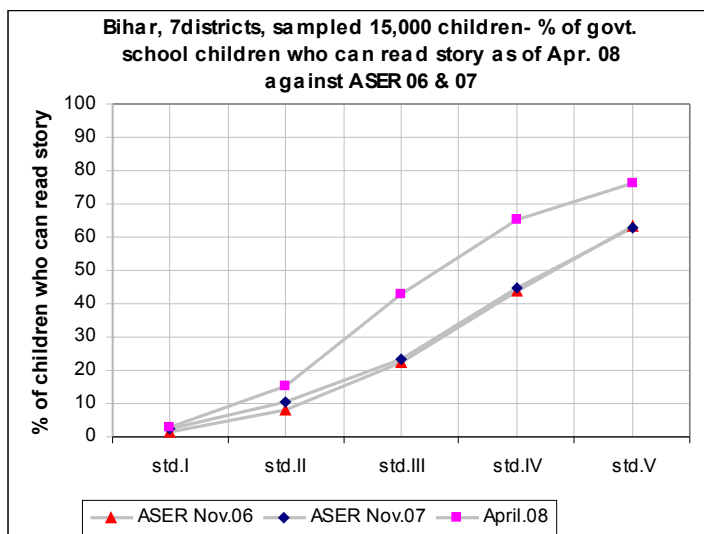
ASER 2006 (All 7 districts)						
Sankalp - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	41.4	41.2	12.5	3.5	1.4	100
Std 2	12.9	36.5	30.5	11.9	8.2	100
Std 3	7.9	16.7	27.3	26.2	21.9	100
Std 4	3.3	7.7	15.7	31.1	42.2	100
Std 5	2.4	3.5	10.7	24.3	59.1	100
Std 6	2.5	2.6	4.4	14.2	76.3	100
Std 7	0.3	1.6	1.2	6.5	90.4	100
Std 8	0.0	0.0	1.4	7.2	91.4	100
Total	14.4	20.9	16.5	15.3	33.1	100

ASER 2007 (All 7 districts)						
Sankalp - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	36.5	42.0	15.1	3.4	2.9	100
Std 2	8.8	28.0	34.8	16.0	12.4	100
Std 3	4.6	15.5	25.3	28.1	26.6	100
Std 4	3.2	8.6	16.2	23.4	48.7	100
Std 5	1.0	3.9	11.3	16.7	67.1	100
Std 6	1.8	3.6	7.4	15.0	72.2	100
Std 7	1.3	2.1	3.9	8.2	84.5	100
Std 8	1.0	2.2	1.8	6.2	88.8	100
Total	11.3	18.9	17.7	14.7	37.4	100

There appears to be marginal impact on lowering the proportion of children who could not even recognize alphabets. But beyond that there is no serious improvement in reading in the first phase of the program. This is consistent with the focus on enrollment in this phase. The enrollment figures in these 7 districts, which are considered educationally the worst in the state, do show a substantial rise.

The change in the second phase is quite remarkable (see graphs below). This too is consistent with changing emphasis of Sankalp and the fact that not only are extra volunteers available but there are more teachers in the classroom too.

Comparison between ASER 2006, 2007 and post test of Read India conducted in April 2008



School based assessment: This sample is based on random sample of 50 schools (pps). 10 children from each Std. 1-5 randomly selected. Assessment has been done by Pratham teams.

The assessment data of the Bihar intervention shows that by Apr 08 there has been a 20 percentage point jump in story reading levels as well as in those who can perform division, both the highest goals of Read India. The summer camps will add further to this learning improvement and we expect that by the time ASER2008 measurement happens, Bihar will show major improvement in learning levels, especially among the Std III+.

3.3.READ CHATTISGARH

1. Objectives:

- Std. I: At least 85% children are able to read letters, words and simple sentences and recognize numbers up to 100
- Std. II: At least 90% children are able to read letters, words, simple sentences, story and recognize numbers up to 100/solve simple addition/subtraction sums.
- Std. III to V: At least 90% children are able to read words, simple sentences, story and recognize numbers up to 100, solve addition/subtraction with borrow and division sums.

2. The landscape:

	State	Coverage
Districts	16	16
Blocks	146	146
Villages	22,000	19,744
Anganwadis (pre school)	22,000	22,000
Primary Schools	35,000	35,000
Children in above schools	23,06,940	2,306,940
Teachers	70,000	70,000 ⁹
Government Officials	-	48,707 ¹⁰
Volunteers	-	19,388
Pratham full time team	-	478

3. Highlights:

- Dramatic change in reading and arithmetic levels.
- Today, if you visit any village in Chhattisgarh, you are likely to see a Read Chhattisgarh slogan painted on walls in a number of places.
- Government of Chhattisgarh and Pratham worked closely in planning and execution of the program.
- The governmental system took the Read Chhattisgarh program extremely seriously down to the last teacher. This was a new experience.
- One school hour each was dedicated for reading and arithmetic during the main phase of the program.
- The Pratham training was a part of the Annual Training Program of the schoolteachers. The focus of the training was to enable all schoolteachers to use the "learning to read" technique.

⁹ Teachers have been trained thrice for Phase I, II and III respectively

¹⁰ Government officials include district, block, cluster level as well as those of other departments

- Rigorous monitoring of the program both from within the government and by Pratham activists at various levels. Joint randomised testing helped teachers understand the purpose and impact of the campaign.
- During the summer camp, the organised joint activity of schools and Pratham was effective
- The second phase of summer camps suffered as the focus was on training and monitoring was not effective. The volunteer network that worked effectively in the Phase I & II was not capitalised upon.
- Government has supported the program by providing support in terms of material worth INR 11 mln.
- **Chhattisgarh is likely to become a national example in improving basic skills. Rapidly, and dramatically.**

4. Team:

Pratham team involved at different levels was - 2 resource persons per district, 1 resource person at block level and at the cluster/village level volunteers worked for around 3 months.

5. Background:

In order to establish its presence in the state, Pratham accepted the challenge of the Rajiv Gandhi Shiksha Mission¹¹ - Chattisgarh and piloted "Learning to Read" project in Salva Judum Camps¹² of District Dantewada from May 2007 to July 2007. The project was funded by UNICEF. The camps are characterized by political disturbances on account of the ongoing battle between the Naxalites and the Government. However, due to the efforts of the 25 member team across 13 camps, the assessment conducted before and after the program indicated phenomenal improvement in the status of learning. 600 teachers were trained and manuals distributed.

The achievements implied that with concerted efforts and well-defined achievable goals, timeline and appropriate teaching learning material, major change could take place. Teachers across the camps felt comfortable in using the teaching learning technique, which was simple and doable.

With this backdrop, Pratham and the Govt. of Chattisgarh, through the RGSM, proceeded to implement the "Read Chattisgarh-Read India" program in all government primary schools across the state from August 2007 to November 2007.

6. Implementation:

The campaign can be divided into three phases;

¹¹ Implementing body of Sarva Shiksha Abhiyan in the state

¹² Salva Judum Camps: The state government has established 20 residential camps. Local tribes are shifted to these camps due to political disturbance in the district. Each camp has around Security forces protect these sealed camps.

Phase I: August 2007- November 2007

In August, all district level official were oriented in Raipur¹³. The agenda was to discuss the objectives and goals of the program keeping in view ASER 2006 learning levels of the state. Two days orientation of the Block Level Officers was organized at Raipur and two days training was given to cluster resource persons and master trainers of all the districts, at the block level. Teacher's training was organized at the cluster level by giving practical demonstration. Children were brought from nearby villages to the training camps. The cluster level trainings were monitored through random visits by the Pratham team. The training covered methodology, usage of material and assessment processes and tools.

On September 1, 2008, the campaign was launched across all 16 districts of the state. Baselines were conducted by the teachers in school. This data was for their use so that she may know the children that require help and hence was not collected at the central level.

Although the teachers started the activities, the effectiveness of the program was severely impacted as the material did not reach most schools in time. There was further disruption on account of the lomng *Puja*¹⁴ holidays. The material finally reached most schools around November which was the end of the campaign period.

Hence, it was decided to relaunch the program in January 2008.

Phase II: January 2008 – March 2008

In Novermber and December 2007, cluster resource persons and schoolteachers were once again quickly oriented and phase II "Read India Read Chattisgarh" program was implemented from january 2008 onwards.

Cluster resource persons started regular school visits with the specific task of reporting and collecting data. The district and block level officials conducted random visits, reporting back directly to the State Project Director¹⁵. Feedback sessions of schoolteachers were held at cluster and block levels. Regular interaction with schoolteachers-cluster resource persons and Pratham activists helped in understanding what are the issues that are hampering the program or how to deal with such problems etc. *The rigorous monitoring reflected the seriousness of the government with regard to the program.*

A periodic intervention by Pratham activists helped schoolteachers to understand how work with the children in groups who were at different levels. Pratham activists mobilized around 18,000 volunteers to help schoolteachers. In around 30% villages, meetings with village panchayat were held.

Phase III: April 2008- Summer Camp- In Schools

¹³ State Capital

¹⁴ *Puja*- Religious festival celebrated in September/ October. Schools, businesses and the government offices shut down for the entire period of around ten days around *Puja*. It is more prevalent in the eastern parts of the country.

¹⁵ State Head of the Sarva Shiksha Abhiyan

Similar training process was carried out whereby the Pratham team trained the block and cluster level officials and master trainers. They in turn trained the primary school teachers. Pratham team made random visits to monitor the teacher training.

The teachers focused on teaching- learning activities for one month to ensure that the reading levels and math levels of the children improve. They conducted a pre and post assessment to see impact.

Monitoring was intense and conducted jointly. A joint team of Pratham block resource person and Block Education officers went jointly and visited 3-4 villages per day over a period of 20 days. In addition, the Pratham 478 strong Chhatisgarh team was supplemented by 600 additional people brought in from neighbouring M.P. and Maharashtra. Each member of the 1,000 strong team was allocated 10 villages and along with the government cluster resource persons, visited 4-5 villages daily.

Phase IV: May 20, 2008 – June 20, 2008- Summer Camp- In Villages

Shishuvachan campaign in Anganwadis (pre school children) and Vachan Mela in Villages (Std. I-VII)

This phase of the summer campaign was coordinated by the Literacy Mission of the Government i.e. Saksharta Mission under their Continued Education Program. Their were three major partners i.e. the Rajiv Gandhi Shiksha Mission, Saksharta Mission and the ICDS.

At the district level, a large scale orientation meeting was called for all district, block and cluster level officers of all departments including the three main partners as well as the Health Dept., Tribal Dept., other divisions of the Education Dept.

Similar model of training was followed as the above phases. However Pratham's involvement was greater at the block level training this time and hence a large part of the period was devoted to training.

The ICDS was responsible for conducting the *Shishuvachan* programme through its Anganwadi workers in order to ensure that the children entering Std. I in the new school year have basic word and number recognition skills. The objective was that the Std. I levels should not regress with the admission of the new students. The activities were conducted daily.

The *Vachan Mela* was conducted mainly by the Saksharta Mission workers and the Health Dept. workers/ and Pratham volunteers. All other departments and *panchayats*¹⁶ were involved. The camp was conducted for 2 hours daily on weekends with a focus on all children from Std. I-VII. Teaching learning activities along with competitive extra curricular activities were conducted during the camps using the variety of material available including reading cards, trading cards, currency notes etc.

¹⁶ Local government

Monitoring suffered as an account of the extended training period. Volunteer network generated for earlier phases was not used effectively and there was too much dependence on the government workers to conduct the camps. Based on their monitoring visits, it may be assumed that the camps ran in approximately 60% of the villages. Assessment was not done in all villages.

7. Material: Government

Phase I&II

- Booklet containing the following was distributed to all children
 - Barakhadi cards
 - Simple paragraphs
 - Simple words
 - Math numbers/tables
- Teacher's manual was given to all schoolteachers – It was a simple two-colored booklet. Children and teachers both appreciated it. Children liked it because it was very simple with large font size and teachers liked it because it gave them an idea on what activities to undertake for each level.

Phase III

- Material distributed in phase 2 per school:
 - Set of reading cards (stories, informative, problem solving etc,)
 - Set of currency notes
 - Set of straws

Pratham

- Pilot Phase -Childwise material and teacher's manual
 - Barakhadi card (Std. I& II)
 - Math manual per school
 - Straws
- Anganwadi¹⁷
 - Story Cards
 - Shishuvachan manual
 - Number recognition cards
 - Barakhadi

8. Assessment: Phase I- N.A.

Phase II

Assessment Process

¹⁷ Government pre school under the Integrated Child Development Scheme (ICDS) of the Women and Child Welfare Department

Joint assessment was conducted with two cluster level resource persons of the government and one Pratham resource person.

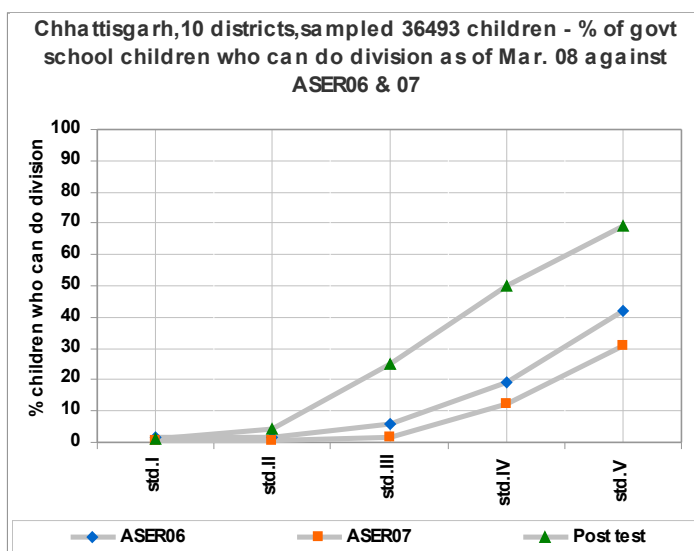
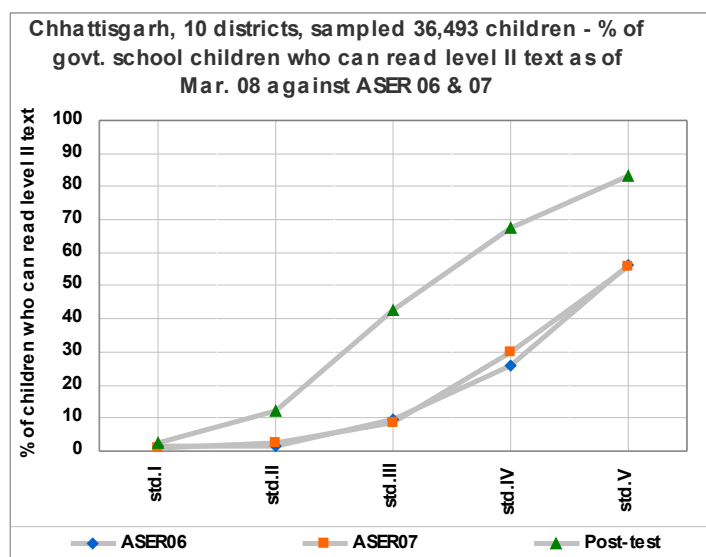
A list of randomly selected 50 schools per district was sent by the ASER Institute 50 children were tested per school (10 children per class-Std. I-V)

The same children were tested at the time of pre and post test

Pre test was conducted in December 2007 and post test was April 2008 onwards

Key Highlights

- The most notable feature in the charts below is that they clearly show lack of improvement in 2006 and 2007 ASER data. Post intervention, the proportion of children who can read in Std II, III, IV rises above the pre-intervention proportion of readers in the next higher class. (Class III readers' proportion after intervention is higher than class IV readers' proportion before intervention).
- This progress will undoubtedly help the proportion of readers rise over the next months.
- What is true of fluent reading is also true of division, the highest math competency that ASER measure. This too is highly encouraging and is bound to show greater impact in 2008-09



Phase III- No pre and post test by Pratham team as involved in training

Phase IV- Internal evaluation in three districts and external evaluation in one district as per ASER Institute guidelines. Data not yet available.

3.4. READ GUJARAT

1. Objectives:

- i. At least 80% of the children in Std I-II recognize alphabets/words and numbers
- ii. At least 80% of the children in Std III-V are fluent readers

2. The landscape:

	State	Read India Coverage
Districts	26	10
Blocks	225	91
Villages	18,066	6616
Anganwadis (pre school)	30,355	30,355
Primary Schools	32,981	11768
Children in above schools	806,165	235,360
Teachers	31,334	19000
Government Officials	-	62175
Volunteers	-	8496
Pratham full time team		111

3. Highlights:

- Read India in five districts- Rajkot, Anand, Banaskantha, Surendranagar, and Mehsana was spearheaded through district level partnership with the government.
- In districts where district level government support was not forthcoming, Read India campaign was run informally by Pratham personnel in their respective blocks. This was the case in districts like Bhavnagar, Gandhinagar, Kutch and Bharuch.
- Work in the above mentioned districts was mainly with schools and anganwadis.
- With complete support from State Tribal Welfare Department, Read India campaign under the name of 'Chalo Vanchiye' (Come Lets Read) was inaugurated in the districts of Dangs and four tribal blocks of Panchmahal on 26th January 2008.
- One school hour each was dedicated for reading during the main phase of the program for standards I to V.
- The results in both Dangs and Panchmahals showed an improvement in reading levels of children in standards I to V.

- Summer campaign in Gujarat focused on pre school children. With a circular of support from the State ICDS Commissioner Mr. Mukesh Kumar to all ICDS Programme Officers, anganwadi workers were trained across 26 districts of Gujarat in April.
- In Rajkot, Rotary club has printed reading kits for standards I to V which would be distributed in all government schools of Rajkot district.

4. Team:

Pratham personnel work at two levels – at the district level there is a District Coordinator and at the block level there are block coordinators each handling around 100 villages.

5. Implementation:

The campaign can be divided into three phases;

Phase I: February 2007 – August 2007

Read India started on a pilot basis in two districts of Gujarat viz. Banaskantha and Rajkot. Learning of both these districts was kept in mind while expanding to three districts in July. These included Gandhinagar, Bhavnagar and Anand.

In five districts of Gujarat which included Gandhinagar, Bhavnagar, Anand, Banaskantha and Rajkot, Read India campaign was conducted through district level partnership with the government. This meant meeting the collector, having joint meetings with the District Development Officer, District Primary Education Officer and other government functionaries. These meetings were aimed at spreading awareness of the campaign to all villages in the district.

Another way of engaging in district level partnership was getting a circular of support from the District Primary Education Officer. This helped in getting entry into schools and support of the Block Resource Centre Coordinators (BRCCs), Cluster Resource Centre Coordinators (CRCCs) and principals. Support from Pratham took the form of material distribution and giving teacher trainings.

In places where district level support was not forthcoming, support was garnered informally by block coordinators (Pratham personnel) in their respective blocks. Material distribution and teacher training of standards one to five was done in five districts (Gandhinagar, Bhavnagar, Anand, Banaskantha and Rajkot) from September to December.

Phase II: September 2007 – March 2008

In the months from September 2007 to January 2008, Read India campaign spread to another five districts of Surendranagar, Mehsana, Bharuch, Kutch and Dangs. Intervention focused mainly on schools and *anganwadis* (kindergarten centres).

Anganwadi workers training took place in the months of September to December. This was as part of Read India's school readiness programme. The main aim of

school readiness programme was that there no child going to school should be at nothing level (not able to recognize alphabet and words).

Read India classes started in schools from January 2008 in eight districts of Gujarat Gandhinagar, Bhavnagar, Anand, Banaskantha, Rajkot, Surendranagar, Mehsana and Dangs. However, centrally Pratham cannot clearly state the status of class happening in districts lacking government support like Banaskantha, Gandhinagar and Bhavnagar.

In Rajkot district during the pilots Pratham contacted Rotrary Club. Their people visited schools to see Read India classes running. In other words, they conducted external verification. At present, they have printed L2R and reading material for all the government schools in Gujarat for children of standards I to V.

Read India campaign (*Chalo Vanchiye* campaign) got state level support from the Tribal Welfare Department. *Chalo Vanchiye* campaign was launched in January on a pilot basis in the district of Dangs and four blocks of Panchmahals. Primary and ashram school teachers were given training and material was distributed for standards one to five. 400 primary schools and 401 teachers participated in the Chalo Vanchiye campaign in Dangs. The programme has impacted over 8,500 children from Std 1-5 of these schools. In Panchmahal 862 primary schools and 1206 teachers participated in the **Chalo Vanchiyae** campaign. The programme has impacted over 90,000 children from Std 1-5 of these schools.

The Tribal department has passed the cheque for TLM cost distributed in primary schools in Dangs and Panchmahal districts.

Phase III: April 2008- Summer Camp- In Anganwadi Centres

In March, the State ICDS department sent a circular to all the Programme Officers of 26 districts of Gujarat declaring its support to the campaign as part summer camp. The main aim of this camp was that no child who will be enrolled in school in June should be at nothing level.

Over 70 trained Pratham personnel were divided into groups of two or three depending on their capacities and geographical location to give training to anganwadi workers in all 26 districts of Gujarat.

In the month of April, as part of the 'school preparedness programme', 40,000 anganwadi workers were trained across Gujarat. The trainings focused on games aiding alphabet and number recognition.

Anganwadi workers in turn would play these games in the month of May. Alphabet and number recognition games would be played with the four to six year old children who would be enrolled in school in the month of June.

Monitoring suffered on account of the scale of the summer campaign. In addition, in the first fifteen days of May, anganwadi workers were on leave leaving the functioning of the anganwadis in the hands of the helpers. This left less than a month's time for class happening.

In addition to the summer camp, there was piloting of Mathematics class. All Read India Pratham personnel were trained to take a mathematics class in their community. This also served the purpose of building their capacity in mathematics.

There was a community based internal evaluation done by Pratham personnel of the summer camp in the latter half of May.

Meetings and contacting the Department of Education and Sarva Shiksha Abhiyan Mission was going to get them on board. Talks are going on on a positive note. Government has printed some of the games in the L2R technique in the teacher training module in April. Teachers across the district were trained based on this module. The Gujarat government and Pratham are working together for the execution of Read India programme in Gujarat schools through Gujarat specific programme 'Chalo Vanchiye' (Come Lets Read). SSA is looking into printing of basic Pratham TLM for schools.

Chalo Vanchiye campaign is expanding to 10 districts in Gujarat in two phases. In the first phase the campaign will be scaled to five districts in July – Valsad, Ahmedabad, Tapi, Kheda and Amreli. In the second phase, it will be expanded in October to Junagadh, Jamnagar, Porbander, Surat and Narmada. Accordingly, new Block Coordinators will be recruited and inducted for training.

6. Material:

- For pre school/ anganwadi children
 - a manual giving instruction about games
 - alphabet cards/ number cards
 - baalgeet pustika
 - story cards
 - object identification cards
- For standards I and II
 - a manual giving instruction about games
 - alphabet cards/number cards
 - story cards
 - object identification cards
 - barakshari cards
- For standards III to V
 - fakra / paragraph cards (both reading and mathematics word problems)
 - colourful story cards

7. Assessment:

Gujarat was in preparatory phase for the better part of 2007-08 as there was a campaign plan in partnership with the government. Due to the change of plans last

minute, the campaign started later and hence a comparison between ASER 2006 and ASER 2007 is not relevant.

There is no assessment in terms of mid test and post test of children in phases I and II except for 'Chalo Vanchiye' campaign run in the tribal districts Dangs and Panchmahals. The results of the pre-test and the post-test in the tribal blocks are shown below:

Chalo Vanchiye – Panchmahals						
Pre-test Results (all nos. in percentages)						
	Non Readers	Semi Readers		Fluent Readers		
	Nothing	Letter	Word	Para	Story	Total
Std 1	19	32.1	25.4	14.8	8.7	100
Std 2	9.9	25.7	28.9	18.9	16.6	100
Std 3	5.2	14.9	26.8	21.9	31.2	100
Std 4	2.5	9.1	23.7	27.6	37	100
Std 5	1.6	6.9	13.8	28.4	49.3	100
Total	8.4	18.9	24.3	21.7	26.7	
	8.4	43.2		48.4		

Chalo Vanchiye – Dangs						
Pre-test Results (all nos. in percentages)						
	Non Readers	Semi Readers		Fluent Readers		
	Nothing	Letter	Word	Para	Story	Total
Std 1	25	36	24	11	5	100
Std 2	14	28	13	17	10	100
Std 3	4	8	22	36	31	100
Std 4	4	7	13	27	49	100
Std 5	1	6	12	24	58	100
Total	15	25	24	19	18	100
	15	49		37		100

Chalo Vanchiye – Panchmahals						
Post-test Results (all nos. in percentages)						
	Non Readers	Semi Readers		Fluent Readers		
	Nothing	Letter	Word	Para	Story	Total
Std 1	6.2	22.6	27.6	23.2	20.3	100
Std 2	3	14.7	24.8	26.2	30.3	100
Std 3	1	7	17.6	28.3	46.1	100
Std 4	0.5	4.4	12	27.5	55.8	100
Std 5	0.3	3	8.3	23.5	64.8	100
Total	2.4	11.2	19	25.7	41.4	
	2.4	30.2		67.2		

Chalo Vanchiye – Dangs						
Post-test Results (all nos. in percentages)						
	Non Readers	Semi Readers		Fluent Readers		
	Nothing	Letter	Word	Para	Story	Total
Std 1	8	23	33	21	15	100
Std 2	3	13	31	32	21	100
Std 3	0	5	13	32	50	100
Std 4	1	5	8	25	62	100
Std 5	0	4	7	18	71	100
Total	4	14	25	26	30	100
	4	39		56		100

The results in these extremely backward tribal blocks are encouraging. Not only have the proportions of those who can read para or story increased by about 20 percentage points, but simultaneously the proportion of story readers has gone up too by about 10-15 percentage points at almost every Std.

3.5.READ HIMACHAL PRADESH

- **Objectives**

The following goals were defined by the state resource group of the SSA, HP as the minimum agenda to be delivered from ADHAAR, the program taken up partnership.

LANGUAGE

Std I: Able to read words and more

Std II: Able to read Std I text or more

Std III: Able to read Std II text or more

Std IV & V: Able to read at least Std II text. Read text from science and EVS books with comprehension.

ARITHMETIC

Std I: Number recognition up to 100; single digit addition/subtraction and tables up to 5

Std II: Number recognition up to 1000; 3digit addition /subtraction with carry/borrow and tables up to 10

Std III to V: Same as Std II plus division of 3 digit number with single digit number

- **The landscape:**

	State	Coverage
Districts	12	12
Blocks	117	114
Villages	17,495	11,000
Anganwadis (pre school)	7,686	
Primary Schools	10,625	10,395
Children in above schools	544,472	443,363(ET) / 424,602(BL)
Teachers	26,584	17,027
Government Officials	-	
Volunteers	-	9,484
Pratham full time team ¹⁸	-	629

- **Highlights**

¹⁸ The Pratham full time staff includes some cluster coordinators who helped out for the duration of the campaign but not the full year.

- Substantial change in reading and arithmetic levels during the year as reflected in ASER 2007 and Post Tests.
- SSA HP and Pratham worked closely in planning and execution of the program.
- SSA adopted ADHAAR as one of its major quality initiatives.
- One school hour each was dedicated for reading and arithmetic during the program.
- Pratham mobilized over 9000 volunteers who worked along with school teachers to enhance learning levels of children in the state.
- Bhasha and Math weeks a big success in several districts in the state.
- Pratham training was a part of the Annual Training Program for school teachers. The focus of the training was to enable all schoolteachers to use the "learning to read" technique.
- Highly successful Solan English Pilot in 40 government primary schools with active support from SSA Solan.
- Himachal model of partnership and implementation became a source of inspiration for the Punjab SSA after a change of leadership in the Punjab government and led to a statewide Read Punjab program that is rolling out in July 2008.
- With change in political leadership after the election, the partnership has weakened, the exact opposite of Punjab. However, the Pratham leadership in Punjab is attempting to get the Chief Minister to intervene and lead continuation of the program.
- Government has supported the program by providing support in terms of INR 11 mln for material, INR 3.6 mln for trainings of teachers and resource persons and INR 3.2 mln for personnel support.

• **Team**

Core team consisted of 4 persons at the State level and one Pratham District Coordinator in each district of the state. There was one Pratham Block Coordinator assisted by 4 to 5 cluster level persons (mobilisers) in each block. While the cluster level persons were involved for a period of 4 months, others worked round the year. Pratham team also mobilized and trained village level volunteers (shiksha saarthis) who worked in tandem with teachers and focused on beginner /letter /word level children in schools with excellent results.

• **Background**

With the objective to build a strong base among school-going children in language (reading, writing, comprehension, communication) and arithmetic (number recognition, tables, addition-subtraction, multiplication-division) aligned with the learning of other subjects, Pratham in partnership with Directorate of Elementary Education, Himachal Pradesh (DEEHP) & SSA -HP launched a statewide Learning Excellence Program – ADHAAR to cover all government primary schools in the state during the academic Year 2007-08.

As part of its national-level Read India campaign, Pratham offered its support to Himachal Pradesh government, to collectively create the framework to achieve the following objectives:

To help Himachal Pradesh achieve higher quality in elementary education.

To help build quality improvement processes in elementary education.

• Training

Teachers: Pratham National Resource Teams conducted intensive trainings for Block Master Trainers in various districts of the state. About 8 BMTs per block were trained during these workshops. These BMTs, in turn, trained school teachers in their blocks. In all over 17000 primary school teachers were trained by these BMTs with the help of our district and block coordinators.

Volunteers (Shiksha Saarthis): Pratham State Team with support from Delhi resource persons trained Pratham district and Block coordinators. Mobilisers were trained by PDC and PBCs in 2 – day workshops in each district. Shiksha Saarthis, in turn, were trained by Pratham Block Coordinators with the help of Mobilisers in the 3 – tier training module.

• Implementation

- Baseline of all school children and grouping of children in various Mahals as per competency levels
- The first two hours of each school day devoted to Hindi and Math learning.
- The teacher focused on children of para and above levels, Pratham volunteers focused on Beginners /letter /word children.
- Children, who knew how to read, were given exercises in peer-to-peer and self-learning.
- The supplementary reading material available in the school and other graded reading material was made available to children during the reading period to fortify their reading and comprehension abilities.
- Schools organized Reading & Maths weeks with excellent results.

8. Material

Appropriate content was developed to create a repository of non-text books based reading material. This content was passed on to children to fortify their reading abilities and acquire a general reading habit. Each child was given reading materials

to offer sufficient practice with the clear objective of building comprehension abilities.

Supplementary Reading Material (SRM) for schools was jointly developed by Pratham and SSA and was printed by SSA and distributed to school teachers at the time of their training.

SRM consisted of:

- Barakhadi chart and cards
- Number-Tables charts and cards
- Book of Stories
- Books of Paragraphs
- Barakhadi-word cards
- Aao Sochein
- Aao Khelein
- Teachers Manual
- Straw-pipes & rubber bands (Bundle-Tilli)

Pratham provided the following material for volunteers.

- Volunteer manual
- Barakhari cards/charts
- Word / para cards
- Story cards

9. Assessment

Comparison between ASER 2006 and ASER 2007 for the state, all 12 districts

- Himachal was already among the top 5 states in India in reading fluency. Hence,

ASER 2006 (All 12 districts)						
HP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	18.7	47.5	16.5	8.3	9.0	100
Std 2	9.1	31.9	26.1	17.4	15.4	100
Std 3	3.4	15.6	22.5	25.8	32.8	100
Std 4	1.8	6.6	15.3	24.6	51.8	100
Std 5	0.9	5.1	8.2	19.9	65.8	100
Std 6	0.4	1.7	4.3	13.7	79.9	100
Std 7	0.3	1.0	2.3	9.8	86.7	100
Std 8	0.8	0.6	0.8	7.6	90.2	100
Total	4.2	13.0	11.5	15.7	55.7	100

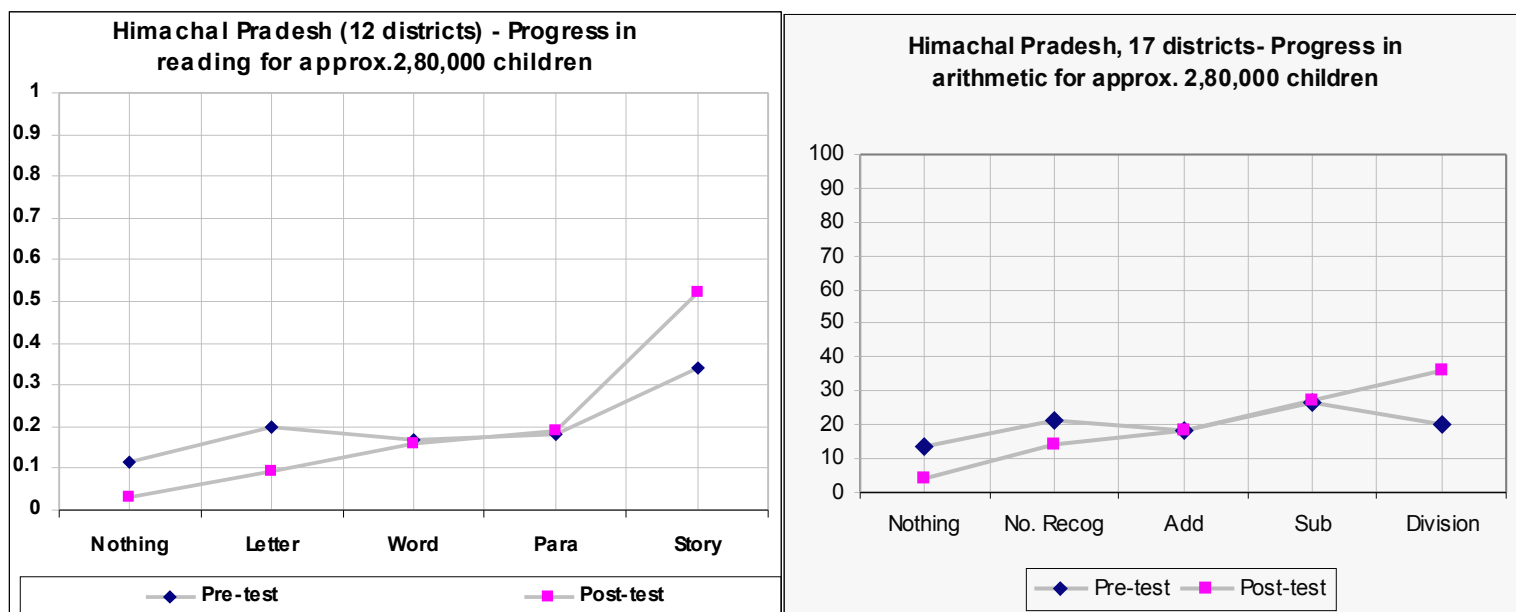
ASER 2007 (All 12 districts)						
HP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	12.9	45.7	24.3	7.3	9.8	100
Std 2	2.6	20.7	36.4	20.6	19.7	100
Std 3	1.5	8.0	17.8	30.2	42.6	100
Std 4	0.7	4.0	7.7	22.7	64.8	100
Std 5	0.3	2.0	4.3	11.2	82.3	100
Std 6	0.5	0.5	3.8	8.2	87.1	100
Std 7	0.0	0.3	1.2	4.8	93.7	100
Std 8	0.1	0.2	0.4	3.9	95.4	100
Total	2.4	10.3	12.0	13.9	61.4	100

the room for improvement was not all that great. Yet it is observed that the proportion of para readers plus story readers has gone up in each Std. Also, more importantly, the proportion of story readers has gone up by 10-15 percentage points in Std III upwards.

- Traditionally in Himachal learning improvement seems to pick up after Std III rather than in Std I and II. The apparent reason for this is that since the state has a state level Board examination for Std V, the serious teaching of skills begins at about Std III or IV.
- Himachal is ripe for a Reading to Learn campaign.

Comparison between Pre Test and Post Test

Baselines were conducted by school teachers in schools with the help of Pratham Mobilisers / Volunteers. Pre and post tests were conducted to evaluate the impact of the program.



The charts above show proportions of GOVERNMENT SCHOOL CHILDREN whereas the ASER tables above show proportions of all children – govt and private schools.

Unfortunately, the above data gathered from sampled schools could not be digitized on a child-wise basis and a detailed analysis is not available. However, It is quite clear that children in the upper classes have progressed substantially in reading fluency and in math. However, more work is needed.

The data shows a 20percentage point improvement in reading levels and about 15 percentage point improvement in the number of children who can perform division.

3.6.READ MADHYA PRADESH

1. Objectives:

Reading: (Std. I to V)

Std. I and II: Recognition of alphabets along with vowel signs

Std. III to V: Can read fluently text of the level of Std. II textbook

Math:

Std I and II: Recognition of numbers and addition subtraction.

Std III- V: Solving at least subtraction and up to division level.

Preparing for Reading to Learn through pilot programs.

2. The landscape:

	Read India Coverage
Districts	48
Blocks	313
Villages	52,966
Anganwadis (pre school)	
Primary Schools	
Children in above schools	5,389,898
Teachers	-
Government Officials	-
Volunteers	61,969
Pratham full time team	1,099

Pratham full time people include cluster coordinators engaged for the duration of the campaigns.

3. Team:

Pratham team involved 3 District coordinators per district and 3 Block Coordinators per block to implement and monitor the program.

4. Implementation:

Government has supported the program by providing support in terms of material worth INR 35 mln.

Phase 1: January 2007 to April 2007

48 districts were covered, one block in each village, 120 villages. Each block was divided into 3 parts with 40 villages each. Total number of district coordinators were 120. The 8,000 volunteers were mobilised for the 120 villages were given story cards. The campaign was community based and the volunteers were not paid.

Phase 2: August 2007- November 2007

Pratham, based on ASER findings, designed a reading and writing campaign for the government schools, Std. 1 and 2 but Std 3 was also included at the launch of the programme.

Material:

A soft copy of 27 cards was given to the govt. by pratham of which 7 crore copies were made by the govt. and handed out by the govt. to the govt. school.

Volunteers:

District resource group were trained on a state level for the Read India campaign.

Duration:

The duration set up by the govt for the program was till October which later extended till November. During this period Pratham was supporting the govt. but was not directly involved as no MOU was signed.

Phase 3: November 2007- 2009: Minimum learning level achievement programme

Suggestions were given to the govt by Pratham for the coming year to take the Madhya Pradesh program to the next higher level based on ASER2006 findings. However, the new State Project Director was not willing to believe ASER data and decided that he wanted to work at the minimum most goals to be achieved by Jan 26. So, Pratham went along with the understanding that the minimum goals campaign would indeed take place until Jan 26, but it would be followed by a higher level learning campaign for reading fluency and comprehension. An MOU was signed in November for the next three years, till 2009. Broadly, it declared the intent to work in partnership to improve overall quality of education starting with two campaigns until the end of the current academic year. Plans for subsequent years were to be drawn up by mutual consultation. The name given to the programme was minimum learning level (MLL) achievement programme. This programme went on for 5 months from November 2007 to March 2008. Going forward, it will be held for 6 months. In the mean time the SPD who worked with us has been transferred and we are back to the drawing board at the state level but work continues at the district level.

Although the MLL campaign goals were restricted to learning of alphabets, numbers, and some multiplication tables etc. After Feb 2008, the Pratham team gave a bigger push towards reading fluency through the 60,000+ volunteers who were working inside the schools with the teachers as a part of the MoU. The results of improved fluency in reading and ability to solve up to division is evident in the pre and post intervention sampled assessment. This has been a major achievement of Pratham in Madhya Pradesh after a one year of slowing down due to government indecision and apathy.

Phase 4: Summer Camps- May 15 to June 15

Summer camps were held 14 districts that were selected as a part of the MoU to work on higher levels of learning. Also, Pratham's own timelines indicate a Reading to Learn activity in MP in 2008-09. The work in these selected districts, including the 10 districts supported by Hewlett Foundation, will be the leading edge of the program. So, in 109 blocks. 22,000 volunteers were mobilised. The mobilization is now so much easier because the previous volunteers identify new ones. Also, it is interesting to note that when the government was hiring para-teachers for the schools, volunteers who had worked in the MLL campaign were given preference over others. This has further motivated young people to come forward. There were 3 block co-ordinators per block.

Material was provided by Pratham:

black board

chalk box

50 multicolored story cards

1 packet straw and bundle

1 math manual

1 set fake currency

a set of 10 paragraph cards

50 black and white number cards

5. Assessment

Comparison between ASER 2006 and 2007

ASER 2006 (All 45 districts)						
MP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	19.4	42.0	32.9	4.3	1.4	100
Std 2	4.9	19.2	49.8	21.0	5.1	100
Std 3	2.0	6.8	26.2	46.3	18.7	100
Std 4	1.1	3.4	14.3	33.3	47.9	100
Std 5	0.4	1.5	5.8	19.0	73.4	100
Std 6	0.2	0.7	2.5	10.6	86.1	100
Std 7	0.1	0.5	2.1	7.3	90.0	100
Std 8	0.1	0.2	1.1	5.4	93.2	100
Total	4.2	11.0	19.2	19.7	45.9	100

ASER 2007 (All 45 districts)						
MP Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	11.3	54.8	26.1	5.9	1.9	100
Std 2	2.6	23.4	47.6	21.2	5.3	100
Std 3	1.2	7.7	22.7	42.8	25.7	100
Std 4	0.6	3.2	9.8	34.0	52.5	100
Std 5	0.5	1.2	3.9	16.5	78.0	100
Std 6	0.3	0.5	1.9	7.6	89.7	100
Std 7	0.3	0.6	1.2	4.1	93.8	100
Std 8	0.4	0.3	0.5	2.0	96.9	100
Total	2.4	12.9	16.0	18.6	50.1	100

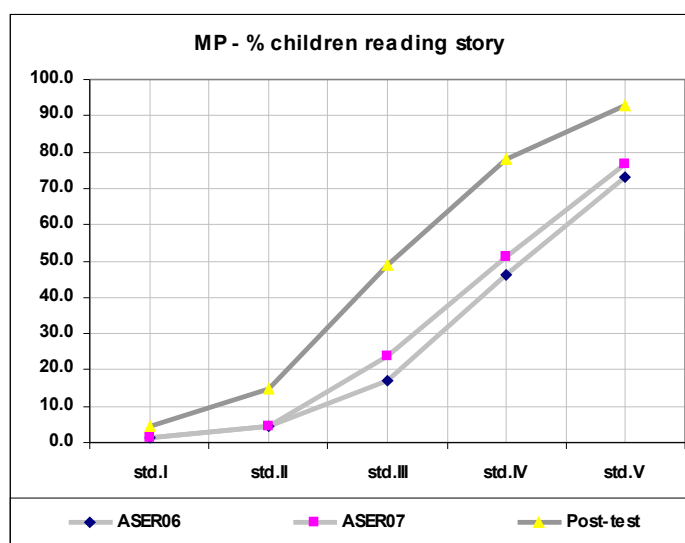
The ASER2006 vs 2007 numbers can be seen in two perspectives. One is to say that the learning levels were stagnant. However, another perspective could be that the new learning levels achieved in academic year 2005-06 have held and not slid back. This is important given skepticism around the first state-wide success of Pratham's catalytic initiative.

Against this lack of change over two measurements 12 months apart, the charts below are a testimony to the success of the MLL campaign in Dec-Jan, followed by Pratham's push for higher level competencies in Feb-Mar period.

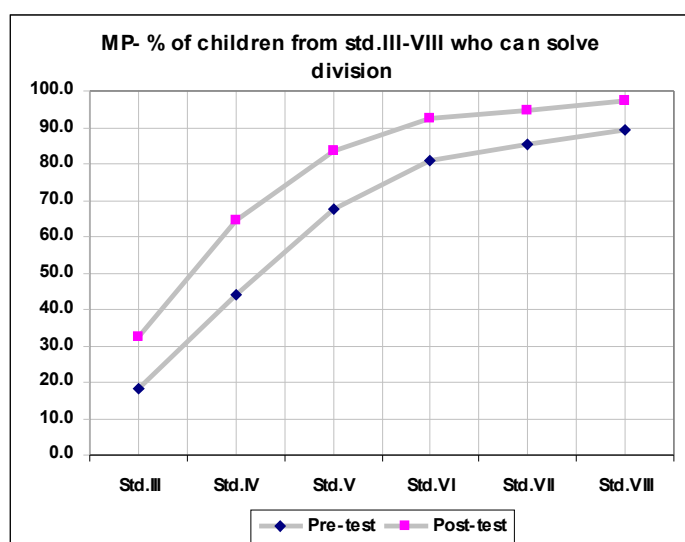
The lesson that Pratham had learned a long time back is underscored again. When government and people, or teachers and volunteers work together there is quick and huge success.

Comparison between ASER 2006, 2007 and post test of Read India conducted in April 2008

An assessment was conducted in January 2008 (pre test) April 2008 (post test) of 24,410 children. As mentioned earlier, 6 villages were randomly picked per district and the same 5 children per class were tested in the pre and post test. An additional 3 villages were added in the post test.



The assessment data clearly shows that, in the post test, the Std. III children have reached the same level as the Std. IV children in ASER 2006 and 2007. There is a 30 percentage point improvement in no of children who can read stories.



In Math, the chart below shows the change between the pre test and pos test.

3.7. READ MAHARASHTRA

1. Objectives:

- Anganwadi: objective is number identification and value from 1-50 and simple word identification.
- Std. I & II:
 - Learning to Read: All children should achieve basic reading, writing, and arithmetic skills as determined by the government.
 - Reading to Learn : Develop 'reading', 'speaking' and 'writing' ability of children to enhance reading fluency and oral/written comprehension
- English learning: Children know English words defined for each grade, should be able to read grade-level texts, speak sentences and have a simple conversation.

2. The landscape:

	Read India Coverage
Districts	33
Blocks	351
Villages	45,027
Anganwadis (pre school)	
Primary Schools	
Children in above schools	1,663,387
Teachers	97,185
Government Officials	23,819
Volunteers	44,290
Pratham full time team	516

3. Highlights:

- Likely to see a Read Pune slogan painted on walls in a number of places.
- One school hour each was dedicated for reading and arithmetic during the main phase of the program.
- The Pratham training was a part of the Training Program of the schoolteachers. The focus of the training was to enable all schoolteachers to use the "learning to read" technique.
- Rigorous monitoring of the program both from within the government and by Pratham activists at various levels.

- Involvement of the village sarpanch and volunteers in the program implementation resulted in the success of the program.

4. Team:

Pratham team involved 428 Block Coordinators and 63 district Coordinators to implement and monitor the program for the entire year.

5. Implementation:

Learning to Read program for the Anganwadi kids and children of Std. 1 & 2 was carried out in all 33 districts of the State. The Reading to Learn program was implemented on a pilot basis only in the 17 districts selected by the government of Maharashtra.

The campaign was carried out in the following manner.

➤ **Learning to Read (L2R) for children in Anganwadi :- (July 2007 to October 2007)**

- July 2007 training was organized for Anganwadi teachers, by Pratham personnel. Helpers too attended the training.
- The teachers implemented the Read India program in the Anganwadis from August 2007. Almost 450,000 children were covered by October 07.
- During the anganwadi hours the teacher, with the help of the material, would conduct the learning to read activities for one hour daily. She would form different learning level groups of children so that teaching is paced according to that group's aptitude. The 'helper' placed by ICDS also helped the teacher in conducting the activities.
- In the month of August 07, Pratham organized a monitoring training for all the ICDS supervisors. The aim was that these supervisors should then be able to monitor the anganwadi classes themselves. The goals and objectives of the program were explained in order to conduct the monitoring as per the set goals. Child Development Program Officers¹⁹ and Block Development Officers²⁰ of some Block were also present for this monitoring training.
- Pratham Block and District Co-ordinators, ICDS beat offices and even the Zilla Parishad people would do a random visit of these classes to check the performance. ICDS supervisors would regularly visit the classes as per the training provided to them.
- Pre test was done in randomly selected villages all over the blocks. This was 6 villages per block. Testing was done by Pratham team in 3 villages per block while the remaining was carried out by the local colleges and ICDS Supervisors.
- Post test was done in the month of October 2007, after the end of the program in a similar manner.

¹⁹ Child Development Program Officers :- Co-ordinate the running of the Anganwadis in the district. This includes appointment of Anganwadi teachers & helpers, functioning of the anganwadi, distribution of material to the anganwadi etc.

²⁰ Block Development Officers :- They are coordinators for various sections in the Block. The various sections are Health, Education, Agriculture etc. BDO's have to coordinate the entire working of these sections in the Block.

- Though Pratham's involvement in the program ended in the month of October, the Anganwadi teachers are seen to be continuing the activities with the help of material given to them. According to them Pratham has done a very good job by introducing the learning to read technique in the anganwadis, which has enabled them to teach these children.

➤ **Learning to Read (L2R) for Std 1 & 2 :- (July 2007 to October 2007)**

The Objective of the program is

- a. the children should be able to read atleast simple paragraph
 - b. able to read 1-100 numbers with place value.
- Volunteers were trained (Shikshanagrahis) in the last week of July 07. These included self help groups, NGO wrkers, College students, young girls, retired teachers, school teachers and village Sarpanch.
 - The volunteers started the Read India Program (Learning to Read) for the Std 1 & 2 children from August 2007 in the entire district. Almost 440,000 children were covered by October 07. The classes were conducted after school hours for one to one and a half hours. These were conducted in the school premises if the school allowed, or in the anganwadi space, village committee places, mandir or any other community place/ or the volunteers homes itself.
 - Some school teachers too implemented the L2R program in the schools.
 - Regular monitoring of the classes was done by the Block coordinators through 2 visits per month per village.
 - Village *Sarpanch* was responsible for the successful implementation of the program in the classes.
 - Pre test and Post test was done in randomly selected villages all over the blocks in the month of November 2007. This was 6 villages per block. Testing was done by Pratham team in 3 villages per block while the remaining was carried out by the local college students.

➤ **Reading to Learn Program (R2L) – (January 2008 to March 2008)**

Objective: The objective of R2L activities was to develop 'reading', 'speaking' and 'writing' ability of children to enhance reading fluency and oral/written comprehension.

Goal: At least 75% children in Std. I to VI will be able to read fluently, speak about the text read and write about the text read in at least 5-10 sentences in their own words.

- 40 District and 445 block coordinators were trained to impart training to village volunteers to undertake R2L activities.
- More than 25,000 volunteers were mobilized. A team of around 2/5-school going children 'young teachers' from each village helped these volunteers.

- Each village volunteer was given a set of instructions on teaching method, evaluation format with an appeal.
- In almost all villages, schoolteachers and Grampanchayats²¹ helped Pratham activists to mobilize village volunteers.
- Village Education Committees, Self Help Groups and Anganwadi teachers were appraised about the ASER analysis and were appealed to conduct open tests of reading and arithmetic of children from Std. I to VI.
- District level education officials and Block Education Officers along Block Development Officers were kept in loop and were periodically informed about the program undertaken.

Training:

- The focal point of training was on apprising master trainers about giving reading practice. People were told to give practice to children to,
 - Appreciating and understanding (discussing) the grade appropriate text
 - Orally talk about the text narrating main idea.
 - Able to correctly use the punctuation marks – comma, full stop and question mark.

Process:

- 200 reading cards were distributed to a cluster of four villages. At a time each village had got a set of 50 cards, which were exchanged among villages of that cluster.
- Reading cards were categorized as 1) Read to know, 2) Read to think, 3) Read to solve and 4) Read to do.
- Reading cards of each category was further divided into three levels. Elementary: cards to be read by children in Std. I and II or poor readers from higher grades, Middle: cards to be read by children in Std. III and IV or average readers and Advance: cards to be read by children in Std. V and above or fluent readers.
- Topics covered in reading cards ranged from subject related reading material to additional information on different aspects.
- Homi Bhabha Science Education Center, an autonomous body of Govt. of India, participated in creating science-reading cards.

Tests and grading process:

- All villages conducted reading and arithmetic tests, based on ASER.
- In reading children were classified in to five levels Nothing, Letter, Word, Level I and Level II.
- Those who were reading word and above were given reading cards and those who were in 'nothing' and 'letter' levels were taught separately with L2R method. TLM pertaining to L2R was distributed to all villages.

²¹ Village government

- The campaign was undertaken from January 2008 to March 2008. The month of January was focused on giving 'reading' and 'saying' practice and following two months were focused on 'reading, saying and writing' practice.

Evaluation:

- No external agency was appointed to do the evaluation but Pratham's district and block level activists conducted pre-test and post-test of all children between age group 6 to 14.
- Villages were randomly picked in presence of Block Education Officer. Chits were prepared writing serial numbers for each village and BEO was asked to pick nine chits from the heap of the chits.
- Tests were conducted in villages in presence of village panchayat and parents.
- The Pratham teams tested a sample of children in 9 villages per block, (about 100 villages) across the 17 districts to collect the data for about 112,000 children. In Stds I-IV, about 19,000 children from each class were tested. For Std V-VII the numbers dropped to 13,000, 12,500, and 8,000 respectively. The pre intervention and post-intervention test shows major improvement among these children who represent a total of about 3 million children in these districts.

➤ **English Program:- (July 2007 to March 2008)**

With the following objective the English program is being implemented in the one block each of the 17 districts.

Teachers were selected from the community and training was given on how to conduct the classes. Step-wise monthly refresher training is organized for the teachers on the use of the curriculum in the class.

Monitoring was regularly carried out by a designated English Coordinator who was regularly given refresher trainings on the subject. Other than this English Coordinator the Pratham block and district coordinator too regularly monitored the program.

Pretest was carried out in August 2007 and posttest by the end of March 2008.

6. Mobilization: Large scale volunteer mobilization was a key towards the successful implementation of the program. Block coordinators in each villages made appeal in local colleges, to NSS students, local youth groups, gram panchayat, self help groups, to be a part of the program. Meeting sarpanch (village government head), government officers explaining them about the importance of the program also helped to get lot of volunteers. A lot of young girls, womens were referred by the angandwadi teachers.

7. Material

• L2R- Anganwadi

Material was distributed by Pratham in the month of August. The material included an 18 card set of the following:-

- Number card (1-10)
- Colour card
- Story card
- Simple Words with pictures
- Sequence cards
- Alphabet cards
- *Barakhadi* cards.

• L2R- Std. I & II

A set of 22 cards was distributed to each class :-

- *Barakhadi* card (2 set)
- Word card (2 set)
- Sequence activity card (2 set)
- Colour cards (2 set)
- 2 line paragraph card (2 set)
- Paragraph card (6 set)
- Story cards (6 set)

• Reading to Learn (R2L)

R2L Instruction Manual

Math manual

200 reading cards

Black board/chalks/straws and rubber bands

Play currency notes

• English

The English kit guides the teachers step by step on how to achieve the objective. The kit consists of 21 booklets for the teacher, a set of picture cards for the class, riddles, crossword puzzles, worksheets and reading cards for the children, general conversation books, books on phonetic reading skills, books on 'wh' questions, vocabulary of 480 common words.

8. Assessment

a. Comparison between ASER 2006 and 2007

ASER 2006 (All 33 districts)						
Maharashtra Read India FOCUS blocks - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	19.6	38.6	31.5	5.9	4.5	100
Std 2	4.6	17.1	35.2	29.3	13.8	100
Std 3	2.7	7.8	23.5	38.5	27.6	100
Std 4	1.8	3.3	13.1	35.3	46.6	100
Std 5	1.3	1.7	7.1	30.5	59.5	100
Std 6	0.5	1.4	5.5	23.5	69.0	100
Std 7	1.0	0.9	2.8	19.0	76.4	100
Std 8	0.4	0.5	2.1	14.2	82.8	100
Total	4.1	9.2	15.4	24.7	46.6	100

ASER 2007 (All 33 districts)						
Maharashtra Read India FOCUS blocks - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	12.2	43.1	32.2	7.5	5.1	100
Std 2	3.5	15.7	32.5	31.6	16.7	100
Std 3	1.9	6.2	17.1	38.0	36.8	100
Std 4	1.9	2.5	8.1	29.0	59.4	100
Std 5	0.6	1.6	5.3	18.5	74.1	100
Std 6	0.6	1.1	3.0	13.3	82.1	100
Std 7	0.8	0.6	2.1	9.0	87.5	100
Std 8	0.6	0.5	1.2	6.8	90.9	100
Total	2.9	9.9	13.9	20.2	53.2	100

Although there was no collaboration between the state government and Pratham, there was ample working together at the district, and especially at the school or village level. Like Himachal, Maharashtra too had progressed by 2006 so that even at Std III 66% children could read at least para level. The ASER data shows simultaneous changes at the very low level of learning at least letter-recognition – a drop in Std I from 19.6% children not being able to recognize alphabets to 12.2% in the same category a year later. Beyond Std II, the improvement of 10-15 percentage points among fluent readers is the main achievement.

The charts below further indicate further improvement after ASER2007 measurement of Nov 2007. The charts are self explanatory. There is a huge drop in children who “cannot: and increase among who “can”. There is a slight discrepancy between ASER2007 and pre-test numbers. This could be difference in sampling techniques but the trends in both cases are nearly identical.

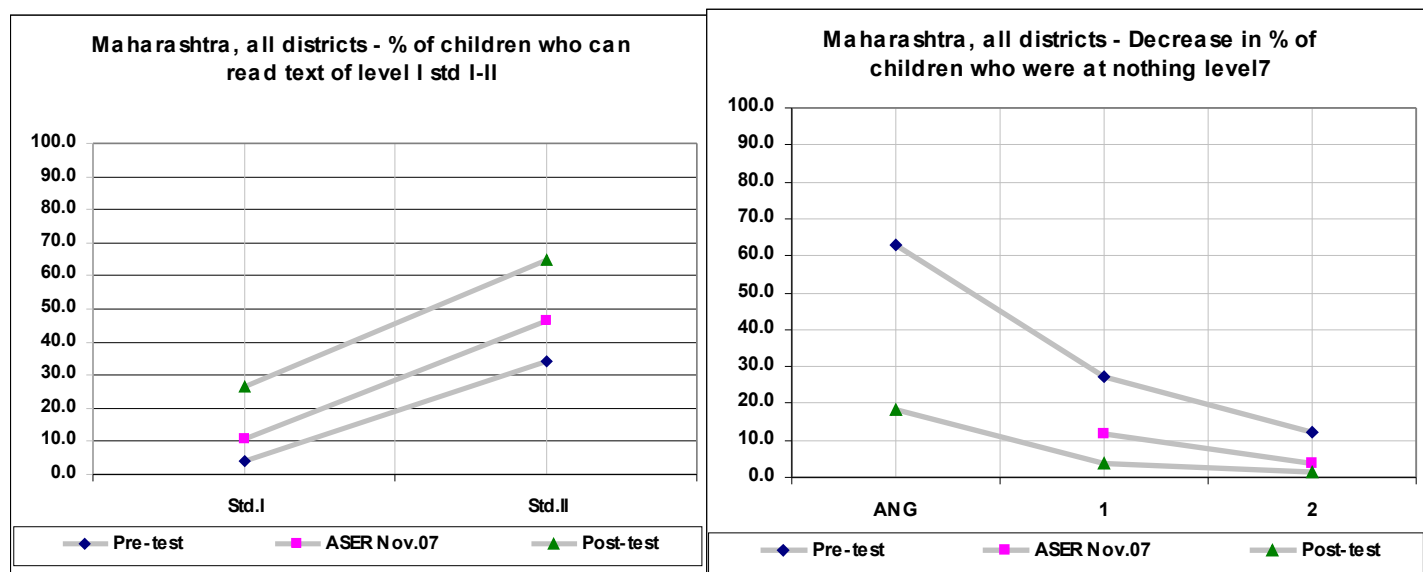
The more important achievement of the Maharashtra team is in the Reading to Learn initiative.

b. Comparison between ASER 2007, pre test (Aug 2007) post test (Nov 2007) for Read India (L2R)

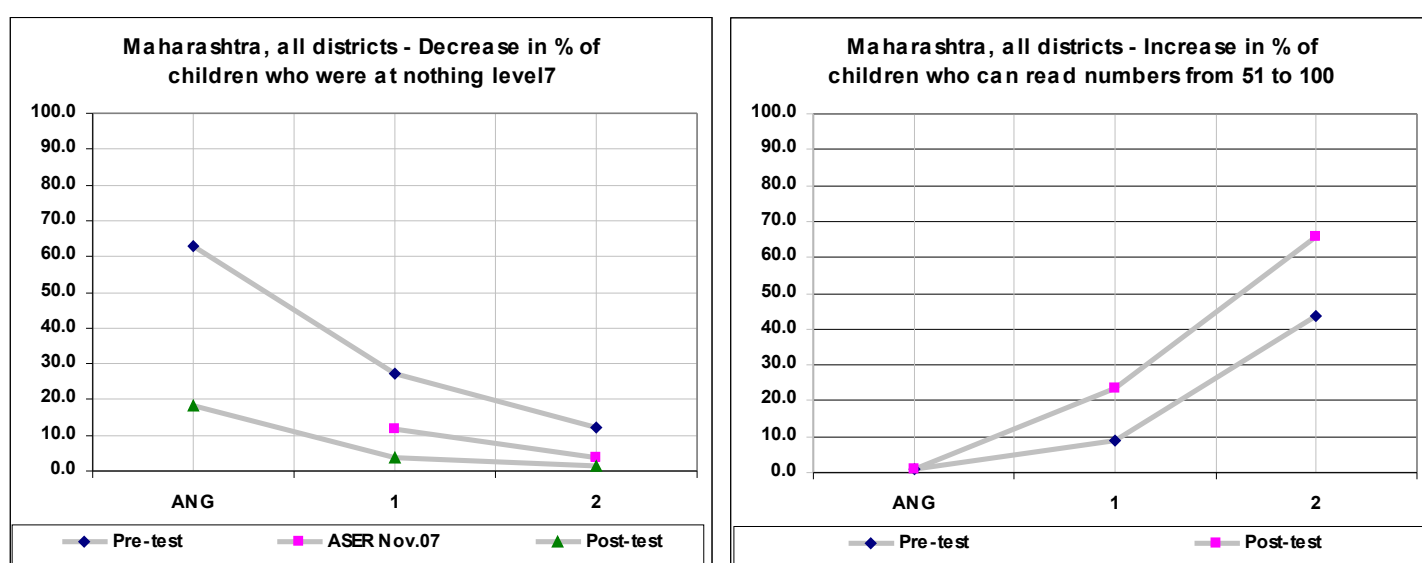
Pre test was conducted in August 2007 in randomly selected villages all over the blocks. This was 6 villages per block. Pratham teams tested children in 3 villages per block while the remaining villages were tested by the local colleges and government officials.

Post test was done in the month of November 2007, after the end of the program in a similar manner.

Reading

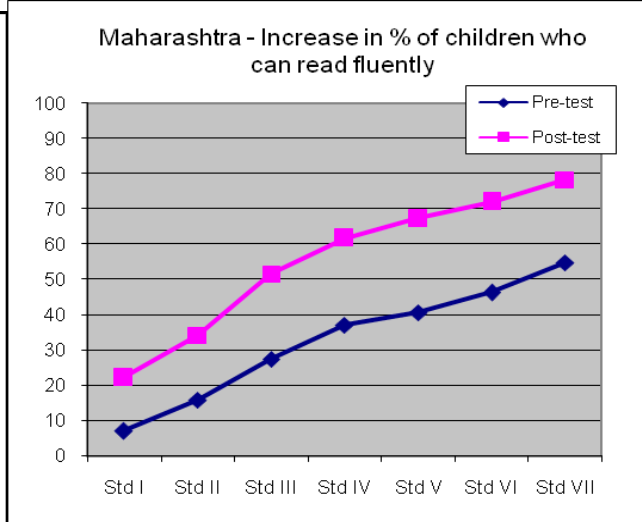
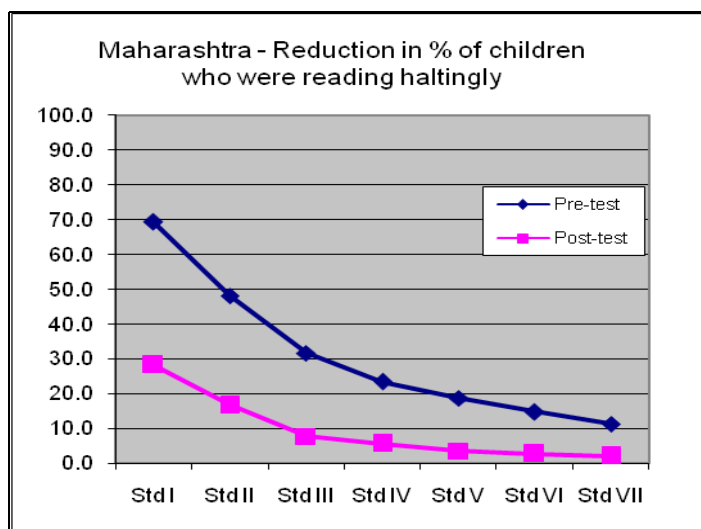


Math



c. Comparison between pre test (Aug 2007) post test (Nov 2007) for Read India- Reading to Learn (R2L)

Reading



The proportion of children who read haltingly decreased and the proportion of children who could read fluently with punctuation texts appropriate to their age increased in a big way. Similarly, the proportion who could not write answers after reading the text decreased while those who could understand the main idea in the text and write it at least in a couple of sentences increased dramatically.

Writing- Comprehension

The biggest gain in the reading to learn campaign is that large numbers of children for the first time learned to read the text and comprehend it much better. The evidence of this is in the written tests of children in which they were asked to read a text and explain the main idea or the theme of the text in their own words.

Could not write anything after reading a text		
Written comprehension	pre-test	post test
Std I	58%	22%
Std II	38%	11%
Std III	20%	4%
Std IV	13%	3%
Std V	10%	2%
Std VI	8%	2%
Std VII	6%	1%
Total	25%	8%
Could at least write the main idea in a couple of sentences		
Written comprehension	pre test	post test
Std II	13%	34%
Std III	28%	60%
Std IV	41%	71%
Std V	46%	77%
Std VI	54%	82%
Std VII	65%	89%
Total	31%	57%

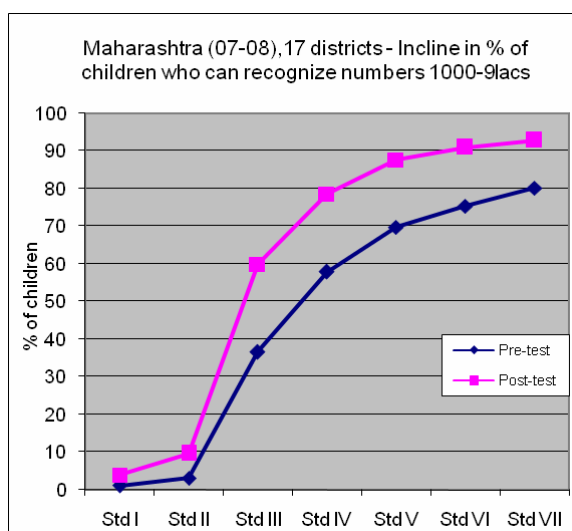
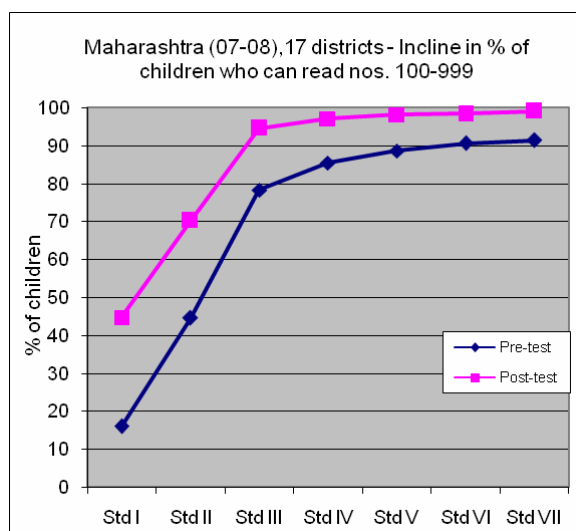
The data alongside shows that the proportion of children who could writing nothing after reading a text reduced dramatically, especially in the early grades.

At the same time, the proportion of children who could at least write the main idea in a couple of sentences increased substantially. The impact is much more in the higher classes of VI to VII. For classes II and III also, at a lower level of text, the comprehension and the writing has improved in a big way.

Reading to learn is the next stage of learning in Pratham's Read India campaign and the focused pilot in Maharashtra is proving to be the leader for our national scale up with some modifications.

The impact of the Reading to Learn campaign is that the elected heads of the village, and the villagers themselves are asking Pratham to continue and build upon the program.

Math



Number recognition with understanding of place value is a major obstacle in children's learning of arithmetic operations. The results of the R2L campaign indicate that the proportion of children who did not recognise or understand numbers has improve to help children gain almost one year. The graphs above show that the proportion of children who could recognize numbers up to 900,000 has gone up by nearly 25% in std III. The post test proportion of children in III who can recognize numbers is higher than the pre-test proportion of std IV who could do the same. This change has happened in just three months.

3.8. READ ORISSA

1. Objectives

The objectives of Pratham Orissa are set as follows:

Standard I: At least 85% children are able to read letters, words and simple sentences and recognize numbers up to 100

Standard II: At least 90% children are able to read letters, words, simple sentences, story and recognize numbers up to 100/solve simple addition/subtraction sums.

Standard III to V: At least 90% children are able to read words, simple sentences, story and recognize numbers up to 100, solve addition/subtraction with borrow and division sums.

2. The landscape

	Read India Coverage
Districts	24
Blocks	218
Villages	24441
Anganwadis	29031
Primary Schools	5310
Children	404246
Teachers	2110
Government Officials	150
Volunteers	28123
Pratham full time team	243

3. Highlights

The salient achievements of Pratham Orissa this year have been as follows:

- Dramatic change in reading and arithmetic levels of students.

- One hour during the school was dedicated to reading and arithmetic class during the main phase of the program.
- The Pratham training was a part of the Annual Training Program of the school teachers. The focus of the training was to enable all school teachers to use the “learning to read” technique.
- Rigorous monitoring of the programs was done both from and within the government and by Pratham activists at various levels.
- Most of the District Project Coordinators, Block Resource Coordinators, Cluster Resource Coordinators, School Teachers and Village Education Committees actively involved in monitoring and mobilizing community for the same.
- High level of retention among students – the children still remembered the joyful activities of camps and expect continuity of the same in their schools.
- Read Orissa camps worked as alternative schooling in remote villages where the schools worked irregularly.
- A sense of community ownership of Quality Primary education and its importance has been created and materialized in almost all the villages of target areas.
- A volunteer has been identified in each village of Read Orissa coverage, who is acquainted with “Learning to Read Techniques” and still looking after children’s learning in some of the villages.
- Read Orissa is one of the Historic NGO based Large Scale intervention to realize the goal of SSA in Orissa.
- High visibility of the campaign – During a visit to any village in Orissa, one is likely to come across several Read Orissa slogans painted on walls.
- Summer camps suffered as the focus was on training and not on effective monitoring. The volunteer network that worked effectively in Read Orissa Campaign was not capitalized upon during these summer camps.

4. Background

The nation-wide campaign of SSA which works on the mission to make quality and easily accessible primary education available to each and every child of India through its variety of programs; is still left far behind in case of rural children. Orissa is no exception to this. According to the ASER result of 2005 to 2007, much task is left to achieve the SSA goal for rural children in Orissa. The children passed out from schools have not been able to attain the basic minimum learning level in Mathematics and Language. Some students in classes III, IV, V are unable to read simple paragraph, words with compound letters. Further, in mathematics, they are unable to recognize numbers and run simple mathematical operations like addition, subtraction etc. This shows a big discrepancy between standard wise expected level of competencies prescribed in Orissa Primary School Curriculum and the level of competencies attained by the children after completion of Primary Education. Keeping in view the above facts “Pratham Orissa” planned to launch “Read Orissa”

Campaign and Summer Camp or Baisakhi Mela in all most all the villages and schools of Orissa took part. As a background to support Read Orissa, a pilor program was conducted in 4 districts for L2R (Learn to Read) program. Government of Orissa fully supported that

5. Implementation of Read Orissa Campaign

The implementation of Read Orissa campaign can be divided into two Phases:

a) Preparation for implementing the Read Orissa program – August 2007

This phase includes consultation with concerned government and private agencies, team building, material development and training of master trainers and volunteers. The aim is to duly prepare the workforce towards successful execution of the strategic objectives of the program. This is partly supported by government of Orissa.

Team building includes selection of District Coordinators, Block Coordinators, Block.Voluntures and creation of Gram panchayat and village level volunteers. The training was conducted in two stages

Stage 1 – Training of Master Trainers (Done by Volunteer)

All the selected Zonals, District Coordinators and Block Coordinators were trained on skills of communication and Learning to Read Strategy in different zones for two days in the month of August.

Stage 2 – Training of Volunteers

The Master Trainers conducted training of volunteers for about two days in different Block Points.

Stage 3 – Execution of program

After training, the volunteers were given materials for L2R class in different village community. This started from October to December 2007.

b) Conducting the summer camps – April to June 2008

The implementation of Summer Camp Program can again be divided into two phases

Preparatory Phase

In this phase, Pratham Orissa did a lot of consultation with Orissa Primary Education Authority (OPEA), SCERT and renowned Professors, different NGOs and other related agencies was done to get their involvement and support in the process. The consensus relating to the scope and schedule of campaign was made. The group agreed to cover 51,000 villages in the program and run it from May 15th to June 15th. To fulfill the demand of huge human resources for successful implementation, a four stage "Pilot cum Training Program" (PTP) was designed:

Stage-1

Stage 1 comprises of State Level PTP. It was meant to train all Zonals and D.Cs of Pratham Orissa Team. It was conducted in Gajapati District for seven days. Pratham

workers conducted number of camps in different village and Schools. Pratham workers were made to stay in a village to get accustomed to the village life style. They also gained rich experience in organizing a camp, developed understanding of teaching strategy, and experienced potential difficulties in implementing the program.

Stage-2

The District Level PTP conducted in a Block of each District. The trained D.Cs with same purpose and duration conducted trainings of all B.Cs and B.Vs of their concerned Districts. It was conducted in 30 Blocks organizing **400** classes with number of children covered at **17,843**.

Stage-3

The Block Level PTP was conducted in all the Blocks with the same purpose and duration as State level PTP. The trained B.Cs conducted the same for G.P volunteers. As per the data analyzed till today, it was conducted in **201** Blocks organizing **3,372** classes with a children strength of **69,631**. The data of remaining Blocks are under processes of entry and compilation.

Stage-4 (Only Training)

The G.P level training was conducted by the G.P coordinators to train the village volunteers. It was organized for one day in each G.P point with the support of B.C or B.V of concerned Block.

Organizing the camp

This Phase included organization of camps either in community or in school. Monitoring and Program Evaluation

From May15 to May 25 the camps started in villages or schools and continued up to June 30th 2008. The data relating total number of volunteers deployed and children benefited in this program is still being compiled.

A team comprising of experienced Pratham Workers, personnel from Human Development Foundation BBSR, students having management background and teaching aptitude from different management institutes and academicians was formulated to monitor each aspects of the program. The entire program was conducted as per the schedule and successfully delivered on the strategies agreed upon earlier.

c) Programs of Variety

Pratham Orissa has been exploring the opportunities to work with the organizations and individuals having similar vision and mission to avail maximum opportunities for better learning of rural children. In doing so, Pratham Orissa crossed three key milestones this year

- (i) Conducted "Story Writing and Story Reading" festival for school going children in 1500 Panchayats, developing partnership with Daily News Paper SAMBAD
- (ii) Opened a stall named as "Reading can be Fun" on Children's Day in a State level function under partnership with UNICEF
- (iii) Developed Partnership with Institutes of Mathematics and Application, it actively worked in "Rural Mathematics Talent Search Examination" in November 2007.

6. Material

Pratham Orissa has occupied a distinctive place in the field of material development for Primary Education since its inception. That became more popular in Read Orissa Campaign. The Package developed was need based, comprehensive, interesting and psychologically and socially sound for the rural children of Orissa.

6.1. *Read Orissa Material* (One Packet was provided to each camp)

A packet contained 25 pieces of each of the following items

1. Barakhadi
2. Sabdamala
3. Barnamala
4. Picture Cards for Story writing
5. Story Cards

The learning from Read Orissa campaign made the material development team efficient enough to develop a one month Package for Summer Camps which is innovative, academically sound and socially viable to children of target groups. The "child-centered, activity-oriented" approach both in developing the package and its implementation not only benefits the target children but also the volunteers who works for the purpose in different sectors.

6.2. *Summer Camp Material*

Per village one Packet was distributed to 43000 villages. A Packet contained the following materials

- A printed envelope (One piece for dual Purposes-Packing and Publicity)
- A list of articles
- Mathematic Material Part 1 to Part 4 (One piece each)
- Wooden Stick Bundle (One Bundle of 100pieces)
- Currency Notes (One bundle of 60 pieces of different values)
- Language Material Part 1 to Part 4(One Piece each)
- Story Cards of different Levels and types(3 pieces each)
- Trading Cards of different values(2pieces each)

Teaching Manual for Volunteer (One piece about Camp objectives teaching style and learning assessment.)

Summer Cams Register (One piece to record childrens' Performance

Testing Tools(One piece to asses childrens learning levels)

A list of Activities assigned as Home Task(One Set)

Old news papers (For Paper cutting Activities)

Chalk Packet(One Packet), Color Pencil(One Packet), Poster(Two Pieces)

7. Assessment

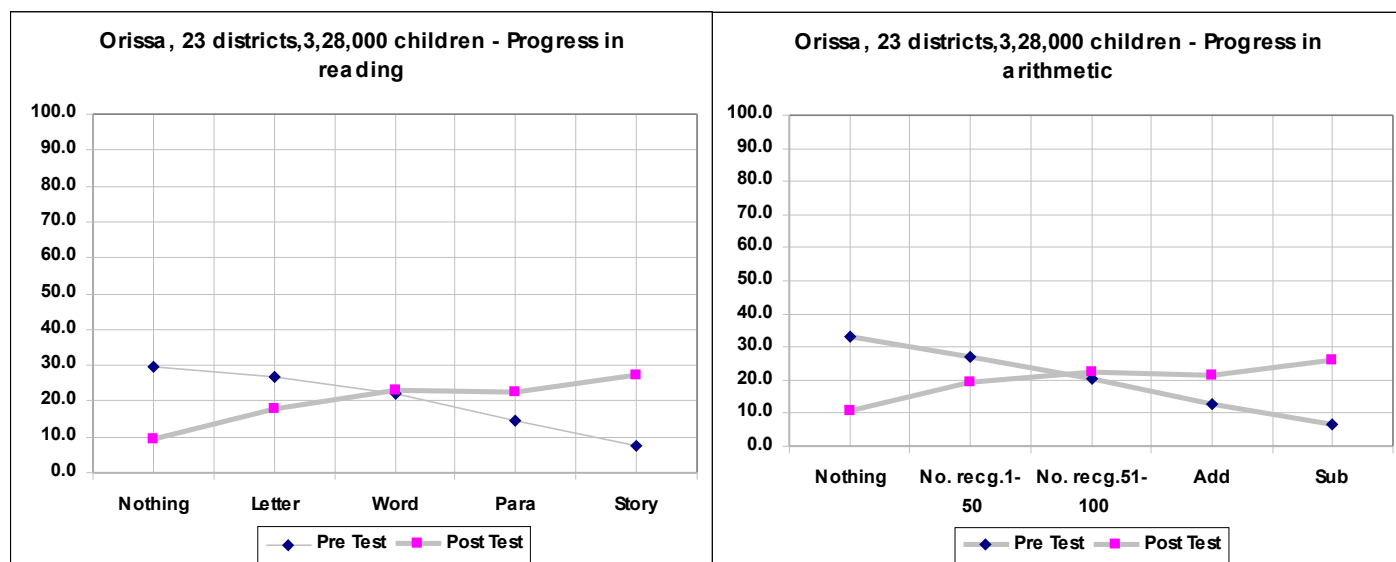
The comparative ASER results are perplexing. The proportion of 'story' readers in every Std. has dropped in 07. This could indicate a problem with testing, either in 06 or in 07. However, the pre and post data suggest that the voluntary initiative in the state has had some impact. Unfortunately, classwise analysis of the pre and post data is not available at this time.

Comparison between ASER 2006 and ASER 2007 for Read India districts

ASER 2006 (All 14 districts)						
Orissa Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	40.4	37.8	15.6	3.2	3.0	100
Std 2	11.3	27.3	33.5	13.5	14.4	100
Std 3	5.9	14.9	30.4	22.6	26.3	100
Std 4	3.5	7.2	17.3	27.0	45.0	100
Std 5	2.2	3.9	10.2	25.4	58.3	100
Std 6	1.5	1.9	6.3	20.9	69.5	100
Std 7	1.0	1.4	3.9	15.5	78.2	100
Std 8	0.6	0.9	2.0	10.8	85.7	100
Total	10.2	13.8	15.7	17.0	43.3	100

ASER 2007 (All 14 districts)						
Orissa Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	39.7	40.3	12.4	4.2	3.4	100
Std 2	16.4	33.4	26.7	12.2	11.4	100
Std 3	9.5	20.6	28.5	22.5	18.9	100
Std 4	5.2	12.9	18.9	27.7	35.3	100
Std 5	3.1	7.8	14.0	27.6	47.6	100
Std 6	2.2	4.3	8.5	23.7	61.4	100
Std 7	2.0	3.5	7.3	18.2	69.1	100
Std 8	1.3	2.5	3.7	13.2	79.4	100
Total	11.4	17.3	15.7	18.6	36.9	100

Comparison between Pre Test (Sep 2007) and post test (Jan 2008)



Graph 1 clearly shows that there has been a marked improvement in reading ability of students post tests. While story reading group was the smallest before test, children with ability to read stories (highest level of difficulty among various assignments) became highest. Similarly, in Graph 2, number of children who can do subtraction has increase significantly post tests from 7% to 28%. As many as 74% of students can now at least read numbers 51 to 100 as opposed to only 42% children pre test.

3.9. READ RAJASTHAN

1. Objectives:

i. Count Rajasthan

- At least 85% children of std. 1 & 2 can count and recognize numbers.

ii. Early Learning Programme

- By the end of Standard 1, 80% children will know alphabets. Similarly, in arithmetic 80% children will be able to recognize numbers up to 100.
- By the end of Standard 2, 75% children will be able to read words and more. Similarly, in arithmetic 75% children will be able to do addition-subtraction sums without borrowings.

iii. Summer Camp

- Every child should be able to recognize numbers (1-9,99,999), solve problems related to place value, expansion, addition and subtraction.
- Every child should be engaged in an array of activities to strengthen observation, exploration, measurement and comparison skills within the framework of day to day village/community life.

2. The Landscape:

	State	Coverage
Districts	33	17
Blocks	239	133
Villages	42,000	16,027
Anganwadis (pre school)	35,000	-
Primary Schools (Government)	55,128	46,000
Children in above schools	41,11,924	51,69,242
Teachers	1,56,340	30,710 ²²
Government Officials	260	131 ²³
Volunteers	-	29,804
Pratham full time team	-	156

3. Highlights:

²² Teachers have been trained in school based campaign in 14 districts

²³ Government officials include district, block level officers of education departments.

- After initial delay in government's response, a partnership programme for Std. 1 & 2 level children of 39000 government schools of 14 districts was launched in October.
- Though actual classroom process of the programme was only for 2 months, but overall impact on reading level is:
 - Class 1
 - Number of Children at 'Nothing' level reduced by 23%.
 - 18% increase in Number of children at 'Word' Level.
 - Class 2
 - A ~20% drop in number of 'nothing and alphabet' level children.
 - A corresponding ~20% rise in number of 'Word and Sentence' level children.
- Content team, a team constituted to develop TLM had developed 'picture-word cards, paragraph and story cards, trading cards, activity slips and modules'.
- Print and TV media had vastly disseminated news of MoU signing, progress in classes and then summer camps and *melas*, underlining the cause 'every child should be able to read, write and do basic arithmetic'.
- The block team in each district was divided into 2-3 groups to provide weekly monitoring support of schools in a particular block for one month. During the visit to a particular school, each person gave 30 minute demonstration to teachers. Thus total number of schools monitored has increased due to this temporary arrangement.
- 80% teachers of the targeted schools were trained by block team during winter vacations and regular monthly cluster level meetings.
- An 11 day capacity building workshop was organized which involved 7 days of 'learning by doing' in one district.
- Bomb blasts in Jaipur city and Gujjar movement delayed the distribution of TLM of Summer Camp and 4 districts (1 Hewlett district) were not able to start the camp in June.
- The objective of Summer Camp was to establish a Children's Shop near each school. The Shop would be a centre of activities such as; Trading Activities, Chit-Activity, Arithmetic class, Local Sports, Reading activities. While these activities would be undertaken through out the months of May and June in all villages by village volunteers, a *Mela* (Fare) would be organized at the Gram Panchayat level by Block Coordinators
- More than 30,000 volunteers participated in the Summer Camp.

4. Team:

One block coordinator at block level and one district coordinator at district level is the structure in all the districts where Read Rajasthan is implemented. The block which has more number of villages than any average block²⁴, 2 block coordinators are responsible for that block. To develop content, a team christened – Content Team was formed which included in-house artists also.

5. Background:

²⁴ A block with 150 villages

ASER 06 came out with facts on reading jump in Madhya Pradesh (MP) in a short span of one year. It was clear that a large scale campaign can really change the status in a short span of time. It was on the eve of ASER 06 launch that Pratham decided to initiate a Read India Campaign across India.

In Rajasthan, it was decided to try out a pilot in 4 districts to see the outcome of such campaign. Very quickly the Catalytic Program's team was posted in these districts to conduct the pilot. The four districts – Ajmer, Pali, Rajsamand & Dausa represented very different terrain and demography. The story cards were used as teaching learning material, which were developed by converting very easy library books in a pack of 24 cards, all of them were attractive, colourful and laminated. The target groups of children were the – “non-fluent” readers. Three packs of 24 cards each were sent to each of the 4000 villages of these 4 districts.

While the massive printing order was placed, teams at district level started mobilizing Cluster volunteers. A Cluster is a group of 10-15 villages. The Cluster volunteer was mobilized by the Block Co-ordinator (BC). Each block had a BC. These Cluster volunteers there-after mobilized the volunteers at the village level who in-turn was responsible for not only identifying the non-fluent readers but also carry out the exchange of cards.

School Readiness Program

At the end of three month initiative, ICDS and Pratham together launched a similar campaign with ‘to be enrolled in Std. 1’ children at the Anganwadi Center. The ICDS department agreed to issue the letter to their block level cadre regarding the partnership. The order of Alphabet cards was quickly placed and through training of Local Supervisors at block level, it was distributed up to sector level. At sector meeting, Local Supervisors trained Anganwadi Workers and distributed TLM to them. In the mean-time, ICDS and Pratham Rajasthan agreed to initiate a Joint Monitoring Week (JMW) to check as to how the classes were being conducted. Out of 199 anganwadi centers visited, 166 centers were found open, 60% centers were conducting games and activities. Out of 166 centers, 100 received TLM and 84 were using them and 90% of them had undergone training.

The efforts for MoU

By June end, a positive impact was visible and also the evaluation conducted by Pratham showed that this is a better strategy to reach out to “Every” child. It was decided to propose the State Project Director, SSA here about a Read Rajasthan Campaign in 14 districts (10 new districts and the existing 4). At one point in time the MoU was agreed in-principal by the SPD and the MoU was about to be signed. The file was forwarded to the Finance Department as the Government was also pooling in resources from it's side. Just then, because of a bureaucratic shuffle, the SPD was transferred. This was a set-back as it delayed the last step – the signing of MoU. The whole handing over the charge and other formalities started delaying the process. By this time the new session had already started. When the talks started again, the finer prints of the MoU were discussed at length again. This was not only a draining exercise but it also meant that the whole

intervention was to get delayed even further. By September, we were told that the financial support for the intervention will be withdrawn as the SSA does not have necessary funds. Finally, after 5 months of wait, the MoU (with out any financial support from the SSA) was signed on 26th October 2007.

6. Implementation:

Month	Month wise Highlights
July 2007	<ul style="list-style-type: none"> The team of 40 new Block Coordinators, which was selected in April, was trained and guided to their respective districts (10 Hewlett districts) with following tasks in hand: <ul style="list-style-type: none"> - Collect list of villages, list of village heads, list of schools and map of the block. - With the help of list of villages, map and consultation with local people at block level; decide the villages from where cluster volunteers²⁵ will be mobilized. - Start mobilizing cluster volunteers.
August 2007	<ul style="list-style-type: none"> Though teams have started mobilizing cluster volunteers, but due to slow response of Government of Rajasthan, the process was halted at mid-way. As a capacity building exercise, each block coordinator has started running a L2R classes at block level. New local block coordinators were identified and selected.
September 2007	<ul style="list-style-type: none"> Content Team has developed 20 cards for Std. 1 and 2 level children. Rajasthan Council for Elementary Education has constituted a steering committee which has experts from State Institute for Education Research and Training as well. These 20 cards were approved by this steering committee as well. Thus for Std. 1 & 2 a final pack was developed which consists 60 such cards and 10 story cards. Counting and number recognition are the first and most essential steps for a solid foundation in basic arithmetic. A low cost campaign called 'Count Rajasthan' was started to strengthen these skills and block coordinators started mobilizing cluster volunteers for this purpose.
October 2007	<ul style="list-style-type: none"> Read Rajasthan MoU was signed with Government of Rajasthan. The campaign was planned to reach around 17,00,000 children of Std. 1 & 2 of 39000 government schools across 14 districts.
November 2007	<ul style="list-style-type: none"> Letters from state level to respective district collectors, DEEOs and ADPCs were dispatched from the desk of OSD-REI and Commissioner, Elementary Education. Dissemination of information about 'Read Rajasthan'

²⁵ Cluster volunteer is a volunteer who mobilizes and manages the programme in nearby 10 villages.

	<p>campaign through print and TV media.</p> <ul style="list-style-type: none"> • Teaching Learning Material is developed with support and guidance of State Institute of Education Research and Training and printing order was placed. • Planning of orientation is done at state level in which it was decided that teachers would be oriented about 'Read Rajasthan' during regular CRC level meetings but no two meetings would be conducted on same date. • Shared 'Read Rajasthan' campaign's activity plan with DEEOs in all Rajasthan DEEO meeting. • Pratham's representatives had meeting with some of the district collectors to seek their guidance and shared the idea of 'Read Rajasthan'. • Pratham's Content Team has developed a module for teachers describing teaching methodology and use of cards. • A letter has been issued by Pratham to every district collector and DEEO.
December 2007	<ul style="list-style-type: none"> • Teaching Learning Material: <ul style="list-style-type: none"> ○ 20 types of 'picture-word' cards were printed and dispatched directly to district headquarters. ○ Around 20 days were invested in printing 24,00,000 cards. ○ Printing of 10 Story Cards was delayed. Thus only 60 cards are dispatched to schools. Story Cards will be distributed during month of January. ○ Block team of each district together arranged all the cards for 3-4 days and prepared school packs at respective district offices of Pratham. • Communication: <p>Letters have been issued from district office to block offices and in few districts, from block to CRC and school.</p> • Teachers' Orientation: <ul style="list-style-type: none"> ○ Orientation of teachers has been started in most of the districts. ○ In few districts, each CRC level meeting was organized on different date and in some districts, orientation exercise was carried out during winter vacation trainings. ○ Module for teachers were printed and dispatched to all district headquarters.
January 2008	<ul style="list-style-type: none"> • All officials and schools had received information (written or verbal) about salient features of MoU. • Attractively designed 60 'picture-word' cards and a Module have reached in 70% targeted school.

	<p>Remaining schools are under process of getting TLM.</p> <ul style="list-style-type: none"> • Training was imparted to at least one teacher of 70% schools. • Around 20% schools have started reading session. • 15-20% schools have conducted pre-test. • 10 Story cards for Std. 2 are under process of distribution. • Sample based pre-test started in 50 sampled schools per district. • Around 80% teachers of targeted schools got trained during regular CRC level meetings
February 2008	<ul style="list-style-type: none"> • Each district team was divided into 2-3 groups. Each group visited one block/ week @ 3 schools/day/person • During the visit in schools, Block Coordinators not only checked status if reading session, but they demonstrated few activities also. • During the visit, block coordinators were accompanied by CRCFs, BRCF and BEO of the respective block. • This joint monitoring effort initiated reading session in several schools.
March 2008	<ul style="list-style-type: none"> • TLM was reached in 85% of the targeted schools. • Around 40% schools started running reading session regularly. • Sample based post-test started in 50 sampled schools per district.
April 2008	<ul style="list-style-type: none"> • Sample based post-test continued till first week of April • Final examination in government school delayed which forced government to decide not to start new academic session from 15th April. • Though we planned Summer Class in schools for 1 month, but due to this decision, the class in schools was reduced to first 15 days of May only. • Block teams mobilized volunteers at Gram Panchayat level and imparted training of Summer Class. • These volunteers in turn mobilized village level volunteers who tried conducting summer classes in schools. • Printing Order of Summer Camp was placed • An 11 day long training of Block and District Coordinators was planned at Kotputli, a town near Jaipur City. The training, started on 24th April, had first 2 days of training and learned it by doing during next 7 days in all the blocks of adjacent district Alwar.
May 2008	<ul style="list-style-type: none"> • Consolidation of learning and summer camp plan was last 2 days activities of the training. • Teams went back to their districts and started

	<p>strengthening volunteer structure.</p> <ul style="list-style-type: none"> • Due to unfortunate Bomb Blasts in Jaipur City and Gujjar movement in most of the districts of Rajasthan, distribution of material upto district headquarters got delayed by 10 days. • Pre-test of internal evaluation of Summer Camp was carried out in 3 districts. <p>The Summer camp was planned in following manner:</p> <p>The objective is to establish a Children's Shop near each school. The Shop would be a centre of activities such as:-</p> <ul style="list-style-type: none"> • Trading Workshops – in which child would indicate his/her preference for purchase of a photo card and will also identify, select and pay the imitation currency for buying the photograph. This will help the child in understanding currency value and summation of values of various imitation currency notes. • Chit-Activity – Chits will be loaded daily in a box and children will draw the chits from the box and perform the tasks as indicated in activity chits. • Arithmetic class – children will learn recognizing bigger numbers (up to 9,99,999), their place value and expansion. • Sports – local level sport activities like <i>sitoliya</i> and <i>kabbadi</i>. • Reading activities – for developing fluent reading ability, practice of reading paragraphs and story cards would be undertaken. • Competitions – competitions will be arranged between children attached to different trading shops. <p>While these activities would be undertaken through out the months of May and June in all villages by village volunteers, a Mela would be organized at the Gram Panchayat level by Block Coordinators where kids would be tested and would be given some activities to work upon. The Sarpanches and village volunteers apart from parents would be invited to the Fair to see the ability of kids and the process would be emphasizing activities and means.</p>
June 2008	<ul style="list-style-type: none"> • Summer Camp started in 13 districts (9 Hewlett districts) and 4 districts (1 Hewlett districts) highly affected by Gujjar agitation, was not able to start. • More than 30,000 volunteers across 13127 villages organized camps in these districts.

7. Teaching Learning Material:

It was clear that for such massive campaign based interventions appropriate Teaching Learning Material has to be thought of, designed, piloted, refined and printed. It was realized that colorful, attractive and age-grade appropriate teaching learning material need to be developed. In all the meetings hence-forth Pratham volunteers and staff members were encouraged to write stories so that the best could go to print. To co-ordinate all this work a team christened – Content Team was formed which included in-house artists also. Once the material was designed, the specimen was discussed with Sandhan, another NGO with wide experience on pedagogy. Based on their advice it was decided to field test the tools. A lot of corrections and fine-tuning was done. It was ensured that the material used had word from Children’s vocabulary base only and not the ones that we deem apt.

Once, the cards were ready, it was decided to share it with the Government. These cards were forwarded to The State Institute of Education and Research Training (SIERT) Udaipur. They made some comments and once the final version was ready, the massive order for printing the cards was placed by Pratham.

Following Teaching Learning Material was used during different campaigns:

Count Rajasthan

- Flash cards of numbers 0 to 9 with number of pictures of objects like umbrella, flower equal to the number of the card, on the back side
- 1-100 number chart and 2-10 tables

Early Learning Programme

- 20 different Picture-word cards
- 10 different Story cards

Summer Camp

- 52 Easy paragraph cards each consist two 4 liner paragraphs on both side
- 9 Story cards (without pictures)
- 30 story cards (with pictures)
- 55 Trading cards, carrying different pictures of flowers, fruits, electric appliances, vehicles with their prices written below each picture.
- Currency notes of 1,10,100,1000,10000 and 100000
- Activity slips consisting slips of various activities

8. Assessment:

Comparison between ASER 2006 and 2007 for Read India districts

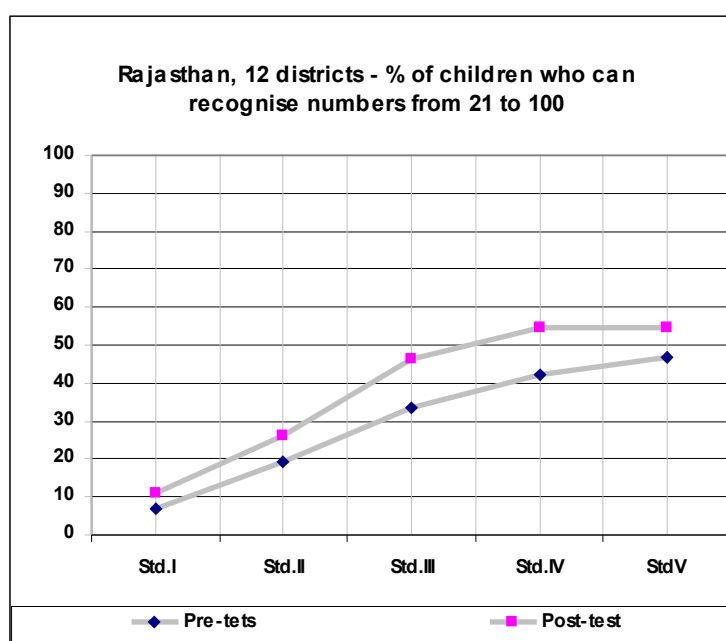
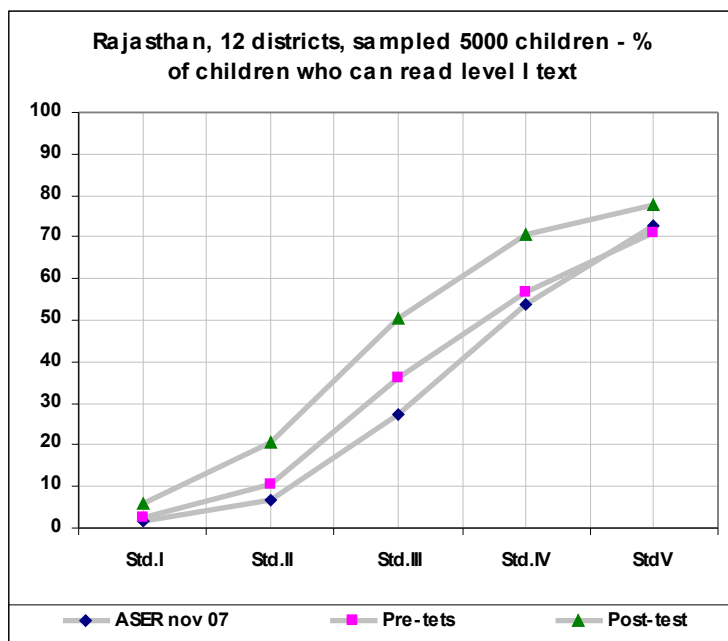
ASER 2006 (All 4 districts)						
Rajasthan Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	57.4	29.3	12.2	0.5	0.6	100
Std 2	26.2	28.9	34.1	6.8	4.0	100
Std 3	11.5	15.9	41.3	20.5	10.8	100
Std 4	5.8	7.2	23.0	40.2	23.8	100
Std 5	1.2	3.9	8.2	37.7	49.0	100
Std 6	2.0	2.0	3.2	22.2	70.6	100
Std 7	0.0	0.7	2.8	8.6	87.9	100
Std 8	0.0	1.7	1.0	5.2	92.1	100
Total	13.5	11.8	16.7	18.5	39.5	100

ASER 2007 (All 4 districts)						
Rajasthan Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	43.9	45.1	7.6	1.8	1.7	100.0
Std 2	19.6	41.2	28.1	7.4	3.6	100.0
Std 3	7.4	23.2	35.4	21.7	12.3	100.0
Std 4	2.7	10.4	21.1	36.0	29.8	100.0
Std 5	2.6	6.0	16.1	30.6	44.7	100.0
Std 6	1.4	3.1	7.7	19.5	68.3	100.0
Std 7	0.4	1.0	2.2	19.9	76.5	100.0
Std 8	0.0	0.4	2.3	5.4	91.9	100.0
Total	10.2	17.2	16.2	18.4	38.0	100.0

Comparison of ASER2006 and 2007 does not show much more than a drop in the children in who do not know alphabets. This is consistent with a singular lack of any initiative until Nov 07 on part of the government and failure of the Pratham teams to move quickly. However, the data from the later phases seem to suggest the possibility of a reasonable change going forward.

Comparison between ASER 2007 and pre test (Feb 2008) and post test (May 2008) for the campaign

Assessment was conducted in 12 districts, 600 villages and in 50 government schools per district which were randomly selected.



In Rajasthan, there has been an increase in % of students who can read level 1 text and those who can recognize numbers from 21 to 100. However, the pace of improvement needs to pick up. We expect that the volunteer base will be strengthened over the next months and collaboration with schools will help.

3.10.READ TAMILNADU

1. Objectives:

- Std. I: At least 75% children are able to read letters, words and simple sentences and recognize numbers up to 100
- Std. II: At least 85% children are able to read letters, words, simple sentences, story and recognize numbers up to 100.
- Std III-V: At least 90% children are able to read words, simple sentences, story and recognize numbers up to 100, solve addition/subtraction with borrow and division sums.

2. The landscape:

	TN State	Read India Coverage
Districts	31	15
Blocks	385	208
Villages	46,000	24,796
Primary Schools	43,000	10,800
Children in above schools	3,010,000	1,018,798
Teachers	130,000	13,000
Volunteers	-	26,000
Pratham full time team	-	470

3. Highlights:

- Major improvements in reading levels of children – the difference is clearly visible when compared with the non Read India districts in the state.
- Though strong state government collaboration could not be developed, very successful district level collaborations with district education officials was developed in all the Read India districts.
- Pratham team was involved in the regular training of teachers at the SSA Block Resource Centers as well as at the Cluster Resource Centers. Additionally, the team also visited schools and trained teachers in the classroom.
- School Teachers implemented the reading classes every day for 1 hour, during school time. In almost all the schools in these districts, you can see children sitting in groups and playing reading games and reading story cards.
- The methodology used involved dividing children into groups based on their reading levels and using card based reading games and activities.

- Evening classes were run by volunteers in the villages for children who could not even identify letters.
- Rigorous monitoring of the program was done by the Pratham activists – directly at the school and village levels. Teacher evaluations helped teachers understand the need and impact of the campaign.
- During the summer, the village reading and math classes were expanded to almost all the villages in the 15 districts.
- Cell phone SMS campaign to build awareness about the problem and what can be done was launched and this reached about 2-3 lakh people.
- State Government collaboration is being worked out and it is likely to be strengthened in the coming year.

4. Team:

Pratham team involved at different levels was:

- (i) District Level: 1 District coordinator and 3 zonal coordinators – in each district.
- (ii) Block Level: 1-2 resource persons at the block level
- (iii) Village/School Level (unpaid): Village volunteers and School teachers

5. Background:

SSA Tamil Nadu and the political leadership was stung by ASER findings that learning levels were lower than in Bihar, which is considered to be one of the most backward of states. The SSA tested 250,000 Std V children and essentially found that ASER results were accurate. While the Read India equivalent, Padippum Innikkum had demonstrated success, the senior IAS officer appointed as State Project Director decided to scale up the Activity Based Learning program he had set up as Commissioner in Chennai in collaboration with Rishi Valley school. The Government of India encouraged this scaling up initiative across the state. To their credit, ABL was scaled up rapidly and in schools across Tamil Nadu massive amounts of new activity-oriented reading materials were supplied. Teachers were trained. However, the scaling up had its own problems as many teachers did not understand the methodology and also the material, although activity-based, tended to strait-jacket the learning which was made narrowly sequential. ASER2007 found no evidence of improvement. In fact, it appears that adoption of the new methodology shut down whatever the teachers did earlier but lack of understanding of the new method led to backward slide in Std I and II instead of a forward movement. Pratham and its partner AID India, decided that ABL needed time to settle down and to prove its merit. The fact that it was a governmental initiative with potential was important. However, we felt that continuing the Padippum Innikkum initiative was important since ABL was not helping the older children in acquiring fluency. So, we focused on Std III and upwards and relied upon local volunteers more than the government itself.

As the first step towards launching the Read India Campaign in the state, we provided a story card bag to all the schools in the 10 Hewlett districts. This built a very good rapport with the district officials and teachers. In May 2007, SSA had launched a 15 day

summer camp in May 2007 across the state. In all the 10 districts, we worked with district education officials and teachers to provide materials and training at the cluster level.

These two actions both provided us with a very strong base of teachers as well as strong support from the district officials. So when we found that state government partnership was not very forthcoming, we started building successful district partnerships in these 10 districts. This was the basis of the Read Tamilnadu Campaign in the state.

We found to our pleasant surprise that most school teachers welcomed our intervention and were willing to evaluate reading levels of children and to run 1 hour of reading classes every day – even without any government permission! When we also got district level permissions, this became an added incentive. As teachers started using the teaching learning materials and group activities with the children, they found rapid improvement in reading levels. They began to demand more materials and activities. We started a quarterly material supply system – where small quantities of attractive materials and a simple training on how to use them was provided every 3 months.

6. Implementation:

In Tamilnadu, the campaign can be divided into 3 phases:

Phase I: July – September 2007: *In this phase our focus was on establishing a base in the district and demonstrating that our methods work and are easy to implement without any additional burden on teachers. So we chose the schools where teachers were most interested and launched the program in a limited number of schools and villages.*

Reading Group Activity Classes in Schools: Pratham team visited different schools and found teachers who willing to run 1 hour of reading classes every day. We trained these teachers on reading evaluation and provided them a dynamic kit to run level specific group activities every day. In each district about 350-400 such schools were identified and classes were initiated in these schools. We provided 2 different kits to each school – one kit for 3rd-5th std children and a different kit for 1st-2nd std children. The goal for the 1st-2nd std was to identify letters and read words, whereas in the 3rd-5th std the focus is on getting all children to read stories fluently. This phase of the program reached 3680 schools.

Village Level Classes for letters and words: In parallel, in each village we also identified volunteers to run reading classes for the 1st and 2nd std children – to ensure they know to read letters and words. The volunteers were trained in each block and given a set of materials for running these classes. This program reached 2301 villages.

A total of 77,034 children in the 1st and 2nd std and 223,262 children in the 3rd-5th std were reached in 73 blocks through these two above programs.

Phase II: October 2007 – March 2008: *In this phase, our focus was on scaling up the success of our earlier phase. The response from teachers was very strong and there was a demand to scale the program to all the schools. We simplified the materials and training and started a quarterly material supply system that reached out to all the schools in the district.*

District Wide School Level Campaigns: To reach all schools in the district, we simplified our program. Every quarter we provided a set of very simple cards – one set for children who could read sentences and one set for children who could not read even letters. Our team worked with teachers in every school and formed children into two groups and demonstrated the activities and gave them the materials. The teachers ran these classes every day for 3 months and then we provided them with the next set of materials. This campaign reached out to all the 11000 schools in 140 blocks in the ten Hewlett districts.

Phase III: April-May 2008 Summer Camps in Villages: *In this phase, our focus was on summer camps. Schools were on vacation and we wanted to use this time to ensure that all children in village learn letters and numbers. We expanded the Read India campaign to 5 more districts and started a campaign in 24000 villages in these 15 districts.*

Summer Campaign (Ennum-Ezhuthum Campaign): Pratham team identified volunteers in every village in these districts. Posters were stuck calling for volunteers and explaining the problem in April. On 1st May, the campaign was launched in all the villages. The volunteers were trained and given materials. Children were mobilized at a schools, community hall, temple or at the volunteer's home. Every day there was 1 hour of classes and 1-2 hours of games and fun activities. Every weekend the volunteers organized a village mela (festival). Along with fun activities in the mela, "I can Read Letters", "I can Read Words" and "I can Count" stickers were given to children who could demonstrate these skills by randomly picking up cards from a basket reading them.

SMS and Wall Writing Awareness Campaign: An sms campaign was also launched in the state to generate awareness about the problem and to inform people about the campaign. Wall writings were also done in all the villages to generate awareness about the campaign. Both these actions lead to a huge volunteer mobilization as well as a lot of excitement about the campaign. The campaign generated a lot of awareness about the issue as well.

Given the scale of the summer camps, intensive monitoring as was done with the schools earlier was not possible here. Based on random visits and feedback from volunteers, about 80% of the villages implemented the summer camps very effectively.

7. Material:

Government

The government did not supply any materials for the campaign. The trainings were organized by the government and our team used these training sessions to distribute the materials and train the teachers. But all the materials were prepared and supplied only by Pratham.

Pratham

Phase I:

- 1 set of a level-specific kits for group activities for 3rd-5th std per school.
- 1 set of level-specific kit for 1st-2nd std per school. This was also supplied to each village.
- Additional kits were supplied to schools which had strength in excess of 100 students.

Phase II:

- 1 set of Letter and Word Kits was given to each school in October
- 1 set of para cards and teacher's activities books were given in January

Phase III:

- Reading Kit – Letter and Words – for every village
- Para Cards – for every village
- Number and addition/subtraction cards for every village
- Rupee Notes for counting numbers
- Weekly Festival Activity Sheets
- Reading and Math evaluation cards and stickers

8. Assessment:

Comparison between ASER 2006 and ASER 2007 for government schools in Read India districts

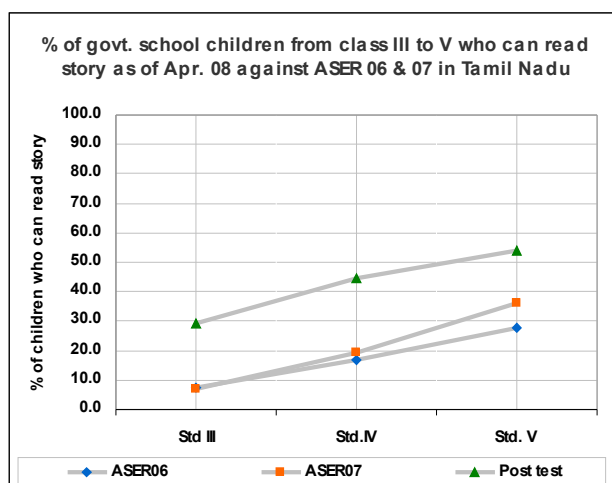
ASER 2006 (All 9 districts)						
Padippum Inikkum - Govt Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	62.6	31.2	4.9	1.1	0.2	100
Std 2	31.5	38.5	25.9	3.8	0.3	100
Std 3	10.1	29.3	36.8	17.4	6.4	100
Std 4	7.1	16.6	29.2	32.0	15.2	100
Std 5	2.5	9.3	23.6	35.2	29.4	100
Std 6	2.6	6.5	16.5	34.7	39.7	100
Std 7	1.4	4.4	12.5	34.2	47.6	100
Std 8	0.6	1.6	8.8	22.2	66.8	100
Total	11.9	15.2	19.6	24.4	28.9	100

ASER 2007 (All 9 districts)						
Padippum Inikkum - Govt Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	55.7	32.7	9.2	0.3	2.1	100
Std 2	15.1	44.0	32.9	6.5	1.6	100
Std 3	11.3	18.2	42.6	21.3	6.6	100
Std 4	4.9	8.8	28.6	37.2	20.6	100
Std 5	3.7	4.9	20.0	28.4	43.0	100
Std 6	2.8	4.8	15.6	35.6	41.2	100
Std 7	1.4	3.3	8.1	17.4	69.8	100
Std 8	0.6	2.8	4.7	13.1	78.9	100
Total	9.4	12.8	19.2	20.2	38.4	100

Comparison between ASER 2006 and ASER 2007 for government schools in Read India districts

Evaluation was done at 3 levels:

- In the schools in the first phase, an initial and final evaluation of reading levels was done by the teacher. This was validated and collected by the Pratham activist and consolidated.
- Randomized village level evaluation was also done directly by the Pratham activist in randomly selected schools.
 - 50 children were tested per school (10 children per class-Std. I-V)
 - The same children were tested at the time of pre and post test (Aug 2007 and Mar 2008)
- As per ASER Institute guidelines, Internal Evaluation in 3 districts and External Evaluation by Madras University in 1 district was done during the summer camp. The evaluation has been completed and analysis reports are awaited.



3.11.READ UTTAR PRADESH

1. Objectives

The foundations for the Read India campaign were laid in 2006 when Pratham and SSA jointly launched Nai Disha – a basic learning program in November 2006. From November 2006 to April 2007, Pratham people worked in joint teams with SSA in 20 districts across the state. The objective of Nai Disha was to ensure that all children in Std 1 and 2 learned to read simple text fluently and were confidently able to basic arithmetic operations.

Goals of Nai Disha – Basic Learning Campaign		
Std	Reading goals	Arithmetic goals
STD 1	All children read words and simple sentences.	All children recognize numbers up to 20 and can do simple addition and subtraction.
STD 2	All children read paragraphs and "story" level text.	All children recognize numbers up to 100 and can do addition and subtraction with carryover and borrowing.

The implementation of Nai Disha in 20 districts in 2006-2007 laid the foundation for the different aspects of Read India work in 2007-2008. The program reached over 2,000,000 children in Std 1 and 2.

2. Team

Mode:

a) Working with Schools

Program 1

Nai Disha in 20 old districts where Nai Disha had also run in 2006-07

Duration: Oct 2007 - Apr 2008

Number of Districts: 20

Number of Pratham People Directly Involved: 40 (It is important to understand that other people were also involved in monitoring and supporting Nai Disha but 40 people were part of the District Resource Group formed at the district level for effective functioning of Nai Disha)

Program 2

Nai Disha in 20 new districts where Nai Disha had run for the first time

Duration: Jan 2008 - Apr 2008

Number of Districts: 20

Number of Pratham People Directly Involved: 40 (It is important to understand that other people were also involved in monitoring and supporting Nai Disha but 40 people were part of the District Resource Group formed at the district level for effective functioning of Nai Disha)

b) Working with volunteers

Program 1

Summer Campaign from June-Aug 2007

Districts: Jaunpur, Baharaich and Meerut

Number of people involved: 94

Program 2

Letter and Number Recognition

Duration: Dec 2007 - Jan 2008

Districts: All 70 districts of Uttar Pradesh (1 block in each district of Uttar Pradesh and 2 blocks in 10 Hewlett funded districts)

Number of people involved: 2 person per district in 30 Non Nai Disha districts = 60 people

1 person for every 6 blocks in 40 Nai Disha district = $552/6 = 90$

3. Implementation

Since January 2006 until October 2006, Pratham teams had worked in 20 blocks in 6 districts. The focus of that phase was to catalyze and mobilize village communities to improve learning levels.

ASER 2006 data indicated that nearly half of the children in Standard I and II cannot even recognize alphabets and numbers.

In UP, the collaboration between Pratham and SSA for the school based Read India/

Nai Disha program was delayed from July 2007 to December 2007 due to political and administrative changes in government. The gap of six months meant that some of the learning gains from the previous period may have been lost.

For the re-starting work in the old Nai Disha districts, Pratham teams were supported by funds from Hewlett Foundation in 10 districts and funds from PrathamUK and PrathamUSA in the remaining districts.

For the new 20 Nai Districts, 2 Pratham members per district were supported through SSA funds @ Rs 6000 per person/ month.

Government has supported the program by providing support in terms of INR 12 mln for material, INR 56 mln for trainings of teachers and resource persons and INR 1.7 mln for personnel support.

The implementation of Nai Disha in 20 districts in 2006-2007 laid the foundation for the different aspects of Read India work in 2007-2008. The program reached over 2,000,000 children in Std 1 and 2.

Phase I: June to August 2007:

There were major changes at the top levels of administration and leadership at the state level within Uttar Pradesh since May 2007. A new party was elected to run the state. As in the case of other states in the country, after elections, it takes weeks and months for administrative changes and transfers to be completed. During this time, Pratham teams concentrated on building their own skills.

The Nai Disha program in 2006 and 2007 had given Pratham teams experience of working in collaboration with government teams at state, district, block and school levels. At the same time, it was felt that it was essential to mobilize communities and village volunteers to also support children's learning. For the summer of 2007, the team focused on three districts for generating volunteers. This was also seen as a pilot for summer camps in subsequent years. The aim of the three district volunteer campaign was to ensure that all children in 3 districts (Meerut, Bahraich and Jaunpur) would learn letters and numbers during the summer of 2007. This exercise was also aimed at strengthening Pratham's core team's capability for mobilizing volunteers.

Phase II: September 2007 to December 2007 : Preparation for Nai Disha

Since it was known that the period immediately after elections would be unsettled, several preliminary steps were taken for this period. First, SSA was given a proposal to expand the Nai Disha program to 20 more districts. Second, in the old Nai Disha districts, Pratham teams began to activate the former members of the district resource groups and block resource groups so that the focused learning activity that had started in the previous school year could be restarted in the schools.

Formally, the state government came on board in November. MOU was signed to extend Nai Disha to 20 new districts (this effort had partial funding from SSA) and formally re-start Nai Disha in the old 20 districts. In both sets of districts, preparatory work in terms of training was done in December, so that actual teaching-learning

activity in schools could start in January and continue till the end of the school year in May.

Phase III: January 2008 to May 2008 :

Implementation of Nai Disha in all government primary school in 40 districts

The key features of Nai Disha included joint teams of Pratham and SSA at state and district levels that led the work in the blocks, clusters and schools. Trainings at the start of the program had intensive school based "practice classes" as part of training at every level. There was continuous monitoring of the campaign by state, district and block resource groups by providing hands-on support and demonstration in schools. Finally there were regular review meetings to understand progress and solve problems. In most other programs in the state, training is usually not followed up by monitoring, field support or review.

Assessment was an important component of the program. All Std 1 and 2 teachers assessed all their children in the beginning, middle and end of the program. In addition, Pratham teams (and SSA members of the district resource groups) did a baseline assessment of 10 randomly picked children from each class in 50 randomly picked schools in the district. The final assessment for the same children will be done in May. This will also serve as the baseline for the summer camps.

The best performance from baseline to final testing is for the cohort of children who are in Std 2 in the old Nai Disha districts in 2008. These are the children who were in Std 1 the previous year in 2007. To a large extent, the learning gains of Std 1 are sustained and improved upon in Std 2. This shows the effect of a two year intervention.

Phase IV: December 2007-May 2008 : Working with village volunteers

By November, two decisions were taken: first, that there would be a Pratham presence in all the districts of the state. There were 30 remaining districts in the state which had not been reached as yet. Second, in all 70 districts in the state, the process of generating village volunteers would start so that by the summer the roll out would reach all villages in the state. (Uttar Pradesh has almost 100,000 villages). **This was an extremely ambitious plan.**

From December 2007 to January 2008, in one block in every district, two Pratham team members worked to generate at least one volunteer in every village in that block. In one month, these volunteers were to teach letters and numbers to all children in the village who were six and above and did not know letters and numbers. Teams in all districts started volunteer generation and identification through village based and college based orientation. They moved to each gram panchayat, spoke about Read India and mobilized volunteers. These unpaid volunteers ran classes for one month with 20-25 children who did not know numbers or could not recognize letters.

Phase V: February to May 2008 : The build up for the UP summer camps :

As part of its overall Read India strategy, Pratham is organizing massive summer campaigns across most states in India. Summer Campaign in Uttar Pradesh is aimed at reaching out to children in every village in the state. The objective is to ensure that no

child of the age group (6-14) languishes at the 'Nothing' level in language or arithmetic and that children move up to at least being able to read and do basic arithmetic.. The Summer Camp holds strategic significance in the pursuit of Read India Objectives, not just for the state but across the country as well.

Since February 2008, we have been in the process of creating an implementation structure that would facilitate Summer Campaign execution. The idea was to have one person per block in every block across the state and one person for every 2 clusters, apart from our district level teams. For this, volunteers were identified first at the block level and later at the cluster level. They were given monthly tasks such as organizing Letter and Number Recognition Class for around 30 children, mobilizing volunteers etc. On the basis of their performance, selections for block and cluster level people for the entire state have been done.

These block and cluster teams have the responsibility of identifying , training and monitoring the village volunteers. Through the summer, the attempt to mobilize entire Uttar Pradesh for basic learning is a very ambitious and large scale one. Time will tell how much success there has been.

The summer camps are currently ongoing.

4. Material

For volunteers (June-Aug 2007) Working in Baharaich, Meerut and Jaunpur

Material: Bundle Tilli, Ank Card, Akshar Card, Barakhadi Chart, Varnmala Chart, Ank Chart

(Dec - Jan 2008) Working in 1 block of all 70 districts

Material: Letter to VSS, Sarpanch, Ank Jano Akshar Pehchano Manual, Ank Card, Akshar Card. Read India Story Cards were purchased in Feb-March but werent used until the summer campaign 2008

5. Assessment

Comparison between ASER 2006 and ASER 2007 for Read India districts

ASER 2006 (All 20 districts) Nai Disha - All Schools							
	Nothing	Letter	Word	Para	Story	Total	
Std 1	58.5	30.6	7.7	2.5	0.7	100	
Std 2	26.2	38.4	23.5	8.9	3.0	100	
Std 3	12.3	29.6	31.1	17.6	9.4	100	
Std 4	5.9	17.0	24.4	33.0	19.7	100	
Std 5	4.3	11.6	15.3	36.2	32.7	100	
Std 6	1.9	5.3	8.6	30.4	53.9	100	
Std 7	0.8	2.7	4.9	23.3	68.3	100	
Std 8	0.8	2.1	2.3	15.4	79.4	100	
Total	18.1	20.2	15.9	19.4	26.4	100	

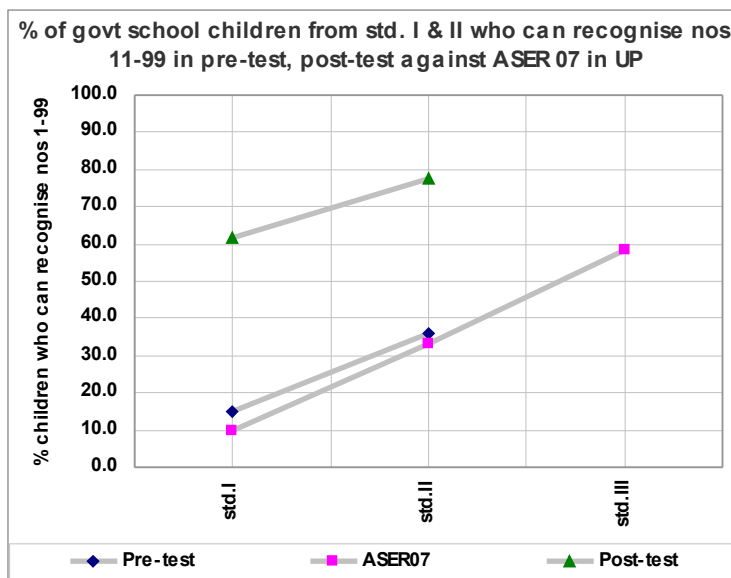
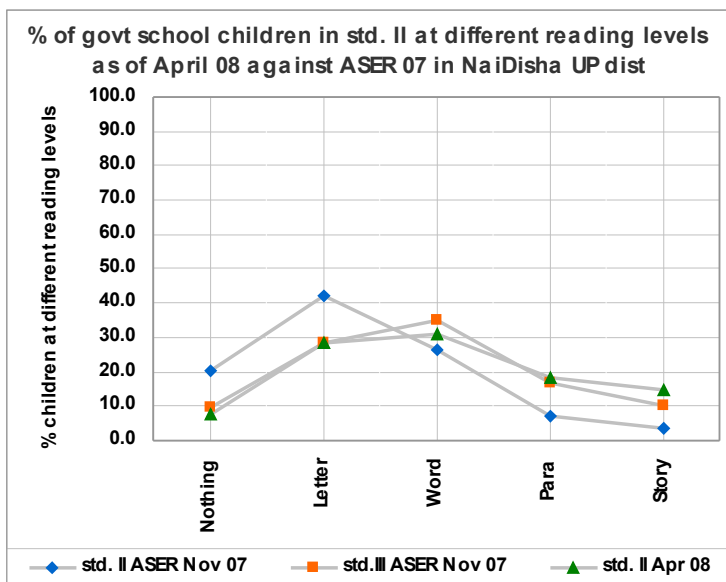
ASER 2007 (All 20 districts) Nai Disha - All Schools							
	Nothing	Letter	Word	Para	Story	Total	
Std 1	44.6	42.9	7.9	2.6	2.1	100	
Std 2	18.8	43.8	23.6	7.4	6.4	100	
Std 3	9.5	28.4	27.5	18.1	16.5	100	
Std 4	6.6	18.9	19.8	23.5	31.2	100	
Std 5	3.6	12.1	15.8	20.4	48.2	100	
Std 6	2.1	6.1	10.4	17.9	63.5	100	
Std 7	1.6	5.2	4.2	14.5	74.5	100	
Std 8	1.3	2.0	3.5	9.5	83.7	100	
Total	13.9	23.8	15.6	13.8	32.9	100	

The UP data is interesting because it not only indicates a substantial decrease in proportions of children who cannot identify alphabets in a big way although the state has to go quite a distance.

Although Nai Disha was restricted to Std I and II, there apparently is an improvement in reading fluency at higher levels. We believe that the massive training exercise of all government school teachers, may have paid off in classroom practices in the higher classes.

This factor needs to be researched further.

Comparison between ASER 2007 and the post test



3.12.READ UTTARAKHAND

1. Objectives:

1. Every child studying in government primary schools in Uttarakhand in Stds I, II, III acquires reading, writing and arithmetic skills. No child in Stds IV, V is deficient in the above skills.
2. Getting Std I-II children to word- para levels / number recognition and two digit addition-subtraction levels.
3. Getting III-V children to fluent reading levels / multiplication-division levels

2. The landscape:

	State	Coverage
Districts	13	13
Blocks	95	95
Villages	11,529	7,257
Anganwadis (pre school)		
Primary Schools	12,150	12,150
Children in above schools	908,720	602,749(ET) / 660,204(BL)
Teachers	21,355	21,355
Government Officials	-	
Volunteers	-	7,115 End Test /10,970 Max
Pratham full time team	-	487

3. Highlights:

- Reasonable change in reading and arithmetic levels during October – March period.
- SSA Uttarakhand and Pratham worked closely in planning and execution of the program.
- SSA adopted NEEV as one of its major quality initiatives.
- One school hour each was dedicated for reading and arithmetic during the program.
- The Pratham training was a part of the Annual Training Program of the schoolteachers. The focus of the training was to enable all schoolteachers to use the “learning to read” technique.

- SSA Uttarakhand continues with NEEV PLUS during the current year.
- Government has supported the program by providing support in terms of INR 12 mln for material, INR 4.4 mln for trainings of teachers and resource persons.

4. Team:

Core team consisted of 4 persons at the State level and one Pratham District Coordinator in each district state. There was one Pratham Block Coordinator assisted by about 4 cluster level persons in each block. While the cluster level persons were involved for a period of 6 months, others worked round the year. Pratham team also involved village level volunteers who worked from October 07 to March 08.

5. Background:

NEEV was a follow up to the 800 school Learning Excellence Program pilot that SSA Uttarakhand and Pratham had jointly undertaken in the previous year.

The SPD of Uttarakhand wanted to partner with Pratham in 2007 and accordingly a non-financial understanding of cooperation was worked out. However, following her transfer, the program in schools began to slow down in mid 2007. The Pratham teams began to work in mostly voluntary mode in the absence of a clear collaboration with the schools. However, NEEV picked up although the governmental system's involvement was not quite as strong as in Himachal, the neighbouring state.

6. Training:

Teachers:

SRG (State Resource Group) comprising BRCC, NDC (NEEV District Co-ordinator), DIET persons and active teachers were trained by our State team plus PDCs with the help of Delhi Resource Centre. SRG imparted training to DRGs (District Resource groups constituted to train BMTs (Block Master Trainers), BMTs, in turn, trained school teachers at cluster level with the help of our Block Coordinators. After completion of teachers' training, district-wise CRC workshops were convened for better understanding / introduction of Pratham personnel to the SSA set up. This step enhanced the smooth implementation of program.

Number of SRG personnel trained in June 2007 --- 55

Number of DRG personnel trained in July 2007 — 517

Number of teachers trained during July – December 2007— 21355

Volunteers (Shiksha Saarthis)

Pratham State Team with support from Delhi resource persons trained Pratham district and Block coordinators. In turn, Mobilisers were trained by PDCs and PBCs

in a 2 – day workshop. Shiksha Saarthis were trained by Pratham Block Coordinators with the help of Mobilisers in the 3 – tier training module. These trainings were conducted during September / October 2007.

7. Implementation / Activity Plan:

School based LEP NEEV (October 2007– March 2008)

- Baseline of all school children and grouping of children as per competency levels was done at the onset of the program.
- The first two hours of each school day devoted to Hindi and Math learning for children in Std. I to III Non-reading children in Std. IV-V also included in these classes.
- The teacher will spend more time with children having lower levels of learning.
- Children, who know how to read, will be given exercises in peer-to-peer and self-learning.
- The supplementary reading material available in the school and other graded reading material made available to children during the reading period to fortify their reading and comprehension abilities.
- School organized Reading & Maths week in Dec and Jan months, & all available library/bank books in the school are distributed among the children.

Community based program for BLW children (Oct 07 – March 08):

- Two hours of each day and four-five days in a week will be devoted to Hindi and Math Learning especially to Nothing-Letter-words kids.
- Classes organized in village's community house, own house or schools.
- Monitoring done by mobilizers & village body or Pradhan.

10. Material:

Government: Supplementary Reading Material for schools developed jointly by Pratham and SSA was printed by SSA and distributed to school teachers at the time of their training. SRM consisted of:

- Barakhadi chart and cards
- Number-Tables charts and cards
- Book of Stories
- Books of Paragraphs
- Barakhadi-word cards
- Aao Sochein
- Aao Khelein

- Teachers Manual
- Straw-pipes & rubber bands (Bundle-Tilli)

Community: Pratham provided the following material for Shiksha Saarthis to run classes in the community:

- Volunteer manual
- Barakhari cards/charts
- Word / para cards
- Story cards
- Bundle tili

Summer Camp: – May – June 2008:

Preparation for summer camp started in May '08 and summer camps were held by volunteers mobilized by Pratham in villages across the state from June 1 through June 30. Summer camp kits comprising of were distributed to village volunteers at the time of their trainings in May 08. These kits comprised of bundle tili / currency notes and trading cards besides word / para and story cards specially prepared for the campaign. Data of summer camp evaluation and random evaluation in selected districts is awaited.

9. Assessment:

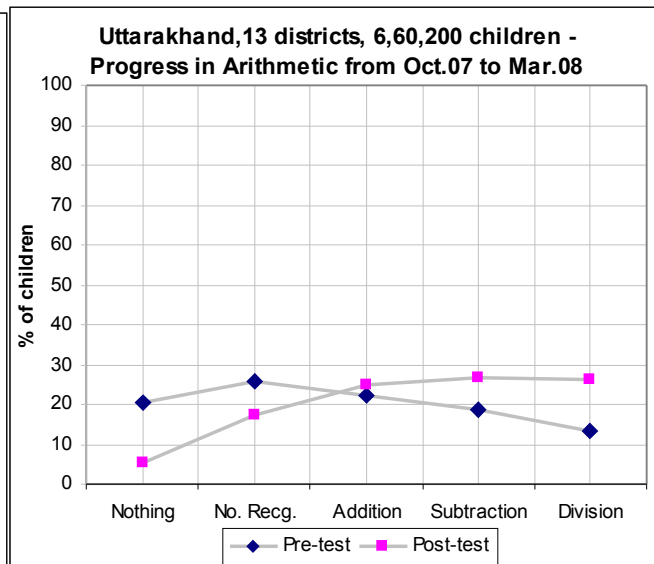
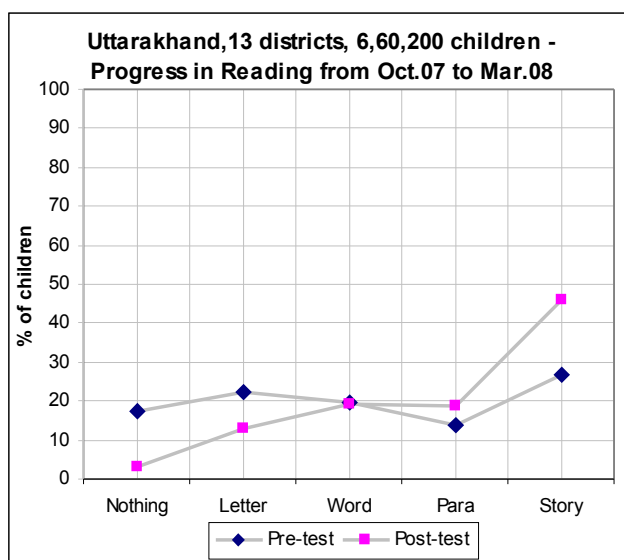
Comparison between ASER 2006 and ASER 2007

ASER 2006 (All 13 districts)						
Uttarakhand Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	19.6	49.5	21.6	3.0	6.3	100
Std 2	6.2	27.7	38.3	13.5	14.3	100
Std 3	2.1	16.9	23.5	29.9	27.7	100
Std 4	1.1	7.3	12.2	33.6	45.8	100
Std 5	0.6	2.7	6.3	20.0	70.5	100
Std 6	0.3	1.2	2.5	14.9	81.1	100
Std 7	0.4	1.2	1.5	8.0	89.0	100
Std 8	0.1	0.9	0.8	6.1	92.1	100
Total	4.0	14.3	14.4	16.9	50.5	100

ASER 2007 (All 13 districts)						
Uttarakhand Read India - All Schools						
	Nothing	Letter	Word	Para	Story	Total
Std 1	31.2	42.3	17.4	4.1	5.1	100
Std 2	9.4	30.1	37.5	12.6	10.4	100
Std 3	3.3	13.5	30.4	26.1	26.7	100
Std 4	1.2	7.0	17.4	27.8	46.6	100
Std 5	1.1	2.7	7.5	18.3	70.4	100
Std 6	0.3	1.8	3.2	10.5	84.3	100
Std 7	0.2	1.0	1.0	8.3	89.5	100
Std 8	0.3	1.2	1.2	5.3	92.0	100
Total	7.0	14.4	16.3	14.8	47.6	100

Comparison between pre test (Oct 2007) and post test (Mar 2008)

Baselines were conducted by school teachers in schools with the help of Pratham Mobilisers / volunteers. Pre and post tests were conducted to evaluate the impact of the program. Similarly, volunteers conducted baselines of children in the community followed by an end test to gauge the impact.



In both reading and math, there is 15-20 percentage point drop in nothing levels and a similar increase in the story/ division level. This program needs to be strengthened further.

The team outside a school in Uttarakhand



The village volunteers in Haryana



